WHOLE SCHOOL & PHASES

BNVP Curriculum Map

2022-2024

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| **2022-2023** |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Whole School** | PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| PE | Rugby skills | Dance  | Gymnastics | Athletics | Football | Rugby |
| **EYFS** | Understanding the World | All about me | Transport: Past and Present | Space | Growing and Changing | Kings and Queens | Stories from the Past |
| RE | Which stories are special and why? | Which people are special and why? | Which places are special and why? | What times are special and why? | Where do we belong? | What is special about our world? |
| Computing |  | Computing systems and networks 1: using a computer | Programming 1: All about instructions | Computing systems and networks 2: Exploring Hardware | Programming 2: Programming Bee-Bots | Data Handling: Introduction to data |
| Music |  | Celebration Music | Exploring Sound | Music and Movement | Musical Stories | Big Band |
| **KS1** | Science | The Human Body | Living things and their Environment | Electricity | Plants | Materials and Matter | Astronomy |
| RE | Who is a Christian and what do they believe? | What makes some places sacred? | How and why do we celebrate special and sacred times? | What does it mean to belong to a faith community? |
| Computing | Computing systems and networks: Improving mouse skills | Programming 1: Algorithms unplugged | Skills showcase: Rocket to the moon | Computing systemsand networks: What is a computer? | Programming: Algorithms anddebugging | Computing systemsand networks: Word processing |
| Online Safety: Year 2 |
| Geography | Spatial Sense |  | The British Isles |  | Northern Europe |  |
| History |  | Powerful Voices |  | The Romans in Britain |  | The Tudors |
| Art | Colour and Shape | Colour, Shape and Texture | Portraits and Self Portrait | Landscape and Symmetry | History Painting | Murals and Tapestry |
| DT | Food: Fruit and Vegetables | Mechanisms: Making a moving story book | Structures: constructing a windmill  | Textiles: Puppets |  | Mechanisms: Wheels and axles |
| Music | Pulse and rhythm | Classical music, dynamics and tempo | Pitch and tempo | Musical me | On this island: British songs and sounds | Orchestral instruments  |
| **LKS2** | Science | The Human Body | Classification of Plants and Animals | Ecology | Sound | States of Matter and the Water Cycle | Electricity |
| RE | Why is Jesus inspiring to some people? | Festival Celebration - Christmas | Why do some people think life is a journey? | What does it mean to be a Hindu in Britain today? | What can we learn from religions about deciding right and wrong? | How do family life and festivals show what matters to Jewish people? |
| Computing | Computing Systems and networks: Collaborative Learning | Programming: Scratch Further programming | Creating media: Web design | Skills showcase HTML | Computational thinking | Data Handling; Investigating weather |
| Online Safety: Year 4 |
| Geography |  | Spatial Sense |  | Eastern Europe |  | UK Geography: London and the South East |
| History | Ancient Greece |  | The Rise and Fall of Rome |  | The Stuarts |  |
| Art | Light | Space | Design | Monuments of Ancient Rome | Monuments of the Byzantine Empire | Embroidery, Needlework and Weaving |
| DT | Food: Adapting a recipe | Electrical systems:Torches | Mechanical systems:Making a slingshot car | Structures: Pavilions | Textiles: Fastenings | Digital world: Mindfulmoments timer  |
| Music | Rock and Roll | Ballads | Adapting and transposing motifs | Haiku, music andperformance | Changes in pitch, tempoand dynamics | Samba and carnival soundsand instruments |
| MFL | Instruments | Seasons | Vegetables | Ice-Creams | In the Classroom | Goldilocks or Habitats |
| **UKS2** | Science | The Human Body (Circulatory System) | Classification of Living Things | Electricity | Light | Reproduction | Evolution |
| RE | Why do some people believe God exists? | What would Jesus do? Can we live by the values of Jesus in the twenty-first century? | If God is everywhere why go to a place of worship? | What does it mean to be a Muslim in Britain today? | What can be done to reduce racism? |
| Computing | Programming: Micro bit | Data handling: Mars Rover 1 | Skills showcase: Mars Rover 2 | Computing systemsand network: Bletchley Park | Creating media: History of computers | Skills showcase: Inventing a product |
| Online Safety: Year 6 |
| Geography |  | Spatial Sense |  | North America |  | South American Geography |
| History | Baghdad AD900 |  | The Rise of Hitler and World War II |  | The History of Human Rights |  |
| Art | Art in the Italian Renaissance | Renaissance Architecture and Sculpture | Victorian Art and Architecture | William Morris | Impressionism and Post Impressionism | Art in the 20th Century – Modernism and Beyond |
| DT | Textiles: Stuffed Toys | Electrical systems:Doodlers | Structures: Bridges | Digital world:Monitoring devices | Food: What could behealthier? | Mechanical systems:Making a pop-up book |
| Music | Film Music  | Composition notation | Musical Theatre | Theme and Variation  | Songs of World War II | Composing and performing a leavers song |
| MFL | The Date | Do You Have a Pet? | What is the Weather? | My Home | Clothes | At School |

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| **Whole Schools** | PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| PE | Hockey | Indoor Athletics | Basketball | Tennis | Cricket Skills | Outdoor & Adventurous Activities |
| **EYFS** | Understanding the World | All about me | Journeys | Dinosaurs | Growing and Changing | Animals and their Babies | Heroes and Adventurers |
| RE | Which stories are special and why? | Which people are special and why? | Which places are special and why? | What times are special and why? | Where do we belong? | What is special about our world? |
| Computing |  | Computing systems and networks 1: using a computer | Programming 1: All about instructions | Computing systems and networks 2: Exploring Hardware | Programming 2: Programming Bee-Bots | Data Handling: Introduction to data |
| Music |  | Celebration Music | Exploring Sound | Music and Movement | Musical Stories | Big Band |
| **KS1** | Science | The Human Body | Animals and their Needs | Seasons and Weather | Taking Care of the Earth | Plants | Materials and Magnets |
| RE | Who is a Muslim and what do they believe? | Who is Jewish and what do they believe? | What can we learn from sacred books? | How should we care for others and the world, and why does it matter? |
| Computing | Programming: Bee Bots | Creating Media: Digital imagery | Data Handling: introduction to data | Programming 2: Scratch Jr | Creating media: Stop-motion | Data handling: International spacestation |
| Online Safety: Year 1 |
| Geography | Spatial Sense |  | The UK |  | The Seven Continents |  |
| History |  | Discovering History |  | Kings, Queens and Leaders |  | Parliament and Prime Ministers |
| Art | Colour | Line | Architecture | Style in Art/Narrative Art | Paintings of Children | Sculpture |
| DT | Food: A balanced diet | Mechanisms: Making a moving monster | Structures: Baby bear'schair | Textiles: Pouches |  | Mechanisms: Fairgroundwheel |
| Music | Musical vocabulary | Timbre and rhythmic patterns  | African call and response song | Vocal and body sounds | Dynamics, timbre, tempo and motifs | Myths and Legends |
| **LKS2** | Science | The Human Body | Cycles in Nature | Light | Plants | Rocks | Forces and Magnets |
| RE | What do people believe about God? | Why is the Bible important to Christians today? | Why do people pray? | Festivals - Easter | What does it mean to be a Christian in Britain today? |
| Computing | Computing systems and networks: Networks and the Internet | Programming Scratch | Computing systems and networks 2: Emailing | Computing systemsand networks: Journey inside a computer | Comparison Card databases | Creating Media Video trailers |
| Online Safety: Year 3 |
| Geography | Rivers |  | Western Europe |  | UK Geography: The South West |  |
| History |  | The Anglo Saxons, Scots and Vikings |  | Ancient Egypt |  | The Stone Age to the Iron Age |
| Art | Line | Still Life and Form | Art of Ancient Egypt | Anglo Saxon Art | Architecture | Modern Architecture |
| DT | Mechanical systems:Pneumatic toys | Digital world: Electroniccharm | Food: Eating seasonally | Structures: Constructinga castle | Textiles: Cushions | Electrical systems:Electric poster |
| Music | Jazz | Developing singing technique | Creating compositions | Body and tuned percussion | Pentatonic Melodies | Traditional instruments |
| MFL | I Am Learning Fr/Sp/It | Animals | I Am Able …I Know How… | Fruits | Seasons | Presenting Myself |
| **UKS2** | Science | The Human Body (Growth Stages) | Materials | Living Things | Forces | Astronomy | Meteorology |
| RE | What do religions say to us when life gets hard? | Is it better to express beliefs in art or charity? | What matters most to Christians and to Humanists? | What difference does it make? | Green religion: what can be done about climate and environment? |
| Computing | Programming 1: Music | Creating Media: Stop motion animation | Computing systems and networks: Search engines | Data Handling: Big Data 1 | Data Handling: Big Data 2 | Programming: Introduction ToPython |
| Online Safety: Year 5 |
| Geography |  | Mountains |  | Australia |  | Local Study |
| History | The Transatlantic Slave Trade |  | The Early British Empire & The Victorian Age |  | World War I |  |
| Art | Style in Art | Islamic Art and Architecture | Art from Western Africa | Chinese Painting and Ceramics | Print Making | Take One Picture – National Gallery Extended Project |
| DT | Textiles: Waistcoats | Electrical systems:Steady hand game | Structure: Playgrounds | Digital world: Navigatingthe world | Food: Come dine withme | Mechanical systems:Automata toys |
| Music | Looping and remixing  | Blues | Dynamics, pitch and texture | Composition to represent the festival of colour | South and West Africa | Composing and performing a leavers song |
| MFLSpanish | Fruits | Vegetables | Presenting Myself | My Family | At the Tea Room…At the Café…At the Restaurant… | In the Classroom |

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|  | PKC – Primary Knowledge Curriculum |  |  |  |  |
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|  | KAPOW |  |  |  |  |
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|  | Language Angels |  |  |  |  |
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|  | SACRE – Doncaster Agreed Syllabus |  |  |  |  |

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|  |  | **Wellbeing Overview 2022-2023** |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| KS1 | **Looking Out** | *Wonderful me:* Experiencing Different feelings | *People around me:*Other people’s feelings | *Meaning and Purpose:* steps to success | *Resilience:* developing a growth mindset | *Healthy Body, Healthy Brain:* Being active | *Relaxation:* Breathing exercises |
| LKS2 | **My place in the world** | *Wonderful me:* My happiness | *People around me:*My behaviour affects others | *Meaning and Purpose:*My role | *Resilience:* Celebrating mistakes | *Healthy Body, Healthy Brain:* Diet and Dental Health | *Relaxation:* Visualisation |
| UKS2 | **Looking forward** | *Wonderful me:* Our social media selves | *People around me:*Resolving conflict | *Meaning and Purpose:*What can I be? | *Resilience:* My resilience toolbox | *Healthy Body, Healthy Brain:* Managing my health | *Relaxation:* Mindfulness |

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| KS1 | **My World** | *Wonderful me:* Understanding my feelings | *People around me:*Special people | *Meaning and Purpose:* What am I like? | *Resilience:* People to turn to  | *Healthy Body, Healthy Brain:* Get ready for bed | *Relaxation:* Progressive Muscle relaxation |
| LKS2 | **Getting to know me** | *Wonderful me:* Who Am I | *People around me:*Communication | *Meaning and Purpose:*My Super Powers | *Resilience:* Breaking down barriers | *Healthy Body, Healthy Brain:* Schedule food and exercise | *Relaxation:* stretches |
| UKS2 | **Being responsible** | *Wonderful me:* Taking responsibility for my feelings | *People around me:*A good friend | *Meaning and Purpose:*Going for goals | *Resilience:*Embracing failure  | *Healthy Body, Healthy Brain:* Importance of rest | *Relaxation:* Yoga |