

## Middle School - Curriculum Map 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	<b><u>Ancient Egyptians</u></b>		<b><u>Florence Nightingale/ Mary Seacole</u></b>		<b><u>Food and fitness</u></b>	
English	Narrative Non-chronological report Instructions Diary Entry Explanation		Non-chronological report Poetry Instructions Traditional Tales Narrative		Narrative Recount Letter Explanation Playscript	
Class Texts	The Egyptian Cinderella Ancient Egyptian Fact Files Secrets of a sun king Street beneath my feet		If I were in charge of the world poem Florence Nightingale/ Mary Seacole fact files Little red riding hood by Lucy Rowland Instruction examples		The Plague Letter examples Explanation text examples Recount examples THE BFG	
Science (Skills)	<p><b>To work scientifically –</b>  ask simple questions ♣ perform simple tests ♣ identify and classify ♣ use observations and ideas to suggest answers to questions ♣ gather and record data to help in answering questions ♣ ask relevant questions and use different types of scientific enquiries to answer them ♣ set up simple practical enquiries, comparative and fair tests ♣ make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ gather, record, classify and present data in a variety of ways to help in answering questions ♣ record findings use simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ identify differences, similarities or changes related to simple scientific ideas and processes ♣ use straightforward scientific evidence to answer questions or to support their findings.</p>					

<p>Science (Knowledge)</p>	<p><b>Rocks and soil</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> </ul>
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History	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented/ Children should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• ask and answer questions, using other sources to show that they know and understand key features of events/ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<p><b>Florence Nightingale/ Mary Seacole</b></p> <ul style="list-style-type: none"> <li>• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• They should use a wide vocabulary of everyday historical terms.</li> <li>• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past</li> </ul>	<p><b>The railway revolution</b></p> <ul style="list-style-type: none"> <li>• Pupils should identify similarities and differences between ways of life in different periods.</li> <li>• Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Children should note connections, contrasts and trends over time.</li> </ul>
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	<ul style="list-style-type: none"> <li>develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework/ continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Pupils should use a wide vocabulary of everyday historical terms.</li> </ul>	and identify different ways in which it is represented.	
Geography	<p><b>Place knowledge</b> <i>Comparing UK to Non- European country</i></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions such as what is this place like? What or who will I see in this place? What do people do in this place?</li> <li>Identify the key human and physical features of a location in order to say if it is a city, town, village, coastal or rural area</li> <li>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;</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<p><b>Physical Geogaphy</b></p> <ul style="list-style-type: none"> <li>The Water Cycle</li> </ul>

Design and Technology	<p><b>Egyptian death masks</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Make</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Evaluate</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> <li>Technical knowledge</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>Florence Nightingale lamp</b></p> <ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savory dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
Art	<p><b>Egyptian head wear</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> </ul>	<p><b>Drawing/ Sketching</b></p> <ul style="list-style-type: none"> <li>• Use different harnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>

	• Mix colours effectively.					
Music	Charang Mamma Mia	Nativity	Charanga Stop!	Charanga Lean On Me	Charanga Blackbird	Charanga Reflect, rewind, replay
RE	Creation	Islam- what does it mean to be Muslim?	Incarnation	Salvation	Judaism- what do Jews believe about God?	Sikhism- Can love and kindness change the world?
Computing	<p><b>Connecting</b></p> <p>To use online platforms appropriately To be safe and responsible To understand e-safety laws</p> <ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> </ul> <p><b>Online Safety -</b> *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><b>Coding</b></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"> <li>• Set the appearance of objects and create sequences of changes</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Use IF THEN conditions to control events or objects.</li> </ul> <p><b>Online Safety - Gaming</b> *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><b>Collecting</b></p> <p>To collect and organise data</p> <ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose</li> </ul> <p><b>Online Safety -</b> *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.E.	Basketball	Dance	Swimming	Gymnastics	Tag Rugby	Athletics
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
MfL (year 3/4)	Spanish- My family		French- introducing myself		French- At the zoo	