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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 Value  Addition and Subtraction | Addition and Subtraction  Multiplication and Division  Length, perimeter and area | Multiplication and Division  Fractions and Decimals | Four operations  Decimals including money  Time | Four operations  Statistics | Properties of Shape  Position and Direction |
| **Maths**  **Year 5&6**  **White Rose**  **Planning** | Place value  Four Operations | Four Operations  Fractions | Fractions  Decimals and percentages | Algebra  Converting units  Perimeter, area and volume | Statistics  Properties of Shape | Position and Direction  Investigations |
| **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  3/4  Experiment 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  5/6  Use 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  3/4  Use 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  5/6  Create 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  3/4  Cut, 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  5/6  Plan 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 work  Year 5 scheme of work | | Year 3 scheme of work  Year 5 scheme of work | | Year 3 scheme of work  Year 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 work  Spanish Year 5 scheme of work | | Spanish Year 3 scheme of work  Spanish Year 5 scheme of work | | Spanish Year 3 scheme of work  Spanish 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 World  Year 3 scheme  Year 5 scheme | Celebrating Difference  Year 3 scheme  Year 5 scheme | Dreams and Goals  Year 3 scheme  Year 5 scheme | Healthy me  Year 3 scheme  Year 5 scheme | Relationships  Year 3 scheme  Year 5 scheme | Changing me  Year 3 scheme  Year 5 scheme |