

# Chilham St Mary's CE Primary School Curriculum Map

Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals
<b>Communication and Language</b>	<p>Following basic instructions and learning our new routines.</p> <p>Sharing Special Books and describing their weekend. Listening to each other.</p> <p>Listening to stories, songs and poems and responding with their thoughts.</p> <p>Role play in our home corner.</p> <p>Repeat story language from stories we are focussing on.</p>	<p>Sharing Special Books and describing their weekend. Listening to each other.</p> <p>Following basic instructions.</p> <p>Communicate plans for CIP and begin reviewing sessions.</p> <p>Sing a range of songs and rhymes relating to our topic.</p> <p>Use descriptive language when talking about our experiences of celebrations.</p> <p>Talk to Reading Ralph's birthday party!</p>	<p>Use non fiction books, including a children's Atlas.</p> <p>Use topic vocab when role playing in bus station, travel agents and home corner.</p> <p>Discuss a variety of vehicles, identifying their features, using new vocabulary.</p> <p>Recount and act out stories; Whatever Next and Mrs Armitage on Wheels.</p> <p>Begin to respond to stories and poems with their thoughts.</p>	<p>Act out the stories, retelling using story language.</p> <p>Role play in Fairy Tale Castle and puppet theatre.</p> <p>Listen to stories and describe differences between versions.</p> <p>Using questioning when hot seating characters.</p> <p>Easter story + Mothering Sunday, talk about celebrations in their family.</p>	<p>Communicate questions and answers with the various visitors appropriately (class discussions).</p> <p>Role play as the various people we are learning about.</p> <p>Negotiate with friends when problem solving during play.</p> <p>Songs and rhymes about our characters.</p> <p>Begin use of talk partners.</p> <p>Use non fiction texts to learn about the job roles and related vocabulary.</p>	<p>Use descriptive language to observe animals.</p> <p>Respond to stories with thoughts and ideas, using full sentences.</p> <p>Retell stories using story language.</p> <p>Transition, talking about what will be new/different.</p> <p>Transition—use questionnaires to find out about our new friends in Year 1.</p> <p>Sharing weekend news – asking questions.</p>
<b>Personal, Social and Emotional Development</b>	<p>Learn the other children's names and begin to form relationships through circle games and CIP.</p> <p>Sharing fairly/safely and taking turns during CIP and</p>	<p>Promote good hygiene through hand washing and tooth brushing.</p> <p>Talk about customs in their own families for birthdays and Christmas. Are we all the same?</p>	<p>Sharing fairly and taking turns during CIP and playing games.</p> <p>Talk about their travel experiences and the car/bike they have at home.</p>	<p>Story character's feelings; hot seating, phone calls.</p> <p>Sharing fairly and taking turns during CIP and playing games.</p> <p>Box of feelings sorting cards in environment.</p>	<p>Negotiate with friends; problem solving, turn taking.</p> <p>Increased independence in school.</p> <p>Begin transition to Year 1, spending</p>	<p>Kindness —The Rainbow Fish story.</p> <p>Transition—preparing for our new class. Making friends with Year 1 and getting to know our teacher.</p>

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	<p>playing turn taking games.</p> <p>Learning our school reward systems.</p> <p>Learn our class routines and rules.</p> <p>Learning independence in tasks throughout the day.</p>	<p>Celebrations and feelings: Reading Ralph's birthday!</p> <p>Learn our school values.</p> <p>Follow our school rules and routines.</p> <p>Learn to walk safely around our village.</p>	<p>Box of feelings sorting cards in environment. Label emotions.</p> <p>Talk about healthy eating and exercise in PE sessions.</p>	<p>Talk about scenarios pictured.</p> <p>Orally plan CIP.</p>	<p>time in a larger group.</p> <p>Set own targets when planning CIP and persevere to complete them.</p> <p>Begin to review.</p>	<p>Focus on our school values.</p> <p>Healthy lifestyle screen time and sleep patterns.</p> <p>Review CIP considering improvements which can be made.</p>
<b>Physical Development</b>	<p>I can state how to move around the classroom safely.</p> <p>I can refine my skills in rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>I can sit at a table to feed myself, using cutlery.</p> <p>I can use my core strength to sit up on the carpet.</p> <p>I can line up.</p> <p>I can hold a pencil and mark make patterns.</p>	<p>I can identify the correct pencil grip.</p> <p>I am beginning to form letters learnt.</p> <p>I am beginning to use cutlery to cut my food.</p> <p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can locate a space. I can demonstrate spatial awareness.</p>	<p>I can repeat movements with control and balance.</p> <p>I can identify the correct pencil grip.</p> <p>I can use scissors with basic accuracy.</p> <p>I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>I can recognise different ways to travel.</p>	<p>I can repeat movements with control.</p> <p>I am beginning to use the correct pencil grip.</p> <p>I can use cutlery to cut my food.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I can combine different movements with ease and fluency.</p> <p>I can discuss how to use apparatus safely.</p> <p>I can write lower case letters.</p> <p>I can form numbers to 10.</p>	<p>I can demonstrate different ways of travelling depending on the activity.</p> <p>I can use resources safely with control.</p> <p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>I can write a short sentence or statement.</p>	<p>I can repeat movements learnt.</p> <p>I can follow the basic rules of a game or sport. E.g. running race.</p> <p>I can select and demonstrate different ways of travelling depending on the activity.</p> <p>I can use resources safely with control.</p> <p>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>I can write upper case letters.</p>

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						I can write simple sentences with increasing fluency.
<b>PE Theme</b>	<b>Multi-Skills:</b> Refine movement skills moving with confidence in a variety of ways avoiding obstacles. Jump with 2 feet landing appropriately.	<b>Dance:</b> progress towards more fluent style of movement. Copy a dance pattern and link 2 dance movements together with developing control and grace.	<b>Multi-Sports:</b> Participate in game situations in small groups or pairs with cooperation. Control a ball within a game setting	<b>Gymnastics:</b> Confidently and safely travel over, under and through a range of large balancing and climbing equipment. carryout a single balance and balance on 1 foot.	<b>Multi-Skills (Ball Skills):</b> Show increasing control of ball by pushing, patting, kicking, throwing and catching it both over and under arm. Aim at and roll to a target.	<b>Athletics:</b> Further develop and refine fundamental movement skills of running and jumping. Use increasing agility to negotiate obstacles safely. Show increasing control over an object by aiming and throwing at a target. <b>Sports Day</b>
<b>Literacy Phonics and Early Reading Experience, Knowledge, Skills and strategies</b>	<b>Reading *</b> I can repeat taught phonemes. - I can identify taught phonemes in a word. I can hear initial sounds. <b>Phonics (Phase 1, then 2)</b> <b>Writing</b> I can recognise letters in my name. I can duplicate taught phonemes. I can identify the initial phoneme in words. I can understand the purposes for writing.	<b>Reading *</b> I can recognise taught phonemes in a word. I am beginning to use my segmenting and blending skills. I can locate repetitive phrases. I can discuss my own experiences in relation to a text. <b>Phonics (Phase 2)</b> <b>Writing</b> I can hold a pencil correctly and sit at a table. I can execute recognisable lower case letters.	<b>Reading *</b> I can locate tricky words. I can state if a book is fiction or non-fiction. I can use my segmenting and blending skills to read CVC words. <b>Phonics (Phase 3)</b> <b>Writing</b> I can 'read' what I have written. I can select taught phonemes to write a word. I can form lower case letters.	<b>Reading *</b> I can locate tricky words to develop fluency. I can use my segmenting and blending skills to read simple words. I can repeat well known phrases and vocabulary from stories. <b>Phonics (Phase 3)</b> <b>Writing</b> I can interpret a story through role play. <b>Phonics (Phase 3)</b> <b>Writing</b> I can identify and copy key words and vocabulary.	<b>Reading *</b> I can locate a range of tricky words to develop fluency. I can use my segmenting and blending skills to read a range of words. I can recognise digraphs and trigraphs within words. <b>Phonics (Phase 4)</b> <b>Writing</b> I can identify key events in a story. I can discuss what could happen in story and explain my reasons.	<b>Reading *</b> I can locate a range of tricky words enabling my reading to be fluent. I can explain the reason behind my predictions. I can confidently use my segmenting and blending skills to read words and simple sentences. I can identify some features of non fiction texts. <b>Phonics (Phase 4)</b> <b>Writing</b>

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	<p>I can experiment with mark making.</p>	<p>I can state simple adjectives.</p>		<p>I can use phonemes to make my writing readable.</p> <p>I can state key features of a sentence.</p> <p>I can spell some common exception words.</p> <p>I can leave spaces between words.</p>	<p><b>Phonics (Phase 4) Writing</b></p> <p>I can implement taught digraphs and trigraphs in my writing.</p> <p>I am beginning to use features of a sentence correctly, including a full stop.</p> <p>I can experiment using 'and' in my sentences.</p> <p>I can read what I have written.</p> <p>I can match upper and lower case letters.</p>	<p>I can implement taught digraphs and trigraphs correctly in my writing.</p> <p>I can use features of a sentence correctly, full stops and capital letters</p> <p>I can translate what I have written, others too.</p> <p>I can duplicate key words using a word bank.</p> <p>I can reread writing to check it makes sense.</p>
<p><b>Mathematics, Number and measure, Shape and spatial Thinking (M, S and S)</b></p>	<p>Comparing sizes and use the related language.</p> <p>Number basics securing knowledge of 1 to 3. (Numberblocks)</p> <p>2D shapes and their basic properties.</p> <p>Subitising —basic board games.</p> <p>Comparing capacity in the water tray.</p> <p>Comparing weight in role play kitchen (real vegetables).</p>	<p>Number basics securing knowledge of 4-5. (Numberblocks)</p> <p>Counting backwards and launching rockets</p> <p>2D shapes; pictures, sorting, repeating patterns.</p> <p>Sorting to lay a party table for the correct number of guests.</p> <p>Find totals to 5.</p> <p>Ordering numbers to 5; Christmas presents.</p>	<p>Number basics securing knowledge of 6,7,8 (Numberblocks)</p> <p>2D shapes. Creating bike pictures.</p> <p>Ordering numbers, 1 more and 1 less activities.</p> <p>Identify different coins and use them in role play.</p> <p>Number bonds with 10, using manipulatives.</p>	<p>Number basics securing knowledge of 9, 10 (Numberblocks)</p> <p>Number lines, more and less.</p> <p>Number bonds within 10.</p> <p>Problem solving—Gingerbread Man's buttons.</p> <p>Repeating patterns on crowns for our castle.</p> <p>Identify and describe 3D shapes.</p>	<p>Number basics securing knowledge of 11, 12, 13, 14, 15.</p> <p>Addition and subtraction, practical, pictorial and written.</p> <p>Subitise when recalling number facts.</p> <p>Find odds and evens using Numicon.</p> <p>Matching to a numberline.</p>	<p>Number basics securing knowledge of 16, 17, 18, 19, 20.</p> <p>Addition and subtraction using manipulatives and written sum.</p> <p>Money—identifying coins and their values. Fruit shop.</p> <p>100 square – counting beyond 20.</p> <p>Measuring objects and animal pictures using rulers, tape</p>

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		<p>Look at our ages and how we have grown and changed. Can we order these numbers?</p>			<p>Find doubles on dice, dominoes and with numicon. Sharing into equal groups.</p>	<p>measures etc. Compare their lengths. Create shape patterns of animals. Mapping – our school garden and story; What the Ladybird Heard.</p>
<b>Understanding the World</b>	<p>Explore signs of Autumn in our Autumn tray. Studying owls and talking about their features. Sharing Special books, talking about their weekend at home. Gardening in our raised bed. Use website <a href="http://poissonrouge.com">poissonrouge.com</a> to learn basic mouse skills in ICT.</p>	<p>Talking about celebrations they are involved in; birthdays and Christmas. Listen to the story about Guy Fawkes. Learn about what Diwali is and how it is celebrated. Compare how they have grown and changed from a baby photo to now. Work together to organise a birthday party for our puppet.</p>	<p>Compare places in holiday brochures, same or different, how would we travel there? ICT—make driving licences &amp; number plates. 2Simple—Simple City. Compare photos and videos of trains from the past and present day. Look at children's Atlas, locate where we live and those people special to us. Discuss similarities and differences in my country and others, e.g. hot and cold places.</p>	<p>Bridge building and design challenge for 3 billy goats. Bake Gingerbread men. Organise story events in chronological order. ICT— recording story language on Turtles.</p>	<p>Understanding our community and the people's roles within it. Meeting and interviewing a Nurse, Vet, Fireman, Police Officer. Using Beebots on maps. Visit the Fire Station and Post Office. Type own name on a keyboard.</p>	<p>Studying animals and noticing differences and similarities. Observing changes in nature; growing plants, mini beast hunt. Observing changes to caterpillars and tadpoles through their life cycle. Log on and off the computers.</p>

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<b>Expressive Arts and Design</b>	<p>Create all the textures from We're Going on a Bear Hunt.</p> <p>Dance each day copying moves with rhythm.</p> <p>Singing Goldilocks songs and many other action rhymes.</p> <p>Musical bumps songs.</p> <p>Create a self portrait.</p> <p>Role play in our outdoor home corner.</p>	<p>Creating Rangoli patterns with chalk and on computers.</p> <p>Using tools in paint program on 2Simple for firework pictures.</p> <p>Firework collages, designing birthday cards, creating decorations.</p> <p>Dance moves to match Firework sounds.</p> <p>Memorise and perform songs for my Christmas production.</p> <p>Dance unit in PE.</p> <p>Create Christmas cards.</p> <p>Make decorations for our Christmas Tree.</p> <p>Watch pantomime performance.</p>	<p>Creating maps for different routes.</p> <p>Performing our Big Red Bus song.</p> <p>Adding props to Mrs Armitage's bike with chalk and drawings.</p> <p>Role playing in our bus and act out our topic stories.</p> <p>Junk modelling to create forms of transport.</p>	<p>Role play in castle and puppet theatre.</p> <p>Decorate real Gingerbread men and puppets.</p> <p>Create a scary Troll mask using mixed media.</p> <p>Sing fairy tale songs, adding instruments.</p> <p>Large scale story maps.</p> <p>Watch 3 pigs ballet and respond.</p>	<p>Role playing as the various people we are learning about.</p> <p>People who help us songs! Adding instruments with rhythm.</p> <p>Creating large scale characters with paint and collage and fancy dress.</p>	<p>Beating a rhythm and animal songs.</p> <p>Constructing animal enclosures.</p> <p>Clay animals.</p> <p>Under the sea arts and crafts.</p> <p>Create and perform animal poems.</p>
<b>RE</b>	<p>CREATION Why is the word 'God' so important to Christians?</p>	<p>OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?</p>	<p>NEW TESTAMENT STORIES Which stories are special and why?</p>	<p>SALVATION Why do Christians put a cross in an Easter garden?</p>	<p>WORLD FAITH STORIES Which stories are special and why?</p>	

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YEAR A Herons Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Our School	Our Local Area	The Great Fire of London	Wonderful Weather	Our Country	Our World
<b>Main Links</b>	Geography	Geography	History	History	Geography	Geography
<b>Science</b>	<i>Seasonal Changes (Autumn and Winter)</i>	<i>Seasonal Changes (Autumn and Winter)</i>	<i>Seasonal Changes (Spring and Summer)</i>	<i>Seasonal Changes (Spring and Summer)</i>	<i>Animals, Living things &amp; Habitats</i>	<i>Animals, Living things &amp; Habitats</i>
<b>Computing</b>	E-Safety	Working Online	Multimedia	Programming	Data	Multimedia/consolidation
<b>Music (Sing Up)</b>	Menu Song	Colonel Hathi's March Magical Music Aquarium	Football	Who stole my chickens and my hens?	Dancing and Drawing to Nautilus Cat and mouse	Come dance with me
<b>RE</b>	CREATION Who made the World?	UNIVERSAL How should we care for others and the world and why does it matter?	Humanism What is Humanism?	SALVATION Why does Easter matter to Christians?	ISLAM Who is Muslim and what do they believe? (Part 1)	ISLAM Who is Muslim and what do they believe? (Part 2)
<b>PSHEC</b>	Get Heart Smart	Don't Forget to Let Love in	Too Much Selfie Isn't Healthy	Don't Hold on to What's Wrong	Fake is a mistake	No Way
<b>PE</b>	<u>Multiskills</u> Catching + Throwing, Basic score keeping	<u>Dance</u> Perform dances with simple movement patterns	<u>GYM</u> Foundational movement skills Travelling, rolling, jumping + balancing	<u>Infant Agility</u> Running + changing direction, Spatial awareness games, leaping + Landing, Skipping	<u>Multi Sports (Simplified)</u> Ball Skills Football, shooting + passing	<u>Athletics</u> Running, Relay, Howler, speed bounce, etc

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<b>Maths</b>	White Rose Mixed Age Place Value (within 20) <b>Addition and subtraction</b> (within 20)	White Rose Mixed Age Place Value (within 100)  Shape	White Rose Mixed Age Addition and subtraction (within 100) <b>Multiplication and division</b>	White Rose Mixed Age Multiplication and division (continued) Length and Height Statistics	White Rose Mixed Age Money Fractions Time	White Rose Mixed Age Mass, capacity and temperature Geometry Position and direction
<b>Extended writing outcome</b>	Persuasive poster Poem					

<b>YEAR B Heron's Year 1/2</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>
Theme	Sensational Safari	Let's Go to China	Kings and Queens	Significant Explorers	Toys	Seaside Holidays
<b>Main Links</b>	Geography	Geography	History	Science	Geography and History	Geography and History
<b>Science</b>	<i>Everyday Materials</i>	<i>Uses of Everyday Materials</i>	<i>Animals including Humans (Year 1+2)</i>	<i>Animals including Humans (Year 1+2)</i>	<i>Plants</i>	<i>Plants</i>
<b>Computing</b>	E-Safety Unit	Working Online	Data-linked to Maths	Multimedia	Programming Bee Bots	Multimedia
<b>Music (Sing Up)</b>	Tony Chestnut	Carnival of the animals Musical Conversations	Grandma Rap	Swing-a-long with Shostakovich Charlie Chaplin	The Rockpool rock	Tanczmy Labada
<b>RE</b>	<b>GOD</b>	<b>INCARNATION</b>	<b>GOSPEL</b>	<b>SALVATION</b>	<b>JUDAISM</b>	<b>JUDAISM</b>

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	What do Christians believe that God is like?	Why does Christmas matter to Christians?	What is the good news that Jesus brings?	Why does Easter matter to Christians?	Who is Jewish and what do they believe? (Part 1)	Who is Jewish and what do they believe? (Part 2)
<b>PSHEC</b>	Get Heart Smart	Don't Forget to Let Love in	Too Much Selfie Isn't Healthy	Don't Hold on to What's Wrong	Fake is a mistake	No Way
<b>PE</b>	<u>Multi – Skills</u> Throwing with accuracy at/into a target net, bucket hoop etc Keeping score	<u>Dance</u> Replicate simple dance sequence + begin to create own simple sequence	<u>GYM</u> <u>Low Level Equip</u> Build confidence Balancing, climbing Jumping off safely	<u>Infant Agility</u> Changing speed and direction on signal, distance jump, speed bounce, 1 foot balance	<u>Multi – Sports</u> Netball bouncing + chest pass Rapid Fire Cricket	<u>Athletics</u> Running, Relay, Javelin, St Long Jump
<b>Maths</b>	<b>White Rose Mixed Age</b> Place Value (within 20) <b>Addition and subtraction</b> (within 20)	<b>White Rose Mixed Age</b> Place Value (within 100) <b>Shape</b>	<b>White Rose Mixed Age</b> <b>Addition and subtraction</b> (within 100) <b>Multiplication and division</b>	<b>White Rose Mixed Age</b> <b>Multiplication and division (continued)</b> <b>Length and Height</b> <b>Statistics</b>	<b>White Rose Mixed Age</b> <b>Money</b> <b>Fractions</b> <b>Time</b>	<b>White Rose Mixed Age</b> <b>Mass, capacity and temperature</b> <b>Geometry</b> <b>Position and direction</b>
<b>Extended writing outcome</b>	Information text Fictional narrative	Character description Instructions	Character Description Retell the story			

<b>YEAR A</b> <b>Martins</b> <b>Year 3/4</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>Theme</b>	The UK/Postcards Home	Riotous Royalty	Ancient Egypt	Volcanoes	Earthquakes	Scots and Anglo Saxons
<b>Main Links</b>	Geography	History	History	Geography	Geography	History

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<b>Science</b>	Sound	Light	Living Things and their habitats	Electricity	Plants	Plants
<b>Computing</b>	E- Safety Unit	Programming	Working Online	Data Unit	Multimedia	Multimedia
<b>Music (Sing Up)</b>	I've Been to Harlem	Chilled out clap wrap	Latin Dance (classroom percussion)	'March' from the Nutcracker From a railway carriage	Just three notes Samba with Sergio	Fly with the stars
<b>RE</b>	<b>CREATION</b> What do Christians learn from the Creations story?	<b>INCARNATION</b> What is the Trinity? <b>DIGGING DEEPER</b>	<b>GOSPEL</b> What kind of World did Jesus want?	<b>SALVATION</b> Why do Christians call the day Jesus dies 'Good Friday'?	<b>HINDU DHARMA</b> What does it mean to be a Hindu in Britain today? (Part 1)	<b>HINDU DHARMA</b> What does it mean to be a Hindu in Britain today? (Part 2)
<b>PSHEC</b>	Get Heart Smart	Don't Forget to Let Love in	Too Much Selfie Isn't Healthy	Don't Hold on to What's Wrong	Fake is a mistake	No Way
<b>PE</b>	<u>Invasion Games</u>  Football skills	<u>Gym</u>  Safely Climbing with confidence Learn Pencil, Teddy bear and Shoulder Roll	<u>Dance</u>  Accurate Replication Create own 3 move dance sequence	<u>Sports Hall Athletics</u>  Speed bounce, chest push Relay/sprints	<u>Summer Sports</u>  Rounders Tennis	<u>Athletics</u>  Running Relay  Howler/Javelin
<b>Maths</b>	<b>White Rose Mixed Age</b> Place Value Addition and subtraction	<b>White Rose Mixed Age</b> Addition and subtraction (continued) Multiplication and division A	<b>White Rose Mixed Age</b> Multiplication and division B Length and perimeter	<b>White Rose Mixed Age</b> Fractions A Mass and Capacity Fractions B	<b>White Rose Mixed Age</b> Time Decimals Money	<b>White Rose Mixed Age</b> Shape Geometry Position and direction Statistics

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		Measurement Area				
<b>French</b>	Getting to know you	All about me	Food Glorious Food	On the move	Where in the World?	Holidays and hobbies

<b>YEAR B Martins Year 3/4</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>Theme</b>	Stone Age to Iron Age	All around the World	The Rainforest	Water	The Romans	Land Use
<b>Main Links</b>	History	History	Geography	Geography	History	History
<b>Science</b>	Forces and Magnets	Forces and Magnets	Rocks and Solids	States of Matter	Animals including Humans (skeletons and healthy eating) Yr 3 and 4	Animals including Humans (skeletons and healthy eating) Year 3 and 4
<b>Computing</b>	E- Safety Unit	Programming	Working Online	Data Unit	Multimedia	Multimedia
<b>Music</b>	This little light of mine	My football fantasy team	The Doot Doot Song (classroom percussion)	Fanfare for a common man Spain	Global Pentatonics The horse in motion	Favourite Song (Classroom percussion)
<b>RE</b>	<b>PEOPLE OF GOD</b> What is it like to follow God?	<b>INCARNATION</b> What is the Trinity? CORE LEARNING	<b>SIKHI</b> What is important for Sikh people?	<b>SIKHI</b> How do Sikh people worship and celebrate?	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>HUMANISM</b> What is Humanism?
<b>PSHEC</b>	Get Heart Smart	Don't Forget to Let Love in	Too Much Selfie Isn't Healthy	Don't Hold on to What's Wrong	Fake is a mistake	No Way

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<b>PE</b>	Netball/ Handball	Climbing with confidence higher apparatus. Learn variety of Jumps, star, 2 footed and pencil	Replicate dance with 5 moves  Create dance in sml grp with 3-5 moves	Standing Long Jump, Height jump Obstacle course Speed bounce	Cricket  Golf	Hurdles/ Relay  Long distance running  Javelin
<b>Maths</b>	<b>White Rose Mixed Age</b> Place Value Addition and subtraction	<b>White Rose Mixed Age</b> Addition and subtraction (continued) Multiplication and division A Measurement Area	<b>White Rose Mixed Age</b> Multiplication and division B Length and perimeter	<b>White Rose Mixed Age</b> Fractions A Mass and Capacity Fractions B	<b>White Rose Mixed Age</b> Time Decimals Money	<b>White Rose Mixed Age</b> Shape Geometry Position and direction Statistics
<b>French</b>	Family and Friends	Our school	Time	All around town	Going shopping	What's the time?

<b>YEAR A Peacocks Year 5/6</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>Theme</b>	Crime and Punishment	Homefront Britain (WW2)	The Americas-North	Global Trade	Ancient Greece	Marvellous Maps
<b>Main Links</b>	History	History	Geography	Geography	History	History
<b>Science</b>	Properties and changes of materials	Light (Year 6)	Animals including Humans Year 5	Living Things and their Habitats Year 5	Forces Year 5	Forces Year 5
<b>Computing</b>	E- Safety Unit	Multimedia	Programming	Data Unit	Working Online	Multimedia

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<b>Music</b>	What shall we do with the drunken sailor?	Why we sing Introduction to song writing	Madina tun nabi	Building a groove Epoca	Baloo baleerie	Kisne banaaya
<b>RE</b>	<b>CREATION</b> Creation and science: conflicting or complementary?	<b>GOSPEL</b> What would Jesus do?	<b>HUMANISM</b> What is Humanism?	<b>JUDAISM</b> What does it mean to be Jewish in Britain today	<b>UNIVERSAL</b> What can be done to reduce racism? Can religion help?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?
<b>PSHEC</b>	Get Heart Smart	Don't Forget to Let Love in	Too Much Selfie Isn't Healthy	Don't Hold on to What's Wrong	Fake is a mistake	No Way
<b>PE</b>	<u>Invasion Games</u>  Netball/Handball/ Dodgeball	<u>Swimming</u> 5wk  <u>Sports Hall Athletics</u> 3 wk	<u>Sports Hall</u> <u>Athletics</u> 2 wk <u>Gym</u> 4 wk Accurate Replication Create own movement sequences on apparatus + floor inc: jumps + rolls	<u>Dance</u> Accurate Replication of dance to music  Reflect on own performance	<u>Summer Sports</u>  Rounders/ Tennis	<u>Athletics</u>  Running, Relay, Howler/Javelin, St Long Jump, speed bounce, hurdles
<b>Maths</b>	<b>White Rose Mixed Age</b> Place Value Addition and subtraction Multiplication and division A	<b>White Rose Mixed Age</b> Fractions A Multiplication and division B	<b>White Rose Mixed Age</b> Multiplication and Division B continued Fractions B Decimals A	<b>White Rose Mixed Age</b> Area, perimeter and volume Decimals B Fractions, decimals and percentages	<b>White Rose Mixed Age</b> Ratio Algebra Shape	<b>White Rose Mixed Age</b> Position and direction Statistics Converting units
<b>French</b>	Pleased to meet you	That's tasty	School life	Let's go shopping	All in a day	Our precious planet

# Chilham St Mary's CE Primary School Curriculum Map

YEAR B Peacocks Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Mountains	Rivers	Exploring Eastern Europe	Mysteries of Maya	The Vikings	Canterbury
<b>Main Links</b>	Geography	Geography	History	History	History	Geography/History
<b>Science</b>	Living Things and Their Habitats Year 6	Electricity Year 6	Earth and Space Year 5	Earth and Space Year 5	Evolution and inheritance Year 6	Animals including Humans Year 6
<b>Computing</b>	E-Safety	Data Unit	Working Online	Programming	Multimedia	Multimedia/consolidation
<b>Music</b>	Hey, Mr Miller	Shadows Composing for protest!	Dona nobis pacem	Ain't gonna let nobody	Race! Exploring identity through song	Ames au vala tara bal
<b>RE</b>	<b>GOD</b> What does it mean if God is loving and holy?	<b>INCARNATION</b> Was Jesus the Messiah? CORE LEARNING	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 1)	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 2)
<b>PSHEC</b>	Get Heart Smart	Don't Forget to Let Love in	Too Much Selfie Isn't Healthy	Don't Hold on to What's Wrong	Fake is a mistake	No Way
<b>PE</b>	Football/ Tag Rugby	Swimming 5 Wks  Sports Hall Athletics for remainder	<u>Dance</u> Use music as stimulus to create dance sequence in sml group Reflect on others performance.	<u>Sports Hall Athletics</u> 2 wk Gym 4 wk Accurate Replication Create own movement sequences on apparatus + floor inc: paired balances	<u>Summer Sports</u>  Cricket  Golf	<u>Athletics</u>  Running Long distance + Sprinting Hurdles/ Relay Javelin  Discus

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<b>Maths</b>	<b>White Rose Mixed Age</b> Place Value Addition and subtraction Multiplication and division A	<b>White Rose Mixed Age</b> Fractions A Multiplication and division B	<b>White Rose Mixed Age</b> Multiplication and Division B continued Fractions B Decimals A	<b>White Rose Mixed Age</b> Area, perimeter and volume Decimals B Fractions, decimals and percentages	<b>White Rose Mixed Age</b> Ratio Algebra Shape	<b>White Rose Mixed Age</b> Position and direction Statistics Converting units
<b>French</b>	All about ourselves	Family and friends	Time travelling	Let's visit a French town	This is France	More to explore