

St Teresa Curriculum Map 2021 -2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	<p>21st September International Day of Peace 7th October National Poetry day 15th October Global Handwashing Day</p>	<p>4th November Diwali 5th November Guy Fawkes 11th November Remembrance Sunday 20th November 27th November to 24th December Advent Universal Children’s Day 30th November St Andrew 10th December Human Right’s Day</p>	<p>4th January World Braille Day 21st January Martin Luther King Jnr Day 25th January Robert Burn’s Night 8th February Safer Internet Day 1st February Chinese New Year</p>	<p>2nd March – 16th April Lent 3rd March World wildlife day 8th March International Women’s Day 11th to 20th March National Science Week 3rd March World book day 17th March St Patrick’s Day 21st March World poetry day 2nd April Autism Awareness</p>	<p>2nd April – 1st May Ramadan 23rd April St George’s Day 28th May Amnesty International Day 15th May National Children’s Day 28th May World Hunger Day</p>	<p>2nd to 5th June Queen’s Platinum Jubilee 5th June World Environment Day 8th June World Ocean’s Day 10th July Don’t step on a bee day 14th July Emeline Pankhurst Day 18th July Nelson Mandela Day</p>
Assemblies	See assembly timetable for the year					
Theme	A Child’s War		Darwin’s Delights		Gallery Rebels	

<p>Inspirational Female/ BAME individuals</p>	<p>Noor Inayat Khan Bessie Coleman Spitfire Women, Code-Breakers, WRNS, Women’s Land Army etc. Vera Lynn Anne Frank Floella Benjamin Kwane Alexander Jesse Owens</p>	<p>Mary Anning Marianne North Rosalind Franklin Georgia O’Keefe Greta Thunberg</p>	<p>Frida Kahlo Jean-Michel Basquiat Maya Angelou</p>
<p>Migration (Our Migration Story)</p>	<p>Evacuees Polish soldiers and refugees in World War 2 Britain Global Britons at war: soldiers from the British Empire/Commonwealth Jewish refugees and the Nazi regime The Windrush</p>	<p>Animal and human migration The positive impact of migration on the sciences</p>	<p>The positive impact of migration on the arts, sports and wider society</p>
<p>Learning Adventure</p>	<p>A Child’s War Focus: Art – The Blitz: improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Computing – Use search technologies and presentation software D.T. - Understand and apply the principles of a healthy and balanced diet; understand seasonality and ‘buying and eating local’; prepare and cook a recipe from war time; understand how key events and individuals in design and technology have helped shape the world Geography – Latitude and longitude; the Commonwealth and the UN; political geography of the UK History – The Second World War and the End of Empire; achievements and follies of mankind Music – Sounds of the war: listen with attention to detail and recall sounds with increasing aural memory; improvise and compose music/sounds PSHE - Learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those you disagree with; empathise with people in different time, in different</p>	<p>Darwin’s Delights Focus: Art and D.T. - Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; select from and use a wider range of materials and components, including textiles; observational drawing Computing – online research and understanding computing networks; collect, analyse, evaluate and present data and information; morphing software Geography – Use maps; identify the position and significance of latitude, longitude, Equator, Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones History – Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies; achievements and follies of mankind PSHE – Internet safety and reliable websites; environmental issues Science – Evolution and inheritance; Linnaeus and classification; nature observation over time, using a quadrat; living things and their habitats</p>	<p>Gallery Rebels Focus: Art – Great artists of the 19th and 20th centuries; creating a sketchbook; explore and understand the meanings of works of art Computing - Use search engines to source images of art from any of the modern art genres; set up a digital portfolio; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content D.T. - understand how key events and individuals in design and technology have helped shape the world; select and use tools and materials Geography - Use the web to research the locations of significant art galleries around the world. Mark their locations on a world map, finding out about the cities where they can be found and suggesting reasons why they were built there, such as transportation links, population and tourism History - Know and understand significant aspects of the history of the wider world; achievements and follies of mankind Music – Listening, improvising and composing; developing an understanding of the history of music Music and PSHE – Songs of protest</p>

	<p>circumstances and parts of the world; internet safety and fake news Science – Sound (LKS2)</p>		<p>PSHE – Art and protest; Internet safety and reliable websites Science - Explore the science of colour through a range of colour based investigations, including chromatography and marbling; links to Light in Term 1</p>
<p>R.E (come and See Y5 curriculum)</p>	<p>Domestic Church – Family: Ourselves – Created in the image and likeness of God Baptism/Confirmation – Belonging: Life Choices – Marriage, commitment and service Advent/Christmas: Loving: Hope – Advent; waiting in joyful hope for Jesus; the promised one Judaism – Belongings and values - Beliefs and festivals: Pesach</p>	<p>Local Church – Community: Missions and Life Choices – Continuing Jesus’ mission in diocese (ecumenism) Eucharist/Relating – Memorial Sacrifice: Life Choices – the Eucharist: the living memorial of Jesus Lent/Easter – Giving: Sacrifice – Lent, a time of giving in order to celebrate the sacrifice of Jesus Spirituality Week</p>	<p>Pentecost – Serving: Transformation – Celebration of the Spirit’s transforming power Reconciliation/Inter-relating – Freedom and responsibility– Commandments enable Christians to be free and responsible Universal Church/World: Stewardship – The Church is called to stewardship of Creation Islam – Belonging and Values - Beliefs and Festivals: Ramadan and Pilgrimage</p>
<p>English</p>	<p>Extended writing/stories that raise issues – write an outsider story Biographies: researching, planning and writing a biography Letters: both formal and informal Diary writing Newspaper report/recount Exploring patterns and writing poetry</p> <p>The art of summarising and identifying key ideas for comprehension</p>	<p>Predictive and descriptive writing News/media report Instructional and explanation writing</p> <p>The art of summarising and identifying key ideas for comprehension</p>	<p>Research Expressionist poetry Surrealist narrative Explanatory text</p> <p>The art of summarising and identifying key ideas for comprehension</p>
<p>Key Quality Texts and Picture Books to support cross-curricular learning</p>	<p>Eric by Shaun Tan and The Lost Thing by Shaun Tan The Island by Armin Greder Something Else by Kathryn Cave and Chris Riddell Coming to England by Floella Benjamin The Undefeated by Kwane Alexander Friend or Foe by Michael Morpurgo Skyward by Sally Deng Shackleton’s Journey by William Grill The Great Serum Race by Debbie S Miller Poems from a Green and Blue Planet by Sabrina Mahfouz (linking to next term’s topic)</p>	<p>Greek Myths by AnnTurnbull Percy Jackson and the Lightning Thief by Rick Riordan When Darwin Sailed the Seas by David Long and Sam Kalda On the Origin of Species by Sabina Radeva Grow: Secrets of our DNA and Lots: The Diversity of Life on Earth by Nicola Davies and Emily Sutton Earth Heroes by Lily Dyu and Jackie Lay Georgia’s Bones by Jen Bryant and Bethanne Andersen and My Name Is Georgia by Jeanette Winter (linking to next term’s topic)</p>	<p>Me, Frida, and the Secret of the Peacock Ring by Angela Cervantes Portrait of an Artista: Frida Kahlo by Lucy Brownridge and Sandra Dieckmann Life Doesn’t Frighten Me by Maya Angelou Radiant Child by Javaka Steptoe How to Be an Explorer of the World (Portable Life Museum) by Keri Smith Human Journey by Alice Roberst and J. W. Lewis</p>
<p>Human Rights Texts</p>	<p>We Are All Born Free (The Universal Declaration of Human Rights in Pictures) For Every Child (The Rights of the Child in Words and Pictures) Malala’s Magic Pencil by Malala Yousafzai and Kerascoet</p>		

We Are Displaced by Malala Yousafzai						
Mathematics	<ul style="list-style-type: none"> Number: Place Value Number: Addition, Subtraction, Multiplication and Division 	<ul style="list-style-type: none"> Fractions Geometry- position and direction Consolidation 	<ul style="list-style-type: none"> Number: Decimals Number: percentages Number: Algebra 	<ul style="list-style-type: none"> Measurement: Converting Units Measurement: perimeter, Area and Volume Number: Ratio 	<ul style="list-style-type: none"> Geometry: properties of Shape Problem Solving 	<ul style="list-style-type: none"> Statistics Investigations Consolidation
Gospel/ British Values	<p>Includes</p> <p>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>Food from the war compared to today</p> <p>Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Refer to Health Rducation Mapping Guidance from the PSHE Association</p>		<p>Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Refer to Health Rducation Mapping Guidance from the PSHE Association</p>		<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported with animals, including humans</p> <p>Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Refer to Health Rducation Mapping Guidance from the PSHE Association</p>	
Science	<p>Light Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>		<p>Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including</p>	<p>Animals (including humans) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported with animals, including humans</p>	

	<p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Working scientifically As per Progression in working scientifically skills PLAN (planassessment.com)</p>	<p>Recognise that living things produce off-spring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Working scientifically As per Progression in working scientifically skills PLAN (planassessment.com)</p>	<p>micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Working scientifically As per Progression in working scientifically skills PLAN (planassessment.com)</p>	<p>Working scientifically As per Progression in working scientifically skills PLAN (planassessment.com)</p>
<p>Computing</p> <p>E-Safety will be taught continuously throughout the year</p>	<p>Using technology for good (linked to PSHE)</p> <p>We are game developers</p> <p>We are cryptographers</p>	<p>Internet safety, fake news, website reliability (linked to PSHE)</p> <p>We are artists</p> <p>We are web developers</p>	<p>Collecting, evaluating and presenting information</p> <p>Internet safety and website reliability (linked to PSHE)</p> <p>We are bloggers</p> <p>We are architects</p>	
<p>History</p>	<p>Study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066; develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p>Links to Ancient Greece in English</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	
<p>Geography</p>	<p>Locational Knowledge</p>	<p>Locational Knowledge</p>	<p>Locational Knowledge</p>	

	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (Topic, PSHE, English); name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (Topic and English); identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Topic)</p> <p>Place Knowledge Understand geographical similarities and difference through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America (Topic, PSHE and English)</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Topic)</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Topic); understand geographical similarities and difference through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America (Topic, Science, PSHE and English)</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Topic and Science)</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (Topic)</p> <p>Human and Physical Geography 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 (R.E. and PSHE)</p>
Art	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history</p>	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history</p>	<p>Create sketch books to record observations and use them to review and revisit ideas</p> <p>Learn about great artists, architects and designers in history</p>
Design and Technology	<p>Evaluate ideas and products against own design criteria and consider the views of others to improve</p> <p>Understand how key events and individuals in D&T have helped shape the world</p>	<p>Select from and use a wider range of materials and components, including textiles</p> <p>Understand and apply the principles of a healthy and balanced diet; understand seasonality and 'buying and eating local'</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

<p>PHSEE</p> <p>Human and Children rights , as well as environmental issues, will be taught throughout the school year</p>	<p>Understand and apply the principles of a healthy and balanced diet; understand seasonality and 'buying and eating local'; prepare and cook a recipe from war time</p> <p>Understand and use electrical systems in products</p>		<p>Understand how key events and individuals in design and technology have helped shape the world</p>
	<p>New beginnings and relationships</p> <p>Belonging</p> <p>Fake news and internet safety</p> <p>Managing anger – how my brain works</p> <p>Healthy diet</p>	<p>Being responsible citizens</p> <p>Bullying and cyberbullying</p> <p>Differences and tolerance</p> <p>Equity and equality</p> <p>Democracy and British Values</p>	<p>Rights and responsibilities</p> <p>Sex education</p> <p>Eco-friendly and sustainable themes</p> <p>Food poverty</p> <p>Stereotyping (links to French)</p>
<p>PE</p>	<p>Swimming</p> <p>Invasion Games</p>	<p>Gymnastics: Sequences, partner work, apparatus</p>	<p>Net and wall skills</p> <p>Games: Striking and Fielding</p> <p>Athletics: Run, jump, throw</p>
<p>Music</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations</p>

French					Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	
	French culture and geography Bonjour En classe	Mon corps Les animaux	La famille Bon anniversaire	Revision: Encore Quelle heure est-il?	Les fêtes Où vas-tu ?	On mange Common school vocabulary SMSC studies, exploring stereotypes (links to PSHE)