



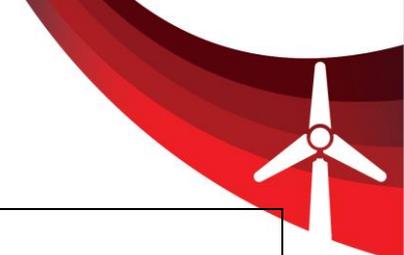
# Curriculum Map – Whole School

## Millhouse Primary School

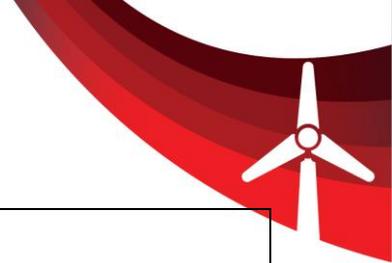
Subject	KS	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Science	KS1	<p><i>Working scientifically:</i>  <i>Can ask simple questions and recognise that they can be answered in different ways. Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify. Can use their observations and ideas to suggest answers to questions</i>  <i>Can gather and record data to help in answering questions.</i></p>			
		<p><b>Plants</b>            Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees            Can identify and describe the basic structure of a variety of common flowering plants, including trees.            Can observe and describe how seeds and bulbs grow into mature plants            Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Everyday materials</b>            Can distinguish between an object and the material from which it is made            Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock            Can describe the simple physical properties of a variety of everyday materials            Can compare and group together a variety of everyday materials on the basis of their simple physical properties.            Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses            Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Animals, including humans</b>            Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals            Can identify and name a variety of common animals that are carnivores, herbivores and omnivores            Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.            Can notice that animals, including humans, have offspring which grow into adults            Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)            Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Living things and their habitats</b>            Can explore and compare the differences between things that are living, dead, and things that have never been alive            Can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p><b>Plants</b>            Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees            Can identify and describe the basic structure of a variety of common flowering plants, including trees.            Can observe and describe how seeds and bulbs grow into mature plants            Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Everyday materials</b>            Can distinguish between an object and the material from which it is made            Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock            Can describe the simple physical properties of a variety of everyday materials            Can compare and group together a variety of everyday materials on the basis of their simple physical properties.            Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses            Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Animals, including humans</b>            Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals            Can identify and name a variety of common animals that are carnivores, herbivores and omnivores            Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.            Can notice that animals, including humans, have offspring which grow into adults            Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)            Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Living things and their habitats</b>            Can explore and compare the differences between things that are living, dead, and things that have never been alive</p>



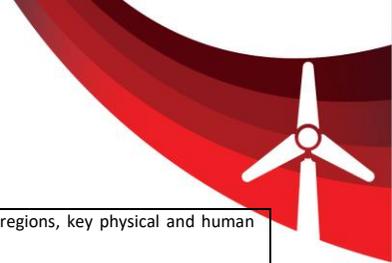
	<p><b>Seasonal Changes</b> Can observe changes across the four seasons Can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Can identify and name a variety of plants and animals in their habitats, including micro-habitats Can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Seasonal Changes</b> Can observe changes across the four seasons Can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Can identify and name a variety of plants and animals in their habitats, including micro-habitats Can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
<p>KS2  Y3/4          Y5/6</p>	<p><i>Working scientifically</i> <i>Can ask relevant questions and using different types of scientific enquiries to answer them</i> <i>Can set up simple practical enquiries, comparative and fair tests</i> <i>Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i> <i>Can gather, record, classify and present data in a variety of ways to help in answering questions</i> <i>Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> <i>Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i> <i>Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i> <i>Can identify differences, similarities or changes related to simple scientific ideas and processes</i> <i>Can use straightforward scientific evidence to answer questions or to support their findings.</i> <i>Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i> <i>Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i> <i>Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i> <i>Can use test results to make predictions to set up further comparative and fair tests</i> <i>Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i> <i>Can identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>			
	<p>Plants: including parts, lifecycle and requirements for life Living things and their habitats: classification of living things Animals including humans: skeletons &amp; nutrition Animals including humans: digestive system &amp; teeth/food chains States of Matter: solids, liquids,gases/ heating and cooling/ water cycle Rocks: Classification of rock types/ simple understanding of fossilisation</p>	<p>Sound: vibrations/ pitch and volume Electricity: simple circuits/ switches/ conductors and insulators Forces and magnets: simple forces, including magnetism Light: sources of light; shadows &amp; reflections</p>	<p>Plants: including parts, lifecycle and requirements for life Living things and their habitats: classification of living things Animals including humans: skeletons &amp; nutrition Animals including humans: digestive system &amp; teeth/food chains States of Matter: solids, liquids,gases/ heating and cooling/ water cycle</p>	<p>Sound: vibrations/ pitch and volume Electricity: simple circuits/ switches/ conductors and insulators Forces and magnets: simple forces, including magnetism Light: sources of light; shadows &amp; reflections</p>



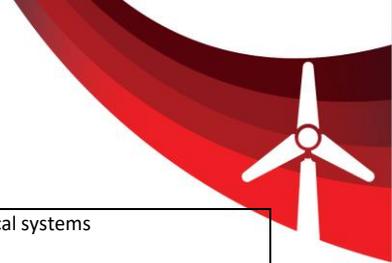
		<p>Living things and their habitats: classification, Living things and their habitats: life cycles/ reproduction in some plants and animals</p> <p>Animals including humans: health &amp; lifestyles/ transportation of nutrients and water/ circulatory system</p> <p>Animals including humans: describe changes as humans develop &amp; mature</p> <p>Evolution &amp; Inheritance</p> <p>Properties and changes of materials: classifying materials / mixtures &amp; solutions/ reversible and irreversible changes</p>	<p>Light: how light travels/ shadows</p> <p>Electricity: investigating circuits/ circuit diagrams</p> <p>Earth and Space: sun, earth, moon/ day and night</p> <p>Forces: gravity/ air resistance/ friction/ levers, pulleys, gears</p>	<p>Rocks: Classification of rock types/ simple understanding of fossilisation</p> <p>Living things and their habitats: classification, Living things and their habitats: life cycles/ reproduction in some plants and animals</p> <p>Animals including humans: health &amp; lifestyles/ transportation of nutrients and water/ circulatory system</p> <p>Animals including humans: describe changes as humans develop &amp; mature</p> <p>Evolution &amp; Inheritance</p> <p>Properties and changes of materials: classifying materials / mixtures &amp; solutions/ reversible and irreversible changes</p>	<p>Light: how light travels/ shadows</p> <p>Electricity: investigating circuits/ circuit diagrams</p> <p>Earth and Space: sun, earth, moon/ day and night</p> <p>Forces: gravity/ air resistance/ friction/ levers, pulleys, gears</p>
<b>History</b>	KS1	<p><b>Changes within living memory:</b> History of transport including moon landing</p> <p><b>Significant individuals:</b> Amy Johnson</p>	<p><b>Event:</b> Great Fire of London</p> <p><b>Significant individual:</b> Florence Nightingale / Mary Seacole</p>	<p><b>Changes within living memory:</b> History of seaside</p> <p><b>Significant individual:</b> Lowry and Pieter Bruegel</p>	<p><b>Event:</b> Sinking of Titanic</p> <p><b>Significant individuals:</b> Scott of the Antarctic</p>
	KS2	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> This could include:</p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture – Stig of the Dump</li> </ul> <p><b>Roman Empire and its impact on Britain</b> This could include:</p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42 and the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, e.g. Boudica</li> <li>- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p><b>Britain's settlement by Anglo-Saxons and Scots VIKING BOY</b> This could include:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> This could include:</p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld</li> </ul>	<p><b>A study of an aspect or theme in British history extends chronological knowledge beyond 1066/ Local history</b> Childhood inc. Victorians- theme and local history</p> <p><b>The achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p>	<p><b>A non-European society</b> - one study chosen from:</p> <ul style="list-style-type: none"> <li>- Early Islamic civilization, c. AD 900;</li> <li>- Mayan civilization c. AD 900;</li> <li>- Benin c. AD 900-1300.</li> </ul> <p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p>



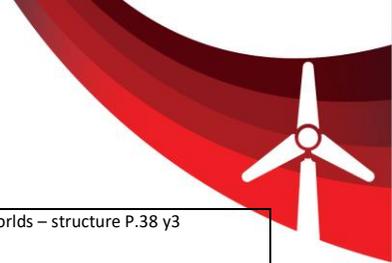
			<ul style="list-style-type: none"> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>		
<b>Geography</b>	KS1	Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Geographical similarities and differences through studying the human and physical geography of a small area in of UK and a contrasting small area and non-European country – Africa  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Geographical similarities and differences through studying the human and physical geography of a small area in of UK and a contrasting small area and non-European country – Africa  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
	KS1 – <b>across topics</b>	Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Use basic geographical vocabulary to refer to:  -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
	KS2	Where in the world are there Volcanoes and earthquakes?  San Andreas Fault  N America  (Physical driver)	Rivers (link to history unit) Water-cycle  Link to  Local geography -  Why is Millhouse called Millhouse?  Settlements/ land use (link to history units)  Mountains   Distribution of natural resources including energy, food, minerals and water. Trade section within rivers topic.  (Human driver)	Region in North/South America –  Amazonian rainforest  - Climate zones  - Biomes/ vegetation belts  - Fair trade (economic activity)  (Physical driver)	Region in European country (link to ancient Greek history unit)   Region of UK: (Should be compare to U EU and USA)  - Coasts (inc. erosion) - Economic activity tourism   Distribution of natural resources including energy, food, minerals and water. Trade section within rivers topic.  (Human driver)



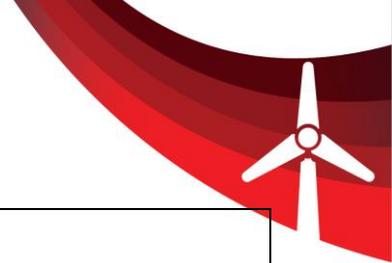
	KS2 –  across  topics	<p>Can locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
Computing	KS1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>			
	KS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>			
Art	KS1	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>☑ to develop a wide range of art and design techniques in using colour, pattern, texture line, shape, form and space</p> <p>☑ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			
	KS2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>☑ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>☑ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>☑ about great artists, architects and designers in history.</p>			
DT	KS1	Mechanisms	Structures	Mechanisms	Structures
		<p>Cooking: use the basic principles of a healthy and varied diet to prepare dishes</p> <p>☑ understand where food comes from.</p>			



	KS2	Structures	Electrical systems (Y5/6 linked to control) Fair Ground	Structures Bridges	Mechanical systems
		Cooking: understand and apply the principles of a healthy and varied diet <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			
Music	KS1	Pupils should be taught to: <input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes <input type="checkbox"/> play tuned and untuned instruments musically <input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.			
	KS1 Music Express	EYFS: Going Places (high low) Working word: (texture) Y1: Machines (Beat) Seasons (pitch) Y2: Our Land (exploring sounds) Seasons (Pitch)	EYFS: Special People: Beat and tempo) Growth and Change (loud and quiet) Our Senses (timbre) Y1: Ourselves (exploring sounds) Our bodies (beat) Y1: Animals (pitch) Y2: Pattern (beat) Animals (pitch)	EYFS: Going Places (high low) Working word: (texture) Y1: Machines (Beat) Seasons (pitch) Y2: Our Land (exploring sounds) Seasons (Pitch)	EYFS: Special People: Beat and tempo) Growth and Change (loud and quiet) Our Senses (timbre) Y1: Ourselves (exploring sounds) Our bodies (beat) Y1: Animals (pitch) Y2: Pattern (beat) Animals (pitch)
	KS2	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music.			
	LKS2	Around the World – Pitch y4. P.23 Poetry – Performance Y4. P8	Building (Beat) Y3. P.11 In the past (Notation) y4 P38	China – Pitch y3. P.20 Ancient worlds – structure y3 P.38	Time (beat) P.35 y4 Food and drink (performance) Y4 P.41



	<b>Music Express</b>	Communication – Composition – y3. P29	Recycling (structure) Y4. P.17	Geography – Composition Y3. P8 (Ongoing cycle 1,2,3,4 French songs – Y3)	Ancient Worlds – structure P.38 y3	
	<b>UKS2 Music Express</b>	At The Movies – Comp Roots – Y6 Keeping Healthy – Beat	Solar System – Listening World Unite – Y6 (World Cup) Life Cycles - Structure	Keeping Healthy – Beat Roots – Y6 Our Community - Performance	Solar System – Listening World Unite – Y6 Olympics Life Cycles - Structure	
<b>RE</b>	<b>KS1</b>	Believing Story Celebrations	Leaders and teachers Myself/ Belonging Symbols	Believing Story Celebrations	Leaders and teachers Myself/ Belonging Symbols	
	<b>KS2</b>	Beliefs and questions Teaching and authority	Worship, pilgrimage and sacred places The journey of life and death	Symbols and religious expression Inspirational people	Religion and the individual Religion, family and community/ Beliefs and actions in the world	
<b>PSHE</b>	<b>KS1</b>	JIGSAW SCHEME OF WORK				
	<b>KS2</b>	JIGSAW SCHEME OF WORK				
<b>PE</b>	<b>KS1</b>	Real PE – Fundamentals REAL PE				
	<b>½ termly</b>	Ball Skills – Team games Invasion	Relays	Gymnastics	Dance	Ball Skills – Team games Striking and fielding



	KS2	Real PE – Fundamentals Invasion Games/ Gymnastics/ Dance/ Athletics/ Striking and Fielding / Swimming (Class 5)/ Outdoor and Adventurous					
	LKS2	Football	Relays – multi-skills	Dance / Gymnastics	Rugby / Multi-skills	Cricket / Rounders	Athletics
	UKS2	Football	Dance / Fitness	Netball/ Gymnastics	Rugby / Fitness	Cricket / Rounders	Athletics
<b>MFL</b>	KS1						
	KS2	Jolie Ronde					