



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Chestnut – EYFS/Y1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	History: <i>What makes me a me?</i>	Geography: <i>How can I find my way around Oakhill?</i>	English: <i>Once Upon a Time...What Makes a Good Story?</i>	History/Geography: <i>How have people explored the world? What animals have they found?</i>	History: <i>How were castles built?</i>	Science: <i>How does our garden change?</i>
Shared Texts (Reading for pleasure)	Super Duper You Elmer There's Only One You Harry and the Dinosaurs Go to School	The Jolly Postman We Are All Neighbours	Julia Donaldson focus: The Gruffalo Stickman The Smartest Giant in Town Zog The Snail and the Whale Tiddler Smeds and the Smoos	The Train Ride Alfie Goes Camping Paddington Bear Series What the Ladybird Heard Series	Where is the Dragon? How to Catch a Dragon Usbourne: Peer Inside a Castle	George and Flora's Secret Garden The Very Hungry Caterpillar
Communication, Language	We will be learning to: <ul style="list-style-type: none"> Speaking: extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words; ask questions to find out more and to check they understand what has been said to them; use language to imagine and recreate roles and experiences in play situations; use my phonic knowledge by clearly pronouncing some of the sounds within words; project my voice in a small room Understanding: understand and answer questions related to stories I have listened to; demonstrate 		We will be learning to: <ul style="list-style-type: none"> Speaking: use my phonic knowledge clearly pronouncing all of the phase 2 sounds within words; use new vocabulary within a range of new situations and experiences within context; learning to talk about a linked theme and intention; answer questions; present, my thoughts and ideas to my class speaking clearly Understanding: understand a spoken instruction without stopping what I am doing to look at the speaker; respond to the 		We will be learning to: <ul style="list-style-type: none"> Speaking: use prepositions such as first, second in a sentence; use an adjective within a sentence; use my phonic knowledge clearly pronouncing all of the phase 3 sounds within words; use vocabulary within poems; present formally to a group of people beyond my class Understanding: understand more complex language with adjectives 	



Whole School Curriculum Map (Cycle A)

Oakhill Church School

	<p>my understanding to questions by giving an explanation; understand simple humour</p> <ul style="list-style-type: none"> • Listening and Attention: understand the useful parts of my body that helps me to listen; listen to someone else and respond to them appropriately • Social Communication: choose my own friends; debate my point of view when others disagree; use social phrases 	<p>idea of others; understand instructions containing sequencing words; 'first... after... last'</p> <ul style="list-style-type: none"> • Listening and Attention: listen and do during adult led activities; understand that keeping my body in one place will support me to listen • Social Communication: initiate a conversation about something I have just learned; accept another's point of view 	<p>and abstract concepts: soft, hard, smooth; understand and express my views about concepts and characters in a story; listen to another person's point of view and respond</p> <ul style="list-style-type: none"> • Listening and Attention: understand that I can think about what someone else is saying whilst actively listening; listen and do in a range of situations with a range of people; which varies in accordance to the demands of a task • Social Communication: use language to find out information and discuss my thoughts; explain my own knowledge and understanding and asks appropriate questions of others
<p>Literacy (Reading)</p>	<p>Read, Write Inc Phonics Programme</p>		
<p>Literacy (Writing)</p> <p>We have planned to use the Write Stuff</p>	<ul style="list-style-type: none"> • I am learning to Write some letters accurately. 	<ul style="list-style-type: none"> • I am learning to form some lower case letters correctly. • I am learning to write CVC words 	<ul style="list-style-type: none"> • I am learning to form lower-case and capital letters correctly. • I am learning to write short sentences using a capital letter and full stop.



Whole School Curriculum Map (Cycle A)

Oakhill Church School

EYFS writing scheme but with differentiated outcomes for our Y1 children					<ul style="list-style-type: none"> I am learning to re-read what I have written to check it makes sense. 	
	Write Stuff Unit (EYFS): Lost and Found (Fiction – Narrative - Story)	Write Stuff Unit (EYFS): We are Going on a Bear Hunt (Fiction – Narrative - Story)	Write Stuff Unit (EYFS) The Snail and the Whale (Non-fiction - Postcard)	Write Stuff Unit (EYFS): If Sharks Disappeared (Non-fiction - Report)	Write Stuff Unit (EYFS): Ruby’s Worry (Fiction – Narrative - Story)	Write Stuff Unit (EYFS): Jack and the Jellybean Stalk (Fiction - Story)
Mathematics	<p>We will be learning to:</p> <ul style="list-style-type: none"> Counting and Cardinality: count from 0-20; recognise and match numerals and quantity up to 6; correctly form numerals 0-3 Comparison: use my knowledge of more and fewer to solve every day problems; make predictions Composition and Subitising: recognise dice patterns of six; understand symbols and what they mean for example the fiveness of five; know that a number does not change if it is rearranged; know my number bonds to five; double numbers 1 to 3; start to count in 2s (doubling 1 to 3) Pattern: identify the unit of repeat; spot an error in an AB pattern; copy and make my own AB pattern independently Shape, Space and Spatial Awareness: select and use a variety of shapes to combine them for a particular task; sort and match 2D shapes – circle, square, triangle, rectangle; 		<p>We will be learning to:</p> <ul style="list-style-type: none"> Counting and Cardinality: recognise and match numerals and quantity up to 10; correctly form numerals 0 – 6; count ten objects from a larger group Comparison: know the one more/one less relationship between numbers 1 to 5; make things equal for others Composition and Subitising: recognise a small amount of irregular arrangements without counting; recognise number patterns as part and whole (part whole); know my number bonds to 10; double numbers 1 to 5; count in 2s to support doubling up to 10 Pattern: copy and create independently an ABB pattern; spot an error in an ABB pattern Shape, Space and Spatial Awareness: follow a map; visualise and rotate shapes; complete a more complex 		<p>We will be learning to:</p> <ul style="list-style-type: none"> Counting and Cardinality: match numerals and quantity beyond 10; correctly form numerals 0-10; count ten objects and beyond from a larger group Comparison: compare numbers from 1-10; answer the question how do you know? Composition and Subitising: recognise and explain that numbers are made up of other number combinations (inverse operations); recognise that numbers can be partitioned into different pairs of numbers; split even quantities into 2 equal groups; explore odd and even numbers; double all my numbers up to 10 	



Whole School Curriculum Map (Cycle A)

Oakhill Church School

	<p>make patterns using triangles, circles, squares and rectangles</p> <ul style="list-style-type: none"> • Measure: organise a sequence of three events; compare the size or weight of more than three items; use marks to represent my finding; shop using tens frames, numicon, up to 3p 	<p>puzzle; sort and match 3D shapes – cube, cuboid, pyramid, cone</p> <ul style="list-style-type: none"> • Measure: compare distance; use scales as a measure of heavy and light using cubes; measure one minute; shop using numicon 'one' shapes/tens frames for amounts up to 5 matching pennies 	<ul style="list-style-type: none"> • Pattern: copy and create independently an ABBC pattern; spot and error in and ABBC pattern; make a pattern with a border or a circle • Shape, Space and Spatial Awareness: combine shapes of different sizes to make other shapes; sort two different puzzles and put the puzzles back together; follow directions from an adult; follow a set of instructions to complete a model using a combination of 3D shapes • Measure: order the sequence of the day using time related vocabulary; estimate and predict the comparison between two objects or two amounts; read the visual timetable and understand times of the day (e.g. bedtime, lunchtime); shop using numicon 'ones' shapes/tens frames up to 10 matching pennies
	Y1: Place Value; Addition and Subtraction; Shape	Y1: Place Value; Addition and Subtraction; Length and Height; Mass and Volume; Money; Multiplication and Division	Y1: Place Value; Multiplication and Division; Fractions; Position and Direction; Money; Time; Statistics



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Personal, Social and Emotional Development (Jigsaw)	Being me (Age 4-5; Step 1-3)	Celebrating differences (Age 4-5; Step 1-3)	Dreams and goals (Age 4-5; Step 1-3)	Healthy Me (Age 4-5; Step 1-3)	Relationships (Age 4-5; Step 1-3)	Changing me (Age 4-5; Step 1-3)
Understanding of the World (History Link)	We are learning to observe and talk about familiar situations in the past – home, school, transport	We are learning to understand past and present from stories and artifacts	We are learning to observe and talk about experiences that they are familiar with that may have been different in the past.	We are learning to talk about common themes in historical stories – brave, difficult choices, kindness.	We are learning to: talk about a range of fictional and non-fictional characters from a range of cultures; order events based on chronology, recognising that things happened before they were born.	
	<i>Y1 Link: Changes within living memory – Personal history</i>	<i>Y1 Link: The lives of significant individuals – Queen Elizabeth II</i>		<i>Y1 Link:: Events beyond living memory that are significant nationally – Explorers</i>	<i>Y1 Link: Significant historical events, people and places in own locality – Castles (Structures): Nunney Castle</i>	
Understanding of the World (Science Link)	We are learning to: explore the different light sources and how they work; investigate the	We are learning to: explore how magnets work; explore how I can	We are learning to: explain what happens when light travels through transparent	We are learning to: understand and talk about seasons how this affects plant life;	We are learning to: explain what happens when light travels	We are learning to: identify how animals behave during different



Whole School Curriculum Map (Cycle A)

Oakhill Church School

	seasons and talk about seasonal change; investigate the climate in our country	test my ideas to affect change of matter	materials; explain why some materials are attracted to magnets and some are not; explain how my ideas made the process of changing states of matter faster or slower	investigate the climate in the world around me	through opaque materials; use the words repel and attract; predict what my happen to changes of matter, test my ideas and reach a conclusion	seasons; investigate the effect I can have on the climate, animals and plants
	Y1 Link (Science): Cycle A: How do trees and plants change across the four seasons? Link Y1 (Geography): Identify seasonal and daily weather patterns: Extreme weather! Flooding!	Y1 Link: Cycle A: Y1 Materials: How can the shapes of everyday solids be changed?		Y1 Link: Cycle A: Animals: What are the names of some common animals and how do they grow?		Y1 Link: Cycle A: Y1 Plants : What are the different parts of a plant and how do they survive?
Understanding the World (Geography Link)		We are learning to: recognise familiar places on a map of my town; use ariel photos to create a simple map of my town		We are learning to: compare my place of living with another town or country of relevance to my class; identify England on a map and that I live in a country	We are learning to use directional words to direct others	We are learning to draw and label a map with key features of my town; present my ideas about different places in the world and talk about similarities and differences



Whole School Curriculum Map (Cycle A)

Oakhill Church School

		Link Y1/2: Geographical fieldwork and skills: Fieldwork Study		Link Y1/2: Name and locate the world's seven continents and five oceans: The continents of the world!		Link Y1/2: Understand similarities and differences comparison a non-European country with own locality: Sri Lanka
Understanding the World (RE link)	Unit 1: Special me - Who are we?	Why do Christians perform Nativity plays at Christmas?	Unit 3: Special places - Church building & Synagogue	Unit 4: Special times - Easter & Passover	Unit F1 Why is the word 'God' so important to Christians?	Unit 5: Special stories - God/ creation.
Expressive Arts and Design (Art/DT link)	We are learning to name and mix secondary colours with increased independence; hold a paintbrush with my fingers and thumb, hand and arm pointing downwards; include more detail in my drawing of a person	We are learning to: I join materials through using a stapler; explore mono-printing	We are learning to: mix colours for printing; draw objects from my memory; pivot through my wrist and fingers to paint; add texture and change consistency of my paint	We are learning to: join materials through hole punch and treasury tags; explore graded pencils and other mark making materials to make a range of lines and textures.	We are learning to: join materials through sewing; add colour, grades of shade and detail to my drawing; add a narrative to my paintings	We are learning to: create different effects using a variety of tools such as dots, scratches and splashes; trace and rub over different materials
	Link ½ - Art: Super Sculptures	Link ½ - DT: Roly Poly	Link ½ - Art: Henri Rousseau	Link ½ - DT: Loom Fish	Link ½ - DT: Textile Tree	Link ½ - Art: Earth Art
Expressive Arts and Design (Music)	Who shall I be today? (EYFS)	Let's Go Green! (EYFS) Busy City (EYFS)	Stories and Sounds (EYFS)	Amazing African Animals (EYFS)	Working World (EYFS)	An Indian Wedding (EYFS)



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Physical Development	We are learning to: Core Skills: climb skilfully; balance on a wide beam and pick up a bean bag; hold my left or right hand up with cues; complete an obstacle course and describe what I am doing under/over/through/behind/in front of; skip on alternative feet; stand stationary and balance a bean bag on my head		We are learning to: Core Skills: bat a ball; balance on a narrow beam and pick up a bean bag; lift my right or left hand up when asked independently; repeat motor patterns of letters with my eyes closed; follow directions from an adult; repeat patterns of hopping and jumping		We are learning to: Core Skills: follow directions on a map; walk on a beam with a bean bag balanced on my head; hopscotch; recognise forms and objects as the same in various situations.	
	Introduction to P.E.: Unit 2	Fundamentals: Unit 1	Dance: Unit 2	Gymnastics: Unit 1	Games: Unit 2	Ball Skills: Unit 1
Forest School						

Y1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	Science/Geography: How do trees and plants change across the four seasons?	History/Geography: Why is Oakhill a special place?	History: <i>What was the Great Fire of London and why did it happen?</i>	History: <i>What makes something old or new?</i>	History/Geography: How has flying helped us explore the continents of the world?	Science: <i>What are the different parts of a plant and how do they survive?</i>
Maths	Place Value Addition and Subtraction Shape		Place Value Addition and Subtraction Length and Height Mass and Volume Money Multiplication and Division		Place Value Multiplication and Division Fractions Position and Direction Money Time Statistics	
Reading (Whole Class Texts)	I am the Seed that Grew the Tree; Tree – Seasons Come, Seasons Go; Busy Spring – Nature Wakes Up	The Way Back Home; The Tiger who came for Tea	Toby and the Great Fire of London; Short Histories: The Baker’s Boy and the Great Fire of London; The Paper	Toys and Games (Ways into History); Traction Man; The Day the Crayons Quit; Toys in Space	Storm Whale; Beegu; The Last Wolf	Under your Feet; Busy Spring – Nature Wakes Up



Whole School Curriculum Map (Cycle A)

Oakhill Church School

			Bag Princess; The Magic Paintbrush			
Guided Reading	Read Write Inc					
Writing	Write Stuff Unit (Y1): Pinocchio (Fiction – Narrative – Traditional Tale) Hamilton Trust Unit: The Nut Tree (Poetry)	Write Stuff Unit (Y1): The Storm Whale (Fiction – Narrative – Story) Postcard – Meerkat Christmas (Non-fiction)	Write Stuff Unit (Y2): The Great Fire of London (Non-fiction – Diary)	Write stuff Unit (Y1): Toys from the Past (Non-fiction - Report) Talk 4 Writing: The Magic Paintbrush	Write stuff Unit (Y2): The Marvellous Fluffy Squishy Itty Bitty (Narrative - Story)	Write Stuff Unit (Y1): Our Trip to the Woods (Non-fiction - Recount) Instructional Writing – Science Link
Spelling	Read Write Inc					
Science	Seasons (Y1) How do trees and plants change across the four seasons?	Animals including Humans (Y1/2) What are the names of some common animals and how do they grow?	Materials (Y1/2) How can the shapes of everyday solids be changed?		Living Things (Y2) What is a food chain?	Plants (Y1/2) What are the different parts of a plant and how do they survive?
History		Significant historical events, people and places in own locality – Oakhill Brewery	Events beyond living memory Significant globally – The Great Fire of London	Changes within living memory - Toys	The lives of significant individuals – History of Flight (Amelia Earhart/ The Wright brothers / Bessie Coleman)	



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Geography	Identify seasonal and daily weather patterns: Extreme weather! Flooding and Seasons	Geographical fieldwork and skills: Fieldwork Study			Name and locate the world's seven continents and five oceans: The Continents of the World!	Understand similarities and differences comparison a non-European country with own locality: Sri Lanka
Art and DT	DT: Textile Tree	Art: Henri Rousseau	Art: Super Sculptures	DT: Roly Poly	DT: Continental cooking DT: Loom Fish	Art: Earth Art
Computing	2.2 Online Safety (3 lessons) 2.8 Presenting Ideas (4 lessons)	2.6 Creating Pictures (5 lessons)	2.1 Coding (6 lessons)	2.3 Spreadsheets (3 lessons) 1.3 Pictograms (3 lessons)	1.5 Maze Explorers (3 lessons) 1.9 Technology Outside School (2 lessons)	2.5 Effective Searching (3 lessons)
P.E	Fundamentals (Y1)	Ball Skills (Y2)	Dance (Y1)	Invasion (Y2)	Athletics (Y1)	Sending and Receiving (Y2)
P.E	Fitness (Y2)	Target Games (Y1)	Gymnastics (Y1)	Team Building (Y1)	Striking and Fielding (Y1)	Net and Wall (Y1)
Forest School						
Music	Unit 4: Weather (Y1) Unit 8: Seasons (Y2) Skills Builders (Y1/2)	Unit 1: Ourselves (Y1) Unit 3: Our Land (Y2) Skills Builders (Y1/2)	Unit 2: Number (Y1) Unit 10: Pattern (Y2) Skills Builders (Y1/2)	Unit 2: Toys (Y2) Unit 9: Storytime (Y1) Skills Builders (Y1/2)	Unit 11: Travel (Y1) Unit 12: Travel (Y2) Skills Builders (Y1/2)	Unit 12: Water (Y1) Unit 4: Our Bodies (Y2) Skills Builders (Y1/2)
Jigsaw	Being me (Age 6-7)	Celebrating differences (Age 6-7)	Dreams and goals (Age 6-7)	Healthy Me (Age 6-7)	Relationships (Age 6-7)	Changing me (Age 6-7)



Whole School Curriculum Map (Cycle A)

Oakhill Church School

R.E.	Unit 1.1: What do Christians believe about God?	Unit 2: What do Christians believe about Jesus? (incarnation)	Unit 6: What do Jewish people believe about Torah?	Salvation- UC Why does Easter matter to Christians? AMV 1:4 What do Christians believe about Salvation?	God- UC – What do Christians believe God is like? (Focus on parables)	UC - What do Christians believe God is like?
------	---	---	--	---	--	--

Y3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	Science/Geography/History: How did the stone age change Britain?	History: What was life like as an Ancient Egyptian?	Geography: How do volcanoes impact our world?	History/Geography: What was life like in pre 19 th century Shepton Mallet?	Geography: How do you survive in Antarctica?	Science: What are the parts of a flowering plant?
Maths	Place Value Addition and Subtraction Multiplication and Division Area		Multiplication and Division Length and Perimeter Fractions and Decimals Mass and Capacity		Fractions and Decimals Money Time Shape Statistics Position and Direction	
Reading (Whole Class Texts)	Stone age Bone age by Mick Manning	A Mummy Ate my Homework by Thiago de Moares	Ottoline and the Yellow Cat by Chris Riddell	Atlas of Amazing Architecture; I Don't Like Poetry by Joshua Seigal	How to Train Your Dragon by Cressida Cowell	The Abominables by Eva Ibbotson
Guided Reading Units	Teaching Booth (Y3): Rocks and Fossils The Pebble in My Pocket by Meredith Hooper and Chris Coady	Teaching Booth (Y3): Lighthouses The Light Keeper's Lunch by Davis	Teaching Booth (Y4): Teeth Tooth by Tooth: Comparing Fangs, Tusks and	Teaching Booth (Y3): Towns, Cities and Villages	Teaching Booth (Y3): Weather	Teaching Booth (Y3): Different Cultures Same But Different by Jenni Sue Kostechi Shaw



Whole School Curriculum Map (Cycle A)

Oakhill Church School

		Armitage and Rhonda Armitage	Chompers by Sara C Levine	Town is by the Sea by Joanne Schwarz	Cloudy with a Chance of Meatballs by Judi Barrett	
Writing	Talk 4 Writing Unit: How to Trap a Stone Giant (Non-fiction) Write Stuff Unit (Y3): Skara Brae (Non-Fiction – Holiday Brochure)	Write Stuff Unit (Y3): I Asked the Boy Who Could Not See (Poetry)	Write Stuff Unit (Y3): The Incredible Book Eating Boy (Fiction – Narrative - Comedy)	Write Stuff Unit (Y4): The Creature (Non-Fiction – Newspaper Report)	Write stuff Unit (Y4): The Whale (Fiction - Mystery)	Write stuff Unit (Y3): The True Story of the Three Little Pigs (Fiction – Narrative – Traditional Tale with a Twist)
Spelling	Spelling Frame (Y3/4): Rules 1-5 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 6-10 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 11-15 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 16-20 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 21-25 Year ¾ common exception words	Spelling Frame (Y3/4): Revision Year ¾ common exception words
Science	Rocks (Y3) What are the different types of rocks?	Light (Y3) What are different sources of light?	Animals including Humans (Y3/4) Teeth, Food Chains and Nutrition	Electricity (Y4) What impact does electricity have on daily life?	Living Things (Y4) How can we group living things?	Plants (Y3) What are the parts of a flowering plant?
History	Changes in Britain - Stone age, Bronze Age and Iron Age What was the Stone Age and Bronze Age?	Achievements of the earliest civilisations – Ancient Egypt - Life as an Ancient Egyptian		Local history study – Shepton Mallet pre 19 th Century		



Whole School Curriculum Map (Cycle A)

Oakhill Church School

	Local history study – Stonehenge					
Geography			key aspects of Volcanoes and Earthquakes: Mount Vesuvius (Italy) - Volcanoes	Geographical fieldwork and skills: Local Maps	Identify the position and significance of the Arctic and Antarctic circles and Equator; Climate zones, vegetation belts, biomes: Antarctica	Understand geographical similarities and differences with a region the UK; Name and locate the regions of the UK: Urban areas (Birmingham)
Art and DT	Art: William Morris	DT: Class Display	DT: Baking Bread	Art: Famous Buildings	DT: Pop-up book	Art: Plant Art
Computing	3.2 Online Safety (3 lessons)	4.4 Writing for Different Audiences (5 lessons)	4.5 Logo (4 lessons)	4.1: Coding (6 lessons)	3.7 Simulations (3 lessons) 3.3: Spreadsheets (3 lessons)	3.6 Branching Databases (4 lessons) 3.8 Graphing (2 lessons)
P.E.	Fundamentals (Y3/4)	Ball Skills (Y3/4)	Dance (Y3)	Hockey (Y3/4)	Athletics (Y4)	Tennis (Y3)
PE	Fitness (Y3/4)	Netball (Y3/4)	Gymnastics (Y4)	OAA (Y3)	Rounders (Y3)	Football (Y3/4)
Forest School						
Music	Unit 7: In the Past (Y3) Skills Builders	Unit 4: Poetry (Y3) Skills Builders	Unit 12: Food and Drink (Y3) Skills Builders	Unit 2: Building (Y3) Skills Builders	Recorder Magic Skills Builders	Unit 6: Time (Y3) Skills Builders
Jigsaw	Being me (Age 8-9)	Celebrating differences (Age 8- 9)	Dreams and goals (Age 8-9)	Healthy Me (Age 8-9)	Relationships (Age 8-9)	Changing me (Y3: Age 7- 8; Y4: Age 8-9)



Whole School Curriculum Map (Cycle A)

Oakhill Church School

R.E.	Unit 2a.1 What do Christians learn from the Creation story?	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 2a.5 Why do Christians call the day that Jesus died 'Good Friday'? Unit 4: What do Christians believe about Salvation?	Unit 2a.2 What is it like to follow God? Unit 6: What do Christians believe about Agape?	
MfL	Unit 1: Greetings, Name, Family, Numbers (0-12) and Age	Unit 2: Numbers (11-20), Playground Games Unit 3: Look at Me, Come to My Party	Unit 4: Body Parts, Colours	Unit 6: Likes/Dislikes; C'est combien? Unit 7 : Our Sporting Lives; Healthy Eating	Unit 5: On My Way to School; Where in the World is French Spoken?; On Our Travels; Weather; Numbers 21-30	Unit 9: Animals

Y4/5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	Geography: How is Brazil similar to the UK and Somerset?	History: What was life like as an Ancient Greek?	Science: What are the effects of different forces on objects?	Science: What is our place in the universe?	History: How and Why did the Roman empire spread across Europe?	History: What impact did the Anglo-Saxons have in Britain?
Maths	Place Value Addition and Subtraction Multiplication and Division Length, perimeter and area		Multiplication and Division Fractions, Decimals and Percentages		Decimals Time Statistics Properties of Shape Position and Direction Money Converting units and volume	



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Reading (Whole Class Texts)	Floodlands by Marcus Sedgewick	Who Let the God's Out by Maz Evans	Kasper Prince of Cats by Michael Morpurgo	The Nowhere Emporium by Ross MacKenzie	Podkin One Ear by Kieran Larwood	Varmints by Helen Ward
Guided Reading Units	Teaching Booth (Y5): Brazil Journey To The River Sea by Eva Ibbotson Trains To Brazil by The Guillemots	Teaching Booth (Y5): Christmas 'Twas The Night Before Christmas by Clement Clarke Moore; A Christmas Carol by Charles Dickens	Teaching Booth (Y4): Chinese New Year The Firework Maker's Daughter by Phillip Pullman; The Story Of The Chinese Zodiac	Teaching Booth (Y4): Frank Cottrell Boyce Cosmis; The Unforgotten Coat; Millions	Teaching Booth (Y4): Migration Refugees by Brian Bilston; The Boy At The Back Of The Class by Onjali Rauf	Teaching Booth (Y5): Life Cycles Cicada by Shaun Tan; The Circle Of Life
Writing	Write Stuff (Y4): Charlie and the Chocolate Factory (Narrative)	Write Stuff (Y5): Kick (Non-fiction – Persuasive Letter) Poetry: The Sound Collector by Roger McGough (exploring form)	Recount – Young Voices (Non-fiction) TfW (Y5): Cosmic (Narrative Science Fiction)	Write Stuff Unit (Y5): One Small Step (Narrative - Adventure) Poetry: Space Poetry (Shape Poems)	Write Stuff (Y4): The River (Poetry)	Write Stuff (Y5): Zoo (Fiction – Fantasy) T4W - How To Trap a Dragon (Instructions)
Spelling	Spelling Frame (Y3/4): Rules 1-5 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 6-10 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 11-15 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 16-20 Year ¾ common exception words	Spelling Frame (Y3/4): Rules 21-25 Year ¾ common exception words	Spelling Frame (Y3/4): Revision Year ¾ common exception words



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Science	States of Matter (Y4) What is a solid, liquid and a gas?	Sound (Y4) How do different objects produce sounds of different volumes and pitches?	Forces and Magnets (Y3/5) What are the effects of different forces on objects?	Earth and Space (Y5) What is our place in the universe?		Living Things in their Habitats (Y5) What are life cycles differences in mammals, amphibians, insects and birds?
History		<i>Achievements of the earliest civilisations</i> – Ancient Greece – Life as a Greek			The Roman Empire and its impact on Britain – Battle and Conflict <i>Local history study – Roman baths</i>	Britain's settlement by Anglo-Saxons and Scots – The Anglo Saxons
Geography	Rivers and the water cycle; Biomes and climate zones, vegetation belts: Rainforest: Amazon		Locate the world's countries, using maps to focus on Europe; Identify the significance and position of the Northern and southern hemisphere, longitude and latitude: Europe Greece	Geographical similarities and differences with an area of Europe: Greece, Rhodes	Use fieldwork to use the eight point of a compass and four and six-figure grid references, symbols and key: Field study	
Art and DT	Art: Street Art	DT: Stitch a Sampler	DT: Moving Buggy	Art: Indian Art	Food and Nutrition Cooking Roman food	Art: Sonia Delaunay



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Computing	5.8 Word Processing (8 lessons)	5.8 Word Processing (8 lessons)	5.7 Concept Maps (4 lessons)	4.1: Coding (6 lessons)	4.9 Making Music (4 lessons)	5.3 Spreadsheets (6 lessons)
P.E.	Fitness (Y3/4)	Dodgeball (Y3/4)	Dance (Y4)	Hockey (Y3/4)	Athletics (Y4)	Tennis (Y5)
PE	Tag Rugby (Y3/4)	Netball (Y3/4)	Gymnastics (Y5)	OAA (Y5)	Rounders (Y5)	Football (Y4)
Forest School						
Music	Unit 1: Poetry (Y4) Skills Builders	Unit 3: Sounds (Y4) Skills Builders	Unit 5: Building (Y4) Skills Builders	Unit 9: Communication (Y4) Skills Builders	Unit 2: Environment (Y4) Skills Builders	Unit 3: Life Cycles (Y5) Skills Builders
Jigsaw	Being me (Age 9-10)	Celebrating differences (Age 9-10)	Dreams and goals (Age 9-10)	Healthy Me (Age 9-10)	Relationships (Age 9-10)	Changing me (Y4: Age 8-9; Y5: Age 9-10)
R.E.	Unit 2.1 What does it mean if god is holy and loving?	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?		Unit 2.6 What did Jesus do to save human beings?	Unit 2.5 What would Jesus do?	
MfL	Unit 5: On My Way to School; Where in the World is French Spoken?; On Our Travels; Weather; Numbers 21-30	Unit 6: Likes/Dislikes; C'est combien? Unit 7 : Our Sporting Lives; Healthy Eating	Unit 11: Celebrations, Lunchtime; Food Likes/Dislikes; Building Sentences	Unit 12: Describing Planets; Distances from the Sun	Unit 10: Alphabet, Locality	Unit 9: Animals

Y5/6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
------	--------	--------	--------	--------	--------	--------



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Headline driver	Geography: How do you survive the desert?	History: What legacy did early Islamic civilisation leave behind?	History: What was life like as a Victorian?	History: What was life like in Britain during WW2?	Science: How has Carl Linnaeus influenced classification?	History: What was the impact of mining on our local environment?
Maths	Place Value Addition and Subtraction Multiplication and Division Fractions Converting Units		Multiplication and Division Fractions, Decimals and Percentages Perimeter, Area and Volume Statistics Ratio Algebra		Shape Position and Direction Decimals Negative numbers Converting units Volume	
Reading (Whole Class Texts)	No Ballet Shoes in Syria by Catherine Bruton	The History Detective Investigates: Early Islamic Civilization <i>and</i> Daily Life in the Islamic Golden Age (Non-fiction)	Street Child by Berlie Doherty	Letter from a Lighthouse by Emma Carroll	Darwin's Dragons by Lindsay Galvin The Explorer: Jaqueline Wilson	There's a Boy in the Girl's Bathroom by Louis Sachar
Guided Reading Units	Teaching Booth (Y5): Middle Eastern Countries The Breadwinner by Deborah Ellis	Teaching Booth (Y5): Poetry Vol 1 The Highwayman by Alfred Noyes; The Listeners by Walter De La Mere	Teaching Booth (Y5): Children's Classics: Vol 1 The Hobbit by JRR Tolkien The Jungle Book by Rudyard Kipling	Teaching Booth (Y6): Evolution Moth by Isabel Thomas	Teaching Booth (Y6): Songs From Musicals Speechless from Aladdin; Defying Gravity from Wicked; Waving Through A Window from Dear Evan Hansen	Teaching Booth (Y6): Civil Rights A Change Is Gonna Come by Sam Cooke; Caged Bird by Maya Angelou



Whole School Curriculum Map (Cycle A)

Oakhill Church School

Writing	<p>Write Stuff (Y6): The Journey (Narrative - Story)</p> <p>Poetry: National Poetry Day – Poems about Choice</p>	<p>Write Stuff (Y6): Goldilocks (Non-Fiction – Newspaper Report)</p>	<p>Write Stuff (Y5): Hansel and Gretel by Neil Gaiman (Fiction: Narrative – Traditional Tale)</p> <p>Narrative: Character Description (Street Child)</p> <p>Non-Fiction: Young Voices Recounts</p>	<p>Write Stuff (Y6): Letters from the Lighthouse (Non-Fiction: Recount)</p> <p>Poetry: Descriptive War Poetry</p>	<p>Write Stuff (Y5): The Origin of Species (Non-Fiction: Non-Chronological Report)</p>	<p>Write Stuff (Y5): The Highwayman (Narrative Poetry)</p> <p>Non-fiction: Advert: Visit Radstock (Local History)</p> <p>Narrative: Playscript Writing & Performance: End of Year Play</p>
Spelling	<p>Spelling Frame (Y5/6): Rules 1-5</p> <p>Year 5/6 common exception words</p>	<p>Spelling Frame (Y5/6): Rules 6-10</p> <p>Year 5/6 common exception words</p>	<p>Spelling Frame (Y5/6): Rules 11-15</p> <p>Year 5/6 common exception words</p>	<p>Spelling Frame (Y5/6): Rules 16-20</p> <p>Year 5/6 common exception words</p>	<p>Spelling Frame (Y5/6): Rules 21-25</p> <p>Year 5/6 common exception words</p>	<p>Spelling Frame (Y5/6): Revision</p> <p>Year 5/6 common exception words</p>
Science	<p>Properties and Changes of Materials (Y5)</p> <p>How can we group everyday materials?</p>	<p>Electricity (Y6)</p> <p>How does voltage affect a circuit?</p>	<p>Light (Y6)</p> <p>How does reflection help us see objects?</p>	<p>Evolution and Inheritance (Y6)</p> <p>What evidence is there for evolution?</p>	<p>Living Things in their Habitats (Y6)</p> <p>How has Carl Linnaeus influenced classification?</p>	<p>Animals including Humans (Y5): Link with PSHE</p> <p>How do humans change from a foetus to late adulthood?</p> <p>Animals including Humans (Y6)</p>



Whole School Curriculum Map (Cycle A)

Oakhill Church School

						How can our health be impacted?
History		<i>A non-European society in contrast with Britain – Early Islamic Civilisation</i>	<i>An aspect of British history beyond 1066 - The Victorians and the Industrial revolution – Life as a Victorian</i>	<i>An aspect of British history beyond 1066. - World War 2 – Life at Home</i>		<i>Local history study – Mining</i>
Geography	Mountains; Biomes and climate zones, vegetation belts: <i>Deserts (Iraq and Mojave)</i>	Geographical similarities and differences with an area of Non-European: <i>California</i>			Fieldwork study Ordnance survey maps and symbols	North/South America Tropics of Cancer and Capricorn <i>North America</i>
Art and DT	DT: Sewing Repair Kit	Art: Art Illusions	DT: Light and Torches	Food and Nutrition Cooking – Dig for Victory	Art: Frida Kahol	Art: Street Art 2
Computing	5.2: Online Safety (3 lessons)	6.1 Coding (6 lessons)	6.3 Spreadsheets (5 lessons)	6.7 Quizzing (6 lessons)	6.6 Networks (3 lessons)	6.8 Binary (4 lessons)
P.E.	Fitness (5/6)	Dodgeball (Y5/6)	Dance (Y6)	Hockey (Y5/6)	Athletics (Y6)	Tennis (Y5)
PE	Tag Rugby (Y5/6)	Netball (Y5/6)	Gymnastics (Y5)	OAA (Y5)	Rounders (Y5)	Football (Y6)
Forest School						
Music	Unit 1: Our Community (Y5)	Young Voices Preparation	Unit 2: Journeys (Y6)	Unit 3: Growth (Y6) Skills Builders	Unit 4: Roots (Y6) Skills Builders	Unit 6: Celebration (Y5)



Whole School Curriculum Map (Cycle A)

Oakhill Church School

	Skills Builders	Skills Builders	Young Voices Performance			Year 6 Performance
Jigsaw	Being me (Age 10-11)	Celebrating differences (Age 10-11)	Dreams and goals (Age 10-11)	Healthy Me (Age 10-11)	Relationships (Age 10-11)	Changing me (Y5: Age 9-10; Y6: Age 10-11)
R.E.	Unit 2b.2 Creation and science: conflicting or complementary?		Unit 8: What do Muslim people believe about Islam and Iman?	Unit 2.7: What difference does the resurrection make to Christians?	Unit 2b.8 What kind of king is Jesus?	
MfL	Unit 13: Months and Seasons	Unit 14: Bringing a Picture to Life; Poetry	Unit 15: Telling the Time; French Schools	Unit 16: Places in Town; Sentence Building; Then and Now	Unit 17: At the Cafe	Cultural Awareness of France