



**Newtown Linford Primary School**  
*“Inspiring Individuality, Excellence and Adventures”*

**Bradgate Curriculum Map**  
**Cycle A**

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Call the Doctor!	Let’s Celebrate	The Titanic	Dinosaurs	Holidays	
<b>Synopsis</b>	This theme is all about People who help us. Children will learn about famous, British people in History that have had jobs that involve helping others. They will also learn about Florence Nightingale and the Great Fire of London and compare the job of a nurse/firefighter then and now. Children will have the chance to explore existing hospitals and fire engines and design their own before making and evaluating one as part of their learning in DT. Painting will be the focus for our art lessons. Learning how to take care of themselves and to keep healthy in science lessons will involve healthy eating, self - care and hygiene.	Within this topic children will learn about a range of celebrations and festivals. They will learn about bonfire night, Diwali and Christmas. They will learn about how different religions celebrate, how and why. Art and Design and Technology will bring many of these festivals to life, through firework pictures and Diwali candles. In History children will find out about a significant event from the past, the Gunpowder plot and why we celebrate Bonfire night in such a unique way. They will celebrate Christmas through performing in a nativity and learning songs and dances as part of this.	In this Science-based unit children will explore the different time era and what clues give them detail about the time period-. Children will focus on visual clues to determine and discuss elements of clothing, jobs etc. that determined their social class. Children will look at the journey of the Titanic and locate on maps, focusing in on 2 different geographical ports and compare them. Children will explore material and develop a scientific experiment to decide which materials are most suitable for life on the seas! Based on scientific understanding children will design and make boats- fit for purpose.	In this unit, children will investigate the pre-historic era of dinosaurs, when they existed and how they became extinct. Pupils will look at the different dinosaurs and their distinguishing features to focus on their non-fiction writing skills, creating a booklet of information on their chosen Dinosaur and its characteristics. In art children will develop pattern, texture and drawing skills to create dinosaur foot prints. In music, children will think about how animals move and relate this to musical pitch to develop their skills further.	The seaside/holiday theme will allow children to compare seaside holidays of the past with those we enjoy today. Children will learn about Victorian holidays and through work in Geography will compare the coastal area of Hunstanton with both urban and rural areas of the UK. In Science children will investigate sea life, simple habitats and food chains. As part of our creative learning, Children will combine skill from art and DT to create a beach hut from the past and sea landscapes.	
<b>Enrichment Opportunities</b>	Nurses and Doctors in to speak to the class about their job. Preparations for Harvest Festival	Class Diwali celebration Sending a letter or email to Santa	Trip to the Sea City Museum Titanic dressing up day	Visit from an archaeologist	Trip to New Forest Wildlife Park	Trip to the beach Making 3D islands in groups
<b>Global Awareness</b>	Where is Scutari in relation to the UK?	Festivals from around the world.	Where did all the people on the Titanic come from? Comparing and finding links between port cities.	Where were the oldest dinosaur remains found?	The importance or rivers around the world including the River Ganges during RE.	The ways in which people are connected to other countries. How do we travel to other places around the world? Identifying whether all islands have the same features.
<b>English</b>	For further details of the English Curriculum please see the English Long Term Overview.					
<b>Maths</b>	For details of the Maths Curriculum please see the Maths Long Term Overview.					
<b>Science</b>	<i>Direction</i>	<i>Repeated patterns</i>	<i>Time</i>	<i>Classification/sorting diagrams</i>	<i>Measuring</i>	
	<b>Animals &amp; Humans</b> <ul style="list-style-type: none"> <li>basic needs of animals for survival</li> <li>the importance of exercise, healthy eating &amp; hygiene</li> </ul> <i>Working scientifically</i> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>		<b>Materials</b> <ul style="list-style-type: none"> <li>changes in materials (shape)</li> <li>suitability of materials for particular uses</li> </ul> Year 1: <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>how seeds &amp; bulbs grow</li> <li>basic needs of plants</li> <li>Plant and animal classifications</li> </ul> Year 1: <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<b>Animals &amp; Humans</b> <ul style="list-style-type: none"> <li>living &amp; non-living things</li> <li>habitats</li> <li>micro-habitats.</li> <li>simple food chains</li> </ul> Year 1: <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish,</li> </ul>	

	<p>Year 1:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Y1: I recognise some ways that I can stay healthy. Y2: I can describe the importance of exercise, diet and hygiene to keep healthy.</p>	<ul style="list-style-type: none"> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their</li> <li>simple physical properties</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed</li> <li>by squashing, bending, twisting and stretching</li> </ul> <p>Y1: I can make simple observations. Y1: I can identify some similarities and differences between materials. Y1: I can test ideas that have been suggested to me. Y2: I use observational evidence to investigate the properties of materials. Y2: I know how some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Y1: I can observe and describe how seeds and bulbs grow into mature plants. Y1: I recognise that you can collect evidence to try to answer a question. Y2: I can use my observations to begin to draw simple conclusions. Y2: I can identify that plants need water, light and a suitable temperature to stay healthy. Y2: I recognise why it is important to collect evidence.</p>	<p>amphibians, reptiles, birds and mammals, including pets)</p> <p>Year 2:</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p>Y1: I can name a variety of common birds, fish, amphibians, reptiles and mammals. Y2: I can explain what carnivores, herbivores and omnivores are.</p>		
<p><b>History</b></p>	<p><b>Florence Nightingale</b> Finding out about the life of a significant individual. Identifying the lasting impact of Florence Nightingale's work on nursing.</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and</li> <li>International achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ul> <p>Y1: Recognises different ways in which the past is represented.</p>	<p><b>The Gunpowder Plot</b> Learn about a significant national event from the past.</p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul> <p>Y1: Talks about things that happened and stories about the past.</p>	<p><b>The Titanic</b> Exploring a significant historical event in their locality. Identifying the lasting impact of the Titanic's sinking.</p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> </ul> <p>Y1: Begins to show an awareness of the differences between ways of life at different times. Y2: identifies different ways in which the past is represented.</p>	<p><b>Dinosaurs</b> Locating the prehistoric era on a timeline.</p>	<p><b>Holidays in the past</b> Comparing and describing how holidays have changed over time. Identifying changes within living memory.</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal</li> <li>aspects of change in national life</li> </ul> <p>Y1: Answers questions about the past by looking at sources of information. Y2: Places objects and events in chronological order.</p>	

	<p>Y2: Recognises that there are reasons why people in the past did things.</p> <p>Y2: Places objects and events in chronological order.</p>					
<b>Geography</b>	<p>Use fieldwork and observational skills to study the geography of the school and grounds.</p> <p><b>What is unique about the grounds of Newtown Linford School?</b></p> <ul style="list-style-type: none"> <li>Can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>devise a simple map; and use and construct basic symbols in a key</li> </ul> <p>Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village.</p> <p>Y2: Can use basic geographical vocabulary to refer to the key physical features of an area.</p>		<p><b>Southampton and New York</b> Identifying the features of and comparing port cities.</p> <p><b>Is Southampton a better port than New York?</b></p> <ul style="list-style-type: none"> <li>Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p>Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village.</p> <p>Y2: Can use geographical vocabulary to compare key human features of two locations.</p>		<p><b>Scottish Islands</b> Describing the features of islands using geographical language. Identifying the countries of the UK.</p> <p><b>What are the best features of the Scottish Islands?</b></p> <ul style="list-style-type: none"> <li>Can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>devise a simple map; and use and construct basic symbols in a key</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>United Kingdom and its surrounding seas</li> <li>Place knowledge</li> </ul> <p>Y2: Can use basic geographical vocabulary to refer to the key physical features of an area.</p>	<p><b>Newtown Linford and Hunston Beach</b> Use fieldwork and observational skills to study the geography of the school and grounds.</p> <p><b>Is it more human or physical where we live?</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</li> <li>ocean, river, soil, valley, vegetation, season and weather</li> <li>Place knowledge</li> </ul> <p>Y1: Can identify human and physical features of a variety of holiday environments.</p> <p>Y2: Can recognise and compare a range of holiday environments.</p>
<b>Art</b>	<p><b>Call the Dr! Painting</b> Colour tone, self portrait Kandinsky/Picasso</p> <p><b>Paint/Collage</b></p> <ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p>Y1: Discuss the work of different artists.</p> <p>Y2: Compare the work of a range of artists.</p>	<p><b>Celebrations and Festivals Digital Media</b> Rangoli patterns/Firework pictures</p> <p><b>3D – clay diva lamps</b></p> <p><b>Textiles – Christmas card/decoration/Calendar</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p><b>The Titanic: Finding Out About the Past</b> 3D – Titanic models</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul> <p>Y1: Can experiment with constructing and joining a variety of materials.</p> <p>Y2: Can explore sculpture with a range of malleable materials.</p>	<p><b>Dinosaur Footprints and Patterns</b></p> <p><b>Print/Texture/Drawing</b> Patterns/colour</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> <p>Y1: Can design and print simple repetitive patterns.</p> <p>Y2: Can investigate tone in drawings using lines, marks and shapes.</p>	<p><b>Holidays</b> <b>Collage – Seaside landscape</b> 3D – Wire fish sculpture Beach hut design Sea scene diorama</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul> <p>Y1: Can experiment with constructing and joining a variety of materials.</p> <p>Y2: Can explore sculpture with a range of malleable materials.</p>	

<p style="text-align: center;"><b>D &amp; T</b></p>	<p><b>Making fire engines</b></p>	<p><b>Food Technology Food –</b> preparing and cooking festival foods</p> <ul style="list-style-type: none"> <li>▪ <i>Use the basic principles of a healthy and varied diet to prepare dishes.(Cooking &amp; nutrition)</i></li> <li>▪ <i>Understand where food comes from. (Cooking &amp; nutrition)</i></li> <li>▪ <i>Select from and use a range of tools and equipment to perform practical tasks. (Make)</i></li> <li>▪ <i>Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make)</i></li> <li>▪ <i>Evaluate their ideas and products against design criteria (Evaluate)</i></li> </ul> <p>Y1: Can prepare a simple, healthy dish.</p> <p>Y2: Can design and prepare a healthy menu.</p>	<p><b>Structures Structures</b> Design and make model boats that can float; Models of Titanic</p> <ul style="list-style-type: none"> <li>▪ <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</i></li> <li>▪ <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</i></li> <li>▪ <i>Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge)</i></li> <li>▪ <i>Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make)</i></li> <li>▪ <i>Evaluate their ideas against design criteria. (Evaluate)</i></li> </ul> <p>Y1: Can draw and label a simple design and identify materials they will use.</p> <p>Y2: Can generate ideas and designs and select materials to meet design criteria.</p>		<p><b>Wheels and Axles Mechanisms –</b> Bathing huts, wheels and axles.</p> <ul style="list-style-type: none"> <li>▪ <i>Explore and use mechanisms (levers, sliders, wheels &amp; axles), in their products. (Technical knowledge)</i></li> <li>▪ <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</i></li> </ul> <p>Y1: Can explore simple finishing techniques to improve their work.</p> <p>Y2: Can explore and use mechanisms in products they have designed.</p>
<p style="text-align: center;"><b>Music</b></p>	<p><b>Unit: Our Bodies (6-7)</b> <b>Musical Focus: Beat</b></p> <p>In this unit, the children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <ul style="list-style-type: none"> <li>▪ <i>play tuned and untuned instruments musically</i></li> <li>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	<p><b>KS1 Nativity</b> Singing performance.</p> <ul style="list-style-type: none"> <li>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> <li>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul> <p>Y1: Can take part in a whole class performance.</p>	<p><b>Unit: BBC Dance with the Elements - Water</b> <b>Musical Focus: Listening</b></p> <p>The children listen to classical music including Debussy's Arabesque, Saint Saens' Aquarium and Strauss's The Blue Danube. They watch dancers perform choreographed pieces to music. They then create their own movements to the pieces by listening carefully to them.</p> <ul style="list-style-type: none"> <li>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul> <p>Y2: Can listen to and talk about classical pieces of music.</p>	<p><b>Unit: Animals (6-7)</b> <b>Musical Focus: Pitch</b></p> <p>Animal movement is linked with pitch in this unit, to help children develop understanding and recognition of changing pitch. Children interpret pitch line notation using voices and tuned instruments.</p> <ul style="list-style-type: none"> <li>▪ <i>play tuned and untuned instruments musically</i></li> <li>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul> <p>Y1: Can explain what pitch is and can show this using my voice or an instrument.</p> <p>Y2: Can explain how pitch can change direction upwards and downwards.</p>	<p><b>Unit: Travel (6-7)</b> <b>Musical Focus: Performance</b></p> <p>In this unit, the children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p> <ul style="list-style-type: none"> <li>▪ <i>play tuned and untuned instruments musically</i></li> <li>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> <li>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul> <p>Y1: Can play tuned and untuned instruments to a steady beat.</p> <p>Y2: Can layer sounds in a performance using a range of instruments, including voice.</p>
<p><b>Computing</b></p>	<p>Programming- bee bots</p>	<p>Computer art</p>	<p>Programming- Titanics voyage</p>	<p>Using Paint program</p>	<p>Word processing skills</p>

<p><b>PE/Games</b></p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E. (Personal)</b></p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E. (Social)</b></p> <p>Y1: Can work sensibly with others, taking turns and sharing (Social)</p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E.(Cognitive)</b></p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E.(Creative)</b></p>	<p><b>PE Session 1: Athletics</b></p> <p><b>PE Session 2: Real P.E. (Applying Physical skills)</b></p> <p>Y1: I can perform a single skill or movement with some control (Applying physical skills)</p> <p>Y2: I can perform a sequence of movements with some changes in level, direction or speed (Applying physical skills)</p>	<p><b>PE Session 1: Athletics</b></p> <p><b>PE Session 2: Real P.E. (Health and Fitness)</b></p> <p>Y2: Can use equipment appropriately and move and land safely (Knowledge and Understanding of health and fitness)</p>
<p><b>RE</b></p>	<p><b>Christians</b> Who is a Christian and what do they believe? (Stories and Bible focus)</p> <p><i>Ask some questions about believing in God and offer some ideas of their own (C1).</i></p>	<p><b>Christians, Jewish and Muslims</b> How and why do we celebrate special and sacred times?</p> <p><i>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1)</i></p>	<p><b>Jewish</b> Who is Jewish and what do they believe?</p> <p><i>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1)</i></p>	<p><b>Christian and Jewish</b> How should we care for others and the world, and why does it matter?</p> <p><i>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</i></p>		
<p><b>PSHE</b></p>	<p><b>MMR4</b> <b>Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• What can I do to help make the school and classroom a safer and fair place?</li> <li>• How can I get to know other children in my class? • How do I feel when I am doing something new?</li> <li>• How can I make someone feel welcome?</li> <li>• How can I help other people to feel better?</li> <li>• What do I know about how to solve problems?</li> </ul> <p><i>I can consider what a problem is.</i></p>	<p><b>C5</b> <b>Rights, Rules and Responsibilities (NB)</b></p> <ul style="list-style-type: none"> <li>• How do rules make me feel happy and safe?</li> <li>• How do I take part in making rules?</li> <li>• Who looks after me and what are their responsibilities?</li> <li>• What jobs and responsibilities do I have in school and at home? • Can I listen to other people, share my views and take turns?</li> <li>• Can I take part in discussions and decisions in class?</li> </ul> <p><i>I know I am increasingly responsible for the decisions I choose.</i></p>	<p><b>HSL5</b> <b>Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• Where are the safer places I can play?</li> <li>• What are the risks for me in using the roads, and how can I stay safe?</li> <li>• What are the risks for me in the sun and how can I stay safe?</li> <li>• What are the risks for me near water and how can I stay safe?</li> <li>• What are the risks for me if I am lost and how can I stay safe?</li> <li>• What are the best ways to keep safe from accidents?</li> </ul> <p><i>I can talk about the risks associated with water.</i></p>	<p><b>Economic well being</b> <b>Financial Capability</b></p> <ul style="list-style-type: none"> <li>• Where does money come from and where does it go when we 'use' it?</li> <li>• How might I get money and what can I do with it?</li> <li>• How do we pay for things?</li> <li>• What does it mean to have more or less money than you need?</li> <li>• How do I feel about money?</li> <li>• How do my choices affect me, my family, others?</li> <li>• What is a charity?</li> </ul> <p><i>I have an understanding of what a charity is.</i></p>	<p><b>Online safety</b> <b>Managing risk HSL 4- link to the Seaside</b> <b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• What are risky situations and how can I keep myself safer?</li> <li>• How do I feel in risky situations?</li> <li>• What is my name, address and phone number and when might I need to give them?</li> <li>• What is an emergency and who helps? • How can I help in an emergency?</li> </ul> <p><i>I can talk about risk and how I can keep myself safe.</i></p>	