

## Catshill First School and Nursery Curriculum Map 2020-21

The planned topic titles for 2020-21 are:

2020-2021	EYFS (Nursery and Reception)	Year 1	Year 2	Year 3	Year 4
Autumn 1	We All Fit Together	Marvellous Me	Muck, Mess, Mixtures and Monsters	Predators	I am Warrior
Autumn 2	Fireworks, Festivals and Friendships	Enchanted Forest	Spellbound	Urban Pioneers	Burps, Bottoms and Bile
Spring 1	To Infinity and Beyond	Paws, Claws and Whiskers	Towers, Tunnels and Turrets	Enter the Nile	Traders and Raiders
Spring 2	A Great Day to Fly A Kite	Splendid Skies	Land Ahoy!	Scrumdiddlyumptious	Flow
Summer 1	Trains, Trucks and Tugs	Bright Lights, Big Cities	Stranded	Mighty Metals	Potions
Summer 2	If You Go Down To The Woods Today	Land Before Time	Secret Garden	We'll Meet Again	Our Wonderful World

The topic titles and coverage may change if other opportunities arise.

At Catshill First School and Nursery, the children are taught from the Early Years Foundation Stage Curriculum and the National Curriculum.

The teachers and staff working within each phase or year group decide how to cover and deliver the curriculum requirements for their pupils. A topic approach enables subjects to be grouped and for maximum engagement and motivation to be incorporated. Each topic cycle is carefully planned to ensure that all curriculum areas are covered and that the children are equipped with the skills, knowledge and understanding needed to fully meet the requirements of the curriculum. Learning should be a rewarding and enjoyable experience for everyone. Subject areas that are not covered are taught discretely to ensure full coverage of Curriculum 2014

The imaginative learning units from Cornerstones are often used as a starting point to support curriculum delivery. This is a creative approach to learning built on the criteria for an outstanding curriculum. It ensures that children learn in the most creative way and are involved in what they are learning. Cornerstones is based on the Four Cornerstones of Learning: Engage, Develop, Innovate and Express. These Cornerstones provide a consistent philosophy for learning throughout school.

Teachers from each year group or phase produce half termly overviews with further detail. These are published on the school website.

Further detail for each topic is shown below:

2 0 2 0 - 2 0 2 1	<b>EYFS</b> <i>(Nursery and Reception)</i>	<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>Topic title</b>	<b>We All Fit Together</b>	<b>Fireworks, Festivals &amp; Fireworks</b>	<b>To Infinity &amp; Beyond</b>	<b>A Great Day to Fly a Kite</b>	<b>Trains, Trucks &amp; Tugs</b>	<b>If You Go Down to the Woods Today</b>
	<b>Possible lines of enquiry</b>	<ul style="list-style-type: none"> <li>• <i>caring for ourselves and others</i></li> <li>• <i>emotions and feelings</i></li> <li>• <i>our individual strengths including what makes everyone special and unique</i></li> <li>• <i>the role of the family and other carers</i></li> <li>• <i>the changes to our bodies that takes place as we grow</i></li> <li>• <i>our senses and the way we use them to explore our environment</i></li> <li>• <i>Rules and expectations</i></li> <li>• <i>Healthy – how do we care for ourselves?</i></li> <li>• <i>Building friendships</i></li> <li>• <i>Houses and homes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explore the story of Diwali and how Hindus celebrate.</i></li> <li>• <i>Explore The Christmas Story.</i></li> <li>• <i>Explore how Christians celebrate Christmas.</i></li> <li>• <i>Bonfire Night &amp; fire safety.</i></li> <li>• <i>Season changes and how animals prepare for Winter and hibernate.</i></li> <li>• <i>Science investigations, shadows, freezing/melting.</i></li> </ul>	<i>To be developed when children's needs and interests are known</i>	<i>To be developed when children's needs and interests are known</i>	<i>To be developed when children's needs and interests are known</i>	<i>To be developed when children's needs and interests are known</i>

	<b>Year 1</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>2020-2021</b>	<b>Topic title</b>	<b>Marvellous Me</b>	<b>Enchanted Forest</b>	<b>Paws, Claws and Whiskers</b>	<b>Splendid Skies</b>	<b>Bright Lights, Big Cities</b>	<b>Land Before Time</b>
	<b>Main topic focus</b>	History	Science	Science	Design & Technology	Geography	History
	<b>English Texts</b>	<i>The Large Family – Jill Murphy Paper Dolls Dogger – Shirley Hughes</i>	<i>Little Red Riding Hood Stick Man Leaf Man Tree Characters in the forest</i>	<i>The Tiger who came to Tea Mr Tiger Goes Wild The Lion Inside</i>	<i>The Owl Who was Afraid of the Dark Man on the Moon Wallace and Gromit Partly Cloudy</i>	<i>Paddington The Naughty Bus The Queen’s Hat</i>	<i>The Littlest Dinosaur Tyrannosaurus Drip Gigantosaurus</i>
	<b>History</b>	<i>Changes within living memory</i>			<i>Significant people – astronauts, changes within living memory</i>	<i>The Great Fire of London</i>	<i>Events beyond living memory, significant individuals – Mary Anning</i>
	<b>Geography</b>	<i>Fieldwork in local area</i>	<i>Making Maps</i>	<i>Using and making maps, describing physical features</i>	<i>Satellite images</i>	<i>Countries and capital cities of UK (London focus), using locational language, using maps, geographical similarities and differences</i>	<i>Locating continents and oceans</i>
	<b>Science</b>	<i>Animals including humans – parts and senses, working scientifically</i>	<i>Plants Identifying and Classifying</i>	<i>Animals (including humans) working scientifically</i>	<i>Properties of everyday materials, working scientifically</i>	<i>Materials</i>	<i>Plants and animals</i>
	<b>Design and Technology</b>	<i>Puppets - design and make a puppet.</i>	<i>Design and make a bird house.</i>	<i>Designing labels, designing and making an animal enclosure</i>	<i>Design and make space themed vehicles, evaluating toys, using mechanisms Healthy food</i>	<i>Exploring mechanisms, design and make souvenirs, models of London landmarks</i>	<i>Designing and making a dinosaur landscape for role play.</i>
	<b>Art and Design</b>	<i>Drawing and painting, collage, family portraits</i>	<i>Working with Natural Materials, Drawing and Painting. Pattern</i>	<i>Talking about art, drawing, collage, model making, painting, sculpture, animal masks and products</i>	<i>Models of the solar system</i>	<i>Variety of drawing tools, construct and make simple joins</i>	<i>Large and small scale modelling</i>
	<b>Computing</b>	<i>e-safety</i>	<i>Sending an email Logging on and shutting down e-safety</i>	<i>Retrieving images, photography, using presentation software e-safety</i>	<i>Drawing software, algorithms, email, photo story e-safety</i>	<i>Searching the web, digital images, algorithms, creating and debugging programs, common uses of information technology, communication , e-safety</i>	<i>Programming a floor robot, stop frame animation, e-safety</i>
	<b>Music</b>	<i>High/ low, loud/quiet sounds</i>					
<b>P.H.S.E.</b>	<i>Belonging - Teams</i>	<i>It’s My Body</i>	<i>Aiming High</i>	<i>Money Matters</i>	<i>Diverse Britain</i>	<i>Be Yourself</i>	
<b>P.E.</b>	<i>Throwing and catching</i>	<i>Circuit training</i>	<i>Dance</i>	<i>Attacking and defending</i>	<i>Athletics</i>	<i>Multiskills</i>	
<b>R.E.</b>	<i>What does it mean to belong to a faith community?</i>	<i>How and why do we celebrate special and sacred times?</i>	<i>Who is a Christian and what do they believe in?</i>	<i>Who is a Christian and what do they believe in?</i>	<i>What makes some places sacred?</i>	<i>What makes some places sacred?</i>	
<b>Also</b>	<i>Maths: number and shape patterns, using calendars</i>	<i>Bodenham Aboretum</i>	<i>Bodenham Aboretum</i>		<i>Maths : sequencing events</i>	<i>Maths: measurement All Things Wild</i>	

Subject areas that are not covered are taught discretely to ensure full coverage of Curriculum 2014

<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>Topic title</b>	<b>Muck, Mess, Mixtures and Monsters</b>	<b>Spellbound</b>	<b>Towers, Tunnels and Turrets</b>	<b>Land Ahoy!</b>	<b>Stranded</b>	<b>Secret Garden</b>
<b>Main topic focus</b>	Art and Design		Design & Technology	Geography	Science	Science
<b>English Texts</b>	The Disgusting Sandwich The Monster Machine The Disgusting Cake	Presto Pixar Leon and the Place Between	Information texts about castles Battle of Hastings	The Pirates Next Door The Adventurous Pirates Treasure Island film The Pirate Cruncher	Robinson Crusoe by Daniel Dafoe Where the forest meets the sea by Jeannie Baker	Into the Woods (Film) Secret Garden Jack and the Beanstalk The Flower by Helen Ward
<b>History</b>		Picasso Kandinsky Matisse	Castles and castle life, significant individuals – Isambard Kingdom Brunel	Significant historical people – Grace Darling, Famous Pirates	Captain James Cook	
<b>Geography</b>	World map - Where food comes from		Amazing structures around the world, towers and bridges in the local area	Using and making maps, location knowledge, using and giving directions	Coastal Features Similarities and differences Uluru/Ayres Rock and Brimingham	Plants in the Local Environment, Plants of the World
<b>Science</b>	Uses of everyday materials, working scientifically Science investigation	Potions	Science investigation - materials	Everyday materials, working scientifically	Habitats, Living and Non-Living Things, Food Chains, Basic Needs of Animals, Working Scientifically Animals and humans	Plants Science investigation
<b>Design and Technology</b>	Baking delicious biscuits What ingredients can we use to make a delicious biscuit?	Smoothie Potions Collecting data	Making models of towers, bridges and tunnels Science investigation	Mechanisms, structures	Food tasting, origins of food, healthy meals, following recipes, designing an outdoor kitchen	
<b>Art and Design</b>	Printing, food landscapes, mixed media pictures and collages, colour mixing Photographer Carl Warner	Picasso/Mondrian Abstract art/Kandinsky Cubism Self portrait	Sculpture using natural materials Artist Paul Cleo	Observational drawing, printing Lighthouse painting and sketching	Sketchbooks, 3-D Modelling, Sand Art, Seascapes	Observational Drawing, Sculpture, Flower-pressing Vincent Van Gogh Sunflowers
<b>Computing</b>	E-safety Technology around us.	E-safety Animation	E-safety Using technology to create	E-safety Algorithms Create and debug simple programs	E-safety Use technology safely and respectfully Digital photography	E-safety Use logical reasoning to predict the behaviour of simple programs
<b>Music</b>	Beat Exploring sounds	Beat Exploring sounds	Beat Pitch	Sea shanties, djembe drumming, percussions Beat	Walk off the earth group and verse Australian music Exploring sounds/pitch	Action rhymes Performance poetry Exploring sounds/beat
<b>P.H.S.E.</b>	Roles and responsibilities	People around me	Mental health	Keeping safe	Fun, food and fitness	Financial capabilities
<b>P.E.</b>	Circuit training	Throwing and catching	Orienteering	Dance	Athletics	Multiskills
<b>French</b>						
<b>R.E.</b>	Muslim faith Who is a muslim and how do they live?	Muslim faith Who is a muslim and how do they live?	Christian faith Why does Easter matter to Christians	Christian faith Why does Easter matter to Christians	Christians/Muslims/Jewish How should we care for others and the world? Why does it matter?	Christians/Muslims/Jewish How should we care for others and the world? WHY does it matter?
<b>Also</b>	Maths: measurement (capacity and mass)	Maths: measurement (capacity and mass)	Maths: measures (height)	Maths: mass, position, direction and movement	Maths: measures (mass)	Maths: measurement

Subject areas that are not covered are taught discretely to ensure full coverage of Curriculum 2014

2020-2021	<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>Topic title</b>	<b>Predator!</b>	<b>Urban Pioneers</b>	<b>Enter the Nile</b>	<b>Scrumdiddlyumptious</b>	<b>Mighty Metals</b>	<b>We'll Meet Again</b>
	<b>Main topic focus</b>	Science	Art and Design	History	Design and Technology	Science	History
	<b>English Texts</b>	Lord of the Forest Gorilla	Three Little Pigs Leaflets	There's a Pharaoh in my Bath Ancient Egypt Tales of Gods and Pharaohs	Dustbin Dad	The Tin Forest The Iron Man	The Lion and the Unicorn Harry, WWII Evacuee
	<b>History</b>		Local history study	Ancient Egypt			World War Two
	<b>Geography</b>	Climate zones and biomes	Geographical skills and fieldwork	Using maps, locating physical features, locational knowledge		Food miles and fair trade	
	<b>Science</b>	Skeletal systems, working scientifically	Light and dark, sources and reflectors, shadows, sun safety, working scientifically	Rocks and soils	Plants	Working scientifically Magnets and Forces	Working scientifically
	<b>Design and Technology</b>		Buildings Design and make	Textiles	Cooking and nutrition	Product Evaluation, Using Research to Inform Design, Selecting Materials, Making Vehicles, Building an Iron Man, Using Electrical Circuits	Textiles
	<b>Art and Design</b>		Photography, graffiti art, observational drawing	Shading	Fruit & Vegetables	Studying an artist	
	<b>Computing keyboard skills</b>	LOGO E-safety	Using Powerpoint effectively E-safety	Scratch E-safety	Online Communication E-safety	Web searches, email Databases E-safety	Search engines E-safety
	<b>Music</b>	Composition/beat	Exploring sounds Performance	Pitch/beat	Pitch/composition	Structure/pitch	Structure/performance
	<b>P.H.S.E.</b>	Relationships - TEAM	Relationships - Be yourself	Health & Well-being Aiming high	Living in wider world - Britain	Health & Well-being - It's my body	Living in wider world - Money matters
	<b>P.E.</b>	Circuits	Rugby/netball	Dance	Hockey	Orienteering	Athletics
	<b>French</b>	1-10, simple greetings	days, colours	10-20, weather (simple)	multiples of 10, months	date, basic food	classroom/familiar objects
<b>R.E.</b>	What do we learn from the Creation story?	What do we learn from the Creation story?	What is it like for someone to follow God?	What is it like for someone to follow God?	How and why do people try to make the world a better place?	How and why do people try to make the world a better place?	
<b>Also:</b>	Number place value	Maths: Data Handling, Geometry Data 4 rules					

Subject areas that are not covered are taught discretely to ensure full coverage of Curriculum 2014

	<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>
2020	<b>Topic title</b>	<i>I am Warrior</i>	<i>Burps, Bottoms and Bile</i>	<i>The River Story</i>	<i>Traders and Raiders</i>	<i>Potions</i>	<i>World Aware</i>
2020	<b>Main topic focus</b>	History	Science	Geography	History	Science	Geography
2020	<b>English Texts</b>	<i>Escape From Pompeii</i> <i>Romulus and Remus</i>	<i>Demon Dentist</i>	<i>Wind in the Willows</i>	<i>There's a Viking in my Bed</i> <i>Monster Slayer</i> <i>Tell Me Dragon</i>	<i>Alice in Wonderland</i>	<i>The Time of the Lion</i> <i>Gregory Cool</i>
2021	<b>History</b>	<i>The Roman Empire and its impact on Britain</i>			<i>Anglo-Saxons and Vikings</i>		<i>Sporting history</i>
	<b>Geography</b>	<i>Comparing Britain and Italy, using maps, locational knowledge, human and physical geography</i>	<i>Animals including Humans</i>	<i>Rivers, Seas, Stratford</i>	<i>Using Maps, Settlements, Europe</i>		<i>Maps</i> <i>Sport around the world</i>
	<b>Science</b>	<i>Sound</i>	<i>Teeth types, tooth decay and hygiene, the digestive system, working scientifically</i>	<i>Living Things and their Habitats, Working Scientifically</i>	<i>Year 4 science week focus on working scientifically</i>	<i>States of matter</i>	<i>Electricity</i>
	<b>Design and Technology</b>	<i>Roman Chariots</i>	<i>Healthy foods, textiles, working models</i>	<i>Shelters for Toads</i>	<i>Jewellery and Weapon Making, Models of Anglo-Saxon homes, Clay Rune Stones</i>	<i>Product development</i>	<i>Design of medals and trophies</i>
	<b>Art and Design</b>	<i>Drawing, sculpture, mosaic, jewellery making, clay pinch pots</i>		<i>Observational drawing, 3D models, clay sculpture,</i>	<i>Patterns and Printmaking, Sketchbooks Jewellery</i>	<i>Design, clay work, crayon art, photography</i>	
	<b>Computing</b>	<i>Scratch</i>	<i>Digital images, algorithms, video</i>	<i>Programming, Video Editing, Multimedia Presentations</i>	<i>Animation, Digital Images</i>	<i>Presenting information</i>	
	<b>Music</b>	<i>Sounds</i>					
	<b>P.S.H.E.</b>	<i>NEw beginnings. Myself as a learner.</i>	<i>Getting on and falling out</i>	<i>Relationships</i>	<i>Going for Goals</i>	<i>Good to be Me</i>	<i>Changes</i>
	<b>P.E.</b>	<i>Competitive games, building strength and agility</i>			<i>Competitive Games, Attack and Defence Skills</i>	<i>Dance</i>	<i>Athletics, personal best</i>
	<b>Also:</b>	<i>Maths: Reading Roman numerals</i>	<i>Maths: measures, weights</i>		<i>Maths: Using Money</i>	<i>Maths: measurement</i>	
	<b>R.E</b>	<i>Hinduism</i>	<i>Hinduism</i>	<i>Christianity</i>	<i>Christianity</i>		

*Subject areas that are not covered are taught discretely to ensure full coverage of Curriculum 2014*