

Curriculum Map for Milton Abbot School: 2021-22 (Cycle B)

Little Owls (EYFS)

Barn Owls (year 1 and 2)

Tawny Owls (year 3 and 4)

Eagle Owls (year 5 and 6)

Below is an overview mapping out the coverage for each subject in this cycle (we have two cycles because there are two year groups in each class). Teachers are then expected to complete more detailed medium-term plans for each subject to ensure expressive opportunities and engaging and purposeful learning activities that lead to strong progress across the curriculum. We make links in learning and concepts rather than seeking to link subjects.

Autumn 1 (6 full wks)		Autumn 2 (7 full wks)		Spring 1 (6 full wks)		Spring 2 (5 full wks)		Summer 1 (6 full wks)		Summer 2 (7 full wks)	
Autumn term is 13 full weeks				Spring term is 11 full weeks				Summer term is 13 full weeks			
Subject	Art: Autumn theme is Fright and Fear Autumn 1			Art: Spring theme is Nature Spring 1			Art: Summer theme is Emotion Summer 1 with Summer 2 additional enrichment				
EYFS	Au1 – Self-portraits and colour mixing. Au2 – Print-making and manipulation of tools.			Sp1 – Model making and joining materials. Sp2 – Extending use of tools in sculpture of malleable materials.			Su1 – Exploring materials and textures. Su2 – Transient Art				
1 and 2	Painting: The Scream Artist in focus: Edvard Munch			Charcoal: Charcoal: Cloaked Owl Artist in focus: K Kimbro			Sculpture and Texture: Sculpture & texture: L’Homme au doigt Artist in focus: Alberto Giacometti <i>Enrichment: pen and ink drawing in Dartmoor</i>				
3 and 4	Charcoal: No.12 Special Artist in focus: Georgia O’Keeffe			Sculpture & texture: Magical Land Artist in Focus: Andy Goldsworthy			Painting: Starry Night Artist in focus: Van Gogh <i>Enrichment: pen and ink drawing in Dartmoor</i>				
5 and 6	Sculpture & texture: Spider Artist in focus: Louise Bourgeois			Painting: Water Lilies Artist in focus: Monet			Charcoal: Lost in Thoughts Artist in focus: Sebastian Erikson <i>Enrichment: pen and ink drawing in Dartmoor</i>				
Subject	Computing Autumn 1			Computing Spring 1			Computing Summer 1				
EYFS	Use the interactive whiteboard to complete simple games. Know and talk about the different factors that support their overall health and well being: -sensible amounts of ‘screen time’.			Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Use iPads and Chromebooks to research and enjoy showing findings.			Show resilience and perseverance in the face of a challenge. Bee Bots- Basic programming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.				
1 and 2	Area of Computing: Digital Literacy Concept: Getting Started <ul style="list-style-type: none"> Logging in and out of a computer Using a mouse to navigate around a computer. Drag and drop image skills. Saving work to their own account. 			Area of Computing: Computer Science (Programming) Concept: Algorithms Unplugged <ul style="list-style-type: none"> Learning that an algorithm is a set of step-by-step instructions used to carry out a task, in a specific order. Learning that decomposition means breaking a problem down into smaller 			Area of Computing: Online Safety Concept: Online Safety <ul style="list-style-type: none"> Recognising when someone has been unkind online. Learning some top tips for staying safe online Understanding how we ‘share’ information on the internet 				

	<ul style="list-style-type: none"> Understand the importance of a password. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. 	<ul style="list-style-type: none"> parts. Using decomposition to solve challenges. Using logical reasoning to predict the behaviour of simple program. Developing the skills associated with sequencing in unplugged activities. Follow a basic set of instructions. Assembling simple algorithm. 	
3 and 4	<p>Area of Computing: Digital Literacy Concept: Word Processing</p> <ul style="list-style-type: none"> Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts Using word processing software to type and reformat text. Understanding that personal information should not be shared on the internet. Learning how to be respectful to others when sharing content online. Creating and labelling images 	<p>Area of Computing: Computational Thinking (Programming) Concept: Scratch</p> <ul style="list-style-type: none"> Solving problems by decomposing them into smaller parts. Using decomposition to understand the purpose of a script of code. Using decomposition to help solve problems. Using past experiences to help solve new problems. Creating algorithms for a specific purpose. Incorporating variables to make code more efficient. 	<p>Area of Computing: Online Safety Concept: Online Safety</p> <ul style="list-style-type: none"> Understanding that personal information should not be shared on the internet. Learning how to be respectful to others when sharing content online. Recognising when someone has been unkind online. Learning some top tips for staying safe online Understanding how we 'share' information on the internet.
5 and 6	<p>Area of Computing: Digital Literacy Concept: Search Engines</p> <ul style="list-style-type: none"> Developing searching skills to help find relevant information on the internet. Understanding how search engines work. 	<p>Area of Computing: Computational Thinking (Programming) Concept: Microbit</p> <ul style="list-style-type: none"> Iterating and developing their programming as they work Beginning to use nested loops (loops within loops) Debugging their own code Writing code to create a desired effect. Using a range of programming commands Using repetition within a program Amending code within a live scenario. 	<p>Area of Computing: Online Safety Concept: Online Safety</p> <ul style="list-style-type: none"> Learning about how permissions work and how to change them. Identifying possible issues with online communication Considering the effects of screen-time on physical and mental wellbeing Learning about online bullying and where to seek advice.
Subject	Design and technology: Autumn 2	Design and technology: Spring 2	Design and technology: Summer 2
EYFS	Textiles, threading and weaving	Joining materials and manipulation of tools	Cooking and nutrition
1 and 2	Control	Cooking and Nutrition	Mechanism

3 and 4	Textiles		Electrical Control		Cooking and Nutrition	
5 and 6	Textiles		Cooking and Nutrition		Electrical Control	
Subject	French – ongoing and regular		French - ongoing and regular		French - ongoing and regular	
EYFS	Simple greetings during the day.		Simple counting songs.		Simple animations to become used to the sound and discuss vocabulary/sounds.	
1 and 2	Enjoyment of French: counting to 20 through song and games Enjoyment of French: naming colours through song and activities		Enjoyment of French: weather through song and games Enjoyment of French: family through song and activities		Enjoyment of French: Learning three simple questions. Enjoyment of French: food and eating through song and activities <i>Enrichment: French café parents event; shop role play area.</i>	
3 and 4	Playtime: Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games Saying what and where they like to play	My Home: Saying where they live Identifying a variety of rooms and types of furniture Saying what there is in the kitchen Describing their daily routine	My Town: Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of items you might buy in a shop	Describing People: Saying colours that are useful for describing hair and eyes Describing physical features/person's personality Saying what they are wearing Using "il" and "elle" with "être" and "avoir"	The Body: Naming parts of the face Saying basic verbs in the first person Saying that something hurts Naming fairy tale characters Saying traditional fairy tale locations	Sport: Talking about the sports they play Expressing likes Detailed vocabulary for football and tennis matches The use of the verb "savoir"
5 and 6	Actions Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form	In France Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form	Family Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "on" Vocabulary associated with birthday parties	A Weekend with Friends Talking about activities that they might do at the weekend Expressing what they would and wouldn't like to do Asking others if they would like to do something Naming foods associated with midnight feasts	The Future The future tense in the first, second and third person singular and first person plural Using adjectives to compare people More ways to describe how they are feeling	Jobs Naming a number of jobs in French Saying what they want to be when they're older Naming some workplaces Saying vocabulary linked to space stations and fire stations <i>Y6 Assessment: Oral assessment led by French teacher. Pupils apply vocabulary in oral tasks. Written piece</i>
	Geography Autumn 1		Geography Spring 1		Geography Summer 1	
EYFS	Explore the natural world around us, including through Forest School and outdoor adventures.		Recognise similarities and differences between life in this country and life in other countries.		Recognise environments that are different to the one in which they live. Understand some important	

	Use our five senses when exploring and recognise the changing seasons as autumn turns to winter		Draw information from a simple map. Recognise the changing seasons from winter into spring.		processes and changes in the natural world around them. Recognise spring changing into summer...	
1 and 2	Concept: Locational knowledge: The UK- four countries, capital cities and surrounding oceans. (NC) Locational Knowledge / Geographical Skills		Concept: Key Physical / Human Features – Equator, North / South Poles (NC) Human / Physical Geography		Concept: Seasonal and Daily Weather Patterns in the UK compared to Africa / Antarctica (NC) Human / Physical Geography	
3 and 4	Concept: Earth from Above – A Wider View of the Grand Design (NC) Securing Knowledge of Locating world countries and identifying Earth’s key Features.		Concept: The Geography of Great Britain (NC) Locational knowledge of Britain Locating different counties/cities/ regions/ key topographical features within GB.		Concept: Natural resources and humans: Power of Water! (NC) Physical geography - water cycle Human geography distribution of natural resources water	
5 and 6	Concept: Earth from Above – Zooming in for a Closer Look (NC) Physical Geography: Volcanoes, Earthquakes and Mountains		Concept: The Geography of Great Britain (NC) Place Knowledge of Britain and beyond: comparing a region in Britain with a region in South America.		Concept: Natural Resources and Human Economics (NC) Human Geography: Types of settlement, economic activity, and the distribution of natural resources	
Subject	Historical Knowledge (History): Autumn 1 KS1 Weekly KS2		Historical Knowledge (History): Spring Spring 1 KS1 Weekly KS2		Historical Knowledge (History): Summer Summer 1 KS1 Weekly KS2	
EYFS	Concept: People and community Coverage: To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.		Concept: Understanding the world Coverage: To know about similarities and differences in relation to places, objects, materials and living things.		Concept: Understanding my community Coverage: To talk about the features of their own immediate environment and how these have changed over time.	
1 and 2	Concept: Significant people in the past and their contributions and impact on freedom and equality. Coverage: Rosa Parks, Emily Davison and Guy Fawkes Time periods: Time of James I (1605), Edwardian England – kind of (1911) 20 th Century (1955).		Concept: Significant events beyond living memory Coverage: The Great Fire of London and its impact nationally. Time period: The Restoration – the monarchy is restored. Date: 1666 (King Charles II).		Concept: Local history - Changes within living memory (RNLI) Coverage: Changes to national life explored through the birth of the lifeboat service. Time period: Founded in 1824 but how has the RNLI changed over time? More recently?	
3 and 4	Autumn 1: Settlements and their impact: Neolithic hunter-gatherers become early farmers.	Autumn 2: Settlements and their impact: Iron Age hill forts- tribal kingdoms and farming (using new technology).	Spring 1: Conquest – Empire, Invasion and Resistance: The Roman Empire by AD42 and the power of its army	Spring 2: Conquest – Empire, Invasion and Resistance: Julius Caesar’s attempted invasion in 55-54 BC	Summer 1: Civilisation and legacy: A study of Ancient Egyptian civilisation.	Summer 2: Local history: A ‘Brilliant Briton’ – Sir Edwin Lutyens (architect) and links to our school building and Duke of Bedford.
5 and 6	Settlements and their impact: Concept:	Concept: Settlements and Law and Order	Concept: Conquest – Invasion and Resistance.	Concept: Conquest – Invasion and Resistance.	Concept: Power and Monarchy beyond 1066 linked to	Concept: Local history: Power and Monarchy

	<p>Settlements and their impact Coverage: Anglo-Saxon invasions, settlements and kingdoms;</p>	<p>Coverage: Impact of Anglo-Saxon settlement including:</p> <ul style="list-style-type: none"> place names and village life. Anglo-Saxon laws and justice 	<p>Coverage: Viking raids and invasion.</p>	<p>Coverage: In depth Viking Study character</p>	<p>Civilisation and Legacy Coverage: Queen Victoria’s British Empire - an evidence-based case study of the legacy of the British Empire.:</p>	<p>‘Castles, Courts and Churches’ Coverage: A study of a site dating from beyond 1066 that is significant in the locality: Okehampton Castle (Domesday Book – [William the Conqueror link]), Lydford Castle (Court and dungeon).</p>
Subject	Music: Autumn theme is Fear and Fright Autumn 2		Music: Spring theme is Nature Spring 2		Music: Summer theme is Emotions Summer 2	
EYFS	Listen carefully to rhymes and songs and begin to join in with known phrases. Begin to move to music in different ways. Express feelings and responses to music.		Dance to music in different ways. Sing different melodies. Sing different pitches.		Engage in music making, performing solo or in groups.	
1 and 2	<p>I Wanna Play In A Band! Critical engagement: Rock Teamwork, working together (The Beatles). Compose: Halloween sound effects for a ghostly tale. Listening Level: Hear how notes go up and down. Instruments: Keyboards – spooky set of keys. Learning Links: English – ghost stories</p>		<p>ZooTime Critical engagement: Reggae Animals compared with classical music to build on Cycle As language/ideas. Listening: Compare and contrast the different musical types. What animals can you hear in the reggae tracks. Instruments: Recorder songs (stage 2) Compose: Create own recorder tune. Can we match the tracks in focus?</p>		<p>Round and Round Critical engagement: Film music and American styles including Bosa Nova and Latin. Compose: Sound effects to match a silent cartoon (Pixar or Literacy Shed). Listening Level: Draw patterns to match how a rhythm changes. Instruments: Xylophones and glockenspiel. Percussion. Learning Links: Geography – countries/cultures.</p>	
3 and 4	<p>Lean on Me! Critical engagement: Gospel in its historical context Compose: A gospel style to a written prayer or short poem. (trio) Listening Level: Describe how the different gospel tracks make you feel – musical moods. Instruments: Ukulele. Learning Links: RE – music as peaceful prayer.</p>		<p>Blackbird! Critical engagement: Blackbird by The Beatles. Learning instrumental skills by playing tunes in varying styles Compose: Write poem/special words or lyrics add musical instruments then perform. Listening Level: Introduction to the language of music, theory and composition. Instruments: Glockenspiel and Recorders. Learning Links: English Skills – Poetry, word choice and themes.</p>		<p>Mamma Mia! Critical engagement: Mamma Mia by Abba. Compose: music to accompany Summer Play. Listening Level: Identifying specific instruments within pop ballads; identifying importance of lyrics and emotions through lyrics; deciding what they like/dislike. Relistening to their own scores. Instruments: Keyboards (stage 2). Learning Links: Complete a biography or diary entry for a composer, singer or a fan of a ‘band’.</p>	
5 and 6	<p>Living on a Prayer Critical engagement: Compose: Rock Music from the 90s</p>		<p>All that jazz – Part 2! Critical engagement: Revisit jazz from part 2 Compose:</p>		<p>Music and identity Critical engagement: Emotions in music Compose: music to accompany Summer Play at a more sophisticated level.</p>	

	Listening Level: Recognising the similarities between different rock songs of the 90s Instruments: Drums	Listening Level: Recognising the relationship between instruments – instruments in conversation Instruments: Keyboards (stage 3) Ukulele (3) Learning Links: Geography – where in the world did jazz begin. Broaden location/place knowledge	Listening Level: Identifying mood in music. Instruments: 'Orchestral ensemble' Learning Links: Relationships Ed. – sharing views, etc
Subject	PE - weekly	PE - weekly	PE – weekly
EYFS	Multi-skills sports. Develop body-strength, balance and coordination and agility needed to engage in sport.	Multi-skills sports. Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping and climbing. Develop overall body strength, balance, coordination and agility.	Football enables pupils to apply key skills and demonstrate strength, balance and coordination when playing. Move energetically.
1 and 2	Invasion games/dance	Gymnastics/invasion games	Athletics/dance
3 and 4	Gymnastics/invasion games	Dance/invasion games	Athletics/swimming
5 and 6	Dance/Invasion games	Invasion games/gymnastics	Athletics/swimming/dance
Subject	Relationship Education: Self-knowledge Autumn 1	Relationship Education: Self-knowledge Spring 1	Relationship Education: Self-knowledge Summer 1
EYFS	Who am I? Who is in my family? How am I similar or different from my friends? I can name and express a range of emotions. Mutual respect and tolerance. Self-care.	Caring for others. Friendship. Exploring different cultures. Rule of law and individual liberty.	Healthy eating. Democracy. British Values.
1 and 2	Families and people who care for me: Caring friendships: Online relationships: Mental wellbeing:	Respectful relationships: Being safe:	Healthy eating: Health & prevention: Basic first aid:
3 and 4	Families and people who care for me: family relationships including marriage Caring friendships: healthy friendships Online relationships: Limiting online/screen time, reasons why. Mental wellbeing: Importance of mental wellbeing; physical exercise.	Respectful relationships: Self-respect; different types of bullying Being safe: Boundaries within friendships (digital and online context too); privacy.	Healthy eating: Preparation and importance of healthy eating/healthy diet. Health & prevention: Personal hygiene; immunisation and vaccinations; signs of physical illness. Basic first aid: Basic first aid skills; emergency calls; 999.
5 and 6	Families and people who care for me: Caring friendships: Online relationships: Mental wellbeing:	Respectful relationships: Being safe:	Healthy eating: Health & prevention: Basic first aid: Year 6: Summer 2 Drugs, alcohol & tobacco: associated risks

				Changing Adolescent Body: puberty		
Subject	Religious Knowledge - DCC agreed syllabus Autumn 2		Religious Knowledge - DCC agreed syllabus Spring 2		Religious Knowledge (RE) (RE) DCC agreed syllabus Summer 2	
EYFS	Christianity: why is the word 'God' special to Christians? Why is Christmas so special?		Making connections: which places are special and why? Where is a special place for different believers to go?		Making connections: Being Special – where do we belong? Christian baptism and new beginnings.	
1 and 2	1.9 Making sense of belief: How should we care for others and the world?		1.7 Who is Muslim and how do they live?		1.10 What does it mean to belong to a faith community?	
3 and 4	2.4 What kind of world did Jesus want?		2.3 What is the 'Trinity' and why is it important for Christians?		2.09 & 2.10: LK2 extended study to compare how festivals and worship show what matters to a Muslim and a Jew.	
5 and 6	2.2, 2.10 & 2.11 Why do some people believe in God and some people not? What matters most to Humanists and Christians? Creation and science: conflicting or complimentary?		2.3 Why do Christians believe that Jesus is the Messiah? What kind of king was Jesus? (2.6 linked)		2.1 & 2.7: Extended comparison project of Christian and Hindu views and actions: what does it mean to be 'good' or 'holy and loving'?	
Subject	Science: Autumn - weekly		Science: Spring - weekly		Science: Summer – weekly	
EYFS	Au1- Explore the natural world around them. Describe what they see, hear and feel while they are outside. Au2- Understand the effect of changing seasons on the natural world around them.		Sp1- Make comments about what they have heard and ask questions to clarify their understanding. Sp2- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		Su1- Explore the natural world around them, making observations and drawing pictures of animals and plants. Su2- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
1 and 2	Concept: People and their Pets (NC) Animals including Humans	Concept: Food Chains (NC) Living Things and their Habitat – How animals get their food and food chains. Life cycles	Concept: Weather Art (NC) Seasonal Changes – seasons, wind spinners and spirals, light, sundials, shadows	Concept: Wild and Wonderful Creatures (NC) Animals including Humans – animal classification, facts	Concept: Growing Things (NC) Plants – seed, growth and healthy bulbs	Concept: Brilliant Builders (NC) Everyday Materials
3 and 4	Shining the Light: (NC) Light- mirrors, reflectors, dark, shadows	Concept: Fit for success: (NC) Animals including Humans- food, balanced diet, skeletons and bones, muscles, health and fitness	Concept: A World of Living Things (NC) Living Things and Their Habitat	Concept: A feast of flowers, fruits and seeds: (NC) Plants- flowers, pollination, fruits	Concept: The Circle OF Life (NC) Animals including Humans – food digestion, predators. Prey, circle of life	Concept: Sound Spectacular (NC) Sound
5 and 6	Concept: The Human Species (NC) Blood and the Heart	Concept: The Human Species. (NC) Animals including Humans – foetus to	Concept: Survival of the Fittest: (NC) Evolution and Inheritance – fossils,	Concept: Classification Code: (NC) Living things and their Habitat –	Concept: Electrical Art / Board Games:	Concept: Material Consultants – (NC) Properties and Materials

		child, growth, adolescence, puberty, old age,	adaption, evolution, reproduction, genetics	Linnaeus, classification and features	(NC) Electricity - Circuits diagrams, circuits, dimmer approach	
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