



## Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>						
<b>Topic</b>	Superheroes	Africa	To Infinity and Beyond	Into the Woods	Letters in a bottle	Titanic
<b>Hooks/Trips</b>	Superhero dress up day Emergency service visit	Travelling zoo	UFO crash Welly boot walk	Storytelling Moors Valley Park	Schools across the UK (video)	Welly Boot walk End of year trip
<b>English</b>	Key text: Charlie's Superhero Genre: Character descriptions Setting descriptions. FBV: RESPECT	Key text: Meerkat Mail and Lion Inside. CHRISTMAS. Genre: Postcards, diaries, narrative, instructions. FBV:TOLERANCE	Key text: UFO Diary by Satoshi Kitamura Genre: Recount, Poetry, information texts. FBV:TOLERANCE	Key text: Little Red Riding Hood and the Gruffalo Genre: Traditional fairy tales, persuasive texts, recount. FBV:LAW	Key text: Katie Morag, Non-Fiction text, folk stories. Genre: Invitation, narrative. FBV:DEMOCRACY	Key text: Non-Fiction Text Genre: Letters, newspaper report. FBV:RESPECT
<b>SMSC IN ENGLISH</b>	Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television. Developing confidence and expertise in language, which is an important aspect of individual and social identity.					
<b>Power of reading</b>	Traction Man and Poems to Perform.	One day on our blue planet- The Savannah	Beegu	Owl Babies	Claude in The City	Snail and the Whale
<b>Maths</b>	Fluency (number and place value), reasoning and problem solving are evident throughout all maths.					
	Addition and subtraction Geometry Measures	Addition/subtraction Measures Multiplication/division (parts of a whole) Geometry	Addition/subtraction Geometry Multiplication/division Measures	Addition/subtraction Geometry Multiplication/division Measures	Addition/subtraction Geometry Multiplication/division Measures	Airbrick Measures Addition/subtraction Multiplication/division
<b>SMSC in Maths</b>	Children will experience the awe and wonder of mathematics by investigating patterns, this could be in the shapes of everyday objects or when exploring number patterns. They will also explore shape patterns around the world, for example those used in different buildings. They will apply their strategies to real-life problems and find out how mathematics can be used in the real world.					
<b>Science</b>	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	distinguish between an object and the material from which it is made  identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  identify and describe the basic structure of a variety of common flowering plants, including trees		



			the basis of their simple physical properties			
	Longitudinal study Gardening					
SMSC in science	<b>Spirituality</b> -Children will explore aspects of nature, find out about earth, space and their place in it, question and explore how things work and why things happen, Develop a sense of 'awe and wonder' <b>Moral</b> - Explore sensitive issues, understand why they should respect and look after the world and all living things. <b>Social</b> - children will find out how science (medical research) has changed our lives, Find out how science based charities promote health and wellbeing, Explore inventions that have changed lives. Learn that people have different viewpoints <b>Cultural</b> - Find out about different scientists around the world, investigate variation between all living things.					
FBV in science	<b>Democracy</b> - Children will work collaboratively and listen to each other's opinions and ideas. <b>Law</b> -Children will follow safety rules, and explore simple changes in the law that benefit society eg global warming or plastics in cosmetics. <b>Liberty</b> - Children will be encouraged to express opinions, make predictions, express a view and try out an idea. <b>Tolerance and respect</b> - The children will work together to plan shared enquiries. They will listen to feedback and share their conclusions. They will decide on the roles they play in a shared investigation. They will learn from each other and listen to evaluate the ideas of others.					
Geography	Seasonal and Daily weather patterns  Local Area – school, KAW, Andover. (use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key)  TOLERANCE	Seasonal and Daily weather patterns  Animals and habitats, African Countries (understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country)  RESPECT	Seasonal and Daily weather patterns  RESPECT	Seasonal and Daily weather patterns  RESPECT	Seasonal and Daily weather patterns  Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas)  Use basic geographical vocabulary  RESPECT	Seasonal and Daily weather patterns  RESPECT
SMSC GEOG	Opportunities for reflection on the creation of earth and its' origins, future and diversity. Reflection on the fair distribution of the earth's resources and issues surrounding climate change. Study of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.					
History			Neil Armstrong and Buzz Aldrin - (the lives of significant individuals in the past who have contributed to national and international achievements)		Grace Darling - (the lives of significant individuals in the past who have contributed to national and international achievements)	Titanic (events beyond living memory that are significant nationally or globally)  RESPECT DEMOCRACY LAW TOLERANCE



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SMSC History	Looking at the creation and evolution of British society. Enabling children to reflect on issues such as war, conquest, invasion, slavery etc. Showing an awareness of the moral implications of the actions of historical figures.					
RE TAKEN FROM HAMPSHIRE SYLLABUS (Living Difference)	Concept: Thankfulness  Harvest celebrations Christian, Jewish (Sukkot)  <b>FBV: TOLERANCE</b>	Concept: Journeys  Nativity journeys  <b>FBV: RESPECT</b>	Concept: Change  People Jesus met  <b>FBV: TOLERANCE</b>	Concept: Welcoming  Christians welcome Jesus  <b>FBV: LAW</b>	Concept: Specialness  Special places  <b>FBV: RESPECT</b>	Concept: Belonging (to include Shabbat)  <b>FBV: DEMOCRACY</b>
SMSC for RE	Children learn about beliefs, values and the concept of spirituality. RE reflects on the significance of religious teaching in their own lives. Develops respect for the right of others to hold beliefs different from their own. Shows an understanding of the influence of religion on society. Fosters appreciation and understanding of different cultures, religions and traditions. Collective worship allows time for personal reflection and prayer.					
PE	FOM- Gym (Shapes, linking shapes using travelling.)  FSS- Team (Team games)  <b>FBV: TOLERANCE</b>	FOM- Ball (Sending/receiving by throwing/kicking/rolling.)  FSS- Dance (Individual movement to sound.)  <b>FBV: RESPECT</b>	FMS- Gym (Recap shape, apparatus, routines.)  FOM- Teamwork  <b>FBV: TOLERANCE</b>	FOM- Dance (Partner work and sequential movement.)  FMS- Athletics. (Relay, running, jumps.)  <b>FBV: LAW</b>	FSS- Teamwork (Team games, team sports.)  FMS- New Age Kurling  <b>FBV: DEMOCRACY</b>	FMS- Sports day activities (Relay, running, jumps.)  FMS- Ball (Bat and ball)  <b>FBV: RESPECT</b>
SMSC for PE	Children's SMSC development is actively promoted through PE by: activities involving co-operation, teamwork, competition, rules, self-discipline and fair play. Exploring the sports and traditions of a variety of cultures. Individual activities that provide the opportunity for self-reflection, awareness and challenge.					
Art/DT	Cooking-healthy eating Tolerance and respect- cultural and life style choices	Cooking-healthy eating Tolerance and respect- cultural and life style choices	Cooking-healthy eating Tolerance and respect- cultural and life style choices	Cooking-healthy eating Tolerance and respect- cultural and life style choices	Cooking-healthy eating	Cooking-healthy eating



	<p>Artist Study: ANDY WARHOL (about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work)</p> <p>Law-artist study, “graffiti style art”- discuss</p> <p>Art – Printing (to use a range of materials creatively to design and make products)</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>ART - African Sunset (to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination)</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>DT - Space Buggies (to use a range of materials creatively to design and make products)</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Artist Study: Henry Moore Art – Clay Boggarts (to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space)</p> <p>DT – Sock Puppets (to use a range of materials creatively to design and make products)</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Tolerance and respect-cultural and life style choices</p> <p>Artist Study: Jackson Pollock</p> <p>Art- Splatter painting (to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space) Democracy (roles within class large scale outdoor project)</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Tolerance and respect-cultural and life style choices</p> <p>DT – To make a life boat (to use a range of materials creatively to design and make products)</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>
SMSC for Art/DT	<p>Art contributes to our children’s SMSC development through the development of aesthetic appreciation and enabling a sense of 'awe' and 'wonder'. Children have the opportunity to reflect on nature, their environment and surroundings. They study artists with a spiritual or religious theme and consider factors such as the differences and similarities between us within portrait art.</p> <p>Design and Technology including cookery, makes a contribution to children’s SMSC development through the opportunity to reflect on products and inventions, the diversity of foods and implications of healthy eating. The diversity of materials and ways in which design can improve our lives. Children become aware of the dilemmas created by allergies and cultural and life style choices and the moral dilemmas created by technological advances and how different cultures have contributed to technology. Children experience working as part of a team, recognising others’ strengths and weaknesses and sharing ideas and equipment.</p>					
Computing	<ul style="list-style-type: none"><li>recognise common uses of information technology beyond school</li><li>understand what algorithms are, how they are implemented as programs on digital devices, and</li></ul>	<ul style="list-style-type: none"><li>create and debug simple programs</li><li>use logical reasoning to predict the behaviour of simple programs</li></ul>	<ul style="list-style-type: none"><li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li></ul>			



	that programs execute by following precise and unambiguous instructions			<ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
	<b>FBV: TOLERANCE</b>	<b>FBV: LAW</b>		<b>FBV: RESPECT</b>
<b>SMSC for computing</b>	Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world. Making clear the guidelines about the ethical use of the internet and how we keep others and ourselves safe e.g. discussing the moral and social implications of cyber-bullying. Acknowledging advances in technology and appreciation for human achievement.			
<b>Global Education</b>				
<b>Music</b>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> </ul> <b>FBV: RESPECT</b>	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms</li> <li>Identify the beat of a tune.</li> </ul> <b>FBV: TOLERANCE</b>	<ul style="list-style-type: none"> <li>Create short, musical patterns.</li> <li>Choose sounds to create an effect</li> </ul> <b>FBV: LAW / DEMOCRACY</b>	
<b>SMSC for music</b>	Teaching that encourages children to be open to the music of other cultures. Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances). Lead children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience. Looking at the way music can change moods and behaviour. Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers. Listening to music together and celebrating e.g. Proud assembly on Fridays, our special whole school songs etc.			
<b>Drama</b>	Embedded into English Lessons and themes.			
<b>PSHCE/SRE</b>	Thrive sessions based on individual classes and cohorts. School councillors- democracy. Weekly Assemblies – rolling assemblies- RRR, SEAL, Family Links. Fundamental British Values.			

