



# BEAVERS COMMUNITY PRIMARY SCHOOL

## Whole School Curriculum Map 2022-2023

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Science</b>	Working scientifically					
	Plants Animals, including humans	Living things and their habitats Plants Animals, including humans	Plants Animals, including humans	Living things and their habitats Animals, including humans	Living things and their habitats Animals, including humans	Living things and their habitats Animals including humans Evolution and inheritance
	Everyday materials	Uses of everyday materials	Rocks	States of matter	Properties and changes of materials	
	Seasonal changes	Scientist and inventors	Light Forces and magnets	Sound Electricity	Earth and space Forces	Light Electricity
<b>PE</b>	Dance Gymnastics Games Net and wall Real PE	Dance Gymnastics Games Net and wall Real PE	Invasion games Gymnastics Striking and Fielding Athletics Net and wall Real PE	Swimming Invasion games Gymnastics Striking and Fielding Athletics Net and wall Real PE	Invasion games Dance Gymnastics Net and wall games Striking and fielding Athletics Real PE	Invasion games Dance Gymnastics Net and wall games Striking and fielding Athletics Real PE

<b>History Change</b>	What impact did the Great Fire have in London?	What was school life like when our grandparents were children?	<i>How did Britain change between the Stone Age to the Bronze Age?</i>	What happened when the Romans came?	What happened to Britain when the Romans left?	How has crime and punishment changed over time?
<b>History Legacy</b>	Who were the great women who changed the world?	How has the invention of flight affected the local area?	What were the beliefs of the Ancient Egyptians?	What was life like in Ancient Greece?	What did early Islamic civilisation leave behind?	How did WW2 impact the countries involved?
<b>Geography Place</b>	What can we discover about our local environment?	What are local areas like on the other side of the world?	What's it like where we live?	How does the Earth shake, rattle and roll?	How do the geographical features in Scandinavia compare to the UK?	What is life like beside the sea?
<b>Geography Space</b>	What does it mean to be part of the UK?	What will we see on our journey around the world?	Are all areas of the UK the same?	Where on Earth are we?	What is it like in the Amazon?	Are we damaging our world?
<b>Art and Design</b>	Mixing colours. Tearing, cutting and gluing. Creating textures. Using objects to create prints.	Mixing secondary colours. Developing brush control. Creating textures. Experimenting with prints. Weaving and plaiting.	Developing sketchbooks. Beginning to show light and shadow. Using watercolours and acrylics effectively. Combining shapes in sculpture. Beginning to create layers and patterns when printing.	Developing sketchbooks. Cross hatching and hatching. Choosing effective palettes of colour. Making decisions about shapes, textures and layers. Using a variety of printing techniques with precision	Presenting sketchbooks imaginatively. Embracing unexpected results. Drawing using reflections, shadows and perspective and movement. Experimenting with texture. Use tools during sculpture.	Experimenting and exploring in sketchbooks. Drawing confidently using reflections, shadows and perspective and movement. Combining textures. Experimenting with tools for 3D work. Producing complex print designs.

<p><b>Music</b></p>	<p>Singing and moving in time to the pulse, whilst using actions.</p> <p>Understanding the concept of pitch, recognising and demonstrating high and low pitches.</p> <p>Listening to and appraising a range of music using correct musical language.</p>	<p>Singing songs based around <b>so</b> (5), <b>mi</b> (3) and <b>la</b> (6) with confidence</p> <p>Playing tuned (glockenspiels) and untuned (hand drums, djembles, tambourines etc) instruments.</p> <p>Creating sounds.</p> <p>Listening to and appraising a range of music using correct musical language.</p>	<p>Singing songs and experiment with these songs on the glockenspiel.</p> <p>Having a basic understanding of pulse, rhythm and pitch.</p> <p>Improvising a bar of music on the glockenspiel.</p> <p>Listening to and appraising a range of music using correct musical language.</p>	<p>Playing the glockenspiel with a good level of musicality and control as part of a group.</p> <p>Understanding of pulse, rhythm and pitch.</p> <p>Listening to and appraising a range of music using correct musical language. Focusing on classical, blues and jazz</p>	<p>Singing more complex songs across the curriculum – including canons and harmonies</p> <p>Playing one of a selection of parts to create an ensemble as a class</p> <p>Understanding and using staff notation</p> <p>Introduction to more of the great composers (Mozart, Handel, Stravinsky, Holst)</p>	<p>Singing a range of modern songs across the curriculum. Including end of year performance.</p> <p>Composing own music</p> <p>Able to read a staff for a performance</p> <p>Listening and appraising recently influential music EG: R and B, rock and WWII music</p>
<p><b>Design and Technology</b></p>	<p>Structures- freestanding Mechanisms- sliders and levers</p> <p>Cooking and nutrition</p>	<p>Mechanisms- Wheels and axels Textiles- Templates and joining techniques</p> <p>Cooking and nutrition</p>	<p>Textiles- 2D shape to 3D product Structures- Shell structures using computer-aided design</p> <p>Cooking and nutrition</p>	<p>Mechanical systems- Pneumatics Electrical systems- Simple programming and control</p> <p>Cooking and nutrition</p>	<p>Mechanical systems- Cams Textiles - Using computer-aided design in textiles</p> <p>Cooking and nutrition</p>	<p>3D structures (STIXX) Computing and toys</p> <p>Cooking and nutrition</p>

<b>Computing</b>	<p>We are treasure hunters – Using programmable toys</p> <p>We are painters – Illustrating an eBook</p> <p>We are E-safety heroes- finding out how we can be safe online.</p>	<p>We are astronauts – programming on screen</p> <p>We are games testers – exploring how computer games work</p> <p>We are E-safety heroes- finding out how we can be safe online.</p>	<p>We are programmers – Programming an animation</p> <p>We are bug fixers – Finding and correcting bugs in programs</p>	<p>We are software developers – Developing a simple educational game</p> <p>We are toy designers – Prototyping an interactive toy</p>	<p>We are game developers – Developing an interactive game</p> <p>Digital literacy</p>	<p>We are game developers – Developing an interactive game – building on skills from Year 5</p> <p>Digital literacy</p>
<b>RE</b>	These areas of exploration are taught through the core areas of: Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism, Sikhism					
	Myself  Celebrations	Myself  Celebrations	Stories  Key Figures	Stories  Worship and Celebration	Values and Social Actions  Places and Communities	Language and Symbolism  Worship and Celebration
	Stories and Beliefs	Stories, leaders and teachers	Places and Communities  Worship and Celebration	Language and Symbolism  Beliefs	Rites of Passage  Worship and Celebration	Writings  Values and Social Actions
	Special people  Belonging	Belonging  Beliefs	Rites of Passage  Beliefs	Places and Communities  Writings	Stories  Key Figures	Key Figures  Beliefs



<b>MFL</b>	N/A	Greetings / Salutations (Early Language Teaching)	I am learning French. (ELT) <ul style="list-style-type: none"> <li>● France and French speaking countries</li> <li>● Asking and saying how you are</li> <li>● Asking and saying your name</li> <li>● Numbers 1-10. colours</li> </ul>	Presenting myself (ILT) <ul style="list-style-type: none"> <li>● Numbers 10-20</li> <li>● How old are you?</li> <li>● Where do you live?</li> <li>● Nationalities.</li> </ul>	What is the date?(ILT) <ul style="list-style-type: none"> <li>● Numbers up to 31</li> <li>● Days of the week</li> <li>● Months of the year</li> <li>● My birthday is ...</li> </ul>	At Cafe (ILT) Names of the meals, range of drinks, food and snacks
		Numbers / Colours (ELT)	I can. (ELT) Introduction to "Je peux ..." Activities, reading and writing around "Je peux ..."	Classroom (ILT) Classroom objects masculine / feminine "J'ai..." "J'ai n'ai pas de ..."	Family (ILT) <ul style="list-style-type: none"> <li>● Family members</li> <li>● Ages / names</li> <li>● Possessive adjectives</li> </ul>	At School (Progressive Language Teaching) Introduction to 10 school subjects, telling the time and creating own school timetable.
		Introduction to phonetics / Animals (ELT)	Do you have a pet? (Intermediate Language Teaching) 8 common pets and introduction to "J'ai ..."	My home (ILT) <ul style="list-style-type: none"> <li>● Types of homes and different locations</li> <li>● Name of the rooms</li> <li>● Introduction to "Chez moi, Il y a ..."</li> </ul>	Clothes (ILT) Clothing items. Introduction to "Je porte ..."	Me in the world (P) Festivals, celebrations, similarities and differences between people, cultures, cities.