

## St David Curriculum Map 2021 -2022

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

<p>Inspirational Female/ BAME individuals</p>	<p>Frida Kahlo</p>	<p>Freydis Eiríksdóttir Brynhild Buðladóttir</p>	<p>Rosa Parks</p>	<p>Cleopatra Other Egyptian Queens Hypatia</p>	<p>Jane Goodall Dian Fossey</p>
<p>Learning Adventure</p>	<p><u>Main Focus</u> <u>History</u> – Shackleton’s Journey <u>Geography</u> – Locate Antarctica and its physical features.  <u>Art</u> – Hokusai’s work of the Great Wave of Kanagawa.</p>	<p><u>Main focus</u> <u>History</u> – Vikings. Who were the Vikings and what made them so successful?  <u>Geography</u> – Where did the Vikings come from? Locating Scandinavia and the route the Vikings took to Britain.  <u>Music</u> – Viking saga songs from BBC. Listen to and learn sea shanties. Compose a sea shanty song.  <u>D.T</u> – Design and make own Viking longship.</p>	<p><u>Main focus</u> <u>Geography</u>- Where cacao trees grow and Fairtrade.  <u>History</u>: Maya Civilisation  <u>D.T</u> Designing own chocolate bar. Making healthy food choices.</p>	<p><u>History</u>- Ancient Egyptians <u>Geography</u>- The River Nile <u>Art</u>- Papyrus &amp; hieroglyphics  <u>D.T</u>-Design and create own Egyptian tomb.</p>	<p><u>Art</u> – Creating collages. <u>Geography</u> – Climate change, adaptations to environmental concerns <u>Music</u> –Composing and creating sounds of the rainforest.</p>
<p>Learning in the community</p>		<p>End of term ‘vikings celebration day’, inviting parents for the afternoon to teach them their learning of the Vikings.</p>		<p>A trip to Brighton Museum to find out about Ancient Egyptians and mummification.</p>	<p>A trip to Drusillas Park Zoo.</p>
<p>R.E (come and See)</p>	<p>People – The family of God in Scripture  Called – Confirmation: a call to witness  Gift – God’s gift of love and friendship in Jesus  Judaism – Holy Books – The Torah and its importance.</p>		<p>Community – Life in the local Christian community and ministries in the parish  Giving and Receiving – Living in Communion  Self -Discipline – Celebrating growth to new life</p>		<p><b>New life</b> – to hear and live the Easter message  <b>Building Bridges</b> – Admitting wrong, being reconciled with God and each other and the Sacrament of Reconciliation.  <b>God’s People</b> –Different saints show people what God is like.  <b>World religion -</b></p>

			Spirituality Week		
English	Diary entry. Poems Setting description Informal letter writing	Poems – exploring poetic language such as similes and metaphors. Unit on Hamilton - Poetry using Imagery  Non-chronological report writing	Character descriptions.  Newspaper report.	Instruction writing on mummification.  Fairytale writing	<b>Persuasive writing</b> <b>Non-chronological report.</b> <b>Setting description</b>
Key Quality Texts	Poems about the sea Kensuke’s kingdom	Cool Architecture – Simon Armstrong How to train your dragon – Cressida Cowell  <u>Poems:</u> Window - Jeannie Baker The Reader of this Poem Elephant – Roger McGough Rainbows Portrait of a Dragon – Moria Andrews. Two Ways of Painting the Picture by Sophia Tait The Locust translated by A Marre and Willard R. Trask The Magnificent Bull by Dinka people of Africa Lizards by Darren Stanley What is Pink? by Christina Rossetti Hollyhocks by Judith Green High Dive by James Kirkup Boy Juggling a Soccer Ball by Christopher Merrill City Lights by Margaret Greaves	Charlie and the chocolate factory.  The Chocolate Tree : A Mayan Folktale.	Ancient Egypt: Gods, Pharaohs and Cats!  The Magic and the Mummy by Terry Deary The Scarab’s Secret – Nick Would  Egyptian Cinderella	The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry – Persuasive writing  Into the forest – Anthony Browne – CLPE  Journey – Aaron Becker. Where the forest meets the sea – Jeannie Baker  The vanishing rainforest – Richard Platt

		Hedgehog Hiding at Harvest by Helen Dunmore The Frozen Man by Kit Wright Dragon Poems chosen by John Foster, illustrated by Korky Paul Dragon's Breath by Irene Rawnsley The Lonely Dragon by Julie Holder The Door by Miroslav Holub				
<b>Mathematics</b>	Number: Place Value Number: Addition and Subtraction Statistics	Number: Addition and Subtraction Number: Multiplication and Division Perimeter and Area Consolidation	Multiplication and Division Number: Fractions	Number fractions Number: Decimals and percentages Consolidation	Decimals Measurement: money Time	Statistics Geometry: properties of Shape Geometry: position and direction Consolidation
<b>Gospel/ British Values</b>	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)	What are British Values? (Cornerstones) Anti-bullying Online Safety	What are British Values? (Cornerstones) Martin Luther King Jr Day (Cornerstones) (Fair and Equal treatment for all)	Fabiola Gianotti (Cornerstones) Awra Amba - Lyfta Gender Equality International Women's Day (8/3) (SDG 5) Safer Internet Day (Cornerstones)	What are British Values? (Cornerstones) Secrets of the Opera – Lyfta Terrific Teamwork (SDG 3)	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)
<b>Healthy Lifestyles (physical and mental health)</b>	Mental Health Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations Learn to recognise warning signs about	Anti-bullying Online safety	Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Online safety	<b>Healthy Lifestyles</b> Learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	

Science

<p>mental health and wellbeing and how to seek support for themselves and others</p>				
<p>States of matter Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>All working scientifically objectives*</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>All working scientifically objectives*</p>	<p>Living things and their habitat - digestion</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>All working scientifically objectives*</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electric circuit, identifying, and name its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a bulb will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>All working scientifically objectives*</p>	<p><b><u>Animals</u></b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Recap topic year 3.</b></p> <p><b>All working scientifically objectives*</b></p>

<p><b>Computing</b></p> <p>E-Safety will be taught continuously throughout the year</p>	<p>Research Shackleton using appropriate website sources.</p>	<p>Use powerpoint and other software to record the process and design of shield making.</p>	<p>Create a leaflet on fairtrade.</p>	<p>We are game cryptographers!</p> <p>Understand and use morse code</p>	<p>Design and create a poster, raising awareness of endangered animals in the rainforest.</p> <p>Research, design and create a poster/presentation warning others of the current situation in the amazon.</p>
<p><b>History</b></p>	<p>Shackleton’s Journey</p> <p>A study of a theme of British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Children to be taught: Who were the Vikings? Where did the Vikings come from? Why did they come to Britain?</p>	<p>Mayan Civilisation Study 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. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Know and understand significant aspects of the history of the wider world – Aztecs.</p>	<p>Ancient Egyptians Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	
<p><b>Geography</b></p>	<p><b><u>Locational knowledge</u></b> 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 (including day and night)</p>	<p><b><u>Geographical skills and fieldwork</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Exploring Scandinavia and routing the map of Vikings, using maps.</p>	<p><b><u>Human and Physical Knowledge</u></b> 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><b><u>Geographical skills and fieldwork</u></b></p>	<p>Geographical skills and fieldwork</p> <p>Locate Egypt and River Nile on maps.</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b><u>Geographical skills and fieldwork</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b><u>Human and Physical Knowledge</u></b> 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>

Art			<p>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>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
	<p>Hosukai Kensukes wave</p> <p>Watercolours</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>Studying portraits: Improve their mastery of art and design techniques, including</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn 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>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 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>Create sketch books to record observations and use them to review and revisit ideas</p> <p>Henri Rosseau Art</p> <p>Camouflage backgrounds and creating collages.</p>

Design and Technology

<p>drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p>				
	<p>Children to design and create own Vikings shield through:</p> <p><b>Design</b> 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 ☑ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use specific tool for own design, techniques, processes and equipment precisely. Select from and use a wider, more complex range of materials</p>	<p>How to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</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 generate, develop, model and communicate their ideas through</p>	<p><b>Make</b> ☑ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate</b> ☑ investigate and analyse a range of existing products</p> <p>Technical knowledge ☑ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	



		<p>based on own ideas. Apply their understanding of how to strengthen, stiffen and reinforce their longship.</p>	<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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>		
EPR	<p>New beginnings and relationships</p> <p><u>Go-givers unit:</u> Relationships Family life. What is a community?</p> <p>Protective behaviours lesson 1 – Children’s rights.</p>	<p>SEAL – NEW BEGINNINGS Belonging Self-awareness Understanding the feelings of others Managing my feelings Social skills Making choices Understanding rights and responsibilities</p> <p>Anti-bullying Themes</p> <p>Protective behaviours.</p>	<p>Health Education</p> <p>Protective behaviours.</p>	<p>Belonging.</p> <p>How can I make a difference?</p>	<p>Go-Givers Units: Saving the Rainforest (geog/hist/envIRON issues)</p>
PE	<p>Athletics Real PE</p>	<p>Dance – Create own sequence of dance to Vikings music.</p>	<p>Invasion Games Real PE</p>	<p>Real PE Hockey</p>	<p>Gymnastics Real PE</p>

Music		Real PE			
		<p><u>Learning Vikings saga songs</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><a href="http://downloads.bbc.co.uk/schoolradio/pdfs/viking_saga_songs.pdf">http://downloads.bbc.co.uk/schoolradio/pdfs/viking_saga_songs.pdf</a></p> <p><u>Learn and compose sea shanties.</u></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	Improvise and compose music for a range of purposes using the interrelated dimensions of music.	<p><u>Ancient Egyptian music:</u></p> <p>Develop an understanding of the history of music.</p>	<p><u>Create the sounds of the rainforest using instruments:</u></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</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>Listen with attention to detail and recall sounds with increasing aural memory.</p>
French	Days of the week Travelling to school.	Months Holidays and seasons	Hobbies	Family	Animals