



## 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 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</b>	The Great Fire of London  Florence Nightingale	Victorians  History of explorers	Stone to Iron Age  Ancient Egypt	Romans and their impact on Britain  Ancient Greece	Early Islamic Civilisations  Vikings and Anglo-Saxons	World War 2  Crime and Punishment through the ages
<b>Geography</b>	Local Study	Kenya and Hounslow – a comparison	Counties of the UK	Where on Earth are we? Map skills and fieldwork	Amazon	Are we damaging our world?
	Countries of the UK; world continents	Journeys around the world	Local study	Rivers, Mountains, Volcanoes and Earthquakes	Scandinavia and the U.K- a comparison	What is life like beside the sea?

<b>Music</b>	<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>
<b>Design and Technology</b>	<p>Textiles</p> <p>Cooking and nutrition</p>	<p>Mechanisms to create a moving picture</p> <p>Cooking and nutrition</p>	<p>Pneumatics</p> <p>Cooking and nutrition</p>	<p>Motorised vehicles</p> <p>Cooking and nutrition</p>	<p>Making bags</p> <p>Cooking and nutrition</p>	<p>3D structures (STIXX)</p> <p>Computing and toys</p> <p>Cooking and nutrition</p>
<b>Art and Design</b>	<p>Mixing colours. Tearing, cutting and gluing. Creating textures. Using objects to create prints.</p>	<p>Mixing secondary colours. Developing brush control. Creating textures. Experimenting with prints. Weaving and plaiting.</p>	<p>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.</p>	<p>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.</p>	<p>Presenting sketchbooks imaginatively. Embracing unexpected results. Drawing using reflections, shadows and perspective and movement. Experimenting with texture. Use tools during sculpture.</p>	<p>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>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>PSHE</b>	Our school values of Respect, Equality, Determination, Honesty, Courage and Compassion are taught in each year group					
	<b>British Values</b> Understanding Right from Wrong (Rule of Law)	<b>British Values</b> Rule of Law	<b>British Values</b> Combating Discrimination (Democracy)	<b>British Values</b> Developing Self-Esteem and self-Confidence (Individual Liberty)	<b>British Values</b> Freedom to choose and hold different faiths (Mutual respect for and Tolerance of those with different faiths and beliefs and for those without faith)	<b>British Values</b> Contribute to those living and working locally and the wider community

	UNICEF	UNICEF	UNICEF	UNICEF	UNICEF	UNICEF
	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy

<b>MFL</b>	N/A	N/A	Greetings Numbers Everyday objects	Describing people Time Activities	Greetings and personal information Talk about siblings School subjects Ask and say the time Timings of school day	Regular activities Comparing what you and others do Likes/dislikes Clothes and opinions about clothes
			Appearance/body parts Days of the week Pets Numbers	Festivals and celebrations Numbers Instructions Cities Directions Weather	Food and related requests, opinions and cooking Introduce transport Ways of traveling	To ask and talk about daily routines Different forms of transport Plan trips and buy tickets
			Family Everyday objects Basic prepositions Food Months and dates	Shopping for food Introduce money Opinions about food & activities Discussion about previous topics	Holidays Describe homes and daily activities	Introduce sports Compare and give reasons for preferences Revise previous topics