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| A logo for a company  Description automatically generatedShape  Description automatically generated**Otterton C of E Primary School****Heron Class Curriculum Map** |
| **Year C** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **English** | **Lord of the Forest (F) 3/4****Extreme Animals (NF) 5/6** | **Book of Bones (NF) 3/4*****Polar Express 5/6*** | **13 Words (F) 3/4****Earth Verse (P) 5/6** | **History series - Shang (NF) 3/4****Flood (F) 5/6** | **Everything you need to know about Snakes (KS2)****The Book of Hopes (F) 5/6** | **I don’t believe it, Archie (F) 3/4****101 things to be a superhero (NF) 5/6** |
| **Maths****Year 3&4****White Rose****Mixed age planning** | Place ValueAddition and Subtraction | Addition and SubtractionMultiplication and DivisionLength, perimeter and area | Multiplication and DivisionFractions and Decimals | Four operationsDecimals including moneyTime | Four operationsStatistics | Properties of ShapePosition and Direction |
| **Maths****Year 5&6****White Rose****Planning** | Place value Four Operations | Four Operations Fractions  | FractionsDecimals and percentages  | Algebra Converting unitsPerimeter, area and volume  | Statistics Properties of Shape  | Position and DirectionInvestigations  |
| **Science****Years 3&4** | Working scientifically | Animals including Humans – skeleton, food and nutrition (3)  | Forces and magnets (3)    | Sound (4)  | Rocks (3)  | States of matter (4)  |
| **Science****Years 5&6** | Evolution and inheritance (6)   | Forces (5)  | Earth and Space |  (5) Animals including Humans – changes to old age (5)  | Properties and changes of materials (5)  |
| **D&T** | Textiles - Slippers | Automata Animals (Cams) | Food Tech – Super seasonal Cooking |
| **Art** | Drawing – David Hockney 3/4Experiment with line, tone and texture with different hardness of pencils Use shading to show light and shadow effects Use different materials to draw Show an awareness of space when drawing Use key vocabulary to show knowledge and understanding 5/6Use a variety of techniques to add effects Depict movement and perspective in drawings Use a variety of tools and select the most appropriate  Use key vocabulary to show knowledge and understanding  | Painting – Jean-Michel Basquiat 3/4Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively Create different textures and effects with paint Use key vocabulary to show knowledge and understanding 5/6Create a colour palette demonstrating mixing techniques Use a range of paint to create visually interesting pieces Use key vocabulary to show knowledge and understanding  | Sculpture – Barbara Hepworth 3/4Cut, make and combine shapes to make recognisable forms Use clay and other malleable materials and practise joining techniques Add materials to the sculpture to create details Use key vocabulary to show knowledge and understanding 5/6Plan and design a sculpture Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills Use materials other than clay to create a 3D sculpture Use key vocabulary to show knowledge and understanding. |
| **Computing** | Year 3 scheme of workYear 5 scheme of work | Year 3 scheme of workYear 5 scheme of work | Year 3 scheme of workYear 5 scheme of work |
| **History** | Bronze Age Substantive concepts: What happened during this time, tools used, settlements built. Key thread: culture and religion, economy and trade, exploration and invention, Disciplinary knowledge: Cause & Consequence Continuity & Change |  | Shang Dynasty Substantive concepts: who, where, culture. Key thread: culture and religion, economy and trade, conflict and disaster Disciplinary knowledge: Significance, Similarity & Difference |  | British history beyond 1066 - The British Empire Substantive concepts: What countries were part of the Empire. How did they become part of it, who was involved. Key thread: Hierarchy and power, economy and trade, exploration and invention, Disciplinary knowledge: Significance, Similarity & Difference, Cause & Consequence |  |
| **Geography** |  | How can we live more sustainably? Human Geography |  | Why are mountains so important? Physical Geography |  | Why are jungles so wet and deserts so dry? Physical Geography |
| **Music** | **Unit:**  | **Unit:**  | **Unit:**  |
| **MFL** | Spanish Year 3 scheme of workSpanish Year 5 scheme of work | Spanish Year 3 scheme of workSpanish Year 5 scheme of work | Spanish Year 3 scheme of workSpanish Year 5 scheme of work |
| **PE** | Basketball / Netball | Health & Fitness | Volleyball | Hockey | Tennis | Striking and Fielding games |
| **RE****Devon and Torbay RE Syllabus** | 2a.1: CREATION/ FALL: What do Christians learn from the creation story? (3/4)  | What does it mean to be a Muslim in Britain today? (5/6) | How do festivals and worship show what matters to a Muslim? (3/4) | Easter | How and why do religious and non-religious people try to make the world a better place? (3/4) | What matters most to Humanists and Christians? (5/6) |
| **Jigsaw (PSHE)****Vocab identified on weekly planning** | Being me in my WorldYear 3 schemeYear 5 scheme | Celebrating DifferenceYear 3 schemeYear 5 scheme | Dreams and GoalsYear 3 schemeYear 5 scheme | Healthy meYear 3 schemeYear 5 scheme | RelationshipsYear 3 schemeYear 5 scheme | Changing meYear 3 schemeYear 5 scheme |