



## Keyworth Primary School Whole School Curriculum Map 2023-24

| Year 1              | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---------------------|---|---|---|---|---|---|
| History / Geography | Our Grandparents  | Explorers   | Looking After Our World – The Polar Regions   | London: Now and Past  | Looking After Our World – The Amazon  | The History of Flight   |
| Science             | Animals including Humans & Seasonal Changes   | Everyday Materials  | Everyday Materials, Seasonal Changes & Animals including Humans                                       | Seasonal Changes & Plants   | Plants & Animals including Humans   | Seasonal Changes & Plants   |
| Art and Design / DT | Art and Design – Drawing and Painting   | Design Technology - Structures  | Design Technology - Mechanisms  | Art and Design – 3D Form  | Art and Design – Printing   | Design Technology - Textiles  |
| Computing           | Computing systems and networks – Technology around us   | Creating media – Digital painting   | Programming A – Moving a robot.   | Data and information – Grouping data.   | Creating media – Digital writing  | Programming B - Programming animations  |
| Music               | <b>Singing</b> – breathing, phrasing and vocal health. <b>Rhythm</b> with tuned / untuned instruments | <b>Singing</b> – breathing, phrasing and vocal health. <b>Rhythm</b> with tuned / untuned instruments | <b>Singing</b> – breathing, phrasing and vocal health. <b>Rhythm</b> with tuned / untuned instruments | <b>Singing</b> – breathing, phrasing and vocal health. <b>Rhythm</b> with tuned / untuned instruments | <b>Singing</b> – breathing, phrasing and vocal health. <b>Rhythm</b> with tuned / untuned instruments | <b>Singing</b> – breathing, phrasing and vocal health. <b>Rhythm</b> with tuned / untuned instruments |
| Religious Education | What does it mean to belong to Hinduism?  | Why do Christians celebrate Christmas?  | What does it mean to belong to Islam?   | What does it mean to belong to Christianity?  | What does it mean to belong to Sikhism?   | What can be special about living with family and friends? All religions and world views.              |
| PSHE                | Health and Wellbeing  | Health and Wellbeing  | Living in the Wider World   | Living in the Wider World   | Relationships   | Relationships   |
| PE                  | Games – Throwing Towards a Target   | Gymnastics  | Games – Sending and Receiving   | Outdoor Adventurous Activities/Problem Solving  | Athletics   | Games – Net Games Using a Racket  |

| <b>Year 2</b>              | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
|----------------------------|--|--|---|---|---|---|
| <b>History / Geography</b> | <b>Continent and Oceans: Pirates</b>   | <b>The Great Fire of London</b>  | <b>Hot and Cold Places: Kenya</b>   | <b>Women Who Change the World</b>   | <b>Travel and Transportation</b>  | <b>The Seaside</b>  |
| <b>Science</b>             | <b>Animals including Humans</b>  | <b>Use of Everyday Materials</b>   | <b>Living things and their Habitats</b>   | <b>Plants</b>   | <b>Plants</b>   | <b>Consolidation</b>  |
| <b>Art and Design / DT</b> | <b>Art and Design – Drawing</b>  | <b>Art and Design – Collage</b>  | <b>Design Technology - Cooking and Nutrition</b>                                | <b>Art and Design – Painting</b>  | <b>Design Technology - Mechanisms</b>   | <b>Design Technology - Textiles</b>   |
| <b>Computing</b>           | <b>Creating media – Digital photography</b>  | <b>Computing systems and networks – IT around us</b>                                       | <b>Programming A – Robot algorithms</b>   | <b>Data and information – Pictograms</b>  | <b>Programming B - Programming quizzes</b>                                      | <b>Creating media - Digital music</b>   |
| <b>Music</b>               | <b>Singing – breathing, phrasing and vocal health and rhythm<br/>Percussion</b>              | <b>Singing – breathing, phrasing and vocal health and rhythm<br/>Percussion</b>            | <b>Singing – breathing, phrasing and vocal health and rhythm<br/>Percussion</b> | <b>Singing – breathing, phrasing and vocal health and rhythm<br/>Percussion</b> | <b>Singing – breathing, phrasing and vocal health and rhythm<br/>Percussion</b> | <b>Singing – breathing, phrasing and vocal health and rhythm<br/>Percussion</b> |
| <b>Religious Education</b> | Where did the world come from and how should we look after it? All religions and world views | Why are different books special for different people? Christianity and one other religion. | Why did Jesus tell stories?   | How do we know that Easter is coming? What special story is told at Easter?     | How does special food and fasting help people in their faith? All religions     | How is forgiveness important to people's lives? All faiths                      |
| <b>PSHE</b>                | <b>Health and Wellbeing</b>  | <b>Health and Wellbeing</b>  | <b>Living in the Wider World</b>  | <b>Living in the Wider World</b>  | <b>Relationships</b>  | <b>Relationships</b>  |
| <b>PE</b>                  | <b>Gymnastics</b>  | <b>Games – Net Games Using Hands</b>   | <b>Outdoor Adventurous Activities/Problem Solving</b>                           | <b>Games – Dribbling Using Feet</b>   | <b>Games – Attack vs Defence</b>  | <b>Athletics</b>  |

| <b>Year 3</b>              | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
|----------------------------|--|---|---|---|---|---|
| <b>History / Geography</b> | <b>Stone Age to Iron Age</b>   | <b>Mountains and Volcanoes</b>                                  | <b>Ancient Egypt</b>  | <b>Ancient Egypt</b>  | <b>Conservation: My Local Area</b>                              | <b>Climate Zones and Biomes: South America</b>                    |
| <b>Science</b>             | <b>Rocks</b>   | <b>Forces and Magnets</b>                                       | <b>Light</b>  | <b>Animals including Humans</b>   | <b>Plants</b>   | <b>Consolidation</b>  |
| <b>Art and Design / DT</b> | <b>Design Technology - Structures</b>  | <b>Art and Design – 3D Form / Sculpture</b>                     | <b>Art and Design – Collage and Painting</b>                    | <b>Design Technology – Electrical Systems</b>   | <b>Design Technology – Cooking and Nutrition</b>                | <b>Art and Design – Printing and Painting</b>                     |
| <b>Computing</b>           | <b>Computing systems and networks</b>  | <b>Creating media - Stop-frame</b>                              | <b>Programming A - Sequencing sounds</b>                        | <b>Data and information – Branching</b>   | <b>Creating media – Desktop publishing</b>                      | <b>Programming B - Events and actions in programs</b>             |
| <b>Spanish</b>             | <b>Phonetics 1&amp;2 (C) I'm Learning Fr/Sp/It (E)</b>   | <b>Animals (E)</b>  | <b>Musical Instruments (E)</b>                                  | <b>Fruits (E)</b>   | <b>Ancient Britain (E)</b>                                      | <b>I can...(E)</b>  |
| <b>Music</b>               | <b>Recorder Singing – breathing, phrasing and vocal health.</b>  | <b>Recorder Singing – breathing, phrasing and vocal health.</b> | <b>Recorder Singing – breathing, phrasing and vocal health.</b> | <b>Recorder Singing – breathing, phrasing and vocal health.</b>   | <b>Recorder Singing – breathing, phrasing and vocal health.</b> | <b>Recorder Singing – breathing, phrasing and vocal health.</b>   |
| <b>Religious Education</b> | How and why do Hindus celebrate Holi? What celebration can we design to mark a special time in our class or year group? All faiths | What is the significance of light in religion? All faiths       | What do Sikh sayings tell us about Sikh beliefs?                | What can we learn about special symbols and signs used in religions? Christianity, Islam and world views. | How did Jesus and Buddha make people stop and think?            | How do Jews celebrate their beliefs at home and in the Synagogue? |
| <b>PSHE</b>                | <b>Health and Wellbeing</b>  | <b>Health and Wellbeing</b>                                     | <b>Living in the Wider World</b>                                | <b>Living in the Wider World</b>  | <b>Relationships</b>  | <b>Relationships</b>  |
| <b>PE</b>                  | <b>Games – Dribbling and Passing with Feet</b>   | <b>Gymnastics</b>   | <b>Games – Sending Skills Using Hands</b>                       | <b>Outdoor Adventurous Activities/Problem Solving</b>   | <b>Athletics</b>  | <b>Games – Passing and Moving with Hands</b>                      |

| <b>Year 4</b>              | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>  |
|----------------------------|--|--|--|--|---|--|
| <b>History / Geography</b> | <b>Food and Agriculture</b>  | <b>Anglo Saxons and Vikings</b>                                | <b>London at War: A Local History Study</b>                    | <b>Rivers</b>  | <b>The Kingdom of Benin</b>   | <b>Environmental and Social Activism</b>                       |
| <b>Science</b>             | <b>Animals including Humans</b>                                      | <b>Living things and their Habitats</b>                        | <b>Electricity</b>   | <b>States of Matter</b>  | <b>Sound</b>  | <b>Consolidation</b>   |
| <b>Art and Design / DT</b> | <b>Design Technology – Cooking and Nutrition</b>                     | <b>Design Technology - Structures</b>                          | <b>Art and Design – Painting</b>                               | <b>Design Technology - Textiles</b>                            | <b>Art and Design – 3D Form / Sculpture</b>                           | <b>Art and Design – Printing and Collage</b>                   |
| <b>Computing</b>           | <b>Programming A – Repetition in shapes</b>                          | <b>Creating media - Audio production</b>                       | <b>Computing systems and networks – The Internet</b>           | <b>Data and information – Data logging</b>                     | <b>Creating media – Photo editing</b>                                 | <b>Programming B – Repetition in games</b>                     |
| <b>Spanish</b>             | Phonetics 1&2 (C)<br>Fruits (E)                                      | Vegetables (E)   | Ancient Britain (E)  | Presenting Myself (I)  | Classroom (I)   | House (I)  |
| <b>Music</b>               | <b>Ukulele Singing – breathing, phrasing and vocal health.</b>       | <b>Ukulele Singing – breathing, phrasing and vocal health.</b> | <b>Ukulele Singing – breathing, phrasing and vocal health.</b> | <b>Ukulele Singing – breathing, phrasing and vocal health.</b> | <b>Ukulele Singing – breathing, phrasing and vocal health.</b>        | <b>Ukulele Singing – breathing, phrasing and vocal health.</b> |
| <b>Religious Education</b> | What religions and world views are represented in our neighbourhood? | Why is the Bible special for Christians?                       | What makes me the person I am? All religions and world views   | Why is Easter important to Christians?                         | What happens when someone gets married? All religions and world views | How and why do Hindus worship at home and in the mandir?       |
| <b>PSHE</b>                | <b>Health and Wellbeing</b>  | <b>Health and Wellbeing</b>                                    | <b>Living in the Wider World</b>                               | <b>Living in the Wider World</b>                               | <b>Relationships</b>  | <b>Relationships</b>   |
| <b>PE</b>                  | <b>Gymnastics</b>  | <b>Games – Benchball/ Endball</b>                              | <b>Outdoor Adventurous Activities/Problem Solving</b>          | <b>Games - Football</b>  | <b>Games – Batting and Bowling</b>                                    | <b>Athletics</b>   |

| <b>Year 5</b>              | <b>Autumn 1</b>   | <b>Autumn 2</b>                               | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
|----------------------------|---|---|--|---|---|---|
| <b>History / Geography</b> | <b>The Romans</b>   | <b>The Victorians</b>                         | <b>The UK</b>  | <b>The UK</b>   | <b>North America: Mexico</b>                            | <b>The Environment and Climate Change - TBC</b>                     |
| <b>Science</b>             | <b>Properties and Changes of Materials</b>  | <b>Animals including Humans</b>               | <b>Living Things and Their Habitats</b>                      | <b>Forces</b>   | <b>Earth and Space</b>                                  | <b>Consolidation</b>  |
| <b>Art and Design / DT</b> | <b>Art and Design – Drawing</b>   | <b>Art and Design – Printing</b>              | <b>Design Technology - Mechanisms</b>                        | <b>Design Technology – Cooking and Nutrition Form</b>   | <b>Art and Design – 3D Form</b>                         | <b>Design Technology – Future Cities Project</b>                    |
| <b>Computing</b>           | <b>Computing systems and networks - Systems and searching</b>   | <b>Creating media - Video production</b>      | <b>Data and information – Flat-file databases</b>            | <b>Programming A – Selection in physical computing</b>  | <b>Creating media – Introduction to vector graphics</b> | <b>Programming B – Selection in quizzes</b>                         |
| <b>Spanish</b>             | Phonetics 1 – 3 (C)<br>Selection of Core Vocabulary lessons   | Vegetables (E)                                | Presenting Myself (I)  | Family (I)  | Romans (I)  | Clothes (I)   |
| <b>Music</b>               | <b>Woodwind (clarinet and singing – breathing, phrasing and vocal health)</b><br>Each class learns one instrument for three half terms and then swaps.<br><br>Introduction to the Clarinet – pitch, posture, embouchure, timbre (woodwind), articulation, aural and notation learning and ensemble performance. |   |  | <b>Woodwind (flute and singing – breathing, phrasing and vocal health)</b><br>Each class learns one instrument for three half terms and then swaps.<br><br>Introduction to the Flute – pitch, posture, embouchure, timbre (woodwind), articulation, aural and notation learning and ensemble performance. |   |   |
| <b>Religious Education</b> | What do religions believe about God?<br>All faiths and world views  | How is Christmas celebrated around the world? | What inner forces affect how we think and behave? All faiths | How do Christians try to follow Jesus' example?   | Why is Muhammad and the Quran important to Muslims?     | A choice between A) 'Animal Lawsuit' unit or B) 'Thankfulness' unit |
| <b>PSHE</b>                | <b>Health and Wellbeing</b>   | <b>Health and Wellbeing</b>                   | <b>Living in the Wider World</b>                             | <b>Living in the Wider World</b>  | <b>Relationships</b>                                    | <b>Relationships</b>  |
| <b>PE</b>                  | <b>Games – Sending Skills Using Hands</b>   | <b>Gymnastics</b>                             | <b>Games – Mini Volleyball and Tennis or Tag Rugby</b>       | <b>Games – Attack vs Defence</b>  | <b>Athletics</b>  | <b>Outdoor Adventurous Activities/Problem Solving</b>               |

| <b>Year 6</b>              | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>  |
|----------------------------|---|---|--|---|---|--|
| <b>History / Geography</b> | <b>Ancient Greece</b>   | <b>Europe</b>   | <b>Japan</b>   | <b>The Maya</b>   | <b>Post 1066 Study: The History of Medicine</b>                       | <b>Post 1066 Study: The History of Medicine</b>  |
| <b>Science</b>             | <b>Light</b>  | <b>Living things and their Habitats</b>                             | <b>Electricity</b>   | <b>Evolution and Inheritance</b>  | <b>Animals including Humans</b>                                       | <b>Consolidation</b>   |
| <b>Art and Design / DT</b> | <b>Art and Design – 3D Form</b>   | <b>Design Technology – Digital Navigation</b>                       | <b>Art and Design – Printing</b>   | <b>Design Technology - Textiles</b>   | <b>Art and Design – Drawing and Painting</b>                          | <b>Design Technology – Electrical Systems</b>  |
| <b>Computing</b>           | <b>Computing systems and networks - Communication and collaboration</b> | <b>Creating media – Web page creation</b>                           | <b>Programming A – Variables in games</b>  | <b>Data and information – Spreadsheets</b>  | <b>Creating media – 3D Modelling</b>                                  | <b>Programming B - Sensing movement</b>  |
| <b>Spanish</b>             | Phonetics 1 -4 (C)<br>Selection of Core Vocabulary lessons              | Presenting Myself (I)   | Do You Have A Pet (I)  | What Is the Date? Or Weather (I)  | My House (I)  | School (P)   |
| <b>Music</b>               | <b>Singing – breathing, phrasing and vocal health and rhythm</b>        | <b>Singing – breathing, phrasing and vocal health and rhythm</b>    | <b>Samba Drumming</b>  | <b>Samba Drumming</b>   | <b>Singing – breathing, phrasing and vocal health and rhythm</b>      | <b>Singing – breathing, phrasing and vocal health and rhythm</b>   |
| <b>Religious Education</b> | What do people believe about life after death?                          | How do people express their faith through the arts in Christianity? | What qualities are important to present day religious leaders?<br>All faiths – asking pupils to compare at least 3 different religious leaders | What are the sources of the story about what happened on the first Easter Sunday? | What similarities and differences do religions and world views share? | How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way? All faiths and world views. |
| <b>PSHE</b>                | <b>Health and Wellbeing</b>   | <b>Health and Wellbeing</b>   | <b>Living in the Wider World</b>   | <b>Living in the Wider World</b>  | <b>Relationships</b>  | <b>Relationships</b>   |
| <b>PE</b>                  | <b>Games – Basketball or Football</b>                                   | <b>Games – Mini Volleyball and Tennis or Tag Rugby</b>              | <b>Gymnastics</b>  | <b>Outdoor Adventurous Activities/Problem Solving</b>                             | <b>Games – Rounders or Cricket</b>                                    | <b>Athletics</b>   |

