

Curriculum Map Cycle A (2023-2024)



Reception

Red Class



Jonathan Bond
Educational Consultancy Ltd

English

Jonathan Bond Ltd

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Building writing fluency

**Stage 1
Early Writing Instruction**

**STAGE 2
Composing a sentence
Spring 2 – Summer 1**

**STAGE 3
Beyond a sentence
This will prepare pupils for transition into Year 1.**

Building writing fluency

This approach should begin once the pupils have learned enough phonics to create a simple sentence e.g. 'The cat sat'. It should be a short daily session – this is crucial to its success. Teach to the whole class or half a class. Resist teaching it to small groups. It will take up too much of your time and it will be impossible to run the frequency of sessions that are necessary. The steps in each session are as follows:

1. Model composing a sentence out loud. This sentence should only contain the graphemes and high frequency words which have been taught so far. Stress sense, use of phonics, finger spaces, capital letters and full stops.
2. Children repeat this sentence back several times to hold it in their heads
3. Model writing the sentence. The children can help you here.
4. Hide the sentence

The next stage of teaching writing in Reception should begin when pupils have learned much more of the simple code, and they know enough GPCs to have a go at spelling unknown words. The purpose of this procedure is to continue building the concept of a sentence but to add composition and broaden vocabulary. Again, this should be a short, daily session. The steps in each session are as follows:

1. Display a carefully chosen picture and give the pupils a moment to look at it. Alternatively, pupils might experience something e.g., a visitor.
2. Talk about the picture/event with the pupils. Use this discussion to guide the session and also to teach new vocabulary. Introduce up to three new teacher-chosen words that are to do with the picture/event. Also, revisit one word that has been taught before. Discuss

This final stage will be reached around the summer half-term mark and its purpose is to build writing stamina and move pupils beyond a single sentence. The method can be used for two or more sentences but build up the number of sentences gradually. Ensure the pupils experience success at two sentences first before trying three. Like the previous stage, this uses pictures or experiences. The pictures here, though, need to be richer as the pupils will be writing more. The steps in each session are as follows:



1. Display a picture or refer back to an experience and use demonstration writing to write about it. Model thinking aloud about the picture and then model the 'think, say, write, check' process for each sentence in turn. Do not take contributions from the pupils. The additional focus in this step is showing them how to compose sentences

Reception

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	<ol style="list-style-type: none"> 5. Children repeat the sentence orally several times 6. Children write the sentence independently in their book 7. Show your sentence again 8. Children read their sentence aloud to their partner, compare it to your sentence and congratulate each other <p>This process also offers an introduction to the 'generate-evaluate' process which they will use throughout their lives, and it models the crucial sentence by sentence procedure of 'think-say-write-check'.</p>	<ol style="list-style-type: none"> 3. Each pupil thinks of a sentence to go with the picture, and they say it to a partner. They count the number of words in their sentence and hold up their fingers to show how many they will need. 4. Each pupil writes their sentence independently in their book 5. They check their sentence word-by-word 6. They each read their sentence to a partner and congratulate each other <p>The vocabulary can gradually be added to a 'word wall'. Display each word with the part of the picture/event it refers to, e.g., print the picture, cut out the rock and display it with the word 'rock'. This vocabulary can be consolidated in other classroom activities.</p>	<ol style="list-style-type: none"> 2. If using a picture, display a new picture and give pupils time to think about it 3. Talk about the picture/event with the pupils. Use this discussion to guide the session and also to teach new vocabulary. Introduce up to three new teacher-chosen words that are to do with the picture. Also, revisit one word that has been taught before. Discuss examples of sentences that the children could write. 4. Each pupil thinks of a sentence to go with the picture/event, and they say it aloud. 5. Each pupil writes their sentence independently in their book 6. They check their sentence 7. Repeat steps 4-6 for a second sentence (and repeat again for a third if you are at that stage). <p>Pupils give a final check and share their writing with a partner</p>
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 CYCLE A		Maths	<i>White Rose Maths</i>
	Autumn 1	Spring 1	Summer 1
	Getting to know me Just like me It's me 1, 2, 3! Light and dark	Alive in 5! Growing 6,7,8 Building 9 and 10! Consolidation	To 20 and beyond First, then, now Find my pattern On the move



Science/Geography

UW – The World

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Share photographs or their family, name and talk about them. Using a folded house template, draw who lives in their house and label using initial sounds.	Compare the hero characters Supertato and Juniper Jupiter. What characteristics do they share? In what ways are they different to each other? What makes them a hero?	Compare pictures of King Charles III with those of historical Kings. What is similar/ different between the present king and kings in the past? Find out more about an historical figure who lived in a castle, the people who worked in castles through books and online learning.	Friendship- How can we be good friends Easter& Ramadan caring for nature	Look for their house, school and other significant landmarks using Google maps/ other mapping tools. Look at them on street view and images from above.

CYCLE A			Religious Education (R.E.)		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theology		Theology		Theology	
	Why do Christians perform Nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?		Why is the word God so important to Christians?	
	Christian		Christian		Christian	



CYCLE A	Religious Education (R.E.)					
	<i>UW – People and Communities</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Share photographs or their family, name and talk about them. Using a folded house template, draw who lives in their house and label using initial sounds.	Compare the hero characters Supertato and Juniper Jupiter. What characteristics do they share? In what ways are they different to each other? What makes them a hero?	Compare pictures of King Charles III with those of historical Kings. What is similar/ different between the present king and kings in the past? Find out more about an historical figure who lived in a castle, the people who	Friendship- How can we be good friends Easter& Ramadan caring for nature	Look for their house, school and other significant landmarks using Google maps/ other mapping tools. Look at them on street view and images from above.	What transport do we use in space and on land?	



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			worked in castles through books and online learning.		
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	<i>Kapow Primary</i>		Art & Design		<i>Kapow Primary</i>	
	<i>Kapow Primary</i>		Design & Technology		<i>Kapow Primary</i>	
CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology
	Drawing: Marvellous marks (6 lessons)	Structures: Junk modelling (6 lessons)	Painting and mixed media: Paint my world (6 lessons)	Textiles: Bookmarks (6 lessons)	Sculpture and 3D: Creation station (6 lessons)	Structures: Boats (6 lessons)
	Christmas biscuits / Christingle		Hot cross buns / Welsh Cakes		Fabulous Fruit salad	


	Art & Design					
	Design & Technology					
CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Follow instructions as new routines are introduced. Own portraits (Colour mixing) <i>Andy Warhol</i>	Planting beans Paper Mache items for Jack and the beanstalk Recreate their own pictures: Create the 'grey' background of houses with charcoal or pencil. Paint/print flowers and plants or Crayon and wax resist	Chop vegetables to make a vegetable soup. Leaf/vegetable Printing-observational drawing	Explore mixing colours to paint their own butterfly. Talk about the colours they are going to mix and what they expect to happen. <i>Angela Lewin</i> Water colour painting	Make playdough or salt dough dragons. Make dragons teeth.	Look carefully at images or model of a skeleton. Choose from a variety of resources, what resources to use to create their own skeleton. Talk about the parts of the body and how they are connected. Looking at <i>Andy Goldsworthy</i> art


	<i>Kapow Primary</i>		Computing		<i>Kapow Primary</i>	
CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Set up continuous provision in your classroom: Computing through continuous provision	Computing systems and networks: Using a computer	Programming 1: All about instructions	Computing systems and networks: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data



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 History						
CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	History	History	History	History	History
	Harvest/Black History	Remembrance Day Hanukkah Bonfire Night - Guy Fawkes Diwali Christmas	Chinese New Year Judaism	Easter St. Patrick's Day Holi Day (Hindu celebration), Mother's Day (10/03/2024) Ramadan (11/03/2024)	Eid ul-Fitr (10/04/2024) Father's day (16/06/2024)	Healthy Eating and Living Week (10-14 June) International week Eid ul-Adha (17/06/2024)

 Music						
CYCLE A	Kapow Primary		Music		Kapow Primary	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Celebration music	Exploring sound	Music and movement	Musical stories	Big band	Revision

 Physical Education (P.E.)						
CYCLE A			Physical Education (P.E.)		Sports Coaching Specialist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to PE	Gymnastics	Ball Skills	Fundamentals – Unit 1	Dance	Games – Unit 1

 PSHE / RSHE						
CYCLE A	 		PSHE / RSHE		C of E Goodness and Mercy Syllabus & Kapow	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing

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Curriculum Map Cycle B (2024-2025)



Reception

Red Class



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English

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Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Building writing fluency

**Stage 1
 Early Writing Instruction**

**STAGE 2
 Composing a sentence
 Spring 2 – Summer 1**

**STAGE 3
 Beyond a sentence
 This will prepare pupils for transition into Year 1.**

Building writing fluency

This approach should begin once the pupils have learned enough phonics to create a simple sentence e.g. 'The cat sat'. It should be a short daily session – this is crucial to its success. Teach to the whole class or half a class. Resist teaching it to small groups. It will take up too much of your time and it will be impossible to run the frequency of sessions that are necessary. The steps in each session are as follows:

9. Model composing a sentence out loud. This sentence should only contain the graphemes and high frequency words which have been taught so far. Stress sense, use of phonics, finger spaces, capital letters and full stops.
10. Children repeat this sentence back several times to hold it in their heads
11. Model writing the sentence. The children can help you here.
12. Hide the sentence

The next stage of teaching writing in Reception should begin when pupils have learned much more of the simple code, and they know enough GPCs to have a go at spelling unknown words. The purpose of this procedure is to continue building the concept of a sentence but to add composition and broaden vocabulary. Again, this should be a short, daily session. The steps in each session are as follows:



7. Display a carefully chosen picture and give the pupils a moment to look at it. Alternatively, pupils might experience something e.g., a visitor.
8. Talk about the picture/event with the pupils. Use this discussion to guide the session and also to teach new vocabulary. Introduce up to three new teacher-chosen words that are to do with the picture/event. Also, revisit one word that has been taught before. Discuss

This final stage will be reached around the summer half-term mark and its purpose is to build writing stamina and move pupils beyond a single sentence. The method can be used for two or more sentences but build up the number of sentences gradually. Ensure the pupils experience success at two sentences first before trying three. Like the previous stage, this uses pictures or experiences. The pictures here, though, need to be richer as the pupils will be writing more. The steps in each session are as follows:

8. Display a picture or refer back to an experience and use demonstration writing to write about it. Model thinking aloud about the picture and then model the 'think, say, write, check' process for each sentence in turn. Do not take contributions from the pupils. The additional focus in this step is showing them how to compose sentences

Reception

	<p>13. Children repeat the sentence orally several times</p> <p>14. Children write the sentence independently in their book</p> <p>15. Show your sentence again</p> <p>16. Children read their sentence aloud to their partner, compare it to your sentence and congratulate each other</p> <p>This process also offers an introduction to the 'generate-evaluate' process which they will use throughout their lives, and it models the crucial sentence by sentence procedure of 'think-say-write-check'.</p>	<p>examples of sentences that the children could write (but do not model writing your own).</p> <p>9. Each pupil thinks of a sentence to go with the picture, and they say it to a partner. They count the number of words in their sentence and hold up their fingers to show how many they will need.</p> <p>10. Each pupil writes their sentence independently in their book</p> <p>11. They check their sentence word-by-word</p> <p>12. They each read their sentence to a partner and congratulate each other</p> <p>The vocabulary can gradually be added to a 'word wall'. Display each word with the part of the picture/event it refers to, e.g., print the picture, cut out the rock and display it with the word 'rock'. This vocabulary can be consolidated in other classroom activities.</p>	<p>that work together. When modelling, ensure that each new sentence continues straight after the full stop of the previous one.</p> <p>9. If using a picture, display a new picture and give pupils time to think about it</p> <p>10. Talk about the picture/event with the pupils. Use this discussion to guide the session and also to teach new vocabulary. Introduce up to three new teacher-chosen words that are to do with the picture. Also, revisit one word that has been taught before. Discuss examples of sentences that the children could write.</p> <p>11. Each pupil thinks of a sentence to go with the picture/event, and they say it aloud.</p> <p>12. Each pupil writes their sentence independently in their book</p> <p>13. They check their sentence</p> <p>14. Repeat steps 4-6 for a second sentence (and repeat again for a third if you are at that stage).</p> <p>Pupils give a final check and share their writing with a partner</p>
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 CYCLE B		Maths	<i>White Rose Maths</i>
	Autumn 1	Spring 1	Summer 1
	Getting to know me Just like me It's me 1, 2, 3! Light and dark	Alive in 5! Growing 6,7,8 Building 9 and 10! Consolidation	To 20 and beyond First, then, now Find my pattern On the move



Science/Geography

UW – The World

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Share photographs or their family, name and talk about them. Using a folded house template, draw who lives in their house and label using initial sounds.	Compare the hero characters Supertato and Juniper Jupiter. What characteristics do they share? In what ways are they different to each other? What makes them a hero?	Compare pictures of King Charles III with those of historical Kings. What is similar/ different between the present king and kings in the past? Find out more about an historical figure who lived in a castle, the people who worked in castles through books and online learning.	Friendship- How can we be good friends Easter & Ramadan caring for nature	Look for their house, school and other significant landmarks using Google maps/ other mapping tools. Look at them on street view and images from above.

CYCLE B			Religious Education (R.E.)		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theology		Theology		Theology	
	Why do Christians perform Nativity plays at Christmas? Christian		Why do Christians put a cross in an Easter Garden? Christian		Why is the word God so important to Christians? Christian	

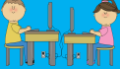

CYCLE B	Religious Education (R.E.)					
	<i>UW – People and Communities</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Share photographs or their family, name and talk about them. Using a folded house template, draw who lives in their house and label using initial sounds.	Compare the hero characters Supertato and Juniper Jupiter. What characteristics do they share? In what ways are they different to each other? What makes them a hero?	Compare pictures of King Charles III with those of historical Kings. What is similar/ different between the present king and kings in the past? Find out more about an historical figure who lived in a castle, the people who	Friendship- How can we be good friends Easter & Ramadan caring for nature	Look for their house, school and other significant landmarks using Google maps/ other mapping tools. Look at them on street view and images from above.	What transport do we use in space and on land?	


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 CYCLE B	 Kapow Primary		Computing		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Set up continuous provision in your classroom: Computing through continuous provision	Computing systems and networks: Using a computer	Programming 1: All about instructions	Computing systems and networks: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data



 CYCLE B	History					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	History	History	History	History	History
	Harvest/Black History	Remembrance Day Hanukkah Bonfire Night - Guy Fawkes Diwali Christmas	Chinese New Year Judaism	Easter St. Patrick's Day Holi Day (Hindu celebration), Mother's Day Ramadan	Eid ul-Fitr Father's day	Healthy Eating and Living Week (10-14 June) International week Eid ul-Adha



 CYCLE B	 Kapow Primary		Art & Design		<i>Kapow Primary</i>	
	 Kapow Primary		Design & Technology		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology
	Drawing: Marvellous marks (6 lessons)	Structures: Junk modelling (6 lessons)	Painting and mixed media: Paint my world (6 lessons) needed.	Textiles: Bookmarks (6 lessons)	Sculpture and 3D: Creation station (6 lessons)	Structures: Boats (6 lessons)
	Christmas biscuits / Christingle		Hot cross buns / Welsh Cakes		Fabulous Fruit salad	

 CYCLE B	Art & Design					
	Design & Technology					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Follow instructions as new routines are introduced. Own portraits (Colour	Planting beans Paper Mache items for Jack and the beanstalk Recreate their own pictures:	Chop vegetables to make a vegetable soup. Leaf/vegetable Printing-	Explore mixing colours to paint their own butterfly. Talk about the colours	Make playdough or salt dough dragons. Make dragons teeth.	Look carefully at images or model of a skeleton. Choose from a variety of resources,

	mixing) Andy Warhol	Create the 'grey' background of houses with charcoal or pencil. Paint/print flowers and plants or Crayon and wax resist	observational drawing	they are going to mix and what they expect to happen. Angela Lewin Water colour painting		what resources to use to create their own skeleton. Talk about the parts of the body and how they are connected. Looking at Andy Goldsworthy art
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 CYCLE B			Music		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Celebration music	Exploring sound	Music and movement	Musical stories	Big band	Revision

 CYCLE B			Physical Education (P.E.)		<i>Sports Coaching Specialist</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to PE	Gymnastics	Ball Skills	Fundamentals – Unit 1	Dance	Games – Unit 1

 CYCLE B			PSHE / RSHE		<i>C of E Goodness and Mercy Syllabus & Kapow</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing



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Curriculum Map Cycle A (2023-2024)

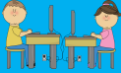

 **Years 1 & 2** **Orange-Yellow Class**





 CYCLE A			English		<i>Jonathan Bond Ltd</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Unit 2 – How to use different sentences in my stories	Unit 5 – How to write a diary story	Unit 8 – How to write a losing story	Unit 11 – How to choose the best vocabulary in a poem	Unit 14 – How to make writing lively and interesting for the reader	Unit 17 – How to write a play script
	Unit 1 – How to write a non-chronological report	Unit 4 – How to write an instruction booklet	Unit 7 – How to write a recount	Unit 10 – How to persuade a reader	Unit 13 – How to write a leaflet	Unit 16 – How to write a diary
	Unit 3 – How to write a poem	Unit 6 – How to write an acrostic	Unit 9 – How to write shape poems	Unit 12 – How to write a fear story	Unit 15 – How to write nonsense poetry	Unit 18 – How to add detail to poems





 CYCLE A			Maths		<i>White Rose Maths</i>	
	Autumn Year 1		Spring Year 1		Summer Year 1	
	Place value (within 10) Addition and subtraction (within 10) Geometry (Shape) Consolidation		Place value (within 20) Addition and subtraction (within 20) Place value within 50 Length and height Mass and volume		Multiplication and division Fractions Geometry (Position and direction) Place value (within 100) Money Time Consolidation	
	Autumn Year 2		Spring Year 2		Summer Year 2	
	Place value Addition and subtraction Shape		Money Multiplication and division Length and height Mass, capacity and temperature		Fractions Time Statistics Positions and direction Consolidation	

			Science		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Forces and space: Seasonal changes	Materials: Everyday materials	Animals: Sensitive bodies	Animals: Comparing animals	Plants: Introduction to plants	Investigation / Fair teasing


			Religious Education (R.E.)		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>	
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	
	Philosophy	Humans & Social Sciences	Theology	Theology	Philosophy	
	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?	
	Christian / Hindu / Jewish	Muslim / Christian	Jewish	Christian	Christian / Hindu	


			Computing		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing systems and networks: Improving mouse skills	Programming 1: Algorithms unplugged	Skills showcase: Rocket to the moon	Programming 2: Programming Bee-bots Option 1: Bee-Bots Option 2: Virtual Bee-bots	Creating media: Digital imagery Option 1: Google Option 2: Microsoft Office 365	Data handling: Introduction to data
Online Safety: Online safety Y1 (4 lessons)						


			History		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Geography		<i>Kapow Primary</i>	
	History	Geography	History	Geography	History	Geography
	How am I making history?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	What can you see at the coast?

			Art & Design		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Design & Technology		<i>Kapow Primary</i>	
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology

CYCLE A	Drawing: Make your mark (5 lessons)	Mechanisms: Making a moving story book (4 lessons)	Sculpture and 3D: Paper play (5 lessons)	Textiles: Puppets (4 lessons)	Sculpture and 3D: Clay houses (5 lessons)	Cooking and nutrition: Fruit and vegetables (4 lessons)
	Bread Rolls		Hot cross buns		Fabulous Fruit salad	

CYCLE A			Music		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Musical vocabulary (Under the sea)	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)

CYCLE A			Physical Education (P.E.)		<i>Sports Coaching Specialist</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ball Skills	Gymnastics / Dance	Fitness	Invasion Games	Yoga	Athletics

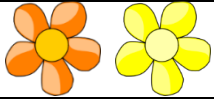
CYCLE A			PSHE / RSHE		<i>C of E Goodness and Mercy Syllabus & Kapow</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and relationships Relationships (G&M) Families What is a friend? What is bullying? How to try to stop it?	Health and wellbeing Health (G&M) Our wonderful bodies. How we love and care for ourselves: (A): exercise, being in nature, healthy food, good sleep (B): personal care, hygiene (including teeth cleaning), sun safety, prayer and meditation, hobbies and helping others)	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education

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Curriculum Map Cycle B (2024-2025)





Years 1 & 2



Orange-Yellow Class



 CYCLE B			English		<i>Jonathan Bond Ltd</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Building Fluency Writing	Unit 1-6	Unit 7-11	Unit 12-16	Unit 17-19	Unit 20-23
	Building writing fluency	Unit 1 – Four part solving a problem story Unit 2 – Four part solving a problem story Unit 3 – Four part solving a problem story Unit 4 – Four-part Recount Unit 5 – Four part solving a problem story Unit 6 – Four-part non-chronological report	Unit 7 – Longer solving a problem story Unit 8 – Longer solving a problem story Unit 9 – Longer recount Unit 10 – Longer diary story Unit 11 – Longer solving a problem story	Unit 13 – Longer solving a problem story Unit 14 – Longer solving a problem story Unit 15 – Longer solving a problem story Unit 16 – Longer Non-chronological report Unit 12 – Longer Instructions	Unit 18 – How to write a voyage and return story Unit 19 – How to write to an author Unit 17 – How to write instructions	Unit 20 – How to write a story based on traditional tales Unit 21 – How to write a fact file Unit 22 – How to write about an event Unit 23 – How to write a fairy tale




 CYCLE A			Maths		<i>White Rose Maths</i>	
	Autumn Year 1		Spring Year 1		Summer Year 1	
	Place value (within 10) Addition and subtraction (within 10) Geometry (Shape) Consolidation		Place value (within 20) Addition and subtraction (within 20) Place value within 50 Length and height Mass and volume		Multiplication and division Fractions Geometry (Position and direction) Place value (within 100) Money Time Consolidation	
	Autumn Year 2		Spring Year 2		Summer Year 2	





	Place value Addition and subtraction Shape	Money Multiplication and division Length and height Mass, capacity and temperature	Fractions Time Statistics Positions and direction Consolidation
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			Science		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living things: Habitats	Living things: Microhabitats	Materials: Uses of everyday materials	Animals: Life cycles and health	Plants: Plant growth	Investigation / Fair tasting



			Religious Education (R.E.)		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>	
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	
	Theology	Theology	Humans & Social Sciences	Humans & Social Sciences	Philosophy	
	Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of God?	
Christian / Jewish / Hindu	Christian	Christian	Jewish	Multi / Humanist		



			Computing		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing systems and networks 1: What is a computer?	Programming 1: Algorithms and debugging	Computing systems and networks 2: Word processing	Programming 2: Programming: ScratchJr	Creating media: Stop Motion Option 1: Using tablet devices Option 2: Using cameras Option 3: Devices without cameras	Data handling: International Space Station
Online Safety: Online safety Y2 (4 lessons)						

			History		<i>Kapow Primary</i>	
			Geography		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	Geography	History	Geography	History	Geography
CYCLE B	How was school different in the Past?	Where am I?	How did we learn to fly?	Would you prefer to live in a hot or cold place?	What is a monarch?	What is it like to live in Shanghai?

			Art & Design		<i>Kapow Primary</i>	
			Design & Technology		<i>Kapow Primary</i>	
CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology
	Craft and design: Map it out (5 lessons)	Structures: Baby bear's chair (4 lessons)	Painting and mixed media: Colour splash (5 lessons)	Mechanisms: Fairground wheel (4 lessons)	Painting and mixed media: Life in colour (5 lessons)	Mechanisms: Making a moving monster (4 lessons)
	Christmas biscuits		Muffins – Blueberry (Joe Wicks)		Cous cous salad	

			Music		<i>Kapow Primary</i>	
CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends

			Physical Education (P.E.)		<i>Sports Coaching Specialist</i>	
CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ball Skills	Gymnastics / Dance	Fitness	Net and Wall	Striking and Fielding	Athletics

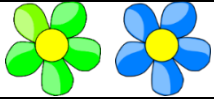
			PSHE / RSHE		<i>C of E Goodness and Mercy Syllabus & Kapow</i>	
CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and relationships	Health and wellbeing <i>Health (G&M)</i> 4. Keeping safe with screens. Talking about feelings 'Making Planet Healthy'	Safety and the changing body <i>Relationships (G&M)</i> 4. My body worth keeping safe 5. My body worth keeping safe	Citizenship	Economic wellbeing	Transition Sex education

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Curriculum Map Cycle A (2023-2024)








Years 3 & 4

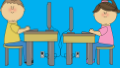

Green-Blue Class



 CYCLE A			English		<i>Jonathan Bond Ltd</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Unit 1 – How to write a defeating the monster story Unit 3 – How to write a recipe Unit 2 – How to build an image over a stanza	Unit 5 – How to write a buddy story Unit 4 – How to write a newspaper report Unit 6 – How to perform your own poem	Unit 8 – How to balance telling, description, dialogue and action Unit 7 – How to write a guidebook Unit 9 – How to write a cinquain	Unit 11 – How to learn from an author Unit 10 – How to write a magazine article Unit 12 – How to use metaphors	Unit 14 – How to write a portal story Unit 13 – How to write a letter Unit 15 – How to write a tanka	Unit 17 – How to enjoy Shakespeare Unit 16 – How to write a persuasive brochure Unit 18 – How to communicate through poetry



 CYCLE A			Maths		<i>White Rose Maths</i>	
	Autumn		Spring		Summer	
	Place value Addition and Subtraction Multiplication and Division		Multiplication and division Length, Area and perimeter Fractions Mass and capacity Consolidation		Decimals (incl money) Time Statistics Properties of shape Consolidation	



 CYCLE A			Science		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Animals: Movement and nutrition	Forces and space: Forces and magnets	Materials: Rocks and soil	Energy: Light and shadows	Plants: Plant reproduction	Investigation / Fair tasting



 CYCLE A	 		Religious Education (R.E.)		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>					
	Enquiry 1		Enquiry 2		Enquiry 3		Enquiry 4		Enquiry 5	
	Humans & Social Sciences		Theology		Philosophy		Theology		Humans & Social Sciences	
	How do people express commitment to a religion?		What is the Trinity?		What is philosophy? How do people make moral decisions?		What do Muslims believe about God?		What difference does being a Muslim make to daily life?	
	Jewish / Sikh / Christian		Christian		Christian / Humanist		Muslim		Muslim	



 CYCLE A			Computing		<i>Kapow Primary</i>							
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Computing systems and networks 1: Networks and the internet Option 1: Google) Option 2: Microsoft Office 365		Programming 1: Programming: ScratchJr		Computing systems and networks 2: Emailing Option 1: Google Option 2: Microsoft Office 365		Computing systems and networks 3: Journey inside a computer		Creating media: Video trailers Option 1: Using devices other than iPads , Option 2: Using iPads		Data handling: Comparison cards databases Option 1: Google Option 2: Microsoft Office 365	
	Online Safety: Online safety Y3 (4 lessons)											



 CYCLE A			History				<i>Kapow Primary</i>					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	History		Geography		History		Geography		History		Geography	
	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		Why do people live near volcanoes?		British history 2: Why did the Romans settle in Britain?		Why are rainforests important to us?		What did the ancient Egyptians believe?		Where does our food come from?	

 CYCLE A			Art & Design				<i>Kapow Primary</i>					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Art & Design		Design & Technology		Art & Design		Design & Technology		Art & Design		Design & Technology	
	Sculpture and 3D: Abstract shape and space (5 Lessons)		Textiles: Egyptian Collars (4 lessons)		Drawing: Growing artists (5 lessons)		Digital world: Electronic charm (4 lessons)		Drawing: Power prints (5 lessons)		Structures: Constructing a castle (4 lessons)	
Edible Windmills				Welsh cakes				Muffins				

 CYCLE A			Music		Kapow Primary	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Ballads	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)

 CYCLE A			Physical Education (P.E.)		Sports Coaching Specialist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Netball	Gymnastics	Fitness	Football	Cricket	Athletics

 CYCLE A			Modern Foreign Language (French)		Language Angels	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonics 1 & 2 (X) & Instruments (E)	Seasons (E)	Vegetables (E)	Ice-Creams (E)	In the Classroom (I)	Goldilocks or Habitats (I)

 CYCLE A			PSHE / RSHE		C of E Goodness and Mercy Syllabus & Kapow	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and relationships Relationships (G&M) 1. Families 2. Friendships	Health and wellbeing Health (G&M) 1. Managing your feelings: talking about mental health	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education

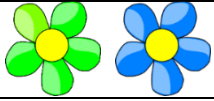
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Curriculum Map



Cycle B (2024-2025)








Years 3 & 4



Green-Blue Class



 CYCLE B	 Jonathan Bond Educational Consultancy Ltd		English		<i>Jonathan Bond Ltd</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Unit 2 – How to describe settings (2 weeks) Unit 1 – How to Inform a reader (2 weeks) Unit 3 – How to write a haiku (1 week)	Unit 5 – How to write a guided voyage and return story (2 weeks) Unit 4 – How to write an account of events (2 weeks) Unit 6 – How to write a list poem (1 week)	Unit 8 – How to write a ‘tricking the monster’ story (2 weeks) Unit 7 – How to write instructions for games (2 weeks) Unit 9 – How to write a diamante poem (1 week)	Unit 11 – How to write a warning story (2 weeks) Unit 10 – How to write a persuasive flyer (2 weeks) Unit 12 – How to use similes (1 week)	Unit 14 – How to write a triumphing story (2 weeks) Unit 13 – How to write and deliver a presentation (2 weeks) Unit 15 – How to learn from a poet (1 week)	Unit 17 – How to perform a scene (2 weeks) Unit 16 – How to explain (2 weeks) Unit 18 – How to create a mood in a poem (1 week)



 CYCLE B	 White Rose Maths		Maths		<i>White Rose Maths</i>	
	Autumn		Spring		Summer	
	Place value Addition and Subtraction Multiplication and Division		Multiplication and division Length, Area and perimeter Fractions Decimals Consolidation		Decimals (incl money) Time Statistics Position and direction Consolidation	



 CYCLE B	 Kapow Primary		Science		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Animals: Digestion and food	Energy: Electricity and circuits	Living things: Classification and changing habitats	Materials: States of matter	Energy: Sound and vibrations	Investigation / Fair teasing



	 		<h2>Religious Education (R.E.)</h2>		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>					
	Enquiry 1		Enquiry 2		Enquiry 3		Enquiry 4		Enquiry 5	
	Theology		Philosophy		Humans & Social Sciences		Humans & Social Sciences		Philosophy	
	Where do religious beliefs come from?		What do we mean by truth? Is seeing believing?		How do/have religious groups contribute to society and culture?		Why is there so much diversity of belief within Christianity?		What does sacrifice mean?	
	Christian		Multi / Sikh		Hindu / Christian		Christian		Multi / Humanist	



			<h2>Computing</h2>		<i>Kapow Primary</i>							
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Computing systems and networks: Collaborative Learning Option 1: Google Option 2: Microsoft Office 365		Programming 1: Further coding with Scratch Option 1: Google Option 2: Microsoft Office 365		Creating media: Website design Option 1: Google Option 2: Microsoft Office 365		Skills showcase: HTML		Programming 2: Computational thinking		Data handling: Investigating weather	
Online Safety: Online safety Y4 (6 lessons)												



			<h2>History</h2>		<i>Kapow Primary</i>							
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	History		Geography		History		Geography		History		Geography	
How have children's lives changed?		Who lives in Antarctica?		British history 3: How hard was it to invade and settle in Britain?		Are all settlements the same?		British history 4: Were the Vikings, raiders, traders or settlers?		What are rivers and how are they used?		

			<h2>Art & Design</h2>		<i>Kapow Primary</i>							
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Art & Design		Design & Technology		Art & Design		Design & Technology		Art & Design		Design & Technology	
Painting and mixed media: Light and dark (5 lessons)		Structure: Pavilions (4 lessons)		Craft and design: Ancient Egyptian scrolls (5 lessons)		Mechanical systems: Making a slingshot car (4 lessons)		Craft and design: Fabric of nature (5 lessons)		Electrical systems: Torches (4 lessons)		
Greek salad, hummus and tzatziki				Naan bread				Cheese and mushroom tarts				

 CYCLE B			Music		Kapow Primary	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)

 CYCLE B			Physical Education (P.E.)		Sports Coaching Specialist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hockey	Gymnastics / Dance	Fitness	Tennis	Orienteering	Athletics

 CYCLE B			Modern Foreign Language (French)		Language Angels	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonics 3 & 4 (X) & The Date (I)	Do You Have a Pet? (I)	What is the Weather? (I)	My Home (I)	Clothes (I)	At School (P)

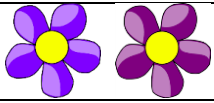
 CYCLE B			PSHE / RSHE		C of E Goodness and Mercy Syllabus & Kapow	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families and relationships Relationships (G&M) 4. Anti-bullying	Health and wellbeing Health (G&M) 2. Looking after your body: exercise and healthy eating. 3.1 Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others.	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education Sex education (G&M) Attraction: how do people have sex? This lesson links to puberty which is taught in Health Education and Science.

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Curriculum Map Cycle A (2023-2024)








Years 5 & 6



Indigo-Violet Class



 CYCLE A			English		<i>Jonathan Bond Ltd</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Unit 2 – How to write a character flaw story Unit 1 – How to write a ‘how to’ guide Unit 3 – How to experiment with language	Unit 5 – How to perform Shakespeare Unit 4 – How to write persuasive letters and emails Unit 6 – How to write a renga	Unit 8 – How to write a quest Unit 7 – How to debate Unit 9 – How to enjoy classic poetry	Unit 11 – How to enjoy classic fiction Unit 10 – How to tell a story using fiction and non-fiction Unit 12 – How to use ‘voice’ in poetry	Unit 14 – How to write a multiple narrator story Unit 13 – How to write a textbook Unit 15 – How to write a rondelet	Unit 17 – How to script and present a vlog Unit 16 – How to be an author Unit 18 – How to be a poet



 CYCLE A			Maths		<i>White Rose Maths</i>	
	Autumn		Spring		Summer	
	Place value Four operations Fractions		Fractions Decimals and percentages Decimals Converting units Perimeter, area and volume Statistics		Properties of shape Position and direction Investigation and Consolidation	



 CYCLE A			Science		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Materials: Mixtures and separation	Materials: Properties and changes	Forces and space: Earth and space	Living things: Life cycles and reproduction	Forces and space: Imbalanced forces	Animals: Human timeline



	 		Religious Education (R.E.)		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>					
	Enquiry 1		Enquiry 2		Enquiry 3		Enquiry 4		Enquiry 5	
	Philosophy		Humans & Social Sciences		Philosophy		Theology		Theology	
	Is believing in God reasonable?		How has belief impacted on music and art through history?		Why should we be good?		What difference does the resurrection make to Christians?		How do Hindus make sense of the world?	
	Multi / Humanist		Christian / Muslim		Multi		Christian		Hindu	



			Computing		<i>Kapow Primary</i>							
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Computing systems and networks: Search engines Option 1: Google Option 2: Microsoft Office 365		Programming 1: Programming music Option 1: Sonic Pi, Option 2: Scratch		Data handling: Mars River 1		Programming 2: Microbit		Creating media: Stop motion animation Option 1: Stop motion studio Option 2: Using cameras		Skills showcase: Mars River 2	
	Online Safety: Online safety Y5											




			History				<i>Kapow Primary</i>					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	History		Geography		History		Geography		History		Geography	
	British history 5: What was life like in Tudor England?		What is life like in the Alps?		What did the Greeks ever do for us?		Would you like to live in the desert?		How did the Maya civilisation compare to the Anglo-Saxons?		Where does our energy come from?	

			Art & Design				<i>Kapow Primary</i>					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Art & Design		Design & Technology		Art & Design		Design & Technology		Art & Design		Design & Technology	
	Drawing: I need space (5 lessons)		Mechanical systems: Making a pop-up book (4 lessons)		Painting and mixed media: Portraits (5 lessons)		Electrical systems: Doodlers (4 lessons)		Drawing: Make my voice heard (5 lessons)		Cooking and nutrition: What could be healthier? (4 lessons)	
Bread sticks				Scones				Pizza				

 CYCLE A			Music		Kapow Primary	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre

 CYCLE A			Physical Education (P.E.)		Sports Coaching Specialist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Netball	Gymnastics / Dance	Fitness	Basketball	Cricket	Athletics
						Swimming

 CYCLE A			Modern Foreign Language (French)		Language Angels	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonics 1 & 2 (X) I Am Learning French (E)	Animals (E)	I Am Able...	Fruits (E)	Seasons (E)	Presenting Myself (I)

 CYCLE A	 		PSHE / RSHE		C of E Goodness and Mercy Syllabus & Kapow	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families and relationships Relationships (G&M) 4. Anti-bullying	Health and wellbeing Health (G&M) 3.2 and 3.3 Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others.	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education Relationships (G&M) Relationships and Marriage and Year 6 ONLY - Identity

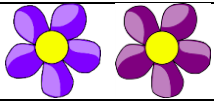
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Curriculum Map



Cycle B (2024-2025)







Years 5 & 6



Indigo-Violet Class



 CYCLE B			English		<i>Jonathan Bond Ltd</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Unit 2 – How to create atmosphere	Unit 5 – How to write a finding story	Unit 8 – How to engage the audience	Unit 11 – How to write from a viewpoint	Unit 14 – How to write a ‘rags to riches’ story	Unit 17 – How to perform a play
	Unit 1 – How to write and present a speech	Unit 4 – How to present a TV explanation	Unit 7 – How to write a biography	Unit 10 – How to write a blog	Unit 13 – How to write a webpage	Unit 16 – How to write a discussion
Unit 3 – How to enjoy narrative poetry	Unit 6 – How to write a crown cinquain	Unit 9 – How to use stanzas in poetry	Unit 12 – How to use viewpoint in poetry	Unit 15 – How to write a nonet	Unit 18 – How to structure poems	



 CYCLE B			Maths		<i>White Rose Maths</i>	
	Autumn		Spring		Summer	
	Place value Four operations Fractions		Ratio Decimals and percentages Algebra Converting units Perimeter, area and volume Statistics		Properties of shape Position and direction Investigation and Consolidation	



 CYCLE B			Science		<i>Kapow Primary</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living things: Classifying big and small	Energy: Light and reflection	Living things: Evolution and inheritance	Energy: Circuits, batteries and switches	Animals: Circulation and exercise	Investigation / Fair teasing



 CYCLE B			Religious Education (R.E.)		<i>Essex Agreed 2022 Syllabus & Saffron Academy Trust RE curriculum</i>					
	Enquiry 1		Enquiry 2		Enquiry 3		Enquiry 4		Enquiry 5	
	Humans & Social Sciences		Theology		Philosophy		Theology		Humans & Social Sciences	
	How and why does religion bring peace and conflict?		How do Buddhists explain the suffering in the world?		What does it mean to be human? Is being happy the greatest purpose in life?		Creation or science: conflicting or complementary?		How do beliefs shape identity for Muslims?	
	Multi		Buddhist		Christian / Humanist		Christian / Humanist		Muslim	



 CYCLE B			Computing		<i>Kapow Primary</i>							
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Computing systems and networks: Bletchley Park Option 1: Google Option 2: Microsoft Office 365		Programming: Intro to Python		Data handling: Big data 1		Creating media: History of Computers		Data handling: Big data 2		Skills showcase: Inventing a product	
Online Safety: Online safety Y6 (6 lessons)												



 CYCLE B			History				<i>Kapow Primary</i>					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	History		Geography		History		Geography		History		Geography	
What does the Census tell us about our local area?		Why does population change?		British history 6: What was the impact of World War II on the people of Britain?		Why do oceans matter?		Unheard histories: Who should go on the banknote?		Can I carry out an independent fieldwork enquiry?		

 CYCLE B			Art & Design				<i>Kapow Primary</i>					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Art & Design		Design & Technology		Art & Design		Design & Technology		Art & Design		Design & Technology	
Sculpture and 3D: Interactive installation (5 lessons)		Textiles: Waistcoats (4 lessons)		Craft and design: Photo opportunity (5 lessons)		Structure: Playgrounds (4 lessons)		Sculpture and 3D: Making memories - (5 lessons)		Digital world: Navigating the world (4 lessons)		
Muffins				Mexican Food				International food				

 CYCLE B			Music		Kapow Primary	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Advanced rhythms * Due to be archived end of 2023 school year	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song

 CYCLE B			Physical Education (P.E.)		Sports Coaching Specialist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hockey	Gymnastics / Dance	Fitness	Football	Rounders	Athletics

 CYCLE B			Modern Foreign Language (French)		Language Angels	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fruits (E)	Vegetables (E)	Presenting Myself (I)	My Family (I)	At the Tea Room (Fr)	In the Classroom (I)

 CYCLE B			PSHE / RSHE		C of E Goodness and Mercy Syllabus & Kapow	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families and relationships Relationships (G&M) 5. Making good boundaries	Health and wellbeing Health (G&M): 4. Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs (Year 5/6)	Safety and the changing body	Citizenship	Economic wellbeing	Transition Sex education Sex education (G&M) 2. The impact of sexual intercourse on people's emotional, spiritual and mental wellbeing. 3. Conception, gestation and the responsibility of a baby Year 6 ONLY - Identity