

Lower CURRICULUM MAP ADV&PIO

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Misty Mountain Winding River <i>The Rhythm of the Rain/Wind in the Willows</i> Non-fiction Focus Features and style of instructions, recounts and explanations. Fronted adverbials, transition language, time connections, causation language, past and present tense. Planning and editing of writing.	Frozen Kingdoms Non-fiction focus Features, styles and language used in biographies, newspaper articles and narratives. How to organise texts including paragraphing, subheadings, titles, chapters and how and why these are used in different texts. Descriptive vocabulary and the development of setting and characters.	Stargazers <i>Northern Lights: Graphic Novel</i> Comprehend new text forms: the graphic novel and free verse poetry. Use sensory experiences to extend language into include complex vocabulary choices. Recognise and recreate the features of an effective character description. Using figurative language.	Sow and Grow <i>Charlotte's Web</i> Non-fiction focus Purpose and function of organisational features such as headings, subheadings, and images Intentionally organise writing for meaning. Understand and respect different perspectives. Use persuasive devices to impact the reader.	Dynamic Dynasties <i>Chinese Myths and Legends</i> Creating interesting characters. Understanding and using morals. Reading short stories and poems. Using descriptive language. Comparing multiple texts. Understanding and applying the conventions of text types.	Britain at War <i>Archie's War</i> Nonets Reading and writing letters Analysing language Diary writing Persuasive posters
MATHS	NUMBER Place Value/ Add Subtract NCETM White Rose	NUMBER Multiply/Divide NCETM White Rose	SCALE and PROPORTION FRACTIONS	SHAPE AND MEASURE	NUMBER SHAPE AND MEASURE NCETM White Rose	MEASURE DATA AND PROBABILITY NCETM White Rose
Science	Water Cycle, Habitats, Changing Environment	Classifying living things, Classification Keys, Adaptation, Investigations	Earth and Space, Forces, Working Scientifically	Food chains and webs, life cycles, plant reproduction, growing plants, modern farming	"Forces of gravity, air resistance, water resistance and friction, with children exploring their effects.	Water Cycle, Habitats, Changing Environment
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Please follow the progression Framework for each topic for PSHE using Jigsaw as guidance and resources						
Computing	Online Safety	Technology Around Us	Drawing & Desktop Publishing	Word Processing	Programming with Edublocks	Creating Audio Files

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My World / Humanities	Learn about the lakes The science of rivers and mountains Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle;	Discovering the Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic	Rocket Launch Locating physical features Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race	Growing and farming in the UK Farming around the world Geography Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation History – Dig for Britain	History Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China;	History First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain Geography Place and interconnections; Maps
Health and Wellbeing/ PE	Boccia	Volleyball	Gymnastics	Rugby	Cricket	Athletics
RELIGIOUS EDUCATION	Islam Muhammad Milad un-Nabi	Hinduism Diwali	Sikhism Guru Nanak Gurpurab	Christianity Harvest; Sharing	Judaism Shavuot - festival	Buddhism Esala Perahera
Food and Nutrition	Fish and chips, tuna pasta, tasting different fish, crab stick sandwiches	Porridge, fairy cakes, gingerbread, spaghetti Bolognese	Picnic food, sandwiches, wraps, apple slices	Angel delight, farles rusks, jelly and ice cream, alphabet spaghetti, funny face potatoes	Barbecue meats, pao de queijo, empanadas, pastels	Ice cream, fish cakes, chip shop foods
Music	Singing, communication and listening skills - Sea Shanties, Row Row Row Your Boat sung in a round	singing, performance and listening skills - Fairy tale songs, timbre and sound effects, sounds to represent a character or place. Christmas music	Songs that help us remember, Writing a class song	Listening and composing - Listening to music and exploring own tastes and giving an opinion. Compose using graphic scores	Elements of music, performance and listening skills –Samba band What makes the loudest sound. Sound that bounces.	Listening and composing - Carnival of the animals - Aquarium Compose to different stimuli using acoustic and virtual instruments. Create

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Science	Human Lifecycle, Health and needs for survival, hygiene, handwashing, how germs spread	Materials and their properties, uses of materials, shaping materials, sustainability and recycling	Light, shadows and Sound, Vibrations, Amplitude, Frequency, Pitch	Digestive system; Teeth types – incisors, canines, premolars, molars; Teeth health and dental hygiene;	Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring;	Bodily systems; Circulatory system – role and main parts; Heart – structure and function; Blood – components and functions; Blood vessels – structure and function; Measuring heart rate;
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Please use the following link for the curriculum overview for each topic:

Computing	Digital Footprint and Cyberbullying	Presentation Skills (PowerPoint)	Understanding Binary	Programming with Kodu	Modelling with Excel	Creating Videos
Health and Wellbeing/ PE	Table Tennis	Basketball	OAA	Football	Rounders	Athletics
RELIGIOUS EDUCATION	Hinduism Navratri	Christmas	Judaism Hanukkah; Miracles;	Buddhism Losar(New Year)	Exploring places of worship	Sikhism Anand Karaj/Wedding
Food and Nutrition	Exploring different textures; marshmallows, water, fruit Looking at different recipes from the different seasons, salad, pie, scones, soup	Exploring different local foods and recipes looking at local restaurants in the community, pizza, curry, paninis, Manchester tart	Creating starry night food, star shaped biscuits, creating star and moon shaped fruit kebabs, campfire foods, smores, burgers	Creating space themed foods, sausage rockets (hot dogs), space snack boxes, salad stars, cinnamon sugar tortilla crisp stars	Dinosaur egg truffles, chocolate egg nests, scotch eggs (dino eggs), pterodactyl wings (chicken wings), dino shaped veggie nuggets	Rainbow pasta, rainbow cake, rainbow smoothies, rainbow spring rolls, Peppa pig's muddy puddle snack,
Music	Composition music and sound effects for different weather	Singing/performing – Traditional songs from around the British Isles	Listening skills and singing Music to help you relax Lullabies Time for bed Bedtime routine	Sci-Fi film music - listening, composing and performing. Star Wars characters and leitmotifs.	Rhythm and pulse, composing and performing Compose sounds to represent different dinosaurs. Perform and compose using	Introduction to African Drumming - Explore steady beats using hand drums or simple percussion instruments.

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		<p>Sea shanties, call and response eg Sponge Bob theme</p> <p>Perform using ukuleles</p>			<p>graphic scores. Use percussion instruments to represent movement of dinosaurs through varying dynamics and tempo.</p>	<p>Exploring Rhythm Patterns</p> <p>Use clapping or tapping to copy simple rhythmic patterns inspired by African music.</p> <p>Movement and Dance</p> <p>Combine music with simple body movements to connect rhythm and physical expression.</p>
My World / Humanities	<p>History - landmarks; Significant places.</p> <p>Geography - Using an atlas; Using a compass; Using map keys; Locating the equator, Northern /Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability;</p>	<p>Geography - Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism</p>	<p>Geography Maps; Human and physical geography of Mexico</p> <p>History - Ancient Maya civilisation</p>	<p>History - Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy</p> <p>Geography – geographical sources</p>	<p>Historical - Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models</p> <p>Geography – significant places</p>	<p>History - Ancient African kingdoms; Development of the Transatlantic Slave Trade; Britain's role in the slave trade; Human impact; Everyday life on plantations;</p> <p>Causes and consequences of the abolition of the slave trade and slavery;</p> <p>Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism</p>

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Cycle C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Through the Ages <i>Stig of the Dump</i> by Clive King</p> <p>Description Writing Focus</p> <p>Understanding the writer's presentation of character through what they say, do, narrative description and how they interact with other characters.</p> <p>Writing character descriptions. Understanding characters actions and motivations.</p> <p>Vocabulary instruction, making powerful word choices and recognising nouns, verbs, adjectives and adverbs.</p> <p>Using a range of words including prepositions and fronted adverbials to</p>	<p>Heroes and Villains</p> <p><i>Revolting Rhymes</i> by Roald Dahl</p> <p>Poetry, making comparisons and Oracy skills</p> <p>Identify and discuss themes and conventions relating to heroes and villains.</p> <p>Make comparisons between poems and well-known fairy tales.</p> <p>Understand the conventions of poetry e.g. Rhymes.</p> <p>To draw inferences on characters thoughts, feelings and motives from their actions.</p> <p>To expand vocabulary and understand the impact of word choices including nouns, verbs,</p>	<p>Rocks, Relics and Rumbles</p> <p>Non-fiction Reading Focus</p> <p>To know the features and purpose of recounts and fact files.</p> <p>To recognise the differences between fiction and non-fiction texts.</p> <p>To be able to use passive verbs and the past tense in writing.</p> <p>To know the difference between first and third person and be able to adjust writing accordingly.</p> <p>To begin to improve and edit my writing.</p>	<p>Tremors</p> <p><i>Iron Man</i> by Ted Hughs</p> <p>Descriptive Writing Focus</p> <p>To write descriptive sentences, drawing on different senses.</p> <p>To know and recognise different poetry and poetic forms.</p> <p>To begin to recognise different literary devices such as simile, onomatopoeia and imagery.</p> <p>To practise reading aloud and elements of poetic performance.</p> <p>To make simple predictions and inference based on a text.</p> <p>To improving my vocabulary.</p> <p>To be able to sequence a narrative in the correct order.</p>	<p>Emperors and Empires</p> <p><i>Romans on the Rampage</i> by Jeremy Strong</p> <p>To make inferences based on the action and characters within a story.</p> <p>To be able to research, retrieve and begin to summarise factual information from a text.</p> <p>To know the common features of letters and biographies.</p> <p>To use the organisational and presentational features of texts within my own writing.</p> <p>To write increasingly complex sentences using a variety of punctuation to enhance meaning.</p>	<p>Blue Abyss</p> <p><i>The Tale of the Whale</i> by Karen Swann and Padmacandra</p> <p>Non-fiction Writing Focus</p> <p>To know the difference between facts and opinions.</p> <p>To know the features of instructions and be able to write my own.</p> <p>To be able to identify and understand and retrieve, information from non-fiction and fiction texts, including conducting guided research.</p> <p>To make increasingly developed inferences from a text.</p> <p>To recognise persuasive devices in a text such as rhetorical questions, emotive language, opinions and facts/statistics and</p>

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	enhance meaning in my writing.	adjectives and adverbs. To begin to learn poetry by heart. To begin to read poetry aloud (including intonation in their reading).				begin to use these in my own writing.
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	NCETM White Rose	NCETM White Rose	NCETM White Rose	NCETM White Rose	NCETM White Rose	NCETM White Rose
Science	Human diet; Human nutrition and food groups; Fatty foods; Seasonal changes in animals' diets; Human skeleton; Joints; Muscles; Skeleton types – endoskeletons and exoskeletons;	Sources of electricity; Electrical devices; Electrical components; Series circuits; Complete and incomplete circuits; Conductivity; Conductors and insulators; Wired plugs; Incandescent light bulbs	Rocks, Sedimentary, Igneous, Metamorphic, Fossils, Earth's crust, Earth Structure, Tectonic Plates	To investigate forces including contact and non-contact forces. Investigate gravity, friction, water resistance and air resistance. Begin to explore the uses of levers, pulleys and gears.	Plant parts; Root systems; Stems; Water transport; Investigating leaves; Life cycle of flowering plants; Flower parts; Researching pollination; Seed formation and dispersal; Variation in plant needs;	Living things and their habitats; Animals, including humans; Working scientifically. How does pollution affects habitats? Are all sea creatures the same?"
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Please follow the progression Framework for each topic for PSHE using Jigsaw as guidance and resources						
Computing	Using the Internet Safely	Creating Animations	Programming in Scratch	Creating Media (Desktop Publishing)	Computer Systems and Networks	Music Festival Project
Health and Wellbeing/ PE	Badminton	Netball	Dance	Hockey	Fitness Training	Athletics

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RELIGIOUS EDUCATION	Hinduism; Ganesha Chaturthi - Lord Ganesh	Sikhism Naam Karan	Christianity Lent	Judaism Special clothes; Story of Esther; Purim	Buddhism Vesak	Islam Hajj
My World / Humanities	<p>Geography Human features; Stone Age monuments. - Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry</p> <p>History Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention</p>	Historical heroes and heroines	<p>Geography Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps</p>	<p>Geography Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps</p>	<p>History Significant people – Mary Anning; Pompeii</p> <p>History Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p>	<p>Urban life The city Near and far City of the future</p>

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	and ingenuity; Evidence and enquiry					
Food and Nutrition	Chicken and dumplings, arctic roll, prawn cocktail, jam roly-poly, sponge dog	Foods that superheroes eat, Superman (burgers and chips), Deadpool (Chimichangas), Batman (nachos), Spiderman (hot dogs)	Explore and experience Earthy foods Create teeny tiny, healthy treats to serve at a tiny tea party for imaginary woodland creatures. Mini sandwiches and small fruity skewers on cocktail sticks. Fantasy Woodland Wood land treats	Explore and experience Food and farming Fruit, vegetables, meat, eggs, fish, cheese, milk and bread, potatoes Lets grow Seed shakers Creating weather collagraphs Penny pig's super salad	Explore and experience Summer fruits Smoothies frozen yoghurts	Layers Bread dough robots Jelly (movement) Trifle
Music	Singing, listening and performing - Story telling, Traditional rhymes, medieval music, court jesters	Composition - Sound effects Superhero themes, film music leitmotifs	Listening skills, singing and performing Woodwind instruments sounds of the forest Charanga Unit "Use your imagination".	Singing, rhythm and pulse - Farm songs Floaty scarves Streamers Percussion instruments Charanga unit – 'Banana Rap' link to where food comes from.	Listening skills, elements of music and performance Musical opposites high and low, loud and soft, fast and slow, thick and thin.	Rhythm and pulse, composition, listening skills Tuned and percussion instruments Synthesisers and electronic music Industrial sound effects.
Community Access/ Transitions	Functional Application 1- 4 Focus: Self-advocacy and decision-making, life skills, community access, structured navigation, and generalised communication. AET Principle & Curricular Intent – link to EHCP target and preparation for Adulthood, Community Access Skills & Road Safety					
Shopping Skills Foundation/ Supporting independence	Foundation / Supporting independence - Awareness, routine, confidence, creating predictability, communication, tolerance Community access and decision making Choice-making/ Money skills/ Following steps/ Safety Organisation/ Food skills /Community skills					
	<u>Transitions and focus.</u> Establish predictable routines; use visual timetables and object cues. Internal transitions between familiar areas across school (lightroom/ soft play/ outdoor gym) Teach safe space/break card; early self-regulation. Communicate basic needs		<u>Shopping Skills</u> Identify preferred items Tolerate being in a role-play or staged shop environment. Sorting/matching item photos to real objects.			

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