



## BEAVERS COMMUNITY PRIMARY SCHOOL

### Whole School Curriculum Map

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 Athletics Striking and fielding Fitness Fundamentals	Dance Gymnastics Games Athletics Striking and fielding Fitness Fundamentals	Dance Gymnastics Invasion games Striking and fielding Athletics OAA Fitness Fundamentals	Swimming Dance Gymnastics Invasion games Gymnastics Striking and fielding Athletics Net and wall Fitness Fundamentals	Dance Gymnastics Invasion games Net and wall games Striking and fielding Athletics Fitness OAA	Dance Gymnastics Invasion games Net and wall games Striking and fielding Athletics Fitness OAA

<b>History Change</b>	What impact did the Great Fire have in London?	What was school life like when our grandparents were children?	How did Britain change between the Stone Age to the Bronze Age?	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 stave 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>Mechanisms Structures Cooking and nutrition</p>	<p>Mechanisms Cooking and nutrition Textiles</p>	<p>Structures Cooking and nutrition Textiles</p>	<p>Mechanical systems Electrical systems Cooking and nutrition</p>	<p>Mechanical systems Cooking and nutrition Electrical systems</p>	<p>Structures Cooking and nutrition Textiles</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>	<p>These areas of exploration are taught through the core areas of: Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism, Sikhism</p>					
<p>Myself</p> <p>Celebrations</p>	<p>Myself</p> <p>Celebrations</p>	<p>Stories</p> <p>Key Figures</p>	<p>Stories</p> <p>Worship and Celebration</p>	<p>Values and Social Actions</p> <p>Places and Communities</p>	<p>Language and Symbolism</p> <p>Worship and Celebration</p>	
<p>Stories and Beliefs</p>	<p>Stories, leaders and teachers</p>	<p>Places and Communities</p> <p>Worship and Celebration</p>	<p>Language and Symbolism</p> <p>Beliefs</p>	<p>Rites of Passage</p> <p>Worship and Celebration</p>	<p>Writings</p> <p>Values and Social Actions</p>	
<p>Special people</p> <p>Belonging</p>	<p>Belonging</p> <p>Beliefs</p>	<p>Rites of Passage</p> <p>Beliefs</p>	<p>Places and Communities</p> <p>Writings</p>	<p>Stories</p> <p>Key Figures</p>	<p>Key Figures</p> <p>Beliefs</p>	



<b>MFL</b>	N/A	N/A	Greetings Asking and saying your name Asking and saying how you are Numbers 1-10	Animals and pets Numbers 11-20 Giving someone's name Describing someone	Describing people Giving characteristics using various adjectives Nationalities	French cities / Places in France Giving and understanding basic directions Weather
			Identifying classroom objects Colours Saying your age Classroom instructions	Identifying family members The alphabet Household items Describing position using prepositions <i>dans</i> and <i>sur</i>	Leisure activities Telling the time Talking about what time you do activities	Shopping for food Asking and saying how much something costs Activities at a party Giving opinions about food and party activities
			Identifying body parts Describing eyes and hair Days of the week Basic character description	Recognising and giving opinion about food Numbers 21-31 Months of the year	Festivals and dates Presents at festivals Numbers 31-60 Giving and understanding commands	Francophone countries Languages we speak Identifying items of clothing and colours