

## Glasgow class Curriculum map 2020-2021

| Subject             | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer1  | Summer 2  |  |
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| English             | <p>Meerkat mail: information text</p> <p>The black hat: Diary writing</p> <p>The bog baby: Story writing (Yr 2)</p> <p>See Nelson Academy Writing Scheme of Work.</p> | <p>The day the crayons quit: letter writing- persuasive letters</p> <p>The polar Express: descriptive writing. (Yr2/3)</p> <p>See Nelson Academy Writing Scheme of Work.</p> | <p>Traditional tales Newspapers</p> <p>(Yr2/3)</p> <p>See Nelson Academy Writing Scheme of Work.</p>  | <p>Play scripts Poetry</p> <p>(Yr2/3)</p> <p>See Nelson Academy Writing Scheme of Work.</p>   | <p>Poetry humour</p> <p>Instructions</p> <p>(Yr2/3)</p> <p>See Nelson Academy Writing Scheme of Work.</p>  | <p>Stories about the wild</p> <p>Sc fi stories (Yr2/3)</p> <p>See Nelson Academy Writing Scheme of Work.</p>  |  |
| Maths<br>Yr2/3/4/5) | <p>Place value Addition and subtraction</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous</p>           | <p>Measurement-length Number-Multiplication and division.</p> <p>See White Rose National Curriculum Progression (Year 1-6) document</p>                                      | <p>Multiplication and division Measurement-Area</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous</p> | <p>Number-Fractions Number – decimals</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous</p> | <p>Decimals Measurement-money Time</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous</p> | <p>Statistics Shape Position and direction.</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous</p> |  |

|              | year's objective due to Covid-19  | All units include a recap of previous year's objective due to Covid-19 | year's objective due to Covid-19  | year's objective due to Covid-19 | year's objective due to Covid-19 | year's objective due to Covid-19 |  |
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| Science Yr 2 | Space<br>→<br><u>Knowledge:</u><br><br><b>INTRODUCTION TO ASTRONOMY</b><br><br>Sun: source of energy, light, heat<br>Moon: phases of the moon (full, half, crescent, new)<br>The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)<br>Note that, in 2006, Pluto was classified as a dwarf planet.<br>Stars<br>Constellations:<br>The Plough<br>The sun is a star.<br>Earth and its place in the solar system<br>The Earth moves around the Sun; | Space<br>→   | Changing state<br>→<br><u>Knowledge:</u><br><br><b>MATTER</b><br><br>Children to be introduced to the idea that everything is made of matter, and that all matter is made up of parts too small to see.<br><br>Basic concept of atoms<br>Names and common examples of three states of matter:<br>Solid (for example, wood, rocks)<br>Liquid (for example, water)<br>Gas (for example, steam)<br>Water as an example of changing states of | Changing state<br>→              | Cycles in nature<br>→            | Cycles in nature<br>→            |  |

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|  | <p>the sun does not move<br/> The Earth revolves (spins); one revolution takes one day (24 hours)<br/> Sunrise and sunset<br/> When it is day where you are, it is night for people on the opposite side of the Earth</p> |  | <p>matter of a single substance</p> <p><b>PROPERTIES OF MATTER:<br/> MEASUREMENT</b></p> <p>Children will describe and classify objects according to what they are made of, and according to their physical properties (colour, shape, size, weight, texture, etc.)</p> <p>Units of measurement:<br/> Length: centimetre, metre<br/> Volume: millilitre, litre<br/> Temperature: degrees Celsius</p> |  | <p>Underground (for example: fungi, moles, worms)<br/> Desert (for example: cacti, lizards, scorpions)<br/> Water (for example: fish, oysters, starfish)<br/> The food chain: a way of picturing the relationships between living things<br/> Animals: big animals can be eaten by little ones, big animals die and are eaten by little ones.<br/> Plants: nutrients, water, soil, air, sunlight</p> <p><b>OCEANS AND UNDERSEA LIFE</b></p> <p>Most of the Earth is covered with water.<br/> Locate oceans: Pacific, Atlantic, Indian, Arctic<br/> Oceans are salt water (unlike</p> |  |  |
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|  |  |  |  |  | <p>fresh water rivers and lakes)</p> <p>Coast, shore, waves, tides (high and low)</p> <p>Currents, the Gulf Stream</p> <p>Landscape of the ocean floor: mountain peaks and deep valleys (trenches)</p> <p>Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales</p> <p>Dangers to ocean life (for example, overfishing, pollution, oil spills)</p> <p><b>ENVIRONMENTAL CHANGE AND HABITAT DESTRUCTION</b></p> <p>Environments are constantly changing, and this can sometimes pose dangers to</p> |  |  |
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|              |   |  |   |  | <p>specific habitats,<br/>for example:<br/>Effects of<br/>population and<br/>development<br/>Rainforest<br/>clearing, pollution,<br/>litter</p>  |  |  |
| History Yr 2 | <p>Romans</p> <p><b><u>Knowledge:</u></b></p> <p>Children to know the vast extent of Roman influence from the Middle East and North Africa to Northern Europe. Pupils will understand how the Romans exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom. In Britain, the Romans brought literacy and extended trade and contact with continental</p> |  | <p>Anglo Saxons</p> <p><b><u>Knowledge:</u></b></p> <p>Children to be encouraged to compare the arrival of the Anglo-Saxons with the influence of the Vikings. Children should understand the different ways in which Viking attack, invasion, settlement and interaction influenced Britain, as well as the extent of Viking exploration and its importance in Viking culture.</p> |  | <p>Vikings</p> <p><b><u>Knowledge:</u></b></p> <p>Viking culture, known for invasion and violence<br/>Culture of exploration and seafaring; extensive trading routes; migration and settlement<br/>Viking invasions of Britain<br/>Viking settlements of Jorvik (York) and Dublinia (Dublin)<br/>The Danelaw: dominated Northumbria, East Anglia and parts of Mercia</p> |  |  |

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|                | Europe, as well as vast technological developments. |  |  |   | Kingdom of Wessex under Alfred the Great was the only native English Kingdom<br>Alfred victorious over the Vikings |   |  |
| Geography Yr 2 |   | <p>UK</p> <p><b><u>Knowledge:</u></b></p> <p>Name the continent, country and county in which you live.</p> <p>Identify regional differences between England, Scotland, Wales and Northern Ireland. For example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and other</p> |  | <p>World geography</p> <p><b><u>Knowledge:</u></b></p> <p>GLOBE/WORLD MAP</p> <p>Terms:<br/>Peninsula, boundary, equator, hemisphere, climate.</p> <p>Identify the major oceans and the seven continents.</p> <p>Find the equator, the northern hemisphere, the southern hemisphere and</p> |  | <p>Climates</p> <p><b><u>Knowledge:</u></b></p> <p>Understand the difference between weather and climate</p> <p>Weather is day to day atmospheric conditions</p> <p>Climate is the average weather conditions measured over years</p> <p>How does the weather vary from day to day and why? Keep a daily record of temperature, wind direction,</p> |  |

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|  |  | <p>distinguishing characteristics.</p> <p>England: identify cultural symbols, famous people and cultural differences. For example: St. George's Day, the Tower of London, Windsor Castle, Anglo-Saxons, football, Stratford-upon-Avon, Shakespeare, Chaucer</p> <p>Scotland: identify cultural symbols, famous people and cultural differences. For example: Loch Ness, Ben Nevis, Scottish Gaelic, tartan, kilts, haggis, highland games, Robert Burns, Scottish dancing</p> |  | <p>the North/South Poles on a globe.</p> <p>Identify the UK as one of many countries in Europe, with neighbours such as France, Spain, Germany, Italy, Norway, the Netherlands, Belgium, Norway, Sweden, Finland, Denmark, Iceland and Ireland.</p> <p>Identify the spatial distribution of the Roman Empire (Cross-curricular connection with Roman History).</p> <p>Non-European Countries</p> <p>Pupils will be introduced to a part of the world that is different</p> |  | <p>wind speed and precipitation</p> <p>Discuss how the weather changes and why, for example with wind direction</p> <p>Show how the climate varies across the UK</p> <p>Changes in temperature, precipitation, wind, seasons</p> <p>Discuss latitude as a reason for this variation</p> |  |
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|  |  | <p>Wales: identify cultural symbols, famous people and cultural differences. For example: Welsh language, rugby, Dylan Thomas, St. David's Day, Welsh folk songs</p> <p>Ireland: identify cultural symbols, famous people and cultural differences. For example: Irish Gaelic, St. Patrick's Day, shamrock, leprechaun, James Joyce, Gaelic football</p> |  | <p>from the UK and illustrate the ways in which it is similar and different from the UK. The geography of Northern Europe should be taught alongside the history of the Vikings.</p> <p>Climate (average weather conditions over an extended period of time)</p> <p>Climate of Northern Europe v Non-European countries: mild in the south; cold and snowy further north.</p> <p>Northern Europe is covered in snow and ice for much of the winter.</p> <p>Vegetation: coniferous forest adapts to the</p> |  |  |  |
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|            |   |   |   | <p>cold and snowy climate.</p> <p>Landscape: mixture of lowlands, mountains and lakes.</p> <p>Non-European Countries</p> <p>Languages spoken</p> <p>Settlement: the capital cities</p> <p>Discuss what it is like to live in a cold and snowy climate. How do people keep warm? How do they travel around? How do they clear snow?</p> |  |   |  |
| R.E<br>Yr2 | Yr 2<br>Judaism<br>Practise and beliefs | Christianity<br>Christmas<br><br><u>Knowledge:</u><br>Recall and name different beliefs | Islam<br>Prayer<br><br><u>Knowledge:</u><br>Recall and name different beliefs | Christianity<br>Easter<br><br><u>Knowledge:</u><br>Recall and name different beliefs   | Islam<br>Mosque<br><br><u>Knowledge:</u><br>Retell and suggest | Christianity<br>Prayer and worship<br><br><u>Knowledge:</u> |  |

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|  | <p>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. 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. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 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. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 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. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities</p> | <p>and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 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>meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. 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> |  |
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|  | <p>appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> |  | <p>between communities. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to</p> |  | <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> | <p>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. Notice and respond sensitively to some similarities between different religions and worldviews.</p> |  |
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|     |  |   | <p>examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>   |   |   |  |  |
| P.E | <p>Hockey</p> <p><u>Knowledge:</u></p> <p>Strike, pass and stop with control and clear sense of direction</p> <p>Follow the formal rules of the game and demonstrate they can play fairly</p> <p>Keep possession of a ball with a hockey stick.</p> <p>Show awareness and accuracy in passing.</p> | <p>Dance</p> <p><u>Knowledge:</u></p> <p>Vary speed and levels within a dance sequence</p> <p>Link movements into dance sequences</p> <p>Use movement patterns to create dance phrases on their own.</p> <p>Begin to perform longer dances clearly and fluently.</p> <p>Show a good sense of rhythm</p> | <p>Gymnastics</p> <p><u>Knowledge:</u></p> <p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills</p> | <p>Badminton</p> <p><u>Knowledge:</u></p> <p>Follow the formal rules of the game and demonstrate they can play fairly</p> <p>Develop the skills of forehand or backhand when playing racket games, showing control when hitting</p> | <p>Athletics</p> <p><u>Knowledge:</u></p> <p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop technique to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p> | <p>OAA</p> <p><u>Knowledge:</u></p> <p>Use basic maps and diagrams to orientate themselves and to move from one place to another</p> |  |

|  |   | and style when performing.   | and equipment needed to complete a challenge based on previous experience   |   |   |   |  |
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| PSHE<br>Yr3/4<br><br>RSHE (Yr3, 4, 5, and 6) | Mind to be Kind/Character and Culture (PiXL)<br><br>Returning to school<br>The colour monster- feelings and emotions changes.<br>ELSA<br><br>Specialised/ adapted units dependant on need | Mind to be Kind/Character and Culture (PiXL)<br><br>Feelings and emotions<br>Life skills<br><br>Specialised/ adapted units dependant on need | Mind to be Kind/Character and Culture (PiXL)<br><br>Social skills<br>Life skills<br>Feelings and emotions<br><br>Specialised/ adapted units dependant on need | Mind to be Kind/Character and Culture (PiXL)<br><br>Social skills<br>Life skills<br>Feelings and emotions<br><br>Specialised/ adapted units dependant on need | Mind to be Kind/Character and Culture (PiXL)<br><br>Social skills<br>Life skills<br>Feelings and emotions<br><br>Specialised/ adapted units dependant on need | Mind to be Kind/Character and Culture (PiXL)<br><br>Social skills<br>Life skills<br>Feelings and emotions<br><br>Specialised/ adapted units dependant on need |  |
| Art<br>Yr 2                                  | Yr 2<br>Colour and shape<br>Space art<br>Art Therapy<br><br><u>Knowledge:</u><br><b>COLOUR</b>  | Colour shape and texture<br>Art Therapy<br><br><u>Knowledge:</u><br><b>TEXTURE</b>   | Portraits<br>Art Therapy<br><br><u>Knowledge:</u><br><b>RECOGNISE AS A PORTRAIT</b> (an artwork)  | Art Therapy   | History painting<br>Art Therapy<br><br><u>Knowledge:</u><br><b>EARLY CHRISTIAN AND MEDIEVAL ART IN ENGLAND</b>  | Murals and tapestries<br>Art Therapy<br><br><u>Knowledge:</u><br><b>RECOGNISE AS A MURAL</b> (a   |  |

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|  | <p>Primary colours: Know that red, yellow and blue are commonly referred to as the primary colours, meaning they are colours that cannot be made from mixing other colours together</p> <p>Mixing primary colours—know that:</p> <p>Blue + yellow = green<br/> Blue + red = purple<br/> Red + yellow = orange</p> <p>Secondary colours: Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as</p> | <p>Describe qualities of texture (as, for example, rough, smooth, ridged, etc.) in:</p> <p>The King’s Gold Belt Buckle (early 7th century from Sutton Hoo burial, now British Museum, London)</p> <p>Albrecht Dürer, <i>Young Hare</i>, 1502 (Albertina, Vienna)</p> <p>Johannes Vermeer, <i>The Music Lesson</i>, 1662-65 (The Royal Collection, London)</p> | <p>depicting a real person):</p> <p>Leonardo da Vinci, <i>Mona Lisa (Portrait of Lisa Gherardini)</i>, 1503-06 (Louvre, Paris)</p> <p>Hans Holbein the Younger, <i>Edward VI as a Child</i>, 1538 (National Gallery of Art, Washington DC)</p> <p>Additional works:</p> <p>Sir Anthony van Dyck, <i>Equestrian Portrait of Charles I</i>, 1637-38 (National Gallery, London)</p> <p><b>RECOGNISE AS A SELF-PORTRAIT</b> (an artwork made by an artist of him/herself):</p> |  | <p><b>AND NORTHERN EUROPE</b></p> <p>Observe and describe the Celtic (also called Insular) style of illumination (manuscript decoration) as seen in:</p> <p>The Lindisfarne Gospels, c. 715 (British Library, London)</p> <p>The Book of Kells c. 800 (Trinity College Library, Dublin)</p> <p>Discover the variety of art treasures of England’s early medieval rulers (range of materials, foreign influences, styles etc.) by observing:</p> <p>Sutton Hoo Ship Burial (burial</p> | <p>painting on a wall):</p> <p>Leonardo da Vinci, <i>The Last Supper</i>, 1495-98 (Refectory, Santa Maria delle Grazie, Milan)</p> <p>Paula Rego, <i>Crivelli’s Garden</i>, 1990 (Sainsbury wing restaurant, National Gallery, London)</p> |  |
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|  | <p>the secondary colours</p> <p>Observe and discuss the use of colour in:</p> <p>Claude Monet, <i>The Beach at Trouville</i>, 1870 (The National Gallery, London)</p> <p>James A. McNeill Whistler, <i>Arrangement in Grey and Black No. 1</i> (also called 'Portrait of the Artist's Mother'), 1871 (Musée d'Orsay, Paris)</p> <p>SHAPE</p> <p>Recognise basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks including:</p> |  | <p>Rembrandt van Rijn, <i>Self-portrait in a Flat Cap</i>, 1642 (Royal Collection, London)</p> <p>William Hogarth, <i>Self-Portrait at an Easel</i>, 1757 (National Portrait Gallery, London)</p> <p>Vincent van Gogh, <i>Self-portrait</i>, 1889 (Musée d'Orsay, Paris)</p> |  | <p>treasure of an Anglo-Saxon King, 7th century, Sutton Hoo, Suffolk). An example of an item to study is the Shoulder Clasp (British Museum, London)</p> <p>Bayeux Tapestry (embroidery showing events leading up to the Norman Conquest, probably commissioned by Odo, Earl of Kent, for William the Conqueror, after 1067 or after, Musée de la Tapisserie de Bayeux, Bayeux).</p> |  |  |
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|  | <p>in the work of Pablo Picasso, such as his images of Sylvette David from 1954 (various) and additionally: old masters such as Leonardo da Vinci's <i>Vitruvian Man</i> of 1492 (Gallerie dell'Accademia, Venice)</p> <p>in the work of Alexander Calder, such as <i>Standing Mobile</i> of 1937 (Tate Modern, London)</p> <p>Look at and discuss the use of shape in: David Hockney, <i>The Road to York Through Sledmere</i>, 1997 (artist's collection, on view Royal Academy of</p> |  |  |  |  |  |  |
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|             | Arts, London, 2012) |  |   |  |  |  |  |
| MFL<br>Yr 3 |                     | Unit 1 Bonjour<br>Lesson 1<br>hello/goodbye<br>Lesson 2 Ask/say<br>name Lesson 3<br>ask/say<br><br><b>See Rigolo<br/> Scheme of work<br/> Mapping Grid</b> | Unit 2 En Classe<br>Lesson 1 Class<br>objects Lesson 2<br>colours Lesson 3<br>Unit 3 Mon Corps<br>Lesson 1 Body<br>parts Lesson 2<br>Eyes/hair<br><br><b>See Rigolo<br/> Scheme of work<br/> Mapping Grid</b> |  | Unit 3 continued<br>Mon Corps Lesson<br>3 Days of the<br>week Lesson 4<br>Character<br>descriptions<br><br><b>See Rigolo<br/> Scheme of work<br/> Mapping Grid</b> | Unit 4 Les<br>Animaux Lesson 1<br>Animals and pets<br>Lesson 2 Recap of<br>vocab taught<br><br><b>See Rigolo<br/> Scheme of work<br/> Mapping Grid</b> |  |