



WHOLE SCHOOL CURRICULUM MAP

Please note: The activities and titles of these Learning units are for guidance only and may be named differently by year groups - but with the same teaching objectives and intended learning outcomes. As per our Curriculum policy: **'Teaching teams have the freedoms and flexibility to change the time in the year that they implement each unit, to write their own units and/or use the units as they are. Teaching teams are expected to create their own titles and key question for each Learning Experience, not always using the Edison Learning Unit titles. Whatever adaptations take place, we aim to ensure that the National Curriculum objectives are taught.'** Please see our Curriculum Policy which contains more details of how we plan for learning opportunities and outlines our wider Curriculum offer.

Early Years Foundation Stage – In Early Years, all teaching and learning is based around the government non-statutory document 'Development Matters' and children work towards achieving the Early Learning Goals in the Prime and Specific areas. Teachers work closely with the children to ascertain and follow their interests, and so adapt the curriculum and learning to their specific needs.

Here are some examples of experiences that were taught in 2018/2019 academic year, but these may be altered and adapted based on the needs and interests of the learners in subsequent years.

| Term | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|--------------------------|-------------------------|---------------------------|--------------------------------|---|---------------------------------------|-------------------------|
| Key text | Naughty Bus | The Everywhere Bear | Panda (non-fiction) | Jack and the Beanstalk | Supertato | What the Ladybird heard |
| Learning question | What has he been up to? | Where would you take him? | What can we learn about Bears? | Once upon a time... Can you tell a story? | How can we help heroes to be healthy? | What's in your Garden? |

Key Stage 1 - Years 1&2 (Learning Units with a slight subject focus)

(Match to Switched on Computing ½ termly units)

| | | | | | | | | |
|---|--|--|--|---|---|--|--|--|
| | 6 weeks | 6 weeks | 6 weeks | 6 weeks | 6 weeks | 6 weeks | | |
| Focus Learning & Life Skill | LLS Unit - Learning together (Learning with Others) | LLS Unit – It’s up to me! (Developing Independence & Responsibility) | LLS Unit – Becoming a better learner (Improving own Learning and Performance) | LLS Unit – Knowing me, knowing you! (Developing Sense of Self Worth & Understanding of Self and Others) | LLS Unit – Think, Think, Think! (Thinking Skills) | LLS Unit - Speaking and Listening | | |
| | 6 weeks | 6 weeks | 9 weeks | 3 weeks | 6 weeks | 6 weeks | | |
| What’s the weather like today? Seasonal Change — possible ongoing Learning Unit Y1/2 | | | | | | | | |
| Yr 1 | <p>Why do we play with different toys as we grow older? (History & Science) Childhood and technological change, toys and games. Sig Indiv: Biography in a Bag -Ole Kirk Christiansen and LEGO Science Y1 Everday Materials Animals including humans</p> <p>(1.1 we are treasure hunters)</p> | <p>Hello, I am new here; Bonjour, je suis nouveau ici (Geography and Science) School building and grounds, Key human and physical features of its environment. Comparison with Morocco, Marrakesh - features and climate Science Y1 Plants Animals including humans Seasonal change</p> <p>(1.6 we are celebrating)</p> | <p>What can we learn about our world from stories?(including Wales, Scotland and Ireland) (D&T & Science) Design, make, evaluate – Textiles & Card Science Y1 Everday Materials 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 the basis of their simple physical properties. Seasonal change Geography -Find and locate the countries and capitals on world map, globe and Google Earth</p> | <p>Starry Night* (Arts) Art, music, dance Line drawing Colour mixing blue and yellow Colour mixing - tones Van Gogh Listening to compositions Dance Exploring instruments Rhymes leading to singing</p> <p>(1.4 we are collectors)</p> | <p>(Optional) Developing the Global Dimension in your Curriculum</p> | <p>Why is water so precious? (Science) Science Y1 Plants Animals including Humans Seasonal Changes Significant Individuals: Biography in a Bag - Dr John Snow 1854, Joseph Bazalgette 1858 London</p> <p>(1.3 we are painters)</p> | <p>Where will we go for a great day out? Our Great Exhibition (History, Geography) Education, railway journeys, The Great Exhibition Sig Indivs: Thomas Edison, Elizabeth Fry, Isambard Brunel, Richard Branson Geography: Routes and London</p> <p>(2.1 we are astronauts)</p> | <p>(Optional) Why are the Ancient Greeks so significant for us?</p> |

| | | | | | | | |
|--|---|--|--|---|--|--|--|
| | | | (1.5 we are story tellers) | | | | |
| Where did it happen? When did it happen? History and Geography in the news – possible ongoing LU Y1/2 | | | | | | | |
| Yr2 | <p>Can Party Food be Healthy? <i>"Which materials would make good party decorations?"</i></p> <p>(Science and Design & Technology) Science:</p> <ul style="list-style-type: none"> Y1/2 Science Everyday Materials <p>Technology:</p> <ul style="list-style-type: none"> Plan a party lunch for the class Prepare healthy party foods Design and make a party hat or party decorations <p>(1.2 we are tv chefs)</p> | <p>Pride in Place What do we like about our place? What makes us proud of our place? (History and Geography)</p> <p>Buildings, shops, homes, streets and spaces The Great Fire of London Sept 2 1666</p> <p>(2.3 We are photographers)</p> | <p>What is the best way for Mrs Armitage to travel? (Science and Design & Technology)</p> <p>Investigating toy vehicles Tool skills Making a prototype chassis Design a vehicle Make the vehicle Evaluate the finished product</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms -w heels and axles - in their products.</p> <p>Science Y2 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>Sig Indiv: John MacAdam, John Dunlop, Charles Macintosh</p> <p>(2.5 we are detectives)</p> | <p>Where do Bong trees grow? (The Owl and the Pussy Cat*) (Arts) Art, poetry, dance</p> <p>Sketch book Line, texture Poetry Choral speaking Observational drawing Composition Dance Sig Ind Edward Lear</p> <p>(2.2 We are games testers)</p> | <p>What makes us like other animals? (Science & Geography) Y2 Science Living things and their habitats Plants Animals including Humans Jane Goodall and chimp behaviour Dian Fossey gorillas Miriam Rothschild fleas Charles Darwin and David Attenborough educating the general public Geography - Location of creatures in hot and cold areas, mountains, deserts, oceans, jungles, forests, lakes</p> <p>(2.6 we are zoologists)</p> | <p>How did families have fun in the past? The Seaside (Geography and History) Robert Stephenson railway networks and The Rocket George Hudson the Railway King 1800-1871 Local railway line builders – Morton Peto and Lowestoft; George Tomline and Felixstowe Sir Peter Hesketh Fleetwood and Fleetwood</p> <p>(2.4 We are researchers)</p> | |

Key Stage 2 – Years 3, 4, 5 & 6 (Learning Units with subject focus) see following sheets

| | | | | | | | | |
|--|--|---|--|--|--|---|---|---|
| | 6 weeks | 6 weeks | 6 weeks | 6 weeks | 6 weeks | 6 weeks | | |
| Focus Learning & Life Skill | LLS Unit - Learning together (Learning with Others) | LLS Unit – It’s up to me! (Developing Independence & Responsibility) | LLS Unit – Becoming a better learner (Improving own Learning and Performance) | LLS Unit – Knowing me, knowing you! (Developing Sense of Self Worth & Understanding of Self and Others) | LLS Unit – Think, Think, Think! (Thinking Skills) | LLS Unit - Speaking and Listening | | |
| | 6 weeks | 6 weeks | 9 weeks | 3 weeks | 6 weeks | 6 weeks | | |
| | Where did it happen? When did it happen? History and Geography in the news –possible ongoing LU Y3-6, plus Biography in a Bag – Mary Anning Y3/4 | | | | | | | |
| Subject Focus | Science Focus | History focus | Technology & Science focus | Arts focus | (Optional) Developing the Global Dimension in your Curriculum | Science focus | Geography focus | (Optional) Why are the Ancient Greeks so significant for us? |
| Year 3 | <p>How does electricity work? <i>Bright Sparks:</i> Context 3 Pigs & being an electrician Y3/4 Science Electricity Forces & Magnets Working Scientifically Sig ind - Edison</p> <p>(3.4 we are network engineers)</p> | <p>Who were the greatest builders in the world? Overview: First civilisations Comparison Stone Age, Bronze Age and Iron Age in Britain with Ancient Egyptians Depth: Middle Kingdom 1550-1000 BC Event: the discovery of Lindow Man, the bog body</p> <p>(2.5 we are detectives/ 3.3 we are presenters)</p> | <p>Let’s go on an adventure. Would we like to visit Guatemala? (Geography, History and D&T) Guatemala City and the Low lands region Mayan civilisation AD900 and <i>What was happening here at this time?</i> Alfred the Great, Athelstan D&T design, make evaluate Puppets (Maya mythology – creation stories links between people and their environment) Technological knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products - levers and linkages Food & nutrition tasting south American food</p> <p>Y 3/4 Science</p> <p>Forces & Friction Measuring forces Pulling objects (Air resistance Y5) Working scientifically</p> | <p>The Games Children Play* <i>Dance, art and poetry, music</i> Breughel Quick figure sketches Quick life drawings Class composition Music Listening, Appreciating, Responding Building the dance Performing the dance</p> <p>(3.1 we are programmers)</p> | | <p>Are bugs important? Science Y3/4 Animals including humans Y3 Plants Y4 Living things and their habitats Working scientifically</p> <p>(3.2 we are bug fixers)</p> | <p>How can we make living here better for everyone? Town Planners Science Y3 Rocks?? Stories of New Towns and Model Villages– Telford, Peterlee, Bournville, Saltaire, Milford, Port Merion, New Lanark, Poundbury Ghost Towns: American West, Libya, Namibia, Angola (3.6 we are opinion pollsters)</p> | |

| | | | | | | | |
|--------|--|--|---|--|---|---|--|
| | | | (3.5 we are communicators) | | | | |
| Year 4 | <p>How do I see? How do I hear? <i>Context</i> Y3/4 Science Light & Sound Working scientifically</p> <p>(4.3 we are musicians)</p> | <p>Why do we speak English at school? Where did English come from? (History, Geography and Drama) Overview of the Romans, Anglo-Saxons and Vikings arrival and settlement of the British Isles. Depth study of a local example of one of them. Stories selected from Boudica, Sutton Hoo, Augustine, Alfred the Great, Bede</p> <p>(4.1 we are software developers)</p> | <p>Should we stop eating chocolate? <i>Chocolate</i> D&T design, make, evaluate Market research Design chocolate product make and evaluate Analysis, design and making packaging Evaluation cooking & nutrition – know where food comes from Y4 Science States of Matter Working scientifically</p> <p>Origins of Chocolate – Mayan and Aztec societies and the spread to Europe Biography in a bag – Cadbury and Fry</p> <p>(4.5 we are co-authors)</p> | <p>From a Railway Carriage* <i>Poetry, art, music, dance</i> Group discussion detail of poem Practise & rehearse choral speaking of the poem Freeze frame - view from the carriage Passengers on the train Choral performance Read the poem Create success criteria for poem Comparison with other 'railway' poems Guided writing - creating a class poem Write own poem Railway pictures - reading images View from a railway carriage Design the train of the future Exploring rhythms Creating a soundtrack Music performance Creating movement pattern Creating a sequence of movement to soundtrack Dance performance</p> <p>(4.2 we are toymakers)</p> | <p>What happens inside us? Y3/4 Science Y3/4 Animals including humans Working scientifically</p> <p>(4.4 we are HTML editors)</p> | <p>European Regional Study Denmark or Germany or Holland or Italy or Norway. What is it like there?</p> <p>Geography physical and human characteristics of a country</p> <p>(4.6 we are meteorologists)</p> | |
| Year 5 | <p>What is it made of? <i>Mysterious Materials</i> <i>Context</i> Testing materials for companies</p> | <p>Why would someone build a castle in England? Why</p> | <p>Fairground D&T design, make, evaluate Shaky hand tester Fairground ride</p> | <p>The Highwayman* <i>Poetry, art & Dance</i> Learn the poem Opinion line - villain or hero?</p> | <p>Do we make the most of what's right on our doorstep? Y5 Science</p> | <p>Who are we? Why do I live here? UJK and Duluth USA</p> | |

| | | | | | | | | |
|--|---|---|---|--|--|---|--|--|
| | <p>Y5 Science Properties and changes to materials Working scientifically</p> <p>(5.3 we are artists)</p> | <p>don't we build them now? (History) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Sig indiv. William of Normandy and 1066+, Edward 1st 1272-1307</p> <p>(5.4 we are web designers)</p> | <p>Use of commercial construction kits Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>Y5/6 Science Y6 Electricity Y6 Light Y5 Forces Working scientifically Biography in a bag – Newton</p> <p>(5.1 we are game developers)</p> | <p>Freeze frame Performance Read poem - first impressions, unfamiliar words What's the story? Sequence and storyboard Hot seating Character profiles Features of the poem Describe the characters using metaphor and simile Tell the story Letters Explore the story in modern day setting and script performance Chalk and charcoal doorways Charles Keeping's illustrations Illustrate a line of the poem Figure drawing 3D representation of a character Soundtrack with illustrations Exploring percussion instruments Creating a soundtrack Performance Imaginative movement Performance (5.5 we are bloggers)</p> | | <p>Y5 Living things and their habitats Y5 animals including humans Working scientifically (Archibald McIndoe mini-experience Could fit here- Science)</p> <p>(5.2 we are cryptographers)</p> | <p>Comparative North American regional study with The Great Lakes Basin – Lake Superior and Duluth, Minnesota</p> <p>(5.6 we are architects)</p> | |
|--|---|---|---|--|--|---|--|--|

| | | | | | | |
|--------|--|---|---|--|---|---|
| Year 6 | <p>What's out there? <i>Out of This World</i> Y5 Science Earth & Space Working scientifically Y5 Forces</p> <p>Biography in a bag - Copernicus</p> <p>(6.1 we are app planners)</p> | <p>Has there ever been a better time to live here? A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Possible aspects: political, military, economic, social</p> <p>(6.3 We are market researchers)</p> | <p>Why do some creatures no longer exist? (<i>not D&T see Summer 2</i>) Context David Attenborough's Big Egg</p> <p>Y6 Science Evolution & inheritance Geography – islands Madagascar & the Gallapagos <i>Why was Charles Darwin the most dangerous man in England in 1859?</i> Biography in a bag Darwin</p> <p>(6.4 we are interface designers)</p> | <p>The Lady of Shalott* <i>Poetry art dance</i> Reading images Freeze frame Empathy for the Lady of Shalott Hot seating Choral speaking Choral performance Exploring settings Enquiry questions Explore structure of the poem Write poem/prose Fantasy images Illuminated manuscripts Develop fantasy image to ink and wash Listen to Pavaues Create a Pavane Explore musical instruments Learning Pavane step Learning/creating the dance Perform the Pavane</p> <p>(6.5 We are mobile app developers)</p> | <p>The Great UK Geographical Challenge</p> <p>Regions of the United Kingdom</p> <p>(6.6 we are marketers)</p> | <p>Mini-enterprise D&T design make evaluate Pupil choice</p> <p>(6.2 we are project managers)</p> |
| | <p>Let's Go Round Again – Year 6 Science revisit Y6 Electricity & Light</p> | <p>Y5/6 Animals including humans</p> | <p>Y6 Living things and their habitats</p> | | | |
| | <p>Interfaith Explorers (Optional) Additional LU & online resources</p> | <p>Explore the links between the 3 Abrahamic faiths</p> | <p>Judaism, Christianity, Islam There is more that unites than divides us</p> | <p>A transition LU for Y5/6 in preparation for the move to a bigger more diverse community</p> | <p>'I can appreciate why other people believe in different things to me'</p> | <p>Designed to promote mutual respect through greater understanding</p> |

