

# Long-term Curriculum Map, 2018-19 (Cycle 1)



## Lower Key Stage Two (Owls, Falcons and Hawks)

|                                | Term 1   |           | Term 2                               |             | Term 3  |                             | Term 4   |             | Term 5   |              | Term 6   |                |
|--------------------------------|--|-----------|--------------------------------------|-------------|---|-----------------------------|--|-------------|--|--------------|--|----------------|
| <b>Topic name</b>              | Why don't penguins feet freeze   |           | How to train your dragon             |             | Ancient Egypt   |                             | Invaders and Settlers                              |             | Seven Wonders of Europe  |              | Feed me Northbourne!   |                |
| <b>Wow factor (incl trips)</b> | Oxford Science show  |           | Cinema event                         |             | Ashmolean trip/ Mr. Egypt                                 |                             | Peter Hearn Storyteller and Anglo-Saxon Day        |             | Tasting days   |              | Crime scene<br>The land of Neverbelieve book                           |                |
| <b>Literacy</b>                | Persuasive writing   | Narrative | Fantasy Narrative                    | Shape Poems | Recount – diary, letter                                   | Performance Poetry (1 week) | Adventure and mystery                              | Explanation | Stories from other cultures  | Poetry forms | Non-chronological reports  | TV news report |
| <b>Extended writing genres</b> | Instructions   |           | Hiccup's log of journey Report       |             | Diary entry Howard Carter, Edgar Allan Poe retelling      |                             | Letter, diary entry                                |             | Travel brochure<br>Write an imagined journey                                   |              | Investigation writing<br>Cross-curricular Science<br>Poetry<br>Recount |                |
| <b>Science</b>                 | Working Scientifically: Animals/ Humans                                    |           | Sound                                |             | Light   |                             | Working scientifically: Mummification              |             | Working scientifically:  |              | Plants   |                |
| <b>RE</b>                      | Y4 Unit 2: How do religious families and communities practice their faith? |           | Y4 Unit 6 Does Prayer change things? |             | Y3 Unit 2 Is light a good symbol for celebration?         |                             | Y3 Unit 4 Does Easter make sense without Passover? |             | Y4 Unit 3 Is a Holy journey necessary for believers? (Christ Church cathedral) |              | Y4 Unit 1 Do Murtis help Hindus understand God?                        |                |
| <b>Computing</b>               | Internet safety  |           | We are software developers           |             | We are musicians  |                             | We are meteorologists                              |             |  |              | We are toy designers   |                |
| <b>History</b>                 | Local history study  |           | Vikings                              |             | Achievements of the earliest civilisations                |                             | Britain's Settlement by Anglo-Saxons and Scots     |             |  |              |  |                |
| <b>Geography</b>               | Antarctic and Arctic?  |           | Compare/contrast locations           |             | Egypt   |                             | Human Geography                                    |             | Map work, keys, countries and capital cities, flags                            |              | Location of Carnivorous plants, climate zones                          |                |
| <b>Art</b>                     | Murals   |           | Silhouette drawings                  |             | Clay cartouche, death masks, amulets, shabti, sarcophagus |                             | Sutton Hoo sketch, artefacts                       |             | Architects- Gaudi mosaics<br>Clay tiles  |              | Leaf rubbings- stamps<br>William Morris, Henry Rousseau                |                |
| <b>Design-Technology</b>       | Dioramas   |           |                                      |             |   |                             | Making musical instruments, prop making -          |             |  |              | Making seed packets  |                |

|                             |   |                 |                             |         |                                 |            |  |          |                       |           |                              |           |
|-----------------------------|---|-----------------|-----------------------------|---------|---------------------------------|------------|--|----------|-----------------------|-----------|------------------------------|-----------|
| <b>Music</b>                | Drumming                                    |                 | Drumming                    |         | Drumming,                       |            | Drumming play rehearsal singing                      |          | Drumming              |           | Drumming                     |           |
| <b>PE: Owls and Falcons</b> | Football                                    | Dance / Kung Fu | Tennis                      | Netball | Netball                         | Gymnastics | Hockey   | Dance    | Athletics             | Swimming  | Rounders                     | Swimming  |
| <b>PE: Hawks</b>            | Football                                    | Dance/ Kung Fu  | Tennis                      | Netball | Netball                         | Swimming   | Hockey   | Swimming | Gymnastics            | Athletics | Rounders                     | Athletics |
| <b>PSHE</b>                 | Say No to Bullying<br>Healthy relationships |                 | Rights and responsibilities |         | World water day<br>Keeping safe |            | Growing and changing/<br>Rights and responsibilities |          | Healthy Relationships |           | Healthy lifestyles and money |           |