



Year A

|                |                          | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
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|                |                          | My Local Area   | History of Transport                                    | Africa   | Toys and Games                                      | Captain Cook   | The Seaside  |
| Curriculum Map | Experiences              | Local area field work<br>Orienteering in the village  | Shildon Railway Museum                                  | Google Earth   | Museum Toys   | Captain Cook Birthplace Museum   | The Beach  |
|                | Global Community         | Diversity in Hartlepool   |   | How are our lives similar and different to those in Africa?  |   | Emigrating to Australia  | Environment – Plastic Pollution                              |
|                | Global Goals             | Life on Land  | Life Below Water  | Sustainable Cities and Communities   | Clean Water   | Decent Work and Economic Growth  | Gender Equality  |
|                | Preparing for the Future | Local Jobs  | Jobs in transport<br>Train driver<br>Nissan             | What is a Geographer?  | Teesside University                                 | Armed Forces - Navy  | Sea Cadets<br>Job Application                                |
|                | English                  | Persuasive advert-<br>visit Greatham village.<br>Story writing.                                     | Non-Chronological Report<br>Instructions<br>Diary entry | Persuasive Leaflet<br>Persuasive Letter<br>Tales from other cultures   | Explanation Texts<br>Instructions<br>Comic Books    | Character Description<br>Story Writing<br>Recount  | Peter Pan<br>Pirate Jobs<br>Poetry                           |
|                | Maths                    | Y1<br>Place Value (within 10)<br><br>Y2<br>Place value (within 100)<br><br>Addition and Subtraction | Addition and Subtraction<br>Shape                       | Y1<br>Place Value (within 20 and 50)<br>Addition and subtraction<br>Y2<br>Money<br>Multiplication and Division | Length and Height<br>Mass, Capacity and Temperature | Y1<br>Multiplication and division<br>Place Value (within 100)<br><br>Fractions<br>Statistics<br>Position and Direction | Money<br>Time<br>Problem Solving                             |
|                | Science                  | Everyday Materials (Y1)   | Animals including Humans (Bodies/Sorting)               | Living Things and their Habitats (Scientists and Inventors- Rachel Carson)                                     | Forces and Movement                                 | Plants<br>Parts of a plant, seeds, trees, fruit and veg  | Plants<br>Comparing plants and using observation             |
|                | Religious Education      | What can we learn about our local faith communities?  | Why are gifts given at Christmas?                       | Why is Jesus special to Christians?  | How do Christians celebrate Easter?                 | What do Hindus believe about God?<br>How do Hindus worship?  | What can we learn about Christianity from visiting a church? |

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|  |                                  |   | Gift giving around the world (Babushka, St Nicholas)  | What does it mean to belong to Christianity   | How do Christians celebrate Easter in Kenya?  | How do Hindus show belonging?   |   |
|  | <b>History and Geography</b>     | Our local area<br>Local fieldwork<br>Make simple maps and keys  | How has transport changed?<br>Early Transport<br>History of cars<br>George Stephenson<br>Stockton to Darlington<br>History of Flight  | Locating countries/continents/oceans/seas<br>Drawing maps and keys<br>Compare life in Kenya<br>Understand geographical similarities and differences of human and physical geography | How have toys changed in living memory and beyond?  | A historical study of a local person and their impact on history.<br>Map skills<br>Locating countries/continents/oceans/seas<br>Australia | Use simple compass directions (North, South, East and West)<br>Locating countries/continents/oceans/seas<br>Fieldwork – The Beach   |
|  | <b>Art and Design Technology</b> | Landscapes of Greatham village based on the work of Claude Monet.   | Design, make and evaluate a seatbelt pad for comfort/entertainment. Halfords  | Kenyan Patterns<br>Tribal Prints<br>Sculptures of animals and Humans.   | Design, make and evaluate a jigsaw for reception children. Ravensburger.  | Aboriginal Art<br><br>Sketching and Drawing with Pencils<br>(Line/Tone/Form/Texture)  | Frozen yoghurt for a trip to the seaside.<br><br>Joe Wicks  |
|  | <b>Computing</b>                 | Unit Title: Digital Painting (Computing Strand: Creating Media)<br><br>Online and Digital Safety Unit: Privacy and Security | Unit Title: Technology Around Us (Computing Strand: Computing Systems and Networks)<br><br>Online and Digital Safety Unit: Online Bullying (Linked with Anti Bullying Week) | Unit Title:<br>Y1: Moving a Robot<br>Y2: Robot Algorithms (Computing Strand: Programming (A))<br><br>Online and Digital Safety Unit: Online Relationships                           | Unit Title: Grouping Data (Computing Strand: Data and Information)<br><br>Online and Digital Safety Unit: Self Image and Identity | Unit Title: Digital Writing (Computing Strand: Creating Media)<br><br>Online and Digital Safety Unit: Online Reputation                   | Unit Title:<br>Y1: Programming Animations<br>Y2: Programming Quizzes (Computing Strand: Programming (B))<br><br>Online and Digital Safety Unit: Health, Wellbeing and Lifestyle |
|  |                                  | Online Safety will be taught across the year in all topics.   |   |   |   |   |   |
|  | <b>PE</b>                        | Multi Skills<br>Balloon games   | Sports Hall Athletics<br>Gymnastics   | Run, Jump and Throw<br>Dance  | Football<br>Tennis  | Cricket<br>Athletics  | Hit Catch and Run<br>OAA  |
|  | <b>Music</b>                     | Introducing Beat  | Perform in solo and ensemble contexts   | Adding Rhythm and pitch   | Introducing tempo and dynamics  | combining pulse, rhythm and pitch   | having fun with improvisation   |
|  | <b>PSHE</b>                      | Think Positive Mental health and emotional wellbeing, developing gratitude,   | Digital Well-Being<br>To consider how we can use the Internet in a safe and responsible   | Very Important Persons<br>special people in families and friendships, and how to care and be kind to them   | One World<br>Global Citizenship, teaching about similarities and  | Growing Up<br>Parts of the body and the process of growing up, keeping safe and consent   | Safety First<br>Personal safety indoors and out, including online safety, people who can  |

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|  |  | <p>mindfulness and self-regulation skills</p> <p>Julian is a Mermaid</p> <p><b>British values:</b></p> <p>Democracy</p> | <p>way. How the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. What risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. The importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.</p> | <p>My Grandpa is Amazing</p> <p><b>British values:</b></p> <p>Mutual respect and tolerance</p> | <p>differences with other cultures and caring for the environment</p> <p>My World Your World</p> <p><b>British values:</b></p> <p>mutual respect and tolerance</p> <p>democracy</p> | <p>NSPCC Pants Rule</p> <p>Max the Champion</p> <p><b>British values:</b></p> <p>Individual Liberty</p> | <p>help and the underwear rule</p> <p><b>British values:</b></p> <p>Individual Liberty</p> |
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Year B

|  |                                 | Autumn 1  | Autumn 2                          | Spring 1                                | Spring 2                                 | Summer 1                                | Summer 2   |
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|  |                                 | China   | The Great Fire of London          | History of Greatham CofE Primary School | Food and Farming                         | Kings and Queens                        | The world  |
|  | <b>Global Community</b>         | How are our lives similar and different to those in China?  | Homelessness                      | Education Around the World              | Sustainable farming around the world     | Rich and Poor Slavery                   | How are celebrations different across the world? |
|  | <b>Global Goals</b>             | No Poverty  | Zero Hunger                       | Health and Wellbeing                    | Quality Education                        | Reduced Inequalities                    | Climate Action                                   |
|  | <b>Preparing for the Future</b> | Hartlepool Chinese Association                              | Fire Fighters                     | Education                               | Farmers<br>Food Industry<br>Supermarkets | What is a historian?                    | Jobs in Travel                                   |
|  | <b>English</b>                  | Lists, Labels and Captions<br>Instructions<br>Story Writing | Diary<br>Non-chronological Report | Explanations<br>Persuasive Writing      | Recount<br>Poetry<br>Fantastic Mr. Fox   | Fairytales<br>King and Queen Fact Files | Alice in Wonderland<br>Persuasive Letters        |

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|  | <b>Maths</b>                     | Y1<br>Place Value<br>(within 10)<br><br>Y2<br>Place value<br>(within 100)<br><br>Addition and<br>Subtraction                       | Addition and<br>Subtraction Shape  | Y1<br>Place Value (within 20<br>and 50)<br>Addition and subtraction<br>Y2<br>Money<br>Multiplication and<br>Division                               | Length and Height<br>Mass, Capacity and<br>Temperature  | Y1<br>Multiplication and division<br>Place Value (within 100)<br><br>Fractions<br>Statistics<br>Position and Direction   | Money<br>Time<br>Problem Solving   |
|  | <b>Science</b>                   | Animals including<br>humans  | Everyday Materials<br>(Famous scientists-<br>Charles Macintosh)  | The Environment<br>David Attenborough  | Growing Plants<br>What plants need to<br>grow and stay<br>healthy, inside a<br>seed, life cycles of a<br>plant, plants in hot,<br>dry, cold places  | Seasonal changes   | Light and shadows  |
|  | <b>Religious<br/>Education</b>   | How do Hindus<br>celebrate Diwali?<br>Santa Lucia festival of<br>light in Sweden.  | How and why is light<br>important at<br>Christmas?   | Why is the Bible special to<br>Christians?   | What is the Easter<br>story?<br>How do Christians<br>celebrate Easter in<br>China?  | What do Christians believe<br>about God?   | What can we learn from<br>the story of St Hild?  |
|  | <b>History and<br/>Geography</b> | Locating<br>countries/continents/<br>oceans/seas<br>Drawing simple maps<br>and keys<br>Compare life in China<br>Compass directions | Place events in order<br>Identify and use<br>appropriate sources of<br>evidence<br>Know how the events<br>shaped the UK (Cause<br>and Consequence)<br><br>Know about significant<br>people from the past<br>(Samuel Pepys) | How has life changed in<br>living memory and<br>beyond?<br>Talking to older people<br>about their experiences<br>from the past.<br>Comparing life. | The UK, capital cities<br>and seas<br>Find the equator,<br>north pole and south<br>pole<br>Know where hot and<br>cold places are<br>Create simple maps<br>and keys<br>Use aerial photos to<br>describe how land is<br>used<br>(farming/urban/rural) | Timeline of monarchs<br>Family Trees<br>Compare the lives of<br>British Monarchs<br>Differences in ways of life<br>How did these monarchs<br>shape the UKs future? | Locating continents,<br>countries and oceans<br>Festivals from around the<br>world.<br>Understand geographical<br>similarities and differences<br>of human and physical<br>geography |

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|  |                                  |   |  |   | Describe features of own locality   |   |   |
|  | <b>Art and Design Technology</b> | Design, make and evaluate their own moving dragon model toy.  | Colour Mixing<br>Create a colour wash to represent fire<br>Silhouettes<br>Mark Rothko  | The Environment- Science<br>Make a bird feeder from recycled materials.<br><br>Etsy   | Design, make and evaluate dips<br><br>Jame Oliver   | Portraits<br>- Line<br>- Colour<br>- Collage<br>- Pop Art (Andy Warhol)   | Royal Doulton<br>Design and make a clay cup.  |
|  | <b>Computing</b>                 | Unit Title: <b>IT Around Us</b> (Computing Strand: Computing Systems and Networks)<br><br>Online and Digital Safety Unit: <b>Privacy and Security</b>   | Unit Title: <b>Digital Photography</b> (Computing Strand: Creating Media)<br><br>Online and Digital Safety Unit: <b>Online Bullying (Linked with Anti Bullying Week)</b> | Unit Title: <b>Y1: Moving a Robot Y2: Robot Algorithms</b> (Computing Strand: Programming (A))<br><br>Online and Digital Safety Unit: <b>Online Relationships</b>                 | Unit Title: <b>Pictograms</b> (Computing Strand: Data and Information)<br><br>Online and Digital Safety Unit: <b>Self Image and Identity</b>  | Unit Title: <b>Digital Music</b> (Computing Strand: Creating Media)<br><br>Online and Digital Safety Unit: <b>Online Reputation</b>                                 | Unit Title: <b>Y1: Programming Animations Y2: Programming Quizzes</b> (Computing Strand: Programming (B))<br><br>Online and Digital Safety Unit: <b>Health, Wellbeing and Lifestyle</b> |
|  |                                  | Online Safety will be taught across the year in all topics.   |  |   |   |   |   |
|  | <b>PE</b>                        | Multi Skills<br>Send and Return   | Sports Hall Athletics<br>Gymnastics  | Run, Jump, Throw<br>Dance   | Football<br>Tennis  | Cricket<br>Athletics  | Sports Day Games<br>OAA   |
|  | <b>Music</b>                     | Exploring simple patterns   | Perform in solo and ensemble contexts  | Focus on dynamics and tempo   | Exploring feelings through music  | Inventing a musical story   | Music that makes you dance  |
|  | <b>PSHE</b>                      | Together Everyone Achieves More<br>Teamwork, new beginnings and cooperation, developing classroom skills like listening and making good choices<br>Blown Away<br><b>British Values:</b><br>Individual liberty | Diverse Britain<br>Values, exploring neighbourhoods and communities, diversity and respect<br><b>British Values:</b><br>All<br>Ten Little Pirates                        | Be Yourself<br>Recognising and expressing emotions, skills of self regulation and positive self-esteem.<br><b>British Values:</b> individual liberty<br>Democracy<br>Just Because | It's My Body Healthy<br>lifestyles, looking after your body, making healthy choices and consent<br><b>British Values:</b><br>mutual respect and tolerance<br>Individual liberty<br>Democracy<br>NSPCC Pants Video | Money Matters<br>Financial education, including keeping money safe, shopping, saving and spending.<br><br><b>British Values:</b><br>Individual liberty<br>democracy | Aiming High<br>Careers, aspirations and goal setting<br><b>British values:</b><br>Democracy<br>The Odd Egg  |

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|  |  | Rule of law<br>Democracy |  |  |  |  |  |
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