

Westglade Primary School Curriculum Map

The Curriculum Map shows the subject focuses for each year group based on the National Curriculum. Focuses have been selected based on progression in knowledge and skills as well as opportunities for cross-curricular links.

For EYFS, Development Matters has been used to demonstrate the early skills covered for each curriculum area and examples provided where specific links are made the EYFS curriculum.

	Nursery (N1&N2)	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art & Design	Explore materials freely and develop ideas. Draw with increasing complexity and detail e.g. face with a circle and detail. Explore colour and colour mixture. Show emotions in their drawings and paintings.	Explore, use and refine a variety of effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Begin to show accuracy and care when drawing.	Steven Brown Andy Goldsworthy	Joseph Amedokpo George Seurat	Georgia O’Keefe David Hockney	Katsushika Hokusai Antoni Gaudi	Andy Warhol Frida Kahlo	Picasso Nadia Janjua Henry Moore
Computing	Explore how things work. Understanding how simple equipment works. Navigate everyday technology including role play e.g. kitchen equipment, cameras, interactive whiteboard, iPad	Confidently using a range of technology including iPad and interactive whiteboard for simple tasks.	Computer systems and networks – Technology around us Creating media – digital painting Programming A – moving a robot Data & Information – grouping data Creating media – digital writing Programming B – programming animations	Computer systems and networks – IT around us Creating media – Digital photography Programming A – Robot Algorithms Data & Information – Pictograms Creating media – Digital music Programming B – Programming quizzes	Computer systems and networks – connecting computers Creating media – stop-frame animation Programming A – sequencing sounds Data & Information – branching branches Creating media – desktop publishing Programming B – events and actions in programs	Computer systems and networks – the internet Creating media – audio production Programming A – repetition in shapes Data & Information – data logging Creating media – photo editing Programming B – repetition in games	Computer systems and networks – systems and searching Creating media – video production Programming A – selection in physical computing Data & Information – flat-file database Creating media – introduction to vector graphics Programming B – selection in quizzes	Computer systems and networks – communication and collaboration Creating media – web page creation Programming A – variables in games Data & Information – introduction to spreadsheets Creating media – 3D modelling Programming B – sensing movement
Design & Technology	Begin to talk about healthy and unhealthy food and explore tasting a variety of foods inc. food from different cultures. Use one-handed tools and equipment e.g. snips in paper. Join different materials and explore textures. Use a comfortable grip with good control when holding pens and pencils.	Understand the importance of healthy food choices. Develop small motor skill to use a range of tools competently, safely and confidently. E.g. pencils, paintbrushes, scissors, knives, forks and spoons.	Cooking and nutrition: Healthy fruit snack- fruit kebab Chef: Tom Kerridge Structures: Freestanding structures - Ferris wheels Mechanisms - moving pictures (sliders)	Cooking and nutrition: Ice-cream Chef: Jamie Oliver Textiles: Winter Puppets Designer: Michael Curry Mechanisms: Vehicles with wheels – Fire engines	Cooking and nutrition: Bread Based Product (from a European country) Pizza Chef: Franco Pepe Structures: Shell structures – desk tidy Mechanism: Simple pulleys used in building pyramids	Cooking and nutrition: Fruit tartlets Chef: Jack Monroe Textiles: Fastening wallet or purse Designer: Paul Smith Mechanisms: Levers and linkages – Ski lift	Cooking and nutrition: Burgers Chef: Gordan Ramsey Structures: Bridge making Mechanical & Electrical Systems: Mars Rover (moving vehicles involving cams)	Cooking and nutrition: Islamic meal – curry, rotis, cous cous Chef: Nadiya Hussain Structures: Freestanding Structures with an internal skeleton frame – Anderson shelter Mechanical & Electrical Systems: Incorporating electronics and pulleys – Head stocks and Micro:bits

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Geography	Know that there are different countries in the world and talk about the differences they have experiences or seen in photos (food links).	Draw information from a single map. Recognise some similarities and differences between life in this country and life in other countries. (London and Peru Paddington link). Explore the natural world around them.	Location of Nottingham, England and London. Identify seasonal and daily weather Hot and Cold places in the world & how they link with the poles and equator Fieldwork study of Westglade.	UK countries, capital cities and surrounding seas. Name and locate the 7 continents and 5 oceans. A contrasting study with an African country (Kenya) with London. Local study- Top Valley	In-depth study of Europe (link with Greece?) (environmental regions, human and physical characteristics, countries, cities)	Water Cycle/Rivers (Mississippi river) Mountains Volcanoes Eyam- where is it in relation to Nottingham? Locate. Locate the tropics, climate zones and biomes	Earthquakes (San Andres fault) In-depth study of North and South America (environmental regions, human and physical characteristics, countries, cities) Compare with a region in the UK (Northumbria) and a region in Europe (Scandinavia) Vegetation belts	Counties of the UK Compare a UK Region (Giants causeway) with a region in South America (Amazon) and a region in Europe (Iceland). Locate countries in North and South America and describe features.
History	Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community.	Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Changes in living memory over the last 100 years (Top Valley) Significant historical events, people and places in Top Valley/Nottingham - Torvill and Dean International Individual – Rosa Parks and Emily Davison	Events longer ago than the last 100 years: The Great Fire of London Life of Significant Individuals: - Queen Victoria - Christopher Columbus and Neil Armstrong - Amundsen & Scott	Stone Age to Iron Age Ancient Egypt Ancient Greece	Achievements and overview of ancient civilisations: - Ancient Sumer - Indus Valley - Shang Dynasty Local History Study: Eyam Roman Empire – Legacy in Britain	Britain's settlement by Anglo-Saxon's Vikings and Anglo-Saxons struggle for England Crime and Punishment chronological study from Romans to present.	WWI WWII (inc. the Battle of Britain). Early Islamic Civilisation
Science	Use all senses to explore natural materials with different properties. Understand the key features of the life cycle of a plant and animal (Hungry Caterpillar). Begin to understand the need to respect and care for the natural environment and all living things.	Understand the effect of the changing seasons on the natural world around them. Plant seeds and care for growing plants. Talk about different parts of a plant and what they observe (link the Jack and the Beanstalk).	Seasonal Changes Animals inc. humans Everyday materials Plants	Uses of everyday materials Plants Animals inc humans Living things	Rocks and Soils Forces and Magnets Plants Light Animals inc. humans	States of matter Living things and their habitats Electricity Sound Animals inc. humans	Living things Earth and Space Forces Animals inc. human Properties and changes of materials	Electricity Evolution and Inheritance Animals inc. humans Light Living things and Habitats
Spanish	N/A	N/A	N/A	N/A	Animals Fruits Ancient Britain Red Riding Hood Musical instruments	Vegetables Presenting myself Family Classroom Ancient Britain	Fruits My family Home clothes Presenting myself	Presenting self Pets My home Weather Dates School

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Religious Education	Talk about different celebrations that have meaning to them and people around them (link to food tasting).	Understand that some places are special to members of their community.	Celebrations and Festivals	How and why some stories are important to religions	Inspirational people from the past	Religion, Family, community, worship, celebration – ways of living	Beliefs in action in the world	Beliefs in action in the world
	Discuss specific festivals/celebrations e.g. Diwali, Eid, Easter, Christmas and others linked to the cohort of children.	Recognise that people have different beliefs and celebrate special times in different ways. Show awareness of different festivals/celebrations e.g. Diwali, Eid, Easter, Christmas and others linked to the cohort of children.	Symbols in religious worship and practise Myself and Caring for others	What do Jewish people believe about God, creation, humanity and the natural world? What does it mean to belong? Leaders	Worship and sacred places Religion, family, community and prayer Belief and questions	Spiritual expression Symbols and religious expression The journey of life and death	Beliefs and Questions (impact of lives) Religion and the individual – what matters to Christians? Inspirational people in today's world.	Judaism pre WWII Global Issues Religion, World Views, family and community Teachings, wisdom and authority