



Tarleton Whole School Curriculum Map 2023-2024

Year 2	Aut 1 History + Geography	Aut 2 Science	Spr 1 History + Geography	Spr 2 Science	Sum 1 Science+ Geography	Sum 2 Science + History
Theme	The Great Fire of London (Fire Fire)	Fighting Fit	Antarctica	Farm shop	Aladdin	Minibeasts/ The Place where I live
Read aloud texts	Class novel Fire! Fire! By Stuart Hill based on real events Fire of London Non-Fiction-Start-up History The Great Fire of London Historical Diary <u>London's Burning</u> by Pauline Francis Poems The Great Fire of London by Paul Perro , The Magic London Bus	Prince Cinders by Babette Cole The Three Little Wolves and the Big Bad Pig by Eugene Trivizas Jack and the Baked Beanstalk Rapunzel and her ever so shiny locks The Jolly Christmas Postman (rhyming story)	Class novel The Penguin who wanted to find out by Jill Tomlinson The Journey home by Frann Preston-Gannon Penguin Small by Mick Inkpen The Emperor's Egg by Martin Jenkins Solo by Paul Geraghty Non- fiction -Why can't penguins fly? By Miles Kelly Exploring Antarctica by Shalini Vallepur	Mudpuddle Farm series 6 stories by Michael Morpurgo Poems I SPY Fun House A picture book of Riddles Walking the bridge of your nose-Riddle-Me-Ree	Aladdin	Wind in the Willows by Graham Greene Non-fiction-Bees are brilliant-Rhino Readers Performance Poetry- The Owl and the Pussycat
Literacy	Non-fiction texts – <u>The Great Fire of London</u> by Emma Adams Digital Literacy Write and perform their own news report based on a model (3 weeks) Learn to skim and scan. Literal retrieval of specific information in texts. Introduce and discuss key vocabulary. Demonstrate understanding of texts by answering questions related to who, what,	Narrative text- traditional tale with a twist of character/s and setting. <u>Prince Cinders+ The Three Little Wolves and the Big Bad Pig</u> (3weeks) Activate prior knowledge and ask questions about characters in the text. Make predictions about the text. Use their phonic knowledge and skills to read new or unfamiliar words. Identify,	Non-fiction text – <u>Exploring Antarctica</u> by Shalini Vallepur Geography +History Non-chronological reports based on real events (2-3 weeks). Discuss how specific information is organised within a non-fiction text, e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Activate prior knowledge and raise questions e.g.	Narrative text - Stories by the Same author with a farm setting. <u>Mudpuddle Farm</u> series by Michael Morpurgo (3 weeks) Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying	Revision Unit Narrative text- <u>Aladdin</u> (4-5 weeks) Outcomes may include: <ul style="list-style-type: none">• Setting description• Diary entries in role• Poetry• Persuasive letter• Persuasive poster• Narrative – an additional chapter in the	Narrative text- Innovated narrative/part of narrative, based on a film or picture book, <u>Wind in the Willows</u> . (2-3 weeks) Reread books to build up their fluency and confidence in word reading. Read longer and less familiar texts independently. Sequence and discuss the main events in stories. Retell a wider range of stories, fairy tales and traditional



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<p>where, when and why.. Third person Past tense Headline Caption Fact + opinion Capitals for Proper nouns use both familiar and new punctuation correctly including: full stops , capital letters, exclamation marks, question mark co-ordinating conjunctions Question words Prepositions Alliteration</p> <p>Diary pages inspired by Samuel Pepys (1 week) As above plus–Similes and prepositions (recapping on verbs and adjectives) Phonics- Suffix ing, er - Adjectives Past tense</p> <p>Poetry – Descriptive poetry various, <u>The Great Fire of London by Paul Perro</u>, <u>The Magic London Bus</u> (2 weeks) understand what a poem is about and join in. state preferences with reasons. recognise and join in with language patterns. read words with –ed endings. identify vocabulary used within a poem. write their</p>	<p>unfamiliar or exciting words/phrases from the text to make inferences about characters and events using evidence from the text. Know and understand the features of simple traditional tales. Create own story maps or plans with the events in order. Orally retell their story. Write their own twisted traditional tale. use expanded noun phrases to describe and specify</p> <p>Non- Fiction text- write a set of instructions (1 week) recognise the structure and language features of an instructional text. identify the key language features of instructional. write their own set of instructions. Use commas to separate items in a list. Select, generate and effectively use verbs. Ly suffix Command sentences</p> <p>Letters written in role as a character from a story- Jolly Christmas Postman (2 weeks) Select, generate and effectively use nouns.</p>	<p>What do we know? What do we want to know? What have we learned? Plan and discuss what to write about e.g. text mapping, collect new vocabulary, key words. Use specific text type features to write for a range of audiences and purposes e.g. to inform. Write about real events. Edit and improve their own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation. Subordination (using when, if, that, or because) Question sentences</p> <p>Narrative text – <u>The Penguin who wanted to find out</u> (2-3 weeks) Sequence and discuss the main events in stories. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? Make</p>	<p>and feeling? Give opinions and support with reasons. Consider other points of view. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Write about fictional events. Select, generate and effectively use adjectives. Add suffixes –ful or –less ness suffix, ment suffix</p> <p>Non-fiction – Persuasive poster. (1 week). Range of posters and leaflets from local attractions including farms and farm shops Use sentences with different forms: statement, question, command, exclamation. Use present tense for persuasive adverts. Select, generate and effectively use adjectives. Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features</p>	<p>story.</p> <p>tales. Introduce and discuss key vocabulary within the context of a text. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text. Give opinions and support with reasons. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes, e.g. to entertain. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Compound words use the present and past tenses correctly and consistently including the progressive form</p> <p>Non-fiction text Science Information –Minibeasts (2 weeks) Recall specific information in texts. Introduce and discuss key vocabulary. Activate prior knowledge e.g. what do</p>
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	<p>own poem based on a model.</p> <p>Suffix -ed,ing,er, Adjectives</p>	<p>Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. Learn new ways of spelling phonemes for which one or more spellings are already known. Form lower-case letters of the correct size relative to one another.</p> <p>Use subordination for time using the word 'when'</p> <p>Enhancement</p> <p>Christmas Pantomime</p> <p>Nativity Production (speaking and listening)</p>	<p>contributions in whole class and group discussion. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</p> <p>Co-ordinating Conjunction (using or, and, or but)</p> <p>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>to write for a range of audiences and purposes, e.g. to persuade. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear .</p> <p>Use suffixes -er and -est to create adjectives e.g. faster, fastest, smaller, smallest.</p> <p>Poetry – Riddles (1 week) Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. Identify, discuss and collect favourite words and phrases. Listen and respond to contributions from others. Write simple poems based on models. Evaluate their writing with adults and peers. Proofread to check for errors in spelling,</p>	<p>you know about this animal? Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others. Use simple connectives to link ideas e.g. and. Identify and use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features.</p> <p>Enhancement- Live Bees</p> <p>Classic Poetry-(1 week) Own verse based on a classic poem that they have learnt by heart. The Owl and the Pussycat Listen to a range of texts at a level beyond that at which they can read independently, including classic poetry. Learn and recite a range of poems using appropriate intonation. Recognise use of repetitive language within a text or poem.</p>
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				<p>grammar and punctuation.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Enhancement-Reading Week+ World Book Day events</p>		<p>Introduce and discuss key vocabulary within the context of a text. Write simple poems based on models. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.</p>
Maths	<p>Number and Place value (3 weeks) Count objects to 100 and read and write numbers in numerals and words Use a place value chart Order objects and numbers. Recognise the place value of each digit in a two-digit number (tens, ones) Problem Solving use place value and number facts to solve problems Comparing Numbers compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Counting count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>Addition and subtraction (5 weeks) by partitioning, by number line, number bonds to 10, 20, 100, number facts to 100, Identify, represent and estimate numbers using different representations,</p>	<p>Addition and subtraction (1 weeks) by partitioning, by number line, number bonds to 10, 20, 100, number facts to 100 Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 .recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100Problem Solving Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>MENTAL CALCULATION add and subtract</p>	<p>Measurement- money (2 weeks) recognising coins and notes. Adding and taking away using pence and pounds, comparing amounts, finding the difference recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value .find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Multiplication and division (5 weeks) making equal groups, repeated addition, using arrays adding equal groups, writing multiplication by 'x' using arrays, 2x, 5x, 10x tables order and</p>	<p>Length and Height (2 weeks) compare and order lengths, mass, volume/capacity and record the results using >, < and = choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); Problem solving using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>Capacity and volume and temperature (3 weeks) choose and use appropriate standard units to estimate and measure temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Problem solving using</p>	<p>Fractions (3 weeks) equal parts, making a half, find a quarter, recognise a third, unit fractions, non- unit fractions, equivalent fractions, counting in fractions Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line. recognise, find, name and write 1/3, 1/4, 2/4, 3/4, of a length, shape and a set of objects or quantities. write simple fractions. eg 1/2 of 3 = 6 and recognise the equivalence of 1/2 = 2/4 Fraction vocabulary Same as EYFS & Year 1, plus: Simple fractions Equivalent equivalence Count</p> <p>Time (3weeks)compare and sequence intervals of time. tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to</p>	<p>Measurement- Position and Direction (2 weeks) Problem solving using concrete objects and pictorial representations, including those involving numbers, quantities and measures use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns .recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; (clockwise and anti-clockwise) Children can use</p>



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	<p>including the number line .Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>MENTAL CALCULATION add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and ten .show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>	<p>numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones</p> <p>a two-digit number and tens two two-digit numbers adding three one-digit numbers</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Applying their increasing knowledge of mental and written methods</p> <p>2D and 3D shapes (3 weeks) Recognise and make 2D and 3D shapes, counting vertices, lines of symmetry, counting faces, lines of symmetry, sorting 3D shapes identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line . Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces .identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) compare and sort common 2-D and 3-D</p>	<p>arrange combinations of mathematical objects in patterns and sequences</p> <p>Problem Solving use place value and number facts to solve problems</p> <p>Division sharing, sharing by 2,5 and 20. count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Problem Solving solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Mental Calculation show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Written Calculation calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division</p>	<p>concrete objects and pictorial representations, including those involving numbers, quantities and measures</p>	<p>show these times. know the number of minutes in an hour and the number of hours in a day. know the number of minutes in an hour and the number of hours in a day.</p>	<p>physical programming skills to program a Beebot or an on-screen turtle. They can use the repeat command.</p> <p>Statistics (3 weeks) using and drawing pictograms, using tallies, using block diagrams</p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>
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		shapes and everyday objects	(÷) and equals (=) signs			
Science	Ask simple questions and recognise that they can be answered in different ways. What were the houses in 1666 like? What materials were used to build them? Would the fire have spread so quickly if the houses had been made out of materials used today?	<p>Survival and Growth (Humans) Notice that humans have offspring which grow into adults. Find out about and describe the basic needs of humans, for survival (water, food and air).</p> <p>Health – How we Grow and Stay Healthy Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Medicines can be useful when we are ill. Medicines can be harmful if not used properly.</p> <p>Practical Investigation What happens to our bodies when we exercise? (Sort / Group / Compare / Classify) Which exercise makes our bodies work harder? How do we know?</p>	<p>Animal Survival and Growth Notice that animals have offspring which grow into adults. Penguin life cycle. Eggs, chick, adult Simple Food chain Find out about and describe the basic needs of animals for survival (water, food and air).</p> <p>Vocabulary Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</p> <p>Materials Properties Practical Investigation-linked to topic Frostbite is a real problem in the Antarctic. Test different types of insulation. Make a plastic fillable mitten:</p>	<p>Plants: Plant Growth 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 (<i>and how changing these affects the plant</i>). Perform simple tests Can you name the parts of a flowering plant and trees? What plants can you find by our school? Can you identify and name common wild and garden plants (deciduous and evergreen trees)</p> <p>Practical Investigation Plant growth(doin)</p>	<p>Materials- Changing Materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force) Practical Investigation</p> <p>Material Properties – Uses of Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses. Some materials can be found naturally; others have to be made. Practical Investigation</p>	<p>Living Things and Their Habitats 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. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Honeybee life cycle-egg, larva, pupa, adult</p> <p>Practical investigation</p> <p>Minibeast hunt</p>
Science/ nature journal	Plant spring bulbs		<p>Enhancement- On-going Practical Investigation Incubate + hatch eggs if available Observe closely, using simple equipment. (doing) Life cycle of a penguin Identify and name a</p>	<p>Signs of spring</p> <p>Growth of our bulbs</p> <p>Plant edible seeds.</p>		<p>Enhancement-Beekeeper Visit</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats-</p>



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			variety of plants and animals in their habitats, including microhabitats- Antarctic habitat			minibeasts
IT/Computing KAPOW	Computing systems and networks 1: What is a computer? When picturing a computer, thoughts are often of a screen, mouse and keyboard. This unit explores exactly what a computer is by identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention	Programming 1: Algorithms and debugging This combination of unplugged and plugged-in activities develop an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops	Computing systems and networks 2: Word processing Learn about word processing and how to stay safe online as well developing touch typing skills. Introduce important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images	Creating media: Stop motion Storyboarding and simple animation creation using either tablet devices or devices with cameras	Programming 2: ScratchJr Explore what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke	Data handling: International Space Station The International Space Station (ISS) is a fascinating real-world setting for teaching how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive.
Incidental ICT with MR P	London's Burning a historical newspaper report (English +History link)	The UK Animated video of where UK is in the world, add labels (Geography link)		Plants Stop-motion of plant growing+ plant diary (Science link)	DARES project year 2 presentation -speech bubble using Balloon stickies + App	Living things in their habitats -observing microhabitats lesson 8+9 Pictogram template and compile minibeast data (Maths + Science link)
History	Chronology -Recognising the distinction between past and present – use clues from objects and images to ask valid questions about The Great Fire. Placing a few events in order-sequence the events of The Great Fire. Know where some people and events fit into a		Life of a significant person- Captain Robert Scott Demonstrate knowledge of significant individuals in the past Compare aspects of life in different periods - Ranulph Fiennes Chronology- what part of history did this happen? Using sources- Significant			Enquiry, Interpretation and Using Sources What is the name of the place where I live? What is the name of the school that I go to? Recognise that their own lives are different from the lives of people in the past



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	<p>chronological framework</p> <p>Compare pictures or photographs of people or events in the past (eye witness accounts, photos, artefacts) Discuss the effectiveness of sources</p> <p>Events, People and Changes Use simple stories and other sources (diaries) to show that they know and understand key features of events- Find out about Samuel Pepys and how we know what happened during The Great Fire.</p> <p>Communication To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Able to identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories)</p> <p>Write simple stories and recounts about the past. Understand historical concepts and use them to make simple connections and draw contrasts- Find out why the fire spread so quickly.</p> <p>Enhancement-Fire Service Visit-</p>		<p>people- Scott of the Antarctic. Use a source – why, what, who, how, where -to ask questions and find answers. Discuss the effectiveness of sources</p> <p>Communication +Using Sources- Compare pictures or photographs of people or events in the past (eye witness accounts, photos, artefacts) Scott Polar Research Institute, Cambridge » Learning Resources</p> <p>Describe objects, people and events.</p> <p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams using ICT</p>			<p>What games did children play in school playgrounds in the past?</p> <p>Did children use playground equipment like us a long time ago?</p> <p>Did my home/school always look like it does today?</p> <p>What might my area/home/school have been like a long time ago?</p> <p>How can we find out about what our area/home/school was like in the past?</p> <p>What does this tell us about what life might have been like in the past?</p>
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<p>Geography</p>	<p>Contrasting locality in UK – London</p> <p>Mapping- To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.</p> <p>Locational Knowledge name, locate and identify characteristics of the capital cities of the United Kingdom (London) Use NF books, stories, maps, pictures, photos and internet as sources of information</p> <p>Geographical skills- Use large scale maps Have experience of aerial photographs and try to identify known places Use maps + photographs to recognise London landmarks. Follow a given route on a map using N, S, E, W. Follow a route on a map using directional language such as near/far, left/right</p>		<p>Locational Knowledge- Use an infant atlas and globes to locate place use world maps, atlases and globes to Name + locate the world's seven continents and five oceans. Use NF books, stories, maps, pictures, photos and internet as sources of information</p> <p>Physical Geography- Landscape and weather conditions in Antarctica</p> <p>Human and physical geography- the location of <u>cold</u> areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Specific to Tarleton- Look at farming in the village and the surrounding area</p> <p>Locational Knowledge- Tarleton Farming</p> <p>Fieldwork- Local companies/ farms</p> <p>Use ICT- google maps</p> <p>Mapping- Draw a map of an imaginary place (Mudpuddle Farm) add detail to a sketch map</p> <p>Enhancement POSSIBLE TRIP</p>	<p>Place Knowledge-</p> <p>Fieldwork- use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.</p> <p>Human + Physical use basic geographical vocabulary</p> <p>Mapping- To be able to follow a simple map of the school ground and understand how to use a key</p>	
<p>Art</p> <p>Impressionists</p>	<p>Great Fire of London 3D</p> <p>Mixed media Art- Printing houses, Chalk blending background hot colours, Tissue flames foreground</p>		<p>Observational drawing- Penguins from photographs using water colours background cold colours, chalk/oil pastels penguins</p> <p>Exploring and developing ideas Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media,</p>	<p>Painting-Georgia O' Keeffe- Flowers display on large scale</p> <p>Exploring and developing ideas Discuss the styles of artists, craft makers or designers and use this to inform their own work. Study work of other artists for inspiration. Develop and record their ideas through painting, in response to first hand</p>		



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			<p>materials. Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time Experiment with the visual elements: line, shape, and colour.</p>	<p>observations, e.g. real objects, Discuss the styles of artists, craft makers or designers and use this to inform their own work. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Develop understanding of line, shape, colour, tone and scale. Show confidence in working creatively e.g. with a range of media on different scales. Evaluating and developing work Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</p>		
DT		<p>Textiles- Christmas tree decoration using a paper template design, chosen by the children, simple joining, choice of stitches. Research- Explore a</p>		<p>Who is Jamie Oliver? Food + Nutrition Create a basic recipe, using drawings and labels. Design Talk about what they want to make, in</p>		<p>Construction Design a Mini-beast home. Experiment with, construct and join recycled, natural and manmade materials.</p>



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		<p>range of existing products, discussing how they are made and how they work.</p> <p>Discuss how these products could help them with their own design.</p> <p>Construction Mark materials before cutting and sometimes measure.</p> <ul style="list-style-type: none"> • Cut paper and other materials safely and with increasing accuracy. <p>Begin to choose the most effective joining methods for the task/materials</p> <p>Make Using simple paper pattern pieces. Cutting fabric carefully. Learning sewing basics – threading a needle, knotting your thread, finishing off. Sewing using running stitch, attempting to produce neat, equal stitches running and blanket. Using stuffing</p> <p>Evaluate Describe what went well and which aspects of their product they are pleased with. Describe anything that didn't work as well and any changes they had to make. Discuss what the intended user might think about the product.</p>		<p>relation to the design brief and their research. Choose the ingredients /tools they will use, from a selection. Understand that the basic principles of a healthy and varied diet feature within their design. Create a basic recipe, using drawings and labels.</p> <p>Make Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; keeping meat separate; cleaning surfaces before and after preparing food. Use a knife and chopping board to neatly chop ingredients. Clean/ wash up after themselves.</p> <p>Evaluate Describe what went well and which aspects of their product they are pleased with. Describe anything that didn't work as well and any changes they had to make. Discuss what the intended user might think about the product. Suggest how their product could be improved</p>		<p>Fixing and strengthening skills. Mark materials before cutting.</p> <ul style="list-style-type: none"> • Join wood and other materials using a variety of basic methods such as gluing, taping, clipping, tying. • Test their product as they work. • Experiment with ways to make a structure stiffer/more stable as they work.
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		Suggest how their product could be improve				
PE	<p>Dance Acquiring and developing skills explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance</p> <p>Selecting and applying skills, tactics and compositional ideas compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p> <p>Knowledge and understanding of fitness and health recognise and describe how different dance activities make them feel . understand the importance of warming up and cooling down</p> <p>Evaluating and improving performance watch and describe dance phrases and dances and use what they learn to improve their own</p> <p>West Lancs Sports Partnership Striking + Fielding</p>	<p>Fitness for children 5 lessons To understand what you are capable of achieving with your body by gaining a baseline level of fitness. Improve our speed and know what different activities we can do to make us faster. Develop stamina and understand what different activities we can do to improve our stamina. Develop co-ordination and understand what different activities we can do to make us more co-ordinated. Develop agility and understand what different activities we can do to make us more agile.</p> <p>Lancs Sports Partnership Striking + Fielding</p>	<p>Gymnastics Acquiring and developing skills remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>Selecting and applying skills, tactics and compositional ideas Choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>Knowledge and understanding of fitness and health recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely</p> <p>Evaluating and improving performance improve their work using information they have gained by watching, listening and investigating</p> <p>West Lancs Sports Partnership-Athletics</p>	<p>Gymnastics Acquiring and developing skills remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>Selecting and applying skills, tactics and compositional ideas Choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>Knowledge and understanding of fitness and health recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely</p> <p>Evaluating and improving performance improve their work using information they have gained by watching, listening and investigating</p> <p>West Lancs Sports Partnership Athletics</p>	<p>Games Acquiring and developing skills improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills</p> <p>Selecting and applying skills, tactics and compositional ideas choose, use vary simple tactics</p> <p>Knowledge and understanding of fitness and health recognise and describe what their bodies feel like during different types of activity</p> <p>Evaluating and improving performance recognise good quality in performance. use information to improve their work</p> <p>West Lancs Sports Partnership Dance</p>	<p>Athletics Acquiring and developing skills remember, repeat and link combinations of actions. use their bodies and a variety of equipment with greater control and coordination</p> <p>Selecting and applying skills, tactics and compositional ideas use their bodies and a variety of equipment with greater control and coordination</p> <p>Knowledge and understanding of fitness and health recognise and describe what their bodies feel like during different types of activity</p> <p>Evaluating and improving performance watch, copy and describe what they and others have done</p> <p>West Lancs Sports Partnership Dance</p>



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Music	<p>Kapow West African call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms</p>	<p>Kapow Orchestral instruments (Theme: Fairytales) Dynamics, Timbre, Tempo Play tuned and untuned instruments musically.</p> <p>Nativity Sing +perform Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p>	<p>Kapow Musical Me Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space) Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs</p>	<p>Kapow Myths and Legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p>Kapow On this island (British folk songs and sounds) Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>
RE And Class Value	<p>The Bible</p> <p>Look at the Bible as a collection of books Know that the Bible is our holy book and it contains God's big story, the salvation plan. Know the names and significance of holy books from other faiths .Know the places where people of other faiths worship.</p>	<p>Christmas-Good News</p> <p>Explore what good news means and how Jesus' birth brought good news to us all.</p> <p>Be able to retell both the nativity and Easter stories.</p> <p>Use religious words to talk about the celebrations of Christmas, Easter and Pentecost. Be able to give examples of how Christians, put their beliefs into action.</p>	<p>Jesus is a friend to everyone</p> <p>Look at the different people Jesus helped and healed. Be able to retell stories of Jesus' miracles.</p>	<p>Symbols of Easter</p> <p>What does the cross represent?</p> <p>What is a paschal candle? Use religious words to talk about the celebrations of Christmas, Easter and Pentecost.</p>	<p>2.6 Ascension + Pentecost</p> <p>Explore what Ascension means and why Christians celebrate Pentecost.</p>	<p>2.5The Church</p> <p>Look at the Church as a community and place of Worship. Have visited a church and confidently talk about their experience and what they have learnt.</p>
Multicultural links	Other Religious books					Other Special Places



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PSHE/ Mental Health and Well being	Jigsaw- Being Me in my world	Jigsaw- Celebrating Difference	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me	Jigsaw- Relationships (RSE)	Jigsaw- Changing Me (RSE)
Fairtrade/Eco/ World links	Harvest	Children in Need Poppy Appeal		Fairtrade Fortnight Red Nose Day		
Curriculum Enhancement opportunities	Fire Fighter Talk	Tarleton Fieldwork Christmas Pantomime Nativity Production	Incubate eggs	Reading Week+ World Book Day events Farm/ Food producer visit	Fire Service Safety Talk	Live Bees + Beekeeper talk Church visit KS1 Science Trip