

Science long term map 2024

Biology: learning about life processes and living things	Chemistry: learning about different materials and their uses.	Physics: learning about energy and forces.
<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Animals including humans</li> <li>• Plants</li> <li>• Habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Rocks</li> <li>• Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Forces</li> <li>• Electricity</li> <li>• Sound</li> <li>• Earth and Space</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<b>(Taken from Birth to 5 matters) Range 4:</b> <ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment</li> <li>• Can talk about some the things they have observed such as plants, animals natural and found objects</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by a river or lake</li> </ul>					
Reception	<b>(Taken from Birth to 5 matters) Range 5:</b> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Talks about why things happen and how things work</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>			<b>(Taken from Birth to 5 matters) Range 6:</b> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change in nature</li> <li>• Knows about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>• Make observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>		
Year 1	Seasonal Changes	Everyday materials	Animals including humans (Senses)	Plants	Animals including humans (Animals)	Thinking Scientifically
Year 2	Living things and their habitats	Use of everyday materials		Animals including humans (Animals)	Animals including humans (Humans)	Plants
Year 3	Light	Animals including humans (Muscles, Skeleton, Movement)	Animals including humans (Muscles, Skeleton, Movement)	Forces and Magnets	Plants	Rocks
Year 4	Sound	Animals including humans (Digestive system)	States of matter	Animals including humans (food chain)	Living things and their habitats	Electricity
Year 5	Earth and Space	Living things and their habitats	Properties and changes of materials		Forces	Animals including humans
Year 6	Animals, including humans – Circulatory System	Animals, including humans – Healthy Living	Living things and their habitats	Evolution and Inheritance	Electricity	Light

### Art and DT long term map 2024

Art:	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	
DT:	Food	Textiles	Mechanisms	Structure	Electrical systems

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>(Taken from Birth to 5 matters) Range 4:</p> <ul style="list-style-type: none"> <li>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>Uses 3D and 2D structures to explore materials and/or to express ideas</li> <li>Recognise that children can become fascinated by a pattern of actions or interactions with tools and materials, gaining confidence over extended periods of time.</li> <li>Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials.</li> <li>Be sensitive in how you support a child who is using line, colour, tone and form. It is not necessary for them to have the verbal language to explain, for example, drawing. The drawing itself is one of their multi-modal languages.</li> <li>Draw on a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages, e.g. architecture, ceramics, theatre.</li> <li>Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition.</li> <li>Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration.</li> </ul>					
Reception	<p>(Taken from Birth to 5 matters) Range 5:</p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>Knows that information can be retrieved from digital devices and the internet</li> <li>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</li> <li>Continues to explore colour and how colours can be changed</li> <li>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>Uses tools for a purpose</li> <li>Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.</li> <li>Draw young children's attention to pieces of digital apparatus they see or that they use with adult supervision.</li> <li>Talk to children about their uses of technologies at home and in other environments to begin to understand what they already know about and can do with different technologies.</li> <li>Ask open-ended questions and have conversations about children's interest in technological toys to enable children to learn about different technologies.</li> <li>Support children to be curious in grappling with cause and effect, e.g. learning that pulling a string may make</li> <li>Support children's talk by sharing terms used by artists, potters, musicians, dancers, e.g. as children show interest in exploring colour mixing, support them in using terms such as tint, shade, hue.</li> <li>When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need.</li> <li>Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. e a puppet arm lift.</li> </ul>			<p>(Taken from Birth to 5 matters) Range 6:</p> <ul style="list-style-type: none"> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</li> <li>Draw attention to children's choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function.</li> <li>Use individual, small group, and large group discussion to regularly engage children in explaining work in progress.</li> <li>Recognise the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking.</li> <li>Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication.</li> <li>Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D.</li> <li>Supply open-ended props and materials that can easily be transformed in play</li> </ul>		

EYFS	Drawing Mark Making	Painting and mixed Media Paint my world	Food Soup	Sculpture and 3D Junk Modelling	Craft and design Let's get crafty	Structure Boats
Year 1	Drawing Mark making – observational drawing	Food Smoothies	Painting and mixed Media Colour mixing primary and secondary colours	Textiles Animal Puppets	Sculpture and 3D Making a Sculpture of a spider	Mechanisms Moving woodland creatures
Year 2	Painting and mixed media Exploring texture. Making a collage	Structure Construction/Strengthening/joining Egg box Dragons	Drawing Illustrations in a story	Sculpture and 3D Clay houses	Mechanisms Systems/motion/joining Moving pirate ship	Food Healthy Salad
Year 3	Painting and mixed Media Cave paintings – using charcoal	Mechanisms Moving animals	Food Cake	Sculpture and 3D Playground sculptures	Drawing Observational/abstract drawing flowers	Textiles Cross-stitch and appliqué River collaborative?
Year 4	Drawing	Food	Painting and mixed Media	Textiles	Craft and design	Electrical Systems

	Wax backgrounds Explore printing	Adapting a recipe	Tints and shades – observational drawing in 3D	2-D Shape to 3-D Product	Creating repeating patterns. William Morris. Rainforest	Illuminated Poster
Year 5	Drawing Space prints	Sculpture and 3D Portraits	Structure Frame Structures Adventure Playground Equipment	Food Bread - Creating a healthier recipe	Mechanisms Toy with moving part	Craft and design Egyptian scrolls – making paper
Year 6	Craft and design Architecture	Food WW2 3 course meal	Textiles Stuffed animals	Craft and design Photography	Sculpture and 3D Memory box sculpture	Electrical Systems Electrical Board Game

PE long term map 2024

Gymnastics	Athletics/Core skills	Dance	Team games	OAA	Swimming
Shape Balance Rolls Jumps	Running Jumping Throwing Hopping Skipping Sending Catching Dribbling Agility Balance Co-ordination Speed Strength Stamina	Actions Dynamics Space Performance Relationships	Sending and receiving Dribbling Throwing Catching Space Attacking Defending Hitting Striking Feeding Rallying Footwork Shots	Problem solving Navigational skills Communication	Strokes Breathing Water Safety

	1	2	3	4	5	6	
	Multi-skills/Core skills	Dance	Gymnastics	Games	Throwing and catching:		
EYFS	Know to bend legs to jump Know big steps help you run Know to hold on when climbing up and down from an object Know to look where they are going when walking Know to bend their knees to pick up an object from the floor Know to bend low to the floor and use both hands to roll a ball. Know to scoot feet to move a balance bike Know to put their arms out to aid balance Know that two hands are needed to pick up heavy objects. Know one foot needs to be flat on the floor when balancing. Know how to use climbing equipment safely Know to use two hands when throwing and catching. Know to look in front when I am running Know that striding my feet will help me move on the balance bike. Know to keep the same leg in front to gallop. Know how to co-ordinate my body to create movements.						
	Jump with both feet. Run with control. Climb onto/down from equipment. Change direction whilst walking.			Begin to ride a balance bike Stand on tiptoe Use 2 hands to pick up heavy objects, and with support, seek assistance to move heavier objects.			

	Pick up an object from the floor with control. Begin to roll a ball			Balance on one foot for a short time. Be able to climb up/ walk across/ jump off climbing equipment with support. Be able to throw and catch a large ball. Run in a straight line. Confidently ride the red and yellow bikes. Sit on balance bikes and scoot self along. Gallop (pre-skipping) Large up and down/ circular movements		
Year 1	Jumping	Throwing and catching	Gymnastics- Shape	Gymnastics- Balancing	Aiming at a target	Sports day prep
	Following paths and partners	Team games	Dance	Ball games	Ball games	Running
Year 2	Jumping	Throwing and catching	Gymnastics	Balancing (Gymnastics)	Aiming at a target	Sports day prep
	Following paths and partners	Team games	Dance	Team games	Multi-skills	Running
Year 3	Tri-Golf	Gymnastics (Balancing)	Gymnastics (Rolling)	Swimming	Swimming	Sports day prep/ OAA
	Hockey	Dance	Multi-skills/Core ball skills	Basketball	Rounders/Racket skills	Athletics
Year 4	Tri-Golf	Gymnastics (Rolling)	Swimming	Core ball skills	Tennis	Sports day prep/OAA
	Hockey	Dance	Multi-skills	Basketball	Rounders/Racket skills	Athletics
Year 5	Hockey	Basketball	Gymnastics	Tag Rugby	Football	Sports day prep/ OAA
	Swimming	Swimming	Badminton	Netball	Cricket	Athletics
Year 6	Hockey	Gymnastics (Counter-balance)	Gymnastics (Rolling)	Tag Rugby	Football	Swimming
	Tennis	Basketball	Badminton	Netball	Cricket	Athletics/OAA

Humanities long term map 2024

Strands:

History	Monarchy	Industry	Civilisation	Conflict	Progress and development
Geography	Climate and environment	Local area	The World	?	?
	Term 1	Term 2	Term 3	Term 4	Term 5
					Term 6

Nursery	<b>(Taken from Birth to 5 matters) Range 4:</b>					
	<ul style="list-style-type: none"> <li>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by a river or lake</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> </ul>					
Reception	<b>(Taken from Birth to 5 matters) Range 5:</b>			<b>(Taken from Birth to 5 matters) Range 6:</b>		
	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Developing an understanding of growth, decay and changes over time</li> <li>Shows care and concern for living things and the environment</li> <li>Begin to understand the effect their behaviour can have on the environment</li> <li>Recognises and describes special times or events for family or friends</li> </ul>			<ul style="list-style-type: none"> <li>Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>Talks about past and present events in their own life and in the lives of family members</li> <li>Talks about the features of their own immediate environment and how environments might vary from one another</li> </ul>		
Year 1	Am I making history?	What's the geography of where I live?	How do our favourite toys compare with those of children in the 1960s?	How does the weather affect our lives?	How do we know so much about what happened in the Great Fire of London?	How does the geography of Kampong Ayer compare with the geography of where I live?
Year 2	Where in the world is home for Denise and how does it compare with where I live?	What is odd about Rochester Castle?	Who is the greatest history maker?	Why does it matter where my food comes from?	What does it take to be a great explorer?	Why do we love being beside the seaside so much?
Year 3	How did the lives of Ancient Britons change during the Stone Age?	Why are jungles so wet and deserts dry?	What is the secret of the standing stones?	Why do some earthquakes cause more damage than others?	How do artefacts help us understand the lives of people in Iron Age Britain?	How can we live more sustainably?
Year 4	How did the arrival of the Romans change Britain?	How and why is my local area changing?	Who were the Anglo-Saxons and how do we know what was important to them?	What's the most valuable thing in the world and who owns it?	What did the Vikings want and how did Alfred help to stop them getting it?	Beyond the Magic Kingdom: what is the Sunshine State really like?
Year 5	What is a river?	Crime and Punishment project (2024-5)	Why is Fair Trade Fair?	Why did Britain once rule the largest empire the world has ever seen?	Who are Britain's National Parks for?	What happened to the boy behind the golden mask?
Year 6	Why are mountains so important?	Why was winning the Battle of Britain in 1940 so important?	How is climate change affecting the world?	How do volcanoes affect the lives of people on Hiemaey?	How did a pile of dragon bones help to solve an ancient Chinese mystery?	Why did the ancient Maya change their way of life?

PSHE Long term map 2024

Strands

Relationships	Health and Wellbeing	Living in the wider world
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

RE Long Term map 2024

Strands

	Christianity	Islam	Sikhism	Judaism	Hinduism	
		1	2	3	4	5
Year 1	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
		1	2	3	4	5
Year 2	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	How important is it for Jewish people to do what God asks them to do?	How important is it to Christians that Jesus came back to life after His crucifixion?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
		1	2	3	4	5
Year 3	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people? Were these miracles or was there some other explanation?	What is 'good' about Good Friday?	How can Brahman be everywhere and in everything?	Would visiting the River Ganges feel special to a non-Hindu?
		1	2	3	4	5
Year 4	How special is the relationship Jews have with God?	What is the most significant part of the nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible for Christians?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?
		1	2	3	4	5
Year 5	How far would a Sikh go for his/her religion?	Is the Christmas story true?	Are Sikh stories still important today?	How significant is it for Christians to believe God intended Jesus to die?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	What is the best way for a Christian to show commitment to God?
		1	2	3	4	5
Year 6	'What is the best way for a Muslim to show commitment to God?'	'How significant is it that Mary was Jesus' mother?'	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	

Computing long term map 2024

Strands

Computing systems and networks	Programming	Creating media	Data handling	Word processing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Online Safety
EYFS	Kapow has resources for some additional guidance. Children to be given opportunities to explore – technology in the Early Years can mean: <ul style="list-style-type: none"> <li>• Taking a photograph with a camera or tablet</li> <li>• Searching for information on the internet</li> <li>• Playing games with the IWB</li> <li>• Exploring older technology e.g. typewriter, mechanical toys</li> <li>• Using a BeeBot</li> <li>• Watching media e.g. video clips</li> <li>• Listening to music</li> </ul>						
Year 1	Computing Systems and Networks: Improving Mouse Skills	Word Processing Skills / Creating media: Digital Writing	Programming 1: Algorithms unplugged	Programming 2: BeeBots	Creating Media: Digital imagery/Paint (additional Kapow resources on searching images)	Data Handling: Introduction to Data	Embedded across the year One lesson for each term Other opportunities eg PSHE
Year 2	Computing Systems and Networks: What is a computer?	Computer Systems and Networks 2: Word processing	Programming 1: Algorithms and debugging	Programming 2: Scratch Jr	Creating Media: Animation **Use J2E animate Additional resources for J2E available	Data Handling: International Space Station Data and Information - pictograms	
Year 3	Computing Systems and Networks: Networks and the Internet	Word Processing and Publishing: Creating media – desktop publishing	Programming: Scratch	Computing Systems and Networks: Journey inside a computer	Creating Media: using paint/Paint 3d for design purpose (link to Term 2)	Data Handling and Databases	
Year 4	Computing Systems and Networks: Collaborative Learning	Creating media: Audio production	Programming 1: Further coding with Scratch	Programming 2: Computational thinking	Creating Media: Website design (using Microsoft Sway)	Data Handling	
Year 5	Computing Systems and Networks: Search Engines	Data handling: Mars Rover	Data and information : Flat file databases	Programming 1: Music Use – chrome music lab	Systems and Searching <b>(In future – Micro Bit?)</b>	Creating Media – video editing and animation Showcase of skills for purpose	
Year 6	Computing Systems and Networks: Bletchley Park Communication and collaboration	Creating Media: History of Computers	Data Handling: Big Data	Programming: Intro to Python	Creating Media – create a storyboard using a range of programs together Showcase of skills		

Yellow – KAPOW

Green – NCCE/ teachcomputing.org

Year 5 and 6 to also take further time to develop digital literacy with 1:1 laptops

BSL long term map 2024						
Vocabulary		Conversation			Interpretation	
	1	2	3	4	5	6



Nursery	Number, shape, colour and, topic words.	Number, shape, colour and, topic words.	Number, shape, colour and, topic words.	Number, shape, colour and, topic words.	Number, shape, colour and, topic words. Visual Phonics	Number, shape, colour and, topic words. Visual Phonics
Reception	Deaf awareness Register Greetings Visual Phonics	Register and lunch Greetings Visual Phonics	Register Lunch and topic words Visual Phonics	Register Lunch topic words Routines (snacks, toilet... ) Visual Phonics	Register Lunch topic words Routines (snacks, toilet... ) Visual Phonics	Register Lunch topic words Routines (snacks, toilet... ) Visual Phonics
Year 1	Greetings Visual phonics Numbers to 20	Greetings Visual phonics Numbers to 20	Greetings Visual phonics Numbers to 20	Greetings Visual phonics Numbers to 20	Greetings Visual phonics Numbers to 20	Greetings Visual phonics Numbers to 20
Year 2	Greetings	Nativity song signs	Greetings	Greetings	Greetings	Greetings
Year 3	Deaf awareness. Alphabet learn A – Z Expressive Finger spelling words Interpret finger spelt words Greetings Identifying objects using key words.	Alphabet learn A – Z Greetings and introductions. Building basic vocabulary Listen attentively and repeat what they have heard. Say/ repeat a simple Read key words correctly, using BSL font	Emotions and feelings. Asking simple questions Describe themselves using familiar words and phrases.	Family Me and my pets Join in with repetitive phrases in charts, songs and rhymes in a given language.	Numbers Alphabet Copy simple words correctly. Perform a simple chant, rhyme or song as part of a large group to an audience, after much practice.	Timeline Sounds and letter patterns
Year 4	Deaf awareness Colours Introducing myself	Christmas Animals	Animals Numbers	Weather Localities	Everyday objects Locations in France	Olympics Traditional stories
Year 5	Deaf awareness. Address and greet and take leave of another BSL user.  Understand and produce finger spellings for names people and places  Use and recognise strategies for asking for clarification  Use and recognise simple question forms	Ask for and give relevant personal information about self and others.  Recognise and use local numbers for: People, time, money and dates.	Ask for and give relevant personal information about self and others.  Recognise and use local numbers for: People, time, money and dates.	Describe a range weather features  Ask about the weather using a range of vocabulary.  Recap of numbers	Give and receive different information about the ways of travelling	Give simple directions in places or buildings  Ask for directions using a range of vocabulary
Year 6	Deaf awareness. Conversational BSL	Productive skills watch a short film clip (eg silent animation) and reproduce it in BSL	Receptive skills watch a BSL story and answer comprehension questions on the clip	Deaf history famous Deaf people suffragette	BSL poetry vernacular Interpret and sign a song	BSL poetry vernacular Interpret and sign a song