



Whole School Curriculum Map (Cycle B)

Oakhill Church Primary School

Chestnut – EYFS/Y1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	History: <i>What makes me, me?</i>	History/Science - <i>What is the light in the night?</i>	History/Geography: <i>What happened to the dinosaurs?</i>	Geography: <i>What makes the World wonderful?</i>	Science: <i>How do plants grow?</i>	Science: <i>Why are insects important?</i>
Planning Overview	<ul style="list-style-type: none"> I am special My family My home My school My body My feelings Keeping safe- Balanced healthy food 	<ul style="list-style-type: none"> Fireworks Guy Fawkes – significant individual Diwali Moon/Stars/Space Sun- light source Light Carnival New Year Christmas 	<ul style="list-style-type: none"> Past/present Classify dinosaurs Mary Anning – significant individual Ice age 	<ul style="list-style-type: none"> Oakhill – what is it like? Map of the school Artic – what is it like? Animals Continents Oceans 	<ul style="list-style-type: none"> Jack and the beanstalk Life cycle of a plant Seasons – impact on plants Plants we eat 	<ul style="list-style-type: none"> Life cycle of a butterfly What is an insect? Insects come in all shapes and sizes Insect superpowers? What do insects do for us? Spiders – do you like or dislike them Sorting/classifying
Shared Texts (Reading for pleasure)	What makes me me? Super duper me My big book of families	Zim, Zam, Zoom (poems) The Light In the Night Look up Whatever next The darkest dark	Tyrannosaurus drip Katie and the dinosaurs Dinosaur galore	Lost and found Here we are Wonderful Earth Martha maps it out	Planting a Rainbow The Growing Story Jack and the Beanstalk (various versions)	Hungry caterpillar What the ladybird heard? Snail trail Mad about minibeasts The very busy spider



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	<p>My big book of feelings Peepo</p>		<p>Stomp, chomp, here comes the dinosaurs Tom and the island of dinosaurs Mary Anning If the dinosaurs came back</p>		<p>The snail and the whale Moth</p>
<p>Communication, Language</p>	<p>We will be learning to:</p> <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 my understanding to questions by giving an explanation; understand simple humour • Listening and Attention: understand the useful parts of my body that helps me to listen; listen to someone else and respond to them appropriately 	<p>We will be learning to:</p> <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 idea of others; understand instructions containing sequencing words; 'first... after... last' • Listening and Attention: listen and do during adult led activities; understand that keeping my body in one place will support me to listen 	<p>We will be learning to:</p> <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 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 • 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 		



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	<ul style="list-style-type: none"> Social Communication: choose my own friends; debate my point of view when others disagree; use social phrases 	<ul style="list-style-type: none"> Social Communication: initiate a conversation about something I have just learned; accept another's point of view 	<ul style="list-style-type: none"> Social Communication: use language to find out information and discuss my thoughts; explain my own knowledge and understanding and asks appropriate questions of others
Literacy (Reading)	Read, Write Inc Phonics Programme		
Literacy (Writing) We have planned to use the Write Stuff EYFS writing scheme but with differentiated outcomes for our Y1 children	<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. I am learning to re-read what I have written to check it makes sense.
	Write Stuff Unit Grandad's Island (Fiction – Narrative - Story)	Write Stuff Unit Firework Night Poetry Non fiction focus: Letter to Father Christmas	Write stuff: Sam and Dave dig a hole Non fiction focus: dinosaurs
Mathematics	We will be learning to: <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 	We will be learning to: <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 	We will be learning to: <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?



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	<ul style="list-style-type: none"> • 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; make patterns using triangles, circles, squares and rectangles • 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>between numbers 1 to 5; make things equal for others</p> <ul style="list-style-type: none"> • 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 puzzle; sort and match 3D shapes – cube, cuboid, pyramid, cone • 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"> • 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 • 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, lunctime); shop using numicon 'ones' shapes/tens frames up to 10 matching pennies
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	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	
Personal, Social and Emotional Development (Jigsaw)	Being me (Age 4-5; Step 4-6)	Celebrating differences (Age 4-5; Step 4-6)	Dreams and goals (Age 4-5; Step 4-6)	Healthy Me (Age 4-5; Step 4-6)	Relationships (Age 4-5; Step 4-6)	Changing me (Age 4-5; Step 4-6)
Understanding of the World (History Link)	<ul style="list-style-type: none"> Development matters Talk about members of their immediate family and community. Name and describe people who re familiar to them. Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> We are learning to understand past and present from stories and artifacts 	<ul style="list-style-type: none"> 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 – 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I am learning to order events based on chronology, recognising that things happened before they were born.



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	<ul style="list-style-type: none"> We are learning to observe and talk about familiar situations in the past – home, school, I am learning to recognise familiar places on a map of my town I am learning to use ariel photos to create a simple map of my town 		brave, difficult choices, kindness.		before they were born.	
	<p>YR/1: Link Cycle B: <i>Changes within living memory – Personal history</i></p>	<p>YR/1: Link: Cycle A: <i>Events beyond living memory that are significant nationally – Guy Fawkes</i></p>	<p>YR/1: Link Cycle A: <i>The lives of significant individuals – Mary Anning</i></p>		<p>YR/1: Link: Cycle A: <i>Significant historical events, people and places in own locality – Castles (Life</i></p>	<p>YR/1: Link Cycle A: <i>The lives of significant individuals – Queen Victoria</i></p>



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					Within): Farleigh Hungerford	
Understanding of the World (Science Link)	<ul style="list-style-type: none"> The 5 senses – describe what they see, hear and feel when outside My body I am learning to ask questions about the world around me I can ask simple questions about my surroundings 	<ul style="list-style-type: none"> We are learning to: explore the different light sources and how they work; - sun, shadows, We are learning to: explain what happens when light travels through transparent materials Road safety week – reflective materials - people who help us link 	<ul style="list-style-type: none"> We are learning to: 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 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> We are learning to: understand and talk about seasons how this affects plant life; investigate the climate in the world around me 	<ul style="list-style-type: none"> We are learning to: identify how animals behave during different seasons; investigate the effect I can have on the climate, animals and plants I can explore the natural world around me, making observations and drawing pictures of animals and plants
	Y1 Link (Science): Cycle B: How does weather and daylight	Y1 Link (Science): Cycle B: Y1 Materials: How are		Y1 Link: Cycle B: Animals: What do	Y1 Link: Cycle B: Y1 Plants: What are common wild and	



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	changes across the four seasons?	materials suited to their uses?		different animals need to survive?	garden plants and how do they grow?	
Environmental	<p>Seasonal changes – Development matters – throughout the year this will be embedded into our curriculum</p> <ul style="list-style-type: none"> • I am learning to investigate the seasons and talk about seasonal change • I am learning to investigate the climate in my country • I can talk about seasons and how the weather and temperature changes 					
Understanding the World (Geography Link)	<ul style="list-style-type: none"> • I am learning to observe and talk about familiar situations in the past – home, school, transport. 			<ul style="list-style-type: none"> • 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 draw and label a map with key features of 		



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				<p>my town; present my ideas about different places in the world and talk about similarities and differences</p> <ul style="list-style-type: none"> • We are learning to use directional words to direct others 		
	<p>Link Y1/2: Geographical fieldwork and skills: Fieldwork Study Map making</p>	<p>Y1 Link (Geography): Identify seasonal and daily weather patterns: Extreme weather! Cold Places!</p>		<p>Link Y1/2: Name and locate the world's seven continents and five oceans: The oceans of the world!</p>		<p>Link Y1/2: Understand similarities and differences comparison a non-European country with own locality: Arctic</p>



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Understanding the World (RE link)	Unit 1: Special me - Who are we?	Special times – Christmas and Hannukah	Unit F3 Why do Christians put a cross in an Easter garden?		Unit F1 Why is the word 'God' so important to Christians?	Unit 6: Special stories - Jesus.
Expressive Arts and Design (leading to Art/Design)	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 I am learning to 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
	Y1 Link: Art: Colour Creations	Y1 Link: DT: Fridge Magnets	Y1 Link: Art: Giuseppe Arcimboldo	Link ½: DT: Class Loom	Link ½: DT: Toast	Link ½: Art: African Art
Expressive Arts and Design (Music)	Who shall I be today? (EYFS)	Light a Candle (EYFS) Beyond the Stars (EYFS)	Do you see Dinosaurs? (EYFS)	Under the Sea (EYFS)	A Tale from Long Ago (EYFS)	Growth and Change (EYFS)
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		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		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.	



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	alternative feet; stand stationary and balance a bean bag on my head		directions from an adult; repeat patterns of hopping and jumping			
	Introduction to P.E. (YR)	Unit 1 Fitness (Y1)	Dance: Unit 1 (year r)	Yoga (Year R)	Ball Skills unit 1 (year r)	Games: Unit 1 (year r)
	Introduction to PE – Unit 2	Fundamentals Unit 1 (year r)	Gymnastics: Unit 2 (year r)	Fundamentals 2 (year r)	Invasion (Y1)	Sending and receiving (year 1)
Forest School						

Y1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	Science/Geography: How does weather and daylight change across the four seasons?	History/Geography: What happened to the Binegar Railway?	History: What was the Titanic and what happened to it?	History: What makes something old or new?	History: How can people help others?	Science: What are common wild and garden plants and how do they grow?
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	



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Reading (Whole Class Texts/Reading for Pleasure)	If Winter Comes, Tell it I'm Not Here; The Boy and the Rainbow; The Crow's Tale	That Pesky Rat; Where the Wild Things Are; Lubna and Pebble	Traditional Tales: Goldilocks and the Three Bears; Little Red Riding Hood	Pinocchio; Now We Are Six; Dick Whittington	Funnybones; Ravi's Roar	I Took a Walk; Jim and the Beanstalk; Bloom (Picture Book);
Guided Reading	Read Write Inc					
Writing	Write Stuff Unit (Y2) : Desk Diddler (Poetry – Humorous Poem) T4W: Owl Babies	Write Stuff Unit (Y1): The Train Ride (Fiction – Narrative - Story)	Write Stuff Unit (Y1): Little Red Riding Hood (Fiction - Narrative - Traditional Stories)	Write stuff Unit (Y2): The Day the Crayons Quit (Non-fiction – Persuasive Letter)	Write Stuff Unit (Y1): The Bear and the Piano (Narrative - Adventure)	T4W Jack and the Beanstalk/Jasper's Beanstalk
Spelling	Read Write Inc					
Science	Seasons (Y1) How does weather and daylight changes across the four seasons?	Animals including Humans (Y1/2) What do different animals need to survive?	Everyday Materials (Y1/2) How are materials suited to their uses?		Living Things (Y2) What is a habitat?	Plants (Y1/2) What are common wild and garden plants and how do they grow?
History		Significant historical events, people and places in own locality – Binegar Railway	Events beyond living memory Significant globally – The Titanic	Changes within living memory - Communication	The lives of significant individuals – NHS (Mary Seacole, Florence Nightingale, Edith Cavell)	
Geography	Identify seasonal and daily weather patterns: Extreme	Geographical fieldwork and skills: Fieldwork Study			Name and locate the world's seven continents and five	Understand similarities and differences comparison a non-



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	weather! Cold Places!				oceans: The oceans of the world!	European country with own locality: Artic
Art and DT	DT: Toast	Art: Giuseppe Arcimboldo	Art: Colour Creations	DT: Fridge Magnets	DT: Class Loom	Art: African Art
Computing	1.1 Online Safety (4 lessons) 1.4 Lego Builders (3 lessons)	1.6 Animated Story Books (5 lessons)	1.7 Coding (6 lessons)	1.2 Grouping and Sorting (2 lessons) 1.8 Spreadsheets (3 lessons)	2.4 Questioning (5 lessons)	2.7 Making Music (3 lessons)
P.E	Fundamentals (Y2)	Ball Skills (Y1)	Dance (Y2)	Invasion (Y1)	Athletics (Y2)	Sending and Receiving (Y1)
P.E	Fitness (Y1)	Target Games (Y2)	Gymnastics (Y2)	Team Building (Y2)	Striking and Fielding (Y2)	Net and Wall (Y2)
Forest School						
Music	Unit 6: Seasons (Y1) Unit 9: Weather (Y2) Skills Builders (Y1/2)	Unit 1: Ourselves (Y2) Unit 7: Our School (Y1) Skills Builders (Y1/2)	Unit 6: Number (Y2) Unit 8: Pattern (Y1) Skills Builders (Y1/2)	Unit 5: Machines (Y1) Unit 9: Storytime (Y2) Skills Builders (Y1/2)	Unit 3: Animals (Y1) Unit 5: Animals (Y2) Skills Builders (Y1/2)	Unit 11: Water (Y2) Unit 10: Our Bodies (Y1) Skills Builders (Y1/2)
Jigsaw	Being me (Age 5-6)	Celebrating differences (Age 5-6)	Dreams and goals (Age 5-6)	Healthy Me (Age 5-6)	Relationships (Age 5-6)	Changing me (Age 5-6)



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R.E.	Unit 1.2 Who made the world?	Unit 1.3 Why does Christmas matter to Christians?	Unit 5: What do Jewish people believe about God and the Covenant?	Unit 1.4 What is the good news Jesus brings?	Unit 2.1: What do Christians believe about love?
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Y3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	Science/Geography/History: How did the Iron Age change Britain?	History: <i>What legacies did the Ancient Egyptians leave?</i>	Geography: <i>How do earthquakes impact our world?</i>	History/Geography: <i>What was life like in post 19th century Shepton Mallet?</i>	Geography: <i>How do you survive in the artic?</i>	Science: <i>How do plants transport water and reproduce?</i>
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 Text/Reading for Pleasure)	Stig of the Dump by Clive King	Egypt Magnified by Harry Long	The Firework makers daughter Philip Pullman	The Boy at the Back of the Class by Onjali Q Rauf	The Butterfly Lion by Michael Morpurgo	The Tin Forest by Helen Ward
Guided Reading	Teaching Booth (Y3): Prehistoric Britain How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley	Teaching Booth (Y3): Light and Shadows Smoot: A Rebellious Shadow by Michelle Cuevas	Teaching Booth (Y3): Keeping Healthy	Teaching Booth (Y4): Electricity Electricity from Billy Elliot	Teaching Booth (Y3): Spiders Milton the Mighty by Emma Read	Teaching Booth (Y3): Plants A Seed is Sleepy by Dianna Hutts Aston
Writing	Write Stuff Unit (Y3): Stone Age Boy (Fiction – Narrative - Story)	Write Stuff Unit (Y4): Secrets of the Sun King	Write Stuff Unit (Y3): Earthquakes (Non-	Write Stuff Unit (Y4): Aladdin and the Enchanted	Write Stuff Unit (Y3): The Last	Write Stuff Unit (Y4): The Colour



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		(Non-Fiction - Diary)	Fiction – Non-Chronological Report)	Lamp (Fiction – Narrative – Traditional Tale)	Bear (Fiction – Narrative - Story)	Collector (Poetry)
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) <i>How are fossils formed?</i>	Light (Y3) <i>How are shadows formed?</i>	Animals including Humans (Y3/4) <i>Skeletons and Digestion</i>	Electricity (Y4) <i>What are conductors and insulators?</i>	Living Things (Y4) <i>How can habitat changes affect species?</i>	Plants (Y3) <i>How do plants transport water and reproduce?</i>
History	<i>Changes in Britain - Stone age, Bronze Age and Iron Age</i> <i>What was the Iron Age?</i> <i>Local history study – Avebury</i>	<i>Achievements of the earliest civilisations – Ancient Egypt – Legacies and Conflict</i>		<i>Local history study – Shepton Mallet post 19th Century</i>		
Geography			Describe and understand key aspects of Volcanoes and Earthquakes: <i>Japan - Earthquakes</i>	Geographical fieldwork and skills: <i>Local Maps</i>	Identify the position and significance of the Arctic and Antarctic circles and Equator; Climate zones, vegetation belts,	Understand geographical similarities and differences with a region the UK; Name and locate the regions of



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					biomes: Arctic, Russia	the UK: Rural areas (Cumbria)
Art and DT	Art: Jewellery Designers	DT: Puppets	DT: Toy for Bedridden Child DT: Japanese cooking	Art: Warhol & Pop Art Movement	DT: Party Hats	Art: Aboriginal Art
Computing	4.2 Online Safety (4 lessons)	3.9 Presenting (6 lessons)	3.1 Coding (6 lessons)	3.4 Touch Typing (4 lessons)	3.5 Email (6 lessons)	4.3: Spreadsheets (6 lessons)
P.E.	Fundamentals (Y3/4)	Ball Skills (Y3/4)	Dance (Y4)	Hockey (Y3/4)	Athletics (Y3)	Tennis (Y4)
PE	Fitness (Y3/4)	Netball (Y3/4)	Gymnastics (Y3)	OAA (Y4)	Rounders (Y4)	Football (Y3/4)
Forest School						
Music	Unit 11: Ancient (Y3) Skills Builders	Unit 3: Sounds (Y3) Skills Builders	Unit 9: Human Body (Y3) Unit 5: China (Y3) Skills Builders	Unit 8: Communication (Y3) Skills Builders	Recorder Magic Skills Builders	Unit 10: Time (Y4) Skills Builders
Jigsaw	Being me (Age 7-8)	Celebrating differences (Age 7-8)	Dreams and goals (Age 7-8)	Healthy Me (Age 7-8)	Relationships (Age 7-8)	Changing me (Y3: Age 7-8; Y4: Age 8-9)
R.E.	Unit 5: What do Christians believe about God & Incarnation? Unit 2a.3 What is the Trinity?		Unit 1: What do Jewish people believe about God and the Covenant and Torah?	Unit 2: What do Muslim people believe about Islam and Iman?	Unit 2.6 When Jesus left, what was the impact of Pentecost?	
MfL	Unit 1: Greetings, Name, Family, Numbers (0-12) and Age	Unit 2: Numbers (11-20),	Unit 4: Body Parts, Colours	Unit 6: Likes/Dislikes; C'est combien?	Unit 5: On My Way to School; Where in the	Unit 9: Animals



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		Playground Games Unit 3: Look at Me, Come to My Party		Unit 7 : Our Sporting Lives; Healthy Eating	World is French Spoken?; On Our Travels; Weather; Numbers 21-30	
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Y4/5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headline driver	Geography: How is the Congo similar to the UK and Somerset?	History: What legacies were left by the Ancient Greeks?	Science: How do magnets and mechanisms impact objects?	Science: Why do we have day and night and seasons?	History: How did the Roman empire effect life in Britain?	History: What impact did the Vikings 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	
Reading (Whole Class Texts/Reading for Pleasure)	The Wind in the Willows by Kenneth Grahame	Jason and the Golden Fleece by Claudia Zeff	The Iron Man by Ted Hughes	Cosmic by Frank Cottrell Boyce	Theives of Ostia by Caroline Lawrence	Boy in the Tower by Polly Ho-Yen
Guided Reading	Teaching Booth (Y4): Rivers A River's Journey by Angela Yardy; A River by Marc Martin	Teaching Booth (Y4): Witches and Wizards The Witches by Roald Dahl; The Worst Witch by Jill Murphy; Harry Potter And The	Teaching Booth (Y5): Michael Morpurgo War Horse, Private Peaceful, Kensuke's Kingdom	Teaching Booth (Y5): Space The Jamie Drake Equation by Christopher Edge	Teaching Booth (Y4): Romans Romulus and Remus by Rudyard Kipling; Boudica: A Celtic Folk Song	Teaching Booth (Y4): Vikings How to Be A Viking by Cressida Cowell



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		Philosopher's Stone by JK Rowling				
Writing	Write Stuff Unit (Y4): Float (Narrative - Story)	Write Stuff Unit (Y4): Still I Rise (Poetry)	Write stuff unit: I Believe in Unicorns by Michael Morpurgo (Narrative - Story) Recount – Young Voices (Non-fiction)	Write Stuff: Mars Transmission (Non-Fiction - Journal) Poetry: Space Poetry (Shape Poems)	Write Stuff Unit (Y4): The Princess and the Pea (Narrative – Traditional Tale)	Write Stuff Unit: David Attenborough Biography (Non- Fiction- Biography)
Spelling	Spelling Frame (Y3/4 and Y5/6): Rules 1-5 Year ¾ common exception words	Spelling Frame (Y3/4 and Y5/6): Rules 6-10 Year ¾ common exception words	Spelling Frame (Y3/4 and Y5/6): Rules 11-15 Year ¾ common exception words	Spelling Frame (Y3/4 and Y5/6): Rules 16-20 Year ¾ common exception words	Spelling Frame (Y3/4 and Y5/6): Rules 21-25 Year ¾ common exception words	Spelling Frame (Y3/4 and Y5/6): Revision Year ¾ common exception words
Science	States of Matter (Y4) What is the water cycle?	Sound (Y4) How are sounds made?	Forces and Magnets (Y3/5) How do magnets and mechanisms impact objects?	Earth and Space (Y5) Why do we have day and night and seasons?		Living Things in their Habitats (Y5) How do plants reproduce?
History		Achievements of the earliest civilisations – Ancient Greece – Legacies and Conflict			The Roman Empire and its impact on Britain – Life in Roman Britain	Britain's settlement by Anglo-Saxons and Scots – The Vikings



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					<i>Local history study – Roman Villa (The Newt)</i>	
Geography	Rivers and the water cycle; Biomes and climate zones, vegetation belts: <i>Rainforest: Congo</i>		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: <i>Europe Italy</i>	Geographical similarities and differences with an area of Europe: <i>Italy, Naples</i>	Use fieldwork to use the eight point of a compass and four and six-figure grid references, symbols and key: <i>Field study</i>	
Art and DT	Art: Express Yourself	DT: Musical Instrument	DT: Printed Cushion Cover	Art: Chinese Art	Food and Nutrition Cooking Roman food	Art: Vincent van Gogh
Computing	Online Safety 5.5 Game Creator (5 lessons)	4.7 Effective Searching (3 lessons)	4.8 Hardware Investigators (2 lessons)	4.6 Animation (3 lessons)	5.1 Coding (6 lessons)	5.4 Databases (4 lessons)
P.E.	Fitness (Y5/6)	Dodgeball (Y3/4)	Dance (Y5)	Hockey (Y3/4)	Athletics (Y5)	Tennis (Y4)
PE	Tag Rugby (Y3/4)	Netball (Y5/6)	Gymnastics (Y4)	OAA (Y4)	Rounders (Y4)	Football (Y5)
Forest School						
Music	Unit 6: Around the World (Y4) Skills Builders	Unit 7: Ancient Worlds (Y4) Skills Builders	Unit 4: Recycling (Y4) Skills Builders	Unit 2: Solar System (Y5) Skills Builders	Unit 11: In the Past (Y4) Skills Builders	Unit 10: Time (Y4) Skills Builders



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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)
R.E.	Unit 2.1 What do Christians learn from the creation story?	Unit 2.4 What is a Messiah?	2.1: What do Jewish people believe about the God and the Covenant?	LKS2: Humanism	Unit 2.4 What kind of world did Jesus want?	
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
Headline driver	Geography: How were the mountain ranges of Sierra Nevada formed?	History: What legacy did the Mayans leave behind?	History: What influence did the Victorians have on transport?	History: What was life like in at battle during WW2?	Science: What are microorganisms?	History: What was the post war impact 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	



Whole School Curriculum Map (Cycle B)

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Reading (Whole Class Texts/Reading for Pleasure)	Asha and the Spirit Bird by Jasbinder Bilan	The Curse of the Maya by Johnny Pearce	Alice in Wonderland by Lewis Carroll	Artic Star by Tom Palmer	The Explorer: Jaqueline Wilson	Windrush Generation Child by Benjamin Zephaniah
Guided Reading Units	Teaching Booth (Y5): Picture Books The Fantastic Flying Books Of Mr Morris Lessmore by WE Joyce	Teaching Booth (Y5): Poetry Vol 1 The Walrus and the Carpenter by Lewis Carroll We Refugees by Benjamin Zephaniah	Teaching Booth (Y6): Light On A Beam Of Light by Jennifer Berne	Teaching Booth (Y6): WWII Once by Morris Gleitzman; Letters From The Lighthouse by Emma Carroll; Goodnight Mr Tom by Michelle Magorian	Teaching Booth (Y5): Songs Where Is The Love? by The Black Eyed Peas; Cat's In The Cradle by Harry Chapin; Piece By Piece by Kelly Clarkson	Teaching Booth (Y5): Rainforests Running Wild by Michael Morpurgo; The Great Kapok Tree by Lynne Cherry; The Explorer by Katherine Rundell
Writing	Write Stuff Unit (Y6): Everest (Non-Fiction – Non-Chronological Report) Poetry: National Poetry Day – Poems about Choice	Write Stuff Unit (Y6): The Firework Maker's Daughter (Narrative - Adventure) Poetry - Fireworks	Write Stuff Unit (Y6): Pet Peeves (Non- Fiction – Blog) Recount – Young Voices (Non-fiction)	Write Stuff Unit (Y6): Moth (Poetry – Narrative Poem)	Write Stuff Unit (Y5): Kensuke's Kingdom (Narrative - Adventure)	Write Stuff Unit (Y6): Greta by Greta Thunberg (Non-fiction – Speech) Non Fiction: Recount (Local History) Narrative: Playscript Writing & Performance: End of Year Play



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Spelling	Spelling Frame (Y5/6): Rules 1-5 Year 5/6 common exception words	Spelling Frame (Y5/6): Rules 6-10 Year 5/6 common exception words	Spelling Frame (Y5/6): Rules 11-15 Year 5/6 common exception words	Spelling Frame (Y5/6): Rules 16-20 Year 5/6 common exception words	Spelling Frame (Y5/6): Rules 21- 25 Year 5/6 common exception words	Spelling Frame (Y5/6): Revision Year 5/6 common exception words
Science	Properties and Changes of Materials (Y5) How can materials be formed and mixtures be separated?	Electricity (Y6) What can affect the way that components function?	Light (Y6) What effects can light travelling in straight lines have?	Evolution and Inheritance (Y6) How have animals adapted to suit their environments?	Living Things in their Habitats (Y6) What are microorganisms?	Animals including Humans (Y5): Link with PSHE Does gestation period influence life expectancy? Animals including Humans (Y6) How are blood, nutrients and water transported in our bodies?
History		A non-European society in contrast with Britain – The Maya	An aspect of British history beyond 1066 - The Victorians and the Industrial revolution – Transport	An aspect of British history beyond 1066. - World War 2 – Life at War		Local history study – Bristol Post War Migration
Geography	Mountains; Biomes and climate zones,	Geographical similarities and			Fieldwork study	North/South America



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	vegetation belts: Mountains: Sierra Nevada and the Andes	differences with an area of Non-European: Peru			Ordnance survey maps and symbols	Tropics of Cancer and Capricorn Time zones South America
Art and DT	DT: Treasure Box	Art: Sculpting Vases	DT: Puppets	Food and Nutrition Cooking – Dig for Victory	Art: Gustav Klimt	Art: A Sense of Place
Computing	6.2: Online Safety (2 lessons)	5.1 Coding (6 lessons)	6.4 Blogging (4 lessons)	6.5 Text Adventures (5 lessons)	5.6 3D Modelling (4 lessons)	6.9 Spreadsheets (8 lessons)
P.E.	Fitness (5/6)	Dodgeball (Y5/6)	Dance (Y5)	Hockey (Y5/6)	Athletics (Y5)	Tennis (Y6)
PE	Tag Rugby (Y5/6)	Netball (Y5/6)	Gymnastics (Y6)	OAA (Y6)	Rounders (Y6)	Football (Y5)
Forest School						
Music	Unit 1: World Unite (Y6) Skills Builders	Young Voices Preparation Skills Builders	Unit 5: At the Movies (Y6) Young Voices Performance	Unit 4: Keeping Healthy (Y5) Skills Builders	Unit 5: Class Awards (Y6) Skills Builders	Unit 6: Moving On (Y6) Year 6 Performance
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 (Y5: Age 9-10; Y6: Age 10-11)
R.E.	Unit 2b.3 How can following God bring freedom and justice?	Unit 11: What do Christians believe about God &	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	UKS2: Humanism		



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		Incarnation? (Links with Christmas)				
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