Whole School Curriculum Map St Vigor and St John Church School

Arum - EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
QUEST Title	What Makes Me a Me?	Why is Chilcompton a special place?	What makes a super story?	How and why does our garden change?	Where does our food come from?	Where would be the best place for a holiday for me and my family?
Shared Texts (Reading for pleasure) This is just a selection of some of the stories we will be reading.	A selection of stories related to starting school e.g., Harry and the dinosaurs go to School What makes Me a Me? There's Only One You Super Duper You The Little Red Hen Elmer Children/Staff are bringing in their favourite books from home to share.	We are all neighbours Harry's Home The Jolly Postman and other letters A selection of nativity and Christmas stories	Julia Donaldson books, specifically; The Gruffalo, Stickman, Stanely's stick, Cave Baby, A Squash and A Squeeze, The Smartest Giant in town. The children are being asked to bring in a story they would consider to be 'super' and are being encouraged to say why it is super. Adults are reading the stories to the children. Non-fiction books available to extend learning in above areas, eg caves,homes	Eddie' s Garden, The Enormous Turnip, Astro Girl, Look up How to catch a star, Jack and The Beanstalk(various versions of), The Growing Story, The Very Hungry Caterpillar.	Supertato series, The Runaway Pea, A selection of Non-Fiction books (Adam's Farm, The Farm that feed's us, Farming Jobs, Fun jobs to do on the farm), Zed's Bread, Oliver's Fruit Salad, Mr Big's Banana	The Train Ride, What the Ladybird Heard on Holiday, Sally and The Limpet, Millie and The Mermaid, Billy and his Bucket, Alfie goes camping, Paddington Bear.

Being unique
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Being connected

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Communication, Language	I can establish how to be a good listener and why listening is important. I can begin to listen to others and respond appropriately. I can begin to understand what a conversation is. I can begin to talk in full sentences. I can learn and use new vocabulary in my play, offering meaning. I can ask and answer simple questions, starting who and what. I can use language to recreate and imagine familiar roles. Sparkle Time	I can talk in full sentences about where I live, things in my environment and things I have seen, heard on walks and in Chilcompton. I can sequence what I have seen, experienced. I can talk in full sentences about my shared voice book experiences. I can learn new vocabulary associated with the quest and use this independently. Sparkle time.	I can listen and do during adult led activities. I can begin to follow instructions containing sequencing words. I can begin to ask and answer questions starting with when, why, where appropriately. I can begin to talk in sentences using a conjunction. I can use new vocabulary (linked to the book of the week or quest) and use it independently. I can begin to talk about a linked theme, offering my ideas in front of the class. I can create stories for others to act out. Sparkle time.	I can listen to others in a variety of situations (visitors, out on visit, others reading stories, others talking about their designs, gardens, stories). I can follow 3 step instructions. I can learn and expand my existing vocabulary associated with the topic. I can use new vocabulary in different contexts. I can talk in full sentences using a conjunction. I can talk clearly in front of larger groups offering my own ideas and explanations.	I can sometimes listen to other's point of view and respond (P4C work) I can understand more complex language. I can ask a variety of questions to help develop my knowledge and understanding. I can learn and use new vocabulary linked to the quest (different types of farms, vegetables, bread, Petal the class Fairy's vocabulary bag! I can talk in sentences; offering ideas and explanations linked to the quest and using vocabulary learnt	I can listen to visitors talking about holidays, different places to live in the world and types of transport. I can learn new vocabulary linked to stories, places and experiences addressing our quest. I can use persuasive language in P4C sessions. I can use the correct tenses when speaking in full sentences. I can recall my home experiences with our travelling bear. I can engage in conversations with a back and forth exchange. Sparkle time

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				I can create my own narratives, and others to act it out. Sparkle time	in previous sessions. I can begin to engage in conversations having a back and forth exchange(talking partners). Sparkle time	
Literacy	I can understand the purpose of writing. I can make marks and write letters for a variety of purposes. I can write some initial sounds and corresponding letters. I can begin to form some recognisable letters. I can begin to recall and discuss the characters and main events in a story. I can begin to anticipate key events and respond with relevant comments.	I can use my phonic knowledge to write letters and simple words. I can write lists and labels using my phonic knowledge. I can begin to form some recognisable letters. I can read individual letters by saying their sound. I can blend simple cvc words to read.	I can write words representing the sounds I have heard. I can write lists, labels and simple phrases, linked to the book of the week. I can form recognisable letters. I can sequence and retell a story, sometimes using picture cards. I can describe a story setting and characters. I can give alternative words which have the same meaning. I can begin to answer why questions in response to a story.	I can spell words by identifying sounds and writing them. I can write simple phrases and short sentences. I can form recognisable letters. I can read simple sentences, words linked to my phonics ability. I can read some common exception words. I can retell and sequence a story, sometimes using	I can write short sentences. I can use my phonics knowledge to spell. I can write many recognisable letters. I can engage in Little Wandle phonics and apply my learning to my reading and writing. I can recognise diagraphs and trigraphs which I have learnt in phonics.	I can write sentences using my phonic knowledge to spell. I can write for a variety of purposes. I can write many recognisable letters. I can read back what I have written, editing if necessary. I can use my phonic knowledge to spell. I can engage in Little Wandle daily phonics and apply my

	I can learn new vocabulary/meanings of words from books/stories I have listened to. I can engage in phonic activities, knowing that sounds are represented by letters. I can begin to blend sounds to read cvc words. I can begin to read simple phrases/captions. I can begin to read the first set of common exception words.	I can read the first set of common exception words. I can recall and discuss characters and discuss the main events in a story. I can anticipate key events by using the illustrations to make predictions. I can learn new vocabulary specific to a book.	I can read words, simple sentences and phrases linked to phonics and my Guided Reading book. I can begin to recognise diagraphs and trigraphs. I can read the next set of common exception words (introduce tricky word of the day).	picture cards to support me. I can talk about why things have happened and answer questions about the story I have heard. I can describe the setting and characters in a story. I can talk about facts in a non-fiction book.	I can read some of the common exception words I have learnt so far. I can begin to understand what non-fiction and fiction books are. I can develop reading with some fluency. I can show understanding of what I have listened to/read by answering questions, making comments or retelling the text. I can make predictions and tell you what might come next in the story. I can connect ideas and create my own narratives in story language.	knowledge to my reading and my writing. I can read with some fluency and understand what I have read. I can say whether a book is a fiction or non-fiction book. I can make predictions and anticipate what comes next in books I have listened to. I can answer questions related to the text. I can retell the story using some words from the story and some of my own words. I can use story language when creating my own.

adventurous ethical unique connected Designed by OuttaReach St Vigor & St John Church School A Bath & Wells Academy

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Mathematics	I can match, sort and compare. I can subitise numbers to 5. I can use fingers to represent quantities. I can explore the composition of numbers to 5. I cna compare amounts/numbers using the correct vocabulary. I can recognise numerals to 5 and begin to 10. I can explore the composition of numbers. I can compare amounts/numbers and use the correct vocabulary. I can recognise 2D shapes. I can continue, copy and create a repeating pattern.	I can compare and explore the composition of numbers to 5. I can perceptually and conceptually subitise numbers to 5. I can use fingers to represent quantities. I can begin to recognise numerals to 10, relating to quantities. I can explore the concept of part, part, whole. I can count to 20 and beyond. I can explore the language of time (days of the week, parts of the day). I can explore and talk about 2D shapes.	I can compare and explore the composition of numbers to 10. I can count to and back from 20 and beyond. I can form numbers 0-10 I can recognise numbers 0-15 I can explain what zero means and what that looks like. I can explore the missing parts of numbers to 5. I can double numbers 1-5. I can explore odd and even and link to doubling. I can compare mass and capacity. I can compare length and height. I can use sand timers appropriately and language associated with time.	I can count and explore the counting pattern up to and beyond 20. I can explore the composition of numbers to 10 and the missing parts of numbers to 10. I can subitise numbers within 10, including doubles of numbers to 5. I can explore combining numbers. I can recognise numerals to 10 and sometimes beyond and place them in order. I can write numerals to 10. I can copy and independently create an ABB/AAB pattern, recognising any mistakes.	I can count and explore the counting pattern to 20 and beyond, including counting on from a certain number. I can match numerals to quantities beyond 10. I can form numerals beyond 10. I can share amounts/number I can explore counting patterns beyond 10. I can continue to explore composition of numbers to 10 and numbers upto 10. I can explore spatial reasoning -match, rotate, manipulate.	I can double numbers. I can share and group numbers. I can explore even and odd numbers. I can explore patterns and relationships. I can follow a simple map. I create a simple map. I can name and describe 3D shapes. I can problem solve.

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				I can explore, sort and match 3D shapes. I can shop using 1 units for up to 5p.	I can name and describe 3D shapes. I can shop using numicon 1 pieces on a 10 frame	
Personal, Social and Emotional Development	I can listen to and begin to understand my friends point of view and needs. (BR) I can begin to understand what compromise and negotiation mean. (BR) I can begin to select my own resources to aid learning (MS) I can understand we all make mistakes. (MS) I can maintain attention for a short period of time (MS) I can undress independently for P.E (MS) I begin to manage my own belongings. (MS)	I can understand others wants and needs by working with others. (BR) I can continue to explore what compromise and negotiation mean. (BR) I can continue to manage my own belongings. (MS) I can select my own resources and activities. (MS) I can independently change for P.E.(MS) I can recognise different emotions. (SR)	I can begin to resolve conflict by learning how to compromise and negotiate with adult support. (BR) I can independently select resources. (MS) I can learn how to persevere and be resilient with adult support. (MS) I can begin to manage my belongings independently. (MS) I can talk about how to be safe online and what to do if I have a problem. (MS) I can begin to consider the feelings and learn about different	I can resolve falling outs with others, with support. (BR) I can listen to others needs and wants and try to be flexible in my thinking and actions. (BR) I can listen to and begin to understand others point of view (P4C sessions. (BR) I can manage my own belongings (looking after snack pots, water bottles, drinking more water, collecting own book bags). (MS)	**I can begin to understand other points of view and can begin to show respect and tolerance. (BR)** **I can begin to understand disagreements can be resolved by compromising and negotiating.(BR)** **I can overcome a challenge with minimal support, showing elements of resilience and perseverance (MS)** **I can be a safe pedestrian.(MS)**	I can independently resolve disagreements and play together.(BR) I can form positive relationships with other children and adults who I am with at school. (BR) I can overcome personal challenges independently. (MS) I can learn about and share how to stay safe in a variety of situations, eg around water,

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	I can recognise different emotions and talk about them. I can remember the strategies I have learnt to self-regulate when I am in a new environment. (SR) I can create and follow the rules of my new class and begin to show some understanding of being fair. (SR) Jigsaw; Being Me in My World	I cna follow our rules for our class and demonstrate what I understand of being fair. (SR) Jigsaw; I can celebrate being different. Sparkle time; I can celebrate being unique.	perspectives of others. (SR) I can begin to understand ways of solving friendship issues. (SR) Jigsaw; Goals and Dreams. Sparkle time; A time to share	I can demonstrate perseverance and resilience in the face of a challenge. (MS) I can consider the emotions of others. (SR) I can explore my own emotions. (SR) I can begin to understand what an injustice is and what is right and wrong. (SR) I can explore emotions linked to right and wrong behaviour. (SR) Jigsaw; Healthy ME. I can explore and share what being healthy means and how I can stay healthy. Sparkle time; considering other's emotions.	**I can talk about being safe in a variety of situations. (MS)** **I can control my emotions using a range of strategies. (SR)** **I can set my own goals, make my own choices and persevere when challenge occurs. (SR)** **Jigsaw; Relationships** **Sparkle time**	animals and in the home. (MS) I can control my emotions using a range of strategies. (SR) I can listen to other children's point of view and accept they may be different to mine (SR) I can explain the need for rules (SR) I know the correct way to behave and demonstrate this most of the time. (SR) Jigsaw; Changing me

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Understanding of the World	I can talk about extended members of my family, using photographs. and the community I can talk about my family and events in terms of past, present and future. I can explore the word unique with regards to me, my family and my setting. I can notice how the garden in school is changing. I can explore what is living in my environment. I can begin to observe and notice seasonal changes.	I can become familiar with my surrounding environment, Chilcompton. I can discuss key features of our local environment that are important to me. I can talk about our community now and in the past, talking to people and through stories and artefacts. I can talk about what I have seen and create a basic map of places I have visited in my local area. I can visit places in my local area and listen to visitors talk about the local area.	I can observe and discuss seasonal changes and how it affects the natural world. I can explain how my ideas make the changing state of matter slower or quicker. I can explain why some materials are attracted to magnets and some are not. I can make suggestions on how to take care of and improve my immediate environment. I can comment on similarities and differences related to the past and present.	I can investigate what plants/vegetables need to grow. I can grow a variety of plants observing their change. I can observe and discuss seasonal changes and how it effects the life cycle of a plant. I can make suggestions to improve our garden and work to make changes. I can understand that I live in a location that is within England. I can explore what grows in other countries and why they grow there. I can order events based on chronology, recognising things	I can begin to investigate the differences and similarities between places, related to food and where it comes from. I can learn what a key is and add it to a map. I can observe and discuss the weather, its changes and how it affects me, plants and animals. I can begin to talk about and if possible begin to name some seasons. I can explore different religions and cultures and with support make some comparisons.	I can compare life in this country and life in others(holiday experiences, visitors in to talk about life in different countries.) I can talk about similarities and differences in places. I can draw a simple map with a key related to journeys I have taken or books we are reading. I can express my knowledge of my immediate environment. I can talk about where travelling Paddington has been (bear which goes on day trips, holiday etc)

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		I can observe and discuss seasonal changes. I can learn about different celebrations and why they are important to some people.		happened before I was born. I can comment on similarities and differences related to the past and present based on our quest and stories. I can experience science week. I can learn about different celebrations and how they are special to others(RE).	I can express knowledge of my local environment. I can comment on similarities and differences related to past and present related to our quest.	I can talk about some of the similarities and differences related to the past and present. I can order events in my life. I can look at the changing state of matter and the weather/ seasons.
Expressive Arts and Design	I can explore using a variety of different mediums. I can experiment with colour mixing, beginning to create new colours. I can explore painting with a variety of different sized brushes. I can explore different textures.	I can explore mixing colours to create secondary colours confidently. I can mix my own powder paint. I can add detail to my drawings of the local area and things found in it.	I can safely explore different techniques for joining materials, including the hole punch. I can talk about the models I am making. I can mix paint to create the correct consistency for my painting purpose. I can use malleable materials to create models of my choice,	I can use a variety of materials, tools and techniques for joining materials including the stapler and Sellotape dispenser. I can evaluate my models and make necessary changes. I can add texture and change	I can use a variety of materials, tools, and techniques with some support. I can talk about my creations, explaining the process I have taken.	I can use a variety of materials, tools and techniques confidently and independently; using watercolours, ready mixed and powder paint. I can add shading and detail to my representations of things I might find on holiday.

	I can draw myself and my family adding more detail to my drawings. I can explore using a variety of malleable materials to create models. I can create a whole train track which joins. I can create simple models using small wooden bricks and lego for a purpose. I can move to the beat of music. I can learn new songs and sing them confidently. I can begin to copy basic rhythmic patterns. I can begin to create storylines in my imaginative play using familiar roles. I can represent imaginary and real-life ideas, people, objects in my play.	I can my own structures using salt dough, playdough and clay. I can build models using wooden materials and combining with small world. I can make Lego models to solve a challenge. I can learn some new songs and sing familiar ones, confidently. I can listen to, discuss and move to a variety of different types of music. I can create narratives based	adding details suing tools. I can create my own simple story. I can with others act out simple stories in front of the class. (Helicopter stories) I can learn new songs and keep a steady beat.	consistency of my paint. I can explore using different gradients of pencils to make different shadings with my paintings. I can add details to my malleable models using tools and other objects. I can add narratives in my play on my own and with others. I can learn new songs and begin to sing in front of others. I can explore high and low sounds with my voice. I can confidently create stories for others to perform in front of the class. (Helicopter stories)	I can create my own story and recount narratives, sharing my story with others.	I can follow instructions to make a model type of transport. I can design, make evaluate and adapt various models including making mermaids, transport, lighthouses. I can play an instrument following a musical pattern. I can copy a dance to music. I can perform dances, songs, rhymes and stories to others. I can play and act out a narrative as part of a group.

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		on stories I have heard.				
Physical Development	I can establish what a space is and find my own space when asked. I can travel safely around in larger spaces and avoid any obstacles, including others when they are moving around, in all outside spaces and the hall. I can complete a complex obstacle course with various levels. I can begin to use scissors to cut along various lines with some control, cutting. I can draw lines, circles and shapes when drawing	I can explore and combine movements with ease and fluency. I can begin to hop, skip and jump. I can negotiate space when travelling in a variety of ways. I can try to use the tripod grip when mark making. I can accurately draw lines, shapes and circles when drawing. I can carefully use scissors with some control, cutting	I can explore different ways of travelling and begin to use gymnastics equipment. I can refine my movements. I can hop and skip with more control. I can draw with a specific purpose, related to the book of the week linked to our quest. I can use a variety of tools with developing confidence such as cutlery, different sized paintbrushes, glue spreaders and scissors. I can cut along curved lines, linked to characters form our book of the week.	I can refine and control my movements in gymnastics, using the equipment. I can climb up. over and down equipment in gym and outside. I can travel across different width beams and pick up objects form them. I can skip on alternative feet. I can complete and improve movement patterns which involve hopping and jumping showing control. I can repeat motor patterns of	I can learn how to kick, throw and catch, roll, bounce and bat using different sized balls. I can learn different football skills from a football coach. I can move safely, with confidence and imagination. I can continue to develop accuracy when drawing objects linked to the quest. I can use scissors to cut out small shapes and fine lines with accuracy.	I can develop my agility and competitiveness. I can apply the skills I have learnt to creating my own game to play with others. I can continue to refine moving at different speeds and directions being able to dodge others. I can use tools carefully and precisely. I can form letters and numbers the correct way round and with control so others can read them.

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	pictures of me and my family. I can practise holding a pencil using the tripod grip when using mark making equipment.	out outlines of quest related things. I can begin to fasten large buttons. I can create a complex obstacle course and describe what I am doing.	I can begin to form recognisable letters, including those in my name and numerals using a tripod grip. I can fasten small buttons.	letters with my eyes closed. I can draw with a specific purpose, using the tripod grip. I can use a variety of tools with confidence. I can make sculptures using tools linked to our quest. I can form recognisable letters using the tripod grip.	I can form recognisable letters and numbers, using a comfortable tripod grip.	
Bryony – Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quest Title	**Who are we? (History)**	**What materials can keep me warm? (Science)**	**What makes something old or new? (History)**	**What type of animal is a wild thing? (Science)**	**What is the weather? (Geography)**	**How can I find my way around Chilcompton? (Geography)**

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Maths	Number: Place Value Addition and Subtraction	Number: Addition and Subtraction Place Value Geometry: shape	Number: Addition and Subtraction Place Value	Measurement: Length and Height	Number: Multiplication and Division Fractions Geometry: Position and Direction	Number: Place Value Measurement: Money and Time
Reading (Whole Class Texts)	Yokki and the Parno Gry (Richard O'Neill) Last stop on Market street (Matt de la Pena) The Three Billy Goats Gruff Axel Scheffer Fairy tale treasury (Axel Scheffer)	There's a tiger in the garden (Lizzy Stewart) On Sudden Hill(Linda Sarah) Construction Katie Morag's Island stories (Mairi Hedderwick)	Naughty bus(Jan Oke) The smile shop with (Satoshi Kitamura) That rabbit belongs to Emily Brown (Cressida Cowell) Stanley's stick (John Hegley) Major glad, Major Dizzy (Jan Oke) The Dolls' House (Tanya Rosie)	Poems out loud (Lauris Stansfield) I want my hat back (Jon Klassen) You're called what? (Kes Gray) Little bears spring (Elli Woollard) The most important animal of all (Penny worms) The big book of beasts (Yuval Zommer)	Numenia and the Hurricane (Fiona Halliday) Captain Toby (Satoshi Kitamura) Tree: Seasons come, seasons go (Patricia Hegarty, Britta Teckentrup) Storm (Sam Usher) A thing called snow (Yuval Zommer) Lila and the Secret of Rain (David Conway) The Rhythm of rain (Grahame Baker Smith) Meet the weather (Caryl Hart and Bethan Wollvin)	The castle the King built (Rebecca Colby) George and the Dragon (Christopher Wormell) King Arthur and the knights of the round table (Marcia Williams) The very last castle (Travis Jonker) Look inside a castle (Conrad Mason and Barry Ablett)
Writing	*Narrative: Traditional tales and fairy stories with predictable pattern language:* Little red riding hood.	*Stories with a familiar setting:* Tiger that came to tea (Judith Kerr)	*Describe characters and settings:* Paper dolls (Julia Donaldson) *Stories with a familiar setting:* The Lost	*Describe characters and settings:* Where the Wild things are *Poetry: Performance poetry (readings and*	*Narrative:* The Queen's hat	*Describe characters and settings:* Journey (Aaron Becker)

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	Three little pigs	*Labels, list and captions:*What we'll build (Oliver Jeffers) *Letters to inform /persuade:* Letters to Father Christmas.	Property office (Emily Rand) *Recounts based on personal experience or visit.* Coffee morning. Invitations (Coffee morning)	*reciting by heart):* Now we are six *Non chronological report:* David Attenborough (Little people, big dreams)	*Instructions (Oral and written):* The rhythm of rain.	*Travel Brochures:* Look inside a castle (Conrad Mason and Barry Ablett) Letters: To teacher next year.
Science	Animals including humans *(The human body and parts)*	Materials and their properties.		Animals including humans *(Animals)*	Seasons and the weather	Plants
History	Personal history of themselves and close family. *(identifying personal past and significant events in own life)*		Old and new toys. *(How can you tell if something is old?)*	Explore a significant individual. *(Queen Elizabeth)*	Explore a significant event of national importance. *(Queen's coronation/ Harry and Megan's wedding)*	Castles and their history

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Geography	Map of the UK *(Explore England and its capital.)*	Map of UK *(Scotland and its capital. Compare and contrast.)*	Map of UK *(Explore Wales and capital.)*	Map of UK *(Explore Northern Ireland and capital.)*	G: Weather patterns	G: Directional language and map reading *(Explore Chilcompton)*
Art and DT	Art: Earth Art	DT: Textiles- Loomfish textiles	DT: Mechanisms - Moving pictures- mechanisms/levers	Art: Colour Creations	DT: Structures - Design a fridge magnet Food and Nutrition - cooking	Art: Henri Rousseau
Computing	Unit 1.1 - Online Safety	Unit 1.2 - Grouping & Sorting Unit 1.3 - Pictograms	Unit 1.4 - Lego Builders Unit 1.5 - Maze Explorers	Unit 1.6 - Animated Stories	Unit 1.7 - Coding	Unit 1.8 - Spreadsheets Unit 1.9 - Tech Outside School
Music	**Exploring Sounds** Unit 1: Ourselves	**Beat** Unit 2: Number	**Beat** Unit 5: Machines	**Pitch** Unit 12: Water	**Exploring Sounds** Unit 4: Weather	**Exploring Sounds** Unit 7: Our School
P.E. Delivered by Sporting World	Multi skills	Multi skills and invasion games	Gymnastics	Tennis Focus: hand eye coordination skills and control.	Striking and Fielding (skills based)	Athletics Body control/technique
PE Delivered by Class Teacher	Health and Fitness	Health and Fitness	Health and Fitness	Dance	Athletic Movements	Swimming

Being adventurous Being unique Being ethical Being connected
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Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
R.E.	AMV Unit 1: What do Christians believe about God?	AMV Unit 2: What do Christians believe about Jesus? (incarnation) Link with Christmas	AMV Unit 5: What do Jewish people believe about God and the Covenant?	UC Unit 1.5 Why does Easter matter to Christians?	UC Unit 1.2 Who made the world?	UC Unit 1.4 What is the good news Jesus brings?
Values	Perseverance	Love (Agape)	Respect	Forgiveness	Friendship	Peace

Campion - Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quest title	**What makes us and our country unique? (PSHE/History)**	**How do people celebrate in different countries? (Geography/RE)**	**What makes a good habitat? (Science)**	**What happened to the Chilcompton railway? (History)**	**What lives in our oceans? (Geography)**	**How does food get to your plate? (Science/DT)**

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Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Geometry: Properties of shapes	Measurement: Money (SC / KR) Length and Height (KR) Number: Multiplication and division (SC)	Measurement: Length and Height cont. (KR) Mass, capacity and temp (KR) Number: Multiplication and division cont. (SC) Fractions (SC)	Number: Fractions cont. (SC) Measurement: Mass, capacity and temp cont. (KR)	Number: Statistics (SC) Position and direction (SC) Geometry: Time (KR)
Reading (Whole Class Texts)		The Owl Who Was Afraid of The Dark The Jolly Christmas Postman Esio Trot	Martin's Mice Winter Sleep	The Day the Crayons Quit	Non-fiction texts: - Sealife -Ocean Creature	Non-fiction texts: - Healthy Eating
Writing	Write Stuff unit: In my Heart – A Book of Feeling (Lyrical explanation)	Write Stuff unit: The Owl Who Was Afraid Of The Dark (Narrative: different stories	Write Stuff unit: Hibernation (Non-fiction)	Write Stuff unit: The Day the Crayons Quit (Non-fiction – persuasive letter)	Write Stuff unit: Little Red Reading Hood (Narrative based on a traditional tale)	Instruction Writing

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		by the same author) Letter writing (Father Christmas)	Non-chronological report (Information text) Recount about Christmas (past tense)	Recount about trip to Railway (Past tense)	Little Red Riding Hood / Fairy tale (Character description) Diary entry from the perspective of a character (Titanic)	
Science	Animals including humans		Living things and their habitats Living and non-living	Materials	Minibeasts and Biodiversity	Plants
History	Living memory of the NHS. *(Look at its history, significant individuals and the NHS now)*	Significant individual *(Progress on transport- first flight and the wright brothers/ Amelia Earhart)*		Local history *(The Railway and Chilcompton)*	Explore a significant event (First submarine/plane ride/ titanic)	
Geography	N/A	Compare and contrast with non-European place *(India)*	Human and Physical geography *(Different habitats)*		Continents and oceans	Map skills/directional language and fieldwork
Art and DT	DT – Food and nutrition (fruit kebabs) Art – African Art	DT – Mechanisms Art – African Art cont.	Art – Super Sculptures	Art – Super Sculptures cont. DT - Textiles	Art – Giuseppe Arcimboldo	Art – Giuseppe Arcimboldo cont. DT – Food and nutrition (toast)

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						(F.S. Making Bread)
Computing	Unit 2.2 - Online Safety	Unit 2.1 - Coding	Unit 2.3 - Spreadsheets Unit 2.5 - Effective Searching	Unit 2.4 - Questioning	Unit 2.6 - Creating Pictures	Unit 2.7 - Making Music Unit 2.8 - Presenting Ideas
Music	**Exploring Sounds** Unit 1: Ourselves	**Exploring Sounds** Unit 3: Our Land	**Pitch** Unit 5: Animals	**Performance** Unit 12: Travel	**Exploring Sounds** Unit 9: Weather	**Beat** Unit 10: Pattern
P.E. Delivered by Sporting World	Multi skills	Multi skills and invasion games	Gymnastics	Tennis Focus: hand eye coordination skills and control.	Striking and Fielding (skills based)	Athletics Body control/technique
PE Delivered by Class Teacher	Health and Fitness Football	Health and Fitness	Hand/eye co-ordination Badminton skills	Dance	Striking and fielding games	Swimming
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
R.E.	AMV Unit 1: 1 What Do Christians Believe About God?	UC Unit 1.3 Why does Christmas matter to Christians?	UC Unit 1.1 What do Christians believe God is like?	*AMV Unit 3 What Do Christian People Believe About Love?*	AMV Unit 6: What do Jewish people believe about Torah?	AMV Unit 9: Hinduism

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Whole School Curriculum Map St Vigor and St John Church School

Values	Perseverance	Love (Agape)	Respect	Forgiveness	Friendship	Peace

Whole School Curriculum Map St Vigor and St John Church School

KS2 Whole Class Reading	A KS2 Reading Curriculum – The Teaching Booth (wordpress.com)					
Dogwood - Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quest title	**How did the Stone age change Britain? (History)**	**What makes a shadow? (Science)**	**What forces do we need to make a vehicle fly? (Science)**	**How do we make plants grow? (Science)**	**What can we discover about Ancient Egypt through the eyes of experts? (History)**	**How do earthquakes and volcanoes impact our world? (Geography)**
Maths	MH - Place Value Addition and subtraction MW – Measurement (money)	MH – addition and subtraction Multiplication and division MW - Statistics	MH – Multiplication and division MW - Shape	MH – Fractions MW - Shape	MH- Fractions Time MW – Measurement and perimeter	MH – Mass and capacity MW – Measurement and perimeter cont.
Reading (Reading for pleasure)	Stone age Bone age by Mick Manning	The Creakers by Tom Fletcher	The Ironman by Ted Hughes	Ottoline and the yellow cat by Chris Riddell	Egypt magnified by Harry Long	The Firework makers daughter Philip Pullman
Writing	Stone age boy (Narrative- adventure) Write stuff unit: Scara brae	Write stuff unit: Wolves in the walls (Narrative – Story with familiar settings/ Myths and legends)	Write stuff unit: The true story of the three little pigs (Narrative: Myths and legends and fables)	Write stuff unit: The street beneath my feet (Non fiction) Inform: Report	Write stuff unit: My strong mind Egypt(Narrative) Inform: Diary entry Inform: Biography	Write stuff unit: Earth shattering! (Non fiction) Poetry: Poems to perform/ Volcano setting.

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		Persuade: Letter to the head teacher Poetry: Poems to perform / describe characters	Playscripts: Retell a fable Persuade: Explore persuasive scenarios			Inform: Newspaper article
Science		Light	Forces and magnets	Plants	Animals including humans	Rocks and soils
History	Stone age to the Iron age	Stone age to the Iron age	Local history		Ancient Egypt	
Geography	Arctic and Antarctic circle.	Explore the UK and its regions considering changes over time.		Fieldwork and compass skills (four point)		Volcanoes and Earthquakes
Art and DT	Plant Art D.T - Baking Bread	D.T - Party hats Shadow puppets	William Morris (Natural sketching Block printing)	William Morris D.T - Make a printed cushion cover	Jewellery design	D.T - Make a frame display shelf
Computing	Unit 3.2 -Online Safety Unit 3.4 - Touch Typing	Unit 3.1 - Coding	Unit 3.3 - Spreadsheets Unit 3.6 - Branching Databases	Unit 3.5 - Email	Unit 3.7 - Simulations Unit 3.8 - Graphing	Unit 3.9 - Presenting (Google Slides)

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Music	**Beat** Unit 2: Building	**Performance** Unit 4: Poetry	**Pitch** Unit 10: French	**Structure** Unit 9: Human Body	**Whole Class Instrumental Unit** Ukulele	**Beat** Unit 6: Time
MFL	Greetings	All about Me	Numbers	Colours	Animals	Animals
P.E. Delivered by Sporting World	Invasion Games Skills leading to matches.	Invasion Games Skills leading to matches.	Gymnastics	Tennis/table tennis Groundstroke techniques, rallying and match play.	Cricket/Rounders Application	Athletics Recording, marking and improving PB's
PE Delivered by Class Teacher	Health and Fitness	Swimming	Hand-eye skills applied in badminton	Dance	Athletics	Striking and Fielding Games
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
R.E.	UC Unit 2a.4 What kind of world did Jesus want?	AMV Unit 5: What do Christians believe about God & Incarnation? (Links with Christmas)	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	UC Unit 2a.5 Why do Christians call the day that Jesus died 'Good Friday'?	UC Unit 2a.6 When Jesus left, what was the impact of Pentecost?	AMV Unit 2: What do Muslim people believe about Islam and Iman?

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		UC Unit 2a.3 What is the Trinity?				
Values	Perseverance	Love (Agape)	Respect	Forgiveness	Friendship	Peace

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Whole School Curriculum Map St Vigor and St John Church School

Elder – Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quest title	**From rainforests to carnivals, how is Brazil similar to the UK and Somerset? (Geography/History)**	**What was life like in Ancient Greece? (History)**	**How to we inform others to look after their teeth properly? (Science)**	**How can we use our knowledge of sound to design a product? (Science)**	**What impact did the Roman empire have on Britain? (History)**	**What impact did the Roman empire have on my local history? (History)** **TBC Vikings**
Maths	Number: Place Value Number: Addition and Subtraction	Measurement: Area Number: Multiplication and Division (A)	Number: Multiplication and Division (B) Measurement: Length and Perimeter	Number: Fractions Decimals (A)	Number: Decimals (B) Measurement: Money & Time	Statistics Geometry: Properties of shape Geometry: Position and Direction
Reading (reading for pleasure)	The Butterfly Lion by Michael Morpurgo	Who Let the God's Out by Maz Evans		The Boy at the Back of the Class by Onjali Q Rauf	Atlas of Amazing architecture (non-fiction)	I Don't Like Poetry by Joshua Seigal
Writing	Write stuff unit: The Great Kapok Tree (Non-fiction: persuasive letter writing) Fiction:	Write stuff unit: Float – By Daniel Miyares (fiction – narrative: issues and dilemma) Non-Fiction: persuasive holiday	Write stuff unit: Digestion Explanation based on Gut Garden - A Journey into the Wonderful World of your	Write stuff unit: The Lost Thing by Shaun Tan (Narrative: fantasy) Non fiction: Recount/non-	Write stuff unit: Escape from Pompeii – newspaper report	Write stuff unit: Poetry - Still I Rise by Maya Angelou (cultural) diversity/exploring form)

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	Describe settings. Poetry: Performance poetry	brochure -visit Greece. WS: Poetry: The River by Valarie Bloom (descriptive poetry)	Microbiome. (Explanation text) Fiction: character & setting description.	chronological report. Poetry: The Sound Collector by Roger McGough (exploring form)	Fiction/Non-fiction: playscript (Roman Invasion)	Fiction: Diary/letter writing (stories with a historical setting.)
Science	Living things and their habitats	Water cycle	Digestive system & Teeth	Sounds	States of matter	Electricity
History	Local Carnival history	Ancient Greece <u>World History Month</u> Frida Kahlo – Unique Mary Fillis – Connected Malala Yousafzai – Ethical Ernest Shackleton - Adventurous	Science Focus	Science Focus	Roman Britain	Roman Britain TBC Viking Britain
Geography	Rainforests: Biomes, climate zones and vegetation belts	Greece (Comparison with a European country)		Settlements and land distribution	Maps to explore the impact and places inside the Roman empire and the impact of the Romans	Local fieldwork
DT	Textiles:	Mechanisms		Structures	Food and Nutrition	Structures

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	Artificial Flowers	Pop up book/card -mechanisms		Design a musical instrument (YR 3 unit)	Cooking Roman food	Toy design – played on a flat surface
ART	Warhol & Pop Art Movement Includes the lessons: An Introduction; Blotted Line Technique; Soup Cans; Celebrities; Self-Portraits; and Consumable Culture.		Sonia Delaunay Includes the lessons: Early Artworks; Orphism; Rhythm and Movement; Fashion; and Influence and Legacy.		Famous Buildings Includes the lessons: Comparing Buildings; St Paul's Cathedral; St Basil's Cathedral; The Taj Mahal; Sydney Opera House; and Becoming Architects.	
Computing	Unit 4.4 - Writing for Different Audiences	Unit 4.1 - Coding	Unit 4.3 - Spreadsheets Unit 4.2 - Online Safety	Unit 4.5 - Logo Unit 4.6 - Animation	Unit 4.7 - Effective Searching Unit 4.8 - Hardware Investigators	Unit 4.9 - Making Music
Music	**Performing** **Poetry**	**Composing** **Environment**	Whole Class Instrumental Unit TBC		**Sounds** **Exploring Sounds**	**Beat** **Building**
MFL	Welcome to school	My town, Your town	Family tree and faces	Face and body parts	Feeling unwell/Jungle animals	The weather/Ice Creams

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P.E. Delivered by Sporting World	Invasion Games Skills leading to matches.	Invasion Games Skills leading to matches.	Gymnastics	Tennis/table tennis Groundstroke techniques, rallying and match play.	Cricket and Rounders Application	Athletics Recording, marking, measuring and improving PBs
P.E. Delivered by Class Teacher	Health and Fitness Football	Health and Fitness	Gymastics	Dance	Athletics	Striking and Fielding Games
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
R.E.	AMV Unit 3: What do Hindu people believe about Dharma, Deity and Atman?	AMV Unit 6: What do Christians believe about Agape?	UC Unit 2a.1 What do Christians learn from the Creation story?	AMV Unit 4: What do Christians believe about Salvation? (Links with Easter)	UC Unit 2a. 6 When Jesus left, what was the impact of Pentecost?	UC Unit 2a.2 What is it like to follow God?
Values	Perseverance	Love (Agape)	Respect	Forgiveness	Friendship	Peace

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Foxglove	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quest title	**How can we help develop a happy and healthy community?**	**What is our place in the universe? (Science)**	**How did the industrial revolution change Britain? (History)**	**How do you survive the desert? (Science/Geography)**	**How can we recognise differences in societies? (History)**	**What's unique about our local history? (Geography)**
Maths	Number - Place Value Number – Addition and Subtraction	Statistics Number – Multiplication and Division Perimeter and Area	Number – Multiplication and Division Number - Fractions	Number - Fractions Number – Decimals and Percentage	Number – Decimals Geometry – Properties of Shape	Geometry – Position and Direction Measuring – Converting Units Measuring - Volume
Reading	Boy in the Tower by Polly Ho-Yen	Cosmic by Frank Cottrell Boyce	Alice in Wonderland by Lewis Carroll	Kasper Prince of Cats by Michael Morpurgo	The History Detective Investigates: Early Islamic Civilization *and* Daily Life in the Islamic Golden Age (Non-fiction)	Boy in the Girl's Bathroom and Holes by Louis Sachar
Writing	Write stuff unit: David Attenborough Biography (Non-Fiction) Fiction: Character Description Poetry: Performance Poetry(Joseph Coelho)	Write stuff unit: One Small Step (Narrative: Adventure) Non Fiction: Scientific Non Chronological Report (Planets)	Write stuff unit: The Nowhere Emporium (Narrative: Mystery) Non Fiction: Recount Poetry:	Write stuff unit: I Believe in Unicorns by Michael Morpurgo (Story) Non Fiction: Gertrude Bell 'Queen of the Desert' Newspaper Report	Write stuff unit: The Highway Man by Alfred Noyes (Narrative Poetry) Fiction: Stories from other cultures (1001 Arabian Nights)	Write stuff unit: Zoo by Anthony Browne (Narrative: Fantasy) Non Fiction: Recount (Local History) Advert:

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		Poetry: Pie Corbett Space Poetry	Classic Poetry (Jabberwocky by Lewis Carroll)	Poetry: Poetic Style (A collection of Poems)	Letter Writing	Visit Chilcompton
Science	Animals including humans	Earth and space	Forces	Living things and their habitats.	Materials	Material
History	Vikings, Scots and Anglo Saxon struggle (From 23/24)		The Victorians (Focussing on the Industrial revolution, growth of the commonwealth and the end of the slave trade.)		Non-European society *(Ancient Islamic civilisation.)*	Mining (Local history of industry)
Geography	Settlements and land use.	Longitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zone		Desert: Biomes, climate zones and vegetation belts.	Compare and contrast with a Non-European society *(considering human and physical geography)*	Fieldwork of local area (eight point compass)

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Art and DT	**Food and Nutrition** Cooking		**Mechanisms** Beast with Moving Mouth – mechanisms/cranks wheels	**Textiles** Sewing Repair kit – textiles		**Electrical components** Moving Buggy -mechanisms
	Self Portraits I can use a variety of media to create art work. I can learn about great artists in history.		**Street Art** Includes the lessons: Graffiti; Improving Public Spaces; Satirical Statements; Designing Stencils; and Making Stencil Art.		**A Sense of Place** Includes the lessons: Viewfinders; Landscape Artists; Perspective; Shaping Landscapes; Creating Landscapes; and Becoming Critics.	
Computing	Unit 5.2 - Online Safety Unit 5.4 - Databases	Unit 5.5 - Game Creator	Unit 5.3 - Spreadsheet	Unit 5.1 - Coding	Unit 5.6 - 3D Modelling Unit 5.7 - Concept Maps	Unit 5.8 - Word Processing (Google)
Music	**Whole Class Instrument Lesson** Clarinet **Young Voices Rehearsals**		**Beat** Keeping Healthy	**Listening** Unit 2: Solar		**Performance** Unit 6: Celebration
MFL	Talking about us, School subjects	In the city, Shopping, Festive Jumpers	Healthy eating, Going to the market, Fruit salad recipe	Clothes, colours, fancy dress	Out of this world	Going to the seaside / Language Puzzle
P.E. Delivered by Sporting World	Invasion Games Brief revision leading to matches.	Invasion Games Brief revision leading to matches.	*Gymnastics*	Tennis/table tennis Groundstroke techniques, rallying and match play.	Cricket and Rounders Application	Athletics Recording, marking, measuring and improving PBs
P.E. Delivered by Class Teacher	Health and Fitness	Badminton	Health and Fitness	Swimming	Athletics	Striking and Fielding Games

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Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
R.E.	AMV Unit 8: What do Muslim people believe about Islam and Iman?	AMV Unit 11: What do Christians believe about God & Incarnation? (Links with Christmas)	AMV Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	UC Unit 2b.6 What did Jesus do to save human beings?	UC Unit 2b.4 What is a Messiah?	UC Unit 2b.1 What does it mean if god is holy and loving?
Values	Perseverance	Love (Agape)	Respect	Forgiveness	Friendship	Peace

Gentian	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quest title	**What is the impact of an everchanging environment? (Geography/Science)**	**What legacy did the Mayans leave behind? (History)**	**What was the impact of WW2 on our local community? (History)**	**How has the changing power of Monarchs impacted and influenced life in Britain today? (History)**	**How are mountains and rivers formed? (Geography)**	**To be or not to be? That is the Question!**

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Maths	• Place Value • Number (Addition, Subtraction, Multiplication, Division)	• Number (fractions) • Position and Direction •	• Number (Decimals, Percentages, Algebra)	• Converting Units • Perimeter, Area, Volume • Number: Ratio	• Properties of Shape • Problem Solving	• Statistics • Problem Solving
Reading (Reading for pleasure)	Darwin's Dragons	The Curse of the Maya	Goodnight Mr Tom	The Element in The Room	Floodland by Marcus Sedgwick Or Windrush Child by Benamin Zephaniah	A Midsummer Night's Dream
Writing	Write stuff unit: Non-Fiction- Speech- Greta Poetry: Descriptive poetry – Daffodils by William Wordsworth	Non-Fiction – Biography based on Great Adventurers by Alastair Humphreys Poetry: National Poetry Day – Poems about Choice	Write stuff unit: Non-Fiction- Recount-Letters from the lighthouse Narrative – Character Description Poetry: Descriptive Poetry: War Poetry	Write stuff unit: Narrative - Horror - A Monster Calls Non-fiction: Explanation Text - changing role of the monarch and parliament Non Fiction: Scientific Non Chronological Report (Electric)	Write stuff unit: Narrative Story – The Journey by Francesca Sanna Perspective Writing: Diary Entries	Narrative: playscript writing & performance: End of Year Play Non fiction: Newspaper Report
Science	Plants, animals and evolution and adaption.	Living things and their habitats	Light	Electricity		Animals including humans

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History		*Non- European society (Mayans)*	WW2	Changing of power.	Post war migration (Immigration in Bristol)	
Geography	Coast: Biomes, climate zones and vegetation belts	Compare and contrast with South and Central America		Longitude/Latitude (ect)	Mountains and rivers	Expeditions and fieldwork
Art and DT	**Art Illusions** Includes the lessons: Vanishing Points; Realistic Interiors; Foreshortening; Trompe L'Oeil; Puzzling Pictures; and Optical Art.	Explore the art of South and Central American Artists e.g. Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera.	**Food and Nutrition** Cooking – Dig for Victory Explore colour, form, print and patterns (propaganda posters)	**Electrical components** Light & Torches- switches, buttons, bulbs (design a decorative light)	**Sculpting Vases** Includes the lessons: historical designs, developing tools and techniques, making and decorating vases.	**Mixed Materials** Props – Design a stage and props for a play.
Computing	Unit 6.1 Coding	Unit 6.2 Online Safety Unit 6.4 Blogging	Unit 6.3 Spreadsheets Unit 6.5 Text Adventures	Unit 6.8 Binary Unit 6.6 Networks	Unit 6.7 Quizzing	Unit 6.9 Spreadsheets (Google Sheets)
Music	**Performance** Unit 2: Journeys **Young Voices Rehearsals**		**Performance** Unit 4: Roots		**Performance** Unit 6: Moving On	
MFL	Revisiting me, Telling the time, Daily life of a Superhero	Homes and houses, Elf on the shelf	Investigating sports	At the funfair, my favourite things, French tradition	Cafe culture and restaurants	Performance time / Transition / Language Puzzle

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Whole School Curriculum Map St Vigor and St John Church School

P.E. Delivered by Sporting World	Invasion Games Brief revision leading to matches.	Invasion Games Brief revision leading to matches.	*Gymnastics*	Tennis/table tennis Groundstroke techniques, rallying and match play.	Cricket/Rounders Application	Athletics Recording, marking, measuring and improving PBs
P.E. Delivered by Class Teacher	Health and Fitness Swimming	Health and Fitness Cricket	Gymnastics	Dance	Athletics	Football/Rounders
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
R.E.	UC Unit 2b.2 Creation and science: conflicting or complementary?	AMV Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	UC Unit 2b.3 How can following God bring freedom and justice?	AMV Unit 10: What do Christians believe about Salvation? (Links with Easter)	AMV UKS2: Humanism	UC Unit 2b.8 What kind of king is Jesus?
Values	Perseverance	Love (Agape)	Respect	Forgiveness	Friendship	Peace

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