

Curriculum Map Year 1 2020-2021																		
	Back in Time						Earth Matters						Around the World					
Term	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Driving Text	Rumble in the Jungle	Noah's Ark	The Enormous Turnip	The Emperor's New Clothes	Why is the Sky Blue?	Nativity	Kitchen Disco	Willy the Dreamer	Goldilocks	???	Funnybones	Traction Man	Mad about Minibeasts	Handa's Surprise	Phonics prep	Owl Babies	The Singing Mermaid	
Writing					Questions /non-fiction													
Maths	Collins																	
Science		Identify and label mammals and invertebrates carnivores herbivores omnivores			Seasonal changes) Asking questions (writing)		Everyday materials, classifying, grouping, describing	Use Simple equipment	Perform simple tests Gather and record data Answer questions		Humans– body parts and senses	Everyday materials classifying, grouping, describing	Name and label common wild and garden plants			Name and label trees Identify and label birds	Name and label fish, amphibians and reptiles	
Computing	Online safety - Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their 'My Work' folder on Purple Mash.			Problem solving - Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.			Using IT beyond school - Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. (Hour of Code, Purple Mash Christmas card competition.)			Programming - Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.			Creating content - Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.			Logical thinking - When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.		
History				National events – Remembrance Day. How far back can you remember? Why do people wear						Changes within living memory How is school different today to when our parents/grandparents were							Local history- Significant historical places in their own locality. Walk around the town centre of Great Yarmouth, looking at the	

				poppies? What does it mean to support Remembrance Day? Why is it important that we remember? Create a poster/picture of poppies to help people remember.						at school? Children could investigate by thinking of a question to ask, interviewing teachers/TA or family members.							blue signs, which highlight significant places or people from history. Record how many you can see, what does this tell us about our town? Identify how much history is linked to where we live.	
Geography			Use aerial photographs to recognise landmarks in local area. Provide the children with various aerial photos of landmarks around Great Yarmouth and ask the children what they can see in the photo, ie: the beach, the pier, the church, the school.					Continents and oceans Use maps and globes Learn the names of the 7 continents and the 5 oceans of the world. Be able to identify and recall some of these independently.	Compass/directional language Using basic compass points (north, south, east, west) and simple directions (forward, backwards, left, right, turn, walk) plot a route around an area of the school on a map.	Fieldwork and observation Study the geography of the local area around the school. Which	UK capital cities Learn the names of the 4 capital cities of the UK and which country each of the capital cities belongs to. Identify these in an atlas or on a map/globe.			Comparison of locations weather in relation to the equator and poles. Use basic geographical language such as: hotter, colder and begin to identify key physical features, such as: mountain, sea, ocean, hill, beach.				

[illegible]

Curriculum Map Year 2 2020 - 2021

	Back In Time				Earth Matters				Around The World			
Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Driving Text	Peter Rabbit	Into the Forest	True Story of the 3 Little Pigs	Christian the Hugging Lion	Malala's Magic Pencil	One Plastic Bag	10 Things I can do To Help my World	The Bear and the Piano	Dougal's Deep Sea Diary	The Day the Crayons Quit/Came Home	Whatever Next!	Meerkat Mail
Writing	Setting Description	Character Description	Traditional fairy tale	Newspaper	Non chronological report	Instructions - making a skipping rope	Acrostic poem	Adventure narrative	Recount - diary entry	Persuasive letter	Explanation - how to make a rocket	Animal Fact File
Maths	Collins											
Science	I can explain that most living things live in habitats to which they are suited.	I can explain how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. * I can, with help, suggest some ideas and questions.	I can explain the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can explain how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. * I can record findings in simple ways including tables and graphs. *I can say whether what happened was what was expected.	I can explain how animals obtain their food from plants and other animals, using the idea of a simple food chain. I can name different sources of food. * I can suggest what might happen.			I can explain what plants need to grow and stay healthy. I can observe and describe how seeds and bulbs grow into mature plants. *I can make observations and comparisons using simple equipment following simple instructions. *I can use first-hand experience and, with help, use simple information sources to answer questions.	I can identify that animals, including humans, have offspring which grow into adults.	I can explain the basic needs of animals, including humans, for survival (water, food and air). *I can think about how to collect evidence.	I can explain the importance for humans of exercise, eating the right amounts of different types of food and hygiene. * I can think about and discuss whether comparisons and tests are fair and unfair.	I can explain the difference between things that are living, dead and things that have never been alive.	I can name a variety of plants and animals in their habitats including microhabitats.

Computing	Online safety - Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.		Problem solving - Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.		Using IT beyond school - Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. (Hour of Code, Purple Mash Christmas card competition.)		Programming - Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.		Creating content - Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.		Logical thinking - Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	
History	Events beyond living memory, events that are nationally or globally significant (eg Great Fire of London) I can order events within a topic. Children to create a timeline to represent the sequence of events in the great fire of London. Be able to say why this was important for history and what changed afterwards – building made from brick instead of wood.				The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods - Mary Seacole and Edith Cavell Learn the stories of both individuals, how they are similar and how they are different. What did they do that makes them important in history?				Significant historical events, people and places in their own locality - fishing industry? Why did Great Yarmouth become an important fishing town? What made Great Yarmouth a suitable location? Why are we not a big fishing port now?		Events beyond living memory, events that are nationally or globally significant (eg Great Fire of London) I can order events within a topic. Children to create a timeline to represent the sequence of events in the great fire of London. Be able to say why this was important for history and what changed afterwards – building made from brick instead of wood.	
Geography		Construct basic maps using symbols and a key. Children to create a map of the local area, the school, the town centre			Compare the features of a small area in the UK to a small area of a non-European country. Use some basic vocabulary to refer to key human and		Recall the capital cities of the UK and the surrounding countries. Be able to recall and identify the capital cities of the UK. Be aware of		Use maps, atlases, and globes to identify the UK and selected other countries. Recall the 5 oceans and 7 continents. Be able to		Construct basic maps using symbols and a key. Children to create a map of the local area, the school, the town centre	

		etc. using a key with symbols to represent locations.			physical features. Compare an area of the UK, Great Yarmouth, to a contrasting area of the world, the desert, the poles etc. Identify both Human features, including city, town, village, factory, farm, house, office, port, harbour, and shop and Physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather		nearby countries, identify their capital cities. Introduce the flags of these countries to that children can associate country name with flag.		identify and locate continents and oceans of the world and key countries near to the oceans or on the continents.			etc. using a key with symbols to represent locations.
Art				I can mould, form and shape and bond materials to create a 3D form. I can using bonding techniques to add parts onto their sculpture. I can apply a smooth surface to a sculptural form. I can make topic links to art.		I can add line and shape to their work. I can bond fabrics together. I can build an image using fabrics.		I can create a repeat print. I can create an impression in a surface and use this to print. I can find printing opportunities in everyday objects.	I can mix paint to explore colour theory. I can create shades of a colour. I can experiment with watercolour techniques to create different effects. I can make links to an artist to inspire my work - Georges Seurat and Paul Signac - Pointillism movement.	I can interpret an object through collage. I can use different kinds of media to embellish and add details on their collage and explain what effect this has.		I can create a picture independently. I can use simple IT mark-making tools, e.g. brush and pen tools. I can edit my own work. I can change photographic images on a computer. I can say how other artist/craft maker/designer have used colour, pattern and shape.
DT			I can make sensible choices of which material			I can generate ideas through comparing					I can join materials together as part	

			to use for my construction. I can make my structure stronger, stiffer or more stable.			existing products. I can plan an innovative product. I can choose the most appropriate tools and materials and explain their choices. I can describe their design by using pictures, diagrams, and words. I can join materials/ components together in different ways. I can measure materials to use in a model or structure. I can use joining, folding or rolling to make it stronger. I can assess how well my product works. If I did it again, I can explain what I would improve. I can measure an amount of a textile. I can join textiles together to make a product, using techniques such as stitching. I can cut textiles accurately.					of a moving product. I can explain how different parts move.	
--	--	--	---	--	--	---	--	--	--	--	--	--

					I can explain why I chose a certain textile.						
RE	What do religious people say god is like? (T)	How do festivals and celebrations bring people together? (H)	Why does Easter Matter to Christians? (T)	What questions do religious stories make us ask? (P)	How do people decide what is right and wrong? (P)	Where is religion around us? (H)					
PATHS	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5 and 6	Unit 7					
PE	Getset4PE - Dance	Getset4PE - Yoga	Getset4PE - Fundamentals	Getset4PE - Fitness	Getset4PE - Sending and receiving	Getset4PE - Invasion					
Music	Charanga										
Values	Aspiration	Hope	Service	Friendship	Trust	Love					
Dates in the diary											
Being a Priory Courageous Advocate											

Curriculum Map Year 3 2020-2021

Theme	Back in Time		Earth Matters		Around the World	
Topic	When is a mummy not a mummy?	What was life like 10,000 years ago?	Do plants have a good life?	Why don't we wobble like a jellyfish?	Where in the World would you live?	What's Great about Great Yarmouth?
Topic Specific Vocabulary (used across KS2)	Ruler, king, reign, democracy, emperor, empire, civilisation, citizen, culture, state, community.	tyranny, dictator, opposition, resistance, rebellion, invasion, conquest, triumph, tribe, defeat, occupation, exploration, civilisation, citizen, culture, state, military, conflict, surrender, warrior, poverty, flee, exile, hostility, community, migration, persecution, ral, eye-witness, source, archaeologist, expedition, navigation, exploration, crop, trade, settlement, resources.	Creation, reproduction, climate, weather, temperature, environment, habitat, adaptation,	Climate, weather, temperature, environment, resources, habitat, adaptation, population, predator, prey.	Climate, weather, temperature, settlement, environment, resources, habitat, adaptation, population, predator, prey, immigration	Community, citizen, reign, ruler, civilisation, immigration.
Vehicle Text Power of Reading	Tale of Wisdom and Wonder	Lob	Into the woods The Bluest of Blue The Great Kapok Tree The Green Ship	Krindlekrax	African Tales Gregory Cool	Great Yarmouth As it was Anna Sewell
Writing	Retell a traditional short story (writing to entertain) Review/describe/explain (writing to inform)	explanations (writing to explain) Poetry (writing to entertain)	character description/story writing (writing to entertain). - [The Green Ship] Diary entry (bluest of blues- writing to inform [recount])	Newspaper report (writing to inform) [based around Corky interview] information leaflet/poster about Crocodiles. (writing to persuade - dangers of crocodiles)	story writing (narrative - writing in role - writing to entertain) Letter writing	Biography (writing to inform) [Anna Sewell] report writing
Maths	Collins					
Science	Light - Need for light to see - Shadow formation - Reflection of light - Protection against light What material would make the best curtain, make and test sundials, kitchen foil puppet shadow drawings	Rocks - Compare rocks – physical properties - Understand rock formation - Fossils - Soil Edible model rocks	Plants - Functions of parts of flowering plants - Requirements of plants for life and growth - how water transported through plants - Life cycle of flowering plants Investigate the conditions that seeds need to germinate in the 'Cress Heads' activity. Investigate through comparative tests if water, light, warmth is needed for a seed to germinate. Look at how to make each test fair by changing only one variable.	Animals including humans Importance of nutrition - inability to make own food - Skeletons - Muscles Present children with a mystery to be solved when a skeleton is discovered during renovation work at a local site of historical interest. Children will need to collect data and make comparisons between the skeleton and people of various ages in their school.	Magnets Forces - attract and repel magnetic materials - group materials on this basis - How things move on different surfaces Slipping on the ice, testing toy cars on ramps with different coverings, testing materials using magnets then classifying in hula hoop venn diagram	
Computing	Online safety - Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the	Problem solving - Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this	Searching & Netwoks - Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search	Programming - Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the	Creating content - Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can	Logical thinking - Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding

	negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it. Real-life situation: Children will understand how to safely cross the road and explain this to others.	engines. Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.	consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	structures. For example, ‘if’ statements, repetition and variables. They make good attempts to ‘step through’ more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can ‘read’ programs with several steps and predict the outcome accurately.
History	Achievements in early civilisations Egyptians Hieroglyph writing. Why were pyramids built? What do we still use today from them? What creatures were important to the Egyptians and why?	Changes from stone age to iron age Cave drawings/painting, explain how they left messages through pictures. Create a message for the school through pictures? Describe the change from nomadic hunters to living in settlements. Why the change? (importance of food sources, farming etc)				Local History study. History of Great Yarmouth. Fishing. Timeline of the history of Great Yarmouth as a fishing town. Investigate what life was like for a fisher girl and what led to the decline of the industry.
Geography	Use globes, maps and atlases to apply knowledge.			Water cycle, climate zones, biomes and vegetation belts. Oceans. Produce a poster for each of the major biomes, explaining what they are. Leaflet about the water cycle and why it is important.	Use globes, maps and atlases to apply knowledge. 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. Produce fact files on multiple countries from around the world (at least three) identifying key features listed above. Produce a presentation to explain which you would choose to live in and why.	Use globes, maps and atlases to apply knowledge. Understand geographical similarities and differences through the study of human and physical geography of region of the UK Geographical study of Great Yarmouth and why it was well suited as a fishing town.
Art Throughout the year create sketch books to record observations and use them to review and revisit ideas.	Portraiture - Collage Vocabulary: materials, texture, surface, composition, metallic, pearlescent		Sculpture- Paper Mache Artist- Chie Hitotsuyama Vocabulary: shape, maker, form, audience,		Landscape - Pop art/cartoon Artists- Andy Warhol and Roy Lichtenstein Vocabulary: emulate, painting, screen printing, iconic, comic style, popular things of the time, texture	

DT	Significant developments- Build a pyramid (styrofoam) Talk about how the pyramids were a feat of engineering/design) Design: generate ideas Make: select and use tools Evaluate: evaluate ideas / key events shaping the world Technical knowledge: strengthen and reinforce Vocabulary: structure, explore		Sustainability- Make clothing from recycled materials (green fashion) Research how retailers are becoming greener and easy ways to be green at home. Design: Use research and develop design criteria Make: select and use materials Evaluate: investigate and analyse existing products Vocabulary: purposeful, sustainability, recycle, re-use, design criteria, process, product, functional,			Heritage and culture- Fish as part of a healthy diet. Cooking and Nutrition: principles of healthy and varied diet/ prepare and cook savoury dishes/ understand seasonality and how ingredients are caught Vocabulary: savoury, prepare, caught, reared, ingredients
RE	Where do religious beliefs come from? (T)	Why do people choose to make a new start? (P)	How do people show commitment to faith? (H)	Is life a journey and does it ever end? (P)	What is the bible and how is it interpreted? (T)	How do/have religious groups contribute to society and culture in the local area? (H)
PATHS	PATHS					
PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE
MFL	Rigolo					
Music	Charanga					
Values	Aspiration	Hope	Service	Friendship	Trust	Love
Dates in the diary						
Being a Priory Courageous Advocate						

Curriculum Map Year 4 2020-2021						
Theme	Back in Time		Earth Matters		Around the World	
Topic	How would you have survived Roman Britain?	How did Greek superheroes change our life?	Is there anybody out there?	Can a camel live in the South pole?	Are the Rockies rocky?	Would you live next to a volcano?
Topic Specific Vocabulary (used across KS2)	Ruler, king, monarch, monarchy, reign, democracy, election, tyranny, dictator, opposition, resistance, rebellion, invasion, conquest, triumph, parliament, government, tribe, emperor, empire, defeat, occupation, exploration, civilisation, citizen, culture, state, military, conflict, surrender, warrior, poverty, flee, exile, hostility, community, eye-witness, source, archaeologist, expedition, navigation, exploration	Ruler, king, monarch, monarchy, reign, democracy, election, tyranny, dictator, opposition, resistance, rebellion, invasion, conquest, triumph, parliament, government, tribe, emperor, empire, defeat, occupation, exploration, civilisation, citizen, culture, state, military, conflict, surrender, warrior, poverty, flee, exile, hostility, community, eye-witness, source, archaeologist, expedition, navigation, exploration	Creation, belief, orbit, reflection	Climate, weather, temperature, settlement, environment, habitat, population, adaptation, predator, prey.	Climate, weather, temperature, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, resources, habitat, adaptation, population, predator, prey, immigration	Climate, weather, temperature, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, resources, habitat, adaptation, population, predator, prey, immigration
Vehicle Text/ Power of Reading	Romans on the Rampage	Greek Myths and Legends - (E2BN site) I don't like poetry- Michael Rosen	Man on the Moon	The Ice Bear Shackleton's Journey	Gregory Cool Hot Like Fire and Other Poems	Escape from Pompeii
Writing	recount (writing to inform) persuasive writing - letter (writing to persuade)	Narrative myths and legends writing - writing own myth (writing to entertain) poetry (writing to entertain)	Diary (writing to entertain) narrative adventure story (writing to entertain)	non chronological reports (writing to inform) Biography (writing to inform)	explanation text (writing to inform) descriptive poetry (writing to entertain)	Newspaper report (writing to inform) persuasive writing - one viewpoint (writing to persuade)
Maths	Collins					
Science			Earth and Space - Describe movement of planets relative to Sun - Describe movement of Moon relative to Earth - Describe Sun, Moon, Earth spherical bodies - Earth rotation to know day and night and why sun moves across sky. Using fruit to model the Solar System is a great way of looking at the relative sizes of the planets and their distance from the Sun. Try to develop their thinking skills by asking children to take an educated guess as to which planet each fruit represents.	Frozen Kingdom States of Matter - group and compare solids, liquids, gases - observe changes in state through heating and cooling and measure temp of change in °C Three identical balloons filled with ice, water and air is a great way of observing water as a solid, liquid and gas. Biscuit bashing to demonstrate some solids are composed of tiny broken up pieces. Water cycle in a plastic polly pocket	Refer to Mount Rushmore mountain humans. Animals Including Humans - describe function basic human digestive system - human teeth and their functions - create food chains including predator, prey, producer. Make a digestive system in the classroom from household objects. Teeth experiment break up banana using a knife (Front teeth), pencil (eye teeth) potato masher (molars) - what teeth suit which job?	Living Things and their Habitats - Grouping living things in variety ways - Use classification to group, identify, name living things local and wider - effects of changing environments. Hunt for small invertebrates in the school grounds or local environment using keys to classify and group.

			Electricity - Identify appliance that use electricity - construct and label simple series circuit (cells, wires, bulbs, switches and buzzers) - identify if lamp will light in a complete/incomplete simple series circuit. Children perform a variety of timed tasks in order to receive their Electrician's Certificate. Tasks include making a circuit with a light in it, making a circuit with a buzzer and making a circuit with two lights. They then go on to design an alien alarm system.			
Computing	Online safety - Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	Problem solving - When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. Real-life situation: Recognise that environments (Arctic and effect on wildlife) can change and that this can sometimes pose dangers to living things.	Creating content - Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	Programming - Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	Searching & Networks - Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.	Logical thinking - Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.
History	Romans and their impact on Britain Explore who Romans were, where they came from and what they did for Britain. (baths, heating, paved roads etc)	Ancient Greece Background of the civilisation, gods, practices etc. Focus on the main achievements of Ancient Greece that we see today: the Olympics, medicine, maths, democracy.				
Geography	Use globes, maps and atlases to apply knowledge.		Use globes, maps and atlases to apply knowledge.	Latitude or longitude, Equator or Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, Time zones. Produce an information leaflet/booklet on the purpose of the "five major circles of latitude" and their purpose.	Use globes, maps and atlases to apply knowledge. Understand geographical similarities and differences through the study of human and physical geography of a region within North America Depth study on the "mountain states" of the USA (Rocky Mountains). Particular focus on climate, wildlife and the importance of national parks to the protection and conservation efforts.	Use globes, maps and atlases to apply knowledge. Study rivers, mountains, volcanoes and earthquakes and identify cause and effect Study on what volcanoes are, where they are located throughout the world and the reasons behind people choosing to live near them. (eg. Vesuvius, Yellowstone)

Art		Portraiture - Greek vase art. Biro/fine pen on brown card. Vocabulary: inspired, pottery, line, drawing, observe,	Sculpture- Clay Vocabulary: form , sculpt, mould, perspectives, slip, cross-hatching, tools, wire-cutting, ribbon and loop tool,		Landscape - Watercolour Paint a watercolour of any of the landscapes studied in the term. Study the work of Joseph Turner and his use of light. Vocabulary: watercolour, detail, shape, trace, form, respond, tertiary colour, reference
DT	Significant developments- Understanding Roman armour and why it was significant. Design and make armour ready to test in “battle”. Suggested use of paper-mache / mod roc Design: generate ideas through annotated sketches Make: select from equipment to shape/ select from materials based on their functional and aesthetic properties Evaluate: evaluate ideas against a design criteria/ key events shaping the world Technical knowledge: apply ideas to reinforce Vocabulary: improve, appealing, user needs, research, annotate, strengthen, safe, sketch		Sustainability- Would these diet choices be sustainable? Make foods to compare diets on Earth, in space and on a polar exploration, consider the developments in food technology. (Could extend into the summer term) Cooking and Nutrition: understand principles of healthy diet (how can this be done on adventures or in space)/ prepare dishes/ understand processed food Vocabulary: processed, nutritious, generate ideas,		Heritage and Culture- Recreating Pompeii Using their wider research, the children need to create a large 3-D volcano landscape. The structure needs to depict the landscape in detail and show the elements of human life in the surrounding area. When creating the human elements children to use lighting/sound to enhance the model. Technical knowledge: understand and use electrical systems in their products
RE	What is the difference between knowing and believing? (P)	How do Christians around the world celebrate Christmas? (H)	Why do Christians call the day Jesus died good Friday? (T)	What does it mean for Christians to belong to a worldwide church? (H)	How did the world come to be? (T)
PATHS	PATHS				
PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE
MFL	Rigolo				
Music	Charanga				
Values	Aspiration	Hope	Service	Friendship	Trust
Dates in the diary					
Being a Priory Courageous Advocate					

Curriculum Map Year 5 2020-2021

Theme	Back In Time		Earth Matters		Around the World	
Topic	Who was a raider and who was a trader?	Vikings: Ruthless killers or peaceful settlers?	Can you survive in the amazon?	What powers the world?	How was GY affected in WW2?	Does the crime fit the punishment?
Topic Specific Vocabulary (used across KS2)	tyranny, dictator, opposition, resistance, rebellion, invasion, conquest, triumph, tribe, emperor, defeat, occupation, exploration, civilisation, citizen, culture, conflict, alliance, treaty, surrender, warrior, poverty, flee, exile, hostility, community, migration, persecution, oppression, liberation, neutral, eye-witness, source, archaeologist, expedition, navigation, exploration	Ruler, king, monarch, monarchy, reign, opposition, resistance, rebellion, invasion, conquest, triumph, tribe, defeat, occupation, exploration, taxation, civilisation, citizen, culture, state, military, conflict, alliance, treaty, coalition, surrender, warrior, poverty, flee, exile, hostility, community, migration, persecution, oppression, liberation, neutral, eye-witness, source, archaeologist, expedition, navigation, exploration	Creation, climate, weather, temperature, erosion, fertile, settlement, environment, habitat, resources, adaptation, population, immigration, deforestation, crop rotation, tribe, exploration, invasion, civilisation, culture, hostility, migration, extinct, Pitch, volume	Flammable, conductor, insulator, dissolving, soluble, solvent, evaporation, condensation, reversible, irreversible, extinct, environment, climate, habitat, temperature.	Ruler, king, monarch, monarchy, opposition, resistance, rebellion, invasion, conquest, triumph, defeat, culture, citizens, beliefs, conflict, poverty, flee, exile, hostility, community, oppression, persecution, liberation, eye-witness, source.	crime, punishment, law, rules, obedience, enforcement, understanding, conflict, severity, viewpoint, victim, fairness, rule of law, Government.
Vehicle Text Power of Reading	Stormbreaker - Anthony Horowitz	Viking Boy - Tony Bradnum	Where the Forest meets the sea.	Clockwork - (power and consequences)	Goodnight Mr Tom	Murder most unladylike
Writing	narrative - detailed description (writing to entertain) persuasive writing - argument - (writing to persuade)	recount - (writing to inform) Diary entry - including chronology (writing to entertain)	explanation text/research and provide facts (writing to inform) report/factual essay on survival (writing to inform)	narrative - dramatic writing (writing to entertain) persuasive argument - different points of view (writing to discuss)	letter writing (writing to inform, persuade and discuss) poetry writing - descriptive.	Newspaper report (writing to inform) Campaign/courtroom - writing to persuade, discuss and convince.
Maths	Collins					
Science			<u>Living Things and their Habitats</u> - describe difference lifecycle of mammal, amphibian, insect, bird - describe reproduction plants animals. Amazon rainforest Deforestation Endangered animals. Making a lifecycle wheel is a good way of showing the stages of a lifecycle Dissecting a flower - Lilies, tulips and daffodils make good flowers to dissect. <u>Animals including humans</u> - human changes through to old age.	<u>Properties and Changes of Materials</u> - compare/group materials based on hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - dissolve materials to form solution then recover them - separate mixtures (solid, liquid, gas) through filtering, sieving and evaporating - using comparative and fair test evidence, give reasons for uses of every day materials (wood, plastic, metal) - demonstrate that dissolving, mixing and changes of state are reversible changes - know some changes (including burning and acid on	<u>Forces</u> - explain that unsupported objects fall towards Earth because of gravity - Identify effects air resistance, water resistance, friction between moving surfaces - recognise levers, pulleys and gears allow a smaller force to have a greater effect. Egg parachute activity, stomp rockets, Children design and create their own simple machines to help move objects	.

			Picture time line, interviewing relatives and creating own timelines with family members Sound - identify how sounds are made (vibrations) - sound vibrations travel through a medium to the ear - identify patterns between pitch and features of object producing sound - identify pattern between volume and strength of vibration - identify sound gets fainter with increased distance from source. Coat hanger ear gongs, pan flute made of straws	bicarb soda) result in new materials and are irreversible. Children create plastic bottle water filters to help provide portable water filters for Africa - see water aid website. Salt crystal experiment. Flour, paper clips, pasta separating experiment.		
Computing	Online safety - Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	Problem solving - Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. Real-life situation: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Searching & Networks- Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	Programming - Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	Creating content - Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	Logical thinking -When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.
History	Britain's settlements by anglo Saxons and scots Raiders and Traders Look at how the Anglo Saxons shaped our country and how we can still see elements of that today (shires for example)	The Vikings Study of the different challenge that the Viking posed to Britain compared with others. Look at the places in which they settled (York) and their eventual defeat in 1066.			Local History Study WW2 How did the war affect Great Yarmouth? How did we contribute to the fight? (board near the office, are the children aware of this?)	
Geography	Name and locate counties and cities of the UK identifying human and physical characteristics. Identify key topographical features (including hills, mountains, coasts, and rivers), Study of towns/cities where ancient people settled (Anglo-Saxons took over many Roman settlements) to look at geographical features they have in common and why these		.		Eight points of a compass, four and six-figure grid references, symbols and key (OS maps) Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods. Local area study using a map of Great Yarmouth. Plotting out key areas of the town that were affected during the war (minster, the rows)	Understand geographical similarities and differences through the study of human and physical geography of a country in Europe. Use globes, maps and atlases to apply knowledge. Study of a European country, Spain. Look at how the physical geography has similarities and differences to England. Can focus on mountain ranges, volcanoes, animals, climate.

	locations were seen as good for settlements.				Create a route to follow using OS map of the town and walk the route to visit the areas identified.	
Art Throughout the year create sketch books to record observations and use them to review and revisit ideas.		Portraiture-Digital Viking portraits Research the artist Jeszika Le Vye. Children to draw a viking warrior in detail. Children to use a tablet to take a photo and then digitally enhance to create an end product.	Sculpture- Wire bending to create a tree-like form. Research Clive Maddison and Antony Gormley. Clive Maddison is based in Cambridge. The children's work could be sold/exhibited to raise awareness for deforestation. Vocabulary- stimuli, contemporary, twisting, craft, bend, shape, twist, join, braid, hook and eye, looping		Landscape- Pointillism Use historic photos of GY seafront to paint in the style of pointillism. Pointillism is painting using small, distinct dots of color applied in patterns to form an image. Artists- Charles Angrad and Georges Seurat Vocabulary- dots, shades, apply, palette, pattern, stipple	
DT	Significant developments: How did the Anglo Saxons/ Vikings invade? Analyse the structure of the invader/trader boats, create a design criteria to work from, from this make boats and test for sea-worthiness. Design: develop design criteria to inform the design of functional products that are fit for purpose. generate exploded diagrams Make: select and use tools select and use materials Evaluate: Investigate existing products evaluate their own work against the design criteria Technical knowledge: reinforce complex structures Vocabulary: strengthen, stiffen, design criteria, streamlined			Sustainability: Wind power is a sustainable method of producing power, children could visit the wind farm infocentre to see if wind could be used to power more of the world. Make a battery operated wind turbine. Consider how technology could be used to operate the turbine. Evaluate: key individuals shaping the world Technical knowledge: understand and use mechanical systems understand and use electrical systems apply understanding of computing to program, monitor and control their products Vocabulary: components, functional, specification, research, develop, technology,	Heritage and culture: What was it like to live on rations? Prepare a ration meal. How could a varied diet be achieved with such limited rations? What did people do to supplement their rations? What were wartime diet staples? Could people eat foods out of season? Cooking and nutrition: understand and apply the principles of a healthy and varied diet prepare a savoury dish understand seasonality and know where and how ingredients are reared, caught and processed Vocabulary: savoury, diet, grown, ingredients, seasonality, rations, nutritious, caught, processed, reared,	

RE	Is being happy the greatest purpose in life? (P)	Are angels real? (P)	How has a belief in Christianity impacted music and art throughout History? (H)	How do Buddhists explain suffering in the world? (T)	Creation and Science: Conflicting or complementary? (T)	Does religion bring peace or conflict? (H)
PATHS	PATHS					
PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE
MFL	Rigolo					
Music	Charanga					
Values	Aspiration	Hope	Service	Friendship	Trust	Love
Dates in the diary						
Being a Priory Courageous Advocate						

Curriculum Map- Year 6						
Theme	Back in Time		Earth Matters		Around the World	
Topic	What was Victoria's Revolution?	Whose planet is it anyway?	Can we save the world?	What is the world's deadliest hazard?	Would you like to live in the UK or Mexico?	What can we learn from the Mayans?
Topic Specific Vocabulary (used across KS2)	Ruler, king, monarch, monarchy, reign, conquest, triumph, parliament, government, occupation, exploration, civilisation, citizen, culture, poverty, community, migration, persecution, oppression, liberation, neutral, eye-witness, source, archaeologist, expedition, navigation, exploration	Creation, compassion, faith, belief, reproduction, sexual, asexual	Climate, weather, temperature, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, abundance, , habitat, adaptation, population, predator, prey, immigration, extinct ,	Flammable, conductor, insulator, dissolving, soluble, solvent, evaporation, condensation, circuit, particle, reversible, irreversible, extinct,	Climate, weather, temperature, erosion, settlement, environment, resources, habitat, population,	Ruler, king, monarch, monarchy, reign, democracy, election, tyranny, dictator, opposition, resistance, rebellion, invasion, conquest, triumph, parliament, government, tribe, emperor, empire, defeat, occupation, exploration, civilisation, citizen, culture, state, military, conflict, surrender, warrior, poverty, flee, exile, hostility, community, eye-witness, source, archaeologist, expedition, navigation, exploration
Writing	narrative - extended writing new chapter and events. (writing to entertain) poetry (stimulated by objects) (Writing to entertain)	persuasive writing - writing in role - (writing to discuss) Biography - William Shakespeare (writing to inform)	poetry - ode(Writing to entertain) explanation text (writing to inform) Newspaper report (writing to inform/discuss)	poetry - free verse (narrative writing to entertain) formal letter writing (writing to inform) autobiography (writing to inform)	advertising, persuasive letter, speech -(writing to persuade) balanced argument/discussion text -research based formal (writing to discuss).	longer narrative - story writing (writing to entertain)
Vehicle Text Power of Reading	Street Child The Matchbox Diary	MacBeth	The General	Skellig	A kids Guide to Mexico A kids Guide to the UK	One Thousand and One Arabian Nights
Maths	Collins					
Science	<u>Electricity</u> - Brightness of bulb/loudness of buzzer linked to number/voltage of batteries in circuit - compare and give reasons for variation in functionality including brightness of build, loudness of buzzer, on/off switch position - use recognised symbols when representing simple circuit in diagram Children are challenged to make a moving toy vehicle using a battery powered electric car which is able to move forward and reverse as well as having lights that can be switched on and off.	<u>Evolution and inheritance</u> - recognise living things change over time - fossils provide information about life on Earth millions of years ago - recognise living things produce offspring of same kind but who are not identical to their parents - identify environmental adaptations in animals and plants - adaptation may lead to evolution. Bird beak experiment asks children to predict which 'beak' will be best for each 'food' type and test it simulating beak type with chopsticks, spoons, tweezers etc	<u>Living Things and Their Habitats</u> - describe classification of micro-organisms, plants and animals based on observable similarities and differences - give reasons for classification based on specific characteristics. Dissenter's garden - children collect plants in local environment and identify them using classification keys. They then create their own classification keys to identify birds, insects and tree leaves.	<u>Light</u> – recognise light travels in straight lines - use this knowledge to explain objects are seen because they give out or reflect light into the eye - use this knowledge to explain why shadows are same size/shape as the object that casts them. Allow children to design a test to see if different materials block light and produce shadows and if the resulting shadows differ depending on the material used. Include some translucent and transparent materials and note observations. Children to place an object at the centre of a sheet of paper and		<u>Animals including humans</u> - describe function of heart, blood vessels, blood - name main parts of human circulatory system - recognise impact of diet, exercise, drugs, lifestyle on body functions - describe how nutrients and water are transported through animals (inc. humans). Complete physical activities of different kinds and measure heart rate - what activities have most effect on heart rate. Turn the class into a human heart/blood model. Have them working as left and right ventricle. Give children items to

		Children think of several possible features they would like humans to evolve and discuss how they would help us to survive more easily in modern habitats. They then design an adaptation that would help humans to survive in changing habitats and present their ideas to the class.		use a torch to produce shadows of different length and direction. Make their own periscopes. Make their own shadow theatre and script a performance. lightening		represent nutrients/water being carried around the body.
Computing	Online safety - Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.	Problem solving - Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. Real-life situation: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Polar adaptations, compare foxes, bears and rabbits to non-polar examples.)	Searching & Networks - Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.	Programming - Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.	Creating content - Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Logical thinking - Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.
History	Aspect or theme in British history beyond 1066 (Victorians) Industrial revolution, rights for women and children. Improvement to education and advances in technology.					Mayans What were the key achievements of the Mayans? How similar/different to other civilisations were they? In what ways did they incorporate their culture into daily life?
Geography		Study types of settlement and land use, economic activity including trade links. Compare how the UK traded during the time of the British Empire with current global trading partnerships.	Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods. Learn about the distribution of natural resources including energy, food, minerals and water within different geographical locations. Where are the key resources needed for our survival located? What are we doing to support renewable energy? How can we help? Produce information to support this, either PowerPoint, leaflet, poster, booklet etc.		Understand geographical similarities and differences through the study of human and physical geography of a region within Central/South America Study of the physical Geography of Guatemala, in Central America. This was a main settlement area for the Maya civilisation.	

Art Throughout the year create sketch books to record observations and use them to review and revisit ideas.	Portraiture- Impressionist style with oil pastels Artist - Van Gogh Vocabulary: strokes, oil, shade, colour, tint, palette,		Sculpture- Repurposed Materials Vocabulary: concept, medias, construct, review, product, space, textile,		Landscape - lino printing Vocabulary: carve, cut, ink, block, blade, gouge, tightening chuck,	Soap carving using techniques learned in lino printing.
DT	Significant development How did the industrial revolution advance design and technology? Children work in small groups to make a small functional machine. Design: generate ideas through prototypes. Make: Select tools Evaluate: evaluate against a design criteria / understand key events Technical knowledge: use mechanical systems/ understand computing (compare historical machine and modern machine) Vocabulary: innovative, communicate, mechanical, technology, application, analyse, justify, modern, mass production		Sustainability Make a wind anemometer or weather dial Design: create design criteria Make: select from materials Evaluate: investigate existing products/ research key weather scientists Technical knowledge: strength and stabilise Vocabulary: design criteria, materials, components		Heritage and culture- Mayan/Mexican traditional clothing Make: select from and use a range of textiles to sew a functioning item of clothing. Vocabulary: specification, process	
RE	Who or what is God? Is believing in god reasonable? (H)	What does it mean to be a part of a global religious community? (H)	What difference does the resurrection make for Christians? (T)	Is it ever right to use violence? (P)		Does God have a plan for people? (T)
PATHS	PATHS					
PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE	Getset4PE
MFL	Rigolo					
Music	Charanga					
Values	Aspiration	Hope	Service	Friendship	Trust	Love
Dates in the diary						
Being a Priory Courageous Advocate						