

EYFS – KS3 Curriculum Map

Autumn Term 2021

Cohesive Learning Theme: *'All About Me'*

Busy Bees Class (EYFS – Y3) Pre-formal stage Learners

Four Cornerstones Imaginative Learning Project: *Me and My Community*

This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

Memorable experience: Our school community

Innovate challenge: Helping Bear

CL	PSED	PD	Literacy	Mathematics	The World	Exp Arts & Design	RE	Skills Builder
Listening, attention and understanding; Speaking	Self-regulation; Managing self; Building relationships	Gross motor skills; Fine motor skills	Comprehension; Phonics Word reading; Writing Sensory stories	Number; Numerical patterns	Companion Project: Exploring Autumn Past and present; People culture and communities Fireworks	Creating with materials; Being imaginative and expressive Music: Action Rhymes & songs (Wake & Shake)	October: ILP Diwali December: The Story of Christmas	Communication (speaking and listening) Step 0

Caterpillar Class (Y1/2)
Butterfly Class Y3/4)
Grasshopper Class (KS2/3)
Semi-formal stage learners (Progression Steps 2-5)

Four Cornerstones Imaginative Learning Project: **Memory Box**

This project teaches children about changes over time, family and community. The project develops children’s knowledge and appreciation of local history, special memories, customs and traditions, and growing up.

Are you ready to travel back in time? This half term, we’re taking a trip to the past to discover what life was like at the time when we were born. Younger children will come along to our Teddy Bear’s picnic. We’ll also find out how babies change and grow over time. Thinking about our childhoods, we’ll use photos and objects from the past to help us remember special times including weddings and christenings. We’ll talk about our families and share happy memories of people or pets who are important to us. Learning about the days, weeks and months of the year will help us to work out how long we will have to wait for our birthdays to arrive! We’ll decide how objects from the past were used and have fun learning games, songs and dances from bygone days. We’ll share class memory books, collages and a rap with you at the end of our project and make memories that will last a lifetime.

Memorable experience: Hosting a Teddy bears' picnic for our younger pupils

Innovate challenge: Special memories box

Companion project: Funny faces and fabulous features

Humans Y1 Science companion project

English	Maths	Science	History/Geography	Careers /Skills builder	Computing
Linked text: Owl Babies – Martin Waddell Recounts; Diaries; Rhymes and mnemonics; Descriptions; Information texts	White Rose Hub (Y1/2 Pos).	Linked science investigations/companion projects: Humans Why do we have two eyes? What can you remember?	Changes within living memory Fieldwork in the local area	Communication Steps 1-2.	GAT SoW
Art & Design	D & T	PE	Music	PSHE	RE
Drawing; Painting; Collage; Family portraits Companion project: Funny faces and fabulous features	Making picnic foods; Celebration cards; Making a memory box	Dance; Traditional games	Songs that help us remember; Writing a class song	Caring for babies and toddlers; Sharing memories; Playing and working cooperatively; Feeling positive	Harvest Diwali

Centipede Class (Y5/6)

Finches Class (Y5/6)

Semi-formal stage learners (Progression Steps 5-7)

Four Cornerstones Imaginative Learning Project: **Urban Pioneers**

Hop on the bus and take a trip downtown where the lights are bright, and every street has a story to tell. Explore with fresh eyes the art of the city, then capture a moment in time – perhaps a reflection on a building or a shadow passing by. Make a map of your home town and find out how things have changed. Has time changed town life for the better? How could you improve the urban environment? Maybe add more colour? More light? More things to do, or perhaps a plaza with a comfortable bench or two? Or maybe, like Emil, the city astounds you with its sights and sounds and people rushing by. Now light up the city with creations of your own – a statue, a light show, a monument or street art. The possibilities are endless. What will you choose? You're an urban pioneer, so get ready to go.

Companion projects: Why do cat's eyes glow at night? What are sunglasses for? Why do shadows change?

Memorable experience: Bus trip to town

English	Maths	Science	History / Geography	Careers /Skills builder	Computing
Linked texts: <i>Emil and the Detectives</i> – Erich Kästner; <i>The Family from One End Street</i> – Eve Garnett Leaflets; Free verse poetry; Autobiographies; Email; Signs and slogans	White Rose Hub Y2/3 SoW Data handling	Light and dark, shadows, staying safe in the Sun. Linked science investigations: Why do cat's eyes glow at night? Why do shadows change? What are sunglasses for? Linked texts: <i>Emil and the Detectives</i> – Erich Kästner; <i>The Family from One End Street</i> – Eve Garnett	Geographical skills and fieldwork Local history study	Speaking and listening	Digital maps; Programming; Audio recording; Online research
Art & Design	D & T	PE	Music	PSHE	RE
Photography, graffiti art, observational drawing		Dance; Traditional games	Songs that help us remember	Being safe, presenting opinions	Harvest Diwali

Beetles Class (Y7/8)

Foxes Class (Y7/8)

Owls (Y7/8)

Semi-formal stage learners (Progression steps 7-8)

Four Cornerstones Imaginative Learning Project: **Burps, Bottoms and Bile**

Open wide – let’s look inside! We’re on a voyage of discovery to investigate the busy world inside your body. This half term, we’ll look at the job of a dentist and ask lots of questions. We’ll find out about different dental procedures and learn new scientific vocabulary. We’ll use this information to write toothy fact files. There will be lots of investigating as we learn about our different teeth, how to brush them and how sugary drinks affect them. We’ll examine the amount of sugar in different foods and create images of ourselves with healthy and unhealthy teeth. We’ll write a story describing the journey a piece of food takes through the digestive system. In science, we’ll learn about the organs involved in digestion and make our own wearable digestive systems in D&T. At the end of the ILP, we’ll write persuasive texts to convince people to eat healthily and share these with you. We’ll use what we’ve learned to play a scientific game and create healthy snack packs for our friends. We’ll also write to our digestive systems, promising to keep them healthy.

English	Maths	Science	History / Geography	Careers /Skills builder	Computing
Fact files, explanations, fantasy stories, slogans, persuasive texts	Measures (weight) White Rose Hub Y3/4 SoW	Teeth types, tooth decay and hygiene, the digestive system			Digital images, algorithms, video
Art & Design	D & T	PE	Music	PSHE	RE
	Healthy foods, textiles, working models		Composing lyrics	Healthy bodies	Harvest Diwali

Shrews Class (Y8/9)**Larks Class (Y8/9)****Beginning as formal learners** (Progression steps 8-10)Four Cornerstones Imaginative Learning Project: **ID**

Who do you think you are? During this half term, we're going to find out what makes us the people we are. We'll meet a mysterious man and consider what traits and features give us our identity. Thinking about what makes us unique, we'll write stories in which we have a new identity. We'll learn about branching databases and how to create a classification system. Then, we'll gather data about physical features, make spreadsheets and look for patterns. We'll take part in physical activities that challenge us and measure the outcomes. While comparing photographs of ourselves with those of our relatives, we'll decide if we share any features. We'll create adverts and write a tribute to a friend. After investigating fingerprints and genetic characteristics, we'll create 3-D models and design clothing that reflects our personality. At the end of the project, we'll think about factors that influence our personalities and bring in objects that mean a lot to us. We'll perform shape poetry about our identities and reflect on our strengths.

Companion Project: Cook well, eat well

Animals including Humans Y6

How does inheritance work?

English	Maths	Science	History / Geography	Careers /Skills builder	Computing
Stories, non-chronological reports, adverbs, tributes, poems	Ratio and percentages, data and statistics White Rose Hub Y5/6 SoW	Classification, families and inheritance Companion projects: How does inheritance work?	Social reformers Fieldwork in the local area	Communication: Steps 5 – 6.	Select, use and combine a variety of software, photo stories, e-safety
Art & Design	D & T	PE	Music	PSHE	RE
Portraiture and figurines	Using tools, design, fashion and clothing Companion Project: Cook well, eat well	Physical challenges	Appraising, listening to voices	Identity, personal views and opinions, my place, recognising strengths	