

Birch - Curriculum Map 2 year cycle

Year A = 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Class Theme	Ancient Greeks		Continents of the world		Water Colour Wonders - Turner	Earning a living	
Maths	See Maths MTP for Autumn 1 and use the Vine Termly Overviews to plan this						
English	<p>Week 1 – Whole school theme</p> <p>Narrative – Greek Myths (4 weeks)</p> <p>https://www.tes.com/teaching-resource/greek-myths-6320785</p> <p>Newspaper reports – The Trojan Horse</p> <p>(2 weeks)</p> <p>Week 1 – Whole school theme</p> <p>Diary entry – from the viewpoint of a Greek or a Trojan after the attack</p> <p>(2 weeks)</p> <p>Persuasion – Women should be allowed to be on stage in the theatre</p> <p>(2 weeks)</p>		<p>Week 1 – Whole school theme</p> <p>Stories from other cultures – The Elephant’s Friend</p> <p>(2 weeks)</p> <p>Non-chronological report – India</p> <p>(2 weeks)</p> <p>Week 1 – Whole school theme</p> <p>Narrative – Around the World in 80 Days (Young Reader edition)</p> <p>(2-3 weeks)</p> <p>Classic Poetry –</p> <p>(2 weeks)</p>		<p>Week 1 – Whole school theme</p> <p>Narrative – Fantasy stories / imaginary worlds</p> <p>(3 weeks)</p> <p>Recount – Jumping into the painting</p> <p>(2 weeks)</p>		<p>Week 1 – Whole school theme</p> <p>Biographies – a famous scientist/artist/chef etc</p> <p>(2 weeks)</p> <p>Interviews – children write questions to ask people of different professions (via Teams if necessary)</p> <p>(1 week)</p> <p>Explanation text – What it’s like to be a...</p> <p>(2 weeks)</p>
SPaG	See Vine Trust Termly Curriculum Overview						
Science	<p>Physics - Sound</p> <p>think independently</p> <p>carry out scientific investigations</p>		<p>Biology - All Living Things - Living things and their habitats.</p> <p>raise questions about working scientifically</p>		<p>Chemistry - States of matter - States of Matter</p>	<p>Biology - Animals including humans - Teeth and digestion - Links</p>	

	<p>use written and verbal explanations report scientific findings undertake practical work</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries and comparative and fair tests. • Gather, record and present data in a variety of ways to help in answering questions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors 	<p>use written and verbal explanations use scientific vocabulary</p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 	<ul style="list-style-type: none"> • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>with Dentist and then Chef (DT)</p> <ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.
History	<p>To interpret and compare sources To gather evidence To explain events of the past To ask historical questions To use historical vocabulary</p>	<p>Brief – timeline of great explorers throughout History and the impact of these events on History To interpret and compare sources To explain events of the past</p>	<p>Brief – Life of Turner To use chronological language To use chronology</p>	<p>Changes over time – e.g. job roles, women working, changes in factories</p>

	<p>To use chronological language To use chronology To question events</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Place events and historical figures on a time line using dates. • Understand the concept of change over time. 	<p><i>Chronological order of Artists.</i> <i>How art from the past can influence modern art.</i></p> <ul style="list-style-type: none"> • Place historical figures on a time line using dates. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the characteristic features of the past, including attitudes and experiences of men, women and children.
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Geography	<p>Brief – History is the focus Where is Greece Where the Trojan Horse travelled – Map work To use geographical resources To read compass points and grid references <i>*Map work</i></p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics Use maps, atlases to locate countries. <p><i>*Hemisphere, latitude, longitude and time zones - identifying these and where the animals are, which oceans, linked with this work.</i></p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. 	<p>Natural disasters around the world</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. Describe how locations around the world are changing and explain some of the reasons for change. <p>physical geography,</p> <ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. <p>To understand and explain physical features To understand and explain human features To compare locations To understand the local area</p>	<p>Field Work To ask and answer geographical questions To use fieldwork and observation skills To understand and explain physical features To understand and explain human features To understand the local area</p> <ul style="list-style-type: none"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways 	<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, and symbols and key to communicate knowledge of the United Kingdom and the wider world.
RE	See Computing Yearly Overview and Plans			
Computing	Understanding Christianity and Norfolk syllabus for Non-Christian units			
Art		<p>SCULPTURE To sculpt with a range of resources To use cutting techniques To use fixing techniques</p> <p>Indian art – Rangoli patterns, Elephant Festival art</p> <ul style="list-style-type: none"> Use frameworks (such as wire or moulds) to provide stability and form. 	<p>PAINTING To develop colour and patterns using brush techniques</p> <p>Watercolours – Turner</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. 	<p>Sewing – Seamstress To use cutting techniques To use fixing techniques</p> <ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric.

		<ul style="list-style-type: none"> • Combine visual and tactile qualities. • Mix textures (rough and smooth, plain and patterned). • Use tools to texture 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece • Develop a personal style of painting, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> • Create weavings. • Quilt, pad and gather fabric.
Design and Technology	<p><u>Making a moving toy – based on the Trojan horse</u> <i>Design, make, evaluate</i> <i>Technical knowledge – understanding and use mechanical systems in their products</i> To use cutting techniques To use mechanics (and apply coding KS2) To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design</p>	<p><u>FOOD – linked with traditional food around the world</u> <i>*Understanding and apply the principals of a varied and healthy diet.</i> <i>*prepare and cook a variety of savoury dishes.</i> To prepare food hygienically To use assembling and cooking techniques To design with a purpose</p>		
Music	Charanga			
Physical Education	See PE curriculum maps			
PSHCE				

Year B = 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Theme	Our European Neighbours		Local Study History and Geography Focus		Aztec Art	Transport – A turning point in British history
Maths	See Maths MTP for Autumn 1 and use the Vine Termly Overviews to plan this					
English	Week 1 – Whole school theme Persuasive writing – travel brochure for a European country (2 weeks) Diary entry (2 weeks) Week 1 – Whole school theme Discussion text – would you rather live in Britain or _____? (2 weeks) Poetry – Christmas poems (2 weeks)		Week 1 – Whole school theme Explanation Texts (2 weeks) Flash back stories (2weeks) Week 1 – Whole school theme Newspaper reports (2 weeks) Structured Poetry (2 weeks)		Week 1 – Whole school theme Plays and Drama (2 weeks) Discussion text – (2 weeks) Extended Stories (2weeks)	Week 1 – Whole school theme Chronological report – steam trains to electric trains (2 weeks) Poetry – Transportation Vacation by Kenn Nesbitt (1 week) Discussion text – what is the best way to travel; by car or by train? (2 weeks)
SPaG	See Vine Trust Termly Curriculum Overview					
Science	Biology – investigating living things (animals) Food Chains - animals around the world link To use scientific vocabulary To use written and verbal explanations To raise questions about working scientifically To undertake practical work To report scientific findings		Physics – Sound – links around the local area. Start with little sound walk / thought shower think independently carry out scientific investigations use written and verbal explanations report scientific findings undertake practical work		Chemistry – Properties and changes of Materials To raise questions about working scientifically To carry out scientific investigations	Physics - Forces • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between

	<ul style="list-style-type: none"> • Construct and interpret a variety of food chains, • identifying producers, predators and prey. <p>• Identify that animals, need the right types and amounts of nutrition, that they cannot make their own food.</p> <p>Physics – Forces – Magnets To think independently To raise questions about working scientifically To use written and verbal explanations To carry out scientific investigations To report scientific findings</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> • Set up simple, practical enquiries and comparative and fair tests. • Gather, record and present data in a variety of ways to help in answering questions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors 	<p>To use written and verbal explanations To report scientific findings To undertake practical work</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. 	<p>the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act together between moving surfaces. • Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
History	<p>To interpret and compare sources To gather evidence To explain events of the past To ask historical questions To use historical vocabulary To use chronological language To use chronology To question events</p>	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. (links to Geography and local area) <p>To interpret and compare sources To gather evidence</p>	<p>Chronological order of Artists. How art from the past, can influence modern art. To use chronological language To use chronology</p>	<p>Railways of Great Britain To interpret and compare sources To gather evidence To explain events of the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the

	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use dates and terms accurately in describing events. • Use original ways to present information and ideas. 		<ul style="list-style-type: none"> • Place historical figures on a time line using dates. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<p>past.</p> <ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
<p>Geography</p>	<p>Continents <u>Around the World - comparing Physical and Human Geography</u> To use geographical resources To understand and explain physical features To use geographical language and vocabulary To compare locations</p> <p>* similarities and differences. *Describe the physical geography</p>	<p>To compare locations To understand the local area To use geographical language and vocabulary To read compass points and grid references</p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. <p>Field Work To ask and answer geographical questions To use fieldwork and observation skills To understand and explain physical features</p>	<p>To understand and explain physical features To understand and explain human features To use geographical language and vocabulary</p> <ul style="list-style-type: none"> • Describe how countries and geographical regions are 	

	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Understand some of the reasons for geographical similarities and differences between countries. <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • Describe geographical diversity across the world. 	<p>To understand and explain human features To understand the local area</p> <ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways 	<p>interconnected and interdependent.</p> <ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
RE	See Computing Yearly Overview and Plans			
Computing	Understanding Christianity and Norfolk syllabus for Non-Christian units			
Art	<p><u>COLLAGE – famous buildings across Europe.</u> <u>Children to create a scene using collaging techniques</u></p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<p><u>DRAWING – the world around them</u> To use drawing skills To collect visual information</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists. 	<p><u>PRINTING</u> Aztec Art – using printing techniques</p> <p>To use printing techniques To use digital media to create images (links with computing) To take inspiration from artists To collect visual information To respond to artistic ideas</p>	

Design and Technology		<p>FOOD – linked with making a sandwich or salad for a picnic to go exploring their local area <i>*Understanding and apply the principals of a varied and healthy diet.</i> <i>*prepare and cook a variety of savoury dishes.</i> To prepare food hygienically To use assembling and cooking techniques To design with a purpose</p>		<p>Making a moving toy – based on a type of transport <i>Design, make, evaluate</i> <i>Technical knowledge – understanding and use mechanical systems in their products</i> To use cutting techniques To use mechanics (and apply coding KS2) To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design</p>
Music	Charanga			
Physical Education	See PE curriculum maps			
PSHCE				