Hartshorne CE Primary School – CURRICULUM MAP

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ENGLISH	**Reading** - Match graphemes for all phonemes - Read accurately by blending sounds - Read words with very common suffixes - Read contractions & understand purpose - Read phonics books aloud - Link reading to own experiences - Join in with predictable phrases - Discuss significance of title & events - Make simple predictions	**Reading** - Develop phonics until decoding secure - Read common suffixes - Read & re-read phonic- appropriate books - Read common 'exception' words - Discuss & express views about fiction, non-fiction & poetry - Become familiar with & retell stories - Ask & answer questions; make predictions - Begin to make inferences	**Reading** - Use knowledge to read 'exception' words - Read range of fiction & non-fiction - Use dictionaries to check meaning - Prepare poems & plays to perform - Check own understanding of reading - Draw inferences & make predictions - Retrieve & record information from non-fiction books - Discuss reading with others	**Reading** - Secure decoding of unfamiliar words - Read for a range of purposes - Retell some stories orally - Discuss words & phrases that capture the imagination - Identify themes & conventions - Retrieve & record information - Make inferences & justify predictions - Recognise a variety of forms of poetry - Identify & summarise ideas	**Reading** - Apply knowledge of morphology & etymology when reading new words - Reading & discuss a broad range of genres & texts - Identifying & discussing themes - Make recommendations to others - Learn poetry by heart - Draw inference & make predictions - Discuss authors' use of language - Retrieve & present information from non-fiction texts. - Formal presentations & debates	**Reading** - Read a broad range of genres - Recommend books to others - Make comparisons within/across books - Support inferences with evidence - Summarising key points from texts - Identify how language, structure, etc. contribute to meaning - Discuss use of language, inc. figurative - Discuss & explain reading, providing reasoned justifications for views
	Writing - Name letters of the alphabet - Spell very common 'exception' words - Spell days of the week - Use very common prefixes & suffixes - Form lower case letters correctly - Form capital letters & digits - Compose sentences orally before writing - Read own writing to peers or teachers	**Writing** - Spell by segmenting into phonemes - Learn to spell common 'exception' words - Spell using common suffixes, etc. - Use appropriate size letters & spaces - Develop positive attitude & stamina for writing - Begin to plan ideas for writing - Record ideas sentence-by- sentence - Make simple additions & changes after proof-reading	**Writing** - Use prefixes & suffixes in spelling - Use dictionary to confirm spellings - Write simple dictated sentences - Use handwriting joins appropriately - Plan to write based on familiar forms - Rehearse sentences orally for writing - Use varied rich vocabulary - Create simple settings & plot - Assess effectiveness of own and others' writing	**Writing** - Correctly spell common homophones - Increase regularity of handwriting - Plan writing based on familiar forms - Organise writing into paragraphs - Use simple organisational devices - Proof-read for spelling & punctuation errors - Evaluate own and others' writing - Read own writing aloud	**Writing** - Secure spelling, inc. homophones, prefixes, silent letters, etc. - Use a thesaurus - Legible, fluent handwriting - Plan writing to suit audience & purpose - Develop character, setting and atmosphere in narrative - Use organisational & presentational features - Use consistent appropriate tense - Proof-reading - Perform own compositions	**Writing** - Use knowledge of morphology & etymology in spelling - Develop legible personal handwriting style - Plan writing to suit audience & purpose; use models of writing - Develop character & setting in narrative - Select grammar & vocabulary for effect - Use a wide range of cohesive devices - Ensure grammatical consistency
	Grammar - Leave spaces between words - Begin to use basic punctuation: . ? ! - Use capital letters for proper nouns. - Use common plural & verb suffixes	**Grammar** - Use . ! ? , and ' - Use simple conjunctions - Begin to expand noun phrases - Use some features of standard English	**Grammar** - Use range of conjunctions - Use perfect tense - Use range of nouns & pronouns - Use time connectives - Introduce speech punctuation - Know language of clauses	**Grammar** - Use wider range of conjunctions - Use perfect tense appropriately - Select pronouns and nouns for clarity - Use & punctuate direct speech - Use commas after front adverbials	**Grammar** - Use expanded noun phrases - Use modal & passive verbs - Use relative clauses - Use commas for clauses - Use brackets, dashes & commas for parenthesis	**Grammar** - Use appropriate register/ style - Use the passive voice for purpose - Use features to convey & clarify meaning - Use full punctuation - Use language of subject/object
	Speaking & Listening - Listen & respond appropriately - Ask relevant questions - Maintain attention & participate	**Speaking & Listening** - Articulate & Justify answers - Initiate & respond to comments - Use spoken language to develop understanding	**Speaking & Listening** - Give structured descriptions - Participate activity in conversation - Consider & evaluate different viewpoints	**Speaking & Listening** - Articulate & justify opinions - Speak audibly in Standard English - Gain, maintain & monitor interest of listeners	**Speaking & Listening** - Give well-structured explanations - Command of Standard English - Consider & evaluate different viewpoints - Use appropriate register	**Speaking & Listening** - Use questions to build knowledge - Articulate arguments & opinions - Use spoken language to speculate, hypothesise & explore - Use appropriate register & language

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MATHS	**Number/Calculation** - Count to / across 100 - Count in 1s, 2s, 5s and 10s - Identify 'one more' and 'one less' - Read & write numbers to 20 - Use language, e.g. 'more than', 'most' - Use +, - and = symbols - Know number bonds to 20 - add and subtract one-digit and two-digit numbers to 20, including zero - Solve one-step problems, including simple arrays	**Number/Calculation** - Know 2, 5, 10x tables - Begin to use place value (T/U) - Count in 2s, 3s, 5s & 10s - Identify, represent & estimate numbers - Compare / order numbers, inc. <> = - Write numbers to 100 - Know number facts to 20 (+ related to 100) - Use x and ÷ symbols - Recognise commutative property of multiplication	**Number/Calculation** - Learn 3, 4 & 8x tables - Secure place value to 100 - Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits - Written column addition & subtraction - Solve number problems, including multiplication & simple division and missing number problems - Use commutativity to help calculations	**Number/Calculation** - Know all tables to 12 x 12 - Secure place value to 1000 - Use negative whole numbers - Round numbers to nearest 10, 100 or 1000 - Use Roman numerals to 100 (C) - Column addition & subtraction up to 4 digits - Multiply & divide mentally - Use standard short multiplication	**Number/Calculation** - Secure place value to 1,000,000 - Use negative whole numbers in context - Use Roman numerals to 1000 (M) - Use standard written methods for all four operations - Confidently add & subtract mentally - Use vocabulary of prime, factor & multiple - Multiply & divide by powers of ten - Use square and cube numbers	**Number/Calculation** - Secure place value & rounding to 10,000,000, including negatives - All written methods, including long division - Use order of operations (not indices) - Identify factors, multiples & primes - Solve multi-step number problems **Algebra** - Introduce simple use of unknowns
	Geometry & Measures - Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest - Begin to measure length, capacity, weight - Recognise coins & notes - Use time & ordering vocabulary - Tell the time to hour/half-hour - Use language of days, weeks, months & years - Recognise & name common 2-d and 3-d shapes - Order & arrange objects - Describe position & movement, including half and quarter turns	**Geometry & Measures** - Know and use standard measures - Read scales to nearest whole unit - Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds - Tell time to the nearest 5 minutes - Identify & sort 2-d & 3-d shapes - Identify 2-d shapes on 3-d surfaces - Order and arrange mathematical objects - Use terminology of position & movement	**Geometry & Measures** - Measure & calculate with metric measures - Measure simple perimeter - Add/subtract using money in context - Use Roman numerals up to XII; tell time - Calculate using simple time problems - Draw 2-d / Make 3-d shapes - Identify and use right angles - Identify horizontal, vertical, perpendicular and parallel lines	**Geometry & Measures** - Compare 2-d shapes, including quadrilaterals & triangles - Find area by counting squares - Calculate rectangle perimeters - Estimate & calculate measures - Identify acute, obtuse & right angles - Identify symmetry - Use first quadrant coordinates - Introduce simple translations	**Geometry & Measures** - Convert between different units - Calculate perimeter of composite shapes & area of rectangles - Estimate volume & capacity - Identify 3-d shapes - Measure & identify angles - Understand regular polygons - Reflect & translate shapes	**Geometry & Measures** - Confidently use a range of measures & conversions - Calculate area of triangles / parallelograms - Use area & volume formulas - Classify shapes by properties - Know and use angle rules - Translate & reflect shapes, using all four quadrants
	Fractions - Recognise & use ½ & ¼	**Fractions** - Find and write simple fractions - Understand equivalence of e.g. 2/4 = 1/2	**Fractions & decimals** - Use & count in tenths - Recognise, find & write fractions - Recognise some equivalent fractions - Add/subtract fractions up to <1 - Order fractions with common denominator	**Fractions & decimals** - Recognise tenths & hundredths - Identify equivalent fractions - Add & subtract fractions with common denominators - Recognise common equivalents - Round decimals to whole numbers - Solve money problems	**Fractions** - Compare & order fractions - Add & subtract fractions with common denominators, with mixed numbers - Multiply fractions by units - Write decimals as fractions - Order & round decimal numbers - Link percentages to fractions & decimals	**Fractions, decimals & percentages** - Compare & simplify fractions - Use equivalents to add fractions - Multiply simple fractions - Divide fractions by whole numbers - Solve problems using decimals & percentages - Use written division up to 2dp - Introduce ratio & proportion
		Data - Interpret simple tables & pictograms - Ask & answer comparison questions - Ask & answer questions about totaling	**Data** - Interpret bar charts & pictograms	**Data** - Use bar charts, pictograms & line graphs	**Data** - Interpret tables & line graphs - Solve questions about line graphs	**Data** - Use pie charts - Calculate mean averages

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SCIENCE	**Biology** Identify common plants - Identify basic plant parts (roots, leaves, flowers, etc.) - Identify & compare common animals - Identify & name basic body parts	**Biology** - compare the differences between things that are living, dead, and things that have never been alive - Growing plants (water, light, warmth) - Basic needs of animals & offspring - Simple food chains & habitats	**Biology** - Plants, including parts, lifecycle and requirements for life - Animals including human: skeletons & nutrition	**Biology** - Classify living things - Digestive system & teeth - Food chains	**Biology** - Life cycles of plants & animals (inc. mammal, insect, bird, amphibian) - Reproduction in some plants and animals. - Describe changes as humans develop to old age	**Biology** - Classification, including micro- organisms - Human circulatory system and describe functions of heart, blood vessels and blood. - Impact of diet, exercise, drugs and lifestyle. - Evolution, inheritance & adaption
	Chemistry - Distinguish between objects & materials - Identify & name common materials - Describe simple properties of some materials - Compare & classify common materials	**Chemistry** - Identify and compare uses of different materials - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Chemistry** - Classification of rock types - Simple understanding of fossilisation	**Chemistry** - Compare and group materials (solids, liquids or gases) - Changes of state - The water cycle	**Chemistry** - Classify materials according to a variety of properties - Understand mixtures & solutions - Separating materials - Know about reversible changes; identify irreversible changes.	
	Physics - Observe changes across the four seasons - Observe and describe weather associated with changes of season and how day length varies.		**Physics** - Sources of light; shadows & reflections - Simple forces, including magnetism - Compare how things move on different surfaces.	**Physics** - Sound - Electricity: simple circuits & conductors/insulators	**Physics** - Understand location and movement of the Earth & other planets - Explain day and night - Introduce gravity, resistance & mechanical forces	**Physics** - Light & Shadows; the eye - Electricity: investigating circuits, buzzers and bulbs
	ENRICHMENT -	ENRICHMENT -	ENRICHMENT -	ENRICHMENT -	ENRICHMENT -	ENRICHMENT -
HISTORY	**Changes in living memory** - Toys and games from parents to grandparents **Events beyond living memory** - Guy Fawkes and The Gunpowder Plot **Significant individuals** - Neil Armstrong - Scott of the Arctic - Mae Jamison **Local historical events, people and places.** Tutbury Castle	**Changes in living memory** Trael and Transport **Events beyond living memory** - The Great Fire of London **Significant individuals** - Mary Seacole and Florence Nightingale **Local historical events, people and places.** - Sir Nigel Gresley	**British History** Changes in Britain from the Stone Age (Neolithic) to the Iron Age, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts Local **Study** History of the local area including industries such as The Pipeworks	**British History** Anglo-Saxons and Scots , including: - Roman withdrawal from Britain; Scots invasion - Edward the Confessor - Vikings, including: - Invasions, settlements & kingdoms - Alfred the Great and Athelstan - Viking invasions; Danegald - Roman Empire and its impact on Britain - Julius Caesar's attempted invasion -	**British History** The changing Monarchs - How power changed Britain since 1066 Local Study - Derby Silk Mills and the impact on local industry	**British History** The British Empire An extended period study, changes in social history - Crime & punishment -The Industrial Revolution
			Broader History Study Ancient Greece, i.e. - A study of Greek life and achievements and their influence on the western world		**Broader History Study** Non-European society/ Achievements of early civilisations: - Mayan civilisations	**Broader History Study** Earliest ancient civilisations -Ancient Egypt
	ENRICHMENT	ENRICHMENT - ***Fire Safety*** workshop – Derbyshire Fire and Rescue Service	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT 'Crime and Punishment session-***Galleries of Justice - Nottingham***

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GEOGRAPHY	**Human and physical geography** - Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world - Use basic geographical vocabulary to refer to local & familiar features - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Locational knowledge** - 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 - Local study **Place Knowledge** - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Africa). **Geographical skills and fieldwork** - Use world maps, atlases and globes to identify places. - Use four compass directions & simple vocabulary	**Locational knowledge** - Locate world's countries, focusing on locations of Rainforests and the Alpine area - focus on key physical & human features **Physical geography** - Describe & understand mountains, volcanoes and Rainforests. - Focus on Settlements, trade links etc **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use fieldwork to observe, measure & record	**Locational knowledge** - Name & locate counties, cities, regions & topographical features of UK. **Physical geography** - Describe & understand rivers, and the water cycle. **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use 8 points of compass, symbols & keys - Use fieldwork to observe, measure & record	**Place knowledge** - Study a region of a non-European country . **Human geography** - Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use fieldwork to observe, measure & record -Use the 8 points of a compass, 4 and 6 figured reference grids	**Locational knowledge** - Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones (Biomes) **Place knowledge** - Study a region of the natural disasters linked to earthquakes **Physical geography** - Understand climate zones, biomes and vegetation belts. **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use 4-figure grid references on OS maps - Use fieldwork to observe, measure & record
	ENRICHMENT Our school/Hartshorne Walk	ENRICHMENT	ENRICHMENT	ENRICHMENT -	ENRICHMENT -	ENRICHMENT -
ART AND DESIGN	- Use a range of materials - Use drawing, painting and sculpture - Develop techniques of colour, pattern, texture, line, shape, form &space - Learn about range of artists, craftsmen and designers		- Use sketchbooks to collect, record and evaluate ideas - Improve mastery of techniques such as drawing, painting and sculpture with varied materials - Learn about great artists, architects & designers		- Use sketchbooks to collect, record, review, revisit & evaluate ideas - Improve mastery of techniques such as drawing, painting and sculpture with varied materials - Learn about great artists, architects & designers	
	- Pathway Spirals – using drawing, collage and mark making to explore spirals - Access Art – Making Birds – sculpture project, drawings for observation, exploring, media and transforming drawings from 2D to 3D to make a bird. - Access Art – Flora and Fauna – explore how artists make art, make collages of minibeasts and display as shared artwork - Be an Architect – exploring architecture and creating models. -Iggy Peck Architect book - Explore and Draw – introduce the idea that artists can be collectors and explorers (developing drawing and composition skills) - -Simple Print Making – using line. Form, shape, colour and texture to explore pattern, sequencing and symmetry.		- Gestural drawing with charcoal - Working with shape and colour - Painting with scissors Collage and stencil - Telling stories through Making - Explore how artists are inspired by other art forms - Storytelling through drawing - Sequence drawings to tell stories - Exploring Still life - Explore artists working with still life, contemporary and more traditional - Sculpture, Structure, inventiveness and determination - What can artists learn from nature?		- Typography and Maps - Fashion Design - Architecture: Dream Big or Small? - 2D Drawing to 3D making - Activism - Brave Colour	
DESIGN AND TECHNOLOGY	- Design purposeful, functional & appealing products - Generate, model & communicate ideas - Use range of tools & materials to complete practical tasks - Evaluate existing products & own ideas - Build and improve structure & mechanisms - Understand where food comes from		- Use research & criteria to develop products which are fit forpurpose - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work - Understand seasonality; prepare & cook mainly savory dishes		- Use research & criteria to develop products which are fit for purpose and aimed at specific groups - Use annotated sketches, cross-section diagrams & computer-aided design - Analyse & evaluate existing products and improve own work - Use mechanical & electrical systems in own products, including programming - Cook savory dishes for a healthy & varied diet	
	- Mechanisms - Toys with wheels and axels - Food and nutrition – fruit kebabs and healthy wraps - Textiles – Minibeast puppets - Structures -buildings -Tudor houses Megastructures architect Farrell - Mechanisms -Levers and sliders -fairground rides at the seaside - Food technology packaging design		- Cooking and Nutrition - Mechanisms - Levers and linkages - Textiles - Structures - Shell structures - Cooking and Nutrition - Electrical systems		- Pulleys and gears - Textiles - Cooking and Nutrition: - Structures - Cooking and Nutrition: - Electrical Systems	

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COMPUTING	- Understand use of algorithms - Write & test simple programs - Use logical reasoning to make predictions - Organise, store, retrieve & manipulate data - Communicate online safely and respectfully - Recognise uses of IT outside of school		- Design & write programs to achieve specific goals, incl. solving problems - Use logical reasoning - Understand computer networks - Use internet safely and appropriately - Collect and present data appropriately		- Design & write programs to solve problems - Use sequences, repetition, inputs, variables and outputs in programs - Detect & correct errors in programs - Understand uses of networks for collaboration & communication - Be discerning in evaluating digital content	
	- 1.1 Technology Around Us - 1.2Digital painting - 1.3 Moving a Robot - 1.4 Grouping Writing - 1.5 Digital Writing - 1.6 Programming Animations	- 2.1 Information technology around us - 2.2 Digital photography - 2.3 Robot algorithms - 2.4 Pictograms - 2.5 Digital music - 2.6 Programming Quizzes	- 3.1 Connecting computers - 3.2 Stop-frame animation - 3.3 Sequencing sounds - 3.4 Branching databases - 3.5 Desktop publishing - 3.6 Events and actions in programs	- 4.1 The Internet - 4.2 Audio Production - 4.3 repetition in Shapes - 4.4 Data Logging - 4.5 Photo Editing - 4.6 repetition in Games	- 5.1 Systems and searching - 5.2 video production - 5.3 selection in Physical computing - 5.4 Flat File databases - 5.5 Introduction to Vectors - 5.6 Selection I Quizzes	- 6.1 communication and collaboration - 6.2 Webpage Creation - 6.3 Variables in games - 6.4 Introduction to Spreadsheets - 6.5 3D modelling - 6.6 Sensing Movement
MODERN LANGUAGES	Not required at KS1		- Listen & engage - Ask & answer questions - Speak in sentences using familiar vocabulary - Develop appropriate pronunciation - Show understanding of words & phrases - Appreciate stories, songs, poems & rhymes - Broaden vocabulary		- Listen & engage in conversations, expressing opinions - Speak in simple language & be understood - Develop appropriate pronunciation - Present ideas & information orally - Show understanding in simple reading - Adapt known language to create new ideas - Describe people, places & things - Understand basic grammar, e.g. gender	
MUSIC	- Sing songs - Play tuned & untuned instruments musically - Listen & understand live and recorded music - Make and combine sounds musically		- Use voice & instruments with increasing accuracy, control and expression - Improvise & compose music - Listen with attention to detail - Appreciate wide range of live & recorded music - Begin to develop understanding of history -		- Perform with control & expression solo & in ensembles - Improvise & compose using dimensions of music - Listen to detail and recall aurally - Use & understand basics of staff notation - Understanding the history of music, including great musicians & composers	
PHYSICAL EDUCATION	- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination - Participate in team games - Perform dances using simple movement		- Use running, jumping, catching and throwing in isolation and combination - Play competitive games, modified as appropriate - Develop flexibility & control in gym, dance & athletics - Compare performances to achieve personal bests		- Use running, jumping, catching and throwing in isolation and in combination - Play competitive games, applying basic principles - Develop flexibility & control in gym, dance & athletics - Take part in Outdoor & Adventurous activities - Compare performances to achieve personal bests	
RELIGIOUS EDUCATION Derbyshire agreed syllabus and Understanding Christianity	- Who is a Muslim and what do they believe? - God - Incarnation - How and why do we celebrate special times? (Christianity & Islam) - What makes some places sacred? - Creation - Salvation - What can we learn from sacred books? - What does it mean to belong to a faith community? - Gospel - How should we care for others and the world and why does it matter? (Forest school & PSHE link)		- What do different people believe about God? - God - Incarnation - Why are festivals important to religious communities? (Christianity, Islam & Judaism) - What do some people think that life is a journey? - What significant experiences mark this? - Creation & Fall - Salvation - Why do people pray? (Christianity, Islam & Hinduism) - What can we learn from religions about deciding what is right and wrong? (PSHE link) - People of God - Gospel - What does it mean to be a Hindu in Britain today?		- Why do some people think that God exists? - God - Incarnation - What do religions say to us when life gets hard? (Christianity, Islam & Hinduism.) - Is it better to express your religion in arts and architecture or in charity & generosity? (PSHE link) - Creation & Fall - Salvation - What does it mean to be a Muslim in Britain today? - What matters most to Christians & Humanists? - People of God - Gospel - What difference does it makes to believe in Ahimsa, Grace & Ummah? (Christianity, Islam & Hinduism.)	
PSHE/RSE	What is the same and different about us? What makes a good friend? What is bullying? Who is special to us? What helps us stay healthy? What jobs do people do? What helps us to stay safe? What can we do with money? Who helps us to keep safe? What helps us grow and stay healthy? How do we recognize our feelings? How can we look after each other and the world?		How can we be a good friend? What strengths, skills and interests do we have? How do we treat each other with respect? What keeps us safe? What are families like? How can we manage our feelings? How will we grow and change? What makes a community? Why should we eat well and look after our teeth? How can our choices make a difference to others and the environment? How can we manage risk in different places? Why should we keep active and sleep well?		What makes up a person's identity? What decisions can people make with money? How can we keep healthy as we grow? How can the media influence people? How can we help in an accident or emergency? How can friends communicate safely? How can drugs, common to everyday life, affect health? What jobs would we like? What will change as we become more independent? How do friendships change as we grow?	
					Puberty -Talking about Puberty -Male and female changes -Puberty and hygiene	**Puberty, relationships and reproduction.** -Puberty and reproduction -Relationships and reproduction -Conception and pregnancy