BURE PARK PRIMARY SCHOOL CURRICULUM KNOWLEDGE MAP

TOPIC TITLE	AUTUMN TERM Life in our locality		SPRING TERM Fire! Fire!		SUMMER TERM Beside the seaside	
SUBJECT						
ENGLISH						
ENGLISH TEXT TYPES	RWI SCHEME/Hybrid Alphabetical order 'Once upon an alphabet' ENTERTAIN/ INFORM Traditional tales Story writing ENTERTAIN Harvest Poetry (List poems) ENTERTAIN	RWI SCHEME/Hybrid Wild by Emily Hughes-Setting Description ENTERTAIN Character Description (Have your elf a Merry Christmas) ENTERTAIN/INFORM	RWI SCHEME/Hybrid *Visit to Bicester Fire Station* Fire Poetry Cinquains ENTERTAIN Fire Safety Posters/information writing INFORM	RWI SCHEME/Hybrid Toby and the great fire of London Diary/Recount ENTERTAIN/INFORM	'At the beach, postcards from Crabby Spit' ENTERTAIN/ INFORM Postcards Poetry- Theme: Seaside alliteration, similes, cinquain poems ENTERTAIN	Seaside Holidays Non-chronological report INFORM Instructions for making a sandcastle etc. INFORM
MATHS	Place Value	Addition and Subtraction	Multiplication Division	Fractions Measure: money	Measurement	Statistics Geometry

SCIENCE		Living things and their habitats	Everyday materials	Changes to Materials	Plants *Visit to nature reserve*	Plants
Seasonal Changes-ongoing		• explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain	• distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their • simple physical properties. • identify and compare the suitability of a variety of everyday	• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	• observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	• observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

		their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
HISTORY		**Bicester Homes** • significant, people, places in their own locality. • changes within living memory.		**Event: Great Fire of London** • events beyond living memory that are significant nationally or globally [for example, the **Great Fire of London,** the first aeroplane flight or events commemorated through festivals or anniversaries] •significant historical events, people		**Seaside holidays past and present** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **Significant person: Billy Butlin**

GEOGRAPHY	The Locality		The UK		The Seaside	
	use basic geographical vocabulary to refer to: • key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, • key human features, including: city, town, village, factory, farm, house, office, and shop **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,		• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • identify seasonal and daily weather patterns in the United Kingdom • identify human and physical features		use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** • use world maps, atlases and globes to	

	continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct				identify the continents and oceans studied at this key stage	

	basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					
ART AND DESIGN **AccessArt 'Split' Curriculum**	**Collectors and Explorers** Drawing, Sketchbooks, Collage Key Concepts: • That artists explore the world, seeing things around them in new ways, and bring things back to their		**Exploring the world through mono prints** Print making, drawing, collage Key Concepts: • When we make mono prints we use mark making to create one off prints. • When we make mono prints we create an		**Stick Transformation project** Making, Drawing, Sketchbooks Key Concepts: • That artists use their creativity to look at the world in new ways, and use their hands to transform	

	studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.		impression of a drawing. • That we can generate playful narratives and inventions through drawing. • That we understand that using a range of marks will generate different effects when creating mono prints. • That we can create creative responses to different stimuli and make the work our own. **ARTISTS**: Xgaoc'o X'are, Leonardo Di Vinci		materials into new things. • That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world. **ARTIST:** Chris Kenny	

	• We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. **ARTISTS:** Rosie James, Alice Fox					
DESIGN AND TECHNOLOGY		<mark>Healthy Snacks-Food</mark> **Design** • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** • select from and use a range of tools and equipment to perform practical tasks [for		<mark>Puppets-Textiles Design</mark> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking drawing, templates and mock-ups • **Make** • materials and components-textiles, according	•	<mark>Ferris Wheels-Mechanisms</mark> **Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates,

		example, cutting,slicing] • select from and use a wide range of ingredients, according to their characteristics **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas against design criteria **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable **Food** • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from		to their characteristics **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas against design criteria • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing; select from and use a wide range of, Technical knowledge • strength of materials, stitches etc		mock-ups and, where appropriate, information and communication technology **Make** • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including • construction materials, textiles and ingredients, according to their characteristics

						Evaluate • explore and evaluate a range of existing products • evaluate their ideas against design criteria **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
COMPUTING	**E-Safety (ongoing)** • use technology safely and respectfully, keeping	**Word processing** • use technology purposefully to create, organise, store, manipulate	**Word processing** • use technology purposefully to create, organise, store, manipulate	**Algorithms** • understand what algorithms are; how they are implemented as programs on	**Film/PPT** • use technology purposefully to create, organise,	**Film/PPT** • use technology purposefully to create, organise, store, manipulate

	personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • recognise common uses of information technology beyond school	and retrieve digital content	and retrieve digital content **Algorithms** • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	store, manipulate and retrieve digital content	and retrieve digital content
MUSIC **'Charanga'**	**Pulse, rhythm and pitch** *How does music help us to make friends?* This unit sets out sequences of learning around a song in key	**Playing in an orchestra** *How does music teach us about the past?* This unit sets out sequences of learning around a song in key musical	**Inventing a musical story** *How does music make the world a better place?* This unit sets out sequences of learning around a song in key musical	**Recognising different sounds** *How does music teach us about our neighbourhood?* This unit sets out sequences of learning around a	**Exploring improvisation** *How does music make us happy?* This unit sets out sequences of learning around a song in key musical areas	**Our big concert** *How does music teach us about looking after our planet?* This unit sets out sequences of learning around a song in key

	musical areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing	areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing	areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing	song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing	which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing	musical areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing
PHYSICAL EDUCATION **'Get Set 4 PE'**	**Yoga** **Fundamentals** **Sending and Receiving**	**Drumba** **Ball skills**	**Gymnastics** **Multi-skills**	**Target games** **Striking and fielding**	**Fitness** **Athletics**	**Invasion Games** **Athletics**
RELIGIOUS EDUCATION	**How important are the groups people belong to? (Belonging).**	**Why do we celebrate important occasions? (Special occasions).**	**Why are some places so important? (Important places)**	**What makes some things sacred to some groups of people? (Special things).**	**What makes some stories so important to different people? (Sacred books).**	
RELATIONSHIPS AND SEX EDUCATION **'Jigsaw' Scheme**	**Being Me**	**Celebrating Differences**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**