

St Anthony of Padua Summer Curriculum Map Mrs S Bloor

Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	EYFS
R.E.	Holidays/Holy days Being Sorry Neighbours	Spread the Word Rules Treasures	Energy Choices Special Places	New Life Building Bridges God's People	Transformation Freedom and responsibility Stewardship	Witnesses Healing Common Good	Good News Friends Our World
English	Fantasy stories. Information texts. Recounts. Poetry - Poems on a theme. Letters and Sounds phases 3, 4 and 5 and Using and Applying Phonic knowledge to read and spell words.	Extended stories by significant children's authors. Poems with language play e.g. riddles, tongue-twisters, humorous verse and stories. Information books - dictionaries, encyclopaedias and non-chronological reports. Compose sentences using tense correctly. Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns. Read independently and with increasing fluency longer and less familiar texts. Give reasons for events and changes in characters. Letters and Sounds phases 5 and 6 and Using and Applying Phonic knowledge to read and spell words.	Dialogues and Plays Information Poetry-language play Stories by a significant author <i>Spelling:</i> The suffix -ly The suffix -ous • Endings sion e.g. division, confusion <i>Grammar:</i> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials	Fiction - Stories involving issues and dilemmas Non-fiction - Formal persuasive texts Fiction - Poetry-exploring form Fiction - Plays Reading - word reading, comprehension Writing - spelling, transcription, composition, vocabulary, grammar and punctuation	Narrative poetry, Older literature, Persuasive writing, Film narrative and dramatic conventions	Arguments', 'Playscripts', and 'Poetry'. Develop ability to identify features used by the author for effect, Develop writing skills across all curriculum areas. Revising all previous areas of learning in preparation for S.A.T's , and will continue to develop understanding of Spelling, Grammar and Punctuation .	Speaking and Listening- interact with others in a variety of contexts, negotiating plans, activities and take turns in conversation. Listen with enjoyment to stories, songs, rhymes and poems, sustaining attentive listening and respond with relevant comments, questions and actions. Use language to take on and act out imaginary roles. Respond and listen during whole class and group work. Writing- continue to form letters with care. Write simple sentences, sometimes using punctuation. Reading- Shared, guided and individual reading. Show an understanding of the elements of stories, such as characters, sequence events and openings. They will continue to learn CVC words and phonics;

<p>Mathematics</p>	<p>Count, read and write numbers to 100. Spell number names from 1 to 20 (one, two, three, four, etc). Count in sequences of twos, fives and tens. Solve problems involving addition and subtraction. Find 1 more, 1 less, 10 more and 10 less of numbers to 100. Find doubles and halves of numbers. Solve problems involving multiplication and division. Recognise and name common 2D and 3D shapes. Describe position, direction and movement, including whole, half, quarter and three quarter turns. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Statistics</p> <p>Basic skills</p> <p>Problem - solving and reasoning using addition, subtraction, multiplication and division</p>	<p>Statistics</p> <p>Basic skills</p> <p>Problem - solving and reasoning using addition, subtraction, multiplication and division</p>	<p>Statistics</p> <p>Continuous number skills, including times tables to 12 x 12.</p> <p>Problem - solving and reasoning using addition, subtraction, multiplication and division</p>	<p>Problem solving through use of the four operations, Angles, 3D shapes, Plotting coordinates, Time (interpreting timetables etc), and Graphs.</p>	<p>'Calculations', 'Place Value', 'Problem Solving', 'Data Handling' and 'Shape and Measure' Revision for SATs Preparation for KS3</p>	<p>Continue to develop counting, reading, writing, reciting and using number skills up to 20. Practically add and subtract. Make estimations and predictions. Halve and double objects and quantities. Create and continue patterns. Begin to read o' clock time. Compare lengths/ masses and capacities. Count in 2's and 10's. Use coins in role-play up to £2. Recognise and talk about 2D and 3D shapes. Learn about symmetrical patterns in different cultures.</p>
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<p>Science</p>	<p>What materials would an alien find on Earth? - exploring the properties of different materials</p> <p>What birds and plants can we find in our local area? - finding and discussing plants and birds in and around our school</p>	<p><i>Health and Growth</i> - to know animals (including humans) grow and reproduce. To know ways we need to look after ourselves to stay healthy. <i>Variation</i> - to appreciate the variety of living things and the similarities that help to sort them</p>	<p><i>Amazing bodies-</i> How can Usain Bolt move so quickly? <i>Our changing world</i> - How did that blossom become an apple?</p>	<p>Electricity- circuits, switches, conductors, insulators Exploring Human Impact</p>	<p><i>Could you be the next CSI investigator?</i> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating.</p>	<p><i>How we see things-</i> learn that mirrors and shiny surfaces alter the direction in which light travels and that when they see objects, light enters the eye. Contrast reflection and shadow formation. <i>Microorganisms-</i> learn that there are many very small organisms called microorganisms which feed, grow and reproduce and which may be harmful or beneficial.</p>	<p><i>Understanding of the World Scientific-</i> Parts of a plant, planting seeds and observing and recording growth. Life cycles of a frog and butterfly. Match and name animals and their young. <i>Time-</i> Begin to understand chronology through sequencing. Identify how change occurs and understand its causes. <i>Place-</i> Observe, find out about and identify features in the place they live and the natural world. Find out about where animals live. <i>Design and making-</i> build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary. <i>ICT-</i> Develop mouse skills and follow simple programs <i>SEAL-</i> 'Relationships' and 'Change'. <i>Cultures and beliefs-</i> Begin to know about their own cultures and beliefs and those of other people. To know they are valued.</p>
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<p>Art and Design</p>	<p>Why are humans not like tigers? <i>How are we humans different from most animals?</i></p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p>	<p>Who is Acrimbollo and what can we learn from him? Learn about the work of a range of artists, craft makers and designers. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>How can we recreate the artwork of the wonders of Ancient Egypt?</p> <p>To improve the mastery of art and design techniques, including drawing and painting.</p>	<p>What's so special about the regions of Mexico City, Reykjavik and Merseyside?</p> <p>To improve the mastery of art and design techniques, including drawing and painting.</p>	<p>Has Greece always been in the news? <i>How would you reproduce a clay pot in the style of the Greeks?</i></p> <p>To improve mastery of art and design techniques, including sculpture with a range of materials e.g. clay. Learn about great artists, architects and designers in history</p>	<p>How did the Blitz period help to shape the Liverpool we know today? <i>How can we capture Liverpool's history in art and music?</i></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><i>Expressive Art and Design</i> Line and Tone explore qualities of line using dry media and mark making tools. Understand what it means to draw from memory, imagination, observation</p>
<p>Computing</p>	<p>Producing a talking book - creating a talking book with sound effects Creating a card digitally - creating a digital greetings card</p>	<p><i>We are detectives</i> - solve a mystery by reading, sending and replying to safe sample emails. <i>We are zoologists</i> - collecting data about bugs. Record and interpret data using a graphing programme.</p>	<p><i>We are communicators</i> Communicating safely on the internet</p> <p><i>We are opinion - pollsters</i> Collecting and analysing data</p>	<p><i>We are HTML editors</i> Editing and writing HTML</p> <p><i>We are co-authors</i> Producing a wiki</p>	<p><i>We are bloggers</i> Sharing experiences and opinions</p> <p><i>We are architects</i> - Creating a virtual space</p>	<p><i>We are marketers</i> Creating video and web copy for a mobile phone app</p>	<p>Begin to know how to operate and use specific - equipment. Begin to understand and use vocabulary appropriate to ICT. Find out about and identify the uses of everyday technology and use information technology and programmable toys to support their learning.</p>
<p>Design and Technology</p>	<p>Food Bring on breakfast</p> <p>!Develop knowledge of basic healthy eating messages.</p> <p>Carry out research to help them design a dish. Develop the skills to safely use a range of basic cooking equipment (e.g. knife, chopping board, spoon, fork, bowl). Design, make and evaluate a dish.</p>	<p>Food Prepare to party Develop knowledge about healthy eating and where food comes from. Be aware that others may have different dietary needs. Get ready to cook and prepare ingredients safely and hygienically.</p> <p>Make and evaluate a dish.</p>	<p>Textiles 2-D shape to 3-D product</p> <p>Investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product the pupils will design, make and evaluate.</p>	<p>Electrical Systems</p> <p>To develop simple circuits and switches (including programming and control)</p>	<p>Mechanical systems - pulleys or gears</p> <p>Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished.</p>	<p>Electrical Systems</p> <p>To develop complex switches and circuits (including programming, monitoring and control)</p>	<p><i>Design and Making-</i> Investigate construction materials and join pieces together to build & balance, using a variety of resources to make models. Use simple tools safely, design, plan & make things. Understand that the sequence of instructions may be important and work co-operatively, planning and negotiating with others.</p>

Geography	<p>What can we find around our school?</p> <p>Looking at the local area and how people play a part in developing it.</p>	<p><i>Why do we love to be beside the seaside?</i></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Study human and physical features of a small area of the United Kingdom.</p>		<p>Comparing regions - Merseyside, Mexico City, Reykjavik (Iceland)</p>		<p>Conducting a local study of the River Mersey and learn about transport, travel and business links.</p>	<p><i>Place-</i> observe features in different environments; recognising and naming familiar places. recognise and name familiar features on regular journeys and begin to know the immediate environment & landmarks Find out about environment & talk about the features they like & dislike.</p>
History		<p><i>What were seaside holidays like in the past?</i> - Compare holidays now with those taken a long time ago and examine the history of New Brighton.</p>	<p>How can we rediscover the wonders of Ancient Egypt? The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared through an in depth study of Ancient Egypt.</p>		<p>'The Legacy of Ancient Greek Culture' -</p> <p>Study Greek life, their achievements and influence on the western world.</p>	<p>World War II in Liverpool, 'The Blitz' and 'Evacuation.'</p>	<p><i>Time-</i> recall & talk about past experiences, understanding Chronology through sequencing. The children will begin to differentiate between past and present.</p>
Languages-Spanish			Simple conversations	Simple conversations	Simple conversations	Simple conversations	
Music	<p>Round and round - exploring pitch, tempo, texture, structure and rhythm Reflect, rewind and replay - listening to and recognising different styles of music</p>	<p><i>Zootime</i> - an appreciation of Reggae music</p> <p><i>Reflect, Rewind, Replay-</i> consolidate all musical learning and perform</p>	<p><i>Let your spirit fly-</i>A study of R and B music</p>	<p>Guitars On-going music skills</p>	<p>STOP! A study of rap music</p>	<p><i>Make you Feel my Love</i> A study of pop ballads</p>	<p><i>Expressive Art and Design</i> Music Sing with increasing control. Tap out repeated rhythms and create own. Imitate and create movement in response.</p>
P.E.	<p>Dance - performing basic dance actions with some understanding of mood and feeling in relation to the dance Games -</p>	<p><i>Gymnastics</i> - turning, spinning and twisting <i>Games</i> - developing games and inventing rules <i>Dance</i> - creating movement</p>	<p>OAA Athletics</p>	<p>Swimming</p>	<p>Cricket Athletics OAA</p>	<p>OAA Athletics</p>	<p><i>Physical Development-</i> Spatial awareness, gym, dance and games.</p>

	travelling in different ways, developing control and accuracy with basic actions such as rolling, throwing and kicking a ball Gymnastics - travelling in different ways and performing sequences of movements	phrases displaying different rhythms, dynamics and relationships					
PSHE/SEAL	Relationships - looking at some of the feelings that are associated with close relationships Change - looking at changes in our lives, changes we choose and those we can make happen. Sex Education - discussing our families A Journey in Love <i>We meet God's love in our family.</i>	Relationships; Change; Keeping Healthy/ Safe; Friends/ Relationships; We Can Help A Journey in Love <i>We meet God's love in the community.</i>	Relationships and changes Drugs education A Journey in Love <i>How we live in love.</i>	Relationships Change A Journey in Love <i>God loves us in our differences</i>	Relationships Change A Journey in Love <i>All That I Am</i>	Relationships Change A Journey in Love <i>All That I Am</i>	<i>Personal, Social and Emotional-</i> Continue to be excited and motivated to learn. Understand the need to care for living things and the world in which we live in. Show an awareness of the needs and feelings of others, including caring for and respecting the needs and feelings of animals. A Journey in Love <i>God loves each of us in our uniqueness.</i>