



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

Skills  
Knowledge

**Bradgate Curriculum Map  
Cycle B**

	Autumn		Spring		Summer	
<b>School Values</b>	Individuality		Adventure		Excellence	
<b>British Core Values</b>	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
<b>Topic</b>	Ourselves and the World		Superheroes	Looking after our planet	London's Calling	
<b>Curriculum links and progression</b>	EYFS- Me and my family LKS2- Bradgate Park		EYFS- Once upon a time LKS2- Puppet Masters	EYFS- The Secret Garden LKS2- Botanical Brilliance	EYFS- Once upon a time LKS2- Life before we knew it	
<b>Synopsis</b>	In the first theme of the year, children will develop their understanding of themselves through learning about the parts of their body and conducting experiments to enhance their knowledge of the human senses. Children will learn about how homes have changed through the past and think about their own homes and where they live today. Children will also explore important items to themselves such as people, pets and toys by experimenting with different drawing techniques. Through discrete PSHE lessons, children will learn about the roles of family and friends and the important life characteristics such as positivity, teamwork, kindness and empathy.		This science-based theme explores materials and their properties through the development of children's own superhero! Children will investigate materials and create their very own puppet using D&T skills and scientific knowledge gained through experimentation.	In this Science-based theme children will look at the global issue of climate change and how we can support the prevention of it by being respectful to our environment. Children will compare and contrast between locations in the world, what things live there and why. Children will consider climate change and the affects this is having on plants and animals across the world.	This History-based unit focuses on the key events and time of the fire of London, including the monarchy, what life was like after the event, what food people had to eat and how they became self-sufficient. Children explore the area on London effected and use maps to find out more about the geographical features of them, River Thames and landmarks around the capital city.	
<b>Enrichment Opportunities</b>	Presentation to parents		Guest speaker	Litter picking in village	Virtual link up with capital city	
<b>Rights Respecting School Award</b>	No 1. Definition of a child No 2. No discrimination No 7. Name and nationality	No 8. Identity No 13. Sharing thoughts freely No 23. Children with disabilities	No 4. Making rights real No 6. Live survival and employment	No 15. Setting up or joining groups No 41. Best Law for children applies No 39. Recovery and reintegration	No 3. Best interests of a child No 9. Keeping families together No 14. Freedom of thoughts and religion	No 18. Responsibility of parents No 28. Access to education
<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.					
	Pictograms	Time	Measuring	Sorting/classification Venn diagrams	Sorting/classification Branching tree diagrams	Directions- compass points
<b>Science</b>	<b>Animals &amp; Humans</b>  <b>Working scientifically:</b> <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>Year 1:</b> <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</li> </ul>	<b>Four Seasons</b>  <b>Year 1:</b> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <b>Y1: Can gather simple data with adult support.</b>  <b>Y1: Can recognise the changes across the four seasons.</b>  <b>Y2: Can gather and record simple data.</b>  <b>Y2: Can describe weather and day length associated with the four seasons.</b>	<b>Materials</b>  <b>Year 1:</b> <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> <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 simple physical properties</li> </ul> <b>Year 2:</b> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including</li> </ul>	<b>Animals &amp; Humans</b>  <b>Year 1:</b> <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>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</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> <b>Y1: Can sort and compare living and non-living things.</b>  <b>Y1: Can name a variety of common birds, fish, amphibians, reptiles and mammals.</b>	<b>Plants</b>  <b>Year 1:</b> <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>Year 2:</b> <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> <b>Y1: Can identify and describe the basic structure of plants, i.e. roots, stem, leaves and flower.</b>  <b>Y2: Can make predictions about what will happen.</b>	

	<p>carnivores, herbivores and omnivores</p> <ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</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><b>Year 2:</b></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> <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: Can label the basic parts of the human body.</p>		<ul style="list-style-type: none"> <li>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 by squashing, bending, twisting and stretching</li> </ul> <p>Y1: Can ask simple scientific questions.</p> <p>Y1: Can use simple observations to answer questions.</p> <p>Y1: Can name and sort a variety of everyday materials.</p> <p>Y2: Can communicate observations verbally.</p> <p>Y2: Can ask questions and identify ways to answer them.</p> <p>Y2: Can describe the physical properties of some everyday materials.</p>	<p>Y2: Knows the name some common carnivores, herbivores and omnivores.</p>	
<p><b>History</b></p>	<p><b>Local History: Leicestershire Mining Industry</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and 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: Can begin to place objects and events in chronological order.</p> <p>Y1: Can recognise common words and phrases related to the passing of time.</p> <p>Y2: Can use common words and phrases related to the passing of time.</p>				<p><b>Great Fire of London</b></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: Can explain the difference between ways of life at different times.</p> <p>Y2: Can use sources of information thoughtfully to answer questions about the past.</p>

<p><b>Geography</b></p>	<p><b>The Local Environment</b> Where in the world is Newtown Linford?</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <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> </ul> <p>Y1: Can begin to use a variety of sources of information to learn about different locations.</p> <p>Y2: Can use a variety of sources of information to learn about different local environments.</p>			<p><b>Canada – Arctic</b> Is it better to live in Canada or the Arctic?</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Y1: Can compare a small area of the UK and a small area in a contrasting non-European Country.</p> <p>Y2: Can name and locate some of the world continents and oceans</p>	<p><b>Maps of London</b> Can we use a compass to travel around London?</p> <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Y1: Can use simple locational and directional; language to describe features on maps.</p> <p>Y2: Can use simple compass directions and language to describe features and routes on maps.</p>
<p><b>Art</b></p>	<p><b>Drawing, Paint, Mix Media</b> – observe and record patterns in nature. Colour matching and mixing.</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> </ul> <p>Y1: Can mix and match colours</p> <p>Y2: Can use a variety of techniques to create different textural effects.</p>		<p><b>Textiles</b> – glove puppets</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> </ul> <p>Y2: Can apply shapes and a variety materials using glue or by stitching.</p>	<p><b>Textiles</b> – dye &amp; print on fabric Applique/stitching Weaving</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. (William Morris)</li> </ul> <p>Y1: Can discuss similarities and differences in work of different artists.</p> <p>Y2: Can say how their work is similar and different to that of known artists.</p>	<p><b>Drawing/Collage</b> - Drawing minibeasts from observation, inventing from imagination- collage for bugs</p> <p><b>Digital Media</b> – embellish photos <b>Printing</b> – block print flowers/fruit images</p> <p>Y1: Can use observations within their artwork.</p> <p>Y2: Can record and explore ideas through first hand observation.</p>
<p><b>D &amp; T</b></p>		<p><b>Food Technology</b> – learn about food grown in different parts of the world. Prepare dishes using a variety of foods.</p> <p><i>Food Technology</i></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.(Cooking &amp; nutrition)</li> <li>Understand where food comes from. (Cooking &amp; nutrition)</li> <li>Select from and use a range of tools and equipment to perform practical tasks. (Make)</li> <li>Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make)</li> </ul> <p>Y1: Can say where food comes from.</p> <p>Y2: Can explain where different food comes from and how climate influences what is grown.</p>	<p><b>Textiles</b> – Make a superhero glove puppet.</p> <p><i>Textiles</i></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</li> <li>Select from and use a range of materials and components, including textiles, according to their characteristics. (Make)</li> <li>Evaluate their ideas against design criteria. (Evaluate)</li> </ul> <p>Y1: Can cut, assemble and join materials, with support.</p> <p>Y2: Can explore the effectiveness of different joining techniques.</p>		<p><b>Sliders and Levers</b> – use sliders and levers to create a moving picture of the Great Fire of London</p> <p><i>Sliders and Levers</i></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</li> <li>Explore and use mechanisms(levers, sliders, wheels &amp; axles), in their products. (Technical knowledge)</li> <li>Evaluate their ideas against design criteria. (Evaluate)</li> </ul> <p>Y1: Can say what they like and dislike about their work.</p> <p>Y2: Can recognise how well products meet design specifications.</p>

<p><b>Music</b></p>	<p><b>Unit: Ourselves (6-7)</b> <b>Musical Focus: Exploring Sounds</b></p> <p>The children discover ways to use their voices to describe feelings and moods. They create, notate and perform vocal sounds, building to a performance.</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Y1: Can use their voices to create mood.</p> <p>Y2: Can use untuned instruments with voice to create mood.</p>	<p><b>KS1 Nativity</b> <b>Musical Focus: Performance</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p>Y1: Can take part in a whole class performance.</p>	<p><b>Unit: Pattern (6-7)</b> <b>Musical Focus: Beat</b></p> <p>Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Unit: BBC Ten Pieces 'Finlandia' by Jean Sibelius</b> <b>Musical Focus: Listening</b></p> <p>The children will listen to a new piece of music, explore loud and quiet sounds and hear music from another country. Exploring this piece of music will help children with their listening and communication and language.</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p>Y2: Can listen to and talk about classical pieces of music.</p>	<p><b>Unit: Seasons (6-7)</b> <b>Musical Focus: Pitch</b></p> <p>The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Y1: Can explain what pitch is and can show this using movement.</p> <p>Y2: Can explain how pitch can rise and fall.</p>	
<p><b>Computing</b></p>	<p><b>Kapow Y2 Information Technology/Computer Science</b></p> <p><b>Computing Systems and networks: What is a computer?</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> </ul> <p>Can name different types of technology, including inputs and outputs.</p> <p><b>E-Safety: Year 1 Unit</b></p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>Kapow Y2 Computer Science/Digital Literacy</b></p> <p><b>Programming: Scratch Jr</b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul> <p>I can make predictions on what will happen next using logical reasoning.</p>	<p><b>Kapow Y1 Information Technology/Computer Science/Digital Literacy</b></p> <p><b>Creating media: Digital Imagery</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p>I can retrieve images from either online or a device.</p>	<p><b>Kapow Y1 Computer Science</b></p> <p><b>Programming: Algorithms unplugged</b></p> <ul style="list-style-type: none"> <li>Create and debug simple programs</li> </ul> <p>Can create simple programs.</p> <p>Can correct mistakes during simple programming.</p> <p>I can explain what an algorithm is.</p>	<p><b>Kapow Y1 Information Technology/ Digital Literacy</b></p> <p><b>Data Handling: Introduction to Data</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> </ul> <p>Can present information in a simple graph.</p> <p>Can explain how a branching database works.</p>	<p><b>Kapow Y2 Information Technology/Computer Science/Digital Literacy</b></p> <p><b>Creating Media: Stop Motion</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p>Can do simple manipulation of images.</p>
<p><b>PE/Games</b></p>	<p><b>Outdoor PE (FnF)</b></p> <p>Tag Rugby/Football</p> <ul style="list-style-type: none"> <li>I can put on a tag rugby belt correctly</li> </ul>	<p><b>Outdoor PE (FnF)</b></p> <p>Football/ Dodgeball</p> <p>Y2: I can manipulate a ball</p> <p><b>PE Session 2: Real P.E. (Social)</b></p>	<p><b>Outdoor PE (FnF)</b></p> <p>Basketball</p> <p><b>PE Session 2: Real P.E.(Cognitive)</b></p>	<p><b>Indoor PE (FnF)</b></p> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>I can balance with my body close to the ground</li> <li>I can balance in high positions</li> </ul>	<p><b>Outdoor PE (FnF)</b></p> <p>Tennis/Cricket</p> <ul style="list-style-type: none"> <li>I can field a ball in a game</li> <li>I can use different throws</li> </ul>	<p><b>Outdoor PE (FnF)</b></p> <p>Athletics</p> <p>Y2: I can develop movement and agility</p>

	<ul style="list-style-type: none"> <li>I know that tag rugby involves <b>NO</b> physical contact</li> <li>I know why tags are used</li> <li>I can make a <b>safe</b> tag tackle</li> <li>I can play a variety of tagging games</li> </ul> <p>Y2: I can apply skills to move and pass correctly</p> <p><b>PE Session 2: Real P.E.</b> (Personal)</p>	Y1: Can work sensibly with others, taking turns and sharing (Social)		<ul style="list-style-type: none"> <li>I can hold a balance for three seconds</li> </ul> <p>Y2: I can balance high and low</p> <p><b>PE Session 2: Real P.E.</b>(Creative)</p>	<ul style="list-style-type: none"> <li>I can hit at angle</li> </ul> <p>Y1: I can throw and catch a ball</p> <p><b>PE Session 2: Real P.E.</b>(Applying Physical skills)</p> <p>Y1: Can perform a single skill or movement with some control (Applying physical skills)</p> <p>Y2: Can perform a sequence of movements with some changes in level, direction or speed (Applying physical skills)</p>	<p><b>PE Session 2: Real P.E.</b> (Health and Fitness)</p> <p>Y2: Can use equipment appropriately and move and land safely (Knowledge and Understanding of health and fitness)</p>
<b>RE</b>	<p><b>Christians and Muslims</b> Who is a Muslim and what do they believe?</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p>	<p><b>Muslim</b> What makes some place sacred?</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p>	<p><b>Christians, Jewish and Muslims</b> What can we learn from sacred books?</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3)</p>	<p><b>Christians, Jewish and Muslims</b> What does it mean to belong to a faith community?</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1)</p>		
<b>PSHE</b>	<p><b>MMR6</b> <b>Family and Friends</b></p> <ul style="list-style-type: none"> <li>Can I describe what a friend is and does?</li> <li>How do I make new friends?</li> <li>How do I keep friends?</li> <li>How can I make up with my friends when things go wrong?</li> <li>Who is in my family, and how do we care for each other?</li> <li>Who are my special people and what makes them special to me?</li> <li>How am I similar to and different from other people?</li> <li>Who do I get support from when I need it?</li> </ul> <p>I understand what a friend is and does.</p> <p>I know who is special to me and why.</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 know about risks and consequences.</p> <p>I can make decision about different situations.</p>	<p><b>C3</b> <b>Working Together</b></p> <ul style="list-style-type: none"> <li>What am I and other people good at?</li> <li>What new skills would I like to develop?</li> <li>How can I listen well to other people?</li> <li>How can I work well in a group?</li> <li>Why is it important to take turns?</li> <li>How can I negotiate to sort out disagreements?</li> <li>How are my skills useful in a group?</li> <li>What is a useful evaluation?</li> </ul> <p>I know who I can ask to help me.</p> <p>I can participate in a group.</p>	<p><b>HSL4</b> <b>What are risky situations and how can I keep myself safer?</b></p> <ul style="list-style-type: none"> <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?</li> <li>How can I help in an emergency?</li> </ul> <p>I know how to keep myself safe.</p>	<p><b>MMR8</b> <b>Managing Change</b></p> <p>How am I changing as I grow up? How are my achievements, skills and responsibilities changing? How can I change my behaviour when something goes wrong? How do I cope when friendships change? How do I feel and how do I cope when I lose something special to me?</p> <p>I can begin to manage my emotions.</p>	