

HPS Middle Phase Curriculum Map

| Curriculum Area | | 1 – Autumn | 1 - Spring | 1 - Summer | 2 – Autumn | 2 - Spring | 2 - Summer | 3 – Autumn | 3 - Spring | 3 - Summer |
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| English | Key Texts | Marshmallow The Dark I am so Brave! Beegu | Dear Dragon: Tale On the way home Jack and the beanstalk Going Down Home with Daddy | The proudest blue One day on our blue planet My Rainy day Rocket ship Lila and the secret of rain | Claude in the City Julia Donaldson: Poems to Perform Chapatti Moon The Snail and the Whale | Marvin in the kooky spooky house The Lonely Beast | Anna Hibiscus Zeraffa Giraffa My Father's shop I will not never ever eat a tomato | Pebble in my pocket Moon Man Jabari Jumps Rani Visits the Taj Mahal | Giant A Panda of the enchanted forest Mufaro's beautiful daughters You can do it Firebird | Mouse, Bird, Snake, Wolf Whoosh Eight Days |
| | Writing outcomes | (fact file retell story) – Diary Entry) Diary Entry Informal letter) | A Pen Pal Adventure story Persuasive letter Leaflet about plants Letter or Diary entry | Fantasy Story Information text Newspaper article about a spaceship landing/crashing in our school Recount | Diary entry Poems Letter & Invitation Narrative Story & Information text | Newspaper Article Persuasive letter Recount Persuasive letter & Narrative story | Recount or article Letter or Diary entry Instruction Diary entry | Information text Newspaper report Instruction text Descriptive text | Persuasive text Informal letter Poem Retell/ Recount | Balanced argument Narrative story Diary entry |
| Mathematics | | Numbers to 10 Part –whole to 10 Number bonds. Addition within 10 2D and 3D shapes Geometry Subtraction within 10 Word problems Numbers to 20 positions Revision | Addition to 20 Subtraction to 20 Numbers to 50 Include word problems. Numbers to 50 include word problems. Revision Introducing weight and volume. Revision | Multiplication Division Halves and quarters. Revision Position and direction Numbers to 100 Time Money Revision | Number and place value Addition-using number lines Subtraction-using number lines Addition and subtraction- Commutativity Inverse Geometry 2D shapes Geometry 3D shapes Multiplication Division Fractions Measures: Time O'clock Half past Quarter past Quarter to | Number and place value Addition-column method Subtraction-column method Measures: Money Multiplication and Division Fractions Word problems Measures: Time 5 minute intervals Measurement: Money Statistics/Graphs Measurement: Position and Direction Measures: Length Measurement: Position and Direction Mass | Number and place value Division-remainders Fractions Word problems-2 steps Geometry 2D shapes and 3D shapes Measures: Mass SATs Measurement: Volume Measures: Temperature Statistics/Graphs Fractions Measures: Time O'clock Half past Quarter past Quarter to Word problems-2 steps | Number: Place value Partitioning number) Write numbers up to 1000 in words Comparing Ordering Addition Subtraction Problem solving on addition and subtraction Multiplication and division Fractions Multiplication/division Geometry Shapes Time Length Fractions | Fractions Multiplication/division Statistics Picture graphs Mass/weight Money Volume Time Bar graphs Fractions Geometry Angles | Addition/subtraction Multiplication/division Length Addition/subtraction Multiplication/division Picture and bar graphs Fractions Perimeter of figures Mass and weight Volume |
| Science | Topic/ Big Question | Seasonal changes (Autumn and Winter) What are the changes across the four seasons? Everyday Materials What are the properties of different materials? | Plants How do different plants and trees grow overtime? | Animals including humans- How are animals similar and different to each other? Seasonal changes (Spring and Summer) What are the changes across the four seasons? | Animals including humans How do offspring (animals including humans) grow healthily? | Living things and their habitats What do living things need to survive in their habitat? | Plants What things do plants need to grow healthily? Materials Why are objects made from different materials? | Rocks What are rocks and how can they be grouped? | Light Why is light important? Forces and Magnets What is magnetism and how is it useful? | Animals including humans - Do animals have the same skeletons as humans? Plants What do plants need to be healthy? |
| | Threshold Concepts | Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data | | | Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data | | | Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data | | |
| | Horizontal/ Vertical/ Diagonal links | Horizontal Maths (names of months, time, day length), Geography (weather), art (poster) Vertical | Horizontal – maths (measuring length), ICT (research), English (writing piece - leaflet about plants) Vertical - Plants (year 2 & 3), Living things and | Horizontal - English text (Dear Dragon – animals link), art - drawing animals Vertical - Animals including humans (every year group), Living | Horizontal – maths (measuring length), PSHE (healthy diet), PE (exercising) Vertical - Animals including humans (every year group), Living | Horizontal - Geography (different locations/habitats in the country), History (people in the stone age being very reliant on | Horizontal – Maths (measuring length, graphs), geography (local environment/weather), Art (colours/shades), PSHE (food – fruits) | Horizontal – English (Pebble in my pocket story, information text), ICT (ipads research), Geography (local environment, Earth/soil layers, volcanoes), | Horizontal – RE (Diwali- light), English (Moon Man text), Maths (lines, length, measuring), art (light/dark) Vertical – Seasonal changes (year 1), Earth | Horizontal - PSHE – (being healthy, diet), English text (Jabari jumps – exercise, movement), maths (data handling) |

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| | <p>Earth and Space (year 5), Living things and their habitats (year 2, 4, 5 & 6) Diagonal Geography (year 2 climate) RE (festivals in different seasons i.e. Christmas is usually in Winter)</p> <p>Horizontal Art (collages, 3D textiles using different materials), History (toys) Vertical Uses of Everyday Materials (Year 2) Properties and Changes of Materials (year 5), States of matter (year 4) Diagonal - Art (materials, fabrics), History (artefacts made from different materials)</p> | <p>their habitats (year 2, 4, 5 & 6) Diagonal - PSHE: food groups (fruit and veg), history (farming jobs), geography (habitats)</p> | <p>things and their habitats (year 2, 4, 5 & 6), Evolution (year 6) Diagonal - English texts – (year 2 Snail and the Whale / year 3 mouse, bird, snake, wolf) PSHE – animal rights, food groups (meat)</p> <p>Horizontal - Maths (names of months, time, day length), Geography (weather), art (poster) Vertical - Earth and Space (year 5), Living things and their habitats (year 2, 4, 5 & 6) Diagonal – Geography (year 2 climate), RE (festivals in different seasons i.e. Christmas is usually in Winter)</p> | <p>things and their habitats (year 2, 4, 5 & 6), Evolution and inheritance (year 6) Diagonal – PSHE (puberty and how our bodies change, hygiene), History: life cycles (timeline), Geography (animals in our local environment), RE (where do animals/humans come from – who created them? – year 5/6)</p> | <p>their environment for survival). Vertical - Living things and their habitats (year 2, 4, 5 & 6), Animals including humans (every year group), Plants (year 1, 2 & 3), Diagonal – geography (school local environment), PSHE (what the body needs to stay healthy), Art (drawing plants/still life)</p> | <p>Vertical – Plants (year 1, 2 & 3), Living things and their habitats (life cycles - year 2, 4, 5 & 6), light (year 3 and 6) Seasons (year 1) Diagonal – history (farming jobs/growing crops), ICT (researching), English year 1 (writing piece - leaflet about plants)</p> <p>Horizontal – art (collages using different materials), history (stone age weapons materials), Vertical - Everyday Materials (Year 1) Properties and Changes of Materials (year 5), States of matter (year 4), magnetic materials (year 3) Diagonal – history (toys year 1), art (resources/fabrics), PSHE (professionals and the uniforms they wear)</p> | <p>Art/d&t (making fossils with clay) Vertical - Uses of Everyday Materials (Year 1 & 2) Properties and Changes of Materials (year 5), States of matter (year 4) Diagonal - History – artefacts (fossils).</p> | <p>and Space – sun (year 5), light (year 6) Diagonal – history (using the sun to tell the time), geography (seasons, weather, climate, sun safety), maths (reflection)</p> <p>Horizontal – maths (direction, mass), PE (pushing, pulling, friction shoes) Vertical - Uses of Everyday Materials (Year 1 & 2), Forces & Properties and changes of materials (year 5) Diagonal - Geography (compass magnet), PSHE (road safety – friction), history uses of magnet over time</p> | <p>Vertical - Animals including humans (every year group), Living things and their habitats (year 2, 4, 5 & 6), Evolution and inheritance (year 6) Diagonal- PE (exercise, movement, names of bones/muscles), PSHE (puberty, our bodies) ICT (researching)</p> <p>Horizontal – maths (measuring height) Vertical - Plants (year 1, 2 & 3), Living things and their habitats (life cycles - year 2, 4, 5 & 6), light (year 3 and 6) Seasons (year 1) Diagonal – history (farming jobs/growing crops), English year 1 (writing piece - leaflet about plants), geography (local environment, edible garden)</p> |
| NC links | <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Observe changes across the four seasons</p> | <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name</p> | <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but</p> | <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> |

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| | | | | Observe and describe weather associated with the seasons and how day length varies. | | different sources of food. | | | <p>magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |
| | Substantive Knowledge | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - The 4 seasons are Winter, Spring, Summer, Autumn. - The common signs of Autumn are leaves falling, shorter days and weather getting cooler (temperature gets lower). - The common signs of Winter include colder weather, shorter days and the trees are bare. - Animals (squirrels) prepare for winter in Autumn by collecting and storing food. - Animals hibernate (sleep and remain inactive) during Winter. <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - The difference between an object and a material. - Object is a thing (noun) and material | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - Plants grow from seeds. - Seeds are planted in soil. - Plants (seeds) need sunlight and water to grow. - A wild plant is a plant that was not intentionally seeded or planted. - Dandelion, poppy, nettle, thistle and daisy are common wild plants. - Garden plants are deliberately seeded or planted. - Buddleia, dahlia, grass, lavender and sunflowers are garden plants. - Deciduous trees are trees that shed throughout the seasons. - Maple and chestnut are Deciduous trees. - Evergreen trees do not shed. - Pine and hemlock are Evergreen trees. | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - There are different common animals including fish, amphibians, reptiles, birds and mammals. - Fish only live in water. - Amphibians live both on land and in water (frog, newt, salamander). - Reptiles are cold blooded and have scaly skin (snakes, lizard, turtle). - Birds have feathers, wings, lay eggs (penguin, eagle, parrot). - Mammal is an animal that breathes air, has a backbone, and grows hair (humans, elephant, lions). - Carnivores are meat eaters (lion, snake, wolf). - Herbivores are plant eaters (rabbit, cow, sheep). | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - Animals have offspring which grow into adults. - The basic needs of animals include water, food, warmth, air, shelter – if an animal does not have these it will not survive. - The human life cycle includes baby, child, adolescent, adult and elderly. - Frog life cycle includes egg, tadpole, froglet, frog. - Butterfly life cycle includes egg, caterpillar, chrysalis and butterfly. - Humans need to consume different food groups to be healthy i.e. fruits and veg, carbohydrates, fats and sugars, protein and dairy. - Balanced diet involves consuming food groups in the correct proportions/ amounts. | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - A living organism is something that grows, eats and moves. - The seven life processes are (MRS NERG) movement, reproduction, sensitivity, nutrition, excretion, respiration, growth. - Plants depend on animals to spread and disperse their seeds. - Animals depend on plants (their habitat) for shelter, food source and to store food. - Jellyfish, whales and seals live in the Ocean habitat. - Jaguars, snakes and parrots live in Rainforests. - Camels, beetles and scorpions live in the desert. - Living things/animals adapt to their environment. i.e. polar bears are | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - Different parts of a plant include: - The flower attracts insects to make new seeds. - Leaves use sunlight to make food. - Fruit protects the seed. - Seeds produce new plants. - Roots hold/support the plant and transport water. - Plants need water, light soil, suitable temperature and air to grow healthily. - When a plant grows healthily it will be strong (stem), green in colour and tall. - Without all these key things the plant will not grow and will die. - Seeds grow into mature plants in the following stages: embryo, germination, roots grow, stem and leaves grow then | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - Natural rocks include igneous, metamorphic and sedimentary rocks. - Igneous rocks are formed when hot molten/lava cools down and solidifies. - Sedimentary rocks are formed when small pieces of stone, minerals, organic matter all combine and squash together to form different layers. - Metamorphic rocks is when one rock changes to another because of heat and pressure. - Man-made rocks are not natural. - Rocks can be grouped based on their properties including appearance, colour, texture, hard/soft etc. - For example, marble and granite | <p>Substantive Knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - Light is needed in order to see things. - Darkness is the absence of light. - Luminous objects give off light. - We see things as light is reflected from surfaces and then into our eyes. - Light travels in straight lines. - Light from the sun can be dangerous. - We need to protect ourselves from the sun i.e. sun hat, sun glasses, staying in the shade etc. - Shadows are formed when light from a light source is blocked by an opaque object. - The Sun's position in the sky affects the length of the shadow. - When the Sun is low on the horizon, the shadows are long. When the Sun is high in the sky, the | <p>Substantive knowledge</p> <p>Children need to know:</p> <ul style="list-style-type: none"> - Animals including humans do not make their own food so get their nutrients from food. - A balanced diet includes a range of food groups in the correct proportion. - Carbohydrates give energy over a long period of time. - Fruit and Veg helps to fight illnesses and diseases. - Protein helps your body build hair, nails and muscles. - Milk and dairy builds strong teeth and bones. - Fats and sugars help our body absorb vitamins. - Our diets should include a lot of carbohydrates and fruit/veg, some milk & dairy and protein and only a small amount of fats & sugars. |

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| | <p>is what it is made from.</p> <ul style="list-style-type: none"> - Wood, plastic, glass, metal, paper, water and rock are all materials. - Wood is hard, opaque and absorbs water. - Plastic is slightly flexible, transparent and waterproof. - Glass is transparent, hard and waterproof. - Metal is hard, opaque and waterproof. - Rock is hard, opaque and waterproof. - Paper is flexible, absorbs water and opaque. - Ruler, foil, elastic bands have similar properties - are all flexible. - Papers, sponge, fabric all absorb water. - Scissors, chair, table are all hard/tough. - Specific materials suit certain purposes better i.e. cutlery is made from metal, windows are made from glass, toys are made from plastic | <ul style="list-style-type: none"> - Petal, leaves, roots, stem, seed, trunk are all parts of a plant. | <ul style="list-style-type: none"> - Omnivores eat both plants and other animals (bear, monkey, chicken). - Structure of a fish includes fins and gills. - Structure of the human body includes head, legs, knees, face, mouth, neck etc. - The 5 different senses include touch, smell, taste, sight, hearing. <p>Substantive Knowledge Children need to know:</p> <ul style="list-style-type: none"> - The 4 seasons are Winter, Spring, Summer, Autumn. - The common signs of Spring are longer days, leaves grow back, flowers bloom and warmer weather (temperature). - Animals come out of hibernation. - The common signs of Summer are longer days, hotter weather, plants/flowers fully grown. - We stay safe in the sun by using sun block, sun glasses, sun hat, not looking directly at the sun, thin summer clothing etc. | <ul style="list-style-type: none"> - Exercise has a positive effect as it helps to keep our body fit and healthy. - When exercising our body changes in the following ways: faster heart rate, redness in cheeks, sweating etc. - Good hygiene is important and you must keep your body clean by washing your body using soap, brush your teeth, change clothes. | <p>suited to living in Antarctica because of their thick fur and camels have adapted to living in deserts as they store water in their humps.</p> <ul style="list-style-type: none"> - Minibeasts such as worms, spider and slugs live in micro-habitats. - Food chains show which animals eats what. - Producer is the food source, prey is what is eaten and predator is the animal that hunts and eats the other. | <p>flowers and fruits begin to grow.</p> <p>Substantive Knowledge Children need to know:</p> <ul style="list-style-type: none"> - Objects are made from different materials (glass, wood, metal, plastic, brick, rock, cardboard etc). - A solid is an object with a fixed stable shape. - The shape of some solids/materials (paper, plastic, cardboard, rubber) can be changed by squashing, bending, twisting and stretching. - Materials have different properties. - Waterproof is when water is not able to pass through the material. - Some materials are better suited for specific purposes i.e. rain jacket is made from microfiber fabric as it is waterproof. Firefighter's helmet is made from glass fibre as it is heat proof. - Plastic bag, foil, tin is waterproof and felt, paper and tissue is not waterproof. | <p>are tough rocks. Sandstone and limestone are light coloured.</p> <ul style="list-style-type: none"> - Permeability is when a rock lets water through. - Erosion is when rocks wear away over time. - Some rocks are better suited for specific purposes i.e. marble for statues, slate for roofing. - Soil is made up from water, air, minerals, rocks and organic matter. - Layers of soil include humus, topsoil, subsoil and bedrock. - Fossils are the remains or traces of plants and animals that lived long ago. | <p>shadows are much shorter.</p> <ul style="list-style-type: none"> - The closer an object is to the light source, the larger the shadow it casts. <p>Substantive Knowledge Children need to know:</p> <ul style="list-style-type: none"> - A force is a push or a pull. - Surface is the outside part or uppermost layer of something. - Friction is a slowing down force. - Rough surfaces have more friction so objects move slower. - Smooth surfaces have less friction so objects move quicker. - Magnetic forces can act at a distance. - A magnet has a north pole and a south pole. - Magnets attract some materials i.e. most metals - Scissors, fork and paperclip are magnetic objects. - Magnets do not attract some objects i.e. ruler, rubber and glue stick are non-magnetic. - North and North /South and South pole repel. - North and South / South and North attract. - Magnets are used in everyday life i.e. fridge door, buttons on clothes and credit cards. - Some magnets are stronger than others. | <ul style="list-style-type: none"> - Animals (pets) have different diets to humans. Can be carnivores, herbivore or omnivores. - Animals have a skeleton which is a structure that helps support our body (endoskeleton, exoskeleton and hydrostatic). - Animals have muscles which help with movement (in pair, contract and relax). <p>Substantive Knowledge Children need to know:</p> <ul style="list-style-type: none"> - Roots support the plant and absorb nutrients from the soil. - Stem supports the plant and transports water to the leaves. - Leaves use sunlight to make food for the plant. - Flowers attract insects to make new seeds. - Plants require air, light, water, nutrients from soil, and room to grow for life and growth. - Pollination is the process that allows plants to reproduce (seed formation). - Germination is the process by which a plant begins to grow from a seed - Seeds are scattered by animals or the wind. This process is called seed dispersal. - Different factors effect plant growth i.e. the amount of light, the amount of fertiliser etc. |
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| <p>Disciplinary Knowledge</p> | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Observe changes across Autumn and Winter. - Use thermometer to measure and track the temperature. - Present the data in a table. - Identify and describe the patterns in the changes in the weather. - Explain how animals prepare for different seasons. - Making displays of what happens in the world around them <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Distinguish between the terms object and material. - Identify the material which an object is made from. - Identify and name everyday materials. - Make observations (physical appearance) and describe the simple properties of materials. - Sort, group and compare a variety of materials. - Performing simple tests to explore questions (What is the best material for a boat?). | <p>Disciplinary knowledge Children will</p> <ul style="list-style-type: none"> - Know how to grow a seed. - Identify and name a variety of common wild and garden plants. - Observe different plants using magnifying glasses. - Describe and compare deciduous trees. - Identify, label and describe the basic structure of a plant. - Draw diagrams to show the parts of a plant. - Keep records and observe how plants have changed over time. - Measure the height of a plant as it grows. | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Observe, compare and contrast animals at first hand or through videos and photographs. - Describe and compare the structure of a variety of common animals. - Group and classify animals according to what they eat. - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify, name, draw and label the basic parts of the human body. - Use senses to compare different textures, sounds and smells. <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Observe changes across Summer. - Use thermometer to measure and track the temperature. - Present the data in a table. - Identify and describe the patterns in the changes in the weather associated with the seasons. - Explain how animals prepare for different seasons. - Making displays of what happens in the world around them. | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Group animals into adults and offspring. - Observe first-hand and describe how different animals grow (butterflies/chicks). - Compare the life cycle of different animals. - Investigate if taller children always have a bigger shoe size. - Make conclusions and analyse if their results were reliable. - Identify what things animals need for survival and explain what humans need to stay healthy. - Describe and explain the importance of exercise, eating right and hygiene for humans. - Reflect on their own lifestyle. | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Sort and classify things according to whether they are living or dead. - Identify patterns and describe/understand how living things are suited to their habitat. - Describe how different habitats provide for the basic needs of different organisms. - Explain how animals and plants depend on each other. - Identify and name a variety of plants and animals in their habitats. - Find and observe animals that live in our local microhabitats (edible garden) - Identify prey, producer and predator in a food chain. - Record their findings using charts. | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Name and identify the different parts of a plant. - Explain the function of each part. - Observe and describe how seeds grow into mature plants. - Carry out a fair test to investigate what plants need to grow healthily. - Observe, measure and record, the growth (height) of a variety of plants as they change over time. - Identify patterns and observe how different plants grow at different stages. - Compare plants that don't receive what they need to those which do. - Represent their data using charts. - Draw conclusions based on their findings. <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Observe, identify and group everyday materials. - Describe patterns (similarities and differences) between materials. - Investigate and explore how the shapes of solid objects can be changed. - Compare the uses of everyday materials. - Identifying and classifying the uses of different materials and recording their observations. | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks. - Describe the properties of different rocks. - Observe rocks in their local environment. - Describe how fossils are formed. - Research and discuss the different kinds of living things found in fossils. - Classify rocks according to whether they have grains or crystals, and whether they have fossils in them. - Investigate what happens when rocks are rubbed together. - Recognise and understand that soil is made from different matter. - Explore different soils and identify similarities and differences between them. - Investigate what changes occur when rocks are placed in water. | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Distinguish between light and dark. - Group and sort between luminous and non-luminous objects. - Explain how we see things (through reflection). - Describe how we can protect ourselves from the sun. - Observe how shadows are formed. - Find patterns in the way that the size and shape of shadows can change. - Carry out a fair test to investigate what happens to a shadow when the light source is moved. - Compare which surfaces reflect light best. <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Observe and distinguish between a pull and push force. - Sort between magnetic and non-magnetic objects/materials. - Predict and test whether two magnets will attract or repel each other depending on the poles. - Look for patterns in the way magnets behave. - Describe magnets as having two poles - Raise questions and carry out tests to find out how far things move on | <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Identify the different food groups in a balanced diet. - Sort foods according to the food group they belong to. - Compare a healthy and unhealthy diet. - Describe the importance of each food group. - Design meals based on what they have learnt. - Research the diet of different pets. - Compare and contrast the diets of different animals - Group animals according to what they eat. - Observe animals in their local habitat with different skeletons. - Name and identify the different bones in a human skeleton. - Explore ideas about what would happen if humans did not have skeletons. - Identify patterns how we move i.e. muscles work in pairs to create movement. <p>Disciplinary Knowledge Children will:</p> <ul style="list-style-type: none"> - Identify and label the different parts of a plant. - Describe the function of the different parts. - Observe the different stages of a plant life cycle. - Explain the process of reproduction and pollination. - Investigate and compare the effect of different factors on plant growth (amount of light/ fertiliser) |
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| | | | | | | | <ul style="list-style-type: none"> - Carry out a fair test to identify the best waterproof material. - Represent data using tables. - Analyse data and make conclusions. | | <ul style="list-style-type: none"> - different surfaces and gather and record data to find answers. - Explore the strengths of different magnets and find a fair way to compare them. - Identifying how magnets are useful in everyday items and suggest creative uses of them. | <ul style="list-style-type: none"> - Look for patterns in the structure of fruits that relate to how the seeds are dispersed. - Observe how water is transported in plants, travels up the stem. |
| | <p>Substantive Vocabulary</p> <p>Seasons, Autumn, Winter, Summer, Spring, year, months, temperature, cooler, bare trees, leaves falling, weather, day length, cold, snow, animals, hibernate, adapt, habitat, animals, store food, collect, inactive</p> <p>Materials, object, wood, plastic, glass, metal, paper, water, rock, properties, physical, appearance, hard, soft, opaque, transparent, absorbs water, waterproof, shiny, dull, rough, smooth, flexible, ruler, foil, elastic, sponge, fabric, scissors, chair, purpose</p> | <p>Flowers, habitat, environment, vegetables, blossom, leaves, petals, fruit, roots, bulbs, seed, trunk, branches, stem, evergreen, deciduous, buds, wild plants, dandelions, poppy, nettle, thistle, daisy, garden plants, buddleia, dahlia, grass, lavender, sunflower, rose, Deciduous trees, maple, chestnut, Evergreen trees, pine, hemlock, water, sunlight</p> | <p>Common animal, food, water, shelter, fish, amphibians (frog, toad, salamander), reptiles (crocodile, snake, lizard, turtle), birds, mammals (elephant, lion, zebra), carnivores, meat eater, herbivores, plant eaters, omnivores, structure, gills, fins, tusks, claws, shell, tentacles, feathers, tail, nose, smell, mouth, taste, ears, hearing, sound, hands, touch, texture, eyes, sight, head, shoulders, feet, legs, arms, back</p> <p>Seasons, year, months, temperature, festivals Autumn, cooler, bare trees, weather, day length, harvest Winter, cold, animals, hibernate, migrate, adapt, habitat Spring, growing, blossom, bud Summer, hot, sun, safety, sunglasses</p> | <p>Offspring, Animals, Grow, Change, Human life cycle (baby, toddler, child, teenager, adult) Frog life cycle (Frogspawn, tadpoles, Froglets), Butterfly life cycle (caterpillar, pupa, chrysalis, cocoon, butterfly), Chicken life cycle (eggs, chick, chicken), Basic needs (water, food, shelter & air), Survival, Consume, Balanced diet, Food groups Fruit, Vegetables, carbohydrates, fat, protein, dairy, Exercise, Health, Clean, Hygiene, Bacteria</p> | <p>Alive, Dead, Living, Organisms Healthy, Survive, Compare, Life process, movement, reproduction, sensitivity, nutrition, excretion, respiration Growth, habitat, home, dependent, plants, spread Seeds, Germinate, Hibernate, Microhabitat, animals, mini-beast, food chain, herbivore, carnivore, omnivore, producer, consumer, Prey, predator, Disperse, Deposited, Collected, Scars</p> | <p>Plants, leaves, Stem, Stalk, Root, Petal, fruit, flower, insect, grow, support, transport, reproduce, environment, alive, photosynthesis, seeds, Bud, Bulbs, Water, Light, Air, Soil, green leaves, strong, healthy, Habitat, sunlight, temperature, embryo, germination</p> <p>Materials, glass, wood, metal, plastic, paper, brick, rock, cardboard, properties, absorbent, Fabric, Man-made, Natural, Opaque, Rough, Smooth, Nylon, Waterproof, solid, shape, Insulation, Heat proof, Heat resistance, squashing, bending, twisting, stretching</p> | <p>Natural rocks, man-made, igneous, metamorphic, sedimentary, building, chalk, slate, marble, sandstone, pumice, granite, slate, limestone, colour, texture, permeability, porous, erosion, pebbles, soil, dead plants, organic matter, sand, clay, gravel, topsoil, subsoil, bedrock, fossils, rock cycle, clay, common fossils, trilobites, ammonites, crinoids, dinosaurs, prehistoric life, palaeontologists</p> | <p>Light, darkness, luminous, non-luminous, light sources, torch, lamp, sun, protect, UV light, natural star, candle, absence, surfaces, reflect, emit, mirror, smooth, shiny, opaque, transparent, translucent, bounces off, shadow, blocked</p> <p>Force, push, pull, surface, friction, rough, smooth, magnet, magnetic force, attract, repel, magnetic poles, north pole south pole, metal, iron,</p> | <p>Nutrition, food groups, vitamins, minerals, fats, protein, carbohydrates, fibre, water, animals, dairy, fruit and vegetables, omnivores, herbivores, diet, carnivore, skeletons, endoskeletons, exoskeletons, hydrostatic, support, protection, skull, humerus, clavicle, femur, fibula, fibula, ulna, pelvis, backbone, ankles, ribcage, joints, tendons, muscles, movement, contract, relax, biceps, triceps, involuntary movement, voluntary movement</p> <p>Flowering plants, roots, stem/trunk leaves, flowers, structure, function, support, nutrition, reproduction, transported, absorb, soil, water, life, growth, air, light, water, nutrients, space, produce, photosynthesis, pollination, seeds, water and air transportation, animals, explosions, fertiliser, life cycle, flowers pollination, seed formation, seed dispersal</p> | |
| | <p>Disciplinary Vocabulary</p> <p>Pattern seeking, observe, identify, describe, compare,</p> | <p>observe, compare, contrast, describe, identify, group, draw,</p> | <p>Identify, compare, contrast, observe,</p> | <p>Identify, explain, group, compare, enquiry, measure, observe,</p> | <p>Sorting, classifying, recording, exploring</p> | <p>Observing, enquiry, recording, comparative test, fair testing,</p> | <p>Microscopes, observe, explore, compare, group, identify, classify,</p> | <p>Pattern seeking, group, sort, explain, describe, fair testing, compare,</p> | <p>Diagrams, enquiry, observe, research, gather information,</p> | |

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| | | record, measure, explain, presenting data, analyse Identify, describe, sort, compare, group, properties, explore, experiment, test, distinguish, observe, investigate, fair testing, | pattern seeking, diagram, record, measure, research | grouping, classifying, predict, recording Pattern seeking, observe, identify, describe, measure, compare, record, explain, presenting data, analyse | classify, recording, gathering and recording data, analyse, conclude, fair testing | questions, construct, describe. | accuracy, variable, compare, predict, pattern seeking, evaluate Comparing, observing, identifying, classifying, pattern seeking, recording, fair testing, predicting, evaluating | properties, investigate, research, similarities, differences, enquiry, recording | record, predict, measure Compare, enquiry, sort, classify, record data, finding patterns, observe, testing, | classify, present, investigate, compare, charts (bar graph), identify, grouping, identify Observe, investigate, enquiry, explore, compare (overtime), identify, functions, research, recording |
| | End Task point | Information leaflet about the seasons (Autumn and Winter). Class display about what they have learnt about the 4 seasons – children will add to this display over the year as they learn about new seasons. Investigation write up (aim, equipment, results, conclusion) – What is the best material for a boat? | Fact file about a plant – pick a plant and research about it using laptops – name, colour, size, where it is found etc. | Comparative text – compare and contrast the different categories of animals (fish, amphibians, reptiles, birds and mammals, carnivore, herbivore and omnivore). Information poster: on sun safety - drawing and writing how we can keep safe on a hot, sunny day. Class Display for Summer – add to the display about the 4 seasons. | Investigation write up (Aim, prediction, equipment, fair test (keep the same and change), results, conclusion)- Do taller children always have bigger shoe sizes? | Recount of the trip to Odds farm Trip – What different animals/ living organisms did they see? How have the animals adapted to their habitat? | Instructional text: outlining the steps for how to grow a healthy plant. Investigation write up for material (Aim, prediction, fair test (keep the same and change), - Which is the best waterproof material? | Non-chronological report about rocks – what are the different types, examples, their properties, how are they formed etc. | Investigation write up about shadows (Aim, prediction, equipment, fair test (dependent/ independent variable), method, results, conclusion) - What happens to shadows when the light source moves? Investigation write up about friction (aim, prediction, equipment, fair test (dependent/ independent variable), method, results, conclusion) - what happens when an object moves across different surfaces. | Explanation text about skeletons – How do skeletons stop us being puddles of skin and muscles? (outline functions of the skeleton, types and different muscles). Fact file about pets - research a common house pet (cats, dogs, hamsters, budgies etc) - name, average size, originate from, lifespan, appearance, diet, type of animal. Journal – weekly update about their own plant which they have grown (what the different parts look like, how it has changed, what they did etc). |
| History | Big Questions | Past and Present What were toys like in the past? | Transport How has travel and transport changed over time? | Mary Seacole What do we know about Mary Seacole? | Stone Age What was it like to live in the Stone Age? | Ancient Egyptian What were people’s lives like during the Ancient Egyptian civilisation? | Ancient Greece How did Ancient Greece influence the world as we know it today? | Roman Britain What can we learn from the Romans based on what they left behind for us? | Benin Empire Why was trade important to the Benin empire? | Anglo-Saxons and Scots How have the Anglo Saxons influenced Britain? |
| | Threshold Concepts | Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry | | | | Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry | | | | |
| | Substantive concepts | Society, main events, culture | Society, main events, technological advancements | Location, society, main events, culture | Location, culture, society, settlements | Society, Culture, location, main events | Location, society, main events, | Empire, society, trade, location, main events, culture, beliefs, invasion, technological advancements | Empire, location, society, culture, trade, settlements | Settlements, society, location, main events, culture, technological advancements |
| | NC links | Pupils should be taught changes within living memory. | Pupils should be taught about events beyond living memory that are significant nationally or globally. | Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. | Events beyond living memory that are significant nationally or globally. | Events beyond living memory that are significant nationally or globally. The achievements of the earliest civilisations – Ancient Egypt. | Events beyond living memory that are significant nationally or globally. Ancient Greece – A study of Greek life and achievements and their | The Roman Empire and its impact on Britain. 1. Julius Caesar’s attempted invasion 55 – 54 BC 2. Successful invasion by | A non-European society that provides contrasts with British history. one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD | Britain’s settlement by Anglo-Saxons and Scots. ➤ Roman withdrawal from Britain ➤ Anglo-Saxon invasions, |

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| | | | | | | | influence on the Western world. | Claudius and conquest 3. British resistance (Boudicca) 4. Romanisation of Britain | 900; Benin (West Africa) c. AD 900-1300. | settlements and kingdoms ➤ Anglo-Saxon art/culture ➤ Scots invasions in North Britain |
| Substantive Knowledge | Children need to know: | Children need to know: | Children need to know: | Children need to know: | Children need to know: | Children need to know: | Children need to know: | Children need to know: | Children need to know: | Children need to know: |
| | <ul style="list-style-type: none"> Toys are objects that we play with. Toys can be anything from simple pieces of wood to modern consoles etc. Civilisations from all points of time and around the world produced and played with different types of toys. Some toys are old, some are new and can place a Channa Patna toy, Farnell teddy or Victorian inclusive doll, African stick drum and toy iphone on a timeline in chronological order. Toys in the past are different to toys today. Toys have developed and changed over time as new materials new technologies have been introduced. Many toys have been around for hundreds of years but the way they look and have been made have changed. | <ul style="list-style-type: none"> What travel is and why people use it. The different types of transport (car, boat, bus, bike etc). How travel has evolved across the years. What the oldest and newest forms of transport are. Features of how transport looked in the past compared to today The advantages and disadvantages of using trains as a form of transport. Who Bessie Coleman is and why she is important and what she did. | <ul style="list-style-type: none"> Who Mary Seacole was and what she is known for. The key events in Mary Seacole's life. Who Florence Nightingale was and how she compares to Mary Seacole. Artefacts used by Mary Seacole during the Crimean War. | <ul style="list-style-type: none"> The stone age is the earliest period of human existence. When the stone age was (2.7 million years ago) We do not have much evidence from this time period as it was such a long time ago. Our knowledge from this period comes from archaeology (cave paintings, artefacts). What tools individuals used during the stone age to create cave paintings. Names of the early stone age (Palaeolithic), middle stone (Mesolithic) age and late stone age (Neolithic) What Skara Brae was like and how it compares to present day. Who cheddar man was and his significance. | <ul style="list-style-type: none"> Ancient Egypt began around 3,100 and the civilisation spanned for 3,000 years. What the Pyramid of Giza is, who ordered its construction and who built it. Who Pharaoh Hatshepsut was, why she sent an expedition to Punt and to chronically place key events from this expedition in order. Trade was key during the Ancient Egyptians. How a pharaoh's life (Hatshepsut) compared to that of Ankh and Nebur. The importance of artefacts (such as stone relics) in telling us about Egyptian civilisation. The importance of Dier el Medina in telling us about Egyptian civilisation. The role the river Nile played in trading, farming, and | <ul style="list-style-type: none"> Ancient Greece began around 2,100 and co-existed alongside The Greeks invented the Olympics and the names/types of sports disciplines (javelin, shot put, running and pentathlon). The names of medicines (their significance) invented during Ancient Greece and to chronologically place them in order. How democracy in ancient Greece compares to democracy in Britain today. What Greek architecture looks like (columns etc) and whether it influences the western world. | <ul style="list-style-type: none"> Who the Romans were The 3 types of Roman invasions on Britain and why they were successful/unsuccessful and who led them. How a Roman town compare to a celt settlement in Britain Why the Romans built roads and Hadrian's wall and its significance. Who emperor Septimus Severus was and his involvement in the building of Hadrian's Wall. The different types of Roman inventions (coins, calendar, plumbing, sanitation). The introduction Christianity had on Britain at the time. | <ul style="list-style-type: none"> The items the Benin commonly exported (traded) such as ivory, palm oil, bronze statues, sapphires, and peppers and what they could be used for. Where Benin is situated and the countries, they traded with such as Portugal, Netherlands and Britain. The items that were imported to Benin through trading such as coral beads, cowrie shells and soldiers. Locate the 5 Benin warrior kings on a photo album timeline and a significant event which occurred during their reign. What the Benin Empire settlement(s)/society was like in the 900s and by 1300. The kingdom of Benin in the 900s when the Edo people settled in rainforests. | <ul style="list-style-type: none"> Romans left Britain in 400-410 AD. Who Hengist and Horsa were. Where the Anglo-Saxons originated from (Angles, Saxons and Jutes). Where the Anglo-Saxons settled in Britain. The seven kingdoms (Mercia, Essex, Wessex, Sussex, Northumbria, Kent, East Anglia). The four kingdoms of Scotland (Dal Riata, Pictland, Strathclyde, Bernicia). The years the Anglo-Saxons settled in the seven kingdoms and locate this chronologically. The differences/similarities between Anglo-Saxon and Pict individuals (women, children, noble men, warriors, settlements). Sutton Hoo and the Anglo-Saxon art and | |

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| | | | | | | the growing population. | | | <ul style="list-style-type: none"> What the Benin bronzes/plagues were, what they depict and where they can be found today. | <p>culture that was found there.</p> |
| Disciplinary Knowledge (skills) | <ul style="list-style-type: none"> Identify objects from the past (L2, L3, L4 and L5) Place up to three/five objects in chronological order-recent history (L2) Use vocabulary: old, new, before, after, a long time ago, first, next (L2) Use words and phrases like: very old, when mummy and daddy were little (L2) Know that some objects belonged to the past (L2 and L3) Begin to identify main differences between old and new toys (L3) Ask and answer questions about old and new objects (L4) Give a plausible explanation about what an object was used for in the past (L4) | <ul style="list-style-type: none"> Place up to three/five objects in chronological order-recent history (L2) Use words and phrases like: very old, past, present (L2, L3) Give a plausible explanation about what an object was used for in the past (L2 and L3) Begin to identify the main differences between old and new (L3) | <ul style="list-style-type: none"> Place up to three/five objects in chronological order (L2) Identify objects from the past (L4) Give a plausible explanation about what an object was used for in the past (L4) Know that some objects belonged to the past (L4) Ask and answer questions about old and new objects (L4) Appreciate that some famous people have helped our lives be better today (L5) Sequence events about the life of a famous person – GD (L2) | <ul style="list-style-type: none"> Sequence a set of events/dates in chronological order and give reasons for their order (L2) Use words and phrases like: before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long time ago (L2) Say at least two ways they can find out about the past, for example using books and the internet (L1, L3, L4, L5) Give examples of things that are different in their life from that of a long time ago in a specific period of history (L3) Identify objects from the past (L4) Answer questions by using a specific source (L4, L5) | <ul style="list-style-type: none"> Sequence a set of events/dates in chronological order and give reasons for their order (L2) Use words and phrases like: before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long (L2) Say at least two ways they can find out about the past, for example using books and the internet - GD (L1, L3, L4, L5) Recount some interesting facts from an historical period (L1,L2,L3,L4,L5) Identify objects from the past (L4, L5) Answer questions by using a specific source, (L4, L5) | <ul style="list-style-type: none"> Sequence a set of events/dates in chronological order and give reasons for their order (L2) Use words and phrases like: before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long (L2) Say at least two ways they can find out about the past, for example using books and the internet - (L1, L3, L4, L5) Give examples of things that are different in their life from that of a long time ago in a specific period of history (L3) Recount some interesting facts from an historical event (L1, L2, L3, L4) Identify objects from the past (L4, L5) Answer questions by using a specific source, (L4) | <ul style="list-style-type: none"> Describe events and periods using the terms: BC, AD and decade (L2) Describe events from the past using dates (L2) Suggest why certain events happened as they did in history (L2) Through research, identify similarities and differences between given periods in history (L3) Suggest why certain people acted as they did in history (L1, L2, L4, L5) Begin to appreciate Britain would have been an important country to be invaded and conquered (L2) Appreciate that invaders were from their homes for a very long time (L2) Understand that archaeologists have had in helping us understand more about what happened in the past (L4) | <ul style="list-style-type: none"> Describe events and periods using the words ancient and century (L2) Describe events from the past using dates (L2) Set out on a timeline, within a given period, what special events took place (L2) Through research, identify similarities and differences between given periods in history (L3) Begin to use more than one source of information to bring together a conclusion about a historical event (L5) Use various sources of evidence to answer questions (L5) | <ul style="list-style-type: none"> Use specific search engines on the internet to help them find information more rapidly (L1) Set out on a timeline, within a given period, what special events took place (L2) Appreciate that invaders were from their homes for a very long time (L2) Begin to picture what life would have been like for early settlers (L2, L3) Recognise that Britain was invaded by several different groups over time (L2) Use various sources of evidence to answer questions (L4, L5) Begin to use more than one source of information to bring together a conclusion about a historical event (L5) Use their information-finding skills in writing to help them write about historical | |

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| | | | | | | | | | | <p>information (L3, L4, L5)</p> <ul style="list-style-type: none"> Through research, identify similarities and differences between given periods in history (L3) |
| Vocabulary | <p>Substantive Language: toy, old, new, a long time ago, recently, past, present, modern, Channapatna toy, Victorian toy, African drum stick, wooden knitting doll, Toy iPhone, Toy robot</p> <p>Disciplinary Language: Artefact, Archaeologist, similarities, differences, compare, chronology, timeline, enquiry, past, present, now, oldest, newest</p> | <p>Substantive Language: transport, suitcase, passport, destination, car, train, bus, bike, animals, horse and carriage, steam train, sailing boat, carts/wagons, penny farthing, tube, motorbike, ferry, aeroplane, design, Bessie Coleman</p> <p>Disciplinary Language: Artefact, Archaeologist, similarities, differences, compare, chronology, timeline, enquiry, past, present, now, oldest, newest</p> | <p>Substantive Language: Mary Seacole, Crimea, Panama, Florence Nightingale, Jamaica, Kingston, Crimean War, soldier, British Hotel, wounded, injured, medicinal herbs (cinnamon barks) medical equipment, medal, nurse,</p> <p>Disciplinary Language: Artefact, similarities, differences, compare, chronology, timeline, enquiry, past, present, now, oldest, newest</p> | <p>Substantive Language: Stone Age, Cave painting, Palaeolithic (early stone age), Mesolithic (middle stone age), Neolithic (late stone age), Skara Brae, Fragments of pottery, flint arrow heads, tools, Cheddar Man</p> <p>Disciplinary Language: Artefact, Archaeologist, similarities, differences, compare, chronology, timeline, enquiry</p> | <p>Substantive Language: Ancient Egypt, Civilisation, Pyramid of Giza, Herodotus, Pharaoh Hatshepsut, Punt, Trade, Anku, Nebur, Dier el Medina, Niver Nile, hieroglyphics</p> <p>Disciplinary Language: Artefact, Archaeologist, similarities, differences, chronology, photo album timeline, enquiry</p> | <p>Substantive Language: Ancient Greece, Athens, Olympics, democracy, herbal medicines, columns, temples, the Parthenon, stoas</p> <p>Disciplinary Language: Artefact, Compare, similarities, differences, chronology, timeline, enquiry</p> | <p>Substantive Language: AD, BC, Julius Caesar, Claudius, invasion, Rome, Briton, Hadrian's wall, Akeman Street, Fosse Way, Watling Street, Dere Street, Britons, polytheistic, Roman merchant, Icklingham, Poundbury cemetery, Lullington, Hinton St Mary's</p> <p>Disciplinary Language: Artefact, Archaeologist, compare, contrast, similarities, differences, chronology, timeline, enquiry primary and secondary sources, enquiry.</p> | <p>Substantive Language: Trade, import, export, Benin, Benin empire, bronze plaques, peepers, sapphires, palm oil, ivory, rubber, peppers, textiles, metal, coral, luxury fabrics, Europe, Oba, Ogisos, Portugal, Netherlands, Great Britain, society.</p> <p>Disciplinary Language: Artefact, Compare, contrast, similarities, differences, chronology, and timeline.</p> | <p>Substantive Language: Anglo-Saxons, Scots, Picts, Mercia, Northumbria, East Anglia, Essex, Wessex, Sussex, Kent, Jutes, Angles, Saxons, settlements, kingdom, Germany, Netherlands, Denmark, Sutton Hoo, helmet, purse lid, belt buckle, sword handle, brooch, Christianity.</p> <p>Disciplinary Language: Compare, contrast, historical enquiry, artefacts, primary sources.</p> | |
| End Point Tasks | Prediction – A few sentences predicting what will happen next in the story 'Lost in a toy museum adventure' | Dialogic Talk Task – Debate: Where toys better from the past or now? | Fact File – Who was Mary Seacole? | Dialogic Talk Task – Plausible explanation (Was it better living in the Stone Age?) | Diary entry – What were people's lives like during Ancient Egypt? | Information Text – How did the Greek's influence the world? | Dialogic Talk Task – Diamond 5-9 ranking: What was the most important thing the Romans left behind for us? | Persuasive letter – Why should you trade with the Benin Empire? | Information leaflet – Who were the Anglo-Saxons/Picts and how have they influenced Britain? | |
| Vertical, horizontal and diagonal links | <p>Horizontal – D&T (Make a toy puppet)</p> <p>Vertical – Year 5 (Victorians – links in with who the Victorians were, what they did for entertainment).</p> <p>Diagonal – EYFS (The study of some toys from the past and the vocabulary including new old, past, present)</p> | <p>Horizontal – N/A</p> <p>Vertical – Year 2 (Ancient Egyptians – Egypt boats used during Hatshepsut expedition – links in with year 1 transport)</p> <p>Year 3 (Vikings/ Anglo-Saxons – transport boats – links in with year 1 different types of transport)</p> <p>Year 6 (WW2 – transport aircraft used during the Blitz – links in with year 1 different types of transport)</p> | <p>Horizontal – N/A</p> <p>Vertical – Year 3 (Study of Mary Seacole medicines links in with Greek medicines)</p> <p>Years 2-6 (PSHE health and wellbeing such as the study of some medicines links in with the study of Mary Seacole medicines)</p> <p>Diagonal – N/A</p> | <p>Horizontal – Art (Mark makings – links in with stone age cave paintings)</p> <p>Vertical – Year 3 (Stone Age – Clay pottery – links in with Roman pottery)</p> <p>Year 3 (Skara Brae settlement links in with the study of a Celtic settlement when studying the Romans. The Celts also lived in Britain during the Stone Age)</p> <p>Diagonal – Year 3 (English text - Ug Boy genius of the Stone Age)</p> | <p>Horizontal – Geography (Links in with the study of continents in Africa)</p> <p>D&T (Links in with the constructing of an Egyptian Pyramid)</p> <p>Vertical – Year 3 (Benin Empire – trade – links with Ancient Egypt trade).</p> <p>Year 3 (Roman roads – trade – links in with Ancient Egypt trade)</p> <p>Year 5 (Georgians – trade – links with Ancient Egypt trade)</p> | <p>Horizontal – PSHE (British Values – Democracy links with Ancient Greece, Athens).</p> <p>Vertical – Year 1 (study of Greek medicines links in with Mary Seacole medicines)</p> <p>Year 2-6 (PSHE health and wellbeing such as the study of some medicines links in the study of Mary Seacole medicines)</p> <p>Diagonal –</p> | <p>Horizontal – Geography (study of the region Italy links with the study of the Romans).</p> <p>History (invasions Romans and Anglo-Saxons).</p> <p>Vertical – Year 2 (Ancient Egypt – trade – links with Benin Empire)</p> <p>Year 4 (The study of symbolism in Elizabeth I's portraits links with the Benin Empire bronzes symbolisms).</p> <p>Year 2 (Ancient Egypt – trade – links in with Roman roads)</p> <p>Year 4 (Viking raid compared to Roman invasion of Britain)</p> | <p>Horizontal – History (Roman roads – trade – links in with Benin trade)</p> <p>Vertical – Year 2 (Ancient Egypt – trade – links with Benin Empire)</p> <p>Year 4 (The study of symbolism in Elizabeth I's portraits links with the Benin Empire bronzes symbolisms).</p> <p>Year 5 (Georgians – trade – links with Benin trade)</p> | <p>Horizontal – History (invasions Romans and Anglo-Saxons).</p> <p>Vertical – Year 2 (Anglo-Saxon settlements links with Ancient Egypt settlements)</p> <p>Year 4 (Norman/Viking invasions links with Anglo-Saxon invasions).</p> <p>Year 4 (Viking settlements links with Anglo-Saxons).</p> <p>Diagonal –</p> | |

HPS Middle Phase Curriculum Map

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| | | | Year 2, Year 4, Year 5 (The role of significant women in history - Mary Seacole and Florence Nightingale links in with Pharaoh Hatshepsut, Aethelflaed Lady of Mercians, Elizabeth I and Queen Victoria) <u>Diagonal –</u> N/A | | | Year 3 (Anglo-Saxons-farming - links with Ancient Egypt). Year 1, Year 4, Year 5 (The role of significant women in history - Pharaoh Hatshepsut links in with Mary Seacole/ Florence Nightingale, Aethelflaed Lady of Mercians, Elizabeth I and Queen Victoria) <u>Diagonal –</u> Year 5 (Geography economic growth/global trade). Year 6 (Geography the study of rivers links with the River Nile) | Years 1-6 (PE links in with some sporting activities such as javelin, shot put etc) Year 5 (Spanish the study of the Olympics) | Year 4 (Norman invasion of Britain links in with the Roman invasion of Britain). <u>Diagonal –</u> N/A | <u>Diagonal –</u> Year 5 - Geography economic growth/global trade). Year 2 (Geography links in with the study of continents in Africa) | Geography – (Year 2 study The UK and how it was made up links with the Anglo-Saxon kingdoms, Northumbria, Mercia, Essex, Wessex, Sussex, East Anglia, Kent). Geography (Year 4 the study of Scotland links in with the study of the Picts) |
| Geography | Big Questions | How is the United Kingdom made up? | What is it like where we live? (Southall) | What are the four seasons in the UK? | What do you know about the continents of Africa and Asia? | How does Southall Town compare to Migori Town in Kenya? | What are the hot and cold areas in the world? | Where should we go on holiday in Europe? | What are the geographical similarities and differences between a region of Wales (Northern Wales), Italy (Sicily) and Mexico (Central Mexico)? | What do you know about mountains, volcanoes and earthquakes? |
| | Threshold Concepts | Place Human Geography Physical Geography | Place Human Geography Physical Geography | Place Physical Geography | Place Human Geography Physical Geography | Place Human Geography Physical Geography | Place Physical Geography | Place Human Geography Physical Geography | Place Human Geography Physical Geography | Human Geography Physical Geography Scale Space |
| | Horizontal/Vertical/Diagonal Links | Vertical: Yr 4 Geography - How do different parts of the UK compare to each other? | Vertical: Yr 2 Geography - How does Southall Town compare to Migori Town in Kenya? | Vertical: Yr 2 Geography - Why do we have hot and cold areas in the world? | | Vertical: Yr 1 Geography – What is it like where we live? | Vertical: Yr 1 Geography – weather changes | | | Vertical: Yr 6 Geography - Why are mountains, rivers and the water cycle so important? |
| | NC Links | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. | Study the human and physical geography of a small area of the United Kingdom. | Identify seasonal and daily weather patterns in the United Kingdom. | Name and locate the world’s seven continents and five oceans. | Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | Locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. |
| | Substantive Knowledge | Children must know: That England, Wales, Northern Ireland and Scotland are the four | Children must know: How their local area has changed over time i.e. bigger school, new train | Children must know: That the names of the four seasons are autumn, spring, summer and winter | Children must know: That the seven continents in the world are: Europe, Asia, Africa, North America, | Children must know: That Southall is a town in London, UK and is in the continent of Europe | Children must know: Where the continents, Equator and Poles are located on a world map (Antarctica, North Pole, | Children must know: Where Europe is on a map That the European continent is made up | Children must know: Where Northern Wales is located on a UK map | Children must know: That Mount Everest is in the Himalayan Mountains, located |

HPS Middle Phase Curriculum Map

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| | <p>countries that make up the UK That London is the capital city of England That Cardiff is the capital city of Wales That Belfast is the capital city of Northern Ireland That Edinburgh is the capital city of Scotland That the seas surrounding the UK are the North Sea, Irish Sea, English Channel and North Atlantic Ocean Some famous landmarks in UK, Scotland, Wales and Ireland e.g. Buckingham Palace, Big Ben, Tower Bridge, Edinburgh Castle, Loch Ness, Stirling Castle, The Kelpies, Snowdonia National Park, Snowdon, Conwy Castle, Dublin Castle, Rock of Cashel The difference between human and physical features That physical features of the UK are: beaches, cliffs, coasts, forests, hills, mountains, seas, rivers, oceans, weather, season, soil, valley, vegetation That human features of the UK are: cities, towns, factories, farms, houses, shops, buildings, churches, hotels, offices, airports, railways, bridges, fields, canals, mountains, cliffs, floods, plants, animals village, factory, farm, house, port, harbour and shop.</p> | <p>station, bigger homes etc The physical features of our local area (Old Southall) e.g. the Toplocks canal, Norwood Green Park, Havelock Road, Gurdwara, War Memorial in King Street and Dominion Library That rural areas are places in the area with less buildings and population e.g. countryside, villages That urban areas are places in the area where people live and work close together e.g. towns and cities That a settlement is a place that we can live in and work That symbols are used in maps The main compass directions (North, East, South and West) and be able to use locational and directional language to explain a map route e.g. left, right, far, near</p> | <p>That in the UK, December, January and February are winter months That in the UK, March, April and May are spring months That in the UK, June, July and August are summer months That in the UK, September, October and November are autumn months That the weather changes as the season changes That the key characteristics of winter in the UK are cold temperatures, snow falls, strong winds, shorter days and longer nights That the key characteristics of spring in the UK are flowers bloom, warmer weather and longer days That the key characteristics of summer in the UK are hot and long days, That the key characteristics of autumn in the UK is falling leaves, begins to get colder and there is less sunlight That there are four UK countries and that the weather can be different on the same day in each of those countries How the weather can vary depending on what country of the UK you are in</p> | <p>South America, Antarctica, Australia That the five oceans in the world are: Atlantic, Pacific, Indian, Arctic and Antarctic, That Somalia is on the continent of Africa, That India is on the continent of Asia, That some physical features of Asia are the Himalayas, Mount Fuji, Yangtze River, Yellow River, Mekong River, Marina Beach, Arabian desert That some human features of Asia are: famous landmarks e.g. Taj Mahal, Great Wall of China, Burj Khalifa, Golden Bridge, settlements, cities, buildings, shops, Where India is located on a map of Asia, Where Somalia is located on a map of Africa, Be able to explain the difference between human and physical features. Identify physical features of Africa: River Nile, Mountain Kilimanjaro, Sahara desert, cliffs, Identify human features of Africa: countries, towns, houses, offices, buildings, Research about India. Make links to Africa, compare differences and similarities e.g. weather, climate, clothing, animals, population, places to visit e.g. famous landmarks</p> | <p>That Migori Town is located in South-Western Kenya and is on the continent of Africa That the human features of Southall are: towns, shops, flats, houses, churches, canals, bridges, That the human features of Migori Town are: towns, villages, houses, flats, hotel, settlements That the physical features of Southall are: parks, bridges, weather That the physical features of Migori Town are: weather, climate, parks, beaches, rivers, That rural Migori is different to Southall e.g. rural Migori has more greenery, cottages, more land and less people How the Migori River is used in Kenya e.g. transport, washing, How to use a simple compass to follow a route to a local area in Southall e.g. canal</p> | <p>South Pole, Equator, Africa, Australia, North America, South America, Asia, Europe) That South America, Africa, Asia and Australia are hot continents That Antarctic and, North America are cold continents That the Antarctic remains cold all year round because it does not get any direct sunlight due to its location at the South Pole That both the North and South Pole are cold because they do not get any direct sunlight The features of hot and cold areas e.g. warmer climate, deserts, dry land, beaches, sand, sunshine Cold climate, high lands, mountains, cold desert (arctic) rainfall, wind, snow Some specific features, e.g. rainfall, sunshine hours and vegetation. For cold areas, arctic – polar bear = cold desert. Some human and physical differences between Asia and Antarctica e.g. climate, population, landmarks, habitats, rainfall, plants, sunshine hours, vegetation, where they are at along the equator, animals etc. The names of some animals that live in hot and cold places/countries e.g. lion, elephant, monkey, camel That the animals adapt to their climate That some animals live in cold areas (Antarctica) e.g. polar bears, arctic fox and seals live in the Arctic, That some animals live in hot areas (Asia) e.g. a</p> | <p>many other countries, including: Spain, France, Germany, Poland, Italy, Norway, Sweden and Finland That the capital city of Spain is Madrid, the capital city of France is Paris and the capital city of Germany is Berlin That some human features of European countries are: cities, towns, shops, houses, flats, hotels, airports, buildings, culture, population That some physical features of European countries are: climate, weather, parks, beaches, coastlines, sea/oceans, Where Russia is on a world map of Europe and Asia That Moscow and St. Petersburg are two main cities in Russia That Ukraine, Kazakhstan, Mongolia, Finland and China are border countries (to Russia) That there are famous landmarks in the UK e.g. Big Ben, Buckingham Palace, St. Paul's Cathedral, London Eye, Tower Bridge and the Tower of London That there are some famous landmarks in Russia e.g. Moscow Kremlin, Red Square, St. Basil's Cathedral, Lake Baikal</p> | <p>That some of the human features of North Wales are: Castles, towns, villages, cottages That some of the physical features of North Wales are: Beaches, rivers, mountain, lakes, waterfalls Where Italy is located on a map of Europe That some of the human features of Sicily are: population, culture, cities, towns, buildings, shops, That some of the physical features of Sicily are: hills, mountains, volcanoes, island, rivers, beaches, climate, Where Mexico is located on a map of North America That some of the human features of Central Mexico are: population, culture, cities, buildings, shops, hotels, That some of the physical features of Central Mexico are: climate, mountains, land, Some similarities and differences between the three areas studied e.g. climate, physical features, landmarks</p> | <p>between Nepal and Tibet That Mount Everest is on the continent of Asia That Mount Everest is the world's highest mountain at 8,849 feet high That Mount Everest is shaped like a three-sided pyramid That Norgay Tenzing and Edmund Hillary were the first duo who set foot at the summit of the mountain in 1953 That Mount Kilimanjaro is the highest mountain in Africa That Mount Elbrus is the highest mountain in Europe That Mount Denali is the highest mountain in North America That Mount Aconcagua is the highest mountain in South America That Mount Kosciuszko is the highest mountain in Australia That Mount Vinson is the highest mountain in Antarctica That the structure of the Earth is made up of the crust, mantle, outer core and inner core That there are eight plate tectonics that float on the mantle Where the eight plate tectonics are located on a world map That there are four main types of mountain formation: folded, fault block, unwarped and volcanic That 75% of the Earth's volcanoes are located along the Ring of Fire, Pacific Ocean That volcanoes occur when molten rock (magma) rises to the surface That volcanoes can destroy buildings, harm the environment, release poisonous gases</p> |
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HPS Middle Phase Curriculum Map

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| | | | | | | | camel, lizard, elephant and giraffe live in the desert | | | that are harmful to humans and animals That the cross section of a composite volcano is made up of: magma chamber, conduit, layers of lava and ash, vent, lava and the eruption cloud That an earthquake is an intense shaking of the Earth's surface That Earthquakes mainly occur when the tectonic plates move/collide in the Earth's crust That in Pompei, Naples there was a famous volcanic eruption of Mount Vesuvius in 79 CE That there was an earthquake and tsunami in 2004 by the Indian Ocean That earthquake Haiti is a recent (2010) famous earthquake That there was an earthquake/tsunami in Japan in 2011 That there was a recent earthquake in 2015 in Nepal |
| Disciplinary Knowledge | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans Show understanding by describing the places and features they study using geographical vocabulary, identifying some similarities and differences and simple patterns in the environment | Use simple observational skills to study geography of the school and its grounds Use simple maps of the local area e.g. large scale print, pictorial etc Use locational and directional language e.g. near and far, left and right to describe the location of features and routes Use aerial photographs to recognise famous landmarks and basic human and physical features. Be able to investigate places and environments with adult modelling by | Begin to collect and record evidence Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment | Ask simple geographical questions e.g. What is it like to live in this place? Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment | Show understanding by describing the places and features they study using geographical vocabulary, identifying some similarities and differences and simple patterns in the environment use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Be able to investigate places and environments by asking and answering questions, making observations and using source such as simple maps, atlases, globes, images and aerial photographs | Show understanding by describing the places and features they study using geographical vocabulary, identifying some similarities and differences and simple patterns in the environment Use simple fieldwork and observational skills to study the geography of their school and its grounds and physical features of its surrounding environment Begin to collect and record evidence | Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. Learn the eight points of a compass, and four-figure grid references use fieldwork to observe and record the human and physical features in the local area including sketching plans Begin to ask/initiate geographical questions Begin to collect and record evidence Analyse evidence and draw conclusions e.g. | Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. Begin to compare places, and understand simple reasons for similarities and differences | Interpret knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments | |

HPS Middle Phase Curriculum Map

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| | | | asking and answering basic questions, making simple observations and using simple maps, atlases, globes, images and aerial photographs Devise a simple map and plan | | | devise a simple map; and construct basic symbols in a key 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 simple fieldwork and observational skills to study the geography of their school and its grounds and physical features of its surrounding environment | | make comparisons between two locations using photos Ask and respond to questions Begin to compare places, and understand simple reasons for similarities and differences | | |
| Substantive Vocabulary | Countries, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, Capital cities, seas, unique, famous landmarks, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, town, village, factory, farm, house, office, port, harbour and shop, physical feature, human features, maps, atlases, globes, continents and oceans | Region, local area, human features, physical features, rural areas, urban areas, settlement, symbols, aerial view, compass directions, locational, directional language, route, landmarks, location, map, War Memorial, Havelock Road Gudwara, canal, Toplocks, Dominion Library, fieldwork, environment, vegetation, | Seasons, weather, seasonal, climate, autumn, spring, summer, winter, temperature, weather forecast, months, rain, sunny, Earth, globe, equator, North Pole, South Pole, Australia, Sydney, time zone, tourist | Continents, oceans, country, world map, Vinson Massif, Antarctica, mountain, volcano, climate, human features, physical features, ariel, location, Northern Hemisphere; Southern Hemisphere; Equator; Sea; Land; Sphere (round); Africa; Antarctica; Asia; Australia; Europe; North America; South America Ice shelf, floating, glacier, mountain, climbing, landmark, horizon, island, ice cap, Emperor Penguin, Australasia, climate, Great Barrier Reef, Beach, Bay, Coast, Weather, Harbour (Sydney Opera House) | Continent, Kenya, Migori Town, Southall, Non- European, climate, rural, greenery, cottages, rivers, crops, desert, farm, field, flood, globe, habitat, market, mining, physical features, human features, population, savanna, soil, wildlife, aerial, settlement, Equator, compass, route | Hot, cold, climate, weather, temperature, North equator, South equator, hemisphere, equator, Antarctic Circle, hemisphere, North Pole, South Pole, adapt, | Continent, countries, capital, border, landmarks, climate, landscape, Europe, Russia, Eastern Europe, Western Europe, Flags, Capital City Borderline countries, Rivers Settlements, Mountains Human Features, Physical features, | Region, human features, physical features, location, area, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, tourism, trade, import, export, castle, village, seasons, environment, agriculture, axis, industry, temperature | Mountains, volcanoes, earthquakes, landscape, highest peaks, structure, tectonic plates, mantle, inner core, upper core, crust, mountain formation, summit, folded, fault-block, unwarped, volcanic, volcano, molten rock, composite volcano, magma chamber, conduit, ash, vent, lava, lava flow, eruption cloud, earthquake, surface, collide, volcanic eruption, tsunami vent, caldera, crater, magma, magnitude, seismology, seismic waves, ash, ashfall, dormant volcano, eruption, ring of fire | |
| Disciplinary Vocabulary | Name, locate, identify, explore, explain, create, compare, describe, plan, research, | Discuss, compare, construct, describe, observe, record, plan | Identify, order, recognise, predict, collect, create, research, record | Name, locate, label, research, compare, similarities, differences, recognise, gather, comparison | Similarities, differences, locate, compare, follow, describe | Observe, collect, record, name, describe, similar, different | Comparison, comparative, contrast, locate, observe, sketch, plan | Similarities, differences, locate, define, identify, plan, compare | Describe, understand, Investigate, interpret, locate, answer, label, draw, design, annotate, plan, research | |
| End Point Task | Children will plan and write an information text about the four different countries that make up the UK | Children will plan and write a recount of a local trip made around Southall. | Children will plan and write an information text about the seasons and weather in the UK. | Children will plan and create an information report on Asia. | Children will plan and write a comparative description about the local area visited in | Children will plan and write an information leaflet about Asia and Antarctica. | Children will plan and write a persuasive leaflet to convince people to plan a trip to London. | Children will plan and write a comparative text about three regions (Wales, Italy and Mexico) | Children will research, plan and write an information text about all three areas. | |

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| Art & Design | Big Questions | Drawing What techniques do artists use to see detail in their subject? How do artists use line for effect in their work? | Painting What techniques do artists use to create abstract paintings? | Collage How can different materials be used to create art? | Drawing How can music and different mark making techniques inspire drawings? | Painting How can we use painting materials and processes to communicate ideas about shape and colour? | Collage How can we use different techniques, colours, and textures etc when designing and making pieces of work? | Drawing How can we use different drawing mediums to draw a picture? | Painting How can we use different lines to create depth and texture? | Collage How can we experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent textures? | |
| | Threshold Concepts | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | <ul style="list-style-type: none"> Explore ideas about art (drawing, painting, collage) Experiment using a variety of materials/ techniques to communicate ideas Communicate ideas in an imaginative and experimental manner, reflecting on the outcome Evaluate and analyse the work of artists, comparing their work and your own. | |
| | | Literacy – drawing in response to language, PE – movements Science – properties of materials, D&T- joining materials. Numeracy- shape. PSHE/Citizenship- safety with animals. | Literacy- following instructions Numeracy - line, size, pattern and repetition, dots, circles, pattern, and repetition. | Literacy - Speaking and listening, Science – natural/ made materials, hot and cold, life cycles, D&T – joining materials. Numeracy – shapes, circles Geography – hot and cold ICT – developing and recording ideas. SMSC – regard for nature. | Literacy - Speaking and listening, Science – natural/ made materials, hot and cold, life cycles, materials D&T – joining materials. Numeracy – shapes, circles. Geography – hot and cold, SMSC – regard for nature. | Literacy- speaking and listening when discussing images, discussing the use of found objects in paintings. Numeracy shape and space, ICT – shape, colour and changing scale. D&T – cutting, tracing. Geography - Maps | Literacy- speaking and listening when discussing images, discussing the use of found objects in paintings. Numeracy shape and space, ICT – shape, colour and changing scale. D&T – cutting, tracing. Geography - Maps | Literacy - Speaking and listening, Numeracy – spirals Science – materials and plants, optical illusion. D&T – cutting skills PSHE - working together. | Literacy - Speaking and listening, Numeracy – spirals, shape, and space. Science – materials and plants. D&T – cutting skills PSHE - working together. | Literacy- discussing the names given to colours in commercial paint charts. Geography – sky observations, ICT- research artists. | PSHE/Citizenship – respecting and valuing the work of others. ICT – Exploring line and space. Numeracy – vertical and horizontal. Literacy- speaking and listening, story of Icarus. Science/Geography – e.g. environment/seasons. |
| NC Links | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, | |

HPS Middle Phase Curriculum Map

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| | | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials About great artists, architects and designers in history | <p>line, shape, form and space.</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Substantive Knowledge | <p>By the end of the unit children will know:</p> <ul style="list-style-type: none"> Know different mark makers (pencils and pastels) How to make tools for mark making Name, match and draw lines/marks from observations Experiment and control the types of marks made with a range of media Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Draw shapes from observations that demonstrate a wide use of mark making for tone. | <p>By the end of the unit children will know:</p> <ul style="list-style-type: none"> Facts about Yasoi Kasuma and that she is famous as an abstract artist. she makes lots of different types of art, they have one thing in common, DOTS! Have a basic understanding of abstract art as a style. Explore how to create shapes using a variety of techniques. | <p>By the end of the unit children will know:</p> <ul style="list-style-type: none"> Understanding the concept of hot and cold colours. Selecting and sorting. Experiment with and using found materials to create a range of linear visual effects. Work in the style of Andy Goldsworthy and develop an understanding of his linear work. Develop overlapping and sticking skills. Sorting, identifying and selecting contrasting materials. Enlarging letterforms, selecting, cutting, sticking. Discussing own work and that of others and developing images in response to the comments. | <p>By the end of the unit children will know:</p> <ul style="list-style-type: none"> That different mark makers may be used to create different effects. How to apply different marks and lines in response to a piece of music and be able to use appropriate vocabulary Understand how to represent texture by using a variety of different marks. | <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> Facts about Wassily Kandinsky and Frank Bowling and why their work is important in this context. Wassily Kandinsky was a lawyer but decided to devote his career path to painting. His paintings are made up of lots of shapes. Kandinsky used music to help him work. He thought that certain colours placed together could harmonise like chords on a piano. Frank Bowling- abstract artist mixes abstract art with personal memories to create vibrant, | <p>By the end of the unit children will know:</p> <ul style="list-style-type: none"> Mixing primary colours to make secondary colours and beginning to recognise and use complementary colours. They will be able to work within a group to produce a large-scale image and investigate and use materials and processes to communicate ideas and meanings. Developing knowledge and understanding of the work of Matisse. Working collaboratively on a large-scale image. Developing an understanding of the use of 'non-art' materials. | <p>By the end of the unit children will know:</p> <ul style="list-style-type: none"> Know how to use a variety of HB pencils for different effects Know how to use chalk and charcoal effectively Facts about Vincent Van Gogh and why their work is important in this context know how to tone light and dark charcoal can make dark and light marks depending on pressure know that rubbing creates an image of the texture of the surface know how to use cross hatching and hatching to create tone Explore different pencil positions, pressures, hatching and cross-hatching to produce a range of | <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> Facts about Oscar Murillo and how he uses stripes and blocks of colour to create abstract paintings. Murillo has become globally acknowledged for the large-scale, visceral abstract paintings he makes by combining a multitude of surface elements, including canvas, plastic and pulped paper with a range of mediums including everything from oil paint to dirt from his studio floor. Explore how to create paintings using a variety of techniques used by Murillo (tonking and sgraffito). Recreate an | <p>By the end of the unit children will know:</p> <ul style="list-style-type: none"> Understand artists' use of colour through material, adapting and experimenting in response; use of positive and negative space through material. Develop cutting, sticking skills, arranging, and assembling skills to create pattern. Transpose ideas from painting to collage; Modifying and adapting work as it progresses; collaborating with others on large-scale work. | |

HPS Middle Phase Curriculum Map

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| | | | | | | <p>colourful, experimental art.</p> <ul style="list-style-type: none"> Have a developing understanding of abstract art and impressionism as a style of painting and its impact on emotions. | | <p>different light and dark tones. Comparing ideas and approaches.</p> | <p>image using these techniques.</p> | |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Invent, create and reflect on their own work. Experiment using different surfaces for mark making. Experiment using different media, techniques. Understanding that different surfaces may be used to produce an image. Analysing and describing an image to others. Tracing lines in the air with the finger. Responding to a story as a starting point for work. Understanding the element of 'texture' and using different tools and media to show this in their work. | <ul style="list-style-type: none"> Experiment, invent, create and reflect on their own works of art. Experiment with painting media and a range of brushes/ techniques Study great artists and understand the importance of art in culture. Compare and evaluate their own work with that of Yasoi Kasuma Communicate their ideas and how they could be improved | <ul style="list-style-type: none"> Experiment, invent, create and reflect on their own works of art. Experiment with different materials/ techniques Study great artists and understand the importance of art in culture. Compare and evaluate their own work with that of Andy Goldsworthy and Richard Long. | <ul style="list-style-type: none"> Experiment using different surfaces for mark making. Experiment using different media, techniques. Responding to a story as a starting point for work. Understanding that different surfaces may be used to produce an image. | <ul style="list-style-type: none"> Experiment, invent, create and reflect on their own works of art. Experiment with painting media and a range of brushes/ techniques Study great artists and understand the importance of art in culture and our emotional response to it. Compare and evaluate their own work with that of Wassily Kandinsky and Frank Bowling | <ul style="list-style-type: none"> Experiment, invent, create and reflect on their own works of art. Developing an understanding of Bridget Riley's use of line Experiment with different materials/ techniques Study great artists and understand the importance of art in culture. | <ul style="list-style-type: none"> Experiment, invent, create and reflect on their own works of art. Evaluate and analyse creative works using the language of art Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. | <ul style="list-style-type: none"> Experiment, invent, create and reflect on their own works of art. Experiment with painting media and a range of brushes/ techniques such as tonking/sgraffito Study great artists and understand the importance of art in culture and our emotional response to it. Compare and evaluate their own work with that of Oscar Murillo. | <ul style="list-style-type: none"> Experiment, invent, create and reflect on their own works of art. Developing an understanding of Victor Vasarely Study great artists and understand the importance of art in culture. experiment with other mediums in the creation of a complete collage image. investigate positive and negative images. |

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| Vocabulary | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: | Substantive Vocabulary: |
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| | <p>Media and materials: Oil pastels, Chalks, Wax crayons, Paper, Variety of objects-made and natural, Crayons, Chalks, Pastels, Pens, Range of paper types</p> <p>Techniques: Wriggling, Zigzag, Crawling, Swaying, Flying, Jumping, hopping etc... words to denote movement.</p> <p>Colour theory: Dark/light, Thick/ thin, Curved, Straight, Bold Broken, Wavy etc... Hard/ soft, Texture, Surface, Marks, Shapes</p> <p>Artists: Henri Matisse 31 December 1869 – 3 November 1954)</p> | <p>Media and materials: paint, hog hairbrushes, Mixing, Thick/thin, Palette, Opaque, Surface, Brush strokes, Direction, Vertical/Horizontal, Straight, Curved, Jagged, Flowing, Primary Colours, Lighten/Brighten Darken, dots, pattern. Random, Geometrical, Outline, Contrasts, Transparent, Chromatic, Physical.</p> <p>Techniques: artist's rag, horizontal stroking techniques, Mixing, Impasto, curved brushstrokes</p> <p>Artists: Yayoi Kusama born 22.3.1929 Effects: Impasto, dots, nets Styles and periods: abstract art</p> | <p>Media and materials: Fabrics, materials, found objects, natural and made materials, chalk</p> <p>Techniques: overlapping, Sticking, Arranging , Collage, Circle, Sort, Select, Stripes,</p> <p>Colour theory: Texture, Soft, Smooth, Rough, Spiky, Shiny, Dull, Rough, Smooth</p> <p>Artists: Andy Goldsworthy- 26 July 1956 Richard Long- born 2 June 1945)</p> | <p>Media and materials: Oil pastels, Chalks, Wax crayons, Paper, Variety of objects-made and natural, Crayons, Chalks, Pastels, Pens, Range of paper types</p> <p>Techniques: Mark maker, Thick/thin, Hard/soft, Dark/light, Texture, Repeating, Wavy, Flowing, Jagged, Shiny, Furry, Prickly, Bumpy</p> <p>Colour theory: Dark/light, Thick/ thin, Curved, Straight, Bold Broken, Wavy etc... Hard/ soft, Texture, Surface, Marks, Shapes</p> <p>Effects: Mark making, Brusho</p> | <p>Media and materials: dripping, thinning, gouache, watercolour</p> <p>Techniques: Process: Kandinsky wrote theories about abstract art 'use colour as a window into your soul'</p> <p>Colour theory: Concentric circles, colour palette, hues, fields of colour, visual contrast using; light/dark, warm/cool shades. Horizontal and vertical blocks of colour</p> <p>Emotions: Response to abstract art, particularly through Kandinsky's work. He believed that shapes stirred emotions.</p> <p>Artists: Wassily Kandinsky 4.12.1866 Frank Bowling born 26.2.1934</p> <p>Effects: dripping, thinning (Frank Bowling), watercolour, gouache (Kandinsky)</p> <p>Styles and periods: Abstract expressionist painting, colour field painting</p> | <p>Media and materials: Fabrics, materials, found objects, natural and made materials, chalk complementary, Primary colours, Secondary colours</p> <p>Techniques: Sticking, Arranging , Collage, Circle, Sort, Select, Stripes, Linear strips, Spiral, Arranging Adjacent</p> <p>Colour theory: Texture, Soft, Smooth, Rough, Spiky, Shiny, Dull, Rough, Smooth</p> <p>Artists: Henri Matisse 31.12.1869- 3.11 1954 Bridget Riley 24.4.31 Kurt Schwitters</p> <p>Effects: Styles and periods: Abstract</p> <p>Disciplinary Vocabulary</p> <ul style="list-style-type: none"> Experiment Invent Create Evaluate Analyse Reflect | <p>Media and materials: Oil pastels, Chalks, Wax crayons, Paper, Variety of objects-made and natural, Crayons, Chalks, Pastels, Pens, Range of paper types</p> <p>Techniques: Hatching, cross hatching, tones, light/dark, Pattern , Repeat, Variety, Tone, Hard, soft, Pressure, Horizontal, Vertical, Parallel, Blend, Resist, Imagination, Memory, Close-up, Scale, Overwork, Highlight, Modify, Develop, Adapt, Pattern, Repeated, Modify, Develop</p> <p>Colour theory: Graphite, Blend, Brusho Oil</p> <p>Artists Vincent Van Gogh 30 March 1853 – 29 July 1890)</p> <p>Effects: Hatching, cross-hatching, Brusho</p> <p>Styles and periods: Post- impressionism Neo- Impressionism</p> <p>Disciplinary Vocabulary</p> <ul style="list-style-type: none"> Create Evaluate Imagine Analyse Influence Reflect | <p>Media and materials: Scribbling, looping lines, tonking, sgraffito.</p> <p>Emotions: Murillo investigates the cross-cultural ties in a globalized economy.</p> <p>Artists: Oscar Murillo b.1986 Vincent Van Gogh b. March 30, 1853 died. July 29, 1890</p> <p>Effects: tonking, sgraffito</p> <p>Styles and periods: Abstract expressionist painting, colour field painting</p> <p>Dutch Post-Impressionist painter</p> <p>Disciplinary Vocabulary</p> <ul style="list-style-type: none"> Experiment Explore communicate Invent Create Evaluate Compare | <p>Media and materials: materials, complementary, Primary colours, Secondary colours</p> <p>Techniques: overlapping, Sticking, Arranging , Collage, Circle, Sort, Select, Stripes,</p> <p>Process: Vertical, Horizontal, Optical illusion</p> <p>Artists: -Victor Vasarely Apr 09, 1906 - Mar 15, 1997 -Paul Klee Dec 18, 1879 - Jun 29, 1940 -Henri Matisse 31.12.1869- 3.11 1954</p> <p>Styles and periods: Paul Klee- expressionism, cubism, and surrealism Victor Vasarely- Op Art, Kinetic Art, Modernism and Modern Art Henri Matisse- Fauvism, Modernism, Post-Impressionism</p> <p>Disciplinary Vocabulary</p> <ul style="list-style-type: none"> Experiment Invent Create Evaluate Analyse Reflect | |

HPS Middle Phase Curriculum Map

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| | | | <ul style="list-style-type: none"> Compare | <ul style="list-style-type: none"> Evaluate Compare | | <ul style="list-style-type: none"> Evaluate Compare Identify | | | <ul style="list-style-type: none"> Identify | |
| | End Point Task | Children to experiment with these tools and draw the houses from their imagination. | Using the step-by-step method to create a pumpkin in the style of Kusama. | To select and sort contrasting materials. | To observe and record objects from different viewpoints. | To experiment with techniques used by Frank Bowling | Invite the children to ask and answer questions about images of the work of Kurt Schwitters. Discuss the way in which he uses 'non-art' materials. Make a collection of papers of this kind, and then assemble them onto a selected surface. | Develop and enlarge patterns referring to previous experimental work. | To experiment with the techniques of 'tonking' and 'sgraffito' | Children will create their own "journey collage" |
| Design & Technology | Big Questions | How can we design our puppets for puppet show? | How do you make a healthy fruit salad? | How can we construct sliders and leavers? | How can we make a healthy salad? | How can we make a face mask to scare people? | How can we construct a pyramid to showcase our work? | How can we make a bag for Rani? | How can we make a healthy bread? | How can we make a wedding card for Mufaro's daughter? |
| | Threshold concept | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Health and safety -Measurement | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Cooking and Nutrition -Health and safety -Hygiene -Healthy eating | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Measurement -Health and safety | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Cooking and Nutrition -Health and safety -Hygiene | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Health and safety -Measurement | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Health and safety -Measurement | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Cooking and Nutrition -Health and safety -Hygiene -Healthy eating | <ul style="list-style-type: none"> -Design -Make -Evaluate -Technical knowledge -Measurement -Health and safety | |
| | NC Links | Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Evaluate their ideas and products 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 materials and components, including construction materials, textiles and ingredients, according to their characteristics | Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | 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 | Design purposeful, functional, appealing products for themselves and other users based on design criteria. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. | Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable | Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable | Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Evaluate their ideas and products against design criteria. | Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Evaluate their ideas and products against design criteria. |
| | Designing | Substantive knowledge Explore different puppets and their history. Learn how to make a puppet. Explore different types of materials used to make the puppets. Disciplinary knowledge | Substantive knowledge Explore a range of fruits and their origin (think about their appearance, taste and texture). Explore why fruits are an important part of a healthy diet- linking to 5 a day. Disciplinary knowledge | Substantive knowledge Understand what sliders and leavers are and their purpose. Explore the African Savannah and its animals. Explore different materials to make the sliders and leavers. Disciplinary knowledge | Substantive knowledge Understand what healthy eating is, Link it five a day . Explore different ingredients to make the wrap. Disciplinary knowledge Plan for a set brief, follow simple criteria, design a wrap. | Substantive knowledge Explore different face masks and their history and origin. Explore different materials and their uses. Disciplinary knowledge Developing and sketch ideas using a template. Plan for the design and | Substantive knowledge Research different pyramids and their structure. Explore how the Egyptians built the pyramids. Look at current display pyramids and their structure. Disciplinary knowledge | Substantive knowledge Understand what a bag is and its purpose. Explore different types of bags (think about the fabric, patterns, size and designs). Disciplinary knowledge Generate realistic ideas through discussion and | Substantive knowledge Understand what healthy eating is. Discuss the obesity issues amongst children across the country and the solutions for it. Explore how the ancient Romans made bread, | Substantive knowledge Understand what a card is and its purpose. Explore when cards are given, what are the different types of cards i.e. simple cards, pop up cards and the different materials that can be used. Understand the criteria |

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| | | Design purposeful and appealing puppets, thinking about the features, colours and materials. Model and communicate their ideas through talking, drawing, templates. | Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit. Communicate these ideas through talk and drawings. | Develop, model, and communicate their ideas through drawings and mock-ups with card and paper. | | creation of a 3-D face mask. Draw a simple diagram to express ideas. Research different materials and fabrics, looking at the pros and cons. | Generate realistic ideas and own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. | design criteria for an appealing, functional product fit for purpose and specific user. Produce annotated sketches, prototypes, final product sketches and pattern pieces. | thinking about the availability of ingredients, method and diet. Look at the different types of bread available in the supermarkets and their ingredients. Disciplinary knowledge Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. | of what the card is. Look at what materials will be used, colours, and size. Explore diagrams to be used for the lever. Disciplinary knowledge Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Plan how to make the card. Ensure the design is related to the wedding and gives key message. |
| Making | Substantive knowledge Explore simple ways to add features to bring the characters to life. Disciplinary knowledge Demonstrate how to use a template to cut out two identical pieces of fabric. Use a range of tools and equipment to perform practical tasks safely (for example, cutting and shaping). | Substantive knowledge Explore how to make a healthy fruit salad. Learn how to use the correct utensils safely. Explore food and kitchen hygiene. Disciplinary knowledge Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product. | Substantive knowledge Learn how to make slider and leavers. Disciplinary knowledge Plan the main stages of making the product. Select and use appropriate tools, explaining their choices, to cut, shape and join paper and card. Make the leavers and stick the design together. | Substantive knowledge Explore how to make a healthy wrap. Learn how to use the kitchen utensils safely and hygienically. Disciplinary knowledge Prepare food safely and hygienically, chopping and slicing safely. | Substantive knowledge Understand and follow the design steps of the face mask. Disciplinary knowledge Select materials based on their masks' characteristics. Measure and cut accurately the outline of the face mask, working to scale, and following a design plan. | Substantive knowledge Understand how to make the pyramid. Learn how to use appropriate tools to make own design safely. Explore how to enhance the durability of the pyramid. Disciplinary knowledge Order the main stages of making the pyramid. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. | Substantive knowledge Understand how to make a bag. Learn how to use the tools safely. Explore different fabrics to fit own design criteria. Disciplinary knowledge Plan the main stages of making a bag. Select and use a range of appropriate tools with some accuracy e.g., cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g., strength, and aesthetic qualities e.g., pattern. | Substantive knowledge Understand the different steps to making bread. Learn how to use the utensils safely and hygienically. Disciplinary knowledge Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. | Substantive knowledge Understand how to make the card. Explore different finishing technique to make the card more appealing. Disciplinary knowledge Order the main stages of making the card. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. | |
| Evaluating | Substantive knowledge Learn and identify the design criteria for the product. Disciplinary knowledge Explore and evaluate a range of existing products. Evaluate theirs and their peer's ideas and | Substantive knowledge Learn and identify the design criteria for the product. Disciplinary knowledge Taste and evaluate a range of fruit to determine the intended user's preferences. Evaluate ideas and finished products | Substantive knowledge Explore a range of everyday products that use simple sliders and leavers. Disciplinary knowledge Evaluate own product by discussing how well it works in relation to the purpose. | Substantive knowledge Look at a range of healthy salads and their ingredients. Identify the success criteria for the product. Disciplinary knowledge Conduct product research, trialling, and feeding back on food | Substantive knowledge Know and understand the success criteria of own design. Disciplinary knowledge Discuss the making process and finished product, reviewing other's outcome. | Substantive knowledge Understand the success criteria. Understand the impact of gravity on the product's longevity. Disciplinary knowledge Test the product against success criteria and against peer's product. Investigate and analyse how to keep the | Substantive knowledge Understand how a key individual (Rani) has influenced the development of the chosen product and/or fabric. Explore a range of 3-D textile products relevant to the project. Know the success criteria to evaluate the | Substantive knowledge Learn how to carry out sensory evaluations of a variety of ingredients and products. Disciplinary knowledge Record the evaluations using e.g., tables and simple graphs. Evaluate the ongoing work and the final product with | Substantive knowledge Understand the success criteria. Explore different products using lever and linkage mechanisms. Disciplinary knowledge Investigate and analyse books and, where available, other | |

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| | | Tools, fabrics, join, features, suitable, purpose, pattern pieces, template Disciplinary vocabulary Evaluate, design, cut, shape, collaborate | vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard slicing, peeling, cutting, healthy diet, ingredients, seeds Disciplinary vocabulary Plan, evaluate, design, investigate, cut, slice | slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards design, user, purpose, ideas, design criteria, product, function Disciplinary vocabulary Evaluate, make, design, plan, explain, | Peeling, cutting, slicing, squeezing, grating, chopping, knife, fruit, vegetables, nutrients, hygiene, salad, taste, aroma, ingredients, criteria, equipment, evaluation, seed. Disciplinary vocabulary Plan, design, evaluate, | Materials, fabrics, 3d, design, cut, shapes, stick, embellishments, product, glue, crafting materials, tools, Disciplinary vocabulary Design, make, evaluate, discuss, Develop, measure | Paper, cardboard, paper mache, glue, design specification, innovative, evaluate, design brief, Upright, strengthen Disciplinary vocabulary Design, make, plan, investigate, analyse, evaluate, research | Fabric, names of fabric, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, label, drawing, aesthetics, function, pattern pieces Disciplinary vocabulary Investigate, design, evaluate, make, explore | name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations dicing, grating, cutting, chopping Disciplinary vocabulary Research, evaluate, design, cook, measure, mix, taste, smell, collaborate, plan, explore, investigate | mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief Disciplinary vocabulary Research, plan, design, make, discuss, investigate, analyse |
| | End point task | To make a puppet. | To make a healthy fruit salad. | To construct and showcase different animal sliders and leavers for our African Savannah display. | To make a healthy salad. | To make a scary face make. | To construct a pyramid to showcase our work. | To make a bag for Rani. | To make a healthy bread. | To make a wedding card for Mufaro's daughter. |
| | Cross-curricular links | History, Art, Science and Mathematics (Measurements) | Science (plants), Maths (measuring), Art (seasons) | Science (Animals incl humans) and English (One day on our blue planet) | English: Chapatti Moon Science: Health Eating Maths: Measurements | English: Marvin in the Kooky Spooky House Maths: Measurement Science: Materials | History: Ancient Egypt | English-links to Rani visit the Taj Mahal | History-links to the Roman. Links to PSHE-Health and wellbeing-how do we keep a healthy lifestyle? Maths-quantities/fractions | English-Mufaro's beautiful daughter |
| Computing | Unit | Unit 1.1 Online Safety & Exploring Purple Mash Unit 1.2 Grouping & Sorting | Unit 1.5 Maze Explorers Unit 1.6 Animated Story Books | Unit 1.8 Spreadsheets Unit 1.9 Technology outside school | Unit 2.1 Coding | Unit 2.4 Questioning Unit 2.5 Effective Searching | Unit 2.7 Making Music Unit 2.8 Presenting Ideas | Unit 3.1 Coding Unit 3.2 Online safety | Unit 3.5 Email | Unit 3.7 Simulations Unit 3.8 Graphical modelling |
| | Outcomes for Children | Children can log in to Purple Mash using their own login. Children have created their own avatar and understand why they are used. Children can find and save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. Children will know how to use the different | Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. Children know how to add a unit of measurement to the direction in 2Go Challenge 2. Children know how to undo their last move. Children know how to create a simple algorithm. Children know how to debug their algorithm. | Children can navigate around a spreadsheet. Children can explain what rows and columns are. Children can open the Image toolbox and find and add clipart. Children can use the 'move cell' tool so that images can be dragged around the spreadsheet. Children can use the 'lock' tool to prevent changes to cells. | Children can explain that for the computer to make something happen, it needs to follow clear instructions. Children are beginning to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use. | Children understand that the information on pictograms cannot be used to answer more complicated questions. Children have designed a binary tree to sort pictures of children. Children understand that the user cannot use 2Question to find out answers to more complicated questions. Children have used a database to answer simple and more | Children understand what 2Sequence is and how it works. Children have explored how to speed up and slow down tunes. Children have considered how music can be used to express feelings. Children have created two tunes which depict two feelings. Children have created, uploaded and used their own recorded sound. | Children can create a design that represents a sequential algorithm. Children can make use of the X and Y properties of objects in their coding. Children can explain why variables need to be named. Children can explain how they made objects repeat actions. Children can debug simple programs. | Children can open an email and respond to it. Children have sent emails to other children in the class. Children can attach work to an email. Children can read and respond to a series of email communications. Children have written rules about how to stay safe using email. | Children can give some examples of simulations used for fun and for work. Children know that a computer simulation can represent real and imaginary situations Children can use a simulation to try out different options and to test predictions. Children can evaluate a simulation to determine its usefulness for purpose. |

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| | | <p>icons and writing cues to add pictures and text to their work. Children have explored the Games section and looked at Table Toons (2x tables). Children can log out of Purple Mash when they have finished using it and know why that is important.</p> <p>Children have sorted items using a range of criteria on the carpet as a class and in pairs. Children have used Purple Mash activities to sort various items online using a variety of criteria. Children understand how the order in which the steps of a recipe are presented affects the outcome. Children can organise instructions for a simple recipe. Children know that correcting errors in an algorithm or program is called 'debugging'.</p> | <p>Children can change the background images in their chosen challenge and save their new challenge.</p> <p>Children know the difference between a traditional book and an e-book. • Children can use the different drawing tools to create a picture on the page. Children can add text to a page and change the colour, font and size of the text. Children can add a sound to the page. Children can add their own voice recording to the page. Children can share their story book on a class story book display board.</p> | <p>Children can add the count tool to count items. Children can add the speak tool so that the items are counted out loud. Children can use a spreadsheet to help work out a fair way to share items.</p> <p>Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school. Children have recorded 4 examples of where technology is used away from school.</p> | <p>Children can include a button in their programs. Children can explain why it is important to save their work after each functioning iteration of the program they are making. Children can code a program using a variety of objects, actions, events and outputs successfully.</p> | <p>complex search questions.</p> <p>Children have completed a quiz about the Internet. Children can search for answers to a quiz on the internet. Children have created a leaflet to consolidate their knowledge of effective Internet searching.</p> | <p>Children have created their own tune using some of the chosen sounds.</p> <p>Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. Children can talk about their work and make improvements to solutions based on feedback received. Children have extracted information from a 2Connect file to make a publisher fact file on a nonfiction topic.</p> | <p>Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting</p> | | <p>Children can set up a graph with a given number of fields. Children can enter data for a graph. Children can produce and share graphs made on the computer. Children have solved a maths investigation. Children can present the results in a range of graphical formats.</p> |
| | Vocabulary | <p>Username, log in, password, avatar, tools, save</p> <p>Sort criteria</p> | <p>Direction, Rewind, Forward, Backwards, Right turn, Left turn, Debug, Algorithm</p> <p>Animation, E-Book, Font, File, Sound Effect, Display Board</p> | <p>Arrow keys, Cursor, Cells, Clipart, Image toolbox, Lock tool, Speak Tool, Spreadsheet</p> <p>Technology</p> | <p>Action, algorithm, bug, command, design mode, input, object, properties, scale, timer, when key.</p> | <p>Pictogram, question, data, collate, binary tree, avatar, database.</p> <p>Internet, search, search engine.</p> | <p>Bpm, composition, digitaly, instrument, music, sound effects, tempo, volume, soundtrack.</p> <p>Narrative, animated, presentation.</p> | <p>Code block, code design, variables, algorithm, debug, repeat</p> <p>Password, internet, website, username, Blog, PEGI rating</p> | <p>Communication, email, attachment, send, address book, compose</p> | <p>Stimulation, real, imagery, test, prediction, usefulness</p> <p>Graph, field, data, bar chart, block graph, line graph</p> |
| Computing | Unit | <p>Unit 1.3 Pictograms</p> <p>Unit 1.4 Lego Builders</p> | <p>Unit 1.7 Coding</p> | <p>Unit 1.9 Technology outside school.</p> | <p>Unit 2.2 Online safety</p> <p>Unit 2.3 Spreadsheets</p> | <p>Unit 2.6 Creating Pictures</p> | <p>Unit 2.8 Presenting Ideas</p> | <p>Unit 3.3 Spreadsheets</p> <p>Unit 3.4 Touch typing</p> | <p>Unit 3.6 branching databases</p> | <p>Unit 3.9 presenting with PowerPoint</p> |
| | Outcome for Children | <p>Children can discuss and illustrate the transport used to travel to school. Children can contribute to the collection of class data. Children have used these illustrations to create a simple pictogram. Children can discuss what the pictogram shows. Children can collect data from rolling a die</p> | <p>Children can explain what coding means. Children know that for the computer to make something happen, it needs to follow clear instructions. Children can explain what a block of code is. Children can read through combined blocks of code. Children can make a background using Design Mode. Children can add</p> | <p>Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school. Children have recorded 4 examples of where technology is used away from school.</p> | <p>Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet. Children have discussed their own experiences and understanding of what email is used for. Children have discussed what makes us feel happy and what makes us feel sad? Children</p> | <p>Children can explain what is meant by impressionist art. Children can use 2Paint a Picture to create art based upon this style. Children can use 2Paint a Picture to create art based upon pointillism. Children can describe the main features of Piet Mondrian's work and create art based upon his style.</p> | <p>Children know that data can be structured in tables to make it useful. To make a presentation to the class. Children can use a variety of software to manipulate and present digital content and information. Children can collect, organise and present data and information in digital content.</p> | <p>Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. Children can use the 'spin' tool to count through times table. Children can describe a cell location in a spreadsheet using the notation of a letter for</p> | <p>Children have used YES/NO questioning to play a simple game with a friend. Children can choose a suitable topic for a branching database. Children can select and save appropriate images. Children can create a branching database. Children know how to use and debug their</p> | <p>Pupils will know what PowerPoint is. Pupils can insert a new slide, pictures, edit pictures, insert videos. Pupils can use animations and transitions in a presentation. Pupils will use skills learnt in the lesson to create a presentation linked to a curriculum topic.</p> |

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| | | <p>20 times and recording the results. Children can represent the results as a pictogram.</p> <p>Children know that to achieve the effect they want when building something, they need to follow accurate instructions.</p> <p>Children know that an algorithm is a precise, step-by step set of instructions used to solve a problem or achieve an objective.</p> <p>Children know that an algorithm written for a computer to follow is called a program.</p> | <p>characters using Design Mode.</p> <p>Children can design a simple program and then create the program using 2Code.</p> <p>Children can use collision detection to make objects interact</p> | | <p>can explain what a digital footprint is.</p> <p>Children can give examples of things that they wouldn't want to be in their digital footprint.</p> <p>Children can explain what rows and columns are in a spreadsheet.</p> <p>Children can use copying a pasting to help make spreadsheets.</p> <p>Children can use tools in a spreadsheet to automatically total rows and columns.</p> <p>Children can work out how much they need to pay using coins by using a spreadsheet to help calculate.</p> <p>Children can use the data to create a block graph manually.</p> | <p>Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways.</p> <p>Children can combine more than one effect in 2Paint a Picture to enhance their patterns.</p> <p>Children can use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.</p> | <p>Children can create digital content to achieve a given goal by combining software packages.</p> | <p>the column followed by a number for the row.</p> <p>Children understand the names of the fingers.</p> <p>Children can use two hands to type the letters on the keyboard.</p> <p>Children can type full words using the correct fingering.</p> <p>Children can type a series of words with speed and accuracy.</p> | <p>own branching database.</p> | |
| | Vocabulary | <p>pictogram, Data, Collate</p> <p>Instruction, Algorithm, Computer, Program, Debug</p> | <p>Code block, Code design, Collision Detection, Coder, Command, input, Properties, program</p> | <p>Science, engineering knowledge, four ways,</p> | <p>Search, display board, internet, sharing, email, attachment, digital footprint.</p> <p>Backspace key, copy and paste, columns, cells, delete key, move cell tool, rows, speak tool, spreadsheet, equals tool, image toolbox.</p> | <p>Impressionism, palette, share, surrealism, template, pointillism.</p> | <p>Non-fiction, node, concept map, audience.</p> | <p>Columns, cells, spreadsheet, spin tool, rows, copy and paste.</p> <p>Posture, top row, home row, bottom row, space bar</p> | <p>Branching database, data, database, question</p> | <p>Presentation, font, media, transition, slides, animation, audio</p> |
| Spanish | Topics | N/A | N/A | N/A | N/A | N/A | N/A | <p>Greetings</p> <p>All about me</p> | <p>Colours, numbers, addition and subtraction</p> <p>My family</p> | <p>Fruits</p> <p>The seasons</p> |
| | NC Links | N/A | N/A | N/A | N/A | N/A | N/A | <p>L1,L2,L3,L5 and L7 L1,L3,L4,L5,L6,L7,L9,L10 and L12</p> | <p>L1,L2,L4,L5,L6,L7,L8,L9,L10, L11 and L12 L1,L2,L3,L4,L5,L6,L7,L8,L9, L10, L11 and L12</p> | <p>L1,L3,L4,L5,L6,L7,L9,L10 and L12 L1,L3,L4,L5,L6,L7,L9,L10, L11 and L12</p> |
| | Substantive Knowledge Grammar | N/A | N/A | N/A | N/A | N/A | N/A | <p>Greetings vocabulary: Los saludos, hola, buenos días, buenas tardes, buenas noches. Introduce the "H" sound. Introduce farewell vocabulary: La despedida, Adiós, hasta la vista, hasta luego,</p> | <p>Name and recognise all ten colours (azul, verde, amarillo,rojo, morado, blanco, negro,gris, naranja, marron). To learn how to spell all ten colours. Phonics focus: LL, J, RR</p> | <p>Recognise, say and write the nouns of ten fruits in Spanish with the correct article (Las frutas, una manzana, una fresa, una cereza, una naranja, una ciruela, una pera, un kiwi, un melón, un</p> |

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| | | | | | | | <p>hasta mañana, hasta la semana que viene. Introduce the sound “Eñe”</p> <p>Introduction of first and second person verb “I live” “You live” (vivo, vives) Introduce yourself in Spanish: “Hola, buenos días, me llamo... Ask somebody’s name ¿Cómo te llamas? Explain question marks in Spanish. Introduction of first and second person verb “I am called” “You are called” (me llamo, te llamas)</p> <p>Ask somebody how they feel ¿Como estas? ¿Qué tal? Estoy bien, estoy muy bien, estoy regular, estoy mal, gracias. Introduction of high frequency first and second person verb “I am” “You are” (Estoy, estas)</p> <p>Introduce imperative verbs for classroom instructions in Spanish.</p> <p>Say and write numbers 1-10 Phonics focus: CA CE CI CO CU</p> <p>Ask somebody their name and age in Spanish and say my name and age in Spanish in reply. ¿Cómo te llamas? Me llamo... ¿Cuántos años tienes? Tengo ___ años Informal register ¿y tú? Formal register ¿y usted? . Introduction of high frequency first and second person verb “I have” “You have” (Tengo, tienes)</p> <p>Ask somebody where they live and answer</p> | <p>To learn how to say the numbers 10 to 20 in Spanish. To learn how to spell the numbers 10 to 20 in Spanish. To be able to say the number 10 to 20 out of sequence. Use the numbers 10 to 20 in familiar contexts. Vocabulary: Diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte.</p> <p>Name and recognise up to 10 shapes in Spanish (Las formas, Un triángulo, un óvalo, un círculo, un cuadrado, un rectángulo, un pentágono, un hexágono, un rombo, una línea, una estrella) To explore that the word for a/an in Spanish can be either “un” and “una” (masculine or feminine determiners. In Spanish this is called the gender of the noun). To learn how to spell all ten shapes.</p> <p>To explore how to form a plural noun that ends in a vowel adding a “s” (dos triángulos, tres óvalos, cuatro rombos, cinco líneas, seis estrellas, siete cuadrados, ocho rectángulos, nueve círculos, diez hexágonos)</p> <p>To explore how to add an adjective to a noun in Spanish (noun + adjective and not adjective + noun). To introduce the adjective concordance with the gender of the noun. (Un triángulo verde, un óvalo amarillo, un círculo azul, un</p> | <p>melocotón, un plátano). To explore the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: Un and una. To explore the concept of accent mark using words like “un melón” “a melon” “un limón” “a lemon”. Phonics focus: J sound in naranja.</p> <p>Recognise, say and write the plural form of ten fruits in Spanish with the correct article (Las manzanas, las fresas, los melocotones , las cerezas, las naranjas, las ciruelas, las peras, los kiwis, los melones, los plátanos) To understand that the plural definite article/determiner “the” is “los” or “las” in Spanish and that is also affected by gender. Exploring how to make the plural in Spanish adding “s” when the word end in a vowel, adding “es” when the word end in a consonant.</p> <p>To learn how to ask somebody in Spanish if they like a particular fruit and to formulate an opinion using the fruits we have learnt in this unit “Do you like ...?” “¿Te gustan las ...?” We will focus on the positive opinion “Me gustan...” Introduction of high frequency first</p> |
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| | | | | | | | | <p>back. ¿Dónde vives? Vivo en ... Introduction of first and second person verb "I live" "You live" (vivo, vives). Learn how to say several cities in Spanish (Londres, Madrid, Barcelona)</p> <p>The Verb to be "SER" to talk about nationalities (España, español, española, Inglaterra, inglés, inglesa, India, indio, india, Somalia, somalí, Paquistán, paquistaní, Polonia, polaco, polaca). Apply rules of adjectival agreement when saying our nationality in Spanish.</p> <p>Ask somebody where are they from and answer back. ¿De dónde eres? Soy... or Soy de... Introduction of high frequency first and second person verb "I am" "You are" (soy, eres). Starting to understand what gender and agreement mean in Spanish</p> | <p>cuadrado morado, un rectángulo, un pentágono marrón, un hexágono gris, un rombo naranja, una línea negra, una estrella roja)</p> <p>To draw a monster with shapes and colours and describe it in speaking and writing. (Mi monstruo tiene dos triángulos de color azul y tiene seis estrellas de color verde...).</p> <p>Introduce the connective "y" "and"</p> <p>Recognise, say and write the nouns for key family members in Spanish (La familia, el papa, el padre, la mama, la madre, la hija, el hijo, el hermano, la hermana, la tia, el tio, la abuela, el abuelo, la prima, el primo, los padres, los abuelos) To explore that the word for the in Spanish can be either "el" "la" "los" and "las" (these words are articles/determiners and tell us if the noun, is either a masculine or feminine noun. In Spanish this is called the gender of the noun)</p> <p>Introduce how to say his/her name is... and to ask what is his/her name? (Ella se llama..., él se llama...)</p> <p>Introduction of third person verb "She is called" "he is called" (Ella se llama, él se llama)</p> <p>Ask somebody do you have a brother or do you have a sister and answer back (¿Tienes un hermano? ¿Tienes una hermana? Sí, tengo un hermano, si tengo una hermana, si tengo dos hermanos, si tengo tres</p> | <p>and second person verb "I like" "you like" (me gustan, te gustan).</p> <p>To learn how to express the negative opinion "No me gustan..." ("I do not like") To learn how to use "yes" "si" and "no" "no" in Spanish. To explain the double negative "No, no me gustan..."</p> <p>To learn how to use some Spanish conjunctions: "and" "y" "but" "pero". To express in speaking and writing form with complex sentences your positive and negative opinions about the fruits.</p> <p>To name, recognise and remember all four seasons in Spanish (Las estaciones, el invierno, la primavera, el verano, el otoño). To learn that in Spanish, the article (the word for 'the', 'a' / 'an' or 'some') is often used when we would omit it in English. For example, in English we would simply say 'winter' but in Spanish we say 'the winter'. Phonics focus: Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word canyon. To learn about the Four Seasons using the verbs "Hay". To learn the weather words: (Hace frío, nieva, hace calor, sol) Phonics focus: "H" (Often silent when it is the first letter in a word) "ce" (Pronounce as "th" like in the English word "theatre").</p> |
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| | | | | | | | | | <p>hermanas, no soy hijo único, no soy hija única) Add the name of the family member (Tengo una hermana, ella se llama ... tengo un hermano, el se llama) To explore the determiners “un” “una”. To form plural adding “s”. Use of high frequency first and second person verb “I have” “You have” (Tengo, tienes).</p> <p>To learn how to say the tens Spanish. To learn how to spell the tens in Spanish. To be able to say the tens out of sequence. Use the tens in familiar contexts. Vocabulary: Diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien. Phonics focus: CA CE CI CO CU.</p> <p>Exploring possessive adjectives in Spanish with a focus only on ‘my’. Understanding that there are two words in Spanish “mi” and “mis” for our one word ‘my’ in English. To tell and write the name and age of your family members (Mi hermano se llama Peter y tiene ocho años , Mi abuela se llama Ann y tiene setenta años....)</p> | <p>To say a sentence about what happens in Spring: ‘las flores crecen’ (the flowers grow/ the flowers are growing) and ‘los pájaros cantan’ (the birds sing/ the birds are singing). To highlight that ‘en primavera’ (IN spring) is different to ‘la primavera’ spring). To use the conjunction y (and) to make a short phrase about spring ‘En primavera, las flores crecen Y los pájaros cantan’. Phonics focus: “J” (pronounced almost as the “h” sound in the English word “hello”).</p> <p>To introduce two phrases that you would typically say in summer: ‘hace sol’ (it is sunny) and ‘hace calor’ (it is hot). To introduce the following phrases: ‘En verano, hace sol’ (In summer, it is sunny) and ‘En verano hace calor’ (In summer, it is hot). To highlight that ‘en verano’ (IN summer) is different to ‘el verano’ summer). To use the connective/conjunction y (and) to make a short phrase about summer ‘En verano, hace sol Y hace calor’ (In summer, it is sunny AND it is hot).</p> <p>To introduce the following phrase: ‘los árboles pierden sus hojas’ (the trees lose their leaves). To introduce the following phrase: ‘En otoño, los árboles pierden sus hojas’. To highlight that ‘en otoño’ (IN autumn) is different to just ‘el otoño’ (autumn). To learn how to ask “what is your favourite season?” “¿Cuál es tu estación favorita?” and</p> |
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HPS Middle Phase Curriculum Map

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| | | | | | | | | | | answer the question "my favourite season is..." "Mi estación favorita es..." To start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses ("My favourite season is winter because it snows" "Mi estación favorita es invierno porque nieva") |
| Disciplinary Skills | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | <p>SPEAKING</p> <ul style="list-style-type: none"> • Say and repeat single words and short simple phrases. • Communicate with others using simple words and phrases and questions. • Sing Spanish songs with proper pronunciation. • Identify and produce the right phonics for the key vocabulary |
| | | | | | | | | | | <p>LISTENING</p> <ul style="list-style-type: none"> • Understand a few familiar spoken words and phrases. • Link sounds to meanings and identify specific sounds, phonemes and words. • Understand simple questions. • Understand teacher's instructions in Spanish. • Listening Spanish songs paying attention to pronunciation. |
| | | | | | | | | | | <p>READING</p> <ul style="list-style-type: none"> • Recognise and read out a few |

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| | | | | | | | | | | <p>familiar words and phrases.</p> <ul style="list-style-type: none"> • Make links between some phoneme, rhymes and spellings and read aloud familiar words. • Notice the spelling of familiar words. • Recognise how sounds are represented in written form. • Identify specific sounds, phonemes and words. |
| | | | | | | | | | | <p>WRITING</p> <ul style="list-style-type: none"> • Write or copy simple words or symbols correctly. • Label pictures correctly. • Write a few words from memory. • Use the words into sentences with and without visual support. • Use order of adjectives and nouns in Spanish correctly |
| Substantive Knowledge Vocabulary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | <p>Buenas tardes Buenas noches Hasta luego Los saludos ¿Cómo estás? Muy bien Gracias Hasta la vista Adiós Buenos días Hola</p> <p>¿Cómo te llamas? Me llamo... Todo sobre mi ¿Dónde vives? Vivo en... Londres ¿De dónde eres? Soy de... Inglaterra España</p> | <p>Los colores Los números Rojo Verde Amarillo Azul Naranja Negro Blanco Gris Marrón Morado Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez Mas Menos</p> | <p>Las frutas Las manzanas, las fresas, los melocotones las cerezas las naranjas las ciruelas las peras los kiwis los melones los plátanos</p> <p>Las estaciones =</p> <p>El invierno La primavera El verano El otoño</p> <p>Hay cuatro estaciones</p> |

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| | | | | | | | | <p>La India Somalia Afganistán Polonia Pakistán ¿Cuántos años tienes? Tengo ocho años ¿Cómo te sientes? Me siento... Triste Feliz Enfadado</p> | <p>La familia Mi tío Mi tía Mi madre Mi padre Mi abuelo Mi abuela Mi hermano Mi hermana Mi primo Mi prima El hijo La hija Yo Mi madre se llama ...</p> | |
| Music Unit 1 | Unit | How can we make friends when we sing together? | How does Music make the world a better place? | What songs can we sing to help us through the day? | How does Music help us to make friends? | How does Music make the world a better place? | How does Music make us happy? | Recorder session taught by Music Lead (instrumental progression). | Recorder session taught by Music Lead (instrumental progression). | Recorder session taught by Music Lead (instrumental progression). |
| | Songs - Listen & Appraise | Find the beat 1-2-3-4- Head shoulders knees and toes Shapes We talk to animals We are together | If you're happy and you know it. Sing me a song. Sparkle. Rhythm in the way we walk. Big bear funk. Baby elephant | Getting dressed Dress up Brush our teeth Get ready Up and down Star light, star bright | Music is in my soul Hey friends Hello | Rainbows Hands, feet, hurt All around the world | I wanna play in a band Music is all around Saying sorry | My Hat Has 3 Corners B B Blues | Hot Cross Buns Thinking Chicken Cluck Waddle | C Side Rock A Piece of Cake Five Jive Wet and Windy |
| | Musical Activities | Musical activities - A. Warm-up Games (including Vocal Warm-ups) Have fun playing these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group. There are six progressive challenges, one for each step within the Unit of Work. There is one continuous track that includes four games: Game 1 - Find the pulse, use your imagination. Choose an animal and find a pulse. Game 2 - Listen to the rhythm and clap back. Game 3 - It's your turn. This game is teacher-led initially so make sure you are prepared! | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work). Each step the activities support the development and consolidation of key musical learning: key signatures time signatures duration pulse rhythm pitch (singing and playing instruments). | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work). Each step the activities support the development and consolidation of key musical learning: key signatures time signatures duration pulse rhythm pitch (singing and playing instruments). | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song. | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song. | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song. | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song. | Time keeping exercises, clapping/playing copycat rhythms, game "Jump", chants/raps Time keeping & Rhythmic/Ensemble skills Pitch: concept and exercises Aural exercises - comparing pitches: high/low, big or small interval, etc. | Copycat rhythms, create 2-4 bar rhythm with added pitches |
| | Performing | Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. | Perform and share your learning as you progress through the Unit of Work. | perform and share your learning as you progress through the Unit of Work. | Practise, rehearse and share a song that has been learned in the lesson, from memory or | Perform the Song - perform and share your learning as you progress through the Unit of Work. | Perform the Song - perform and share your learning as you progress through the Unit of Work. | Performance/sharing opportunity (group in-class presentation / inter-class presentation | Performance/sharing opportunity (group in-class presentation / inter-class presentation | Stage etiquette Stage presence Performance anxiety management |

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| | | Prepare a song to perform | | | with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. | | | / small school presentation) | / small school presentation). | |
| | Substantive Vocabulary | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, rap. | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, pulse/beat, recurring theme, rhythm, riff, pop music, melody, timbre. | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover. | Acapella, appraising, arrangements, balance, band, Blues, classical, music, coda, cover, composing, crossover, ending, gospel, grave, harmony, improvise, keyboard, lyrics, melody, hip hop, dynamics, disco. | Acapella, appraising, arrangements, balance, band, Blues, bridge, call, chorus, chord, call and respond, classical, music, coda, cover, composing, crossover, ending, ensemble, decks, groove. | Acapella, appraising, arrangements, backing, band, chord, chorus, classical music, composing, dynamics, disco, ending, gospel, funk. | Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation | Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation, Clapping, rhythmic solfege, playing | Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation, Clapping, rhythmic solfege, playing |
| | Disciplinary Knowledge | Understand the difference between creating a rhythm pattern and a pitch pattern. Create musical sound effects and short sequences of sounds in response to music and video stimulus. | Move and dance with the music. Find the steady beat. Sing, rap, rhyme, chant and use spoken word. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Create musical sound effects and short sequences of sounds in response to music and video stimulus. | Copy back simple rhythmic patterns using long and short. Describe tempo as fast or slow. Copy back intervals of an octave and fifth (high, low). | Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. | Use body percussion, instruments and voices. Walk in time to the beat of a piece of music. Demonstrate good singing posture. Sing songs from memory and/or from notation. | Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Talk about the difference between rehearsing a song and performing it. | Ability to copy and create short rhythmic phrases ability to retain tempo, rhythm and pitch in the mind identify changes in pitch, tempo, volume, and quality of playing. Ability to correlate sounds heard with sounds played and/or sung. | Have a good basic singing posture and ability to sing short continuous phrase in one breath. Have good volume without shouting find own singing voice without strangling notes, being overly airy, or forcing range sung. | Know concept of dotted rhythm, clap/play correctly, read/write, know name, and note value |
| Music Unit 2 | Unit | How does Music tell stories from the past? | How does music help us understand our neighbours? | Model Music Curriculum soon to be released | How does music teach us about the past? | How does Music teach us about our neighbourhood? | Model Music Curriculum soon to be released | Recorder session taught by Music Lead (instrumental progression) | Recorder session taught by Music Lead (instrumental progression) | Recorder session taught by Music Lead (instrumental progression) |
| | Songs - Listen & Appraise | Twinkle little star In the orchestra Daisy bell Dancing dinosaurs I'm a little teapot Rock – a-bye baby | Days of the week. Name song. Cuckoo. Upside down. Hush little baby. Who took the cookie? | Model Music Curriculum soon to be released | Sparkle in the sun Listen The orchestra song | Helping each other. The music man. Let's sing together. | Model Music Curriculum soon to be released | My Hat Has 3 Corners B B Blues | Hot Cross Buns Thinking Chicken Cluck Waddle | C Side Rock A Piece of Cake Five Jive Wet and Windy |
| | Musical Activities | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song:Vocal warm-ups and singing | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song:Vocal warm-ups and singing | Model Music Curriculum soon to be released | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song: Vocal warm-ups and singing c. Play instruments with the song | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song: Vocal warm-ups and singing c. Play instruments with the song | Model Music Curriculum soon to be released | Copycat rhythms, create 8-beat phrase (including body percussion, mouth sound and recorder note, for example), write 1-bar rhythm, etc. Respect and care for musical instruments Recorder anatomy, correct care, "treat instruments like babies", etc. | Play and sing same line in two groups simultaneously E.g.: "Hot Cross Buns", "Merrily We Roll Along | Play improvised phrase within piece E.g.: solos in Blues piece, musical Q&A, etc. |

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| | Perform the Song | Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts. | Perform the Song - perform and share your learning as you progress through the Unit of Work. | Perform the Song - perform and share your learning as you progress through the Unit of Work. | Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it. | Perform the Song - perform and share your learning as you progress through the Unit of Work. | Perform the Song - perform and share your learning as you progress through the Unit of Work. | Performance/sharing opportunity (group in-class presentation / inter-class presentation / small school presentation) | Performance/sharing opportunity (group in-class presentation / inter-class presentation / small school presentation) | Performance (school presentation to other year groups/teachers/parents) |
| | Substantive Vocabulary | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, rap | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, Riff, Phrase, folk tunes, funk, gospel, groove, hip-hop, pop music, unison, synthesizer, turntables, verse. | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, Riff, Phrase, folk tunes, funk, gospel, groove, hip-hop, pop music, unison, synthesizer, turntables, verse. | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, improvise, keyboard, lyrics, melodic, motown, pop music, Reggae, Riff, phrase, original, swing, tempo, tag, unison, synthesizer, turntables, verse. | Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics | Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk. | Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation | Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation, Clapping, rhythmic solfege, playing | Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation, Clapping, rhythmic solfege, playing |
| | Disciplinary Knowledge | Begin to understand where the music fits in the world. Begin to understand about different styles of music. Copy back simple melodic patterns using high and low. | Move and dance with the music. Find the steady beat. Sing, rap, rhyme, chant and use spoken word. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Create musical sound effects and short sequences of sounds in response to music and video stimulus. | Model Music Curriculum soon to be released | Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause). | Talk about feelings created by the music/song. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. | Model Music Curriculum soon to be released | Identify changes in pitch, tempo, volume, and quality of playing; ability to correlate sounds heard with sounds played and/or sung. Know and understand concepts, and difference between them ability to create short phrases on instrument or using notation. | Correctly reproduce given pitch(es) ability to accurately sing back short phrases, with or without lyrics ability to retain & reproduce both lyrics & melody | Suggested note progressions: B, A, G, high C, high D (possible extension: low E, D); or B, A, G, E, low D (possible extension: high C, D); or B, A, G, E, high C Ability to recognise, name, and play from the stave all notes learnt on the instrument |
| P.E Unit 1 | Physical Activity | Fundamentals | Gymnastics | Athletics | Ball Skills | Gymnastics | Athletics | Basketball | Gymnastics | Athletics |
| | Skills | Physical: Balancing Physical: Sprinting Physical: Jogging Physical: Dodging Physical: Jumping Physical: Hopping Physical: Skipping Social: Taking turns Social: Supporting and encouraging others Social: Working safely | Physical: Travelling actions Physical: Shapes Physical: Balances Physical: Jumps Physical: Barrel roll Physical: Straight roll Physical: Forward roll progressions Social: Sharing Social: Working safely | Physical: Running at varying speeds ☑ Physical: Agility ☑ Physical: Balance ☑ Physical: Running over obstacles ☑ Physical: Jumping, hopping and leaping in combination and for distance | Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: bouncing Physical: dribbling Social: co-operation Social: communication Social: leadership Social: supporting others | ☑ Physical: Shapes ☑ Physical: Balances ☑ Physical: Shape jumps ☑ Physical: Travelling movements ☑ Physical: Take off and landing ☑ Physical: Barrel roll ☑ Physical: Straight roll | ☑ Physical: Running at different speeds ☑ Physical: Combining running and jumping ☑ Physical: Agility and co-ordination ☑ Physical: Jumping for distance and height ☑ Physical: Throwing for distance | - ☑ Physical: throwing and catching - Physical: dribbling - Physical: intercepting - Physical: shooting - Social: working safely | ☑ Physical: Individual point and patch balances ☑ Physical: Straight roll ☑ Physical: Barrel roll ☑ Physical: Forward roll ☑ Physical: Straight jump ☑ Physical: Tuck jump ☑ Physical: Star jump | ☑ Physical: Pacing ☑ Physical: Sprinting technique ☑ Physical: Relay changeovers ☑ Physical: Jumping for height and distance ☑ Physical: Push and pull throwing for distance |

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| | | <p>Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths Thinking: Listening and following instructions</p> | <p>Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p> | <p>☑ Physical: Throwing for distance ☑ Social: Working safely ☑ Social: Collaborating with others ☑ Emotional: Working independently ☑ Emotional: Honesty and playing to the rules ☑ Emotional: Determination ☑ Thinking: Exploring ideas</p> | <p>Emotional: honesty Emotional: perseverance Emotional: challenging myself Thinking: using tactics Thinking: exploring actions</p> | <p>☑ Physical: Forwards roll ☑ Social: Sharing ☑ Social: Working safely ☑ Emotional: Confidence</p> | <p>☑ Social: Working safely ☑ Social: Collaborating with others ☑ Emotional: Working independently ☑ Emotional: Determination ☑ Thinking: Observing and providing feedback ☑ Thinking: Exploring ideas</p> | <ul style="list-style-type: none"> - Social: communication - Social: collaboration - Emotional: honesty and fair play - Emotional: perseverance - Thinking: planning strategies and using tactics - Thinking: observing and providing feedback | <p>☑ Physical: Rhythmic gymnastics ☑ Social: Collaboration ☑ Social: Communication ☑ Social: Respect ☑ Emotional: Confidence ☑ Thinking: Observing and providing feedback ☑ Thinking: Selecting and applying actions ☑ Thinking: Evaluating and improving</p> | <p>☑ Social: Collaborating with others ☑ Social: Supporting others ☑ Emotional: Perseverance ☑ Emotional: Determination ☑ Thinking: Observing and providing feedback</p> |
| Assessment Criteria | <p>I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.</p> | <p>I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.</p> | <p>I am able to throw towards a target. I am beginning to link running and jumping movements. I am beginning to show balance and co-ordination when changing direction. I am developing over arm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> | <p>I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.</p> | <p>I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can describe how my body feels during exercise. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.</p> | <p>I try my best. I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds and in different directions. I try my best.</p> | <p>I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.</p> | <p>I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.</p> | <p>I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can understand how stamina and power help people to perform well in different athletic activities. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.</p> | |
| Curriculum Links | <p>ENGLISH Learning vocabulary – balance, direction, land, safely, jump, hop Listening and following instructions Expressing ideas Communicating with others MATHS</p> | <p>ENGLISH Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence Listening, understanding and following instructions Communicating ideas Providing feedback on others performances</p> | <p>ENGLISH INTRODUCTION OF KEY VOCABULARY – SPEED, POWER, STRENGTH, ACCURACY COMMUNICATING IDEAS WITH A PARTNER NUMERACY</p> | <p>ENGLISH Learning vocabulary – distance, overarm, underarm, received, send, accurate, target Listening and following instructions Expressing ideas Communicating with others</p> | <p>ENGLISH Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence Listening, understanding and following instructions Communicating ideas Providing feedback on others performances</p> | <p>ENGLISH Introduction of key vocabulary – speed, power, strength, accuracy Communicating ideas with a partner NUMERACY</p> | <p>ENGLISH LEARNING OF KEY VOCABULARY - INTERCEPTION, PROTECTIVE, OPPONENT, DEFEND, ATTACK, TRAVELLING, POSSESS UNDERSTAND AND FOLLOW INSTRUCTIONS</p> | <p>ENGLISH Learning of key vocabulary - Extension, body tension, momentum, inversion, pathways Understand and safely follow instructions</p> | <p>ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards</p> | |

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| | | Counting Measuring distances SCIENCE Exploring how to balance Exploring how to jump, hop and skip for distance Understanding changes to the body during exercise | Creating letters with their body to spell words Describing shapes MATHS Counting the number of actions to include Holding balances for 5 seconds Creating shapes with their body SCIENCE Exploring how to jump and land safely | COUNTING HOW MANY CONES THEY CAN TOUCH IN 20 SECONDS COUNTING HOW MANY JUMPS IT TAKES THEM TO GET ACROSS A SET DISTANCE COUNTING HOW MANY CONSECUTIVE THROWS THEY CAN MAKE COUNTING HOW MANY TARGET THROWS THEY MAKE COUNTING HOW MANY LENGTHS OF THE PLAYGROUND COMPLETED IN 1 MINUTE ESTIMATING DISTANCES TO MAKE A PLAYING AREA MEASURING HOW FAR THEY THROW SCIENCE UNDERSTANDING THE EFFECT EXERCISE HAS ON THE BODY UNDERSTANDING HOW THE BODY REACTS TO DIFFERENT EXERCISES UNDERSTANDING WHICH PART OF THE BODY IS USED IN JUMPING FOR HEIGHT EXPLORING STANCE TO INCREASE POWER IN THEIR THROW | MATHS Counting Keeping the score SCIENCE Observing changes in the body and breathing after exercise | Describing shapes MATHS Counting the number of actions to include Counting number of actions to include in the aerobic warm up and counting to 10 seconds Holding balances for 5 seconds Creating shapes with their body SCIENCE Exploring animals and how they move Learning how to tense their muscles to stay balanced | Counting how many cones they can touch in 20 seconds Counting how many jumps it takes them to get across a set distance Counting how many consecutive throws they can make Counting how many target throws they make Counting how many lengths of the playground completed in 1 minute Estimating distances to make a playing area Measuring how far they throw SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Understanding which part of the body is used in jumping for height Exploring stance to increase power in their throw | UNDERSTAND RULES AND APPLY THEM TO GAME SITUATIONS COMMUNICATION WITH A PARTNER AND GROUP MATHS ADDITION AND COUNTING ESTIMATING DISTANCES | Structuring and providing feedback to others MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands and bridges | Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws |
| P.E Unit 2 | Physical Activity | Ball Skills | Dance | Yoga | Sending & Receiving | Dance | Fitness | Netball | Gymnastics | Rounders |
| | Skills | Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: bouncing Physical: dribbling Physical: tracking Social: co-operation Social: communication Social: leadership Social: supporting others Emotional: honesty Emotional: perseverance Emotional: challenging myself Thinking: using tactics Thinking: exploring actions | ☑ Physical: Travel ☑ Physical: Copying and performing actions ☑ Physical: Using shape ☑ Physical: Balance ☑ Physical: Coordination ☑ Social: Co-operation ☑ Social: Communication ☑ Social: Coming to decisions with a partner ☑ Social: Respect ☑ Emotional: Confidence ☑ Emotional: Acceptance ☑ Thinking: Counting ☑ Thinking: Observing and providing feedback | Physical: Breathing Physical: Balance Physical: Flexibility Physical: Strength Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Patience Emotional: Understanding Thinking: Selecting actions Thinking: Creating poses Thinking: Focus Thinking: Providing feedback | Physical: Rolling ☑ Physical: Kicking ☑ Physical: Throwing ☑ Physical: Catching ☑ Physical: Tracking ☑ Social: Co-operation ☑ Social: Communication ☑ Social: Keeping others safe ☑ Emotional: Perseverance ☑ Emotional: Challenging myself ☑ Thinking: Identifying how to improve ☑ Thinking: Transferring skills | ☑ Physical: Travel ☑ Physical: Copying and performing actions ☑ Physical: Using dynamics, pathway, expression and speed ☑ Physical: Balance ☑ Physical: Coordination ☑ Social: Respect ☑ Social: Consideration ☑ Social: Sharing ideas ☑ Social: Decision making with others ☑ Emotional: Acceptance ☑ Emotional: Confidence ☑ Thinking: Selecting and applying actions | Physical: agility Physical: balance Physical: co-ordination Physical: speed Physical: stamina Physical: skipping Social: taking turns Social: encouraging and supporting others Emotional: determination Emotional: perseverance Emotional: challenging myself Thinking: identifying strengths and areas for improvement Thinking: observing and providing feedback | Physical: passing Physical: catching Physical: footwork Physical: intercepting Physical: shooting Social: working safely Social: communication Social: collaboration Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies and using tactics Thinking: observing and providing feedback | Physical: individual point and patch balances Physical: straight roll Physical: barrel roll Physical: forward roll Physical: straight jump Physical: tuck jump Physical: rhythmic gymnastics Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving | Physical: underarm and overarm throwing Physical: catching Physical: tracking a ball Physical: fielding and retrieving a ball Physical: batting Social: collaboration and communication Social: respect Social: supporting and encouraging others Emotional: honesty and fair play Emotional: confident to take risks Emotional: managing emotions Thinking: observing and providing feedback Thinking: using tactics |

HPS Middle Phase Curriculum Map

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| | | Thinking: comprehension | Thinking: Selecting and applying actions | | | Thinking: Counting Thinking: Observing and providing feedback Thinking: Creating | | | | Thinking: decision making |
| | Assessment Criteria | I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner. | I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I recognise changes in my body when I do exercise. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance. | I can recognise changes in my body when I do exercise. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses. | I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds and in different directions. I try my best. | I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform. | I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time. | I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can communicate with my team and move into space to support them. I can defend an opponent and try to win the ball. I can pass, receive and shoot the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games. | I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. | I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using key words. I can use overarm and underarm throwing and catching skills. I work co-operatively with my group to self-manage games. |
| | Curriculum Links | ENGLISH Learning vocabulary – ready position, far, aim, dribbling, throw, score Listening and following instructions Exploring ideas Communicating with others MATHS Counting Keeping the score SCIENCE Identifying changes in the body during exercise | ENGLISH LEARNING VOCABULARY - SWAYING, FLOATING, GUST, SWIRLING, GALLOPING LISTENING AND FOLLOWING INSTRUCTIONS EXPRESSING IDEAS COMMUNICATING WITH OTHERS MATHS USING COUNTS TO STAY IN TIME WITH MUSIC AND A PARTNER USE OF NUMBERS SCIENCE DISCUSSING HOW TREES AND LEAVES MOVE | LITERACY Learning vocabulary – mindfulness, wellbeing, posture, flexibility Listening to and following instructions. Communicating with others. Reading resource cards. MATHS Creating shapes with their body. Counting for breathing and poses. Matching a partner. | ENGLISH Learning vocabulary – target, send, track, receive, partner, opponent. Listening to and following instructions. Expressing ideas, how to send and receive a ball, when they were successful and why. Communicating with others in pairs and small groups. MATHS Estimating distances. Counting. SCIENCE Observing changes in the body before, during and after exercise. | ENGLISH LEARNING VOCABULARY - SWAYING, FLOATING, GUST, SWIRLING, GALLOPING LISTENING AND FOLLOWING INSTRUCTIONS EXPRESSING IDEAS COMMUNICATING WITH OTHERS MATHS USING COUNTS TO STAY IN TIME WITH MUSIC AND A PARTNER USE OF NUMBERS SCIENCE DISCUSSING HOW TREES AND LEAVES MOVE | ENGLISH Learning of key vocabulary - Co ordination, agility, stamina, continuous. Reading task cards and following instructions. Communicating with others. MATHS Counting how many repetitions are made. Working to a time length. SCIENCE Understanding that humans feel differently when performing different exercises. Exploring exercises to develop different areas of fitness. | ENGLISH Learning of key vocabulary - Interception, possession, defence, attack, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart Estimating distances away from a partner | ENGLISH Learning of key vocabulary - Extension, body tension, momentum, rotate Understand and follow instructions Structuring and providing feedback to others MATHS Creating symmetrical shapes in their jumps Creating matching and contrasting shapes | ENGLISH Learning of key vocabulary -fielders, batters, striking, bowling, consecutive Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful MATHS Keeping the score using full and half rounders Estimating distances |
| P.E Unit 3 | Physical Activity | Invasion | Sending and Receiving | Striking and Fielding | Invasion | Target Games | Striking and Fielding | Tag rugby | Football | Cricket |
| | Skills | Physical: throwing and catching | Physical: rolling Physical: kicking | Physical: Throwing | | Physical: throwing Physical: rolling | Physical: Throwing | Physical: Passing Physical: Catching | Physical: Dribbling | Physical: Underarm and overarm throwing |

HPS Middle Phase Curriculum Map

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| | | Physical: kicking Physical: dribbling with hands and feet Physical: dodging Physical: finding space Social: co-operation Social: communication Social: supporting and encouraging others Social: respect and kindness towards others Emotional: honesty and fair play Emotional: managing emotions Thinking: connecting information Thinking: decision making Thinking: recalling information | Physical: throwing Physical: catching Physical: tracking Social: taking turns Social: supporting and encouraging others Social: respect Social: communication Emotional: challenging myself Emotional: perseverance Emotional: honesty Emotional: being happy to succeed Thinking: transferring skills | ☑ Physical: Catching ☑ Physical: Retrieving a ball ☑ Physical: Tracking a ball ☑ Physical: Striking a ball ☑ Social: Communication ☑ Social: Supporting and encouraging others ☑ Social: Consideration of others ☑ Emotional: Perseverance ☑ Emotional: Honesty and fair play ☑ Thinking: Using tactics ☑ Thinking: Selecting and applying skills ☑ Thinking: Decision making | Physical: throwing and catching Physical: kicking Physical: dribbling with hands and feet Physical: dodging Physical: finding space Social: communication Social: respect Social: co-operation Social: kindness Emotional: empathy Emotional: integrity Emotional: independence Emotional: determination Emotional: perseverance Thinking: creativity Thinking: reflection Thinking: decision making Thinking: comprehension | Physical: kicking Physical: striking Social: communication Social: collaboration Social: kindness Social: support Emotional: honesty Emotional: perseverance Emotional: independence Emotional: manage emotions Thinking: select and apply Thinking: using tactics Thinking: decision making Thinking: provide feedback Thinking: problem solving | ☑ Physical: Catching ☑ Physical: Retrieving a ball ☑ Physical: Tracking a ball ☑ Physical: Striking a ball ☑ Social: Communication ☑ Social: Supporting and encouraging others ☑ Social: Consideration of others ☑ Emotional: Perseverance ☑ Emotional: Honesty and fair play ☑ Thinking: Using tactics ☑ Thinking: Selecting and applying skills ☑ Thinking: Decision making | Physical: Dodging Physical: Tagging Physical: Scoring Social: Communication Social: Collaboration Social: Inclusion Emotional: Honesty and fair play Emotional: Perseverance Emotional: Confidence Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback | ☑ Physical: Passing ☑ Physical: Ball control ☑ Physical: Tracking/jockeying ☑ Physical: Turning ☑ Physical: Receiving ☑ Social: Communication ☑ Social: Collaboration ☑ Social: Cooperation ☑ Emotional: Honesty ☑ Emotional: Perseverance ☑ Thinking: Selecting and applying tactics ☑ Thinking: Decision making | Physical: Catching Physical: Over and underarm bowling Physical: Fielding and tracking a ball Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Perseverance Emotional: Honesty Thinking: Observing and providing feedback Thinking: Applying strategies |
| | Assessment Criteria | I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker. | I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner. | I can catch a beanbag and a medium-sized ball. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I play fairly against an opponent. I understand the rules and I am beginning to use these to play fairly. I understand when I am successful. | I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them. | I am able to select the appropriate skill for the situation. I can throw, roll kick or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide. | I can catch a beanbag and a medium-sized ball. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I play fairly against an opponent. I understand the rules and I am beginning to use these to play fairly. I understand when I am successful. | I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. | I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. | I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I understand the aim of the game and this shows in my performance. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. |
| | Curriculum Links | ENGLISH Learning vocabulary: dodging, defence, attack, possession, interception | ENGLISH Communicating with others Expressing ideas | ENGLISH Learning vocabulary – striking, fielding, target, opponent, batter, bowler | ENGLISH Learning vocabulary – dodging, defence, attack, possession, interception | ENGLISH Learning vocabulary – aim, target, underarm, overarm, accuracy, distance | ENGLISH Learning vocabulary – striking, fielding, target, opponent, batter, bowler | ENGLISH Learning of key vocabulary - Interception, opponent, | ENGLISH Learning of key vocabulary - Interception, opponent, | ENGLISH Learning of key vocabulary - Fielders, batters, striking, tracking, bowling |

HPS Middle Phase Curriculum Map

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| | | <p>Listening to and following instructions Expressing ideas of how to lose a defender, what a good space looks like Communicating with a partner to move away from defenders</p> <p>MATHS Counting Keeping score Estimating distances to create goals set distances apart</p> <p>SCIENCE Exploring dribbling a ball, how to make it bounce high, low Understanding changes to the body during exercise</p> | <p>Listening and following instructions Learning vocabulary - target, send, track, receive, partner and distance</p> <p>MATHS Estimating distances Adding points in a game situation Counting the catches made</p> <p>SCIENCE Observing changes to the body while exercising</p> | <p>Listening to and following instructions Expressing and communicating ideas</p> <p>MATHS Counting Keeping the score Adding points together Estimating distances</p> <p>SCIENCE Understanding changes to the body during exercise</p> | <p>Listening and following instructions Expressing ideas of how to lose a defender, what a good space looks like, why move towards goal Communicating with a partner to move away from defenders</p> <p>MATHS Keeping the score Estimating distances to create goals set distances apart</p> <p>SCIENCE Exploring dribbling a ball, how to make it bounce high, low</p> <p>CITIZENSHIP Travelling safely around others Learning to work in a team Learning to take turns and share equipment Structuring feedback on others performances</p> | <p>Listening to and following instructions. Expressing ideas, how to throw towards a target, when they were successful and why. Communicating with others in pairs and small groups.</p> <p>MATHS Estimating distances. Counting.</p> <p>SCIENCE Observing changes in the body before, during</p> | <p>Listening to and following instructions Expressing and communicating ideas</p> <p>MATHS Counting Keeping the score Adding points together Estimating distances</p> <p>SCIENCE Understanding changes to the body during</p> | <p>defend, attack, consecutive, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group</p> <p>MATHS Keeping the score in matches and the number of tags made Estimating distances</p> | <p>defend, attack, tracking, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group</p> <p>MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart</p> | <p>Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful Spelling the word 'WICKET' in a scoring game</p> <p>MATHS Counting the number of objects thrown on each side of the court Keeping the score Degrees of release in throws and bowling Creating goals set distances apart</p> <p>SCIENCE Exploring overarm throwing and discussing their findings relating to technique and accuracy</p> |
| <p>P.E Unit 4</p> | <p>Physical Activity</p> | <p>Team Building</p> | <p>Invasion</p> | <p>Net and wall</p> | <p>Team Building</p> | <p>Yoga</p> | <p>Net and wall</p> | <p>Hockey</p> | <p>Handball</p> | <p>Tennis</p> |
| | <p>Skills</p> | <p>Physical: Balancing Physical: Travelling actions Social; Communication Social: Sharing ideas Social: Inclusion Social: Encouraging and supporting others Emotional: Confidence Emotional: Trust Emotional: Honesty Thinking: Decision making Thinking: Using tactics Thinking: Providing instructions Thinking: Planning Thinking: Problem solving</p> | <p>☑ Physical: Throwing and catching ☑ Physical: Kicking ☑ Physical: Dribbling with hands and feet ☑ Physical: Dodging ☑ Physical: Finding space ☑ Social: Co-operation ☑ Social: Communication ☑ Social: Supporting and encouraging others ☑ Social: Respect and kindness towards others ☑ Emotional: Honesty and fair play ☑ Emotional: Managing emotions ☑ Thinking: Connecting information ☑ Thinking: Decision making ☑ Thinking: Recalling information</p> | <p>☑ Physical: Throwing ☑ Physical: Catching ☑ Physical: Hitting a ball ☑ Physical: Tracking a ball ☑ Social: Respect ☑ Social: Communication ☑ Emotional: Honesty and fair play ☑ Emotional: Determination ☑ Thinking: Decision making ☑ Thinking: Using simple tactics ☑ Thinking: Recalling information ☑ Thinking: Comprehension</p> | <p>☑ Physical: Travelling actions ☑ Physical: Jumping ☑ Physical: Balancing ☑ Social: Communication ☑ Social: Listening ☑ Social: Leading ☑ Social: Inclusion ☑ Emotional: Trust and fair play ☑ Emotional: Honesty and fair play ☑ Thinking: Planning ☑ Thinking: Decision making ☑ Thinking: Problem solving</p> | <p>Physical: breathing Physical: balance Physical: flexibility Physical: strength Social: working safely Social: sharing ideas Social: leadership Emotional: calmness Emotional: patience Emotional: understanding Thinking: selecting actions Thinking: creating poses Thinking: focus Thinking: providing feedback</p> | <p>Physical: Throwing ☑ Physical: Catching ☑ Physical: Hitting a ball ☑ Physical: Tracking a ball ☑ Social: Respect ☑ Social: Communication ☑ Emotional: Honesty and fair play ☑ Emotional: Determination ☑ Thinking: Decision making ☑ Thinking: Using simple tactics ☑ Thinking: Recalling information ☑ Thinking: Comprehension</p> | <p>Physical: passing Physical: dribbling Physical: receiving Physical: intercepting Physical: tackling Social: communication Social: collaboration Social: inclusive Emotional: honesty and fair play Emotional: perseverance Emotional: empathy Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: decision making</p> | <p>☑ Physical: Ball control ☑ Physical: Throwing and catching ☑ Physical: Moving with the ball ☑ Physical: Dribbling ☑ Physical: Shooting ☑ Social: Working Safely ☑ Social: Communication ☑ Social: Respect ☑ Emotional: Honesty and Fair Play ☑ Emotional: Perseverance ☑ Thinking: Planning strategies ☑ Thinking: Observing and providing feedback</p> | <p>Physical: Forehand Physical: Backhand Physical: Throwing Physical: Catching Physical: Ready position Social: Collaboration Social: Respect Social: Supporting others Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Understanding rules Thinking: Using tactics</p> |

HPS Middle Phase Curriculum Map

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| | Assessment Criteria | I can communicate simple instructions. I can follow a simple diagram/map. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game. | I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I know when I am successful. I move my feet to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker. | I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent. | I understand how to use, I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map. | I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can use clear shapes when performing poses. I can work with others to create simple flows showing some control. | I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent. | I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games. | I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words. I can throw, catch, dribble and shoot the ball with some control. I understand my role both as a defender and as an attacker. I work co-operatively with my group to self-manage games. | I am learning the rules of the game and I am beginning to use them to play fairly I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. |
| | Curriculum Links | ENGLISH Learning vocabulary – teamwork, communication, planning Listening to and following instructions Communicating with others Giving simple instructions Expressing ideas MATHS Creating shapes Counting Using directions | ENGLISH Learning vocabulary: dodging, defence, attack, possession, interception Listening to and following instructions Expressing ideas of how to lose a defender, what a good space looks like Communicating with a partner to move away from defenders MATHS Counting Keeping score Estimating distances to create goals set distances apart SCIENCE Exploring dribbling a ball, how to make it bounce high, low Understanding changes to the body during exercise | ENGLISH Learning vocabulary – accurate, tactics, continuously, target, opponent Listening to and following instructions Expressing ideas MATHS Counting Keeping the score Estimating distances SCIENCE Discussing how a release point affects where the ball will go Understanding changes to the body during exercise | ENGLISH Learning vocabulary – teamwork, communication, planning Listening to and following instructions Expressing ideas to solve a problem Communicating with others in their group or team Using vocab to navigate a blindfolded partner MATHS Creating shapes with their body Adding values together | LITERACY Learning vocabulary – mindfulness, wellbeing, posture, flexibility Listening to and following instructions. Communicating with others. Reading resource cards. MATHS Creating shapes with their body. Counting for breathing and poses. Matching a partner. | ENGLISH Learning vocabulary – accurate, tactics, continuously, target, opponent Listening to and following instructions Expressing ideas MATHS Counting Keeping the score Estimating distances SCIENCE Discussing how a release point affects where the ball will go Understanding changes to the body during exercise | ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Communication with a partner and group. MATHS Adding scores in the tournament to get a final placing. Creating goals set distances apart. Estimating distances away from a partner. | ENGLISH Learning of key vocabulary: grip, attack, interception, opponent, defend, possession. Understand and follow instructions. Communicate with team-mates, opponents and officials. MATHS Estimating distances. | ENGLISH Learning of key vocabulary –Opponent, consecutive, forehand, backhand, outwit Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful MATHS Adding numbers in 'Rally 2,4,6,8' |
| PSHE & Relationship Education | Theme | Health and Wellbeing | Living in the Wider World | Relationships | Health and Wellbeing | Living in the Wider World | Relationships | Health and Wellbeing | Living in the Wider World | Relationships |
| | Big Question | How do we care for our teeth? | What can we do to stay safe at home and school? | What is a good friend? | What is health? | How do we stay safe around strangers? | What can we do to help people? | What can we do to stay healthy? | What does it mean to be a responsible member of society? | What makes a healthy relationship? |
| | Threshold Concepts | British Values Citizenship | British Values Citizenship Economics | British Values Citizenship | British Values Citizenship | British Values Citizenship Economics | British Values Citizenship | British Values Citizenship | British Values Citizenship Economics | British Values Citizenship |

HPS Middle Phase Curriculum Map

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| | | Healthy and unhealthy practices Expressing emotions Safety Growth Mindset | Charity Trust | Qualities of a good friend Consent Our body | Healthy and unhealthy practices Expressing emotions Safety Growth Mindset | Charity Trust | Qualities of a good friend Consent Our body | Healthy and unhealthy practices Expressing emotions Safety Growth Mindset | Charity Trust | Qualities of a good friend Consent Our body |
| Horizontal/ Vertical/ Diagonal Links | Horizontal Design & Technology (food) P.E. (fitness, exercise, movement games) Vertical Health and Wellbeing years 1 – 6 Diagonal Science (animals including humans) year 2 & 6 Design & Technology (food) years 1 – 6 P.E. (fitness, exercise, movement games) years 1 – 6 | Horizontal English Text (The Dark) Computing (online safety) Vertical Living in the Wider World years 1 – 6 Diagonal Computing (online safety) years 1 – 6 Maths (money) years 1 - 6 | Horizontal English Text (Beegu, The Proudest Blue, One Day on Our Blue Planet, Lila and the Secret of Rain) Vertical Relationships years 1 – 6 Diagonal Science (animals including humans) year 2 | Horizontal English Text (I Will Not Never Ever Eat a Tomato) Design & Technology (food) P.E. (fitness, exercise, movement games) Science (animals including humans) Vertical Health and Wellbeing years 1 – 6 Diagonal Science (animals including humans) year 6 Design & Technology (food) years 1 – 6 P.E. (fitness, exercise, movement games) years 1 – 6 | Horizontal Computing (online safety) Vertical Living in the Wider World years 1 – 6 Diagonal Computing (online safety) years 1 – 6 Maths (money) years 1 - 6 | Horizontal Science (animals including humans) English text (Claude in the City, Chapatti Moon, The Lonely Beast) Vertical Relationships years 1 – 6 Diagonal Science (animals including humans) year 2 | Horizontal Design & Technology (food) P.E. (fitness, exercise, movement games) Vertical Health and Wellbeing years 1 – 6 Diagonal Science (animals including humans) year 2 & 6 Design & Technology (food) years 1 – 6 P.E. (fitness, exercise, movement games) years 1 – 6 | Horizontal Maths (money) Computing (online safety) Vertical Living in the Wider World years 1 – 6 Diagonal Computing (online safety) years 1 – 6 Maths (money) years 1 - 6 | Horizontal English Text (Rani Visits the Taj Mahal, Mufaro’s Beautiful Daughters) Vertical Relationships years 1 – 6 Diagonal Science (animals including humans) year 2 Science (living things and their habitats) year 5 | |
| N.C. Links | <ul style="list-style-type: none"> - That mental wellbeing is a normal part of daily life, in the same way as physical health. - How to recognise and talk about their emotions - About different types of bullying (including cyberbullying) - Where and how to seek support - What constitutes a healthy diet (including understanding calories and other nutritional content). - About dental health and the benefits of good oral hygiene | <ul style="list-style-type: none"> - What a stereotype is, and how stereotypes can be unfair, negative or destructive. - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to ask for advice or help for themselves or | <ul style="list-style-type: none"> - That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - The conventions of courtesy and manners. - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, | <ul style="list-style-type: none"> - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - Where and how to seek support - How and when to seek support including which adults to speak to in school if they are worried about their health. - What constitutes a healthy diet (including understanding | <ul style="list-style-type: none"> - That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences - How to recognise who to trust and who not to trust - What a stereotype is, and how stereotypes can be unfair, negative or destructive. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - How to respond safely and appropriately to adults they may encounter (in all | <ul style="list-style-type: none"> - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - The importance of permission-seeking and giving in relationships with friends, peers and adults - That each person’s body belongs to | <ul style="list-style-type: none"> - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - How to report concerns or abuse, and the vocabulary and confidence needed to do so. - The characteristics and mental and physical benefits of an active lifestyle. - What constitutes a healthy diet (including understanding calories and other nutritional content). - The facts about legal and illegal harmful substances | <ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - What a stereotype is, and how stereotypes can be unfair, negative or destructive. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - Where and how to report concerns | <ul style="list-style-type: none"> - That families are important for children growing up because they can give love, security and stability. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - The characteristics of friendships - That healthy friendships are positive and welcoming towards others, and do not | |

HPS Middle Phase Curriculum Map

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| | | | <p>others, and to keep trying until they are heard.</p> <ul style="list-style-type: none"> - How to make a clear and efficient call to emergency services if necessary. | <p>surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | <p>calories and other nutritional content).</p> | <p>contexts, including online) whom they do not know.</p> <ul style="list-style-type: none"> - How to make a clear and efficient call to emergency services if necessary. | <p>them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - Where to get advice e.g. family, school and/or other sources. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | <p>and associated risks, including smoking, alcohol use and drug-taking.</p> <ul style="list-style-type: none"> - About dental health and the benefits of good oral hygiene | <p>and get support with issues online.</p> <ul style="list-style-type: none"> - How to make a clear and efficient call to emergency services if necessary. | <p>make others feel lonely or excluded.</p> <ul style="list-style-type: none"> - The importance of self-respect and how this links to their own happiness. - The importance of permission-seeking and giving in relationships with friends, peers and adults - That mental wellbeing is a normal part of daily life, in the same way as physical health. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. |
| Substantive Knowledge | <p>Children need to know:</p> <ul style="list-style-type: none"> - A growth mindset is a belief that we can always change and improve - Health can be both physical and mental - That foods such as fruit and vegetables help keep us healthy - That exercise helps keep us healthy - That humans experience a range of emotions including happy, sad, angry, nervous, scared - That bullying is wrong and comes in different forms - Trusted adults will help them if they ask for it | <p>Children need to know:</p> <ul style="list-style-type: none"> - There are charities set up to help children, such as Children in Need, Stand up to Cancer, Sport Relief etc. - We do not need everything that we want - Each person is unique - Do not share personal information with strangers - Every child should have somewhere they feel safe and someone they can go to for help - To call 999 in an emergency - PANTS rule - They have the right to say no - They should tell someone about secrets which make them uncomfortable | <p>Children need to know:</p> <ul style="list-style-type: none"> - A good friend listens and helps them - A compliment is something kind they say to another person - Everybody has positive qualities - It is good to acknowledge when someone achieves something - Washing our hands and brushing our teeth keeps them clean - People's bodies grow and change as they get older and this happens at different rates - Families can look very different but they should always help each other | <p>Children need to know:</p> <ul style="list-style-type: none"> - A growth mindset is a belief that we can always change and improve - High sugar content in food makes it unhealthy - The 5 food groups are: Fruit and vegetables; Starchy foods such as potatoes, bread, rice, pasta; Dairy and alternatives; Meat and alternatives such as beans, pulses, fish, eggs and meat; and Oils and spreads. - The hazardous symbol means the substance is dangerous - Parliament is made up of members who are voted for by their local constituency - Bullying has negative effects on people involved | <p>Children need to know:</p> <ul style="list-style-type: none"> - There are charities set up to help children, such as Children in Need, Stand up to Cancer, Sport Relief etc. - We do not need everything that we want - Different countries have different cultures, religions and daily living practices - Personal information such as names and addresses is special and should not be shared with people we don't know - There are trustworthy and untrustworthy people in our lives and online - Fire hazards can be deadly - Call 999 in an emergency | <p>Children need to know:</p> <ul style="list-style-type: none"> - A good friend listens and helps them - The PANTS rule - That they have the right to say 'no' - That there is good and bad touch - There is no such thing as a girl toy or a boy toy - Girls and boys have different body parts - There are private parts on our body - Families can look very different but they should always help each other - We might feel proud when we do something that we feel good about - Emotions show in our body and can change over the day | <p>Children need to know:</p> <ul style="list-style-type: none"> - A growth mindset is a belief that we can always change and improve - The 5 food groups are: Fruit and vegetables; Starchy foods such as potatoes, bread, rice, pasta; Dairy and alternatives; Meat and alternatives such as beans, pulses, fish, eggs and meat; and Oils and spreads. - Sugar causes tooth decay - Drugs can be legal (medicine, alcohol tobacco) and illegal - Passive smoking occurs when people are near others who are smoking - Passive smoking poses serious health risks for children | <p>Children need to know:</p> <ul style="list-style-type: none"> - There are charities set up to help children, such as Children in Need, Stand up to Cancer, Sport Relief etc. - Fundraising is how charities get money to help people - Children's rights cannot be taken away - People have jobs to earn money to spend - It is important to buy things that we need before we buy things that we want - We need to be careful and take safety precautions when using the Internet - Tell an adult if we need help online - Stay alert when walking near roads - Gender stereotypes are often incorrect and harmful | <p>Children need to know:</p> <ul style="list-style-type: none"> - A good friend listens and helps them - Girls and boys have different body parts - There are private parts on our body - Families can look very different but they should always help each other - A good friendship will make them feel happy - That they have the right to say 'no' - That there is good and bad touch - FGM is not a rite of passage - Positive thoughts can help us manage situations - Self-talk is the way we think and talk about ourself - Asking permission is important in relationships | |

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| | | | | | <p>and children need to tell and adult if it is happening</p> <ul style="list-style-type: none"> - Conflict occurs when people disagree and/or argue - Adults and other agencies can help to resolve serious conflicts | <ul style="list-style-type: none"> - People should not be judged or stereotyped by their gender | | <ul style="list-style-type: none"> - Caffeine can affect brain development in children - Democracy is the UK's type of government which involves the people voting for their leading party - Unkindness and conflict are not always bullying - Adults and other agencies can help to resolve serious conflicts or issues - Exercise and an active lifestyle are vital to our health | | |
| | <p>Disciplinary Knowledge</p> | <p>Children will:</p> <ul style="list-style-type: none"> - Explore the concept of a growth mindset - Explain how to keep teeth healthy - Compare between children and adult teeth - Justify why certain actions are healthy/unhealthy - Discuss the importance of a variety of foods - Vote on various statements - Identify negative behaviours - Represent emotions in pictures | <p>Children will:</p> <ul style="list-style-type: none"> - Explore the role of charity and different charity organisations - Sort wants and needs - Compare and contrast boys and girls - Plan a fundraising event - Evaluate fundraising event - Identify safe practices online - Identify safe places and people - Identify how to keep safe at home - Recognise that there are bad secrets | <p>Children will:</p> <ul style="list-style-type: none"> - Identify the qualities of a good friend - Explain the importance of compliments - Recognise positive qualities in themselves - Recognise achievements - Celebrate achievements - Identify what to say to a new friend - Explore how to keep clean and healthy - Explain why keeping clean and healthy is important - Identify ways they have grown and changed since birth - Identify the people in their family - Compare and contrast different families - Explain where they can get support | <p>Children will:</p> <ul style="list-style-type: none"> - Explore the concept of a growth mindset - Identify healthy snack options - Recognise and recall the 5 food groups - Plan a healthy diet - Advise others on keeping safe around hazardous substances - Explore how MPs are elected - Identify forms of bullying - Explore the concept of conflict - Justify that arguments can be a good thing - Explain what to do if conflict escalates - Resolve real and hypothetical conflicts | <p>Children will:</p> <ul style="list-style-type: none"> - Explore the role of charity and different charity organisations - Sort wants and needs - Plan a fundraising event - Evaluate fundraising event - Compare and contrast life in different countries - Explore what makes personal information - Identify safe practices online - Explain how to keep safe around fire hazards - Identify hazards associated with fire - Explore gender stereotypes | <p>Children will:</p> <ul style="list-style-type: none"> - Identify the qualities of a good friend - Explore the PANTS rule - Understand that they have the right to say 'no' - Explore stereotypes - Explain personal boundaries - Name boy and girl body parts - Recall the stages of the human lifecycle - Identify the people in their family - Compare and contrast different families - Explain where they can get support - Explore the concept of pride - Explain different types of feelings - identify ways to be a good friend to others | <p>Children will:</p> <ul style="list-style-type: none"> - Explore the concept of a growth mindset - Plan a day's menu to include healthy foods and drinks - Explore nutritional information on packaging - Present findings to their class - Define and categorise drugs - Discuss the effects of passive smoking - Express their opinions about caffeine - Explain the importance of democracy - Develop their awareness of bullying and unkind behaviours - Role-play conflicts and resolve them - Identify the benefits of an active lifestyle | <p>Children will:</p> <ul style="list-style-type: none"> - Explore the role of charity and different charity organisations - Recognise that there are humans rights and children's rights - Recognise that it is a right to get the things that we need, not want - Explore how people have jobs to earn money to spend - Make consumer choices - Explain decisions made - Plan a fundraising event - Evaluate fundraising event - Identify safe practices online - Explain how to keep safe when walking near roads - Create awareness posters - Explore gender stereotypes | <p>Children will:</p> <ul style="list-style-type: none"> - Identify the qualities of a good friend - Explain personal boundaries - Name boy and girl body parts - Identify the people in their family - Compare and contrast different families - Explain where they can get support - Explore what makes a good friendship - Understand they can say no to bad touch (FGM L1) - Recognise that FGM is not a rite of passage (FGM L2) - Identify positive thoughts - Explore the concept of self-talk - Explore healthy relationships |
| | <p>Substantive Vocabulary</p> | <p>Growth mind set Fixed mind set Healthy Teeth Unhealthy Medicine Safe</p> | <p>Fundraising Charity Wants & needs Self confidence Celebrating Keeping safe Feeling safe</p> | <p>Friend Compliment Achievement Pride Safe Trusted adult Qualities</p> | <p>Growth mind set Fixed mind set Achieve Healthy Unhealthy Food groups Balance</p> | <p>Fundraising Charity Wants & needs Human rights Differences & similarities Hazards</p> | <p>Differences Boy Girl Male Female Penis Vagina</p> | <p>Growth mind set Fixed mind set Food groups Tooth decay Drugs Legal and illegal Caffeine</p> | <p>Charity Fundraising Human rights Wants & needs Earning money Jobs Safety</p> | <p>Penis Vagina Private Positive thinking Self-talk Healthy friendship Skills and attributes</p> |

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| | | Voting Bullying Unkindness Emotions Positive Negative Allergic | Good secrets Bad secrets Trust Personal information | Secrets Help and support Keeping clean Hygiene Differences Family Clean Hygiene Healthy Family Grown Changed | Portion Managing risks Parliament Bullying Unkindness Conflict Resolve Hazardous substances Keeping safe | Managing risks Stereotypes Job roles Trust Personal Information | Pride Achievements Friendship Qualities Good friendship Conflict Resolution Different Similar Stereotype Private Boundaries Baby Adult Toddler Child Elder | Passive smoking Democracy Forms of bullying Resolving conflict Escalation Healthy Unhealthy Balance Healthy lifestyle Active Allergy Physical activity Exercise | Managing risks Stereotypes Challenging stereotypes SMART rules Help and support | Good influence Differences Personal space Personal boundaries Good friendships Peer pressure Unhealthy friendships |
| | Disciplinary Vocabulary | Plan, prepare, identify, demonstrate, understand, explain, recognise, recall, importance, similarities, differences, share, compare, justify, discuss, vote, represent | Explore, sort, plan, evaluate, identify, recognise, compare, contrast, similarities, differences, discuss, understand, explain | Identify, explain, recognise, celebrate, compare, contrast, discuss, explore | Identify, plan, safe practices, demonstrate, understand, explain, recognise, recall, resolve, escalate, associate, importance, managing risks, advice, advise, justify, discuss, vote, represent, evaluate | Explore, sort, plan, evaluate, identify, recognise, compare, contrast, similarities, differences, discuss, understand, explain, stereotype | Identify, explain, recognise, celebrate, compare, contrast, discuss, explore, recall, order, name | Identify, safe practices, demonstrate, understand, explain, recognise, recall, importance, similarities, differences, share, contribute, effects, resolve, escalate, importance, recognise, categorise, define, present, express opinions | Explore, sort, plan, evaluate, identify, recognise, compare, contrast, similarities, differences, discuss, understand, explain, stereotype, create | Identify, explain, recognise, celebrate, compare, contrast, discuss, explore, name, understand, justify, recall, evaluate |
| | End Point Understanding | What oral health is and how to maintain good oral health | Ways to stay safe at home and school | What a good friend is | What physical and mental health mean | How to keep safe around strangers, especially online | Ways we can help others in the home, school and community | What makes good physical and mental health | How to be a responsible member of society | Healthy relationships include asking permission and being able to say no |
| | Mind Up | Getting focused (Lessons 1 – 3) | Sharpening your senses (Lessons 4 – 9) | It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15) | N/A | N/A | N/A | Getting focused (Lessons 1 – 3) | Sharpening your senses (Lessons 4 – 9) | It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15) |
| R.E | Big Questions | Autumn 1: AS: What do Christians believe about God? RET: Who is a Christian and what do they believe? (Believing strand) 1.1 Autumn 2: AS: What can we learn from creation stories? RET: What can we learn from sacred books? 1.4 | Spring 1 AS: What is Islam? RET: Who is a Muslim and what do they believe? 1.2 Spring 2 AS: Why is prayer important for many people? Planning from the AS | Summer 1 AS: What does it mean to be a member of the Jewish community? RET: Who is Jewish and what do they believe? 1.3 Summer 2 AS: What roles to festivals and holy days play in the life of faith? RET: What roles do sacred places play in the life of each faith? KS1 1.5 | Autumn 1 AS: What is Buddhism? RET: What does it mean to be a Buddhist? Unit 1 Autumn 2 AS: What is the place of the church in Christianity? | Spring 1 AS: How can Humanism help us to care for one another? RET: What does it mean to be a Humanist? Unit 2 Spring 2 AS: How do we mark stages in human journey? RET: Why do some people think that life is a journey? | Summer 1 AS: What does it mean to be Hindu? RET: What does it mean to be Hindu? Unit 3 Summer 2 AS: What does it mean to be a Sikh? RET: What does it mean to be a Sikh? Unit 4 | Autumn 1 AS: What is the significance of Easter within Christianity? RET: How & why do we celebrate special and sacred times? 1.6 Autumn 2 AS: How do sacred scriptures inform religious beliefs? RET: Why is the Bible important for Christians today? | Spring 1 AS: Why is pilgrimage important in some religious traditions? RET: Why do people pray? L2-4 Spring 2 AS: What does Sikhism teach us about selfless service? Planning from the agreed syllabus. | Summer 1 AS: What can we learn from different symbols? Planning from the agreed syllabus. Summer 2 AS: Why are festivals, celebrations, and High Holy Days so important in Judaism? RET: Why are festivals, celebrations, and High |

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| | | | | | L2.6 | | | L2.2 | | Holy Days so important in Judaism? Unit 5 |
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| Threshold Concepts | Belief and teaching Practices and lifestyles Human experiences Similarity and differences | Belief and teaching Practices and lifestyles Human experiences Similarity and differences | Belief and teaching Practices and lifestyles Human experiences Similarity and differences | Belief and teaching Practices and lifestyles Human experiences Similarity and differences | Belief and teaching Practices and lifestyles Human experiences Similarity and differences | Belief and teaching Practices and lifestyles Human experiences Similarity and differences | Belief and teaching Practices and lifestyles Human experiences Similarity and differences | Belief and teaching Practices and lifestyles Similarity and differences Reflect | Belief and teaching Practices and lifestyles Similarity and differences Reflect | Belief and teaching Practices and lifestyles Similarity and differences Reflect |
| Substantive Knowledge | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - Christians believe in only one God and that Jesus is the Son of God. - The holy bible includes important scriptures that outline Jesus's teachings, the lives and teachings of major prophets and disciples, and offer instructions for how Christians should live. - The cross is a symbol of Christianity. - Both Christians and Jews follow the Old Testament of the Bible. - The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live. <p>A2- Children need to know that:</p> <ul style="list-style-type: none"> - A sacred text is a book that a religion follows. - There is different sacred text for Christians, Muslims, and Jewish people. - The Bible is a sacred text for Christians. - The Holy Qur'an is a sacred text for Muslims. - The Tenakh is a sacred text for Jewish people. - The Tenakh is written in Hebrew. - The Quran is written in Arabic. | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - Muslim believe in one God Allah. - Allah has 99 names that are in calligraphy and shown in mosques. - Muslims learn Arabic to be able to read and remember the teachings from the Holy Qur'an. - Prophet Muhammed (Peace be upon him) is the messenger and taught all Muslim how to follow God. - Eid-ul-Fitr is celebrated at the end of Ramadan. - There is a certain way to worship to Allah. <p>A2- Children need to know that:</p> <ul style="list-style-type: none"> -Muslims, Christians, and Jewish people pray in different ways. -The importance of the Shacharit (morning pray) in Judaism, the lord's prayer, the Gloria, and Eucharistic prayers in Christianity. The Shahada and the five daily prayers in Islam. - The importance of private prayer as well as the place of prayer within worship in a religious building. - The difference between prayer and meditation. | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> -Jewish people believe that there is a single God. - Shabbat (Sabbath) is a Judaism's Day of rest on the seventh day of the week (Saturday). - Jewish people prepare a lot of work in their homes for Shabbat. - A mezuzah is a small case that is hung to the right if one's door, outside and or inside, slanted towards the greater part of a room. Inside this case is a scroll with a command of God. <p>A2- Children need to know that:</p> <ul style="list-style-type: none"> -Different places/things can be special and holy to them and their families. - Places of worship is very important to Christianity, Muslims, and Jewish people. - The similarities and differences between the places of worship and how they are used. - The meanings of signs, symbols, artefacts, and actions and how they help in worship. | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - Peace, calm, compassion, cooperation, and community are very important values to Buddhists. - Some of the celebrations and ceremonies of Buddhists. - Buddhists are followers of the Buddha, and they meditate using images of Buddha. - Kathina day is when monks receive their new robes from the community. - Dalai Lama is a Buddhist who has made a difference in our world today. <p>A2- Children need to know that:</p> <ul style="list-style-type: none"> - The church is where God's people are taught God's word so they can grow spiritually. -The features of a church (The altar, lectern, pulpit, and crucifix). - Sunday is regarded by Christians as the Sabbath because Jesus' resurrection happened on Sunday. - Christians worship on Sunday as a reminder that God rested on the seventh day of creation. | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - The values important to Humanists are responsibility, truth, honesty, integrity, cooperation, thoughtfulness, and compassion. - Humanist weddings are very different than a civil wedding. They are non-religious wedding. - Humanist celebrates ceremonies for new-born babies, toddlers, and older children. - This is an opportunity where the parents sign a certificate witnessed by family of their commitments to the child. - Numbers of people have raised in the UK to live a non-religious way of life. - Michael Rosen and David Attenborough are Humanist who have made a big difference in our community. <p>A2- Children need to know that:</p> <ul style="list-style-type: none"> - Life is a journey and that it is seen different in all religions. - Christians, Hindus, and Jewish people believe there is life after death. - The meaning of ceremonies mark the commitments of a loving relationship between two people. | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - Hindus believe in one God but that God is known to worshippers through many different images (murtis), Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer) (known as the Trimurti) and their consorts, Saraswati, Lakshmi and Parvati; also Krishna, Rama, Ganesha. - Lakshmi is the consort of the god Vishnu. She is one of the most popular goddesses of Hindu mythology and is known as the goddess of wealth and purity. - Krishna, the eternal ruler of hearts, stole butter from the neighbourhood. - Krishna stole hearts that were as pure and soft as butter. Just the way butter is white; our hearts need to be spotless. One must not nurse anger, pride, greed, envy, hatred and ego in the heart. - Hence, Krishna is also known as Chittachora (one who steals hearts). <p>A2-Children need to know that:</p> <ul style="list-style-type: none"> - Sikhs believe that Waheguru created the world and everything in it. They believe in the 'oneness of creation' – that is, | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - Christians celebrate Christmas, Easter, Harvest and Pentecost. - Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). - Muslims wear their best clothes, decorate their homes, and spend time celebrating with their friends and family. - Christians celebrate easter with special church services, music, candlelight, flowers and ringing the church bells. <p>A2- Children will need to know that:</p> <ul style="list-style-type: none"> - In the Christian bible there are two testaments, Old and New Testaments. - The bible is like a big story of God's dealings with human beings. - This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - Muslims, Christians and Hindus all pray different; however they all believe similar and different ideas about how God hears prayers. - Some people are spiritual and pray in their own way. - Some people are atheists who believe it is more use to be kind or to help someone than to pray for them. <p>A2- Children will need to know that:</p> <ul style="list-style-type: none"> -Selfless service (sewa) is a key belief within Sikhism. - The distinctions and connections between Tan (Physical service), man (mental service) and Dhan (material service) as aspects of sewa. - Helping the sangat and the local community, helping at the gurdwara, and cleaning, washing dishes or serving in the langar (relates to tan, man and dan). - performing sewa is important because it demonstrates belief in equality and the importance of all people. | <p>A1- Children will need to know that:</p> <ul style="list-style-type: none"> - Each religion has a religious symbol. - The star and crescent symbol most associated with Islam. - The cross is one of the earliest and most widely used by Christians. - The structure of the star, with two overlapping triangles, represents the relationship between God and the Jewish people. - The star that points up symbolizes God, and the star that points down represents Jews on Earth. <p>A2- Rosh Hashanah is the Jewish New Year festival which usually takes place in September or October.</p> <ul style="list-style-type: none"> - Yom Kippur is the day of Atonement during which Jewish people fast, pray, and atone for their sins, asking God for forgiveness. This happens tens days after Rosh Hashanah. - All Jewish holy days begin at sundown and end at sundown. - The shabbat begins at sundown each Friday and lasts until dark on Saturday. - There is a special sabbath meal which includes special foods, songs and readings and prayers. | |

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| | | | | | | | <p>Waheguru created the world and is present in every part of creation.</p> <p>-Sikhs also believe that Waheguru is present within the universe (or Sargun, meaning immanent). God fills or is part of his creation. This means that God is not distant from worshippers.</p> <p>Waheguru is personal and interested in human beings.</p> <p>- Guru Nanak was the founder of Sikhism. As he travelled, he started to gather people together to sing hymns, worship and learn about the oneness of humanity and the one true God Waheguru.</p> <p>- The sangat is formed by any religious people who come together in the presence of the Guru Granth Sahib. This can be anywhere, but it mainly happens in the gurdwara.</p> <p>-</p> | | | <p>- Families hold this ceremony together, beginning with the blessing of Shabbat candles, wine, and bread (Challah).</p> |
| | NC Links | <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>C1. Explore questions about belonging, meaning and truth so</p> | <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and</p> | <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and</p> | <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and</p> | <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and</p> | <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and</p> | <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can</p> | <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and</p> | <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> |

HPS Middle Phase Curriculum Map

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| | | that they can express their own ideas and opinions in response using words, music, art or poetry. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response | communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. | communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. | communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. | communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. | communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. | understand different ways of life and ways of expressing meaning. | between different religions and worldviews. | |
| Disciplinary Knowledge | <ul style="list-style-type: none"> -Describe some of the teachings of a religion. - Recognise, name, and describe some religious artefacts. -Recognise, name, and describe places. -Recognise, name, and describe practices. Name some religious symbols. -Identify the things that are important in their own lives and compare these to religious beliefs. | <ul style="list-style-type: none"> -Describe some of the teachings of a religion. - Recognise, name, and describe some religious artefacts. -Recognise, name, and describe places. -Recognise, name, and describe practices. Name some religious symbols. -Identify the things that are important in their own lives and compare these to religious beliefs. - Explain how actions affect others. | <ul style="list-style-type: none"> -Describe some of the teachings of a religion. - Recognise, name, and describe some religious artefacts. -Recognise, name, and describe places. -Recognise, name, and describe practices. Name some religious symbols. -Identify the things that are important in their own lives and compare these to religious beliefs. - Explain how actions affect others. -Identify similarities and differences between three different places of worship. - Identify that they make their own choices in life. | <ul style="list-style-type: none"> A1- Describe the main events in the life of the Buddha. Recall and discuss the Four Noble Truths as they related to the Human Suffering. - Identify and talk about the elements of the Eightfold Path. - Identify the Three Jewels (or Three Refuge); the Buddha, the dharma, and the Sangha. - Explain why Buddhism is growing within the world today. A2 - Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings. - Identify the meanings associated with the features of the church. - Reflect on the feelings and emotions generated by significant Christian buildings, including | <ul style="list-style-type: none"> A1- Identify some values important to Humanists: e.g., responsibility, truth, honesty, integrity, cooperation, thoughtfulness, and compassion. - Respond respectfully to examples of what Humanist's value and believe. - Consider ways in which Humanist ideas make a difference to behaviour. - Identify and respond simply to key Humanist ideas. A2- Describe how life is seen as a journey by some people - Think of reasons why some people have rituals to mark important life events. - Recall and name two different Christian celebrations of belonging/initiation. - Recall and name aspects of a Jewish | <ul style="list-style-type: none"> A1- Recall and name some Hindu gods/goddesses and say something about what Hindus believe. - Retell a Hindu story and identify which festival it links with. - Identify some ways Hindus celebrate Diwali and Holi and talk about how this might make them feel. - Summarise the stories about Hindu gods and goddesses and give examples of what Hindus learn from them. - Discuss their own ideas about how stories, celebrations, and actions (rituals) can help people to get along with each other. A2- Name some symbols they are aware of or know about in their daily lives. - Identify and recall a Sikh story. - Recognise what the 5Ks are, why some | <ul style="list-style-type: none"> A1- Describe how a festival is celebrated. - identify some ways Christians celebrate Easter. - similarities and differences between different festivals. - Describe similarities and differences between different services celebrated at holy week. - Identify a special time they celebrate and describe its importance. A2- Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' - similarities and differences between their own ideas about God and some Christian ideas. - Explain why some people find the bible can help them to live a better life. - Explain the Christian belief that God loves | <ul style="list-style-type: none"> A1- Describe and outline some ways Christians pray, including using the Lord's Prayer. - Explain similarities and differences between how people pray. - Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray. A2- Explain what is meant by sewa and explain why it is so central within Sikhism. - Identify other ways in which Sikhs practice sewa, either individually or collectively. - Reflect on the duties all people must serve others and identify what the class or school might be able to learn from Sikhism. - identify what members of other | <ul style="list-style-type: none"> A1- Describe the significance of symbols in mediating the mystery of God. - Discuss why gestures, actions, words, numbers, people, animals, and images can carry symbolic meaning in addition to physical objects. - Explain what is meant by a religious symbol. - Describe the role of artefacts within religious ceremonies and acts of worship. - Explain the symbolic importance of religious buildings as well the objects and artefacts contained within them. A2- Explain what are meant by High Holy Days and festivals within Judaism. - Be aware that the period of High Holy Days each autumn extends over the Ten Days of Repentance, from Rosh Hashanah | |

HPS Middle Phase Curriculum Map

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| | | | | | <p>ancient churches, cathedrals, and abbeys.</p> <ul style="list-style-type: none"> - Identify the roles played by different people involve in the life of a church. | <p>Bar or Bat Mitzvah ceremony.</p> <ul style="list-style-type: none"> - Recall and name aspects of the Hindu sacred thread ceremony. - Recall and name parts of a wedding ceremony for two different religions. - Identify at least two promises made at an initiation ceremony for Hindus, Christians or Jewish people and say why they are important. - Identify at least two promises made at a marriage ceremony for Hindus, Christians or Jewish people and say why they are important. | <p>Sikh children wear them and why they are important to them.</p> <ul style="list-style-type: none"> - Respond sensitively to the ideas of being generous, being equal and being fair. | <p>to forgive people who are truly sorry. Link this to the big story of the bible and salvation.</p> <ul style="list-style-type: none"> - Identify at least two ways Christians use the Bible in everyday life. | <p>faiths can learn from Sikhs who put God at the heart of their lives and seek to follow all the teachings of the Gurus (a Gurmukh).</p> | <p>(‘head of the year’) to Yom Kippur (the Day of Atonement).</p> <ul style="list-style-type: none"> - Recognise the importance of celebration within Judaism and be able to identify when this takes place (e.g. Shabbat, festivals, weddings and Bar/Bat Mitzvahs). |
| Vocabulary | <p>Substantive Vocabulary Cross, crucifix, vicar, priest, kenning, Holy Spirit, Trinity, Old Testament, New Testament, Lord’s prayer.</p> <p>Sefer Torah, Allah, Nile, Pharaoh, Trustworthy, Black stone,</p> <p>Disciplinary Vocabulary Compare, contrast, reflect, similarities and differences.</p> <p>Compare, contrast, reflect, similarities and differences.</p> | <p>Substantive Vocabulary Prayer, salah, contemplation, silence, the Shahada, prayer book, prie-dieu (prayer desk), prayer beads, prayer mat, Mecca, Qibla.</p> <p>Shema Yisrael, aarti, mantra, puja, ritual, Eucharist, prie-dieu (prayer desk), prayer shawl (tallit), the Amidah. reflection, meditation, the lord’s prayer, prayer shawl (tallit),</p> <p>Disciplinary Vocabulary Compare, contrast, reflect, similarities and differences.</p> <p>Compare, contrast, reflect, similarities and differences.</p> | <p>Substantive Vocabulary Jewish, Judaism, scroll, sofer (scribe), Torah, TaNaKh, The ten commandments, Shabbat, synagogue, rabbi, yad, Tallit (Prayer shawl), mezuzah, celebration, festival.</p> <p>Memorial, ceremony, scripture, tradition, ritual, prayer, worship, identity, synagogue, worship, sacred, mosque, community.</p> <p>Disciplinary Vocabulary Compare, contrast, reflect, similarities and differences.</p> <p>Compare, contrast, reflect, similarities and differences.</p> | <p>Substantive Vocabulary A1- Budda, Buddhism, Bodhisattva, dharma, Four Noble Truths, Eightfold Path, Five Moral Precepts, enlightenment, Four Sights, Three Jewels, Three Poisons, Sangha, Sa s ra, puja, stupa, nirvana, anicca, anatta, karma dukkha, meditation, lotus flower, eight-spoked wheel symbol, monastery, whara.</p> <p>A2- Church, abbey, cathedral, monastery, nave, aisles, stained-glass windows, graveyard, monuments, reredos, font, alter, Bible, prayer book, chalice, Eucharist, chancel, sanctuary, pulpit, tower, spire, lectern, candles, vicar, dean, bishop, congregation, church, and hall.</p> <p>Disciplinary Vocabulary A1- explain, identify, reflect and differences.</p> | <p>Substantive Vocabulary A1- Humanist, Humanism, ethics, morality, fairness, compassion, empathy, society, social engagement, responsibility, equality, reason, logic, curiosity, critical thinking, evidence, freedom, celebration, non-religious ceremonies, value, beauty, self-reliance, independent thought, ceremony, truth, honesty, behaviour., open-mindedness, respect, science, evolution.</p> <p>A2- Human life, journey, moving, transition, transformation, event, threshold, birth, birthday, coming of age, childhood, adolescence, adulthood, old age, death, initiation rite, baptism, naming ceremony, confirmation, bar and bat mitzvah, engagement, marriage, wedding, illness, suffering, death, passing, loss, grief,</p> | <p>Substantive Vocabulary A1- Hinduism, Hindu, deity, avatar, Brahman, Trimurti, Brahma, Vishnu, Shiva, murti, story, celebration, Diwali, Holi, Aum, Upanishads, Bhagavad Gita, the Vedas, mandir, temple, shrine, mandala, Sanskrit, Lord Krishna, incense, puja, ritual, prashad (offerings), mantra, Gayatri mantra, good, evil, light, compassion, kindness, Ahimsa, Ramayana, karma, dharma, the Sanatana Dharma.</p> <p>A2- Sikh, Sikhism, Amritdhari Sikhs, Khalsa (Sikh brotherhood), kesh, kanga, kachera, kirpan, kara, turban, patka, gurdwara, guru, Guru Nanak, Guru Granth Sahib, langar, granthi, keertan, Khanda, panth (organised body of Sikhs), raagi, sangat, shabad, Mool Mantar.</p> <p>Disciplinary Vocabulary</p> | <p>Substantive Vocabulary A1- Ash Wednesday, imposition of ashes, Lent, Mothering Sunday, Passiontide, Palm Sunday, Holy Week, Stations of the Cross, Maundy Thursday, the Last Supper, Garden of Gethsemane, betrayal and arrest, Judas, the Eucharist (Mass, or Holy Communion), Caiaphas, Good Friday, Holy Saturday, vigil service, fire, Paschal candle, Easter Day, crucifixion, sacrifice, Golgotha or Calvary, salvation, redemption, resurrection, Mary Magdalene, the disciples or apostles, Bible, the gospels, sorrow, joy, celebration, renewal, hope, commitment.</p> <p>A2 - Sacred text, Scripture, holy book, Bible, Gospels, Greek., Latin, Vedas, the Upanishads, Bhagavad Gita, the Mahabharata, the Puranas, Ramayana, Sanskrit, the Qur’an,</p> | <p>Substantive Vocabulary A1- Pilgrimage, spiritual journey, pilgrim, shrine, tomb, sacred place, ‘thin’ place, Lourdes, Santiago de Compostela, the Camino, Rome, Walsingham, Westminster Abbey, Iona, Canterbury, holy person, saint, miracle, healing, the Holy Land, Jerusalem, Bethlehem, Taizé, Hajj, the Fifth Pillar of Islam, Mecca, Ihram, Dhu al-Hijjah (the final month of the Islamic calendar), miqat, niyyah, Mina, Medina, Kaaba, Tawaf.</p> <p>A2- Sikhism, Sikh, Gurus, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, granthi, Gurmukhi (the language, created by the Gurus, to write the Guru Granth Sahib), Pajj Kakaar (five Ks), kesh, kara, kachera, kanga, kaccha, kirpan, turban, patka, gurdwara, amrit, karah parshad, langar, Amritsar, Kalsa, khanda (the Sikh symbol), sewa,</p> | <p>Substantive Vocabulary Symbol, symbolic, object, artefact, sign, mystery, action, gesture, clothing, food. Christian symbols: cross, crucifix, sign of the cross, stations of the cross, empty tomb, sacrament, bread, wine, altar, incense, relic, oil, water, light, star, halo, candles, Paschal candle, sanctuary lamp, dove, lamb, pelican, Ichthys (fish), crown of thorns, vestments, statue, icon, priest, colours (especially those used in the liturgy – white/gold, green, purple, red and black), bells, Chi Rho, Good Shepperd, anchor, shamrock, lily, vesica piscis (the shape created by two overlapping circles, representing the union of heaven and earth), alpha, omega, the Lion of St Mark, the Ox of St Luke, the Angel of St Matthew, the Eagle of St John. Jewish symbols: menorah, chanukiah, Star of David, Lion of Judah, bread, wine, salt,</p> | |

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| | | | | | <p>A2- Discuss, compare, contrast, reflect, similarities and differences.</p> <p>bereavement, mourning, funeral, thanksgiving service, year's mind, requiem, reincarnation, karma, commemoration, memorial, gravestone, soul, heaven, judgement, life after death, remembrance, relic, burial, cremation, All Saints' Day, All Souls' Day.</p> <p>Disciplinary Vocabulary A1- explain, identify, reflect and differences.</p> <p>A2- Discuss, compare, contrast, reflect, similarities and differences.</p> | <p>A1- explain, identify, reflect and differences.</p> <p>A2- Discuss, compare, contrast, reflect, similarities and differences.</p> | <p>Arabic TaNaKh, Torah, Haftarah, Hebrew, sofer (ritual scribe), Sefer Torah (Torah scroll), aron kodesh (Torah ark), Buddhavacana (the words of the Buddha), the Guru Granth Sahib, the Agam Sutras (Jainism), the works of `Abdu'l-Bahá (Bahá'í), the Avesta (Zoroastrianism), rehal (book rest for the Qur'an), lectern, legilium, ambo, bimah, yad, tallit, kippah, incense, lectionary, Simchat Torah, portion, chapter, verse, surah, the Basmala, or Bismill h ('In the name of God, the Most Gracious, the Most Merciful' – the phrase recited before each surah of the Qur'an, except for the ninth, is read).</p> <p>Disciplinary Vocabulary A1- explain, identify, reflect and differences.</p> <p>A2- Discuss, compare, contrast, reflect, similarities and differences.</p> | <p>Tan, Man, Dhan, Ik Onkar ('There is only one God'), Waheguru (the most common Sikh name for God), Mool Mantar (the opening text of the Guru Granth Sahib and the most important composition in Sikhism), naam japna (repeating the name of God as an act of worship), Singh ('lion' – the title given to a male Khalsa Sikh), Kaur ('princess' – the title given to a female Khalsa Sikh), karma, maya (the notion that all that seems real is in fact an illusion), mukti (the escape from the cycle of birth, death and rebirth and gain union with Waheguru), Gurmukh (someone who puts God at the centre of their life and follows the teachings of the Gurus), atma (the soul).</p> <p>Disciplinary Vocabulary A1- Compare and contrast, explain, identify, reflect and differences.</p> <p>A2- Discuss, compare, contrast, reflect, similarities and differences.</p> | <p>candles, candlesticks, the Ner Tamid, shofar, Shin ('El Shaddai' in Hebrew or God Almighty), rainbow, olive branch, stone tablets, the Lion of Judah, mezuzah, Chai ('life' in Hebrew), circumcision (symbolic of the Covenant between God and Abraham), numbers (e.g. 1, 6, 7, 12, 40), colours (e.g. blue as the connection between heaven and earth), tallit, tefillin, tzitzit, hamsa (God's protective hand), kippah, Seder plate. Islamic symbols: star and crescent, colours (e.g. green, brown, black, white), gestures and positions adopted in corporate prayer, calligraphy, 'Allah' in Arabic, the Rub el Hizb (two overlapping squares), geometric design, tile tessellation. Hindu symbols: puja, aum, offering, shrine, pras da, murti, avatar, mandala, Sri Yantra, lotus, swastika, bindi, tilaka, veena (an Indian stringed instrument that represents art and learning), fire, fire altar, dhvaha flag, The Trishula (or the Trident, which is associated with Lord Shiva), saffron (the colour, also found in Buddhism and Sikhism, denotes sacrifice, religious abstinence and the spiritual quest for light and salvation). Buddhist symbols: the Buddha, the eight-spoked Wheel of Dharma, bhodi tree, lotus flower, conch shell (represents the thoughts of the Buddha), endless knot, mandala, prayer wheel, mudras (the Buddha's</p> |
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| | | | | | | | | | | <p>hand gestures). Sikh symbols: kesh, kachera, kara, kirpan, kanga, turban, dastaar (a symbol of spirituality, holiness and humility), patka, khanda, the Nishan Sahib (the Sikh triangular flag). Humanist symbols: Happy Human, Leonardo da Vinci's human, outstretched hand, flower, light bulb, heart.</p> <p>A2- Festival, Yamim Tovim (Jewish festivals), celebration, holy day, holy season, Yamim Noraim (High Holy Days), Rosh Hashanah, Kol Nidre (either the entire evening service before Yom Kippur or an Aramaic declaration recited in the synagogue before the beginning of the evening service on Yom Kippur), Yom Kippur, shofar, Aseret Yemei Teshuvah (the 'Ten days of Repentance' or the 'Days of Awe'), Sukkot, sukkah, Shavuot (Pentecost and the giving of the Torah), Simchat Torah (a celebration to mark the end and beginning of the annual cycle of Torah readings), Chanukkah (Festival of Lights), Purim, Shabbat, blessing, Kiddush cup, Kiddush wine, Shabbat candles and candle sticks, salt, Challah bread, Havdalah, Havdalah candle, spices, the Exodus, Pesach (Passover), the Haggadah (a book that tells the story of Pesach), Seder meal, roasted egg, roasted lamb, bitter herbs, green vegetables, salty water, Charoset (a mixture of nuts, raisins,</p> |
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| | | | | | | | | | | <p>cinnamon, apples and wine or grape juice), unleavened bread, Tu B'Shvat (the celebration of nature), Bar Mitzvah, Bat Mitzvah, the Covenant, circumcision, mohel (someone who is medically and religiously qualified to perform a circumcision), home, family, synagogue, rabbi, Bible, Torah, TaNaKh, prayer, fasting, Shoah (Holocaust), State of Israel, Yom Ha'atzmaut (Israeli Independence Day), pilgrim festivals (Sukkot, Pesach and Shavuot), commandments (Mitzvot).</p> <p>Disciplinary Vocabulary A1- Compare and contrast, explain, identify, reflect and differences. A2- Discuss, compare, contrast, reflect, similarities and differences.</p> |
| | <p>Horizontal/Vertical/Diagonal links</p> | <p>English- Retelling a story. History- Past and present</p> <p>Vertical links- Year 6 (What it means to be a Christian?)</p> | <p>Vertical- Year 4 (What do Muslims believe?)</p> <p>English: Diary Entry</p> | <p>Vertical- Year 4 (What do Jewish people believe about God?)</p> <p>English: Recount Art: Collage</p> | <p>Vertical- Year 4 (What does it mean to follow the Buddha?)</p> <p>Horizontal-Diagonal-</p> <p>Vertical - Year 1 (Who is a Christian and what do they believe?) Year 6 (What it means to be a Christian?) Horizontal-Diagonal-</p> | <p>Vertical- Year 6 (What matters to most Christians and humanists?)</p> <p>Horizontal-Diagonal-</p> <p>Vertical -Year 6 (What does religion say to us when life gets hard?) Horizontal-Diagonal-</p> | <p>Vertical- Year 4 (What do sacred texts within Hinduism say about God?)</p> <p>Horizontal-Diagonal-</p> <p>Vertical -Year 3 (What does Sikhism teach us about selfless service?)</p> | <p>Vertical- Year 1 (What roles do sacred places play in the life of each faith?)</p> <p>Year 5 (Why are festivals important to religious communities?)</p> <p>Horizontal-Diagonal-</p> <p>Vertical- Year 1 (What can we learn from sacred books?) Horizontal-Diagonal-</p> | <p>Vertical- Year 1 (Why is prayer important for many people?)</p> <p>Horizontal-Diagonal-</p> <p>Vertical- Year 2 (What does it mean to be a Sikh?) Horizontal-Diagonal-</p> | <p>Vertical-Horizontal-Diagonal-</p> <p>Vertical- Year 4 (What do Jewish people teach and believe about God?) Year 5 (Why are festivals important to religious communities?) Horizontal-Diagonal-</p> |
| | <p>End Point Task</p> | <p>A1- To write a reflection on what a Christian believes in.</p> <p>A2- To write a reflection on what we can learn from sacred book.</p> | <p>A1- To write a reflection on who is a Muslim and what do they believe.</p> <p>A2- To write a reflection on why prayer is important for many people.</p> | <p>A1- To write a reflection on who is a Jewish and what do they believe.</p> <p>A2- To write a reflection on how the roles in sacred places play in the life of each faith.</p> | <p>A1- To write a reflection on what it means to be a Buddhism.</p> <p>A2- To write a reflection</p> | <p>A1- To write a reflection on what it means to be a Humanist.</p> <p>A2- To write a reflection on why people think that life is a journey.</p> | <p>A1- To write a reflection on what it means to be Hindu.</p> <p>A2- To write a reflection what it means to be a Sikh</p> | <p>A1- To write a reflection on how and why people celebrate special and sacred times.</p> <p>A2- To write a reflection on why the bible is important for Christians.</p> | <p>A1- To write a reflection on why people pray.</p> <p>A2- To write a reflection on how Sikhism teaches us about selfless service.</p> | <p>A1- To write a reflection on different symbols.</p> <p>A2- To write a reflection on why festivals, celebrations, and High Holy Days so important Judaism.</p> |

