

St David Curriculum Map 2020 -2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	21 st September day of peace October 27 th Diwali 7 th October National Poetry day 9 th October – seed gathering Sunday	30 th October Halloween 4 th November Guy Fawkes Remembrance Sunday 11 th November 10 th November World Science Day.	21 st February world mother tongue language day	World book day World wildlife day 3 rd March World poetry day 21 st March 27 th March St Patricks Day Autism Awareness 2 nd April	10 th May migratory bird day 30 Days wild- June	30 Days wild- June 22 nd June Windrush day
Assemblies	See assembly timetable for the year					
Theme	Alchemy Island	Tudors	Star Gazers	Egyptians	Allotment	Beast Creator
Inspirational Female/ BAME individuals	Famous Alchemists Nina Simone	Queen Elizabeth I Mary Queen of Scots	Valentina Tereshkova Helen Sharman Mary Jackson Sunita Williams	Cleopatra Other Egyptian Queens Hypatia	Marie Curie Rosalind Franklin Flossie Wang-Staal Jane Goodall	

<p>Migration (Our Migration Story)</p>	<p>Migration in Tudor times</p>		<p>Comparative studies using Lyfta within this topic linked to our class ethnicity. Looking at our migration- 'Go home' the most recent time period.</p>		<p>Comparison of climates. Our home and one in Africa LYFTA Our migration- linked to local Geography- Romans- Ivory Bangle Lady.</p>	
<p>Learning Adventure</p>	<p>Geography- coordinates & mapwork Music- Composing Science- Changing Materials</p>	<p>History – The Tudors Art – Portraits; sketching Tudor patterns; 3D Modelling Music – Tudor compositions</p>	<p>History- The Space Race Geography- World Maps Art- screen printing D&T- Modelling- Making the Mars Rover</p>	<p>History- Ancient Egyptians Geography- The River Nile Art- Papyrus & hieroglyphics</p>	<p>Allotment Focus: Science – Life-cycles Geog – Land use DT – Cooking and nutrition</p>	<p>Beast Creator Focus: Science – Living things and their habitats Art – Drawing and perspectives Geog – Local fieldwork D&T- Making habitats</p>
<p>R.E (come and See)</p>	<p>Ourselves – The family of God in Scripture – Created in the image and likeness of God Life Choices –Marriage, commitment and service Judaism – Holy Books – The Torah and its importance. Hope – Waiting in joyful hope for Jesus; the promised one</p>		<p>Mission – Continuing Jesus’s mission in diocese (ecumenism) Memorial Sacrifice – The Eucharist – the living memorial of Jesus Sacrifice – Lent a time of giving in order to celebrate the sacrifice of Jesus Spirituality Week</p>		<p>Transformation – Celebration of the Spirit’s transforming power Freedom & Responsibility – Commandments enable Christians to be free & responsible Stewardship –The Church is called to stewardship of Creation World religion – Islam – Pilgrimage, Ramadan & Eid</p>	
<p>English</p>	<p>Fiction: <i>Playscripts – Y5/6 HT/dialogue – Cornerstones</i> Modern Fiction- <i>The Hole</i> <i>The Promise HT</i> Poems from the same author- Joseph Coelho Non-chronological texts- <i>Quest for Gold</i></p>	<p>Letter writing Fantasy stories- Shaun Tan HT Classic poems- Narrative Poems HT Christmas Poetry- <i>The night before Christmas</i></p>	<p>Non-Fiction: Non-chronological reports – <i>The Earth, Moon and Sun HA – relationship between them.</i> Fiction: Science Fiction – HT – Fantasy short stories Recounts- UFOs and Aliens HT Poems on a theme- Aspirations and dreams</p>	<p>Fiction- Stories on a theme- faraway places Information texts- HT Instruction writing Diary Writing</p>	<p>Non-Fiction: Persuasive Writing inc letters - HT Fiction: Narrative – Funny Books Debate Poetry: Create own poems about use/not using pesticides? HT</p>	<p>Non-Fiction: Explanations – life-cycles – Cornerstones/HT Fiction: Kensuke's Kingdom Poetry: Limericks - Cornerstones</p>
<p>Key Quality Texts</p>	<p>Macbeth The Hole</p>	<p>Tales from Outer Suburbia by Shaun Tan</p>	<p>What do you want to be? by Wilf Mertens</p>	<p>Cloud Tea Monkeys and Mysterious</p>	<p>Non-fiction books about gardening/plant life-cycles</p>	<p>Michael Morpurgo's Kensuke's Kingdom</p>

	<i>The Promise Werewolf Club Rules</i>	<i>Lewis Carroll's Walrus and the Carpenter and Hilaire Belloc's Cautionary Tales</i>	<i>Hold Fast to Dreams by Langston Hughes Mother to Son by Langston Hughes</i>	<i>Traveller</i>	<i>The Steves by Morag Hood David Walliams' Mr Stink</i>	Non-fiction books about life processes – animal life- cycles
Mathematics	<ul style="list-style-type: none"> Number: Place Value Number: Addition and Subtraction Statistics 	<ul style="list-style-type: none"> Number: Multiplication and Division Perimeter and Area Consolidation 	<ul style="list-style-type: none"> Number: Multiplication and Division Number: Fractions 	<ul style="list-style-type: none"> Number fractions Number: Decimals and percentages Consolidation 	<ul style="list-style-type: none"> Number: Decimals Geometry: Properties of Shapes 	<ul style="list-style-type: none"> Geometry: Position and Direction Measurement: Converting Units Measure: Volume Consolidation
Gospel/ British Values	<p>Includes What are British Values? (Cornerstones) Awra Amba - Lyfta Gender Equality (SDG 5) Awra Amba - Lyfta Democracy – International Day of Democracy (15/9) (SDG 10 and 16)</p>	<p>What are British Values? (Cornerstones) Anti-bullying Online Safety</p>	<p>What are British Values? (Cornerstones) Martin Luther King Jr Day (Cornerstones) (Fair and Equal treatment for all)</p>	<p>Fabiola Gianotti (Cornerstones) Awra Amba - Lyfta Gender Equality International Women's Day (8/3) (SDG 5) Safer Internet Day (Cornerstones)</p>	<p>What are British Values? (Cornerstones) Secrets of the Opera – Lyfta Terrific Teamwork (SDG 3)</p>	<p>Secrets of the Opera – Lyfta Challenging Stereotypes – Dancing on Ice (SDG 5) Secrets of the Opera – Lyfta Emotional First Aid – To learn some strategies to promote good mental health (SDG 3)</p>
Healthy Lifestyles (physical and mental health)	<p>Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Anti-bullying Online safety</p>		<p>Online safety</p>		
Learning in the community			<p>Science Observatory</p>		<p>Local trips to gardens/allotments Sweeping fields on Seaford Head for minibeasts</p>	

<p style="text-align: center;">Science</p>	<p>Properties and changing Materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>*All working scientifically objectives*</p>	<p>Properties and changing Materials</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>All working scientifically objectives*</p>	<p>Earth and Space</p> <p>Describe the changes as humans develop to old age</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>All working scientifically objectives*</p>	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>All working scientifically objectives*</p>	<p>Living things and their Habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals or arguments</p> <p>All working scientifically objectives*</p>	<p>Living things and their Habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>All working scientifically objectives*</p>
<p style="text-align: center;">Computing</p> <p style="text-align: center;">E-Safety will be taught continuously throughout the year</p>	<p>We are game developers!</p> <p>Using Scratch to create a game</p>	<p>Use internet throughout Science topic</p> <p>Use stargazer APP on ipads for Night Under the stars</p>	<p>We are artists!</p> <p>Use Ink to create patterns and tessellations</p>	<p>We are game cryptographers !</p> <p>Understand and use morse code</p>	<p>We are web developers</p> <p>We are bloggers!</p>	<p>We are architects!</p>

<p>History</p>		<p>Study an aspect or them in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c.AD 900; Mayan civilization c AD900' Benin (West Africa) c AD 900-1300</p>
<p>Geography</p>	<p>Human and Physical Knowledge Describe and understand key aspects of physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Human and Physical Knowledge Describe and understand key aspects of human geography, including : types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water.</p> <p>Locational Knowledge Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>Human and Physical Knowledge Describe and understand key aspects of human geography, including : types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water.</p>

<p style="text-align: center;">Art</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p> <p>Find out about great artists, architects and designers in history</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Find out about great artists, architects and designers in history</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p> <p>Find out about great artists, architects and designers in history</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p> <p>Find out about great artists, architects and designers in history</p>
<p style="text-align: center;">Design and Technology</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Technical Knowledge Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors.</p>	<p>Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Evaluate Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Evaluate Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate and develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Technical Knowledge</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Evaluate Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing accurately.</p>

			Technical Knowledge Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures.		Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures.	
EPR	Friendship Themes Democracy and rule of law <ul style="list-style-type: none"> Learning to Learn Week. Secrets of success Class rules Pupil Voice. Seal Units <ul style="list-style-type: none"> New beginnings Go-Givers Units: Democracy (Local, national and European – 3 part lesson)	Anti-bullying Themes Individual liberty Seal Units <ul style="list-style-type: none"> Getting on and falling out Say no to bullying Go-Givers Units: Homophobia: Respecting all differences	Safer Internet Themes Being responsible citizens Seal Units <ul style="list-style-type: none"> Going for goals Go-Givers Units: Keeping safe in Cyberspace (dangers of sharing personal information)	British Values Themes (Spirituality Week) <ul style="list-style-type: none"> Sex Education Seal Units <ul style="list-style-type: none"> Good to be me Go-Givers Units: Trapped in the mine	Eco and sustainable Themes Seal Units <ul style="list-style-type: none"> Relationships Go-Givers Units: Oil disaster in the Gulf of Mexico	Multi-cultural Themes Mutual respect and tolerance Seal Units <ul style="list-style-type: none"> Changes Go-Givers Units:
PE	Real PE- Social Cog Teamwork Games	Real PE Hockey	Real PE Invasion Games	Real PE Gymnastics	Kwik Cricket Real PE	Athletics Real PE
Music	Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Develop an understanding of the history of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the interrelated dimensions of music
French	Conversation revision. Introduction to using a French/English dictionary. Introduction to verb “to have”	Continue correspondence with French class and write second letter. Begin to learn some food and drink vocabulary and useful phrases for use in	Revise conversation topics to date. Revising known grammar and vocabulary for sentence construction. Counting to 79	New vocabulary acquisition and learning negative sentence construction through the “Kirikou et la Sorcière” story. Counting to 89	Learn about Euro and revise café and shop phrases, adding ice-creams! Learn a French song or rhyme	Conversation revision, focusing on using little extras such as “me too” to make the flow more natural. Counting to 100

		shops and cafés				
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