

Stelling Minnis CE Primary School Curriculum Map

Mice Year R	Autumn 1 Texts: So Much Colour Monster	Autumn 2 Texts: How to Catch A Star Stickman	Spring 1 Text: Traditional Tales	Spring 2 Texts: Man On The Moon Handa's Surprise	Summer 1 Texts: Stanley's Stick The Gruffalo	Summer 2 Texts: Supertato Naughty Bus
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In Early Years we follow a curriculum which is mainly led by the children and their interests. This Curriculum Map is a selection of potential ideas and opportunities. Children will be offered an abundance of fun, engaging and challenging opportunities to learn through play. We will provide high quality interactions in order to develop and deepen the children's learning opportunities, through a balance of adult led and child initiated activities based on the EYFS Framework 2021.

Overarching Principles:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling Environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Developing:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

The Characteristics of Effective Learning: These characteristics underpin all learning and development across the EYFS Curriculum and support the child to become an effective and motivated learner. **Playing and Exploring -** Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active Learning -** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence **Creating and Thinking Critically -** Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Theme	This Is Me!	Let's Celebrate!	Terrific Tales!	What's your super power?	The Great Outdoors (Come Outside!)	Journeys (Where shall we go?)
Link to Main EYFSP Areas of Learning	PSED	Expressive Arts and Design	Understanding the World	PSED	Physical Development Understanding the world	Understanding the World
Communication and Language	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them This is me! - Sharing facts about me! Colour Monster – exploring and describing how we feel Shared stories - all about me. Model talk routines through the day. For example, arriving in school/ lunchtime/home time Daily story time	Tell me a story - Develop vocabulary, retelling stories, story language, word hunts. Listening and responding to stories. Following instructions Taking part in discussion Understanding how to listen carefully and why listening is important. Use new vocabulary through the day – emersion in a language-rich environment, including choosing books that will develop vocabulary Daily story time	Using language well Asking how and why questions. Retelling a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Daily story time	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Daily story time	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Develop language and vocabulary choices Develop partner/peer talk Daily story time	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story Experience a range of text – non-fiction Daily story time
Personal, Social and Emotional Development	New Beginnings See themselves as a valuable individual. Class Rule Rules and Routines Supporting children to build relationships with peers and important adults PSHE: Being Me in My World	Learning about qualities and differences Identifying and moderating their own feelings socially and emotionally. Thinking about their own feelings and those of others. Building constructive and respectful relationships. PSHE: Celebrating Difference	What does it mean to feel proud? Show resilience and perseverance in the face of challenge. Building vocabulary to explain how they thought about a problem or an emotion and how to deal with it. PSHE: Dreams and Goals	Physical health and fitness Healthy Eating Oral Hygiene – teeth Staying safe PSHE: Healthy Me	What makes a good friend Looking after ourselves, our pets, our environment Strategies for staying calm in the face of frustration. Why we take turns, wait politely, tidy up after ourselves and so on PSHE: Relationships	Winning and losing Look how far I've come! – Preparation for transition to Year 1 PSHE: Changing Me

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Physical Development	<p>Fine Motor: Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp, develop pencil grip *Funky Fingers</p> <p>Gross Motor: Climbing – outdoor equipment climbing frame and Trim Trail. Different ways of moving to be explored with the children Changing for PE. Help individual children to develop good personal hygiene. Encourage regular handwashing and toileting *WriteDance</p>	<p>Fine Motor: Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. *Funky Fingers</p> <p>Gross Motor: Crates play- climbing. Wheeled resources fo balancing, to sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking *WriteDance</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items Button Clothing Cutting with Scissors *Funky Fingers</p> <p>Gross Motor: Crate and large block play-climbing, balancing Wheeled resources fo balancing, to sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams Dance, moving to music *WriteDance</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed *Funky Fingers</p> <p>Gross Motor: Balance- children moving with confidence Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. *WriteDance</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors - starting to cut along a curved line, like a circle Begin to draw shapes and lines with increasing accuracy *Funky Fingers</p> <p>Gross Motor: Obstacle activities - moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance, moving to music *WriteDance</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Form letters correctly Copy a square Draw diagonal lines, like in a triangle with increasing accuracy Colour inside the lines of a picture with increasing accuracy Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego *Funky Fingers</p> <p>Gross Motor: Races / team games involving gross motor movements Crate and large block play-climbing, balancing Wheeled resources fo balancing, to sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams *WriteDance</p>
	PE theme	Multi-skills Forest School	Ball skills Forest School	Gymnastics Forest School	Team Games Forest School	Athletics Forest School
Literacy Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Phonics: Phase1 recap + Phase 2 (Little Wandle) Reading: Wordless books to establish book behaviours, book talk and to grow vocabulary.	Phonics: Phase 2 (Little Wandle) Reading: Begin to sound out and blend CVC words with known GPC's. Read books with '-s for plurals and present tense verbs' and begin to recognise the tricky words: and, is, the.	Phonics: Phase 3 (Little Wandle) Reading: Sound out and blend CVC words with known GPC's. Read books with tricky words; I, the, put, pull, full, and, her, no, go, to, into, she, push, he, of, we, me, be.	Phase Review Phase 3 + longer words (Little Wandle) Reading: Sound out and blend words with known GPC's. Words with double letters: dd, mm, tt, bb, rr, gg, pp, nn, cc. Longer words, e.g. magnet, lemon. Compound words, e.g. carpark. Read books with tricky words: I, the, put, pull, full, and, no, go, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure.	Phase 4 short vowels (Little Wandle) Reading: Sound out and blend words with known GPC's. Words with more than one digraph, e.g. shimmer. Longer words, e.g. fantastic, helmet. Compound words, e.g. earring, popcorn. Words ending in -ing, e.g. chatting, waiting. Words ending in -es, e.g. torches. Tricky words: I, the, put, pull, full, and, no, go, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure.	Phase 4 long vowels (Little Wandle) Reading: Read fluently. Recognise adjacent consonants and short vowels. Tricky words: I, the, put, pull, full, and, no, go, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, love, do, were, here, little, says, there, when, what, one, out, today.
Mathematics Number & Measure, Shape and Spatial Thinking (M,S&S)	Just Like Me: Number: Match and Sort Compare amounts M,S&ST: Compare – size, mass & capacity	It's Me 123: Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 M,S&ST: Circles & Triangles Positional Language Light & Dark: Number: Representing numbers to 5 M,S&ST: Shapes with 4 sides Time	Alive in 5! Number: Introducing Zero Comparing Numbers to 5 Composition of 4&5 M,S&ST: Compare Mass Compare Capacity Growing 6,7,8: Number: 6,7,8 Making Pairs Combining 2 groups	Building 9 & 10: Number: 9 & 10 Comparing numbers To 10 Bonds to 10 M,S&ST: 3-D shapes Pattern	To 20 & Beyond: Number: Building numbers Beyond 10 Counting patterns Beyond 10 M,S&ST: Spatial Reasoning Match, Rotate, Manipulate First, Then, Now: Number: Adding More Taking Away	Find My Pattern: Number: Doubling Sharing & Grouping Even & Odd M,S,ST: Spatial Reasoning Visualise & Build On The Move: Number: Deepening & Understanding Patterns & Relationships M,S&ST: Spatial Reasoning

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					M,S,ST: Spatial Reasoning Compose & Decompose	Mapping
Understanding the World	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Navigating around our classroom and outdoor areas.</p>	<p>Talk about children’s past experiences of celebrations – birthdays, Christmas, religious events (Diwali, Hanukkah)</p> <p>Talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past.</p> <p>Talk about how some families celebrate it now – link to going to our local Church and how Christmas is celebrated in our Church school</p> <p>Make links to contrasting environments and habitats – link to space</p> <p>Use world maps to show children where some stories are based.</p>	<p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Listening to stories and placing events in chronological order.</p> <p>Consider traditional tales from other cultures</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Can children make comments on the weather, culture, clothing, housing</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment - Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>	<p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs</p> <p>People who help us – real-life superheroes - look at emergency services</p> <p>Places we go when we need help</p> <p>Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Learn names and label body parts – humans and animals – link to vets</p> <p>Use Beebots to map and consolidate positional language and prepositions</p>
Expressive Arts and Design	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> <p>Music – Me!</p>	<p>Firework pictures Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Role Play – link to Parties, Celebrations, the nativity, Father Christmas</p> <p>Nativity Play – singing, performing</p> <p>Music – My stories</p>	<p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Music – Everyone!</p>	<p>Exploring art from other cultures Design, pattern</p> <p>Explore a variety of different materials, tools and techniques. Design, show creations – relate to space</p> <p>Music – Our World</p>	<p>Den building Planting</p> <p>Story walks, recounts, outdoor role-play</p> <p>Natural resources in art – collage – Andy Goldworthy</p> <p>Link to Forest School activities</p> <p>Music – Big Bear Funk</p>	<p>Role play – linked to superheroes</p> <p>Dressing up opportunities – making own superhero outfits – exploring a variety of materials, tools and techniques, with colour, design, texture, form and function</p> <p>Write and recite superhero poems and rhymes</p> <p>Music – Reflect, Rewind and Replay</p>

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RE	Creation – ‘Why is the word ‘God’ so important to Christians?	Incarnation - ‘Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	Salvation – Why do Christians put a cross in an Easter Garden?	Which stories are special and why? (Old Testament)	Which stories are special and why? (World Faiths)
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YEAR A Squirrels Year 1/2	Autumn 1 Text: The Hodgeheg	Autumn 2 Text: Halibut Jackson	Spring 1 Texts: Ten things I can do to help my World	Spring 2 Texts: <i>Poems to Perform Julia Donaldson</i>	Summer 1 Text: <i>Moth – an Evolution story Isabelle Thomas</i>	Summer 2 Texts: The Storm Whale The Secret of Black Rock
Theme	Wildlife	Kings and Queens	Recycling	China	Evolution	The Seaside
Main Links	Geography – Our Country Art and Design – sculptures of hedgehogs	History – Royal Family – The Coronation DT – Food for a street party	Geography – Magical Mapping DT – recycled materials to repurpose	Geography – Let’s go to China Art and Design - Oriental Painting Japanese artists	History – Darwin – a famous person Art and Design - Collage	History – Victorian Seaside DT – Make a Beach hut
Science	Chemistry Everyday materials – properties – Y1 How they can be changed – Y2 Review Autumn Weather	Physics- Weather in Winter	Biology – naming plants and parts of plants Y1 Growing Bulbs and seeds and what they need Y2	Biology – Classification by type, food, habitat Physics – review Spring Weather	Biology – Name parts of human body Y1 Life cycle of animals Y2	Biology – Exercise and Diet Y2 Life cycle of humans Y2 Physics – review Summer weather
Computing Y1/Y2	Painting/Computer Art	Online Safety	Computer Skills/Presentation Skills	Using and Applying	Programming toys/ Programming Turtle Logo	Word processing/Using the Internet
Music – Y2 programme	Hands, Feet, Heart	Nativity Play	Ho, Ho, Ho	I Wanna play in a band	Zoo time	Friendship
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling) Y1/Y2	<ul style="list-style-type: none"> Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using ‘and’. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun ‘I’. <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 			<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 		
RE	CREATION – Who made the world?	INCARNATION – Why does Christmas matter to Christians <i>DD</i>	GOSPEL – What is the good news that Jesus brings? <i>DD</i>	SALVATION – Why does Easter matter to Christians? <i>DD</i>	ISLAM – Who is a Muslim and what do they believe?	ISLAM – Who is a Muslim and what do they believe?
PSHE – Year 2	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Ball Skills/Multi-skills Gymnastics Forest School (Alternating)	Tag Rugby Dance Forest School (Alternating)	Gymnastics Ball skills Forest School (Alternating)	Team Games Dance Forest School (Alternating)	Athletics Competitive team games Forest School (Alternating)	Striking/Fielding Team Games Forest School (Alternating)
Maths	1.Number Numbers to 20 Y1 Numbers to 100 Y2 2.Addition & Subtraction Within 20 inc money Y1	3. Number Numbers to 50 Y1 3. Multiplication Multiplication Y2	Number Division & Consolidation Y1 Division Y2 Number Place value to 100 Y1	Measurement Length & Height Geometry Shape & Consolidation Y1 Properties of shape Y2	Geometry Position & Direction Measurement Time Problem solving &	Measurement Weight & Volume Y1 Mass, capacity & temperature Consolidation & Investigations

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	Within 100 inc money Y2		Statistics Y2	Number Fractions Y1 & Y2	Efficient methods	
Extended Writing Outcome	Information Text Letters	Narrative	Persuasive writing	Poetry	Narrative	Narrative
YEAR B Squirrels Year 1/2	Autumn 1 Text: <i>Traction Man is Here</i> by Mini Grey	Autumn 2 Text: <i>Winter Sleep</i> by Shaun Taylor	Spring 1 Text: <i>Beegu</i> By Alexis Deacon	Spring 2 Text: <i>Lila and the Secret of Rain</i> by David Conway	Summer 1 Text: <i>Claude in the City</i> By Alex T Smith	Summer 2 Text: <i>The Jolly Postman</i>
Theme	Toys	Weather	Our School	Africa	The Local Area	Famous People
Main Links	History – Toys within and beyond living memory DT – Making a vehicle for Traction Man	Geography – Wonderful Weather Art and Design – Painting and Lowry	Geography – Our School DT – Cooking lunch for Beeju	Geography – Sensational Safari Art and Design – Patterns and printing	History – The local Area Art and Design – Nature Sculptures and Andy Goldsworthy	History – Mary Seacote and William Harvey DT – Making puppets
Science	Chemistry Everyday materials – properties – Y1 How they can be changed – Y2 Review Autumn Weather	Physics- Weather in Winter	Biology – naming plants and parts of plants Y1 Growing Bulbs and seeds and what they need Y2	Biology – Classification by type, food, habitat Physics – review Spring Weather	Biology – Name parts of human body Y1 Life cycle of animals Y2	Biology – Exercise and Diet Y2 Life cycle of humans Y2 Physics – review Summer weather
Computing Y1/Y2	Painting/Computer Art	Online Safety	Computer Skills/Presentation Skills Charanga – Rhythm in the way we walk	Using and Applying Charanga – In the Groove	Programming toys/ Programming Turtle Logo Charanga – Round and Round	Word processing/Using the Internet Charanga -Your Imagination
Music – Y1 programme	Charanga- Hey You	Nativity Play				
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling) Y1/Y2	<ul style="list-style-type: none"> Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 			<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 		
RE	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE LEARNING</i>	GOSPEL What is the good news that Jesus brings? <i>CORE LEARNING</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
PSHE – Year 2	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Ball Skills/Multi-skills Gymnastics Forest School (Alternating)	Tag Rugby Dance Forest School (Alternating)	Gymnastics Ball skills Forest School (Alternating)	Team Games Dance Forest School (Alternating)	Athletics Competitive team games Forest School (Alternating)	Striking/Fielding Team Games Forest School (Alternating)

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Maths	1.Number Numbers to 20 Y1 Numbers to 100 Y2 2.Addition & Subtraction Within 20 inc money Y1 Within 100 inc money Y2	3. Number Numbers to 50 Y1 3. Multiplication Multiplication Y2	Number Division & Consolidation Y1 Division Y2 Number Place value to 100 Y1 Statistics Y2	Measurement Length & Height Geometry Shape & Consolidation Y1 Properties of shape Y2 Number Fractions Y1 & Y2	Geometry Position & Direction Measurement Time Problem solving & Efficient methods	Measurement Weight & Volume Y1 Mass, capacity & temperature Consolidation & Investigations
Extended Writing Outcome	Comic Book spread Y1 Narrative Y2	Information Text Poetry	Narrative	Persuasive writing	Letters	Newspaper report

Year A Otters Year 3/4	Autumn 1 Text: Ugg – Boy Genius of the Stone Age	Autumn 2 Text: Werewolf Rules Joe Coelho	Spring 1 Text: Charlotte’s Webb	Spring 2 Text: Pugs of the Frozen North	Summer 1 Text: I was a Rat! or the Scarlet Slippers	Summer 2 Text: Belonging
Theme	Stone Age	Electricity	The Iron Age	All around the World	Read all about it!	Town and Country
Main Links	History – Stone Age Art and Design – Cave drawings Lascaux Caves	Geography – The UK DT – Create a Christmas decoration	History -The Iron Age Art and Design – Collage - Matisse	Geography – All Around the world DT – make a vessel – sea or sky to journey around the world	History – The Romans DT - sewing	Geography – What’s it like in Sheffield & Whitby? Art and Design – Cityscapes and landscapes Turner
Science	Animals including humans – Skeletons & Muscles; nutrition	Electricity	Living things and their Habitats	Sound	Forces & Magnets	
Computing	Online safety	Word Processing Skills	Programming Turtle Logo and Scratch	Animation	Presentation skills	
Music	Mamma Mia	Ocarinas	Stop	Lean on Me	Blackbird	KS2 Performance
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. Introduction to inverted commas to punctuate direct speech. <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). 			<ul style="list-style-type: none"> Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 		
RE	Creation – What do Christians learn from the Creation story?	INCARNATION – What is the Trinity? DD	GOSPEL What kind of a world did Jesus want?	Why do Christians call the day Jesus died ‘Good Friday’? DD	HINDUISM – What does it mean to be a Hindu in Britain today?	Why do some people think life is a journey and what significant experiences mark this?
PSHE	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Handball Gymnastics Forest School (Alternating)	Tag Rugby Dance Forest School (Alternating)	Gymnastics Competitive Games Forest School (Alternating) Swimming Year 3	Team Games Dance Forest School (Alternating)	Athletics Competitive team games Forest School (Alternating)	Rounders/Cricket Outdoor and Adventurous Activities Forest School (Alternating)

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Maths	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division		Number: Multiplication & Division Measurement – length, perimeter & Area Number: Fractions Measurement – Mass & Capacity (y3) Number – Decimals (y4)		Number: Decimals including money Measurement – Time Statistics Geometry – Properties of shape Position & Direction (y4)	
French	Introductions and greetings (Year 3) Sports and hobbies (Year 4)	Numbers 1-10 Numbers 10-100 (Year 3) Hobbies a+ Sports (Year 4)	Les animaux et le corps humain	La France: Paris, Dijon, Strasbourg	La musique Pop La musique classique Les instruments	Preparation for French play
Extended Writing Outcome	Narrative	Poetry	Writing in role	Narrative	Newspaper reports	Persuasive writing

Year B Otters Year 3/4	Autumn 1 Text: Varjak Paw	Autumn 2 Text: Storm Kevin Crossley Holland	Spring 1 Text: The King who banned the Dark	Spring 2 Text: The Kapok Tree	Summer 1 Text: Oliver and the Seawigs	Summer 2 Text: Arthur and the Golden Rope
Theme	The Egyptians	Extreme Weather	Light & Dark	Rainforests	Water	Invaders & Warriors
Main Links	History – The Egyptians Art and Design - painting use of colour sarcophagus	Geography – Extreme Earth DT – Design an earthquake proof building	History – Anglo-Saxons Art and Design - Sculpture Pinch Pots	Geography – Rainforests Art and Design – drawing & Painting	Geography – Water DT - Cooking	History – The Vikings DT – Create a Viking Longboat
Science	Animals incl. Humans – Digestive system, teeth, food chains	Rocks & Soils	Light	Plants	States of Matter	
Computing Music	Online Safety Let your spirit fly	Internet Research and Communications Ocarinas	Programming Turtle Logo Three little birds	Drawing & Desktop Publishing The Dragon Song	Scratch – Questions & Quizzes Bringing Us together	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. Introduction to inverted commas to punctuate direct speech. <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). 			<ul style="list-style-type: none"> Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 		
RE	PEOPLE OF GOD What is it like to follow God?	SIKHISM What is important for the Sikh people? Christmas Celebrating Difference	INCARNATION What is the Trinity? CL	SALVATION Why do Christians call the day Jesus died ‘Good Friday’?	KINGDOM of GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?
PSHE	Being in my World		Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Handball Gymnastics Forest School (Alternating)	Tag Rugby Dance Forest School (Alternating)	Gymnastics Competitive Games Forest School (Alternating) Swimming Year 3	Team Games Dance Forest School (Alternating)	Athletics Competitive team games Forest School (Alternating)	Rounders/Cricket Outdoor and Adventurous Activities Forest School (Alternating)

Stelling Minnis CE Primary School Curriculum Map

Maths	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division		Number: Multiplication & Division Measurement – length, perimeter & Area Number: Fractions Measurement – Mass & Capacity (y3) Number – Decimals (y4)		Number: Decimals including money Measurement – Time Statistics Geometry – Properties of shape Position & Direction (y4)	
French	Introducing yourself Days of the week Family Animals	Family Nationalities Months All Saints and Christmas	All living things and their habitat	The grand tour-countries, nationalities, galleries, capitals	The Olympics- sports, Greece- the origins, medals verbs ‘gagner’ and ‘perdre’	Vocabulary preparation for the French Play
Extended Writing Outcome	Narrative	Newspaper Report	Narrative	Non-narrative information text	Poetry	Letter writing Diary entries

Stelling Minnis CE Primary School Curriculum Map

Year A Badgers Year 5/6	Autumn 1 Text: The Adventures of Odysseus	Autumn 2 Text: Cosmic	Spring 1 Text: Holes	Spring 2 Text: Journey to the River Sea	Summer 1 Text: The Sheep Don't go to School	Summer 2 Text: Macbeth
Theme	Ancient Greece	Space	Crime and Punishment	The Americas	Stelling Minnis	Shakespeare
Main Links	History – Ancient Greece Art and Design – Sculpture - pottery	Geography – Raging Rivers Art and Design – Japanese artist	History – Britain has had a major influence on the world DT – Get me out of the well!	Geography – The amazing Americas DT - Cooking	Geography – Marvellous Maps Art and Design - Sketching	History – Local area during Tudor times DT – Tudor buildings
Science	Evolution and Inheritance	Earth & Space	Forces	Living things and their habitats – Life cycles and Reproduction	Animals including Humans – Birth to Old Age	
Computing Music	Online Safety Clarinets	Scratch Clarinets	Kodu Clarinets	Spreadsheets Clarinets	Film Making Clarinets	KS2 performance
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Converting nouns of adjectives into verbs using suffixes; verb prefixes. Relative clauses; indicating degrees of possibility using adverbs or modal verbs. Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 			<ul style="list-style-type: none"> Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. <p><u>Terminology:</u> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>		
RE	CREATION Creation & Science: conflicting or complementary? In the wider context of the Big Question.	GOSPEL What would Jesus do? Christmas	KINGDOM OF GOD What kind of king is Jesus?	SALVATION What difference does the resurrection make for Christians?	ISLAM What does it mean to be a Muslim in Britain today?	ISLAM What does it mean to be a Muslim in Britain today?
PSHE	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Handball Gymnastics Forest School (Alternating)	Tag Rugby Dance Forest School (Alternating)	Gymnastics Competitive Games Forest School (Alternating)	Team Games Dance Forest School (Alternating)	Athletics Competitive Team Games Forest School (Alternating)	Rounders/Cricket Outdoor and Adventurous Activities Forest School (Alternating) Swimming Year 6
Maths	Number: Place Value Number: Four Operations Number: Fractions		Number: Fractions (y5) Number: Ratio (y6) Number Decimals & Percentages Number: Decimals (y5) Number Algebra (y6)	Measurement – Converting Units Measurement – Perimeter, area volume Statistics	Geometry – Properties of shape Geometry – Position & Direction Y6 SATS Investigations & Consolidation	
French	Light, Space, the planets	Noel en France, La Saint Sylvestre, Epiphanie	La mode française et internationale	La maison, les meubles et la classe	Les Sports, les hobbies La musique	Preparation for French Play
Extended Writing Outcome	Narrative	Letter writing	Information texts Persuasive writing	Narrative	Poetry	Play scripts

Stelling Minnis CE Primary School Curriculum Map

Year B Badgers Year 5/6	Autumn 1 Text: Stay Where You Are and Then Leave John Boyne	Autumn 2 Text: Rose Blanche Roberto Innocenti	Spring 1 Text: Shackleton's Journey Ice Trap	Spring 2 Text: Tales of the Caribbean Trish Cooke	Summer 1 Text: The Chocolate Tree – a Mayan Folk Tale	Summer 2 Text: London Eye Mysteries
Theme	World War 1	World War 2	Ice	The Caribbean	Chocolate	London
Main Links	History – WW1 Art and Design – Silhouettes - collage	History - WW2 DT – Make Do and Mend	Geography - Our changing world Art and Design – Landscapes painting & pastels	Geography – Trade and Economics Art and Design – Use of Colour prints	History – Ancient Mayan civilisation DT - Cooking	Geography – Enough for everyone DT – Construct the London Eye
Science	Light	Electricity	Properties and changes in materials	Living things and their habitats - Classification	Animals including humans – Heart and Circulation; Diet & Drugs	
Computing Music	Online Safety Clarinets	Radio Station Clarinets	Flowol Clarinets	Internet Webpage and Design Clarinets	3D Modelling Clarinets	KS2 performance
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Converting nouns of adjectives into verbs using suffixes; verb prefixes. Relative clauses; indicating degrees of possibility using adverbs or modal verbs. Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 			<ul style="list-style-type: none"> Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. <u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 		
RE	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah?	People of God How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	Is it better to express your beliefs in arts and architecture or in charity and generosity?
PSHE	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Handball Gymnastics Forest School (Alternating)	Tag Rugby Dance Forest School (Alternating)	Gymnastics Competitive Games Forest School (Alternating)	Team Games Dance Forest School (Alternating)	Athletics Competitive Team Games Forest School (Alternating)	Rounders/Cricket Outdoor and Adventurous Activities Forest School (Alternating) Swimming Year 6
Maths	Number: Place Value Number: Four Operations Number: Fractions		Number: Fractions (y5) Number: Ratio (y6) Number Decimals & Percentages Number: Decimals (y5) Number Algebra (y6)	Measurement – Converting Units Measurement – Perimeter, area volume Statistics	Geometry – Properties of shape Geometry – Position & Direction Y6 SATS Investigations & Consolidation	
French	My school environment	Snacks, healthy eating, French cuisine, Christmas cooking.	Paris and mapping	Continents	Le Corps Human	Preparation for the French play
Extended Writing Outcome	Diary entries Narrative	Persuasive Explanation	Newspaper report Narrative	Information texts	Letter writing Non- chronological reports	Poetry