

**CURRICULUM TOPIC MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING
PROGRESSION**

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	Circus	Superhuman	Ready Steady Grow	What a Wonderful World		Dead or Alive
History	<p>Circus past and present/ include debate on animals</p> <p>Historical understanding, he/she can describe the similarities and differences between life during a time in the past and life today.</p>	<p>Mary Seacole/Florence Nightingale/Rosa Parks</p> <p>Historical understanding, he/she can use pictures and role play to tell stories from the past.</p> <p>Historical understanding, he/she can place events and objects in chronological order.</p> <p>Mary Seacole timeline</p> <p>Historical understanding, he/she can use a wide</p>	NA	<p>Amelia Earhart</p> <p>Periods in history he/she can discuss some significant historical events, people and places in his/her own locality. (Forge Mill)</p> <p>Historical understanding, he/she can place events and objects in chronological order.</p> <p>Airplane timeline</p>	NA	

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		vocabulary of everyday historical terms including those related to the passing of time e.g., before, after a long time ago, past.			
Geography	NA	NA	NA	<p>Place Knowledge He/she understands about basic geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Geographical skills and fieldwork he/she can use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.</p> <p>Geographical skills and fieldwork he/she can use aerial photographs to recognise basic human and physical features.</p> <p>Human and Physical Geography he/she can use basic geographical vocabulary to identify and describe key physical features e.g., beach, coast, mountain, sea, ocean, river, season and weather.</p> <p>Locational Knowledge Name and locate the worlds 7 continents and 5 oceans</p>	NA

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<p>Art</p>	<p>Sad clown faces by Alice Neel Picasso Cubism</p> <p>Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.</p> <p>Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.</p>	<p>Art Week</p> <p>Sketch using different media</p> <p>Create a working Model</p> <p>Printing, rolling and dabbing</p> <p>3D Model Snowman</p> <p>Calendar using a range of materials</p>	<p>Carl Warner vegetable landscapes</p> <p>Guiseppe Arcimboldo Fruit & Veg faces Sculpture he/she can make a model using natural and manmade materials to show a simple idea or using his/her imagination Sculpture he/she can explain how they are making his/her sculpture. (With vegetables)</p> <p>Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, oil pastels and sculpture with fruit and veg and produce simple designs.</p>	<p>Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs. (Making own Model Aeroplanes) Annotate sketch books, what worked well?</p>	<p>Draw their Perfect pet using:</p> <p>Drawing he/she can use different types of pens to make different types of line.</p> <p>Minibeasts:</p> <p>Drawing he/she can use charcoal pieces to create different lines, large sweeping movements.</p>
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Computing	Computing systems and networks-IT all around us	Creating Media-Digital Photography	Creating Media-Making Music	Data and Information-Pictograms	Programming a r	
PE	Gymnastics he/she can perform simple rolls e.g., forward, pencil, teddy-bear. Gymnastics he/she can balance using his/her hands, feet or seat. Gymnastics he/she can travel in different ways e.g., Jumping, skipping, walking, leaping, hopping etc.	S (Dance) he/she can copy short motifs (a short phrase or movement that is repeated.) (Dance) he/she can link two or more actions together. (Dance) he/she can perform the basic dance actions e.g., travel and change direction, jump, change of size and shape.	Games he/she can throw a ball underarm, over arm and use a bounce pass. (rounders) Games he/she can pass a ball to a partner using his/her hands and feet. (Football and netball)	Games he/she can hit a ball with a tennis style bat or racquet. (Tennis & Hockey)	Athletics he/she can sprint up to 60m. Athletics he/she can jump side to side; both feet together; one foot to the other	Sport Day preparation
Science	<u>Materials</u> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending,	Notice that animals, including humans, have offspring which grow into adults Find out about and	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into	Our Planet David Attenborough Climate Change Litter The Ocean		Bug hotels/Bug Hunts Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds

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	<p>twisting, and stretching</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses</p>	<p>describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Glitter investigation</p>	<p>mature plants</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Healthy lunch box Eat Well Plate</p>		<p>of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro- habitats</p>
Working Scientifically	<p>Recognise that questions can be answered in different ways, (Pupil can suggest</p>	<p>Exercise Investigation</p> <p>Ask simple questions.</p> <p>Perform simple tests</p>	<p>Ask simple questions. Recognise that questions can be answered in different ways (^)</p>	<p>Melting Ice Investigation</p> <p>Observe closely, using simple equipment LINK Perform simple tests Record and communicate their findings in a range of ways and begin to use simple scientific language</p>	

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	different ways of answering a question, e.g., testing the suitability of materials for different purposes.	<p>Bread investigation</p> <p>Observe closely, using simple equipment</p> <p>Record and communicate their findings in a range of ways and begin to use simple scientific language</p>	<p>Observe closely, using simple equipment LINK</p> <p>Perform simple tests</p> <p>Record and communicate their findings in a range of ways and begin to use simple scientific language</p> <p>identify and classify</p> <p>Gather and record data to help answer questions</p> <p>Use their observations and ideas to suggest answers to questions</p>			
Music	<p>Following Music Express Program</p> <p>Toys</p> <p>Storytime</p>	<p>Following Music Express Program</p> <p>Ourselves</p> <p>Our Bodies</p>	<p>Following Music Express Program</p> <p>Animals</p> <p>Water</p>	<p>Following Music Express Program</p> <p>Our Land</p> <p>Pattern</p> <p>Travel</p>	<p>Following Music Express Program</p> <p>Weather</p> <p>Seasons</p>	<p>Following Music Express Program</p> <p>Our Bodies</p> <p>Number</p>

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DT	<p>Design make and evaluate a big top. Through exploring and assembly he/she can find ways to make his/her structures more stable, so they are freestanding. e.g. The use of a base, overlapping joints. Materials and modelling wire.</p>	<p>Make he/she can colour fabrics using paints to print and paint. Making Christmas Paper</p> <p>Design and make and evaluate a sock toy. Make he/she can decorate textiles using buttons, beads, sequins, braids & ribbons.</p>	<p>Design and prepare a Salad? Fruit peacocks Food he/she can name foods from each section of the Eatwell plate and understands they should eat at least 5 portions of fruit and veg each day. Plasticine Healthy plate</p> <p>Food he/she understands that food comes from plants and animals and has to be farmed, grown or caught. Hatton Country World, Our Farming Year trip. Food he/she can use the right tools to peel, grate and chop. Food he/she can read a simple scale to measure and weigh out ingredients.</p>	<p>Design, make and evaluate an aeroplane.</p> <p>Make he/she can independently cut wood/dowelling using a hacksaw and bench hook</p> <p>Make he/she can roll, fold, tear and cut paper and card.</p>	Bug Hotels
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PSHE	<p>Following the Ten Ten Education Programme.</p> <p>Let the Children Come</p> <p>I am Unique</p> <p>Girls and Boys</p>	<p>Following the Ten Ten Education Programme.</p> <p>Clean & Healthy</p> <p>Feeling Likes & Dislikes</p> <p>Feelings inside out</p>	<p>Following the Ten Ten Education Programme.</p> <p>Super Susie Gets Angry</p> <p>The Cycle of Life</p> <p>Three in one</p>	<p>Following the Ten Ten Education Programme.</p> <p>Who is my Neighbour</p>	<p>Following the Ten Ten Education Programme.</p> <p>The Communities we live in</p>	<p>Thrive</p>
Enrichment	<p>Circus Skills £7:50</p> <p>Fairy Tale Day</p>	<p>St John Ambulance</p> <p>Florence Nightingale Workshop</p>	<p>Hatton Country World</p> <p>Healthy Eating Day</p>	<p>Space Camp £2:00</p> <p>Forge Mill</p> <p>Cosford RAF Museum</p>	<p>Dogs trust FREE</p> <p>Ryton Pools</p>	

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