

Upper School – Curriculum Map- Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Rainforest		Vikings		Art - still life- Vincent Van Gogh	History of Art
English	<p>Non-chronological reports - Rainforest - looking at a selection of books related to the topic from the library</p> <p>Free verse poetry - rainforest theme looking at using the senses to explore</p> <p>Narrative - Stories which raise issues or dilemmas -Journey to the River Sea by Eva Ibbotson</p> <p>Recount - writing from different perspectives - a trip to the rainforest from the point of view of humans and animals</p> <p>Persuasion- persuade to help save the Amazon after the fires</p>		<p>Stories from other cultures - Norse myths and legends- create their own</p> <p>Recount (journalistic) - a Viking raid/Viking battle e.g. the Viking Battle of Maldon</p> <p>Explanation - How did the Vikings fight? Looking at tactics as a whole -raids, at sea</p>		<p>Biographies - based on the life of Vincent Van Gogh</p> <p>Persuasion - persuasive letter to persuade different people to come and visit class art gallery in the hall (Mrs Wigmore, Mr Simmonds, parents etc)</p> <p>Instructions - how to create a piece of art in the style of Van Gogh</p> <p>Research and fact files Banksy Cliff Monet TBC etc...</p>	
Class Text	Running Wild by Michael Morpurgo		Odd and the Frost Giants by Neil Gaiman		The Goldfish Boy by Lisa Thompson (links to mental health) ADD more TBC- Biography- reading	
Science	<p><u>Biology - investigating living things (animals)</u></p> <p>To use scientific vocabulary To use written and verbal explanations To raise questions about working scientifically To undertake practical work To report scientific findings</p> <p>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>		<p><u>Chemistry - Properties and changes of Materials</u></p> <p>To raise questions about working scientifically To carry out scientific investigations To use written and verbal explanations To report scientific findings To undertake practical work</p> <p>• Compare and group together everyday materials based on evidence from comparative and fair tests, including their</p>		<p><u>Physics - Earth and Space</u></p> <p>To use written and verbal explanations To find links between scientific technologies To use scientific vocabulary</p> <p>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies.</p>	

	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. <p><u>Sound</u></p> <ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. 	<p>hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	<ul style="list-style-type: none"> • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
History		<p><u>Vikings - Raids and invasions</u></p> <p>To gather evidence To interpret and compare sources To use chronological language To use chronology To use historical vocabulary</p> <ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century 	<p><u>Art- Still Life</u></p> <p>To gather evidence To interpret and compare sources To use chronological language To use chronology To use historical vocabulary</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. • Use dates and terms accurately in describing events. <ul style="list-style-type: none"> • Use chronology to place styles of Art in order

		<ul style="list-style-type: none"> • decade • legacy. <p>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>• Use original ways to present information and ideas.</p>		
Geography	<p><u>Amazon Rainforest and Other Rainforests Around the World</u> To use geographical resources To understand and explain physical features To use geographical language and vocabulary To compare locations</p> <p>*Compare UK to South America - similarities and differences. *Describe the physical geography of a rainforest.</p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) • Understand some of the reasons for geographical similarities and differences between countries. 	<p><u>Viking Britain</u> *types of settlements *Journeys taken, settlements and land use of the Vikings</p> <p>To understand and explain physical features To understand and explain human features To use geographical language and vocabulary To read compass points and grid references</p> <ul style="list-style-type: none"> • Describe how countries and geographical regions are interconnected and interdependent. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 		
Design and Technology	<p><u>Creating something to improve lives of animals in the rainforest</u> To use cutting techniques To explore and compare product design To design with a purpose</p>			<p>Select one of the preferred artists and re-create ...To use cutting techniques To design with a purpose To evaluate, refine and improve</p>

	<p>To construct and assemble products To evaluate, refine and improve</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). 			<ul style="list-style-type: none"> • Design a sculpture • Create in the style of an inspiration • Evaluate • Define purpose and audience response
Art	<p><u>Rainforest Collage</u> To collect visual information To develop colour and patterns using brush techniques To use cutting techniques To take inspiration from artists</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 		<p><u>Still Life Artwork</u> To take inspiration from artists To collect visual information To respond to artistic ideas To develop colour and patterns using brush techniques To use drawing skills To use printing techniques To use digital media to create images (links with computing – KS2)</p>	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use lines to represent movement. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Computing	Autumn 1 and Autumn 2		Spring 1 and Spring 2		Summer 1	Summer 2
	<p>COLLECTING</p> <p>To collect and organise data To present data (upper KS2)</p> <ul style="list-style-type: none"> Select appropriate applications to devise, construct data and present data <p><u>Online Safety -</u> *Content – downloading, inaccurate information, fake news *Contact – people might not be who they say they are going the information, reliability of the website, check 3 sources *Conduct – reliability and responses to online information, impact on others *Critical thinking check list.</p> <p>Possible Curriculum Link – Rainforest animals</p>		<p>CODING</p> <p>To understand and import instructions To use coding for controlling objects To use variables for calculations (KS2)</p> <ul style="list-style-type: none"> Set IF conditions for movement. Specify types of rotation giving the number of degrees. Change the position of objects between screen layers (send to back and bring to front) Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation Combine the use of pens with movement to create interesting effects. Use lists to create a set of variables. Use the Boolean operators () < () () = () () > () ()and() ()or() Not() to define conditions. <p><u>Online Safety - Gaming</u> *Content – inappropriate material and language *Contact - chatting with people they do not know, unwanted contact (bullying). *Conduct – oversharing of information, online reputation, reporting *SMART checklist</p>		<p>COMMUNICATING</p> <p>To create messages To communicate through APPS and devices</p> <ul style="list-style-type: none"> Choose the most suitable applications and devices for the purposes of communication. <p><u>Online Safety -</u> *Content – video chat and webcams, ephemeral or expiring content *Contact – cyberbullying, grooming, online contacts, fake friends *Conduct – online reputation, online harassment, impact on themselves and others *Social Media checklist</p>	<p>CONNECTING</p> <p>To use online platforms appropriately To be safe and responsible To understand e-safety laws</p> <ul style="list-style-type: none"> Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. <p><u>Online Safety -</u> *Content – social media, live streaming, privacy settings *Contact – online contacts, geolocation, number of likes and well-being *Conduct – digital footprint, online laws, reporting *Social Media checklist</p> <p>Possible Curriculum Link – Websites for artists or their artwork</p>
RE (TBC)	Creation	Islam Incarnation	Incarnation Judaism	Salvation	Gospel	Pentecost
Music					<p><u>Singing - production</u></p> <p>To control and adapt my voice when singing</p> <p>To perform to an audience</p> <p>To create patterns of sound</p> <p>To combine musical elements (including digitally)</p> <p>To listen and describe elements of music</p> <ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a 	

			<p>melodic ostinato to accompany singing.</p> <ul style="list-style-type: none"> • Perform with controlled breathing (voice) and skillful playing (instrument). • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	
<p>MFL Spanish</p> <p>To decode and read</p> <p>To understand and translate</p> <p>To write words and phrases</p>	<p>Respond to words, phrases and sentences (1)</p> <p>Communicate in the language at a simple level (3)</p> <p>Recognise some familiar words and phrases in written form (7)</p> <p>Write some single words from memory (10)</p>	<p>Communicate in the language at a simple level (3)</p> <p>Repeat and adapt sentences heard based on familiar vocabulary (4)</p> <p>Imitate accurate pronunciation (5)</p> <p>Perform a short presentation based on a model, speaking clearly (6)</p>	<p>Communicate in the language at a simple level (3)</p> <p>Repeat and adapt sentences heard based on familiar vocabulary (4)</p> <p>Imitate accurate pronunciation (5)</p> <p>Perform a short presentation based on a model, speaking clearly (6)</p>	

<p>To apply knowledge of GPS</p> <p>To speak aloud</p> <p>To listen and understand</p> <p>To ask and answer questions</p> <p>To participate in conversations</p> <p>To understand cultural history</p> <p>To understand and compare cultures</p>		<p>Learn and remember new words encountered in reading (9)</p> <p>Know that nouns may have different genders (12)</p>	<p>Learn and remember new words encountered in reading (9)</p> <p>Know that nouns may have different genders (12)</p>			
<p>Music (Phase Worship/End of Day)</p>	<p>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context.</p>					
<p>P.E</p>	<p><u>Gymnastics</u> To copy and repeat movements To move with a purpose To move the body with control and balance To plan and perform movements</p> <p>• Create complex and well-executed sequences that include a full range of movements including:</p>	<p><u>Games - dodgeball</u> To strike an object To retrieve and receive an object To lead or work within a team To compete as an individual To develop accuracy</p> <p>• Choose and combine techniques in game situations (running,</p>	<p><u>Dance</u> To copy and repeat movements To move with a purpose To move the body with control and balance To plan and perform movements</p> <p>• Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Plan to perform with high energy, slow grace or other</p>	<p><u>Basketball</u> To strike an object To retrieve and receive an object To lead or work within a team To compete as an individual To develop accuracy</p> <p>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to</p>	<p><u>Athletics/Sports Day Practice</u> To adapt running through speed and stamina To develop throwing for a purpose To jump for a purpose To compete against others or myself</p> <p>• Uphold the spirit of fair play and respect in all competitive situations • Throw accurately • Show control in take off and landings when jumping. • Compete with others and</p>	<p><u>Games - Rounders</u> To strike an object To retrieve and receive an object To lead or work within a team To compete as an individual To develop accuracy</p> <p>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy.</p>

	<ul style="list-style-type: none"> • travelling • balances • flight • vaults • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Use equipment to vault and to swing (remaining upright). 	throwing, catching, passing, jumping and kicking, etc.). <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game 	themes and maintain this throughout a piece. <u>Cross Country</u> <ul style="list-style-type: none"> • Choose the best place for running over a variety of distances. 	gain points or possession. <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. • Lead others when called upon and act as a good role model within a team. 	keep track of personal best performances,	<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play.
PSHE	PSHE is not specifically taught but is immersed into all teaching and developed specifically in collective worship times					
Potential visits/trips	Zoo lab (3 different rainforest workshops available) Rainforest Café (money goes towards saving rainforest)	Maldon (Viking Battle of Maldon, statue, poem, boat trip) Layer Marney Tower (also do Vikings workshop)				Tate Modern (EY Exhibition Van Gogh and Britain) National Gallery (7 of Van Gogh's paintings)