

Topic:		All About Me										Celebrations	
Role Play Areas		Continuous provision- Imaginary Play- Home Corner (inside) Continuous provision- Role play- Hairdressers/Barber shop and Builder's Construction Site (outside)											
	Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Topic Focus	Home Visits Admin & Prep Day Academic Review Day Phased starts	Myself On Entry Assessment	My family On Entry Assessment	Local journeys On Foot +Journey to School	Local journeys By Rail & Road	Whole school project week	Celebrations – Birthdays Celebrations	- Diwali	Celebrations - Bonfire Night, Remembrance Day	Celebrations - Chinese New Year	Celebrations - Hanukkah	Celebrations - Christmas	
Core Books	Home Visits Admin & Prep Day Academic Review Day Phased starts	Ketchup On Your Cornflakes Dear Zoo	Titch Knuffle Bunny	Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt	Naughty bus Down by the station	Handa's Surprise	Platypus and the Birthday Party	Diwali information books and videos The Quiet Little Firework	Shark in the dark! Information books and videos	Lanterns and Firecrackers: A Chinese New Year story Goldy Luck and the Three Pandas	Hanukkah Bear	The Nativity Story Oh no! Shark in the Snow	
Nursery Rhymes BBC rhymes	Twinkle Twinkle	Heads, shoulders, knees and toes	Wind the bobbin up	Row, row, row your boat	The wheels on the bus	Jumbo Bwana	Pat-a-cake	5 little fireworks	10 in the bed	The crayon Poem by James Carter	Teddy Bear, Teddy Bear, turn around	Christmas Carols	
Personal, Social and Emotional Dev.M observation checkpoint B- 3year olds.	Ongoing- classroom routines and boundaries. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Reward systems: sticky labels with comments written. Dev. M. Observation checkpoint birth- three year olds. Set up and reinforce child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Support children to increase independence when selecting activities and resources. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.												

UPDATED 26.9.25

Communication and Language	<p>Ongoing- Speaking and Listening skills. Vocabulary linked to book of the week and topic.</p> <p>Introduce words of the week - displayed on vocabulary wall (text and picture).</p> <p>Dev. M observation checkpoint Birth to three year olds can the child use around 50 words plus, frequently asking questions, putting three words together or more? Ongoing- Puppets and small world relating to the core book of the week and topic.</p>
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Dev.M observation checkpoint B-3year olds.	<p>Role play areas inside (Home corner) and outside (Builder's construction site)</p> <p>Daily - days of the week and weather. Makaton gradually introduced for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic.</p> <p>Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.</p> <p>Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.</p> <p>Check understanding and explain new vocabulary when reading books.</p> <p>Children to be encouraged to talk about what is happening in their environment and give their own ideas.</p>
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Literacy – Reading and Comprehension	<p>Class reading library with a selection of information, topic and choosing books.</p> <p>Selecting books and handling them with care.</p> <p>Daily - Adults reading to small groups and whole class (story times and at the end of the day).</p> <p>Throughout the day topic books being shared with children (books throughout the environment).</p> <p>Regular sharing of books and discussion of children's ideas and responses.</p> <p>Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom. Weekly home reading books (Autumn 2)</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds</p> <p>Word Reading</p> <p>Provide opportunities in the continuous provision for child-initiated mark making activities e.g. clipboards outdoors, chinks for paving stones, boards and notepads in the home corner.</p> <p>Adult to act as scribe for description of mark making.</p> <p>Writing</p> <p>Daily - writing the day and date (modelled writing)</p> <p>Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks.</p> <p>Children to trace their name.</p>
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Mathematics	<p>Daily - Maths songs, weather & day of the week, sequence of the day.</p> <p>Fast recognition of up to 3 objects (subitising).</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence).</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Explore 2D shapes using mathematical language.</p> <p>Make comparisons between objects relating to size & weight.</p> <p>Continuous provision- sand, water and construction</p>	<p>Daily - Maths songs, weather & day of the week, sequence of the day.</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence).</p> <p>Link numerals and amounts.</p> <p>Experiment with marks to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D shapes using mathematical language.</p> <p>Make comparisons between objects relating to size & weight.</p> <p>Talk about and identify patterns.</p> <p>Continuous provision- sand, water and construction.</p>
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UPDATED 26.9.25

<p>Core books</p>	<p>5 little ducks - Child's play Dear zoo by Rod Campbell The smartest Giant in Town by JD Eileen Brown</p>	<p>Handa's hen by One mole digging a hole by Julia Donaldson The Three Billy Goats Gruff When Frank was 4 by Alison Lester 5 little men in a flying saucer – Child's play</p>
<p>Understanding the World</p>	<p>Ongoing- Festivals and celebration of the world, community & culture - Autumn, Harvest, Diwali, Birthdays, Bonfire Night, Chinese New Year. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	
<p>Core Books</p>	<p>Ketchup on Your Cornflakes Titch Knuffle Bunny Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt Naughty Bus Down at the Station Dear Zoo Handa's Surprise</p>	<p>Platypus and the Birthday party The Diwali Story The Quiet Little Firework Shark in the Dark! Oh no! Shark in the Snow Goldy Luck and the Three Pandas Hanukkah Bear Lanterns and Firecrackers The Nativity Story</p>
<p>Visits / Visitors</p>	<p>CL and UW: Small groups in the school grounds, looking at the signs of Autumn</p>	<p>CL and L: Visit a local library Reading: Visitor Book Start Workshop</p>
<p>Physical Development Dev.M observation checkpoint B-3 year olds.</p>	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers guiding children confidence to be more independent. Large and small motor skills–Daily- dressing and undressing, eating habits Weekly - fine motor skill activities -Finger Gym Weekly – large muscle movements - Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p>	

UPDATED 26.9.25

Expressive Arts & Design	Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Artist focus – Paul Klee (shape and colour).	Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Colour mixing and tints & shades. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Nativity Performance to Parents. Artist focus: Piet Mondrian (colour and shape)
Computing	Children engage in computing activities in all areas across the EYFS curriculum. Set up the routine-10-minute timer. Basic keyboard and mouse skills. Using the programs-Busy Things, Posisson rouge, 2 paint a picture.	
Music	Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music (visiting musicians once a half term and termly live concert) and recorded music (pop music and Christmas songs)	
R.E. - Catholic	Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise
R.E - Anglican	Who made the wonderful world and why? Why is Christmas special for Christians?	

Catholic School Partnership Nursery Curriculum Map Spring Term

Topic:	Traditional Tales						All Around Me					
Role Play Areas	Continuous provision- Imaginary Play - Shop (bakery, shoe shop), doctor surgery (inside) https://childrens.poetryarchive.org/explore/page/4/?form=241 Continuous provision- Role play- Home corner, police station, fire station (outside)											
Topic Focus Woven throughout the term:	Week 1 Farm Animals	Week 2 Food that comes from the farm	Week 3 Homes	Week 4 Materials and change	Week 5 Making choices Conflict and resolution, teamwork	Week 6 Water/ Boats	Week 7 People who help us – School and wider community	Week 8	Week 9	Week 10 Seasons and the Weather	Week 11	Week 12 Easter

UPDATED 26.9.25

<p>Core Books</p>	<p>The Little Red Hen</p>	<p>The Gingerbread Man</p>	<p>The Three Little Pigs</p>	<p>Goldilocks and the Three Bears</p>	<p>The Three Billy Goats Gruff</p>	<p>Who Sank the Boat? by Pamela Allen</p>	<p>Whatever Next by Jill Murphy</p> <p>Non-fiction: Meet the planets by Caryl Hart</p>		<p>Rechenka's Eggs by Patricia Polacco</p> <p>Tree: Seasons Come, Seasons Go by Patricia Hegarty</p>		<p>The Easter Story</p>
<p>Nursery Rhymes BBC rhymes</p>	<p>Old Macdonald had a farm</p>	<p>I am the baker man</p>	<p>London Bridge is falling down</p>	<p>When Goldilocks went to the house of the bears</p>	<p>The goats came marching</p>	<p>The big ship sails on the alley alley oh</p>	<p>Zoom, Zoom Zoom</p>	<p>Hickory Dickory Dock</p>	<p>My Hat! By Tony Mitton</p>	<p>Mary, Mary quite contrary</p>	<p>Five currant buns</p>
<p>Personal, Social and Emotional</p> <p>Dev.M observation checkpoint 3&4 year olds.</p>	<p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Reward systems: sticky labels with comments written. Developing intimate care routines + key person and extended to other familiar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.” Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. Talking about their feelings using more elaborated ways like 'I'm happy because...', 'sad', 'angry' or 'worried because...' Support children to increase independence when selecting activities and resources. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.</p>										
<p>Communication and Language</p>	<p>Ongoing- Speaking, listening and responding skills. Vocabulary linked to book of the week and topic. Children use speech sounds p, b, m,w. l/r/w/y f/th s/sh/ch/dz/j</p>										

UPDATED 26.9.25

Dev.M observation checkpoint 3&4 year olds.	<p>Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use Multi-syllabic words such as 'banana' and 'computer'. Children learn words in context.</p> <p>Children develop conversation with teachers and peers. Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what' and 'where' as appropriate.</p> <p>Dev.M observation checkpoint Birth to three year olds can the child use around 300 words, including descriptive language? Are they linking 5 words and using pronouns 'me', 'him', 'she'. Do they follow instructions with three key words? Ongoing-Puppets and small world relating to the core book of the week and topic.</p> <p>Role play areas inside (bakery, shoe shop, doctor's surgery) and outside (Home corner, police and fire station)</p> <p>Daily - days of the week and weather. Makaton practised for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic.</p> <p>Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.</p> <p>Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books.</p> <p>Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.</p> <p>Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>
Literacy – Reading and Comprehension	<p>Class reading library with a selection of information, topic and choosing books.</p> <p>Selecting books and handling them with care.</p> <p>Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library.</p> <p>Daily - Adults reading to small groups and whole class (story times and at the end of the day).</p> <p>Throughout the day topic books being shared with children (books throughout the environment).</p> <p>Regular sharing of books and discussion of children's ideas and responses throughout the day.</p> <p>Use of books with just pictures to encourage conversations to develop understanding about what is happening.</p> <p>Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.</p> <p>Weekly home reading books.</p>
Word Reading	Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds, oral segmenting and blending
Writing	<p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.</p> <p>Adult to act as scribe for description of mark making.</p> <p>Daily - writing the day and date (modelled writing)</p> <p>Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks.</p> <p>Children to trace their name.</p>

UPDATED 26.9.25

<p>Mathematics</p>	<p>Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Link numerals and amounts. Begin to make recognisable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using own notation and mathematical language. Make comparisons between objects relating to size, length & weight. Talk about, identify and arrange patterns. Use spatial words in play 'in', 'on', 'under', 'up' and 'down'.</p>	<p>Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Link numerals and amounts showing the right number of objects to match the numeral. Begin to make recognisable symbols to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D & 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat & round.</p>
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	<p>Continuous provision- sand, water and construction. Cooking activities linked to Core books.</p>	<p>Make comparisons between objects relating to size, length & weight Talk about, identify and arrange patterns. Select shapes appropriately i.e. a triangular prism for a roof. Describe a familiar route using spatial words 'besides' and 'between'. Continuous provision- sand, water and construction. Cooking activities linked to core books.</p>
<p>Core books</p>	<p>1,2,3 to the zoo by Eric Carle 5 little ducks went swimming one day Biscuit Bear bears Duck in the Truck Kippers Toy box</p>	<p>Anno's counting book Goldilocks and the three Jack and the beanstalk Anno's counting book The doorbell rang I spy numbers Where's my teddy?</p>
<p>Understanding the World</p>	<p>Ongoing- Festivals and celebration of the world, community & culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday & Easter. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore natural materials indoor and outdoor of materials with similar and/or different textures. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Explore how things work using mechanical equipment. Continuous provision – Planting, growing seeds and caring for the natural environment. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props readily available for children to explore.</p>	

UPDATED 26.9.25

<p>Core Books</p>	<p>In every house on every street by Jess Hitchman Let's build a house by Mick Manning Rosie's Walk by Pat Hutchins You Choose by Nick Sharratt The Little Red Hen The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff</p>	<p>The Growing Story by Ruth Krauss National geographic: Weather People who help us series by Rebecca Hunter Acorn Bear The busy body book by Lizzie Rockwell Who Sank the Boat? by Pamela Allen Whatever Next by Jill Murphy The Gruffalo by Julia Donaldson Rechenka's Eggs by Patricia Polacco Tree: Seasons Come, Seasons Go by Patricia Hegarty The Easter Story</p>
<p>Visits / Visitors</p>	<p>Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/</p>	
<p>Physical Development</p> <p>Dev.M observation checkpoint 3&4 year olds.</p>	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves. Large and small motor skills–Daily- dressing and undressing, eating habits Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements -Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p>	
<p>Expressive Arts & Design</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods. Continuous provision- Messy play/soft dough activities. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Drawing skills – detailing body parts, emotions happy/sad Daily- Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to play them in different ways. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week Daily – rhyme time (sing a selection of tradition and modern nursery rhymes) Artist focus - Wassily Kandinsky (colour mixing, line and shape.)</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods. Continuous provision- Messy play/soft dough activities. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Painting skills –colour mixing Daily- Action Songs Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to play them in different ways. Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape & learning entire songs) Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week Daily – rhyme time (sing a selection of tradition and modern nursery rhymes) Artist focus: Claude Monet (flowers)</p>

UPDATED 26.9.25

Topic Focus	Growing Plants (focus-fruit& vegetables)	Where does our food come from?	Life cycles – What animals lay eggs? Living Caterpillars	Minibeasts	Habitats and food chains	Day and Night	Duck/chicken life cycles (care for living things) Living eggs	Animals on Land	Animals in the sea	Dinosaurs		
Literacy Core Books	Jasper's beanstalk + Non Fiction	Oliver's Vegetables Oliver's Fruit Salad + Non Fiction	The Very Hungry Caterpillar by Eric Carle +Non-fiction	Aaaarrgghh Spider! The Very Busy Spider +Non-fiction National geographic: Minibeasts	Hungry Harry (Frogs) +Non-fiction	Owl Babies Above and Below (Harriet Evans) +Non-fiction	The Ugly Duckling/ Dora's Eggs +Non-fiction Chickens Aren't the Only Ones The Odd Egg	Leopard's Drum +Non-fiction	Clumsy Crab +Non-fiction	Harry and the Dinosaurs How to grow a dinosaur +Non-fiction		
Nursery Rhymes BBC rhymes	Ring a Ring of Roses	Wiggly woo	There's a tiny splash, caterpillar on by a leaf Carter	Splish, splosh James	Incy wincy spider	Five little speckled frogs	Day and Night by Eric Carle	Five Little crocodile Ducks	Look at the sneaky	Down in the Jungle	One, two, three, four, five	Five Little Dinosaurs
Personal, Social and Emotional Dev.M observation checkpoint 3&4 year olds.	<p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Children independently remember rules. Reward systems: sticky labels with comments written</p> <p>Developing intimate care routines + key person and extended to other familiar + unfamiliar adults.</p> <p>Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration, children have responsible classroom roles.</p> <p>Activities to develop relationships, friendship, sharing and turn taking, understanding others feel, dealing with conflict. Model Phrases "Can I have a turn? Or "My turn next."</p> <p>Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities.</p> <p>In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief.</p>											

UPDATED 26.9.25

	<p>Support children to demonstrate growth in independence when selecting a wider range of activities and resources to achieve a goal. Resisting helping as appropriate, rather opting to supervise & guide. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. Dev. Matters observation checklist Birth-3/ 3&4 year olds.</p>
<p>Communication and Language</p> <p>Dev.M observation checkpoint 3&4 year olds.</p>	<p>Ongoing- Speaking, listening and responding skills. Vocabulary linked to core book of the week and topic. Children use speech sounds p, b, m, w, l/r/w/y f/th s/sh/ch/dz/j. Say multi- syllabic words – ‘hippopotamus’ or ‘pterodactyl’. Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use words in context. Children start conversations with teachers and peers. Express an opinion. Use pronouns ‘me’, ‘him’, ‘she’, plurals & prepositions ‘in’. ‘on’, ‘under’. Children given at least 10 seconds processing time when responding to simple questions. ‘who’, ‘what’, ‘where’ and ‘why’ as appropriate. Ongoing-Supporting children to understand two part questions & instructions. Dev.M observation checkpoint 3&4 year olds can the child speak in a sentence using four to six words? Are sentences joined with because, or? Do they use the past tense? For example: ‘I went...’ Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (shops and vet) and outside (cafe and garden) Daily - days of the week and weather. Makaton practised for days of the week, weather, colours, and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children’s vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books. Daily celebration, children talk about the marks they make. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>
<p>Literacy – Reading and Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. Daily - Adults reading to small groups and whole class (story times and at the end of the day). Throughout the day topic books being shared with children (books throughout the environment). Regular sharing of books and discussion of children’s ideas and responses throughout the day. Adults and children tell long stories to each other based on familiar books. Use of books with just pictures to encourage extended conversations to develop understanding about what is happening. Understanding key concepts about print: print has meaning and how it is read, the idea of a word, spaces before and after words, sentences - full stops and capitals. Weekly home reading books.</p> <p>Phonics- Read write Inc. sound discrimination and set 1 initial sounds. Rhyme, syllables, words with the same initial sounds & word reading</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. wipe boards, black boards, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Adult to act as scribe for description of mark making. Daily- fine motor activities, handwriting activities. Free drawing & writing on their pictures using some letter knowledge. Daily - writing the day and date (modelled writing) Children write their name on their work or adult writes the name of the child in yellow and child traces over it. Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Daily celebration of children’s writing from the writing basket. Class books created from visits.</p>

UPDATED 26.9.25

<p>Expressive Arts & Design</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities, using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children’s imaginative play. Focus: Sustained Drawing skills – detailing body parts, range of emotions and movement. Daily- Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus: Giuseppe Arcimboldo (Fruit and vegetable pictures)</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children’s imaginative play. Focus: Features of artists work across times and cultures Daily- Action Songs Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas. Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus: Vincent Van Gogh (Day and night + sunflowers)</p>
<p>Computing</p>	<p>Children engage in computing activities in all areas across the EYFS curriculum. Focus: Basic keyboard and mouse skills. Programmable toys. Using the programs- Purple Mash, PB Bears, Espresso.</p>	
<p>Music</p>	<p>Singing songs from around the world. Playing, creating and exploring music using untuned percussion Instruments-Djembe/drum/tambourine. Listening to a range of live music (visiting musicians once a half term and termly live music). Listening to recorded music (world music/ African Music)</p>	
<p>R.E. - Catholic</p>	<p>Branch 5: To the ends of the Earth</p>	<p>Branch 6: Dialogue and Encounter</p>

Catholic School Partnership

YR Curriculum Map

Autumn Term

Topic	Ourselves							Celebrations & Festivals				
Role Play Area	Inside – The Doctor’s Surgery Outside – The Home							Inside – Christmas Market Outside – The Home Additional Theme: Nativity Scene				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	My unique child Parent Meeting	This is me	Senses	Growing up / The family tree Photos	Familiar buildings in my community People who help us in our community	Healthy diet, exercise and oral health	Whole School Project Week	Bonfire Night Guy Fawkes	Birthdays		Diwali	Christmas

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<p>Literacy</p> <p>Core Books</p>		<p>Starting school Owl Babies</p>	<p>My 5 Senses</p>	<p>Once there were giants</p>	<p>Let's build a house!</p> <p>Non-fiction Books</p>	<p>Non-Fiction books Funny bones</p>		<p>Fireworks poems & rhymes</p>	<p>2 Week Block Main text: Kipper's birthday KB Include Non-fiction List writing</p>	<p>Rama and Sita The story of Diwali</p>	<p>The Nativity story and other Christmas stories</p>	
<p>Schools following Read, Write, Inc Reading & Comprehension</p> <p>Word reading (Phonics)</p>	<p>Speaking and listening focus. Dfe Baseline Assessment of children upon entry RWI Entry assessment</p>		<p>Children recognising their names Read Write Inc. begins. 4 weeks of speed sounds Begin guided reading in groups daily. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library) Story Sack of the week Homework- Children take home a sharing book Core books displayed in the class library.</p>					<p>RWI Assessment 1 reassessment for attainment groups Reading practice – everyday groups reading with adults. Reading practice – Children's books changed once a week Begin Guided writing and guided reading in groups daily Phonics – Read Write Inc. Daily speed sound & Ditty Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.</p>				
<p>Schools following Little Wandle Reading & Comprehension</p> <p>Word reading (Phonics)</p>	<p>Speaking and listening focus. DfE Baseline Assessment of children upon entry LW Entry assessment</p>		<p>Children recognising their names Phase 2 Graphemes (Little Wandle Letters and Sounds Revised). Assess on week 7. Begin Reading Practice in groups daily. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library) Story Sack of the week Homework- Children take home a sharing book Core books displayed in the class library.</p>					<p>Phase 2 Graphemes (Little Wandle Letters and Sounds Revised) Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week and taken home daily. Begin Guided writing in groups daily Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 LW book.</p>				
<p>Nursery Rhymes</p> <p>www.wordsforlife.org.uk/songs</p> <p>https://childrens.poetryarchive.org/explore/page/4/?form=241</p>	<p>Heads, shoulder s, knees and toes</p>	<p>My hat by Tony Mitton</p>	<p>Jack and Jill</p>	<p>Humpty Dumpty</p>	<p>Growng by Tony Mitton</p>	<p>10 little monkeys jumping on the bed</p>		<p>Bubbles by James carter</p>	<p>Ten green bottles</p>	<p>Sing a song of sixpence</p>	<p>Twinkle twinkle little star</p>	<p>Christmas songs</p>
<p>Poetry recital</p>	<p>Humpty Dumpty (traditional)</p>											

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<p>Personal, Social and Emotional</p> <p>Dev. Matters Observation checkpoint 3&4 year Children olds</p>	<p>Golden Rules and learning the rules in the school and classroom.</p> <p>Time tabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & healthy choices.</p>	<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Continue learning about and reinforcing the golden rules. Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher’s awards. Activities to develop relationships/making friends/dealing with conflict/sharing.</p>		<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Self-Regulation- Self-help skills High expectations for children following instructions, smilechart, special mentions, head teacher’s awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing. Time tabled routines to promote overall health & wellbeing.</p>
<p>Writing</p>	<p>Speaking and listening focus. Dfe Baseline Assessment</p>	<p>Fine motor skills and Pencil grip Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children’s independent writing at the end of each day</p>		<p>Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children’s independent writing at the end of each day</p>
<p>Communication and language</p>	<p>Dev. Matters CL&U Observation checkpoint 3&4 year Children olds</p>	<p>Children taught how to listen Teachers Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p>		<p>Children taught how to listen Teachers Promote and model active listening. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p>

UPDATED 26.9.25

Mathematics White Rose Maths	Baseline assessment Settling in, introducing areas of provision. Number:	Positional language : Class routines, exploring	Number: Match and Sort and compare Amounts.	Number: Match and Sort and compare Amounts subitise	Measure s: shape and spatial thinking: Compare size,		Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3	Measures: shape and spatial thinking: Circles triangles and	Number: Representing numbers to 5 One more and less	Measures: shape and spatial thinking: Shapes with 4 sides
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	Counting objects, actions and sounds.	where things belong			Mass & capacity Exploring Pattern		Linking symbol with its cardinal number value Recording quantities dots tallies etc.	positional language.	Recording quantities dots tallies, no's etc.	Time
Core Maths books		Dear zoo Jez Alborough	The button box	Frog and toad a lost button by Arnold Lobel	A new house for Mouse by Petr Horacek		Duck in the truck by Jez Alborough Seaweed soup by Stewart J Murphy	Where's my teddy? By Jez Alborough	Monkey Puzzle Julia Donaldson KB	Bear in the Cave by Michael Rosen
Understanding the World	Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.						Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Children familiarise themselves with the name of road, town the school is located aerial view & maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.			
Understanding the World Core Books	Resource: Snap Science Collins Teaching Framework Foundation Can I Build Another Me? Shinsuke Yoshitake Once there were Giants. Martin Waddell My Five Senses. Aliki My Family Tree. Zoe Clarke Anne Wilson What If We Were All The Same! C.M. Harris What I Like About Me! Allia Zobel Nolan						Resource: Snap Science Collins Teaching Framework Foundation Bonfire Night. Katie Dicker Celebrate Diwali. National Geographic Scholastic The Story of Rana and Sita. Malachy Doyle The Night Before my Birthday. Natasha Wing Platypus and the Birthday Party. Chris Riddell Lanterns and Firecrackers: A Chinese New Year Story. Johnny Zucker and Jan Barger Cohen The Very First Christmas. Louie Stowell Celebrate Christmas National Geographic Scholastic			

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Visits / Visitors	Reading and Writing: Visit to a Local Library https://www.camden.gov.uk/libraries-local-studies <i>School Nurse – Visit hygiene & oral health</i>					V&A Museum of Childhood https://www.vam.ac.uk <i>School Nurse – Visit hygiene & oral health</i> Christmas Pantomime visits the school					
Physical Development	Dev. Matters Observati on checkpoi nt 3&4 year Children olds	Gymnastics Unit 1 (The PE Hub lesson plans – Physical Literacy Unit 1 www.thepehub.co.uk) Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.					Dance Unit 1 ((The PE Hub lesson plans – www.thepehub.co.uk) Inc. preparation for Nativity - learn star dance Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practise physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.				
Expressive Arts & Design	Developing drawing skills					Developing painting skills					
	Self-Portraits Music					Collins snap science investigation: What happens when you mix it? Music					
Computing	Continuous provision - Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic					Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Navigating using Espresso and other programs Vocabulary - Positional Language Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic					
R.E. - Catholic	Branch 1: Creation and Covenant					Branch 2: Prophecy and Promise					
Music	Unit 1					Unit 2				Instrumen	

UPDATED 26.9.25

Autumn 1: Unit 1 Pulse	To understand pulse	Creating simple patterns	Understand how sound is represented by symbols	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Identifying tempo		Different ways use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Parts of the orchestra
Autumn 2: Unit 2 Timbre												

Catholic School Partnership

YR Curriculum Map

Spring Term

Topic:	Underwater							Growing				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	Water	Underwater environments	Large underwater Sea creatures		Small underwater creatures Pond/ river		Whole School Project Week	Parts of a plant What plants need to grow	Growing our own plants		Fruits and vegetables	Easter Flowers through the seasons
Role Play Area	Inside – Aquarium / Rock pool Outside – Home Additional Theme: The North Pole /The Riverboat							Inside – Jack and the Beanstalk House / Castle Outside – Home Additional Theme: The Garden Centre / Flower shop				
Literacy Reading & Comprehension Core Books	Poems & Rhymes Water National Geographic Non-Fiction texts	The coral Kingdom	2 Week Block Main text: The Rainbow Fish / Tiddler		Tadpoles promise			From seed to plant and Jasper's beanstalk	The Tiny Seed		The secrets of the vegetable garden and Handa's Surprise	The Easter story Plants amazing Science Planting a rainbow

UPDATED 26.9.25

<p>Schools following Read, Write, Inc Reading & Comprehension</p> <p>Word reading (Phonics)</p>	<p>Reading Practice – everyday groups reading with adults. Reading Practice – Children’s books changed once a week Begin Guided writing in groups daily</p> <p>Phonics – Read Write Inc – Daily speed sounds Lesson & Ditty 5x per week M-F know sounds to read, make and write CVC and some multisyllabic words.</p> <p>Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.</p> <p>Core books displayed in the class library.</p>	<p>RWI Assessment 3 reassessment for attainment groups Reading Practice – everyday groups reading with adults. Reading Practice – Children’s books changed once a week Begin Guided writing in groups daily</p> <p>Phonics – Read Write Inc. – Daily speed sounds Lesson & Ditty 5x per week M-F Read simple sentences, multisyllabic words & some common exception words.</p> <p>Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books. Core books displayed in the class library.</p>
<p>Schools following Little Wandle Reading & Comprehension</p> <p>Word reading (Phonics)</p>	<p>Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression</p> <p>Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised)</p> <p>Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily. Core books displayed in the class library.</p>	<p>Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression</p> <p>Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) Read simple sentences, multisyllabic words & some common exception words.</p> <p>Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week</p>

<p>Nursery Rhymes www.wordsforlife.org.uk/songs https://childrens.poetryarchive.org/explore/page/4/?form=241</p>	<p>A sailor went to sea sea sea</p>	<p>Inside a shell by John Foster</p>	<p>One, two, three, four, five</p>	<p>Five little ducks</p>	<p>Five little speckled frogs</p>	<p>The Queen of Hearts</p>	<p>Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.</p> <table border="1" data-bbox="1361 1173 2154 1461"> <tr> <td data-bbox="1361 1173 1568 1461">Five currant buns</td> <td data-bbox="1568 1173 1691 1461">It's raining, it's pouring</td> <td data-bbox="1691 1173 1848 1461">Ring a ring o' roses</td> <td data-bbox="1848 1173 2004 1461">Mary had a Little Lamb</td> <td data-bbox="2004 1173 2154 1461">There's a tiny caterpillar on a leaf</td> </tr> </table>	Five currant buns	It's raining, it's pouring	Ring a ring o' roses	Mary had a Little Lamb	There's a tiny caterpillar on a leaf
Five currant buns	It's raining, it's pouring	Ring a ring o' roses	Mary had a Little Lamb	There's a tiny caterpillar on a leaf								

UPDATED 26.9.25

Poetry recital	Humpty Dumpty (traditional)			
Personal, Social and Emotional	<p>Golden Rules and learning the rules in the school and classroom.</p> <p>Time tabled routines to promote overall health & wellbeing.</p> <p>Children supported at lunchtimes to support eating & healthy choices.</p>	<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>Continue learning about and reinforcing the golden rules.</p> <p>Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher’s awards.</p> <p>Activities to develop relationships/making friends/dealing with conflict/sharing.</p>		<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>Self-Regulation- Self-help skills and Zone of Regulation</p> <p>High expectations for children following instructions, smile-chart, special mentions, head teacher’s awards.</p> <p>Building and sustaining constructive & respectful relationships Dealing with conflict & sharing.</p> <p>Time tabled routines to promote overall health & wellbeing.</p>
Writing	<p>Speaking and listening focus.</p> <p>Fine motor skills and Pencil grip</p> <p>Children independently writing their names</p> <p>Mark making and emergent writing relating to the focus book of the week.</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children’s independent writing at the end of each day</p>			<p>Fine motor skills and Pencil grip Alphabet and letter formation.</p> <p>Children independently writing their names</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing/Independent activities each day linked to core books of the week.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children’s independent writing at the end of each day</p>
Communication and language	<p>Teachers continue to Promote and model active listening.</p> <p>Develop social phrases Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction& Nonfiction to each other and others from the class library.</p> <p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.</p> <p>Core books displayed in the class library.</p>			<p>Teachers continue to Promote and model active listening New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.</p> <p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.</p> <p>Core books displayed in the class library.</p>

UPDATED 26.9.25

<p>Mathematics White Rose Maths</p>	<p>Number: Introducing zero Comparing numbers to 5 Composition of 4&5</p>	<p>Measures: shape and spatual thinking: Compare Mass Compare capacity</p>	<p>Number: 6,7&8 Making Pairs Combinig 2 groups</p>	<p>Number 6,7&8 Making Pairs Combinig 2 groups</p>	<p>Measures: shape and spatual thinking: Length</p>		<p>Number: 9&10 Linking symbol with its cardinal number value Recording quantities dots tallies etc.</p>	<p>Measures: shape and spatual thinking: height and time.</p>	<p>Number: Comparin g numbers to 10. One more and less Recording quantities dots tallies, no's etc</p>	<p>. Number: Bonds to 10</p>	<p>3D shape pattern</p>
<p>Core Maths books</p>		<p>Room on the broom by Julia Donaldson Who sank the boat? By Pamela Allen</p>	<p>None the number</p>	<p>Frog and toad a lost button by Arnold Lobel</p>	<p>The enormous crocodile</p>		<p>I spy numbers Jean Marzello</p>	<p>The blue balloon by Mick inkoen</p>	<p>None the number</p>	<p>Frog and toad a lost button by Arnold Lobel</p>	<p>A beach for Albert</p>
<p>Understanding the World</p>	<p>Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in 'show & tell'</p>					<p>Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view & maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in 'show & tell'</p>					
<p>Understanding the World Core Texts</p>	<p>Resource: Snap Science Collins Teaching Framework Foundation Water National Geographic Kids Book of Nature Poetry. National Geographic Here We Are. Oliver Jeffers The Coral Kingdom. Laura Knowles Jennie Webber Ocean Animals Collection. National Geographic Amazing Giant Sea Creatures DK Ocean A Childrens' Encyclopedia DK SEA. Britta Teckentrup</p>					<p>Resource: Snap Science Collins Teaching Framework Foundation Once there were Giants. Martin Wadell Seed to Plant. National Geographic Kids Plants. National Geographic Kids How a Seed Grows. Helene J. Jordan Handa's Surprise. Eileen Browne Oliver's Fruit Salad. Vivianne French and Alison Bartlett Eating the Alphabet. Lois Ehert Planting a Rainbow. Lois Ehert From Seed to Plant. Gail Gibbons The Tiny Seed. Eric Carle Tree. Britta Teckentrup Van Gogh and the Post-Impressionists for Kids. Carol Sabbeth Camille and the Sunflowers. Laurence and Anholt</p>					

UPDATED 26.9.25

Visits / Visitors	<p>UW and CL: Visit to The London Aquarium Sea Life https://www.visitsealife.com/london/ Computing: Visit to Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Camden City Learning Centre, Charrington Street, London NW1 1RD</p>				<p>Choose from : Thegardencentrehttp://www.camdengardencentre.co.uk/ Local area walkshttps://www.camden.gov.uk/camden-health-walks Gray's inn walk gardens https://www.graysinn.org.uk/the-inn/the-estate/thewalks</p>						
					<p>Wildlife and nature—Hampstead Heath https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampsteadheath/wildlife-and-nature/Pages/default.aspx</p>						
Physical Development	<p>Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 2 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>				<p>Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 3 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>						
Expressive Arts & Design	<p>Developing printing skills Print making Music – Performance Art: Whole class, large groups, small, or individual. Children matching or following a melody's, songs or dance.</p>				<p>Developing painting skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children replicating, following or making a melody, songs or dance.</p>						
Computing	<p>Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.</p> <p>Programs & Apps: Espresso, 2simple software, 2paint program Busy things. Typing skills using writing program. Websites: BBC Schools, Phonics play, National Geographic.</p>				<p>Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.</p> <p>Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.</p>						
R.E. - Catholic	Branch 3: Galilee to Jerusalem				Branch 4: Desert to Garden						
Music	Unit 3	Rhythms					Unit 4	Combine:	Following	Changing	

UPDATED 26.9.25

<p>Schools following Read, Write, Inc Reading & Comprehension</p> <p>Word reading (Phonics)</p>	<p>RWI Assessment 4 reassessment for attainment groups Reading practice– everyday groups reading with adults. Reading practice – Children’s books changed once a week Guided writing in groups daily- Children practice longer pieces of writing Phonics – Read Write Inc. –Daily speed sounds Lesson & Ditty 5x per week M-F Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.</p>											<p>RWI Assessment 5 reassessment for attainment groups Reading practice– everyday groups reading with adults. Reading practice – Children’s books changed once a week Guided writing in groups daily-- Children practice longer pieces of writing Phonics – Read Write Inc. Daily speed sounds Lesson & Ditty 5x per week Phonics – Read Write Inc. –Read with fluency & show confidence with word reading. Read own writing. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.</p>				
<p>Schools following Little Wandle Reading & Comprehension</p> <p>Word reading (Phonics)</p>	<p>Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.</p>											<p>Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Read own writing. Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.</p>				
<p>Nursery Rhymes www.wordsforlife.org.uk/songs</p>	There was an old lady	Hickory dickory dock	Incey Wincey spider	Old Macdona Id had a farm	Little Miss Muffet	London Bridge is falling down						The wheels on the bus	Row row row your boat	Zoom zoom zoom	The Grand Old Duke of York	I am a music man

						London’s burning						
Poetry recital	The Grand Old Duke of York (traditional)											

UPDATED 26.9.25

<p>Personal, Social and Emotional</p>	<p>Continue reinforcing Golden Rules and learning the rules in the school and classroom.</p> <p>Structured Time table & routines with flexibility for children to make independent choices.</p> <p>Children supported at lunchtimes to support eating & healthy choices. Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation Rewarding children: smile chart, special mentions, head teacher’s awards.</p> <p>Activities to develop relationships/making friends/dealing with conflict/sharing. –dialogic story time.</p>		<p>Continue reinforcing Golden Rules and learning the rules in the school and classroom.</p> <p>Structured Time table & routines with flexibility for children to make independent choices.</p> <p>Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation High expectations for children following instructions, smile-chart, special mentions, head teacher’s awards.</p> <p>Building and sustaining constructive & respectful relationships</p> <p>Dealing with conflict & sharing – Dialogic story time</p>
<p>Writing</p>	<p>Speaking and listening focus. Dfe Baseline Assessment</p>	<p>Fine motor skills and Pencil grip</p> <p>Children independently writing their full names</p> <p>Mark making and emergent writing relating to the focus book of the week.</p> <p>Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing Independent activities each day linked to the core books of the week.</p> <p>Children write sentences with known sound-letter correspondences.</p> <p>Child initiated activity in The Hub – supports writing for a purpose. Celebration of children’s independent writing at the end of each day</p>	<p>Fine motor skills and Pencil grip Alphabet and letter formation.</p> <p>Children independently writing their full names</p> <p>Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing/Independent activities each day linked to core books of the week.</p> <p>Children write sentences with known sound-letter correspondences. Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children’s independent writing at the end of each day</p>
<p>Communication and language</p>	<p>Dev. Matters CL&U Observation checkpoint 3&4 year Children olds</p>	<p>Teachers continue to Promote and model active listening</p> <p>Expect social phrases Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>Engage in conversations between people and characters</p> <p>Children talk and articulate their ideas using connectives.</p> <p>Teachers model accurate grammar with more complex sentences. Narration of events and actions.</p> <p>Exact repetition of words in stories and some in their own words.</p> <p>Teachers ask open questions</p>	<p>Teachers continue to Promote and model active listening</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>Engage in conversations between people and characters</p> <p>Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions.</p> <p>Exact repetition of words in stories and some in their own words.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.</p>

UPDATED 26.9.25

		<p>Children have opportunities throughout the day to read and share books fiction & Non-fiction to each other and others from the class library.</p>		<p>Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary.</p>
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		<p>Story time 3x per day Morning, lunchtime and home time. Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Core books displayed in the class library.</p>					<p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Oral stories. Core books displayed in the class library.</p>			
<p>Mathematics White Rose Maths</p>	<p>Number: Building numbers to 10 and beyond Counting patters to 10 and beyond</p>	<p>Spatial reasoning 1: Match rotate manipulate.</p>	<p>Number: Adding more & taking away</p>	<p>Spatial reasoning 2: Compose & Decompose:</p>	<p>Number: Patterns Doubling</p>		<p>Number: Grouping Even and Odd</p>	<p>Spatial reasoning 3: Visualise and build</p>	<p>Number: Patterns and relationships</p>	<p>Spatial reasoning 4 mapping</p>
<p>Core Maths books</p>	<p>Jack the builder by stuart J Murphy One Moose 20 mice</p>		<p>1 is a snail 10 is a crab by AS</p>	<p>When one doesn't belong by Christopher Danielson</p>	<p>A new house for Mouse by Petr Horacek</p>	<p>1 is a snail 10 is a crab by April sayer</p>	<p>A new house for Mouse by Petr Horacek</p>	<p>A dozen ducklings lost and found</p>	<p>Snail trail by Jo saxton</p>	

UPDATED 26.9.25

<p>Understanding the World</p>	<p>Daily Weather Chart -Days of the week, date & year. Note and record the effect of seasonal changes. Contrasting environments –Regional & National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in ‘show & tell’</p>	<p>Daily Weather Chart -Days of the week, date& year. Note and record the effect of seasonal changes. Contrasting environments –Regional & National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view & maps local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p>
<p>Understanding the World Core Books</p>	<p>Resource: Snap Science Collins Teaching Framework Foundation The Snail Trail. Ruth Brown The Bee Book. DK BEE. Patricia Hegarty and Britta Teckentrup Minibeasts: Ladybirds First Fabulous Facts. Jacqueline Crupi Superworm. Julia Donaldson and Axel Scheffler National Geographics Kids: Spiders. National Geographics Kids: Caterpillar to Butterfly. Our Amazing World: Spiders. Kay de Silva A Butterfly is Patient. Diana Ashton Aaarrggh, Spider! Lydia Monks</p>	<p>Resource: Snap Science Collins Teaching Framework Foundation My First Book of Transportation. Collins Lost and Found. Oliver Jeffers Mrs Armitage on Wheels. Quentin Blake Room on the Broom. Julia Donaldson The Hundred Decker Bus. Mike Smith A Journey Through Transportation. Carl Johanson Oi Get Off Our Train. John Burnington All Kinds of Cars. Carl Johanson Just Imagine. Nick Sharratt and Pippa Godhart At the Beach. National Geographic Kids</p>
		<p>I am Amelia Earhart. Brad Meltzer On the Train Shine- a -Light Book. Carron Brown</p>
<p>Visits / Visitors</p>	<p>UW and CL: Visit to Camley Street Nature Park https://www.wildlondon.org.uk/reserves/camley-street-natural-park</p>	<p>Computing: Visit to Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Camden City Learning Centre, Charrington Street, London NW1 1RD The Transport Museum</p>
<p>Physical Development</p>	<p>Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 4 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>	<p>Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 5 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>

UPDATED 26.9.25

Expressive Arts & Design	Developing 3D Modelling skills Focus on techniques for joining materials. Music – Performance Art: Whole class, large groups, small, or individual. Children copy, match or follow a melody’s, songs or choreographed dance.							Developing Collage skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children create a melody, songs or choreographed dance from learnt techniques.				
Computing	Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic.							Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic				
R.E. - Catholic	Branch 5: To the ends of the earth							Branch 6: Dialogue and Encounter				
Music Summer 1: Unit 5 Contrasts Summer 6: Unit 6 Musical devices	Unit 5 Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre		Unit 6 Conjoint melodies	Disjunct melodies	Imitation	Sequence	Riffs

Catholic Partnership Curriculum Map

Y1 Curriculum Map

Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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UPDATED 26.9.25

English texts and genre	Narrative – retelling stories with repeating pattern The Story Tree (Hugh Lupton)			Narrative- stories in familiar settings Beegu (Alexis Deacon)			Whole School Project Week	Poetry The Worm (Ralph Bergengren)	Narrative and Poetry Aaaaaarrgh Spider! (Lydia Monks)		Narrative – retelling Nativity Linked to RE unit 'Advent/Christmas- waiting	
Phonics Schools following Read Write Inc	Read Write Inc											
Phonics Schools following Little Wandle	Little Wandle programme daily											
Story Time	Dear Zoo, Rod Campbell Where's Spot, Eric Hill	Ten Little Fingers and Ten Little Toes, Mem Fox and Helen Oxenbury The Very Hungry Caterpillar, Eric Carle	Each Pear Pear Plum, Janet and Alan Ahlberg The Elephant and the Bad Baby, Raymond Briggs	The Tiger Who Came to Tea, Judith Kerr	Little Mouse's Big Book of Fears, Emily Gravett	I Will Not Ever Never Eat a Tomato, Lauren Child		Dogger, Shirley Hughes	Lost and Found, Oliver Jeffers	Room on the Broom, Julia Donaldson	Gorilla, Anthony Browne	The Snowman, Raymond Briggs
Poetry recital	Incey Wincey Spider (traditional)											
Maths	Number: Place value (within 10) Number: Addition					&Subtraction (within 10)		Number: Addition & Subtraction (within 10) Geometry: Shape				
R.E. - Catholic	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise				
Visits / Visitors	History: Visit to local underground and overground stations different trains and see other transport along the way eg. Pupils are walking, cars, buses, motorbikes on the road, planes in the sky (a boat on the canal if they pass it!)							Science: Visitor Zoo 4 U, a range of animals bought into school https://www.zoo4you.co.uk/ Science: Visitor in school from Francis Crick Institute				

UPDATED 26.9.25

Science	Plants We are learning to observe and	Plants We are learning to identify parts of a	Plants We are learning to investigate what plants	Plants We are learning to explain what plants	Seasonal Changes 1 We are learning to observe	Seasonal Changes 2 We are learning to observe		Animals, including humans We are learning to identify	Animals, including humans We are learning to identify	Animals, including humans We are learning to describe	Animals, including humans We are learning	Seasonal Changes 3 We are learning to describe the weather
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	compare trees around us	flowering plant	needs to grow	need to grow	and describe the seasons	how trees change over the year		and name animals	carnivore s, herbivore s and omnivore s	and compare the structure of animals	to identify which animals people can keep as pets	in different seasons (autumn and winter)
History Changes within living memory - <i>Transport</i>	We are learning to know the timeline of types of transport	We are learning to understand how trains have changed over time	We are learning to understand how cars have changed over time	We are learning to understand how planes have changed over time	We are learning to understand how boats have changed over time	We are learning to explain ways that transport has changed over time	Taught in 1 st half of term					
Geography <i>What makes planet Earth special?</i>	Taught in 2 nd half of term											
Art and design	Drawing (Key Skills and Techniques) We are learning to draw our school environment from experience and memory.	We are learning to draw natural objects from observation.	We are learning to draw buildings.	We are learning to draw portraits.	We are learning to draw objects.		Painting (Water) We are learning to make different shades of one paint colour.	We are learning to understand how primary colours mix to make secondary colours.	We are learning to explore ways of using paint brushes.	We are learning to represent water using paint.	We are learning to paint images using watercolours	
DT	Structures (Homes)											

UPDATED 26.9.25

PE	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)							Attack Defend Shoot Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lessons	Whole School Project Week-Equalities Week Anti-Bullying Week												
PSHCE weekly lesson	To understand how to keep teeth healthy	To understand the importance of food	To understand some basic hygiene principles	To learn about what can go into our bodies and how it can make	To learn the importance of sleep as part of a healthy lifestyle and	To learn about how germs are spread, how we can prevent		Taught in 1 st half of term					
	(Health and prevention)	(Healthy Eating)	(Health and prevention)	people feel (Drugs, alcohol and tobacco)	the impact device use can have on sleep (Mental wellbeing) (Health and Prevention)	them spreading and people who help us stay healthy and well (Health and prevention) (Physical health and fitness)							
Computing Computing systems and networks – <i>Technology around us</i>	Taught in 2 nd half of term							We are learning to identify technology	We are learning to identify a computer and its main parts	We are learning to use a mouse in different ways	We are learning to use a keyboard to type on a computer	We are learning to use the keyboard to edit text	We are learning to create rules for using technology responsibly
Spanish	Greetings	What is your name	Phonics	Phonics	Numbers 1-5	How old are you?		Colours	Colours	Animals	Animals	Retrieval Practice	Christmas
Music	Unit 1		Underst					Unit 2					

UPDATED 26.9.25

Autumn 1: Unit 1 Pulse	To pulse	Creating simple patterns	how sound is represented by symbols	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Identifying tempo		Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instruments of the orchestra
Autumn 2: Unit 2 Timbre	stand							ays to use				
Food Tech	Berry red smoothie											

Catholic Partnership Curriculum Map Y1 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Comp	Assessment Non-fiction - Information Texts Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan)				Poetry The Puffin Book Of Fantastic First Poems (June Crebbin)	Whole School Project Week	Narrative The Snail and The Whale (Julia Donaldson)	Narrative – recounts and retelling No Dinner! (Jessica Souhami)			
Phonics for schools following Read, Write, Inc	Read Write Inc											
Phonics for schools following Little Wandle	Little Wandle programme daily											

UPDATED 26.9.25

Story Time	We're Going on a Bear Hunt, Michael Rosen	Hairy Maclary from Donaldson's Dairy, Lynly Dodd	Not Now, Bernard, David McKee	Where the Wild Things Are, Maurice Sendak	The Jolly Postman, Janet and Alan Ahlberg	I Want My Hat Back, Jon Klassen		The Cat in the Hat, Dr Seuss	Meg and Mog, Helen Nicholl	Would you Rather, John Burningham	Princess Smartypants, Babette Cole	I Want My Potty, Tony Ross	
Poetry recital	Row, Row, Row Your Boat (traditional)												
Maths	Number: Place Value (within 20)			Number: Addition & Subtraction (within 20)				Number: Place Value (within 50) Measurement: Weight		Measurement: Length and Height		and Volume	
R.E. - Catholic	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Garden					
Visits / Visitors	Computing: Visitor from Camden Learning Centre (CLC), 'Programming- introduction to animation' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/							Science: Visit to Hampstead Heath, Plant Detectives workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx Parliament Hill Fields, Gospel Oak, London NW5 1LT					
Science	Everyday materials We are learning to	Everyday materials We are learning to	Everyday materials We are learning to	Everyday materials We are learning to	Everyday materials We are learning to	Everyday materials We are learning to		Everyday materials We are learning to	Everyday materials We are learning to	Everyday materials We are learning to	Seasonal Changes 4	Seasonal Changes 5	

	We are learning to identify and name a variety of everyday materials - wood, plastic and metal	We are learning to identify and name a variety of everyday materials - rock, brick, glass and water	identify and name paper in a variety of forms	We are learning to describe the properties of everyday materials	We are learning to compare and group different materials based on their properties	We are learning to recognise that objects can be made of more than one material		to investigate waterproof materials	transparent and opaque materials	different materials are used for different purposes	We are learning to observe changes across the seasons (spring)	We are learning to describe the weather in different seasons
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UPDATED 26.9.25

<p>History Changes within living memory - <i>Shopping</i></p>	<p>We are learning to know the time and place of shopping through time</p>	<p>We are learning to understand how what shops looked like has changed through time</p>	<p>We are learning to understand how people being served in shops has changed through time</p>	<p>We are learning to understand how deliveries of food has changed over time</p>	<p>We are learning to understand how food has changed over time</p>	<p>We are learning to explain similarities and differences in shopping over time</p>	<p>Taught in 1st half of term</p>				
<p>Geography <i>What is our weather like?</i></p>	<p>Taught in 2nd half of term</p>						<p>We are learning about the different types of weather in the UK</p>	<p>We are learning how to record weather</p>	<p>We are learning about extreme weather</p>	<p>We are learning about seasons (field trip – related to)</p>	<p>We are learning to find out where the coldest and hottest parts of the world are</p>
<p>Art and design</p>	<p>Sculpture (Chinese New Year) We are learning to investigate threedimensional shapes.</p>	<p>We are learning to investigate threedimensional shapes used in Chinese New Year celebrations</p>	<p>We are learning to design a sculpture.</p>	<p>We are learning to construct a former using papier mâché.</p>	<p>We are learning to model form.</p>		<p>Printing (Printing in Clay and on Paper) We are learning to hand print in clay.</p>	<p>We are learning to finger print on paper.</p>	<p>We are learning to print objects in clay.</p>	<p>We are learning to print on paper and use paste to print.</p>	<p>We are learning to print using blocks.</p>
<p>DT</p>	<p>Mechanical Systems (Fire Engines)</p>										
<p>PE</p>	<p>Gymnastics Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)</p>						<p>Dance Unit 1, unit 2 and unit 3 (The PE Hub lesson plans – www.thepehub.co.uk)</p>				
<p>PSHCE in addition to weekly lesson</p>	<p>Whole School Project Week- Keeping Safe Studies</p>										

UPDATED 26.9.25

PSHCE Weekly lesson	To identify the qualities of a good friend (Caring friendships)	To explain the importance of compliments (Caring friendships)	To recognise positive qualities in themselves. (Respectful relationships)	To recognise achievements (Caring friendships)	To identify the qualities of a good friend. (Caring friendships)	To be able to identify different behaviours which might be bullying. (Respectful relationships) (Mental wellbeing)	Taught in 1 st half of term					
Computing Programming A – Moving a robot	Taught in 2 nd half of term						To explain what a given command will do	To act out a given word	To combine 'forwards' and 'backwards' commands to make a sequence	To combine four direction commands to make sequences	To plan a simple program	
Spanish	Shapes	Shapes and Colours	Days of the week	Days of the week	Retrieval Practice	Retrieval Practice	Our Bodies	Our Bodies	Our Face	Numbers 110	Retrieval Practice	Easter Celebration
Music Spring 1: Unit 3 Rhythm Spring 2: Unit 4 Pitch	Unit 3 Rhythm vs pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms	Unit 4 at is ch?	Combine: Lesson 2: High Sounds Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds	
Food Tech	Flatbreads with tomato topping											

Catholic Partnership Curriculum Map Y1 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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UPDATED 26.9.25

English texts and genre	Comp	Author study Quentin Blake			Narrative - Fantasy Where the Wild Things Are (Maurice Sendak)			Whole School Project Week	Poetry The Puffin Book Of Fantastic First Poems (June Crebbin)		Non-Fiction Our Street – linked to Geography topic			
Phonics For schools following Read Write Inc	Read, Write, Inc													
Phonics for schools following Little Wandle	Little Wandle programme daily													
Story Time	Dinosaurs and All That Rubbish, Michael Forman	Dear Mother Goose, Michael Rosen	Grandad's Island, Benji Davies	The Enormous Crocodile, Roald Dahl	Mr Majeika, Humphrey Carpenter				Lion at School and other stories, Philippa Pearce		The Hodgeheg, Dick King-Smith			
Poetry recital	We're Going on a Bear Hunt by Michael Rosen													
Maths	Number: Multiplication and Division			Number: Fractions		Geometry: position and direction			Number: Place value (within 100)		Measurement: Money	Measurement: Time		
R.E. - Catholic	Branch 5: To the ends of the Earth								Branch 6: Dialogue and Encounter Visit from Judaism in Schools					
Visits / Visitors	Science: Visitor from CRICK, 'What's in the bag?' workshop https://www.crick.ac.uk/partnerships/education-outreach History: Visit out of school – local area walk to look at older homes (Victorian, Georgian) and newer homes (post-war and new builds)								Science: Visit - a Canal Boat Trip including local area walk Geography: Visit – Local area walk Visit from Judaism in Schools					
Science	Animals, including humans We are learning to identify and name parts of the body (external)	Animals, including humans We are learning to identify and name parts of the body (internal)	Animals, including humans We are learning to name the 5 senses and identify which part of the	Animals, including humans We are learning to investigate the sense of sound	Animals, including humans We are learning to investigate the sense of smell	Animals, including humans We are learning to investigate the sense of touch	Animals, including humans We are learning to investigate the sense of taste		Animals, including humans We are learning to investigate the sense of sight	Seasonal Changes 6 We are learning to observe changes across the seasons	Seasonal Changes 7 We are learning to describe the weather in different seasons	Plants We are learning to identify wild and garden plants		

			body is associated with each						(summer)			
History Local History: Homes and schools where we live	We are learning to know the time and place of homes and schools in our local area	We are learning to identify older and newer homes	We are learning to identify older and newer homes in our local area (Local area walk)	We are learning to understand how the inside of homes have changed over time	We are learning to understand how our school has changed over time	We are learning to explain ways that homes and schools in our local area have changed over time	Taught in 1 st half of term					
Geography <i>What is my local area like?</i>	Taught in 2 nd half of term						We are learning to understand that homes give us warmth and shelter	We are learning to compare what it is like to live in a village with a city.	We are learning to explore our local streets (fieldwork)	We are learning to recognise human and physical features in our local area	We are learning what maps are for, how to use them and how to create how to create a bird's eye view map	We are learning to use compass directions
Art and design	Collage and Textiles (Materials and their Properties) We are learning to explore materials.	We are learning to sort and describe materials.	We are learning to understand where wool comes from.	We are learning to explore fabric.	We are learning to make a collage		Digital Media (Drawing Digital Pictures) We are learning to mark-make using computers.	We are learning to explore shape, colour and pattern using computers.	We are learning to explore surface texture.	We are learning to use music to inspire our art.	We are learning to respond to the work of an artist.	
DT	Structures (Wacky Windmills)											

UPDATED 26.9.25

PE	Hit, catch , run unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)	Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE	Taught in 2 nd half of term	RHSE KS1, Module 1, Unit 3, Session 1	RHSE KS1, Module 1, Unit 3, Session 3	RHSE KS1, Module 1, Unit 2, Session 3	RHSE KS1, Module 2, Unit 2, Session 1	RHSE KS1, Module 1, Unit 4, Session 1

							Feelings, likes and dislikes (TT)	Super Susie gets angry (TT)	& 4 Clean and Healthy (Slides 9-12 only) (TT)	Special People (TT)	The Cycle of Life (TT)	
Computing Creating Media – <i>Digital writing</i>	To use a computer to write	To add and remove text on a computer	To identify that the look of text can be changed on a computer	To make careful choices when changing text	To explain why I used the tools that I chose	To compare writing on a computer with writing on paper	CLC visit					
Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice	Family	Family	Feelings	Feelings	Retrieval Practice	Retrieval Practice
Music Summer 1: Unit 5 Contrasts Summer 6: Unit 6 Musical devices	Unit 5 Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre	Unit 6 Conjunctions	Disjunct melodies	Imitation	Sequence	Riffs	
Food Tech	Potato Salad											

Catholic Partnership Curriculum Map **Y2 Curriculum Map** **Autumn Term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Unit The Tiger Who Came To Tea (Judith Kerr)			Poetry The Works (Paul Cookson)		Non-Fiction Non chronological report (living things and their habitats)	Whole School Project Week	Non-Fiction Non chronological report	Narrative Traction Man is Here (Mini Grey)			Comp Nativity rehearsals	
Phonics for schools following Read Write Inc	Read Write Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily (Phase 5 review)								Little Wandle programme daily (Bridge to Spelling)				
Story Time	Amazing Grace, Mary Hoffman		The Sheep Pig, Dick King-Smith			The True Story of the Three Little Pigs, Jon Scieszka			A Bear Called Paddington, Michael Bond		Astrix the Gaul, Renné Goscinny		
Poetry recital	Leap Like a Leopard by John Foster												
Maths	Number: Place value			Number: Addition & subtraction					Number: Addition & subtraction		Geometry: Shape		
R.E. - Catholic	Branch 1: Creation and Covenant								Branch 2: Prophecy and Promise				
Visits / Visitors	Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools History: Visitor in school from History Off the Page, 'Great Fire of London' workshop https://www.historyofthepage.co.uk/courses/great-fire-london/								Science: Visitor in school from Francis Crick institute 'Journey of the Germ workshop' https://www.crick.ac.uk/partnerships/education-outreach' Geography: Hampstead Heath – Mad about Maps OR Hyde Park Education – Maps and Orienteering				

UPDATED 26.9.25

Science	Plants We are learning to identify and	Plants We are learning to understand how	Plants We are learning to observe how	Plants We are learning to describe how	Plants We are learning to find out how plants need light to	Plants We are learning to describe how		Living Things and their Habitats	Living Things and their Habitats	Living Things and their Habitats We are learning to identify how living	Living Things and their Habitats We are learning to describe how animals obtain	Living Things and their Habitats We are learning how plants and
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	compare different seeds	bulbs grow	seeds germinate	seeds germinate	grow and stay healthy	plants need light to grow and stay healthy		We are learning to explore and compare things that are living, dead or have never been alive	We are learning to identify and name a variety of plants and animals in their habitats and what they provide	things are suited to their habitats	food from plants and other animals	animals depend on each other in their habitats	
History Important events in the history of Britain	We are learning to know the time and place of important events in history	We are learning to know the events of the Gunpowder Plot	We are learning to explain why we have Bonfire Night	We are learning to know the events of the Great Fire of London	We are learning to explain why we have Remembrance Day	We are learning to explain 3 important events in the history of Britain		Taught in 1 st half of term					
Geography <i>What is the UK like?</i>	Taught in 2 nd half of term							We are learning to use simple maps	We are learning to understand aerial views	We are learning to make simple maps	We are learning to understand that the UK is made up of 4 countries	We are learning to identify mountains and rivers of the UK	We are learning to understand what it is like at the coast

UPDATED 26.9.25

Art and design	Drawing (Key Skills and Techniques) We are learning to create pictures by drawing in continuous line.	We are learning to draw figures (people) in movement.	We are learning to draw buildings . (Resist effect technique).	We are learning to draw from observation.	We are learning to draw nature from memory.			Painting (Nature) We are learning to mix and apply paint in different ways.	We are learning to create the colour green.	We are learning to change the consistency of paint. We are learning to make paint darker and lighter.	We are learning to mix and match colours.	We are learning to contribute to shared painting.
DT	Mechanical Systems (Moving Pictures)											

PE	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)							Attack Defend Shoot Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE in addition to weekly lesson								Whole School Project Week-Equality Studies Anti-bullying week				
PSHCE weekly lesson	To understand the benefits of eating at least 5 portions of fruit and vegetables (Healthy Eating)	To learn why medicines are taken (Drugs, alcohol and tobacco)	To learn where medicines come from (Drugs, alcohol and tobacco)	To identify what bullying is and how it makes people feel. (Respectful relationships)	To understand conflict and explain what to do when conflict arises. (Caring Friendships)	To know about different types of families. (Families and people who care for me)		Taught in 1 st half of term				

UPDATED 26.9.25

Computing Computing systems and networks – IT around us	Taught in 2 nd half of term							To recognise the uses and features of information technology.	To identify information technology in the home.	To identify information technology beyond school.	To explain how information technology benefits us.	To show how to use information technology safely.	To recognise that choices are made when using information technology.
Spanish	Phonics	Greetings	Feelings	Numbers 1-12	All about Me	Retrieval Practice		Colours	Shapes	Shapes and Colours	Animals	Animals	Christmas
Music Autumn: Unit 7 Pulse and metre	Understanding pulse how patterns sound is		Creating simple represented		Understanding by symbols			Physicalising pulse in different identifying strong beats beats in a		Maintaining pulse and How bar?		many ways	
Food Tech	Fruity Yoghurt Cups												

Catholic Partnership Curriculum Map Y2 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Comp	Narrative The Princess and the White Bear King (Tanya Robyn Batt)			Non-Fiction Non-chronological report on Remarkable people from the past (linked to history)		Whole School Project Week	Recounts (relating to real life experiences)	Non-Fiction Instructions How to keep a plant alive (linked to science)		Narrative Unit Man on the Moon (Simon Bartram)		
Phonics for schools following Read Write Inc	Read Write Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily (Spelling Units)												

UPDATED 26.9.25

Story Time	The Queen's Nose, Dick King-Smith			Clarice Bean, That's Me, Lauren Child	The Story of Babar, Jean de Brunhoff		That rabbit belongs to Emily Brown, Cressida Cowell			Finn Family Moomintroll, Tove Jansson		
Poetry recital	30 Days Has September (traditional)											
Maths	Measurement: Money		Number: Multiplication and Division				Number: Capacity	Measurement: Length and Height		Measurement: Mass,		
							Division	Multiplication and Temperature on and				
R.E. - Catholic	Branch 3: Galilee to Jerusalem						Branch 4: Desert to Galilee					
Visits / Visitors	History: Visit to the Florence Nightingale Museum: A visit with Miss Nightingale workshop https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/ PSHCE: Visitor-The London Fire Brigade Fire Safety workshop						Computing: Visitor in school from Camden Learning Centre (CLC), Programming- An introduction to quizzes' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/					
Science	Every day materials We are learning to compare how suitable	Everyday materials We are learning to test	Everyday materials We are learning to test	Everyday materials We are learning to test if and how the shapes of	Everyday materials We are learning to research key	Everyday materials We are learning to	Animals, including humans We are learning to recognise	Animals, including humans We are learning to describe how animals change	Animals, including humans We are learning to understand and	Animals, including humans We are learning to understand and describe	Animals, including humans We are learning to explain what	

	identify different materials and what they can be used for	materials are for different uses	the absorbency of different materials and identify what these materials would be suitable for	solid objects can be changed	figures who have developed new materials	identify materials that are suitable for reusing and recycling		different animals' offspring	as they grow into adults	describe a human lifecycle	other animals' life cycles	animals need to survive
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UPDATED 26.9.25

<p>History Famous women through history</p>	<p>We are learning to know the time and place of some famous women through history</p>	<p>We are learning to explain the changes that Florence Nightingale made to hospitals</p>	<p>We are learning to compare the lives and work of Mary Seacole and Florence Nightingale</p>	<p>We are learning to understand that Emmaline Pankhurst helped to win women the right to vote</p>	<p>We are learning to understand the huge contribution Marie Curie made to medicine</p>	<p>We are learning to explain how some famous women have influenced the world</p>	<p>Taught in 1st half of term</p>				
<p>Geography <i>What are the different environments in the world?</i></p>	<p>Taught in 2nd half of term</p>						<p>We are learning to use an atlas to locate the five oceans and 7 continents</p>	<p>We are learning to understand what a continent is</p>	<p>We are learning to understand what the climate and landscape are like at the two poles</p>	<p>We are learning to understand what the climate and landscape is like around the equator</p>	<p>We are learning to write a report comparing different environments in the world</p>
<p>Art and design</p>	<p>Sculpture (Under the Sea) We are learning to explore clay.</p>	<p>We are learning to model with clay.</p>	<p>We are learning to apply clay techniques.</p>	<p>We are learning to apply clay techniques.</p>	<p>We are learning to paint on clay sculptures</p>		<p>Printing (Roller and Ink Techniques) We are learning to print using our finger.</p>	<p>We are learning to use a roller to print.</p>	<p>We are learning to blend two colours of ink.</p>	<p>We are learning to polyprint with ballpoint markings.</p>	<p>We are learning to use objects to print.</p>

<p>DT</p>	<p>Structures (Kites)</p>	
<p>PE</p>	<p>Gymnastics Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)</p>	<p>Dance Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)</p>
<p>PSHCE in addition to weekly lesson</p>	<p>Whole School Project Week-Keeping Safe Studies Visitor-The London Fire Brigade</p>	

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<p>PSHCE Weekly lesson</p>	<p>To explore To recognise To recognise how it is</p>	<p>To explore To explore that and</p>	<p>learn about feelings</p>	<p>Learn 'big' feelings</p>	<p>gender</p>	<p>how life</p>		<p>Taught in 1st half of term</p>												
<p>stereotypedifferent feels to be describe change and how s in around proud of different and that to careers. the world. someone feelings in not manage (Respectf(Respectfelse. themselveeveryone them. ul ul (Respectfs and experienc(Mental relationshiprelationshipiul others. es the wellbeing) ps) ps) relationshipi(Mental same ps) wellbeing) feeling in the same situation. (Mental wellbeing)</p>								<p>Computing Programming B – An introduction to quizzes using Scratch Jr</p>	<p>Taught in 2nd half of term</p>							<p>To explain that a sequence of commands has a start</p>	<p>To explain that a sequence of commands has an outcome</p>	<p>To create a program using a given design</p>	<p>To change a given design</p>	<p>To create a program using my own design</p>
<p>Spanish</p>	<p>Retrieval Seasons Retrieval Practice the Week</p>	<p>Days of Family the Year Practice</p>	<p>Months of</p>					<p>Our Bodies Easter</p>	<p>Our Face</p>	<p>The</p>	<p>School Case</p>	<p>Pencil Practice Celebrations</p>								
<p>Music Spring: Unit 8 Tempo, Dynamics, Timbre</p>	<p>Identifying tempo</p>		<p>High and low sounds</p>		<p>Loud and soft sounds Identifying tempo</p>			<p>Different ways to use the voice</p>		<p>Different ways to use instruments</p>		<p>Instruments of the orchestra</p>								

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Food Tech	Veggie Fajitas										

Catholic Partnership Curriculum Map Y2 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Author Study Anthony Browne			SATS practice/ assessments			Whole School Project Week	Narrative - extended stories/ significant authors The Magic Finger (read before unit starts) George's Marvellous Medicine (Roald Dahl)			Poetry - Calligrams/ List poems The Works (Paul Cookson)	
Phonics- for schools following Read Write Inc	Read Write Inc											
Phonics for schools following Little Wandle	Little Wandle programme daily (Spelling Units)											
Story Time	Diary of a Wimpy Kid, Jeff Kinney			Winnie the Pooh, A A Milne								
Poetry recital	Summer Days by Anne English											
Maths	Number: Fractions			Measurement: time								
R.E. - Catholic	Branch 5: To the ends of the Earth											
Visits / Visitors	Science: Visit to Kew Gardens, 'Super spines and climbing vines: plants of the rainforest and desert' workshop https://www.kew.org/kew-gardens/school-visits Richmond, TW9 3AB Science: Visit from a dentist							Branch 6: Dialogue and Encounter Visit from Judaism in Schools Science: Visit to London Zoo, 'Hands on' or 'Lifecycles' workshops https://www.zsl.org/zsl-london-zoo/schools Outer Circle Regent's Park, London, NW1 4RY Visit from Judaism in Schools				
	The BFG, Roald Dahl			Pippi Longstocking, Astrid Lindgren								
	Statistics			Geometry: Position and Direction			Consolidation					

UPDATED 26.9.25

<p>Science</p>	<p>Animals, including humans We are learning to describe the importance of hygiene-hand washing</p>	<p>Animals, including humans We are learning to describe the importance of hygiene-brushing teeth</p>	<p>Animals, including humans We are learning to understand the importance of eating the right amount of different types of food</p>	<p>Animals, including humans We are learning to recognise the benefits of exercise</p>	<p>Animals, including humans We are learning to observe the effects of exercise</p>	<p>Animals, including humans We are learning to explain how humans can stay healthy</p>		<p>Plants We are learning to find out how plants need a suitable temperature to grow and stay healthy</p>	<p>Plants We are learning to describe how plants need a suitable temperature to grow and stay healthy</p>	<p>Plants We are learning to find out how plants need water to grow and stay healthy</p>	<p>Plants We are learning to describe how plants need water temperature to grow and stay healthy</p>	<p>Plants We are learning to understand the life cycle of a plant</p>
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<p>History Significant International Achievements</p>	<p>We are learning to know the time and place of some Significant events in history</p>	<p>We are learning to explain the achievements of Martha Ricks</p>	<p>We are learning to explain the achievements of Bessie Coleman and Amelia Earhart</p>	<p>We are learning to explain the achievements of Christopher Columbus</p>	<p>We are learning to explain the achievements of Neil Armstrong</p>	<p>We are learning to compare the achievements of Christopher Columbus and Neil Armstrong.</p>	<p>Taught in 1st half of term</p>					
<p>Geography <i>What is it like to live in India?</i></p>	<p>Taught in 2nd half of term</p>							<p>We are learning to locate geographical features of Asia on a map</p>	<p>We are learning to locate geographical features of India on a map</p>	<p>We are learning to use aerial photographs to recognise features.</p>	<p>We are learning about what life is like in an Indian village</p>	<p>We are learning about what life is like in an Indian city</p>

UPDATED 26.9.25

Art and design	Collage and Textiles (Nature Collages) We are learning to explore materials by making rubbings.	We are learning to explore fish through art.	We are learning to make a collage.	(Learning to Weave) We are learning to make a box-loom weave.				Digital Media (Expressive Portraits) We are learning to research and respond to artists' work.	We are learning to create an expressive portrait.	We are learning to modify an expressive portrait.	We are learning to create expressive portrait photographs.	We are learning to modify digital photographs	
DT	Mechanical Systems (Vehicles)												
PE	Send and Return Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Run Jump Throw Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE	Taught in 2 nd half of term							RHSE KS1, Module 2, Unit 2, Session 2 Treat others well... (TT)	RHSE KS1, Module 2, Unit 2, Session 3 ...and say sorry (TT)	RHSE KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT)	RHSE KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT)	RHSE KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)	
Computing Creating Media-making music	To explain how music can make us feel.	To identify that there are patterns in music.	To describe how music can be used in different ways.	To show how music is made from a series of notes.	To create music for a purpose.	To review and refine our computer work.		Taught in 1 st half of term					
Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	The date (retrieval of days and months)	Summer Story
Music Summer: Unit 9 Rhythm	Finding the pulse		Finding the pulse in a song		Exploring the difference between pulse and rhythm			Using symbols to represent sounds		Recognising musical symbols		Composing a rhythm	

UPDATED 26.9.25

Food Tech

Stuffed potato skins



Catholic Partnership Curriculum Map Y3 Curriculum Map

Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Comp	Narrative The Frog Prince Continued (Jon Scieszka)			Narrative Grace and Family (Mary Hoffman and Caroline Birch)		Whole School Project Week	Narrative Grace and Family	Narrative The Julian Stories (Ann Cameron) Comp		Poetry Hot Like Fire (Valerie Bloom)		
Reading Lesson text	The Frog Prince Continued... By John Scieszka			Grace and Family (Mary Hoffman and Caroline Birch)		The Julian Stories (Ann Cameron)				Hot like fire By Valerie Bloom (Poetry)			
Story Time	The Ice Bear (Jackie Morris) Ariki and the Giant Shark (Nicola Davies) A Dollop of Ghee and a Pot of Wisdom (Chitra Soundar) Ada Twist, Scientist (Andrea Beaty)							My Funny Family (Chris Higgins) Classic Fairy Tales (Berlie Doherty) The Little Black Fish (Samad Behrangji)					
Poetry recital	In a Dark, Dark Wood (traditional –anon)												
Maths	Number: Place value			Number: Addition and Subtraction				Number: Addition and Subtraction		Number: Multiplication and Division			
R.E. - Catholic	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise					
Visits / Visitors	Science: Visit to Natural History Museum, ‘Dino Scene Investigation’ workshop https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html Cromwell Road, London, SW7 5BD History: History Off The Page company visit, ‘Early Man’ workshop www.historyoffthepage.co.uk Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools Financial skills for learning: Super Supper Challenge educationteam@hsbc.com							English: Visitor in school - Author visit – Valerie Bloom https://valeriebloom.co.uk/tag/school-visit/ Science: Visitor in school from Francis Crick institute, ‘Sounds like fun’ workshop https://www.crick.ac.uk/partnerships/education-outreach					

UPDATED 26.9.25

Science	Rocks We are learning to compare and group rocks based on appearance	Rocks We are learning to compare and group rocks by physical properties (hardness)	Rocks We are learning to compare and group rocks by physical properties (permeability)	Rocks We are learning to understand how rocks change over time	Rocks We are learning to describe how fossils are formed	Rocks We are learning to recognise what soil is made from		Animals, including humans We are learning that animals, including humans, get nutrition from what they eat.	Animals, including humans We are learning that animals, including humans, need the right types and amount of nutrition.	Animals, including humans We are learning to understand the function of the skeleton.	Animals, including humans We are learning to identify and group animals with and without skeletons.	Animals, including humans We are learning to understand the function of muscles.
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History Stone Age Britain	We are learning to know the time and place of the Stone Age in Britain	We are learning to understand what life was like in the Palaeolithic and Mesolithic periods (hunter gatherers)	We are learning to understand what life was like in the Neolithic period (tools and farming)	We are learning to understand what life was like in the Neolithic period (homes) History Off The Page 'Early Man' workshop	We are learning to understand what stone circles, henges and barrows might have been used for	We are learning to explain how life changed from the Old Stone Age to the New Stone Age		Taught in 1 st half of term					
Geography What are landscapes and climates like around the world?	Taught in 2 nd half of term							We are learning to understand what the surface of the Earth's surface is like.	We are learning to understand what the landscape is like in the British Isles	We are learning to understand where we find water on Earth	We are learning to understand how water is recorded on a map	We are learning to understand different climates	We are learning to understand what it is like living in hot and cold places.

UPDATED 26.9.25

Art and design	Drawing (Key Skills and Techniques) We are learning to draw in our imagination. Arcimboldo. draw a cartoon strip.	We are learning to draw in school buildings.	We are learning to draw using style of	We are learning to design a our seat. learning	We are learning to draw portraits to			Painting (Patterns) We are learning to explore making different	We are learning to explore making different patterns.	We are learning to create art using patterns and dots.	We are learning to contribute to a shared of art.		
DT	Mechanical Systems (Moving Monsters)												
PE	Invasion Games – Netball (The PE Hub lesson plans – www.thepehub.co.uk)							Invasion Games – Football (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to the weekly lesson								Whole School Project Week-Equality Studies Anti-bullying week Finance Studies					
PSHCE weekly lesson	To understand what food groups make up meals. (Healthy Meals)	To explain how food choices can contribute to tooth decay. (Healthy Meals)	To learn about how feelings and emotions change and what helps people to feel good.	Learn about getting help, advice and support with feelings and emotions.	To develop an awareness and definition of bullying and unkindness. (Mental wellbeing)	To explore ways of resolving conflict. (Respectful relationships)		Taught in 1 st half of term					
			(Mental wellbeing)	(Mental wellbeing)									
Computing Computing systems and networks – <i>Connecting computers</i>	Taught in 2 nd half of term							To explain how digital devices function	To identify input and output devices	To recognise how digital devices can change the way that we work	To explain how a computer network can be used to share information	To explore how digital devices can be connected	To recognise the physical components of a network
Spanish	Greetings and Phonics	All about me	Colours	Numbers 131	Numbers 131	Retrieval Practice		Days of the Week	Months of the Year	The date	Seasons	Retrieval Practice	Christmas

UPDATED 26.9.25

Music Autumn 1: Unit 1 Pulse and Metre 1 Autumn 2: Unit 2 Timbre 1	Unit 1 Understand pulse and rhythm	Exploring 4 beats in a bar	Exploring 2 beats in a bar	Exploring 3 beats in a bar	Exploring 6 beats in a bar	Recognising time signatures		Unit 2 Body percussion basics	Exploring different sounds	Combine: Lesson 3; Developing body percussion (Part 1) Lesson 4: Developing body percussion (Part 2)	Composing a body percussion piece	Compose and perform your body percussion piece
	Food Tech	Tabbouleh Salad										

Catholic Partnership Curriculum Map Y3 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
English texts and genre	Narrative Mufaro's Beautiful Daughters (John Steptoe)				Non-fiction Reports about changes from the Stone Age to the Bronze Age (linked to history)		Whole School Project Week	Non-fiction cont.	Narrative Aesop's Fables		Narrative creating stories Adventure/mystery stories Superheroes			
Reading Lesson text	Mufaro's Beautiful Daughters (John Steptoe)				Stig of the Dump (Clive King)			Stig of the Dump cont.	Aesop's Fables					
Story Time	African Tales (Gcina Mhlophe) Charlotte's Web (E B White)							Arthur and the Golden Rope (Joe Todd-Stanton) How the Stars Came to Be (Poonam Mistry) Lob (Linda Newbery)						
Poetry recital	A Poem to be Spoken Silently by Pie Corbett													
Maths	Number: Multiplication and Division			Measurement: Length and Perimeter				Number: Fractions				Measurement: Mass and Capacity		

UPDATED 26.9.25

R.E. - Catholic							Branch 3: Galilee to Jerusalem					Branch 4: Desert to Garden									
Visits / Visitors							Self-guided prehistoric Britain tour at the British Museum, using published materials https://www.britishmuseum.org/learn/schools/ages-7-11/ancientbritain/visit-resource-prehistoric-britain OR Virtual Visit online workshop form the British Museum https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/digital-sessionsutton-hoo-stories					Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Animation' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Camden City Learning Centre, Charrington Street, London NW1 1RD					RE: Visit to church for Stations of the Cross				
Science							Forces and Magnets	Forces and Magnets	Forces and Magnets	Forces and Magnets	Forces and Magnets	Forces and Magnets	Forces and Magnets	Light	Light	Light	Light	Light			
							We are learning to understand how things move.	We are learning to compare how things move on different surfaces.	We are learning to compare how things move on different surfaces.	We are learning to observe how magnetic force can act at a distance to attract and repel.	We are learning to investigate which everyday materials are magnetic.	We are learning to understand how two magnets attract or repel each other.	We are learning to recognise that light is needed to see and darkness is the absence of light.	We are learning to investigate how light is reflected from surfaces.	We are learning to understand how shadows are formed.	We are learning to investigate how the size of shadows can change.	We are learning to understand how light from the sun can be dangerous and how to protect our eyes.				
History							We are learning	We are learning to	We are learning	We are learning to	We are learning to	We are learning to	Taught in 1 st half of term								

The Bronze and Iron Age in Britain	to know the time and place of the Bronze Age and Iron Age in Britain	understand why metal was an improvement on stone for making tools and weapons	to compare Stone Age and Iron Age homes	Celts were and how they lived	to explain how life changed for people from the Stone age to the Iron Age	explain how life changed for people from the Stone age to the Iron Age					
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UPDATED 26.9.25

<p>Geography What is it like to live in the countryside?</p>	<p>Taught in 2nd half of term</p>							<p>We are learning to understand what a village is</p>	<p>We are learning how villages have changed over time</p>	<p>We are learning to understand why and how people use maps</p>	<p>We are learning how to protect wildlife</p>	<p>We are learning about the importance of conservation</p>
<p>Art and design</p>	<p>Sculpture (Houses) We are learning to investigate houses and their exterior properties.</p>	<p>We are learning to create surface texture on clay.</p>	<p>We are learning to make a clay relief.</p>	<p>We are learning add details of pattern and texture to clay.</p>	<p>We are learning to add colour to clay.</p>			<p>Printing (Investigating Ways to Print) We are learning to make plaster-cast prints.</p>	<p>We are learning to make folded mono-prints.</p>	<p>We are learning to use the marbling technique on paper.</p>	<p>We are learning to print using a pounce.</p>	<p>We are learning to make prints using a range of objects.</p>
<p>DT</p>	<p>Electrical Systems (Light up Signs)</p>											
<p>PE</p>	<p>Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)</p>							<p>Dance (The PE Hub lesson plans – www.thepehub.co.uk)</p>	<p>Swimming – Intensive daily lessons</p>			
<p>PSHCE in addition to weekly lesson</p>								<p>Whole School Project Week- Keeping Safe Week</p>				
<p>PSHCE</p>	<p>To learn the definition of a vaccination, how the immune system functions</p>	<p>To learn the definition of a drug and that drugs (including medicines) can be harmful to</p>	<p>To learn about the effects and risks of smoking tobacco and secondhand</p>	<p>To explore family differences and challenge stereotyping about families. (Families</p>	<p>To identify the qualities of a good friend (Caring friendships)</p>	<p>To learn and explore what identity is and what makes everyone unique and special.</p>		<p>Taught in 1st half of term</p>				
	<p>and how they work to keep us healthy. (Health and Prevention)</p>	<p>people. (Drugs, alcohol and tobacco)</p>	<p>smoke. (Drugs, alcohol and tobacco)</p>	<p>and people who care for me)</p>		<p>(Respectful relationships)</p>						

UPDATED 26.9.25

Computing Creating Media – Desktop publishing	Taught in 2 nd half of term							To recognise how text and images convey information	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes	
Spanish	My Family	Animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		The school	Pencil case	Classroom	Living in a city	Retrieval Practice	Easter Celebrations
Unit 3 Rhythm 1 Music Unit Pitch Spring 2: 4	Unit 3 Understanding pitch and rhythm	Basic notation	Reading simple rhythms	Developing rhythm reading	Composing rhythms	Performing rhythms		Unit 4 What is pitch?	Combine: Lesson 2: High sounds Lesson 3: Low sounds	Low and high sounds	Following the pitch	Creating high and low sounds	
Food Tech	Tip-top Tuna Tarts												

Catholic Partnership Curriculum Map Y3 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Non-fiction Ancient Egyptians (linked to history)				Author study – recounts The Twits (Roald Dahl)		Whole School Project Week	Author study cont.	Narrative - recounts Diary of a Killer Cat (Anne Fine)				
Reading Lesson text	Non-fiction texts linked to Ancient Egyptians History unit				The Twits by Roald Dahl			The Twits cont.	Diary of a Killer Cat (Anne Fine)				

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Story Time	Ronja the Robber's Daughter (Astrid Lindgren) Leon and the Place Between (Angela McAllister) The Real Boat (Marina Aromshtam)					
Poetry recital	On the Ning Nang Nong by Spike Milligan					
Maths	Number: Fractions	Measurement: Money	Measurement: Time			
R.E. - Catholic	Branch 5: To the ends of the Earth					
Visits / Visitors	History: Visit to the British Museum – Excavation in Egypt workshop https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshopexcavation-egypt					
Science	Plants We are learning to identify different parts of plants (including flowering plants).	Plants We are learning to understand the function of the roots and stem/trunk of a plant.	Plants We are learning to understand the function of the leaves of a plant.	Plants We are learning to investigate what plants need for life and growth.	Plants We are learning to investigate how water is transported within plants.	Plants We are learning to investigate what plants need for life and growth.
History Ancient Civilisations: Egypt	We are learning to know the time and place of	We are learning to explain why the River Nile	We are learning to understand the religious	We are learning to understand how and why the	We are learning to understand how historians	We are learning to explain some of the

Bill's New Frock (Anne Fine) The Day You Begin (Jacqueline Woodson)				
Measurement: Time	Geometry: Shape	Statistics		
Visit Wintershall all The life of Christ	Branch 6: Dialogue and Encounter Visitor in school to talk about Islam			
RE: Visit Wintershall: The life of Christ https://www.wintershall.org.uk/life-christ-school-leaders				
Plants We are learning to identify describe seeds formed	Plants We are learning to explain different understand how	Plants We are learning to explain to how the life cycle of a	Plants We are learning plants parts of a flower	Plants We are learning to how are and
pollinated. and different flowering describe dispersed. plants plant. their have function. different requirements to grow.				
Taught in 1 st half of term				

	the earliest civilisations	was so important in Ancient Egypt	beliefs of people in Ancient Egypt	pyramids were built	use evidence make deductions	greatest achievements of the Ancient Egyptians									
Geography	Taught in 2 nd half of term														
What are the geographical features of Scotland and South America?								We are learning to understand key features of Scotland	We are learning about the capital city of Edinburgh	We are learning about rural life in Scotland	We are learning to find the human and geographical features of South America	We are learning about human and geographical features of Chile	We are learning about the Galapagos Islands		
Art and design	Collage and Textiles (Stitching and Animal Collages) We are learning to understand the significance of textiles in other cultures.	We are learning to stitch.	We are learning to make a collage.	We are learning to make collages out of newspaper.				Digital Media (Exploring Digital Images) We are learning to create a digital collage.	We are learning to alter images and explore scale and composition.	We are learning to alter images to create an original design based on traditional Greek art.	We are learning to alter images in the style of Andy Warhol.	We are learning to create a digital stilllife collage.			
DT	Structures (Making Mini Greenhouses)														
PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Rounders (The PE Hub lesson plans – www.thepehub.co.uk)							Tennis (The PE Hub lesson plans – www.thepehub.co.uk)			Swimming – Intensive daily lessons				
PSHCE	Taught in 2 nd half of term							RHSE LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT)	RHSE LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT)	RHSE LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT)	RHSE LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)	RHSE LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)			

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Computing	To explore a new programming environment.	To identify that commands, have an outcome.	To explain that a program has a start.	To recognise that a sequence of commands can have an order.	To change the appearance of my project.	To create a project from a task description.		Taught in 1 st half of term				
Programmin g A : <i>Sequencing sounds</i>												

Spanish	Weather	Weather	Food	Food	Food	Retrieval Practice		Ways of transport ation	Ways of Transpor tation	Sports	Feelings	Summer	Retrieval Practice
Music Unit 5 Texture	Unit 5 Thin or l textures	Monophonic texture	Homophoni c texture	Polyphonic texture	Melody and Accompani ment	Mixing textures		Unit 6 Ostinati repeating - patterns	Vocal ostinati - repeating patterns using our voices	Instrumenta l ostinati - ground bass	Introducing musical drones		Drones and pedal notes
Summer 2: Unit 6 Musical processes													
Food Tech	Super Veggie Spring Rolls												

Catholic Partnership Curriculum Map **Y4 Curriculum Map** Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative The Wolves in the Walls (Neil Gaiman)				Non-fiction – Explanations Animals including humans (linked to science)		Whole School Project Week	Non-fiction cont.	Narrative Tales Told in Tents (Sally Pomme Clayton)				
Reading Lesson text	The Wolves in the Walls (Neil Gaiman)							Science topic books (living things)	Tales told in Tents (Short stories and poems from Central Asia)				
Story Time	One Dog and his Boy (Eva Ibbotson) Jemmy Button (Jennifer Uman) The Poet's Dog (Patricia MacLachlan)							The Boy at the Back of the Class (Onjali Q. Raúf) Moon Man (Tomi Ungerer)					
Poetry recital	Winter by Judith Nicholls												
Maths	Number: Place value			Number: Addition and Subtraction				Number: Addition and Subtraction	Measurement: Area	Number: Multiplication and Division			
R.E. - Catholic	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise					
Visits / Visitors	History: Visitor-History Off The Page company, 'Ancient Greece' http://www.historyoffthepage.co.uk Visit Westminster Cathedral http://www.westminstercathedral.org.uk/ Y4 - Financial skills for work: Household Budgeting educationteam@hsbc.com							Storytelling- The National Gallery https://www.nationalgallery.org.uk/learning/primary-schools/tours-andstorytelling Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop https://www.crick.ac.uk/partnerships/education-outreach Thames Explorer Trust Outreach – visits to schools - RIVERS https://thames-explorer.org.uk/schools-programme/ OR Thames Explorer Trust Online learning – RIVERS https://thames-explorer.org.uk/school-trips/rivers-andenvironmental-issues-via-zoom/					

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Science	Animals, including humans We are learning to recognise the main body parts that make up the	Animals, including humans We are learning to understand the functions of the body parts that make	Animals, including humans We are learning to identify different types of human teeth and	Animals, including humans We are learning to investigate how sugar can damage teeth. (Part 1)	Animals, including humans We are learning to investigate how sugar can damage teeth. (Part 2)			Animals, including humans We are learning to construct and interpret food chains.	Living Things and their Habitats We are learning to recognise that living things can be grouped in	Living Things and their Habitats We are learning to recognise that living things can be grouped in	Living Things and their Habitats We are learning to choose criteria that can be used to group	Living Things and their Habitats We are learning to explore and use classification keys-vertebrate/
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	digestive system.	up the digestive system.	their functions.					a variety of ways-flowering/nonflowering plants.	a variety of ways-vertebrate groups	living things.	invertebrate groups	
History Ancient Greece	We are learning to know the time and place of Ancient Greece	We are learning to understand Athenian democracy	We are learning to understand the contribution the Ancient Greeks made to maths, philosophy and medicine.	We are learning to describe entertainment in Ancient Greece	We are learning to know about architecture in Ancient Greece	We are learning to explain how have the Ancient Greeks influenced us today	Taught in 1 st half of term					
Geography 1.How do rivers and the coast shape the landscape? 2.What is the weather like around the world?	Taught in 2 nd half of term						We are learning to understand what the coast is like	We are learning to understand the different animals and plants at the coast and how people look after the coast	We are learning to describe rivers	We are learning how people use rivers	We are learning to understand how weather affects us	We are learning to understand how to record the weather

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Art and design	Drawing (Key Skills and Techniques) We are learning to draw homes.	We are learning to draw a pictorial map.	We are learning to sketch an object from the inside to the outside edge.	We are learning to draw portraits using our imagination	We are learning to design an award.		Painting (Landscapes) We are learning about landscapes	We are learning to colour and texture of paint.	We are learning to compose a range of landscapes.	We are learning to paint a landscape using watercolours.	We are learning to paint a landscape inspired by the Fauve artists.	
DT	Electrical Systems (Torches)											
PE	Invasion Games – Basketball (The PE Hub lesson plans – www.thepehub.co.uk)						Invasion Games – Football (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lesson							Whole School Project Week-Equality Studies Anti-bullying Week Finance Studies					

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PSHCE weekly lesson	To understand that food gives us energy. (Healthy eating)	To learn that medicines can be used to manage and treat medical conditions such as asthma. (Health and prevention)	To learn about the effects and risks of drinking alcohol. (Drugs, alcohol and tobacco)	To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection. (Health and prevention)	To learn that infection can spread through sneezing and coughing and how to prevent this spread. (Health and prevention)	To learn about prejudice and how discrimination can affect people. (Respectful relationships)		Taught in 1 st half of term					
Computing Creating Media- <i>Audio editing</i>	Taught in 2 nd half of term							To identify that sound can be digitally recorded.	To use a digital device to record sound.	To explain that a digital recording is stored as a file.	To explain that audio can be changed through editing.	To show that different types of audio can be combined and played together.	To evaluate editing choices made.
Spanish	Greetings and phonics	All about me	Colours	Numbers 150	Calendar	Seasons		The time	The time	Animals	Animals	Retrieval Practice	Christmas
Music Unit 7 Pulse and Metre 2	Understanding pulse and rhythm		Exploring 4 beats and 2 beats in a bar		Exploring 3 beats in a bar			Exploring 6 beats in a bar		Exploring 5 beats in a bar		Recognising time signatures	
Food Tech	Bruschetta												

UPDATED 26.9.25

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative I was a Rat! (Philip Pullman)				Poetry Creating images (a range of poetry anthologies)		Whole School Project Week	Narrative The Iron Man (Ted Hughes)				
Reading Lesson text	I was a Rat! (Philip Pullman)				The Mousehole Cat (Antonia Barber)			The Iron Man (Ted Hughes)				
Story Time	Danny the Champion of the World (Roald Dahl) Planet Omar: Accidental Trouble Magnet (Zanib Mian)							The Eye of the Wolf (Daniel Pennac) The Fastest Boy in the World (Elizabeth Laird)				
Poetry recital	Don't Do That by Michael Rosen											
Maths	Number: Multiplication and Division			Measurement: Length and Perimeter	Number: Fractions			Number: Fractions		Number: Decimals		
R.E. - Catholic	Branch 3: Galilee to Jerusalem Visitor – a Priest in to talk about Community							Branch 4: Desert to Garden				
Visits / Visitors	Visit to the London Mithraeum On-site facilitated workshop https://www.londonmithraeum.com/schools/ Or if unavailable: Visit to the British Museum – School presentation How Roman was Roman Britain? https://www.britishmuseum.org/learn/schools/ages-7-11/ancientrome/school-presentation-how-roman-was-roman-britain							Computing: Visitor from Camden Learning Centre (CLC), 'Data and Information: Data logging' workshop pad using Arduino Science journal app https://camdenlearning.org.uk/camden-city-learning-centre-clc/				
Science	States of matter We are learning to recognise the properties of solids, liquids and gases.	States of matter We are learning to compare and group materials- solids, liquids and gases.	States of matter We are learning to investigate how temperature affects the rate of ice melting.	States of matter We are learning to identify how evaporation and condensation are part of the water cycle.	States of matter We are learning to investigate how temperature affects the rate of evaporation.	Living Things and their Habitats We are learning to identify and name living things in the local environment. (Part 1)	RE: Visit to church for Stations of the Cross					
							Sound We are learning to identify how sounds are made.	Sound We are learning to understand how sound travels.	Sound We are learning to find patterns between the pitch of a sound and the object that produced it.	Sound We are learning to find patterns between the volume of a sound and the vibrations that produced it.	Sound We are learning to investigate how the volume of sound changes based on the distance from the sound source.	

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History The Romans in Britain	We are learning to know the time and	We are learning to understand why the	We are learning to understand the	We are learning to know what a typical	We are learning to understand why roads	We are learning to explain the impact the		Taught in 1 st half of term				

	place of Roman Britain	Romans wanted to invade Britain	challenges the Roman's faced when invading Britain	town in Roman Britain was like	were so important to Roman Britain	Romans had on Britain						
Geography	Taught in 2 nd half of term							We are learning to understand the features of a town	We are learning to understand how towns began	We are learning how buildings can be protected	We are learning how towns can be improved	We are learning where our food comes from and how it gets to the supermarket

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Art and design	Sculpture (Ramayana Masks) We are learning to explore facial expressions in masks.	We are learning to explore and draw the characters in The Ramayana.	We are learning to design a mask.	We are learning to construct a mask.	We are learning to decorate our mask.			Printing (Printing with Different Materials) We are learning to make prints on cloths using and object.	We are learning to make string prints.	We are learning to make tube string prints.	We are learning to make plastic clay prints.	We are learning to make prints using polyprint.	
DT	Structures (Chinese Inventions)												
PE	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)								Dance (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE in addition to weekly lesson									Whole School Project Week-Keeping Safe Studies				
PSHCE weekly lesson	To understand the importance of personal hygiene. (Health and prevention)	To understand how stereotypes can label people. (Respectful relationships)	To understand rights in a friendship. (Respectful relationships)	To understand responsibilities in a friendship. (Respectful relationships)	To understand how images are manipulated online. (Online relationships)	To identify and resist pressurising and manipulative behaviour. (Online relationships)			Taught in 1 st half of term				
Computing Computing systems and networks- <i>The Internet</i>	Taught in 2 nd half of term							Connecting Networks	What is the internet made of?	Sharing information	Who owns the web	Can I believe what I read?	
Spanish	My family	Animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		The School	Around School	School subjects (instructions)	Around the house	Retrieval Practice	Easter Celebrations
Music Unit 8 Timbre 2	Exploring percussion		Home percussion		Body Percussion (Part 1)			Body Percussion (Part 2)		Beatboxing basics		Developing beatboxing	

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Food Tech	Yogurt Fruit Smoothies						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				Poetry A year full of poems (Michael Harrison)		Whole School Project Week	Narrative The Lost Happy Endings (Caroline Duffy)			Non-Fiction – reports and explanation texts Volcanoes and Earthquakes		
Reading Lesson text	Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				A Year Full of Poems by Michael Harrison & Christopher Stuart Clark			The Lost Happy Endings (Caroline Duffy)			Geography topic books		
Story Time	The Wild Robot (Peter Brown) The Borrowers (Mary Norton)							Emil and the Detectives (Erich Kästner) The Day of Ahmed's Secret (Florence Parry Heide) Tales of Hans Christian Andersen (Hans Christian Andersen)					
Poetry recital	The Wind by Christina Rossetti												
Maths	Number: Decimals		Measurement: Money		Measurement: Time			Geometry: Properties of Shape		Statistics	Geometry: Position and Direction		
R.E. - Catholic	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter					
Visits / Visitors	Science: Visit to Hampstead Heath – ‘Classify that’ workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampsteadheath/learning/Pages/learning-for-schools.aspx Computing: Visitor from Camden Learning Centre (CLC), ‘Repetition in games’ https://camdenlearning.org.uk/camden-city-learning-centre-clc/							English: Visitor, Young Shakespeare Company, ‘Midsummer Night’s Dream’ workshop https://youngshakespeare.org.uk/ RE: Visitor – priest in or church visit to learn about liturgy Visitor in school to talk about Islam					

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Science	Living Things and their Habitats We are learning to identify and name living things in the local environment and how these change throughout the year. (Part 2)	Living Things and their Habitats We are learning to explore and use classification keys to identify living things in our local environment.	Living Things and their Habitats We are learning to explore the positive impact humans can have on the environment.	Living Things and their Habitats We are learning to explore the negative impact humans can have on the environment.	Living Things and their Habitats We are learning to research the impact of environmental changes on animals. (Planning)	Living Things and their Habitats We are learning to explain the impact of environmental changes on animals. (Report writing)		Electricity We are learning to identify appliances that run on electricity.	Electricity We are learning to construct and record simple electrical circuits.	Electricity We are learning to identify whether or not a lamp will light in a simple circuit.	Electricity We are learning to understand the role of switches in an electrical circuit.	Electricity We are learning to recognise and test common conductors and insulators.
History	We are learning to know the	We are learning to understand	We are learning to understand	We are learning to understand	We are learning to analyse	We are learning to explain who	Taught in 1 st half of term					

The Anglo Saxons in Britain	time and place of Anglo Saxon Britain	how the Anglo Saxons settled in Britain	daily life in Anglo Saxon Britain	the influence of Anglo Saxons on religious beliefs	and describe AngloSaxon artefacts and explain what they can teach us about AngloSaxon culture.	Alfred the Great was.							
Geography 1.What are the geographical features of Germany? 2.What are the geographical features of North America?	Taught in 2 nd half of term							We are learning to locate Germany using an atlas	We are learning to understand the importance of the river Rhine	We are learning to understand how land use has changed over time	We are learning to identify physical features of North America	We are learning about Canada	We are learning about the Rocky Mountains

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Art and design	Collage We and learning to Textiles (Plants Patterns) We are rainforest.	are learning to work We collaboratively to create collage. investigate costume fabric. and and textiles. learning to re-create the	are We a learning decorate textures	are to of the		Digital Media We to learning (Layers) We are digital stilllearning collage. create a digital	are We learning to alter alter images to explore scale and	are We to alter and create an original	are We learning create a images to the style Andy	are to learning images in of life
DT	Mechanical Systems (Storybooks)					compositiondesign Warhol collage. . based on traditional Greek art				
PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Cricket (The PE Hub lesson plans – www.thepehub.co.uk)					Tennis (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE	Taught in 2 nd half of term					RHSE LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT)	RHSE LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT)	RHSE LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT)	RHSE LKS2, Module 2, Unit 3, Session 3 Physical contact (TT)	RHSE LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT)

Computing	To identify that accuracy in programming is important.	To create a program in a textbased language.	To explain what 'repeat' means.	To modify a countcontrolled loop to produce a given outcome.	To decompose a task into small steps.	To create a program that uses countcontrolled loops to produce a given outcome.	Taught in 1 st half of term					
Spanish	The Weather	The Weather	Spain in the world	Food	Food	Retrieval Practice	Transport	Hobbies	Routines and times	Routines and times	How do you feel?	Retrieval Practice
Music Unit 9 Rhythm 2	Pulse and rhythm		Improvising rhythmic patterns		Improvising in a piece of music		Using call and response in Samba music		Improvising in a Samba style		Summarising your learning on improvising	

UPDATED 26.9.25

Food Tech	Cheeky Sandwich						

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Catholic Partnership Curriculum Map Y5 Curriculum Map

Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative Narrative There's a Boy in the Girl's Bathroom (Louis Sachar)				Poetry I had a Little Cat (Charles Causley)		Whole School Project Week	Narrative Pax (Sara Pennypacker)				
Reading Lesson text	There's a Boy in the Girl's Bathroom (Louis Sachar)				Poetry I had a Little Cat (Charles Causley)			Pax (Sara Pennypacker)				
Story Time	Tall Story (Candy Gourlay) The Weight of Water (Sarah Crossan)							Faery Tales (Carol Ann Duffy) The Lion, the Witch and the Wardrobe (C S Lewis)				
Poetry recital	A Liking for the Viking by Celia Warren											
Maths	Number: Place value			Number: Addition and Subtraction		Number: Multiplication and Division		Number: Multiplication and Division		Number: Fractions		
R.E. - Catholic	Branch 1: Creation and Covenant Visit to Westminster Abbey or St Paul's Cathedral https://www.westminster-abbey.org/learning							Branch 2: Prophecy and Promise				
Visits / Visitors	History: Visitor in school -History Off the page Company, 'The Vikings' http://www.historyoffthepage.co.uk Science: Visit to the CRICK Institute, 'chemical changes' workshop https://www.crick.ac.uk/partnerships/education-outreach Y5 - Financial skills for learning: Savvy Shopping educationteam@hsbc.com							RE: Visit to Westminster Abbey or St Paul's Cathedral https://www.westminster-abbey.org/learning Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools Geography: Thames river cruise https://thames-explorer.org.uk/school-trips/ks2-boat-programme/				

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Science	Properties and changes of materials We are learning to compare and group together everyday materials based on their properties.	Properties and changes of materials We are learning to investigate which materials are thermal conductors.	Properties and changes of materials We are learning to give reasons, based on evidence from fair tests, for uses of everyday materials.	Properties and changes of materials We are learning to test which materials will dissolve in liquid to form a solution.	Properties and changes of materials We are learning to investigate variables that affect the rate of sugar dissolving.	Properties and changes of materials We are learning to separate insoluble substances from a mixture and demonstrate that mixing is reversible.		Properties and changes of materials We are learning to separate soluble substances from a solution and demonstrate that	Properties and changes of materials We are learning to demonstrate that changes of state are reversible	Properties and changes of materials We are learning to explain that some changes result in new materials forming and are not usually reversible	Properties and changes of materials We are learning to explain that some changes result in new materials forming and are not usually reversible	Properties and changes of materials We are learning to research how chemists create new
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								dissolving is reversible.	e changes	usually reversible-burning.		materials
History The Viking and Anglo Saxon struggle for England	We are learning to know the time and place of the Viking invasion and settlement in Britain	We are learning to understand why the Vikings came to Britain	We are learning to analyse historical sources. History: Visitor-History Off the page Companion, 'The Vikings' http://www.historyoffthepage.co.uk	We are learning to explain why Alfred the Great was important for the AngloSaxon struggle for Britain	We are learning to explain how the AngloSaxons and Vikings struggled for Britain.	We are learning to explain how the AngloSaxons and Vikings struggled for Britain.		Taught in 1 st half of term				

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<p>Geography</p> <p>1.How do oceans and rivers shape the land?</p> <p>2.Why does the climate change around the world?</p>	<p>Taught in 2nd half of term</p>						<p>We are learning to understand the threats to the 7 seas and ocean environment useful</p> <p>We are learning how to understand rivers controlled by latitude and longitude</p> <p>We are learning to understand lines of latitude and longitude</p> <p>We are learning to understand how rivers are controlled</p> <p>We are learning to understand the shape of the land</p> <p>We are learning to understand how the climate changes worldwide</p>					
<p>Art and design</p>	<p>Drawing (Skills and Techniques) We are learning to draw in 3D.</p>	<p>We are learning to draw house from the past and present.</p>	<p>We are learning to learn techniques for drawing trees.</p>	<p>We are learning to draw a country side landscape.</p>	<p>We are learning to draw portraits in different styles and compare them.</p>		<p>Painting (Flowers) We are learning to explore the use of flowers in art. We are learning petal painting techniques.</p> <p>We are learning to practice painting skills using a variety of tools and techniques.</p> <p>We are learning to draw and paint from observation</p> <p>We are learning to paint using our imagination</p> <p>We are learning to reproduce a well-known painting.</p>					

<p>DT</p>	<p>Mechanical Systems (Moving Toys)</p>											
<p>PE</p>	<p>Invasion Games – Netball (The PE Hub lesson plans – www.thepehub.co.uk)</p>						<p>Invasion Games – Football (The PE Hub lesson plans – www.thepehub.co.uk)</p>					

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PSHCE in addition to weekly lesson								Whole School Project Week-Equality Studies Anti-bullying week Workshop-Modern day slavery Workshop-Anti radicalisation Finance Studies					
PSHCE weekly lesson	To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. (Health and prevention)	To understand gender stereotypes. (Respectful relationships)	To learn how to talk about mental health and wellbeing, who can help us and how to ask for help. (Mental wellbeing)	To explore how and why people are excluded. (Mental wellbeing)	To explore the concept of fairness and how people decide what is fair and unfair. (Respectful relationships)	To explore migration. (Families and people who care for me)		Taught in 1 st half of term					
Computing Creating Media-Vector drawing	Taught in 2 nd half of term							To identify that drawing tools can be used to produce different outcomes.	To create a vector drawing by combining shapes.	To use tools to achieve a desired effect.	To recognise that vector drawings, consist of layers.	To group objects to make them easier to work with.	To evaluate my vector drawing.
Spanish	Greeting and phonics	All about me	Colours	Numbers 1100	Colours and numbers	Retrieval Practice		Story	Story	Sports	Hobbies	Shopping	Christmas
Music Autumn 1: Unit 10 Duration Autumn 2: Unit 11 Timbre 3	Unit 10 how maintain To pulse understand the voice body	To understand the difference between on and off beats	To explore on and off beats in different musical styles	To understand syncopated rhythms	To explore ostinatos	To understand polyrhythms		Unit 11 To classify instruments		To imitate world percussion using sound sources in the home	To understand the role of percussion in programmatic music	To compose rhythmic ostinato patterns	To structure a piece of music
Food Tech	Scones												

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Catholic Partnership Curriculum Map Y5 Curriculum Map

Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Poems The Highway Man (Alfred Noyes)				Non-fiction - nonchronological reports History of London (linked to history)			Whole School Project Week	Non-fiction cont.	Narrative Kensuke's Kingdom (Michael Morpurgo)			
Reading Lesson text	The Highway Man (Alfred Noyes)				History topic books					Kensuke's Kingdom (Michael Morpurgo)			
Story Time	The Sleeping Army (Francesca Simon) High Rise Mystery (Sharna Jackson)								A Wizard of Earthsea (Ursula Le Guin)				
Poetry recital	The Highway Man by Alfred Noyes												
Maths	Number: Multiplication and Division			Number: Fractions		Number: Decimals and percentages			Number: Decimals and percentages		Measurement: Perimeter and Area		Statistics
R.E. - Catholic	Branch 3: Galilee to Jerusalem								Branch 4: Desert to Galilee				
Visits / Visitors	History: Visit to the Foundling Museum https://foundlingmuseum.org.uk OR Visit to the Charles Dickens Museum – Explorer tour https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers								Computing: Visit to Camden Learning Centre (CLC), 'Programming – Selection in physical computing' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Camden City Learning Centre, Charrington Street, London NW1 1RD Geography: Visit to Camden Local Studies and Archives Centre https://www.camden.gov.uk/about-the-local-studies-archives-centre Holborn Library, 32-38 Theobalds Road, London, WC1X 8PA				

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<p>Science</p>	<p>Earth and Space We are learning to describe the shape of the Earth, Sun and Moon.</p>	<p>Earth and Space We are learning to describe the movement of the Earth around the Sun and the Moon around the Earth.</p>	<p>Earth and Space We are learning to use a model of the solar system to describe the movement of planets.</p>	<p>Earth and Space We are learning to explain how the Earth's rotation results in day and night.</p>	<p>Earth and Space We are learning to identify the phases of the Moon and explain why these occur.</p>	<p>Earth and Space We are learning to research scientific theories from the past about the solar system.</p>		<p>Living Things and their Habitats We are learning to describe the life cycle of a mammal.</p>	<p>Living Things and their Habitats We are learning to describe the life cycle of an amphibian and describe differences with life cycles of other animals.</p>	<p>Living Things and their Habitats We are learning to describe the life cycle of an insect and describe differences with life cycles of other animals.</p>	<p>Living Things and their Habitats We are learning to describe the life cycle of a bird and describe differences with life cycles of other animals.</p>	<p>Living Things and their Habitats We are learning to compare the life cycles of animals in the local environment with other animals around the world.</p>
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										<p>other animals.</p>		<p>ment with other animals around the world.</p>
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<p>History Changes to Britain and London during the Industrial Revolution</p>	<p>We are learning to know the time and place of the Georgian and Victorian era Visit to the Museum of London, 'Timeline London' guided walk and museum visit</p>	<p>We are to understand the difference between life for the rich and poor in Victorian London</p>	<p>We are learning to understand the impact of the industrial revolution on London</p>	<p>We are learning to understand the working conditions for children in Victorian London</p>	<p>We are learning to understand why people moved from rural areas to cities like London in the Victorian era</p>	<p>We are learning to understand why people moved from rural areas to cities like London in the Victorian era</p>	<p>Taught in 1st half of term</p>				
<p>Geography What is it like to live in a city?</p>	<p>Taught in 2nd half of term</p>						<p>We are learning to understand and how cities are changing</p>	<p>We are learning to understand how London has grown and changed over time.</p>	<p>We are learning to understand different types of industry</p>	<p>We are learning to understand what causes pollution and investigate clean energy in our area.</p>	<p>We are learning about renewable and nonrenewable energy</p>
<p>Art and design</p>	<p>Sculpture (Abstract Sculptures) We are learning to explore abstract</p>	<p>We are learning to make watercolour studies of Kandinsky's work.</p>	<p>We are learning to develop ideas for a sculpture.</p>	<p>We are learning to construct an abstract sculpture.</p>	<p>We are learning to add colour to a sculpture. We are learning to review and</p>		<p>Printing (Exploring Surfaces) We are learning to</p>	<p>We are learning to explore printing on a range of paper surfaces.</p>	<p>We are learning to make prints using the intaglio method.</p>	<p>We are learning to explore texture in print.</p>	<p>We are learning to bring our printing learning together to make</p>

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	art and the work of Kandinsky.				evaluate our own and each other's work.			explore monotype printing.					our own original print.	
DT	Structures (Making African Instruments)													
PE	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)								Dance (The PE Hub lesson plans – www.thepehub.co.uk)		Swimming – Intensive daily lessons			
PSHCE in addition to weekly lesson									Whole School Project Week- Keeping Safe Week Camden-Crossing the road safely workshops Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety					
PSHCE	To develop a sense of belonging. (Caring friendships)	To know how to deal with feelings in relationships. (Respectful relationships)	To know the difference between big and small feelings. (Mental wellbeing)	To explain the functions of nutrients and fibre. (Healthy eating)	To explain the reasons it is important to keep hydrated. (Healthy eating)	To identify and interpret information on food labels. (Healthy eating)		Taught in 1 st half of term						
Computing	Taught in 2 nd half of term							To explain the order results is can important, connected form	To that the role computers be systems our lives systems	recognise of how to computer in engine and to	To identify use a how search select whom	To describe search why engines of results together to		
Spanish	Family – possessive determiners	Pets – Tener – (I have)	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		School	Classroom (conversation)	Living in a city	Around my home	Retrieval Practice	Easter Celebrations	
Music	Unit 3							Unit 13		Melody and				

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Unit 12 Rhythm 3	To learn ostinato patterns inspired by We African	To structure and perform a piece inspired by West	To understand how rhythmic cycles feature in Indian	To perform a tũkũdũ in a rhythmic cycle	To explore key characteristics of Samba	To understand the different elements of a Samba performance		Recognising melody	Constructing and playing a melody using a scale	tonality	Spreading the news and telling a tale - the passing down of	Renaissance and Baroque variations, opera arias and jazz scat - show off that melody!
Spring 2: Unit 13 Tonality												

	drumming	African drumming	classical music								tunes in folk song	
Food Tech	Vegetable Cous Cous											

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Catholic Partnership Curriculum Map Y5 Curriculum Map

Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Street Child by Berlie Doherty			Non-fiction Newspaper reports linked to Street Child by Berlie Doherty		Non-fiction Living things (linked to science)	Whole School Project Week	Non-fiction cont.		Poetry Rainforests			
Reading Lesson text	Street Child by Berlie Doherty			Newspaper reports		Science books linked to Earth and Space		Science books linked to Earth and Space		Unmentionable by Paul Jennings (short stories)			
Story Time	The Last Wild (Piers Torday) Rooftoppers (Katherine Rundell)							The Unforgotten Coat (Frank Cottrell Boyce) Alice's Adventures in Wonderland (Lewis Carroll)					
Poetry recital	The Listeners by Walter de la Mare												
Maths	Geometry: Shape			Geometry: Position and Direction		Number: Decimals		Number: Decimals		Number: Negative Numbers	Measurement: Converting units	Measurement: Volume	
R.E. - Catholic	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter Visitor : Judaism in schools					
Visits / Visitors	Art: Visit to The Victoria and Albert Museum https://www.vam.ac.uk/info/schools Or DT: Visit to the Design Museum - Hands-on design workshop https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops							Science: Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show https://www.rmg.co.uk/schools-communities/schools/royal-observatory National Maritime Museum, Greenwich, London, SE10 9NF RE: Visitor- Judaism in schools					

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Science	Forces We are learning to explain why unsupported items fall towards Earth.	Forces We are learning to investigate the effects of friction.	Forces We are learning to identify the effects of air resistance (planning)	Forces We are learning to identify the effects of air resistance (investigating)	Forces We are learning to identify the effects of water resistance.	Forces We are learning to recognise that levers allow a smaller force to have a greater effect.		Forces We are learning to recognise that pulleys and gears allow a smaller force to have a greater effect.	Living Things and their Habitats We are learning to describe the life process of reproduction in some plants and animals.	Living Things and their Habitats We are learning to grow and make observations of new plants from parts of a parent plant.	Animals, including Humans Measure cuttings We are learning to describe the changes as humans develop to old age.	Animals, including Humans Measure cuttings We are learning to identify the changes experienced in puberty.
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History The Mayan Civilisation	We are learning to know the time and place of the Mayan civilisation	We are learning to describe traditional Maya way of life	We are learning to explain Mayan religious beliefs	We are learning to explain what Mayan discoveries tell us about Mayan civilisation	We are learning to explain the collapse of the Maya	We are learning to explain whether the Mayans were an advanced civilisation (comparison with Stone Age Britain)	Taught in 1 st half of term					
Geography What are the key geographical features Kenya and the UK?	Taught in 2 nd half of term						We are learning to describe different landscapes in Africa	We are learning about the landscape in Kenya	We are learning how Kenya is changing	We are learning to locate key features of Wales and England	We are learning to use 6 figure grid references on a map.	

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Art and design	Collage and Textiles (Working with Wool) We are learning to explore ways to alter cloth.	We are learning to embroider.	We are learning to weave on a twig loom.	We are learning to mark-make with wools.	We are learning to markmake with wools.			Digital Media (Digital Towns) We are learning to practice and apply digital imagemanipulation techniques.	We are learning to use text in Pixlr.	We are learning to create art using printed digital media.	We are learning to edit digital images.	We are learning to consolidate skills and techniques for image editing.	
DT	Electrical Systems (Alarms)												
PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Rounders (The PE Hub lesson plans – www.thepehub.co.uk)								Tennis (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE	Taught in 2 nd half of term							RHSE UKS2, Module 1, Unit 3, Session 1 Body image (TT)	RHSE UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT)	RHSE UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)	RHSE UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)	RHSE UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)	
Computing	To explain how selection is used in computer programs.	To relate that a conditional statement connects a condition to	To explain how selection directs the flow of a program.	To design a program which uses selection.	To create a program which uses selection.	To evaluate my program.		Taught in 1 st half of term					
		an outcome.											

Spanish	The Weather	Food	Food	Spanish in the World	Spanish Speaking Countries	Retrieval Practice		Ways of transport	Professions	Routines and time	Routines and time	Instruments / Music	Retrieval Practice
Music	Unit 14 Binary form	Ternary form	Sonata form	Sonata and rondo form	Rondo form			Unit 15 _____g	Introducing Gamelan -			Composing a gamelan	Graphical notation

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<p>Unit 14 Structure</p> <p>Summer 2: Unit 15 Beat, pulse, rhythm, structure</p>						Musical structures recap		Explore recitatives and arias	a review of polyrhythms	Gamelan - interlocking melodies	ensemble piece	and Djembe rhythms
Food Tech	Falafel Pittas											

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Catholic Partnership Curriculum Map Y6 Curriculum Map

Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative Skellig-David Almond						Whole School Project Week	Biographies Nelson Mandela/Barack Obama		Narrative (graphic novel) Mouse, Bird, Snake, Wolf – David Almond		
Reading Lesson text	Skellig (David Almond)							Biographies Nelson Mandela/ Barack Obama		Mouse, Bird, Snake, Wolf – David Almond		Biographies Nelson Mandela/ Barack Obama
Story time	If You Find This (Matthew Baker) A Story Like the Wind (Gill Lewis)							Stay Where You Are and Then Leave (John Boyne) Blackberry Blue (Jamila Gavin)				
Poetry recital	The Eagle by Alfred Lord Tennyson											
Maths	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Measurement: converting units
R.E. - Catholic	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise				
Visits / Visitors	History: Visit to the Imperial War Museum, 'We Were There: Ask Questions About Conflict' learning session https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions Lambeth Rd, London, SE1 6HZ OR History: Visit to the RAF Museum: 'Air Raid!' Workshop. https://www.rafmuseum.org.uk/london/schools/school-activity-programme/ Y6 - Financial skills for work: World of Work educationteam@hsbc.com							Science: Visitor, History Off the Page https://www.historyoffthepage.co.uk/ Predators and Prey Workshop – visit Geography: Hyde Park – Terrific Trees and Carbon (the role of trees in climate change)				

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Science	Living Things and their Habitats We are learning to describe how and why living things are classified.	Living Things and their Habitats We are learning to classify plants.	Living Things and their Habitats We are learning to classify animals. (vertebrates)	Living Things and their Habitats We are learning to classify animals. (invertebrates)	Living Things and their Habitats We are learning to classify microorganisms.	Living Things and their Habitats We are learning to investigate the growth of microorganisms.		Evolution and Inheritance Observations for microorganism investigation. We are learning to recognise that living things	Evolution and Inheritance Observations for microorganism investigation. We are learning to recognise that fossils provide evidence of evolution.	Evolution and Inheritance Observations for microorganism investigation. We are learning to recognise that living things produce offspring	Evolution and Inheritance We are learning to understand how plants are adapted to their environment.	Evolution and Inheritance We are learning to research and identify how animals are adapted to their environment.
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								have changed over time.		of the same kind but are normally not identical.		
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<p>History The impact of World War Two on London</p>	<p>We are learning the time and place of World War Two</p>	<p>We are learning to explain the impact of evacuation during World War Two</p>	<p>We are learning to understand how the British government and public managed shortages during World War Two Visit to the Imperial War Museum, 'We Were There: Ask Questions About Conflict' learning session</p>	<p>We are learning to explain impact of the Blitz on London during World War Two</p>	<p>We are learning explain the impact of World War Two on daily life in London</p>	<p>We are learning explain the impact of World War Two on daily life in London</p>	<p>Taught in 1st half of term</p>					
<p>Geography What are the different climates and biomes around the world?</p>	<p>Taught in 2nd half of term</p>						<p>We are learning to understand how Earthquakes and volcanoes are formed.</p>	<p>We are learning how landscapes are created</p>	<p>We are learning about micro climates</p>	<p>We are learning about different biomes</p>	<p>We are learning to understand how pollution is affecting the climate</p>	<p>We are learning why clean water is so important</p>
<p>Art and design</p>	<p>Drawing (Key Skills and Techniques) We are learning to draw pictorial maps.</p>	<p>We are learning to create a townscape collage.</p>	<p>We are learning to draw people in action</p>	<p>We are learning to explore texture in natural forms.</p>	<p>We are learning to create an image featuring contrasting patterns and shapes.</p>		<p>Painting (Still Life) We are learning about still life paintings.</p>	<p>We are learning to create a still life composition</p>	<p>We are learning to explore colour and tone in painting.</p>	<p>We are learning to explore the effects of colour in painting.</p>	<p>We are learning to arrange and draw a still life composition</p>	
<p>DT</p>	<p>Structures (Building Bridges)</p>											

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PE	Invasion Games – bASKETBALL(The PE Hub lesson plans – www.thepehub.co.uk)						Invasion Games – Football (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lesson							Whole School Project Week- Equality Studies Anti-bullying week Workshop-Modern Day Slavery Workshop-Anti radicalisation Citizenship day-including using London transport safely Finance Studies					
PSHCE weekly lesson	To recap how to keep ourselves healthy. (Physical health and fitness)	To explain some of the health benefits of being active. (Physical health and fitness)	To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)	To learn what is meant by privilege. (Respectful relationships)	To learn to identify and critically evaluate current hair beauty stereotypes. (Respectful relationships)	To learn about the different sources of health information and how we make informed decisions. (Health and prevention)	Taught in 1 st half of term					
Computing Creating media: <i>webpage creation</i>	Taught in 2 nd half of term						To review an existing website and consider its structure.	To plan the features of a web page.	To consider the ownership and use of images (copyright)	To recognise the need to preview pages.	To outline the need for a navigation path.	To recognise the implications of linking to content owned by other people.

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Spanish	Greetings and phonics	All about me	Where do you live?	Numbers 11000	Calendar	Calendar		Sports	Hobbies and travel	Holiday hobbies	Story	Christmas	Christmas
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Music Unit 16 Metre	To understand the difference between three and four time	To explore changes in metre	To explore compound time		To develop our understanding of compound time	To explore irregular metre	To develop our understanding of irregular metre
Food Tech	Cheesy leek parcels						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative Goodnight Mr Tom – Michelle Magorian						Whole School Project Week	Non-fiction Black and British by David Olusoga				Creative Writing Alma (short film)
Reading Lesson text	Goodnight Mister Tom							Non-fiction Black and British by David Olusoga				
Story Time	Shakespeare Stories (Leon Garfield) The Other Side of Truth (Beverley Naidoo)							Arthur. The Seeing Stone (Kevin Crossley-Holland) Where the River Runs Gold (Sita Brahmachari)				
Poetry recital	The River by Valerie Bloom											
Maths	Number: Ratio		Number: Algebra		Number: Decimals			Number: Fractions, Decimals, and percentages		Measurement: Perimeter, area and Volume		Statistic s
R.E. - Catholic	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Garden Visitor – priest in or church visit for Stations of the Cross				
Visits / Visitors	History: Visitor History Off the Page – Homefront 1940s workshop https://www.historyoffthepage.co.uk/ Theatre visit- West End Production							RE: Visit to church for Stations of the Cross Computing: Visitor from Camden Learning Centre (CLC), ‘Creating Media – 3D modelling’ workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Camden City Learning Centre, Charrington Street, London NW1 1RD				

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Science	Animals, including Humans We are learning to identify the main parts of the circulatory system and describe the function of the heart.	Animals, including Humans We are learning to describe the function of blood.	Animals, including Humans We are learning to describe the function of blood vessels.	Animals, including Humans We are learning to describe how nutrients and water are transported in humans.	Animals, including Humans We are learning to investigate heart rate. (planning)	Animals, including Humans We are learning to investigate heart rate. (investigating)		Animals, including Humans We are learning to understand what is meant by a balanced diet.	Animals, including Humans We are learning to recognise how diet affects the way the body functions.	Animals, including Humans We are learning to recognise the benefit of exercise on how the body functions.	Animals, including Humans We are learning to recognise the impact of drugs on how the body functions.	Animals, including Humans We are learning to identify other lifestyle factors that impact how the body functions.
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History Historical study of London post World War 2	We are learning to know the time and place of London post World War 2	To understand the problems Britain faced after World War 2	To know and understand the difficulties faced by the Windrush settlers	To understand what life was like in London during the 1950's	To understand the changes to life in London between the 1940's and 1950's.	To understand the changes to life in London between the 1940's and 1950's.	Taught in 1 st half of term					
Geography How has land use changed over time?	Taught in 2 nd half of term							We are learning to understand how land is developed	We are learning how old sites can be re-developed	We are learning how transport can be controlled	We are learning how transport affects the environment	We are learning why areas should be conserved

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Computing Programming A – <i>Variables in games</i>	Taught in 2 nd half of term							To define a 'variable' as something that is changeable	To explain why a variable is used in a program	To choose how to improve a game by using variables	To design a project that builds on a given example	To use my design to create a project	
Spanish	My family – possessive determinants	I have – pets / animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		School	Pencil case	Around my home	My town	Retrieval Practice	Easter Celebrations
Music Unit 17 Harmony	To sing in canon		To explore chords		To explore bass lines			To explore singing in thirds		Learning how to harmonise		To develop a song through the use of harmony	
Food Tech	Royal Rice												

Catholic Partnership Curriculum Map Y6 Curriculum Map Summer Term

UPDATED 26.9.25

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative poem The Lady of Shalott- Lord, Alfred Tennyson				Speech writing	Narrative Wonder- R.J. Palacio	Whole School Project Week	Narrative Wonder- R.J. Palacio (continued)					
Reading Lesson text	The Lady of Shalott- Lord, Alfred Tennyson				Wonder – R.J. Palacio			Narrative Wonder- R.J. Palacio (continued)					
Story Time	Pig Heart Boy (Malorie Blackman) Secret Friends (Elizabeth Laird)							Journey to the River Sea (Eva Ibbotson) Where do you go, Birdy Jones? (Joanna Nadin)					
Poetry recital	The Witches extract from Macbeth by William Shakespeare												
Maths	Geometry: Properties of Shape			Geometry : position and direction	Consolidation, Investigations and preparations for KS3			Consolidation, Investigations and preparations for KS3					
R.E. - Catholic	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter Visit to a Sikh temple					
Visits / Visitors	PSHCE: Visit to Houses of Parliament ‘Adventurers tour of Parliament’ <i>(https://www.parliament.uk/education/)</i> PSHCE: Visit to Camden Citizenship Conference Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B – Sensing (using BBC Microbit)’ workshop <i>https://camdenlearning.org.uk/camden-city-learning-centre-clc/</i> Camden City Learning Centre, Charrington Street, London NW1 1RD							Science / Geography: Visit to Kew Gardens, ‘KS2 Evolution and Adaption’ (science) OR ‘KS2 habitats: rainforest’ (geography) sessions https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2 Richmond, TW9 3AB PGL http://www.pgl.co.uk/en PGL Adventure Centre Liddington, Foxhill, Swindon, Wiltshire, SN4 0DZ					
Science	Light We are learning to recognise that light appears to travel in straight lines.	Light We are learning to investigate how light travels using periscopes.	Light We are learning to explain how the way light travels makes us see.	Light We are learning to understand that white light is made up of many colours.	Light We are learning to understand how shadows are formed.	Light We are learning to investigate the shape of shadows.		Electricity We are learning to build and test simple circuits and use recognised symbols to represent these.	Electricity We are learning to investigate the effect of voltage on the brightness of a bulb. (planning)	Electricity We are learning to investigate the effect of voltage on the brightness of a bulb. (investigating)	Electricity We are learning to understand why parts of a circuit can function in different ways.	Electricity We are learning to explain how switches work in a circuit.	Electricity We are learning to explain how switches work in a circuit.

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<p>History Crime and Punishment</p>	<p>We are learning to know the time and place of crime and punishment in Britain</p>	<p>We are learning to understand crime and punishment in Medieval England (1000-1500AD) <i>Middle Ages</i> <i>Witches</i> <i>capital/corporal punishment/humiliation</i></p>	<p>We are learning to understand crime and punishment in Early Modern Britain (1500-1600AD) <i>Tudors</i> <i>Religious crime,</i> <i>capital/corporal punishment/humiliation</i></p>	<p>We are learning to understand crime and punishment in the Georgian Period (1700-1800AD) <i>The rise of highway robbery and the Bloody Code</i></p>	<p>We are learning to understand crime and punishment in the Victorian Era (1800-1900) <i>Sir Robert Peel and the police force and prison reform</i></p>	<p>We are learning to explain how punishment of crime in Britain has changed over time (1000AD – 1900AD)</p>	<p>Taught in 1st half of term</p>					
<p>Geography What are the geographical features of South America and Asia?</p>	<p>Taught in 2nd half of term</p>						<p>We are learning about the Amazon region</p>	<p>We are learning what it is like to live in the rainforest and why it is so important</p>	<p>We are learning how to protect the rainforest</p>	<p>We are learning about the climate of South East Asia</p>	<p>We are learning how land use in Singapore has changed</p>	<p>We are learning how Singapore is planning for the future</p>
<p>Art and design</p>	<p>Collage and Textiles and sea Collab-using Collages) We are learning to</p>	<p>We are learning to wave on a card loom. learning sky to work collaboratively g Fabric and collage. orative materials. explore ways to manipulate fabric.</p>	<p>We are We techniques</p>	<p>are learning (Manipulating) to create a</p>		<p>Digital We Media learning to and create Collages) digital We</p>	<p>are and create are</p>	<p>We are learning learning to add text to a edit a</p>	<p>We are learning (Digital) digital</p>	<p>We are learning to create to create edit a a</p>		
<p>DT</p>	<p>Structures (Bird House Builders)</p>											
<p>PE</p>	<p>Cricket (The PE Hub lesson plans – www.thepehub.co.uk) Athletics (The PE Hub lesson plans – www.thepehub.co.uk) OAA (residential)</p>						<p>Tennis (The PE Hub lesson plans – www.thepehub.co.uk)</p>					

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PSHCE in addition to weekly lessons												
PSHCE weekly lesson	Taught in 2 nd half of term						RHSE UKS2, Module 2, Unit 2,	RHSE UKS2, Module 1, Unit	RHSE UKS2, Module 1, Unit 2,	RHSE UKS2, Module 1, Unit 4,	RHSE UKS2, Module 1, Unit 4,	
							Session 2 Do you want a piece of cake (TT)	2, Session 2 Girls' bodies (TT)	Session 3 Boys' bodies (TT)	Session 1 Making babies (part 1) (TT)	Session 2 Making babies (part 2) (TT)	
Computing	To create a data set in a spreadsheet	To build a data set in a spreadsheet	To explain that formulas can be used to produce calculated data	To apply formulas to data	To create a spreadsheet to plan an event	To choose suitable ways to present data	Taught in 1 st half of term					
Data and information - <i>Introduction to spreadsheets</i>												
Spanish	Spain and other countries	Spanish Culture	Food	Food	The Weather	Retrieval Practice	Ways of transport	Spanish History	Routines and time	Routines and time-using adverbs	Professions	Retrieval Practice
Music Unit 18	Understanding syncopation		To layer syncopated rhythms		To read syncopated rhythms		To compose a syncopated rhythm		To perform using syncopated rhythms		To summarise our learning of syncopation	
Food Tech	Cheesy courgette muffins											