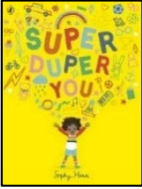
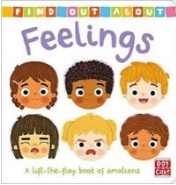
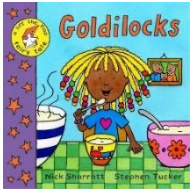
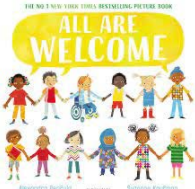
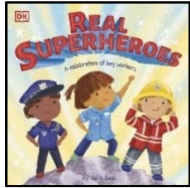
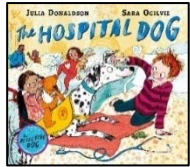
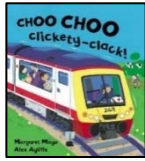
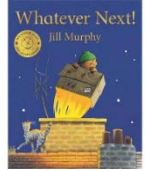
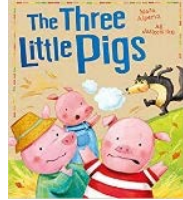
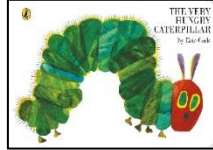
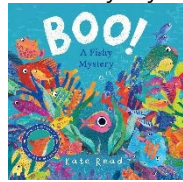
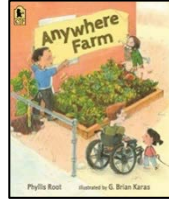
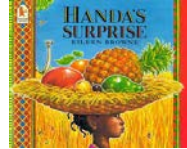
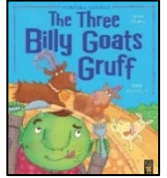
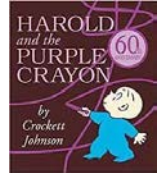
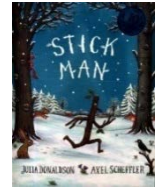


St Paul's Way Primary: Curriculum Map

Nursery

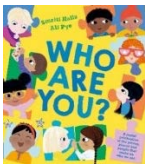
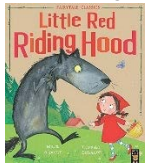
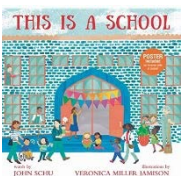
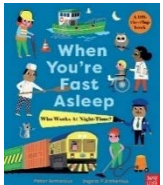
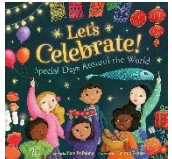
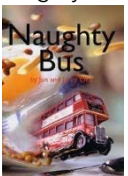
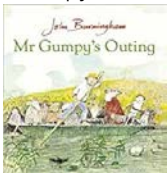
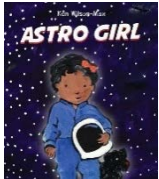
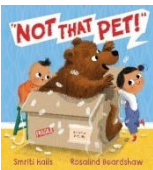
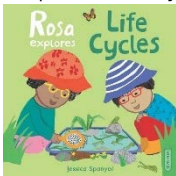
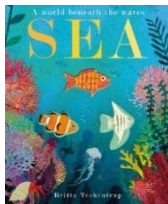
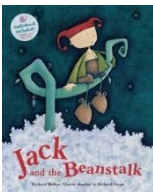
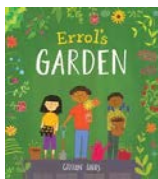
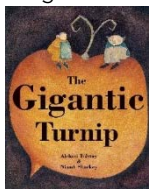
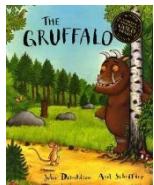
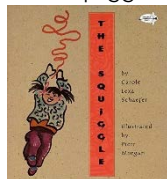
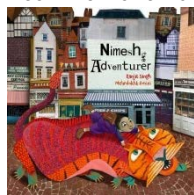
	Autumn 1 All About Me	Autumn 2 Communities and Celebrations	Spring 1 Journeys and Adventures	Spring 2 Amazing Animals	Summer 1 Growing and Food	Summer 2 Let's Imagine
Core Texts	Super Duper You  Feelings  Goldilocks 	All Are Welcome  Real Superheroes  The Hospital Dog 	Choo Choo Clickety Click!  We're Going On a Bear Hunt  Whatever Next! 	The Three Little Pigs  The Very Hungry Caterpillar  Boo! A Fishy Mystery 	Anywhere Farm  Handa's Surprise  The Gingerbread Man 	Three Billy Goats Gruff  Harold's Crayon  Stick Man 
Celebrations, Festivals and Seasons	Harvest Festival Autumn	Bonfire Night Diwali Hanukkah Christmas EYFS Winter Performance	Lunar New Year Winter	Mothers/Superwoman Day Easter Ramadan Eid	Fathers/Superman Day Eid Spring	Summer
Phonics 	Phonological Awareness - Preparation for RWI	Phonological Awareness - Preparation for RWI	Phonological Awareness - Preparation for RWI	RWI Set 1 Speed Sounds	RWI Set 1 Speed Sounds	RWI Set 1 Speed Sounds

St Paul's Way Primary: Curriculum Map

Indoor Role Play Area	Home Corner: Enhanced with photos of families and self portraits, mirrors, and self-dressing/self-care items e.g. toothbrush, hair brush. Last 2 weeks of half term: enhanced to be Three Bear's House with porridge, bowls.	Home Corner: Enhanced with items relating to celebrations children are learning about. Throughout the term add more real-world items to the home corner.	Home Corner: Enhanced with items relating to celebrations children are learning about. Last 2 weeks of half term: enhanced to support children retelling Whatever Next story - boxes, colander and other items Little Bear used.	Animal Hospital: Children to have a range of soft animals and veterinary role play items.	Café/Restaurant: Throughout the term add vegetables, fruit, baked good toys to support children's language related to core texts.	Children's Interest: Role Play area to build on children's interests relating to 'Let's Imagine' topic.
Outdoor Role Play	Dolls Dressing Up Shop/Hair dressers Doctors Surgery	Police Station Fire Fighters Post Office	Airport Train/Bus Rocket/Space Station	Farmyard Safari Jeep	Vegetable Market/Fruit Stall Garden Centre	Camping Billy Goat's Gruff Bridge
Maths (Daily maths also includes counting, calendar and days of the week, and exploring through continuous provision)	Recite numbers past five. Subitise up to three using different representations.	Say one number for each item in order: 1,2,3,4,5. Compare quantities of objects.	Size, length, weight and capacity. Discuss routes, positions and locations. 2D and 3D shapes. Recite numbers to 10.	Patterns. Link numerals and amounts. Link the numeral with its cardinal number value. Counts objects, actions and sounds.	Subitise up to 5. Solve real world mathematical problems with numbers up to 5. Represent numbers to 10 (e.g. fingers, counting bears, Numicon).	Use and understand positional language. Begin to sequence familiar events. Count beyond 10. Experiment with making their own marks to represent numbers and symbols.
Core Songs and Rhymes	Heads, Shoulders, Knees and Toes 1,2, Buckle My Shoe 10 in a Bed If You're Happy and You Know It Goldilocks Song	Five Little Firefighters Rat A Tat Tat Here Comes the Postman Humpty Dumpty Miss Polly Had a Dolly	London Bridge The Bear went over the mountain Teddy Bear, Teddy Bear, Turn Around The Wheels on the Bus Five Little Men in A Flying Saucer	Incy Wincy Spider Kookaburra Old McDonald's Farm Hickory Dickory Dock Five Little Ducks	Teddy Bears' Picnic I am the Baker Man Five Currant Buns	Mulberry Bush I Hear Thunder I am the Music Man I Can Sing a Rainbow

St Paul's Way Primary: Curriculum Map

Everyone To Enjoy Books	Avocado Baby Peepo! Ten In The Bed So Much Each Peach Pear Plum Peace at Last! Come to school too, Blue Kangaroo! Hugless Douglas goes to Little School	All Join In How Many Legs? Oi Frog! Kipper's Toybox The Blue Balloon One Smiling Grandma: A Caribbean counting story Mog The Forgetful Cat	The Train Ride The Wheels on The Bus Dig, Dig Digging Ten Friendly Fish Simon Sock The Ugly Duckling	Brown Bear, Brown Bear, What do you see? Farmyard Hullabaloo Commotion in the Ocean Rosie's Walk Little Red Hen Old Mcdonald Had A Farm The Pig in the Pond A Squash and A Squeeze The Lion Inside Grumpy Frog	Titch Jasper's Beanstalk In Wiggly's Garden Supertato Biscuit Bear The Shopping Basket Handa's Hen	Zog Harry and The Bucketful of Dinosaurs The Wonder The Adventures of Mrs Pepperpot Ten Little Dinosaurs
Trips and Visitors	Teddy Bears' Picnic in School Playground	Visit from a school hero: Our caretaker Visit from a local hero: police officer or nurse Firemen Visit	Welly Walk / Bear Hunt	Zoo Lab visit	Local Shop	Perform for all theatre show

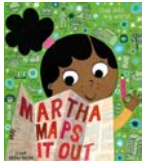
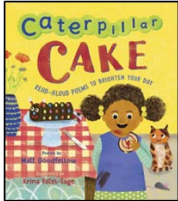
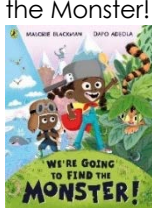
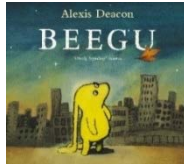
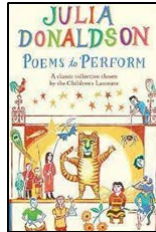
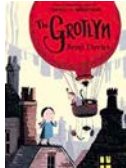
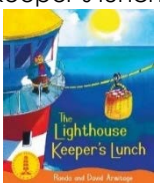
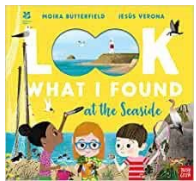
Reception						
	Autumn 1 All About Me	Autumn 2 Communities and Celebrations	Spring 1 Journeys and Adventures	Spring 2 Amazing Animals	Summer 1 Growing and Food	Summer 2 Let's Imagine
Core Texts	Who Are You?  Funny Bones  Little Red Riding Hood 	This Is A School  When You're Fast Asleep  Let's Celebrate: Special Days Around The World 	Naughty Bus  Mr Gumpy's Outing  Astro Girl 	Not That Pet!  Rose Explores Life Cycles  Sea 	Jack and the Beanstalk  Errol's Garden  The Gigantic Turnip 	The Gruffalo  The Squiggle  Nimesh the Adventurer 
Celebrations, Festivals and Seasons	Harvest Festival Autumn	Bonfire Night Diwali Hanukkah Christmas EYFS Winter Performance	Lunar New Year Winter	Mothers/Superwoman Day Easter Ramadan Eid	Fathers/Superman Day Eid Spring	Summer
Phonics	At St Paul's Way Primary, we use the Read, Write, Inc. phonics programme to teach word reading and spelling. Our children begin daily RWI lessons from early in the Autumn Term.					
Indoor Role Play Area	Doctor's Surgery	Police Station	London City Airport	Pet Shop	Supermarket/ Restaurant	Gruffalo's Den

St Paul's Way Primary: Curriculum Map

Outdoor Role Play	Home Corner Local Shop	Christmas Toy Shop Fire Station Post Office	Rocket Ship Space Station	Farmyard Zoo	Garden Centre	Boat/Ship
Writing Opportunities	Name Writing Labelling bodies Labelling pictures of families Naming items in the home. Using language to describe self (self-portraits).	Speech bubbles (teachers and adults in school). Adding captions (jobs and people who help us). Writing words to represent celebrations (e.g. firework night, Diwali) Celebration cards. Labels for parcels (post office).	Describing the bus. Sequencing and writing sentences in order – Naughty Bus, and Mr Gumpy's Outing. Non-Fiction writing – facts about Mae Jemison and/or space. Postcards from journeys.	Descriptions of pets and animals - Write sentences Non-Chronological report about animals (diet, habitat etc). Life cycle explanations. Marine animals – writing questions.	Retelling a traditional tale – Jack and the Beanstalk, the Gigantic Turnip. Character description – Giant. Instructions – how to plant a seed. Describing a vegetable.	Character descriptions. Innovating own adventure stories.
Maths (Following White Rose Maths and supplemented with NCETM Mastering Number resources).  	Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns	Representing and comparing 1,2 and 3 Circles and triangles Counting four and five Four sided shapes One more and one less Spatial awareness (positional language)	Number bonds within 5 (Five frames) Number bonds within 5 (Part-whole models) Counting 6,7 and 8 Counting 9 and 10 Comparing groups up to 10 Adding (combining two groups to find the whole)	Length, height and distance Weight Number bonds to 10 (Ten frames) Number bonds to 10 (Part-whole models) Subtraction Subtraction number facts	Building and identifying numbers beyond 10 Doubling amounts Sharing and grouping Odd and even numbers Volume and capacity Recalling number bonds within 10	Adding by counting on Taking away by counting back 3D shapes Composing and decomposing shapes Time Spatial reasoning (maps)
Core Songs and Rhymes	When I was 1, I sucked my thumb Days of the Week Months of The Year Don't Forget to Say Thank You	Christmas songs? On Bonfire Night	Pussy Cat, Pussy Cat Row, Row, Row Your Boat It's Raining, It's Pouring Knock, Knock, Let Me In	Down In the Jungle Animal Fair Tiny Caterpillar on a Leaf The One, Two, Three, Four, Five Ants Go Marching	Cauliflowers Fluffy Mary Mary Quite Contrary I'm a Little Teapot	Gruffalo Song Hey Diddle Diddle
RE	Which places are special and why? Expressing	Which times are special and why? Expressing	Which stories are special and why? Believing	Which people are special and why? Believing	Where do we belong? Living	What is special about our world? Living
PE		Fundamental Skills: Unit 1	Dance: Unit 1	Games: Unit 1	Gymnastics: Unit 1	Ball Skills: Unit 1
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

St Paul's Way Primary: Curriculum Map

Additional Reading Texts	On The Way Home Once There Were Giants Hair Love Can't You Sleep, Little Bear? Town Mouse and Country Mouse The Colour Monster The Colour Monster goes to School	The Jolly Postman Burglar Bill Cops and Robbers A Snowy Day Meerkat Mail The Snowman Our Class is a Family Peep Inside at Nighttime	Emma Jane's Aeroplane You Can't Take an Elephant on the Bus Oi, Get Off Our Train! Look Inside Things That Go Mr Gumpy's Motor Car The Green Ship Alien's Love Underpants Way Back Home The Runaway Wok – a Chinese New Year Tale Look Up! Laika: Astronaut Dog Bob: Man on the Moon Oh! The Places You'll Go!	Elmer The Mixed-Up Chameleon How to Hide A Lion Library Lion The Bad-Tempered Ladybird Superworm What the Ladybird Heard Hairy McClary From Donaldson's Dairy The Great Pet Sale Cat In The Hat Tiddler	The Smartest Giant in Town Oliver's Vegetables The Old Woman and the Red Pumpkin (A Bengali Folk Tale) Dim Sum for Everyone Mr Wolf's Pancakes Sam Plants A Sunflower Ten Seeds Pumpkin Soup	Stick Man Where the Wild Things Are Gruffalo's Child The Dinosaur Department Store Dear Dinosaur Room on the Broom Charlie Cook's Favourite Book Where is the dragon?
Trips and Visitors	Visit from a Nurse/Doctor/ Dentist	Visit from a Firefighter/Police Officer	Museum of London Docklands: Mudlarks	Mudchute Farm: Farm Tour	Stepney City Farm: Plants, Food and Growing Local Mosque: Learning About Eid	Discovery Story Centre, Stratford Perform for all theatre show

Year 1							
		Autumn 1 Toys and Animals	Autumn 2 I Live in London!	Spring 1 I Live In London! (Continued)	Spring 2 Explorers	Summer 1 & Summer 2 Where In the World?	
English	Core Texts	Martha Maps it Out  The Lost Property Office  The Little Red Hen 	In Every House, On Every Street  Thank you, Omu  Caterpillar Cake 	The Queen's Hat  We're Going to Find the Monster! 	Beegu  Julia Donaldson: Poems to Perform 	Imelda and the Goblin King  Goblins and How to Trap Them  The Grotlyn 	The Light House Keeper's lunch  Look What I Saw At the Seaside 
	Writing	NF: Series of descriptions about journeys and places F: Retell of original F: Own lost toy story To inform NF: Lost toy poster F: Innovate the story	NF: Information writing about rooms we live in NF: Class school information brochure: In Our School on '....' Street/Road F: Retell NF: Description of favourite dish (food)	F: Description F: Own story F: Caption writing F: Own journey story	F: Own Story - create own Alien Character and where it goes NF: Letters to Beegu P: Choral performance	F: Letter retelling the events of saving the Fairy Queen NF: Ways to teach the goblin king how to share and how to be kind to others. NF: Write Policeman Vickers' police	F: Retell NF: Letter of advice to the Fisherman F: The Lighthouse Keeper's Bad Day NF: Recount about trip to the seaside NF: seaside information booklet

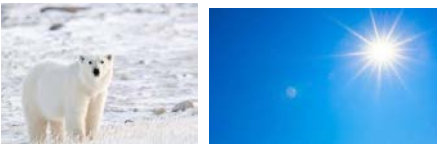
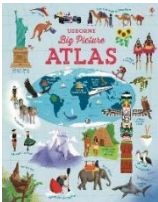
St Paul's Way Primary: Curriculum Map

		NF: Instructions to make bread	P: Performance Poetry P: Composing own poems.			report about the strange happenings that are taking place in the town.	
	Phonics 	At St Paul's Way Primary, we use the Read, Write, Inc. phonics programme to teach word reading and spelling. Our children begin daily RWI lessons from early in the Autumn Term.					
	Grammar	Simple sentences Present tense Prepositions Series of sequenced sentences Begin to use 'and' to join ideas Past tense Prepositions Sequencing language Description	Begin to use 'and' to join ideas Past tense Prepositions Sequencing language Description Series of sequenced sentences Future tense Verbs Vocabulary development Suffix -s or -es	Past tense Using 'and' to join ideas Prepositions Description Sequencing language Suffix -s or -es Prefix un-	Present tense Future tense Using 'and' to join ideas Prepositions Description Suffix -s or -es Prefix un- Vocabulary development	Past tense Using 'and' to join ideas Prepositions Sequencing language Description Present tense Command sentences Using 'and' to join ideas Prefix un- Past tense Using 'and' to join ideas Prepositions Sequencing language	Present tense Coordinating conjunctions – link ideas with 'and' Adverbs/adverbials of place – say where the subject of the report is located Prepositions – add detail to nouns with 'under', 'around', 'next to', 'above' and 'with'
	Punctuation	Full stops capital letters	Full stops capital letters	Full stops capital letters	Full stops capital letters	Capital letters and full stops Capital letters for proper nouns Full stops and capital letters	Capital letters and full stops Capital letters for proper nouns
	Handwriting 	Correct sitting position, pencil grip, letter families (curly caterpillar, ladder, robot, zigzag)	Lower-case letter formation and orientation	Capital letters and numbers 0-9	Relative letter size and spacing between words	Fluency in forming all letters and simple words	Independent application in writing tasks End of Year 1 expectation: correctly formed letters, capitals and digits,

St Paul's Way Primary: Curriculum Map

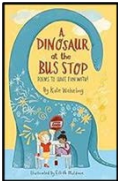
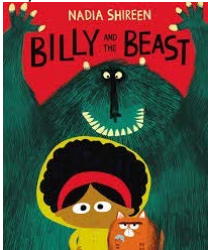
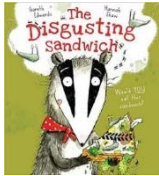
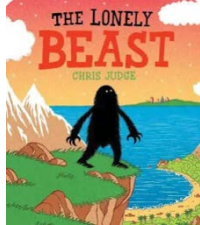
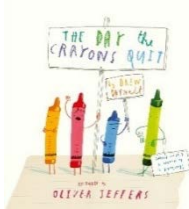
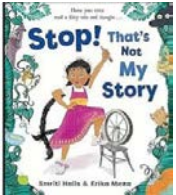
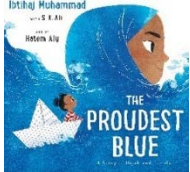
							with appropriate spacing.
	Reading	- develop pleasure in reading, motivation to read, vocabulary and understanding of texts - understand both books they can already read accurately and fluently and those they listen to by: inferring, correct inaccurate word read, discussing the significance of titles and events, making predictions. - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them					
	Reading for Pleasures/Class Novel	Poems about Toys and Animals Dogger How to Wash A Woolly Mammoth Toys in Space Arlo: The Lion Who Couldn't Sleep The Fish Who Could Wish The Tiger Who Came to Tea The Rainbow Bear The Penguin Who Wanted To Find Out	Martha Maps It Out You Can't Take An Elephant On the Bus Ruby's Worry Shirley Hughes: Out and About Mr Armitage on Wheels Kind The Neighbourhood Surprise You Matter Wild	I Want My Hat Back The Hat Full of Secrets Cycle City The Lost Property Office All Through The Night Hats of Faith All Aboard The London Bus	Cinnamon Rapunzel George and The Dragon Look Inside A Castle The Castle The King Built The Princess And The Pea Anita and The Dragons Bloom The Extraordinary Gardener Tree	Yokki and the Parno Gry Katie Morag Island Stories Anna Hibiscus Once Upon A Raindrop The Storm Whale Sally And The Limpet Above and Below: Sea and Shore	Numenia and the Hurricane Around The World in 80 Days The Great Explorer Big City Atlas Dear Earth Lost and Found The Enormous Crocodile
Maths	Maths Fluency 	To recall number bonds to 6	To recall doubles and halves of numbers to 10	To recall number bonds to 10. To recall number bonds of each number to 10.	To add 0 or 1 to a number. To add 2 to a number fluently.	To recognise odd and even numbers to 20. To count in 2s to 20 To count in 10s to 100. To count in 5s to 50.	To know doubles to 5. To recognise odd and even numbers.
	Maths  	Place Value within 10 Addition and Subtraction within 10	Geometry: Shape Place Value within 20. Addition and Subtraction within 20.	Place Value within 50. Number consolidation. Measurement: Length and Height.	Measurement: Weight and Volume. Multiplication and Division.	Multiplication and Division consolidation. Fractions. Geometry: Position and Direction.	Number: Place Value within 100. Measurement: Money. Measurement: Time.
Science		On Safari: <i>How can we group and sort animals?</i>	Ourselves and Senses: <i>How do I hear, see, smell, taste and feel?</i>	Materials and Making:	Plants <i>How can we group and sort plants?</i>	Hot and Cold: <i>How do explorers survive in extreme climates?</i>	

St Paul's Way Primary: Curriculum Map

		Identify, name, describe, and compare a variety of common animals. Identify and name a variety of carnivores, herbivores and omnivores. 	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	What materials should we use to build a den? Distinguish between object and the material it is made from. Identify and name everyday materials. Describe the properties of everyday materials. Compare and group materials by their physical properties. 	Identify and describe the basic structure of common plants, including flowering and non-flowering plants. 	Identify and name a variety of everyday materials, describe their simple properties, compare and group based on their properties. Identify name, describe and compare a variety of omnivores, carnivores and herbivores. 	
		Seasonal Changes: Observe changes; observe and describe weather associated with the seasons and how day length varies.					
Humanities	History & Geography	Toys Throughout Time: <i>What did children play with in the past?</i> Changes within living memory. 	Our Local Area: <i>Where do I live and what is around me?</i> Human and physical geography, geographical skills and map work. 	British Monarchs: <i>Who is the Royal Family and why are they significant?</i> Changes within living memory. Significant historical events, people and places in their own locality. 	Explorers: Ibn Battuta <i>Who was Ibn Battuta and what did he explore?</i> Changes beyond living memory. Significant individuals and people/places in their own locality. 	UK Case Study: Southend <i>Would you like to visit or live by the seaside?</i> Human and physical geography, map work, comparing localities. 	The Continents and Oceans: <i>Where do we live in the world?</i> The seven continents and five oceans (core knowledge). 

St Paul's Way Primary: Curriculum Map

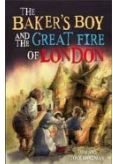
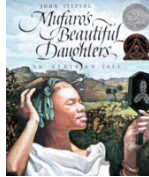
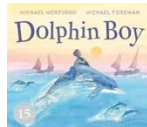
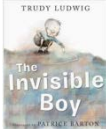
RE		How and why do we celebrate special and sacred times? Expressing		What makes some places sacred? Expressing		Who is a Christian and what do they believe? Believing	What does it mean to belong to a faith community? Living
PSHE 		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE		Indoor: Gymnastics	Outdoor: Ball Skills	Indoor: Dance	Outdoor: Net and Wall	Outdoor: Fitness	Outdoor: Athletics
Computing		Technology Around Us	Digital Painting	Moving A Robot	Grouping Data	Digital Writing	Programming Animations
Creative Arts	Art and Design Design and Technology	Mechanisms: Toy Car	Colours: Painting, Sketching	Mechanisms: Castles	Clay: moulding	Sewing: Skill based learning	Textiles: Summer Bags
	Music 	Introducing Beat: How can we make friends when we sing together?	Adding Rhythm and Pitch How does music tell us stories about the past?	Introducing Tempo and Dynamics How does music make the world a better place?	Combining Pulse, Rhythm and Pitch How does music help us to understand our neighbours	Having Fun With Improvisation What songs can we sing to help us through the day?	Explore sound and Create A Story How does music teach us about looking after our planet?
Educational Visits and Trips		Stepney City Farm And Young V&A Museum	Local Area Walk	Tower of London	Soanes Centre: Plant Life	St Dunstan's Church: Learning about Faith Communities and identifying similarities and differences between Special Places	Southend on Sea

Year 2							
		Autumn 1 Voyages	Autumn 2 Fire, Fire!	Spring 1 Buildings and Beasts	Spring 2 World Adventure	Summer 1 World Adventure (Continued)	Summer 2 Nurses and Bodies
English	Core Texts	The Crow's Tale  Coming To England 	Mary and the Great Fire of London  The Great Fire of London  A Dinosaur at the Bus Stop 	Billy and The Beast  The Disgusting Sandwich 	The Lonely Beast 	The Day the Crayons Quit  The Magic Paintbrush 	Stop! That's Not My Story  The Proudest Blue  Trip to the Museum Recount 
	Writing	F: Contrasting descriptions about the Rainbow Crow NF: Write own tale	F: Retell of Mary F: Own story NF: Non-chronological report	F: Character description of Billy and Beast F: Retell of story F: Own version	F: Character description F: First person recount of events NF: Letter to mayor	NF: Own letter of complaint F: Write own tale	F: Write own tale NF: Letter of advice NF: Recount of school trip – Museum

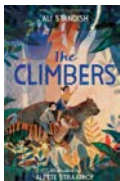
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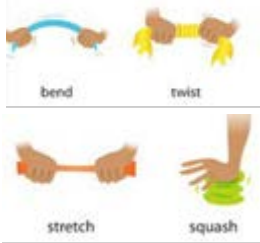
		F: Conversation between the sun and crow F: Retell the tale NF: Voyage Entry NF: Expectation Vs Reality NF: Hurt to Determination	P: Own poetry	To inform NF: Recipe 'How to Make 'X's' disgusting sandwich' NF: Advert for disgusting sandwich – short piece	To entertain F: Own beast journey story		
	Phonics 	At St Paul's Way Primary, we use the Read, Write, Inc. phonics programme to teach word reading and spelling. In Year 2, most pupils will have finished the RWI programme and will be reading the Reading Texts listed below (see Reading section).					
	Grammar	Correct tense Using 'and', 'but' to join ideas Begin to use subordinating conjunctions Sequencing language Prepositions Description Prefix un- Simple sentences Consistent use of past tense Expanded noun phrase Past progressive tense Coordinating conjunctions Apostrophes Adverbs/adverbials of time– say when the subject of the report carries out an action	Past tense Progressive past tense Using 'and' to join ideas Using subordinating conjunctions Prepositions Expanded noun phrase Asking questions Vocabulary development	Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Sequencing language Prepositions Description Prefix un- Different sentence functions Present tense Range of conjunctions Expanded noun phrases Description ly (adverb)	Series of sequenced sentences Past/present tense Using 'and', 'but' to join ideas Using subordinating conjunctions Sequencing language Prepositions Expanded noun phrase	Series of sequenced sentences Correct tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Suffix: -ness, -ful, -less, -ment, -ly	Series of sequenced sentences Correct tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Suffix: -ness, -ful, -less, -ment, -ly
	Punctuation	Full stops capital letters Commas in a list Question marks Exclamation marks	Full stops capital letters Commas in a list Exclamation marks	Full stops and capital letters Punctuation apostrophe singular possession Exclamation mark	Full stops and capital letters Commas in a list Apostrophe for contraction Apostrophe for singular possession	Full stops and capital letters Commas in a list Apostrophes for singular possession Apostrophes for omission	Full stops and capital letters Commas in a list Apostrophes for singular possession Apostrophes for omission

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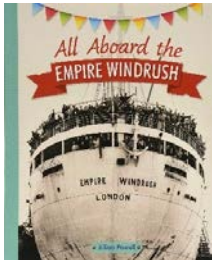
								Apostrophes for singular possession	Apostrophes for singular possession	
Handwriting	Revision of formation and spacing	Introduction to entry and exit strokes	Diagonal joins to letters without ascenders	Diagonal joins to letters with ascenders	Horizontal joins and common digraph joins	Joined writing in sentences and across curriculum		End of Year 2 expectation: begin using the diagonal and horizontal strokes needed to join letters.		
Spelling	The or sound spelt a before l or ll. Soft c sound. Adding the suffix –y. Homophones. Adding the suffix –ly.	The n sound spelt kn and gn. The igh sound spelt y. Adding the suffix ing. Homophones. The j sound.	Contractions. The o sound spelt a after w and qu. Adding the suffix ed. The u sound spelt o, and the or sound spelt ar after w.	Possessive apostrophes. The r sound spelt wr. Adding the suffixes er or est. Homophones. The ee sound spelt ey. Adding the suffix –ness.	Words ending in il. Words where s makes the zh sound. Words ending in le, el and al. Homophones. The ir sound sound or after w.	Adding the suffix ful, less, ment, tion, es. Contractions and apostrophes. Possessive apostrophes.				
Reading Texts	The Owl Who was Afraid of the Dark	The Baker's Boy and the Great Fire of London	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
			The Finger Eater	The Tear Thief	Mufaro's Beautiful Daughter	Non-Fiction Extracts	Dolphin Boy	Fantastic Mr Fox	Invisible Boy	Sohal Finds a Friend
										

St Paul's Way Primary: Curriculum Map

	Reading for Pleasure/Class Novel	Just So Stories Aesop's Fables The Big Book of Bugs Ravi's Roar Thinker: Mu Puppy Poet and Me Gorilla	Aziza's Secret Fairy Door 	The Night Before Christmas Here comes Jack Frost Woolf The Elephant's friend and other stories from Ancient India A Caribbean Dozen Little Miss Pepperpot and other stories	The Climbers 	Tadpole's Promise Elliot, Midnight Superhero Ramadan Moon Nobody owns the sky Fast cat – The Wright. Brother's first flight Counting with Katherine The Puffin Book of Utterly Brilliant Poetry	The Hodgeheg 
	Reading	- develop pleasure in reading, motivation to read, vocabulary and understanding of texts - understand both books they can already read accurately and fluently and those they listen to by: drawing on their background knowledge, checking text makes sense as they read, making inferences, asking and answering questions and making predictions. - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain clearly their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves.					
Maths	Maths Fluency 	To recite the numbers to 100 in order. To recall the number bonds to 10.	To recall the number bonds to 20. To recall double and halves of numbers to 20. To recall near doubles to 10.	To know the multiplication and division facts for the 2x tables. To use number bonds to ten to bridge and compensate	To know multiplication and division facts for the 10x tables.	To know multiplication and division facts for the 5x tables.	To count in threes to 36. To start to learn the multiplication facts for the 3x tables.
	Maths  	Number: Place Value Number: Addition and Subtraction	Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics	Number: Fractions Geometry	Measurement: Length and Height Geometry: Position and Direction	Measurement: Time Measurement: Mass, Capacity and Temperature.
Science		Materials <i>What if the world was made out of chocolate?</i> Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects	Living Things and Their Habitats: <i>What makes something living?</i> Compare things that are living, dead, and have never been alive. Name a variety of animals and	Move It! (Forces): <i>How can humans use and change materials?</i> Identify and compare the suitability of a variety of everyday materials for particular uses.	Plants <i>What if there were no plants in the world?</i> Observe and describe how seeds and bulbs grow into mature plants. Name a variety of plants, including in microhabitats.		Healthy Me <i>How do I keep myself safe and healthy?</i> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

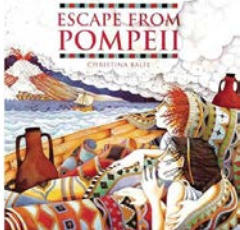
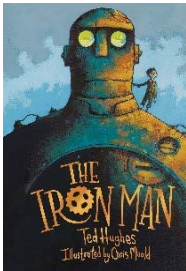
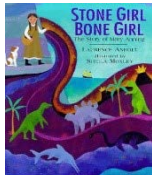
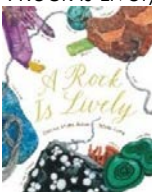
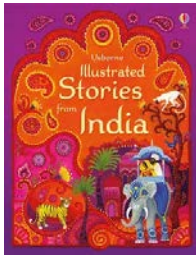
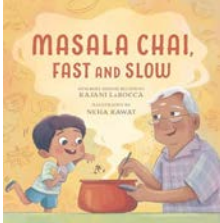
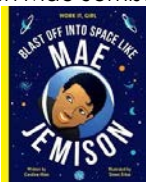
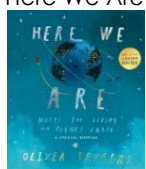
	made from some materials can be changed by squashing, bending, twisting and stretching. Explore and compare things that are living, dead, and have never been alive. 	habitats. Describe basic needs of animals for survival. Identify adaptations, describe how habitats provide basic needs, and explain how living things depend on one another. Describe how animals obtain food (food chains). Identify food sources. Notice that animals have offspring which grow into adults. 	Find out how shapes of objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Explain how living things depend on one another. 	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 
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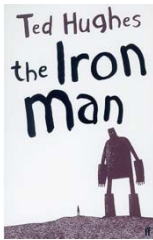
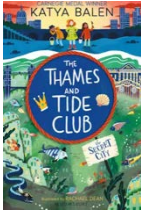
Humanities	History & Geography	The Empire Windrush: <i>How have different families helped to build Britain?</i> Changes within living memory. Aspects of change in national life. 	The Gunpowder Plot/ Great Fire of London: <i>What was life like in the 17th century?</i> Events beyond living memory. Significant historical events and people in their own locality. 	Brunel's Britain: <i>Was Brunel a genius?</i> Changes beyond living memory. Significant individuals and people/places in their own locality. 	Case Study: The Gambia <i>What can we learn about ourselves from studying other places?</i> Identify similarities and differences (human and physical geography) of area in a non-EU country. Name and locate the world's 7 continents and 5 oceans. 	Case Study: Bangladesh <i>How does Bangladesh's physical geography shape how people live?</i> Name, locate and identify countries and capital cities of the UK and surrounding seas. Identify similarities/ differences of area in a non-EU country. 	Nurturing Nurses: <i>How were Mary Seacole's and Florence Nightingale's experiences of nursing different?</i> Changes beyond living memory. Significant individuals. 
	RE	Who is a Muslim and what do they believe? Believing	What can we learn from sacred books? Believing	Who is Jewish and what do they believe? Believing	How should we care for others and the world, and why does it matter? Living		
PSHE 		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE		Indoor: Fitness	Outdoor: Athletics	Outdoor: Net and Wall	Indoor: Dance/ Gymnastics	Outdoor: Striking and Fielding Games	Outdoor: Football
					Swimming		
Computing		IT Around Us	Digital Photography	Pictograms	Robot Algorithms	Making Music	Introduction to Quizzes
Creative Arts	Art and Design, Design and Technology	Sewing: Pouches	Colour: Painting Animals	Structures: Brunel's Bridges and Tunnels	Clay: Tiles Skills	Food: Cooking & nutrition Kite making	Clay: Lamp
	Music 	Exploring Simple Patterns: How does music help us to make friends?	Focus on Dynamics and Tempo	Exploring Feelings Through Music	Inventing A Musical Story	Music That Makes You Dance What does music make us happy?	Exploring Improvisation How does music teach us about

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			How does music teach us about the past?	How does music make the world a better place?	How does music teach us about our neighbourhood?		looking after our planet?
Educational Visits and Trips	London Transport Museum	Guildhall Art Gallery: Fire Fire Workshop		Tower Bridge	Synagogue	Camley Street Natural Park	Florence Nightingale Museum

Year 3							
		Autumn 1 The Stone Age	Autumn 2 The Romans	Spring 1 Cities & Urban Areas	Spring 2 Rocks, Soils and Fossils	Summer 1 Plants and Gardens	Summer 2 We Are Astronauts
English	Core Texts	Clerihews Clerihew The boy looked at the sky, Wondering what it's like to fly; He looked down to the ground, To see what he had found. Stone Age Boy 		My Life as a Goldfish  The Iron Man 	Stone Girl, Bone Girl  A Rock Is Lively 	Stories from India  Masala Chai 	Blast Off into Space with Mae Jemison  Here We Are 
	Writing	P: Own poetry F: Story writing (scene) F: Playscript writing	F: Descriptive writing F: Escape scene NF: Town Crier news update	P: Limericks NF: Diary NF: Persuasive speech/letter F: Prequel to The Iron Man	NF: Letter NF: Persuasive poster F: Own rags to riches tale NF: Non-Chronological report	F: Own traditional tale NF: Instructions	NF : Biography NF : Letter to inform
	Grammar	Different sentence functions Past tense Range of conjunctions Sequencing language	Different sentence functions Past tense Range of conjunctions Sequencing language	Different sentence functions Past tense Range of conjunctions Sequencing language Expanded noun phrases Grouping information into to paragraphing) Prefixes for nouns	Different sentence functions Past tense Range of conjunctions Sequencing language	Different sentence functions Fronted adverbials Past tense Range of conjunctions Expanded noun phrases	Conjunctions Compound sentences Paragraphing Fronted adverbials Present perfect tense Pronouns

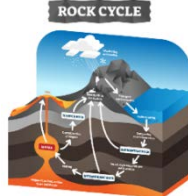
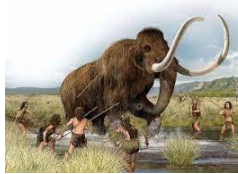
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		Expanded noun phrases Grouping information (intro to paragraphing) Prefixes for nouns	Expanded noun phrases Grouping information (intro to paragraphing) Prefixes for nouns	Bullet points Subheadings	Expanded noun phrases Grouping information (intro to paragraphs) Adverbials	Vocabulary development Imperative verbs	
	Punctuation	Apostrophes- singular possession Full stops Capital letters Exclamation mark	Apostrophes- singular possession Full stops Capital letters Exclamation mark	Exclamation mark Apostrophe- singular possession Full stops Capital letters	Speech marks Apostrophe-singular possession Full stops capital letters	Commas in lists, Apostrophes for possession/contraction Question marks Exclamation marks	Commas in a list Apostrophes for possession Question marks Exclamation marks
	Handwriting 	Review all four join types	Joins to ascenders and descenders	Identifying break letters and non-joins	Consistency of letter size and alignment	Writing longer passages using joined script	Developing speed without loss of accuracy End of Year 3 expectation: use joined handwriting consistently and accurately
	Spelling	Adding the prefixes <i>dis</i> and <i>in</i> . Adding <i>im</i> to root word beginning with <i>m</i> or <i>p</i> .	Adding the suffixes <i>ous</i> and <i>ly</i> . Words ending in <i>ture</i> . Homophones.	Adding <i>ation</i> to verbs. Words with the <i>c</i> and <i>sh</i> sound spelt <i>ch</i> . The short <i>i</i> sound spelt <i>y</i> .	Adding the suffixes – <i>ion</i> and – <i>ian</i> . Adding the prefix <i>re</i> . Homophones.	Adding the prefixes <i>anti</i> , <i>super</i> and <i>sub</i> .	Reviewing all spelling.
	Reading Texts	Extracts incl. Non-Fiction	The Iron Man 	Extracts incl. Non-Fiction	The Thames and Tide Club 	Extracts incl. Non-Fiction	Leonora Bolt 

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	Reading for Pleasure/Class Novel	What do you do with a problem? Animals behaving badly 1066 and before that: History poems Cave painting and the gold old stone age days Fantastically great women scientists and their stories The Snitterjipe A Midsummer Night's Dream playscript		Ilhan Omar – Amazing Muslims who changed the world Overheard on a saltmarsh Pictures in my head Black heroes Arlisha Norwood The train to impossible places Women of the skies The nothing to see here hotel		Stuart Little The Boy Who Grew Dragons I am the seed that grew the tree Sir Isaac Newton and the Apple Story Agen Asha – Mission Shark Bites	
	Reading	• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • develop positive attitudes to reading by: listening and discussing a range of text types; reading books structured in different ways and for a range of purposes; using dictionaries; increasing familiarity with myths and legends and retelling orally; identifying themes; preparing poems and scripts to read aloud and perform; discussing words and phrases that capture reader's interest; and recognise different forms of poetry. • understand what they read independently: checking the text makes sense, discussing understanding and meaning of words; asking questions; drawing inferences (characters' feelings, thoughts and motives from actions), justifying inferences with evidence; predicting from details stated and implied; identifying main ideas from more than one paragraph and summarising; identifying how language, structure, and presentation give meaning. • Retrieve and record information from non-fiction. • Participate in discussion about both books that are read to them and they can read for themselves, taking turns and listening to what others say.					
Maths	Maths Fluency 	To review counting in threes to 36. To fluently know the multiplication and division facts for the 2x, 5x and 10x tables - including missing numbers.	To fluently know the multiplication and division facts for the 3x tables - including missing numbers. To count in multiples of 4 to 12x 4. To derive how to count in multiples of 8.	To count in multiples of 4. To derive how to count in multiples of 8. To count in multiples of 8 to 12x8 in order from 0. To recall multiplication and division facts for the 4x tables	To recall multiplication and division facts for the 4x tables including missing numbers. To use number bonds to ten to bridge and compensate.	To fluently recall multiplication and division facts for the 2, 5, 10, 3, 4 and 8x tables in any order including missing numbers.	To count in 6s to 6x12 from 0, using multiples of 3 to support.
	Maths  	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication.	Number: Division. Measurement: Money	Statistics Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shapes Measurement: Mass and Capacity.

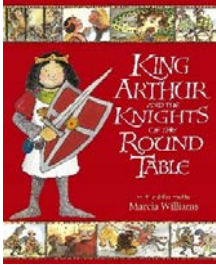
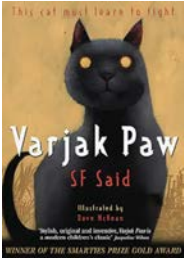
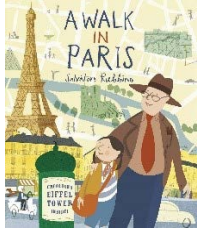
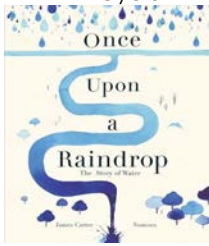
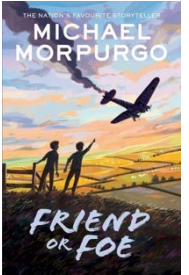
St Paul's Way Primary: Curriculum Map

Science		Mirror, Mirror (Light) <i>What is light?</i> - Recognise that we need light to see and that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and ways to protect our eyes. - Recognise that shadows form when a light source is blocked by an opaque object. - Find patterns in the way that the size of shadows change. 	Food and Our Bodies <i>How does our body make energy?</i> - Identify that animals, including humans, need the right types and amount of nutrition; they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	Opposites Attract (Forces and Magnets) <i>Can you see a force?</i> - Compare how things move on different surfaces. - Notice contact and non-contact forces. - Observe how magnets attract or repel each other and attract some materials and not others. - Group materials based on whether they are magnetic, and identify magnetic materials. - Describe magnets as having two poles - Predict whether magnets will attract or repel depending on which poles are facing. 	Rocks, Soils and Fossils <i>Why was Mary Anning such an inspirational lady?</i> - Compare and group together rocks (appearance and simple physical properties). - Describe in simple terms how fossils form when things that have lived are trapped within rock. - Recognise that soils are made from rocks and organic matter. 	Plants <i>Why do plants have pollen?</i> <i>Key Scientist: Wangari Maathai</i> - Identify and describe functions of different parts of flowering plants. - Explore requirements of plants for life and growth and how they vary between plants. - Investigate how water is transported within plants. - Explore the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	We Are Astronauts <i>What do scientists still not understand about the universe?</i> - asking relevant questions and using different types of scientific enquiries to answer them. - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 
Humanities	History & Geography	Stone Age to Iron Age <i>How did people create the first tools?</i> Changes in Britain from the Stone Age to the Iron Age. 	The Roman Empire <i>What does it mean to rule an empire?</i> The Roman Empire and its impact on Britain. 	Urban City Case Studies <i>What makes cities special?</i> Describe and understand key aspects of physical and human geography. 	Rural Areas Case Study <i>What threatens rural landscapes?</i> Describe and understand key aspects of physical and human geography. 	Global Trade <i>How has trade shaped the world?</i> Locate the world's countries, using maps (regions, physical and human characteristics, countries, and major cities) 	Local History: London Docklands <i>Why should we be proud of our local history?</i> A local history study. 

St Paul's Way Primary: Curriculum Map

	RE	What do people believe about God? Believing		Why do people pray? Expressing		Why is the Bible important to Christians today? Believing	What does it mean to be Christian in Britain today? Living
PSHE 		Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE		Outdoor: Outdoor Adventure and Activity (Orienteering)	Indoor: Gymnastics	Indoor: Dance	Outdoor: Cricket & Rounders	Outdoor: Football	Indoor: Athletics/ Fitness
		Swimming					
Computing		Computing Systems and Networks: Connecting Computers	Creating Media: Desktop Publishing	Creating Media: Animation (Iron Man)	Data and Information: Branching Databases	Programming A: Sequence in Music	Programming B: Events and Actions
Creative Arts	Art and Design Design and Technology	Textiles: Natural Dyes & Weaving Sewing	Painting: Van gogh	Design & Make: Mechanism Forces	Local Art – Graffiti and street art	Design & Make: Structures	Design & Make: Digital game
	Music 	Developing Notation Skills: How does music help bring us closer together?	Enjoying Improvisation How stories does music tell us about the past?	Composing Using Your Imagination How does music make the world a better place?	Sharing Musical Experiences How does music help us get to know our community?	Learning More About Musical Styles How does music make a difference to us everyday?	Recognising Different Sounds How does music connect us with our planet?
		Recorders					
Spanish 		Phonetics 1 I'm Learning Spanish (e) Aprendo Español	Phonetics 2 Seasons(e) Las Estaciones	Fruits Las frutas	Ancient British History La historia de la antigua Gran Bretaña	Phonetics 3 Little Red Riding Hood (e) Caperucita Roja	Phonetics 4 Vegetables Las verduras
Educational Visits and Trips		Creekside Discovery Centre: Stone Age Experience	British Museum: Romans	Science Museum: Feel the Force	Natural History Museum	Cutty Sark	Museum of London Docklands

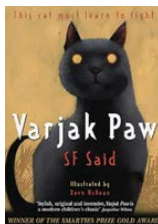
Year 4

		Autumn 1 The Anglo Saxons	Autumn 2 The Vikings	Spring 1 A Walk in Paris	Spring 2 The Water Cycle	Summer 1 & Summer 2 World War II	
English	Core Texts	King Arthur 	Varjak Paw 	A Walk in Paris  Kenning Poetry 	Rumaysa 	Once upon a Raindrop: The Water Cycle  Our Wartime Street 	Friend or Foe  Free Verse Poetry 
	Writing	NF: Playscript NF: Non-Chronological report NF: Instructions	F: New part of story (suspense scene) NF: Biography NF: Newsround report	NF: Persuasive Travel Brochure P: Kenning poems	F: Descriptive writing F: Own escape scene NF: Diary NF: Letter	NF: Explanation text NF: Non-Chronological report NF: Balanced argument	NF: Diary Entry NF: Newspaper report F: New part of story (dilemma) P: Wartime free verse poetry
	Grammar	Present tense Description Adverbs Conjunctions Conjunctions	Sentence boundaries and co-ordination Subordination Expanded noun phrases	Expanded noun phrases Use of 3	Sentence function Conjunctions Adverbs Prepositions Fronted adverbs	Expanded noun phrases Fronted adverbials Technical vocabulary Casual conjunctions	Expanded noun phrases Fronted adverbials Technical vocabulary Casual conjunctions

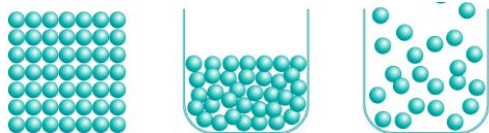
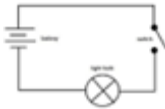
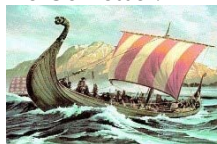
St Paul's Way Primary: Curriculum Map

		Fronted adverbials Consistent tense Expanded noun phrases Sentences with different functions Present perfect tense Subordinating conjunctions Standard English	Adverbials Noun/pronoun cohesion and precision Past tense Standard English Paragraphing Present perfect tense	Sentences with different functions- questions, commands Standard English	Expanded noun phrases with modification Correct use of tense Range of verb forms Use paragraphs Pronoun for cohesion	Prepositional phrases Editing for consistency and clarity Present tense Subordinating conjunctions Conjunctions for explanation Adverbials for time and manner Presentation and layout of explanation texts Paragraphing Rhetorical questions Conjunctions First person pronouns Past tense Varied sentences (simple, compound and complex)	Prepositional phrases Editing for consistency and clarity Present tense Subordinating conjunctions Conjunctions for explanation Adverbials for time and manner Presentation and layout of explanation texts Paragraphing Rhetorical questions Conjunctions First person pronouns Past tense Varied sentences (simple, compound and complex)
	Punctuation	Brackets Exclamation marks Commas after fronted adverbials	Plural/possessive apostrophes Direct speech	Exclamation marks Commas in a list Apostrophes for plural possession	Use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech	Punctuation for effect Mostly correct use of punctuation (Y3/4)	Punctuation for effect Mostly correct use of punctuation (Y3/4)
	Handwriting 	Consolidation of all joins	Parallel downstrokes and even spacing	Consistent slant and letter proportions	Layout and presentation skills	Increased writing speed	Sustained joined handwriting across subjects End of Year 4 expectation: legible, consistent handwriting with appropriate spacing
	Spelling	Adding the prefix mis- Revising un-, in-, dis- Words ending in -sure. The short u sound spent ou.	Adding the prefixes auto-, inter- Adding the suffix -ly. Homophones.	Words with ay sound spelt eigh, ei and ey. Words ending in -ous. Words with the s sound spelt sc.	Possessive apostrophes with plurals. Words ending in -sion. Adding il- and revising previous prefixes.	The c sound spelt que The g sound spelt gue Homophones. Adding ir- to words beginning with r.	Adding the suffix -ion. Recap and review.

St Paul's Way Primary: Curriculum Map

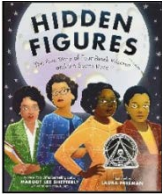
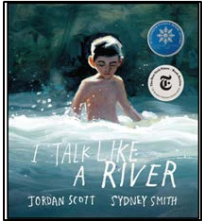
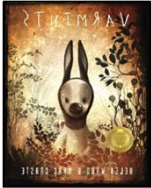
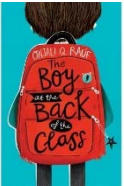
	Reading Texts	Varjak Paw 	Extracts incl. myths and legends	Rumaysa 	Extracts incl. Non-Fiction	Friend or Foe 	Extracts incl. Non-Fiction
	Reading for Pleasure/Class Novel	Operation Gadgetman Beowulf Race to the Frozen North The Animals of Farthing Wood The Borrowers Night Mail – WH Auden From a Railway Carriage		Walter Tull's Scrapbook I Am Not a Label The Ghost Teacher The Answer and The question (I heard it in the Playground) Food Production and Food intake What's Where in the World - DK		The Tempest The Elemental Detectives Alice's adventures in Wonderland The Wizard of Oz A House without Walls	
	Reading	• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • develop positive attitudes to reading by: listening and discussing a range of text types; reading books structured in different ways and for a range of purposes; using dictionaries; increasing familiarity with myths and legends and retelling orally; identifying themes; preparing poems and scripts to read aloud and perform; discussing words and phrases that capture reader's interest; and recognise different forms of poetry. • understand what they read independently: checking the text makes sense, discussing understanding and meaning of words; asking questions; drawing inferences (characters' feelings, thoughts and motives from actions), justifying inferences with evidence; predicting from details stated and implied; identifying main ideas from more than one paragraph and summarising; identifying how language, structure, and presentation give meaning. • Retrieve and record information from non-fiction. • Participate in discussion about both books that are read to them, and they can read for themselves, taking turns and listening to what others say.					
Maths	Maths Fluency	6 x Table	7 x Table	9 x Table 11 x Table	9 x Table 11 x Table	12 x Table	All Multiplication and Division Facts
	Maths 	Number: Place Value Number: Addition and Subtraction	Measurement: Length and Perimeter. Number: Multiplication.	Number: Division. Measurement: Area Number: Fractions	Number: Fractions Number: Decimals	Number: Decimals. Measurement: Money Measurement: Time	Statistics Geometry: Properties of Shape Geometry: Position and Direction

St Paul's Way Primary: Curriculum Map

Science		Living Things: <i>What makes humans and animals different?</i> - Recognise that living things can be grouped in a variety of ways. - Use classification keys to group, identify and name living things. - Recognise environment changes and dangers. - Construct and interpret food chains, 	Teeth and Eating: <i>How does our body turn food into energy?</i> - Describe the simple functions of the basic parts of the human digestive system. - Identify the different types of teeth in humans and their functions. 	States of Matter and Brilliant Bubbles <i>Why is water so amazing?</i> - Compare and group materials (solid, liquids or gases). - Observe that some materials change state when heated or cooled and measure or research temperatures for when this happens. - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Electricity <i>How do appliances work?</i> - Identify electrical appliances. - Construct a simple series circuit, identifying parts. - Identify whether a lamp will light in a simple circuit. - Recognise and use switches and recognise common conductors and insulators. 	Sound <i>What is sound and how does it travel?</i> - Identify how sounds are made and travel. - Find patterns between pitch and features of the object that produced it. - Find patterns between volume and the strength of vibration. - Recognise that sounds get fainter as distance from source increases. 
Humanities	History & Geography	Britain's Settlement by the Anglo Saxons and Scots <i>How did the Anglo-Saxons and Scots change life in Britain?</i> Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. 	The Viking and Anglo-Saxon Struggle for the Kingdom of England <i>What made the Vikings expert invaders?</i> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	France: Case Study <i>What is life like in a different European country?</i> Locate countries, regions, human/physical features and cities. Understand similarities and differences through studying Paris. Use maps, atlases, globes and digital mapping. 	The Water Cycle: <i>What would happen if the world ran out of water?</i> Describe and understand physical geography, including the water cycle. Use the eight points of a compass, four and six-figure grid references, symbols and keys. 	World War 2: <i>How did conflict change people's lives in London during WW2?</i> A local history study. A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. 

St Paul's Way Primary: Curriculum Map

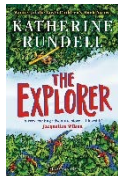
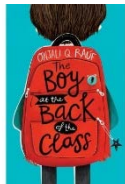
	RE	Why are festivals important to religious communities? Expressing	Why do some people think life is a journey and what significant experiences mark this? Expressing		What does it mean to be Hindu in Britain today? Living	Why is Jesus inspiring to some people? Believing	What can we learn from religions about what is right and wrong? Living
PSHE 		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE		Indoor: Gymnastics	Outdoor: Cricket/ Tennis	Indoor: Dance	Outdoor: Football	Outdoor: Outdoor Adventure and Activity (Orienteering)	Outdoor: Athletics/ Fitness
Computing		Computing Systems and Networks: The Internet	Creating Media: Audio Editing	Creating Media: Photo Editing	Data and Information: Data Logging	Programming A: Repetition in Shapes	Programming B: Repetition in Games
Creative Arts	Art and Design 	Fabric Artwork: Anglo-Saxon Tapestry	Design & Make: Viking Boats	Food Tech: Bread	Art: Light	Design & Make: Making an Electrical Torch	Colours: Painting, mixing, colour pallets
	Music 	Developing Notation Skills: How does music help bring us closer together? Glockenspiels	Enjoying Improvisation How stories does music tell us about the past?	Composing Using Your Imagination How does music make the world a better place?	Sharing Musical Experiences How does music help us get to know our community?	Learning More About Musical Styles How does music make a difference to us every4day?	Recognising Different Sounds How does music connect us with our planet?
Spanish 		Presenting Myself Me Presento	Intermediate Phonics La fonetica	In Class La clase	In The Cafe En la cafeteria	Goldilocks and the Three Bears Ricitos de oro y los tres osos	Do You Have a Pet? ¿Tienes una mascota?
Educational Visits and Trips		Soanes Centre: Pond Dipping and Classification	National Maritime Museum – The Vikings	National Gallery	Hindu Mandir	HMS Belfast	Imperial War Museum

Year 5							
		Autumn 1 The Shang Dynasty	Autumn 2 The Ancient Egyptians	Spring 1 Rivers	Spring 2 Brazil	Summer 1 Cities and their Challenges	Summer 2 Early Islamic Society: Baghdad
English	Core Texts	Senryu Poetry  Hidden Figures 	Secrets of A Sun King 	I Talk Like a River 	The Explorer 	Varmints (animation) 	The Boy at the Back of The Class 
	Writing	P: Senryu poems NF: Biography NF: Non-chronological report on space	F: New part of the story (using dialogue to advance the action) F: Diary Entry NF: Newspaper Report	F: Descriptive writing NF: A guide 'How to feel better on a bad day'	NF: Letter (recount) F: New part of the story	NF: Interview Transcript (interviewer and interviewee) F: Short story	F: Narrative (with dialogue to convey character and advance the action) NF: Persuasive speech
	Grammar	Passive voice Relative Clauses Standard English Brackets to punctuate parenthesis Expanded noun phrases relative clauses for setting	Prepositions Conjunctions Fronted adverbials Relative clause Paragraphs Dialogue Pronouns for cohesion Passive voice Formal language Modal verbs Parenthesis	Range of conjunctions Subordination Exp. Noun phrases Imperative verbs Adverbs of manner Adverbs of time Commas Parentheses	Expanded noun phrases Relative clause Fronted adverbials Precise vocabulary Parenthesis Varying sentence length Modal verbs Multiclaue sentences	Expanded noun phrases Parenthesis Relative clause Fronted adverbials Precise vocabulary Varying sentence length Modal verbs Multiclaue sentences Conjunctions	Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs Expanded noun phrases Preposition phrases Subordination

St Paul's Way Primary: Curriculum Map

		dialogue with action beats Varying sentence length powerful verbs Adverbials of time to sequence a life Past tense consistency Complex sentences Cohesive devices Past and present tense: simple, progressive, perfect Range of conjunctions			Conjunctions		Relative clauses Adverbs for possibility (perhaps, surely) Modal verbs (might, should, will, must)
	Punctuation	Accuracy in KS1/LKS2 punctuation expectations Brackets for parenthesis Commas to avoid ambiguity (lists and clauses)	Accuracy in KS1/LKS2 punctuation expectations Brackets for parenthesis Commas to avoid ambiguity (lists and clauses)	Commas to avoid ambiguity (lists and clauses) Apostrophes for possession (singular and plural)	Punctuation – brackets, commas and dashes.	Punctuation – brackets, commas and dashes. Commas to avoid ambiguity (lists and clauses)	Punctuation – brackets, commas and dashes. Commas to avoid ambiguity (lists and clauses) Semi colons and colons
	Handwriting 	Refining personal handwriting style	Efficient joins for speed	Writing at length while maintaining quality	Adapting handwriting for different purposes	Note-taking and quick writing styles	Consistent fluent cursive across the curriculum End of Year 5 expectation: fluent, legible handwriting with increased speed
	Spelling	Words with silent b. Words that contain -ough. Words ending in -ible and -able.	Words ending in silent letter t. Words ending in -ibly and -ably. Homophones.	Words ending in -ent and -ence. The ee sound spelt ei. Homophones.	Words ending in -ant, -ance and -ancy. Words ending in shus spelt -cious and -tious.	Words ending in shul spelt -cial and -tial.	Review all spelling.

St Paul's Way Primary: Curriculum Map

	Reading Texts	Secrets of A Sun King 	Extracts incl. myths and legends	The Explorer 	Extracts incl. Non-Fiction	The Boy at the Back of the Class 	Extracts incl. Non-Fiction
	Reading for Pleasure/Class Novel	Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greece Floodland The Road Not Taken The Witches Ground Breaking Scientists – Dr Maggie Aderin Pocock Heston's Craziest Recipes The First World War for Children		Treason Through the Water Curtain – introduction Refugee – Brian Bilston Wonder A Christmas Carol Night Encounter (The Woman in White)		Amazing Evolution: The Journey of Life The Cities Book – Lonely Planet The News Shed – The Fight for Equality High Flight The Hobbit Around the World in 80 days	
	Reading	• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • maintain positive attitudes to reading by: continuing to read and discuss a wide range of texts, reading books structured in different ways and for different purposes, increasing familiarity with texts including from other cultures and traditions, recommending books to peers with reasons, identifying themes and conventions in and across writing, making comparisons, learning poetry by heart, preparing poems to read aloud and perform with intonation. • understand what they read: checking the text makes sense, discussing understanding and meaning of words; asking questions; drawing inferences (characters' feelings, thoughts and motives from actions) and justifying with evidence; predicting from details stated and implied; summarise main ideas from more than one paragraph; identifying how language, structure, and presentation give meaning. • Discuss and evaluate how authors use language, including figurative language, considering impact on reader. • Distinguish between statements of fact and opinions. • Retrieve, record and present information from non-fiction. • Participate in discussion about both books that are read to them and they can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views.					
Maths	Maths Fluency	To fluently recall facts up to 12 x 12 in any order, including missing numbers and related division facts	To find the factor pair of numbers. To multiply and divide numbers mentally drawing on known facts.	To identify prime numbers to 20. To recall square numbers to 144 and their square roots.	To count forwards and backwards in powers of 10 to 1,000,000. To round a number to the nearest power of 10 up to 1,000,000.	To know the decimal and percentage equivalents of ½, ¼, ¾, tenths and hundredths. To know decimal number bonds to 1.	To multiply and divide numbers mentally using known facts. To count forward and backwards in positive and negative numbers, including across 0

St Paul's Way Primary: Curriculum Map

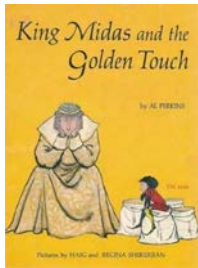
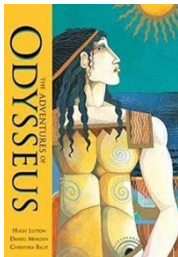
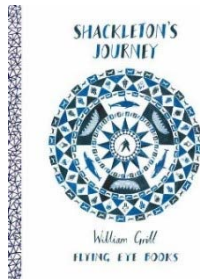
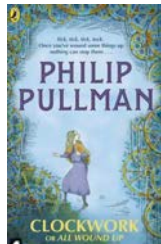
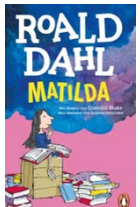
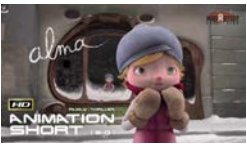
	Maths White Rose MATHS POWER MATHS	Number: Place Value Number: Addition and Subtraction Statistics	Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions	Number: Decimals and Percentages Consolidation	Number: Decimals. Geometry: Properties of Shape Geometry: Position and Direction	Measurement: Converting Units Measurement: Volume
Science	Earth and Space What is our place within the universe? - Describe the movement of Earth and planets relative to the sun. - Describe the movement of the Moon relative to the Earth. - Describe the Sun, Earth and moon as spherical. - Use the idea of the Earth's rotation to explain day and night and apparent movement of the sun across the sky. 	Material World How are new materials formed? - Compare and group materials by properties. - Understand dissolving and how to recover a substance from solution. - Separate mixtures through filtering, sieving and evaporating - Gives evidence for uses of materials. - Demonstrate reversible changes. - Explain irreversible changes result in the new materials forming. 	Get Moving: Forces How can we measure energy? - Explain that objects fall because of the force of gravity. - Identify the effects of air resistance, water resistance and friction. - Recognise that some mechanisms (levers, pulleys, gears) allow a smaller force to have a greater effect. 	Circle of Life What if there were no bumblebees in the world? - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. 	Growing Up and Growing Old Why do we age? - Describe the changes as humans develop to old age. 		

St Paul's Way Primary: Curriculum Map

Humanities	History & Geography	Ancient Shang Dynasty <i>How did different dynasties change China?</i> Studying a non-European society. 	Ancient Egypt <i>How did the Ancient Egyptians leave a legacy?</i> Studying the achievements of the earliest civilisations. 	The Amazon Rainforest: Rivers and Brazil study <i>How can we protect the 'lungs of the Earth'?</i> Identify latitude, longitude, Equator, hemispheres, tropics, polar regions and time zones. Understand similarities and differences (through study a region within South America. Describe and understand key aspects of physical geography and human geography. Use maps, atlases, globes and digital mapping to locate countries and features.  		Cities and Their Challenges <i>What challenges do cities face now and in the future?</i> Understand similarities and differences. Describe and understand key aspects of physical and human geography. Use maps, atlases, globes and digital mapping to locate countries and features. 	Early Islamic Society: Baghdad <i>How have Early Islamic civilisations influenced life today?</i> Studying a non-European society. 
	RE	<i>What do different people believe about God?</i> Believing	<i>If God is everywhere, why go to a place of worship?</i> Expressing	<i>What does it mean to be Muslim in Britain today?</i> Living		<i>What difference does it make to believe in Ahimsa, Grace and Ummah?</i> Living	
PSHE 		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE		Indoor: Gymnastics	Outdoor: Cricket/ Rounders	Outdoor: Football	Outdoor: Outdoor Adventure and Activity (Orienteering)	Outdoor: Tennis	Outdoor: Athletics/ Fitness
					Swimming		
Computing		Computing Systems and Networks: Sharing Information	Creating Media: Vector Drawing	Creating Media: Video Editing	Data and Information: Flat-File Databases	Programming A: Selection (Physical Computing)	Programming B: Selection (Quizzes)

St Paul's Way Primary: Curriculum Map

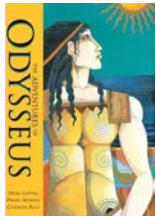
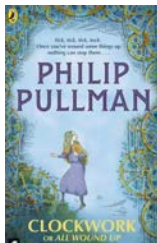
Creative Arts	Art and Design Design and Technology	Art: Chinese Art	Mechanism: Ancient Egyptian Portraits and Imagery/ Shaduf	Art: Water art	Food: South American Food	D&T: Digital Steady Steady hand game electrical	Art: Islamic Art printing (lino Printing with sewing/ calligraphy)
	Music 	Getting Started With Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Importance Musical Elements
Spanish 		The Date La Fecha	My Family <i>Mi Familia</i>	My House <i>Mi Casa</i>	Habitats Habitats	Weather ¿Que tiempo hace?	Traditions and Celebrations Tradiciones y Celebraciones
Educational Visits and Trips		Royal Observatory, Greenwich	British Museum: Egyptian Workshop	Science Museum: Wonderlab	Thames Explorer; River Fieldwork	Soanes Centre	V&A Museum (Islamic & Middle East Gallery)

Year 6							
		Autumn 1 The Ancient Greeks	Autumn 2 Shakleton's Journey	Spring 1 Mountains, Volcanoes and Earthquakes	Spring 2 Migration and Journeys	Summer 1 Evolution and Discovery	Summer 2 Activists in Modern History
English	Core Texts	King Midas and the Golden Touch  Odysseus 	Shackleton's Journey 	Shakespeare's Macbeth 	Clockwork 	Broken: Rock, Paper, Scissors (animation)  Plastic Pollution  Y6 Production: Extracts from  or 	Y6 Production: Extracts from  or  Alma (animation)  The Arrival 

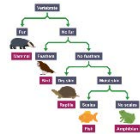
St Paul's Way Primary: Curriculum Map

	Writing	F: Own version of a Greek Myth NF: Diary Entry NF: Newspaper report	NF: Expedition Logs NF: Formal Letter of Application NF: Non-Chronological Report (arctic animal)	F: Narrative (short pieces)- setting, character, dialogue NF: Playscript	NF: Formal Persuasive Letter NF: Diary Entry	F: Narrative (description and dialogue) NF: Balanced argument F: Character description	F: Narrative
	Grammar	Devices to build cohesion Indicating degrees of possibility using adverbs Formal and informal structures Fronted adverbials Expanded noun phrases Passive voice Direct and reported speech Subordination Parenthesis Paragraphing Standard verb inflections	Devices to build cohesion Indicating degrees of possibility using adverbs/modal verbs Formal and informal structures Standard English Subjunctive form Fronted adverbials Expanded noun phrases Passive voice Imperative verbs Subordination Parenthesis Paragraphing Standard verb inflections	Fronted adverbials Devices to build cohesion Adverbs (to convey character) Formal and informal structures Standard English Subjunctive form Parenthesis Passive voice Imperative verbs Direct and reported speech Paragraphing Standard verb inflections	Devices to build cohesion Indicating degrees of possibility using adverbs/modal verbs Standard English Formal and informal structures Relative clauses Passive voice Parenthesis Paragraphing Standard verb inflections	Passive voice Devices to build cohesion: conjunctions, adverbials, use of pronouns, synonyms) Accurate, consistent and varied use of tense Parenthesis Subjunctive form Relative clause subordination Paragraphing Standard verb inflections	Passive voice Devices to build cohesion: conjunctions, adverbials, use of pronouns, synonyms) Accurate, consistent and varied use of tense Parenthesis Subjunctive form Relative clause subordination Paragraphing Standard verb inflections
	Punctuation	Accurate use of ALL punctuation taught at KS1/KS2 Punctuation – brackets, commas and dashes. Commas to avoid ambiguity (lists and clauses) Inverted commas/speech punctuation	Accurate use of ALL punctuation taught at KS1/KS2 Punctuation – brackets, commas and dashes. Commas to avoid ambiguity (lists and clauses)	Accurate use of ALL punctuation taught at KS1/KS2 Inverted commas/speech punctuation Punctuation – brackets, commas and dashes. Commas to avoid ambiguity (lists and clauses)	Accurate use of ALL punctuation taught at KS1/KS2 Apostrophes-omission and possession Semi-colons Punctuation – brackets, commas and dashes. Commas to avoid ambiguity (lists and clauses) Hyphens	Accurate use of ALL punctuation taught at KS1/KS2 Apostrophes for contraction (in dialogue) Inverted commas/speech punctuation Semi-colons Colons Hyphens	Accurate use of ALL punctuation taught at KS1/KS2 Apostrophes for contraction (in dialogue) Inverted commas/speech punctuation Semi-colons Colons Hyphens
	Handwriting 	Review and refinement of joins	Speed and automaticity	Selecting appropriate handwriting style for task	Formal presentation and publishing	Sustained, fluent handwriting under timed conditions	Secondary transition expectations End of Year 6 expectation: confident, legible, fluent and speedy handwriting

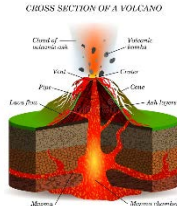
St Paul's Way Primary: Curriculum Map

							adapted to purpose and audience
Spelling	Suffixes – review Words containing the letter string –ough.	Homophones. Suffixes – review	The sh sound spelt ti or ci and spelt si and ssi. Homophones.	Silent letters. The spellings ei and ie. Hyphens.	Words ending in –ible and –able. Common spelling mistakes/ misconceptions.	Plurals nouns. Homophones.	
Reading Texts	The Adventures of Odysseus by Hugh Lupton 	Extracts incl. Non-Fiction	Clockwork 	Extracts (CGP Reading Books)	Extracts (CGP Reading Books)	The Final Year 	
Reading for Pleasure/Class Novel	Wonder by R.J. Palacio Percy Jackson & the Olympians: The Lightning Thief by Rick Riordan Cogheart by Peter Bunzl The One and Only Ivan by Katherine Applegate		Goodnight Mister Tom by Michelle Magorian Letters from the Lighthouse by Emma Carroll Kensuke's Kingdom by Michael Morpurgo Pig Heart Boy by Malorie Blackman The Nowhere Emporium by Ross MacKenzie		The Giver by Lois Lowry Skellig by David Almond Once by Morris Gleitzman A Monster Calls by Patrick Ness The Hobbit by J.R.R. Tolkien		
Reading	• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • maintain positive attitudes to reading by: continuing to read and discuss a wide range of texts, reading books structured in different ways and for different purposes, increasing familiarity with texts including from other cultures and traditions, recommending books to peers with reasons, identifying themes and conventions in and across writing, making comparisons, learning poetry by heart, preparing poems to read aloud and perform with intonation. • understand what they read: checking the text makes sense, discussing understanding and meaning of words; asking questions; drawing inferences (characters' feelings, thoughts and motives from actions) and justifying with evidence; predicting from details stated and implied; summarise main ideas from more than one paragraph; identifying how language, structure, and presentation give meaning. • Discuss and evaluate how authors use language, including figurative language, considering impact on reader. • Distinguish between statements of fact and opinions. • Retrieve, record and present information from non-fiction.						

St Paul's Way Primary: Curriculum Map

		- Participate in discussion about both books that are read to them and they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of what they have read, including through formal presentations and debates. - Provide reasoned justifications for their views.					
Maths	Maths  	Number: Place Value Number: Addition and Subtraction, Multiplication and Division.	Number: Fractions Geometry: Position and Direction	Number: Decimals Number: Percentages Number: Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume. Number: Ratio	Statistics. Geometry: Properties of Shape. Consolidation	Addressing gaps ready for Secondary. Investigations, problem-solving and logic (KS3 Transition Unit).
Science		Classifying Critters <i>How many more species are there yet to be discovered?</i> Describe how living things are classified according to observable characteristics and similarities/difference including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on characteristics. 	Let It Shine (Light) <i>What if there was no light in the world?</i> - Recognise light appears to travel in straight lines and explain that objects are seen because they give out or reflect light. - Explain light travels from light sources to eyes or from light sources to objects and then eyes. - Explain why shadows have the same shape as the objects that cast them. 	Staying Alive <i>What do scientists know about blood?</i> - Identify and name main parts of the circulatory system, and describe functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise and lifestyle on bodies. - Describe ways nutrients and water are transported within animals including humans. 	Electricity <i>How is electricity supplied and used in our homes?</i> - Associate brightness of a lamp or volume of buzzer with the number and voltage of cells in a circuit. - Compare and give reasons for variations in how components function. - Use recognised symbols when representing a simple circuit diagram. 	Evolution and Fossils <i>What evidence is there to support the theory of evolution?</i> - Recognise that living things changed over time and that fossils provide information about things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  	
Humanities	History / Geography	Ancient Greece <i>How did the Ancient Greeks advance their society?</i> - Ancient Greece study – a study of Greek life and	Shackleton's Antarctica <i>How did Shackleton's Leadership change what we know about Antarctica?</i> Identify latitude, longitude, hemispheres, polar regions and time zones.	Mountains, Volcanoes and Earthquakes <i>How can we protect people from natural disasters?</i> Identify latitude, longitude, Equator, hemispheres, tropics.	Migration and Journeys <i>How has migration changed and shaped London?</i> Thematic study related to British History and our local area: London's East End.		Activists in Modern History <i>How do people stand up for their rights and the rights of others?</i> Thematic Study:

St Paul's Way Primary: Curriculum Map

		achievements and their influence on the world. 	Use 8-point compass and 6 fig. grid references. Describe and understand key aspects of physical and human geography. Use maps, atlases, globes and digital mapping to locate countries and features. 	polar regions and time zones. Describe and understand key aspects of physical geography: volcanoes, mountains and fault lines, and human land use. Use maps, atlases, globes and digital mapping to locate countries and features. 	 		- Emmeline Pankhurst - Harriet Tubman - Malala 	
	RE	What would Jesus do? Can we live by the values of Jesus in the 21 st century? Believing	What can be done to reduce racism? What can we learn from religious and non-religious worldviews? Expressing	What do religions say to us when life gets hard? Believing	What matters most to Christians and Humanists? Living			
PSHE 		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
PE		Outdoor: Hockey	Outdoor Adventure and Activity (Including Residential)	Indoor: Tag Rugby/ Gymnastics	Outdoor: Football	Outdoor: Cricket/ Rounders	Indoor: Athletics	
Computing		Computing Systems and Networks: Communication		Programming A: Variables in Games		Data and Information: Introduction to Spreadsheets	DT: Digital Programming	
	Art and Design	Art: Greek Pottery Designs	Textiles: Shakleton's Gloves (Designing Clothing)		Art: Protest Art			

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Creative Arts	Design and Technology						
	Music  charanga®	Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Importance Musical Elements
Spanish 		Clothes La ropa	Advances Phonics Foneticas	In The City En La Ciudad	In School En el colegio	Catch up Unit	The Weekend El fin de la semana
Educational Visits and Trips		Outdoor Residential Junior Citizenship Trip Maritime Museum: Polar Worlds Secondary School Tour				Tate Modern Natural History Museum Transition Visits	