

CURRICULUM PLAN CYCLE A 2019 TO 2020 YEAR

TERM	AUTUMN		SPRING		SUMMER	
TERM	1	2	3	4	5	6
National and Whole school events	Parents information evenings Winter Uniform Harvest World Mental Health Day Bonfire Night School disco	Passport Day Parents Evening Children in Need Remembrance Day Christmas Fair Christmas Jumper Day KS1 Production EYFS Production Year $\frac{3}{4}$ Pantomime Party Day	Phonics Meeting KS1 SATs Information Evening KS2 SATs Information Evening Passport Day Chinese New Year Spring	Parents Evening Sport Relief Year 3/4 Production Pancake Day Easter	Passport Day KS2 SATs Week KS1 SATs	Year 1 Phonics Check Sports Games Week Year 2 to Year 3 transition meeting Fun Night Year 5/6 Production Year 6 Leavers Assembly
Assemblies						
Class Topic	<u>Paws, Claws & Whiskers</u> 1 wk - Class Author 2wks - Pets 2 wks - Bears around the world 2/3wks -Paddington film (PG - letter home) 2wks - We are going on a bear hunt/Dear Zoo 1wk - The Tiger that came for tea 2wks - Birds (Owl babies, Owl who was afraid of the dark)		<u>Towers, Tunnels and Turrets</u> 1wk - Christmas/Holiday News 2wks Modern day towers (The Tower Bridge Cat) 2 wks Traditional Tales Rapunzel 2wks - Kings and Queens 1 wk The Tunnel - Anthony Browne 1 wk The Enchanted Castle 2wks - Famous castles 2wks - All about Tattershall Castle		<u>Ship Ahoy</u> 1 wk Easter News 2 wks The Night Pirates 2 wks Captain Yellowbelly 1 wk Pirate poems 2 wks The Pirate Cruncher 1 wk The Man whose Mother was a Pirate 2 wks - Underwater sea creatures 2 wks Class three all at Sea	

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	Dear Zoo (Not in 2019 as studied in 2018)	The leaning tower of Pisa? Eifel Tower		
Hook	Bring in a Pet/visit from a vet - sitting in a box what is it? In assembly? Or Zoo Lab/animals	A dressing up of Kings and Queens - (Friday of the first week) spend the day exploring towers, tunnels and turrets) Create a massive cardboard castle outside Trip to castle Rising at the end of the term A key arrives and the children need to think about where the key has come from?	(Pirates) Pirate ship in a bottle Aha! Me hearties, come join us aboard The Pirate Ship! CBeebies and Swashbuckle	
Key Outlook	Enterprise Outlook - Generate ideas - Present information To design an advertisement for the Christmas play	Global • British Values Queen Elizabeth 11	Creative Outlook	Healthy Outlook - Sports week including health and wellbeing
Key Subject	Science - Animals and humans	History	Art/Geography	
English (Writing Genres)	Holiday News (Recount) Narrative - Description- (Paddington bear in London) Poem- Free verse (bears) Brown bear, Brown Bear, What do you see Narrative- stories with repeating phrase (We're going on a bear hunt)	Fact files - Kings and Queens - Queen Elizabeth 11 Queen Victoria Non-fiction - linked to Kings and queens Anthony Brown - 'the Tunnel' Newspaper reports - Rapunzel stuck in her tower	Recount (Trip) Poetry - examples of different types of poems - acrostic Stories Linked to adventures (2weeks)- plan and write our own adventure story. 1 week - sea adventure story	

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	Non-fiction - Bears around the world		Non-fiction - Pirate theme - Redbeard, bluebeard and Blackbeard. Letter for or against being a pirate Underwater sea creatures: Explore non-fiction texts, gather information and create fact files about sea creatures.	
English (Quality Texts)	We're going on a bear hunt A book of Bears - Katie Viggers Paddington Brown bear, Brown Bear, What do you see Owl babies Owl afraid of the dark A tiger that came for tea Pets -	The Tower Bridge Cat - Tee Dobson The Tunnel - Anthony Brown	The night pirates Captain Yellow belly A new home for a pirate Class three all at sea Pirate Pete Pirate Cruncher Salty Dogs Pirate school - Just a bit of wind	
Mathematics	5 Big Ideas <ul style="list-style-type: none"> • Coherence • Representation and Structure • Mathematical Thinking • Fluency Variation 	5 Big Ideas <ul style="list-style-type: none"> • Coherence • Representation and Structure • Mathematical Thinking • Fluency Variation 	5 Big Ideas <ul style="list-style-type: none"> • Coherence • Representation and Structure • Mathematical Thinking • Fluency Variation 	
Maths Reception	Refer to EYFS curriculum overview			
Maths Y1	<u>Autumn 1</u> Wk 1 - Counting to 10	<u>Spring 1</u> Wk 1 - Counting to 20 and Place value	<u>Summer 1</u>	<u>Summer 2</u>

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	<p>Wk 2 - Compare Wk 3 - Order and Pattern and Put on your thinking caps! Wk 4 - Making number bonds and Put on your thinking caps! Wk 5 - Ways to add, and Making addition stories. Wk 6 - Solving word problems and Put on your thinking caps! Wk 7 - Ways to subtract and making subtraction stories. <u>Autumn 2</u> Wk 1 - Solving word problems and Making a family of number sentences Wk 2 - Put on your thinking caps! Wk 3 - Seeing shapes in things around us and Making pictures from shapes. Wk 4 - Getting to know shapes, Straight lines and curves and Put on your thinking caps! Wk 5 - Getting to know patterns, Making more patterns, Making patterns and Put on your thinking caps! Wk 6 - Comparing things and Finding the masses of things.</p>	<p>Wk 2 - Compare, Order and pattern and Put on your thinking caps! Wk 3 - Ways to add and Ways to subtract Wk 4 - Ways to subtract Wk 5 - Solving word problems Wk 6 - Put on your thinking caps! <u>Spring 2</u> Wk 1 - Comparing two things, Comparing more things and Using a start line. Wk 2 - Measuring things, Finding lengths in units and Put on your thinking caps! Wk 3 - Counting to 40 and Place value Wk 4 - Comparing, order and pattern and Adding three numbers Wk 5 - Mental addition Wk 6 - Mental subtraction</p>	<p>Wk 1 - Telling the time to the hour and Telling the time to the half hour. Wk 2 - Put on your thinking caps! Wk 3 - Adding the same number Wk 4 - Sharing equally Wk 5 - Counting numbers to 100 Wk 6 - Place value Wk 7 - Comparing, order and pattern</p>	<p>Wk 1 - Simple picture graphs, More picture graphs and Put on your thinking caps! Wk 2 - 2D Shapes Wk 3 - 3D Shapes Wk 4 - Flat surfaces and Put on your thinking caps! Wk 5 - Getting to know our money and exchanging money Wk 6 - Let's Explore! Wk 7 - Work out the amount of money and Put on your thinking caps!</p>
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	<p>Wk 7 - Let's Explore! Finding mass in units and Put on your thinking caps!</p> <p>Wk 8 - Knowing ordinal numbers, naming left and right positions and Put on your thinking caps!</p>			
<p>Maths Y2</p>	<p><u>Autumn 1</u> Wk 1 - Odd and even numbers, patterns, 10 more / 10 less, sequences. Wk 2 - Simple Addition and More Addition Wk 3 - Simple Subtraction and More Subtraction Wk 4 - Solving word problems, Put on your Thinking Caps and Review 4 Wk 5 - Mental addition and mental subtraction Wk 6 - Simple addition and more addition Wk 7 - Simple subtraction, more subtraction and Put on your thinking caps!</p> <p><u>Autumn 2</u> Wk 1 - Mental addition up to 100 and mental subtraction up to 100 Wk 2 - Adding the same number and making up multiplication stories</p>	<p><u>Spring 1</u> Wk 1 - Division and Put on your thinking caps! Wk 2 - Multiplying by 5: skip-counting, Multiplying by 5: using dot paper, Multiplying by 10: skip counting and using dot paper. Wk 3 - Division only for 2x, 3x, 5x and 10x tables, Put on your thinking caps! And review 3! Wk 4 - Multiplication only 2x, 3x, 5x, 10x tables and Division 2x, 3x, 5x, 10x tables. Wk 5 - Shape Wk 6 - Measuring in metres and comparing lengths in metres</p> <p><u>Spring 2</u> Wk 1 - Measuring in centimetres, comparing lengths in centimetres, addition and subtraction of length, multiplication and division of length and Put on your thinking caps!</p>	<p><u>Summer 1</u> Wk 1 - The minute hand and Reading and writing the time Wk 2 - Learning a.m. and p.m., Time taken in hours and minutes, Put on your thinking caps! And compare and sequence intervals of time. Wk 3 - Measuring in kilograms, Comparing masses in kilograms and Measuring in grams - weighing scales and SATs questions Wk 4 - Fractions and Reading picture graphs. Wk 5 - Maths Revision Week</p>	<p><u>Summer 2</u> Wk 1 - Simple word problems 1 numbers just up to 100, Simple word problems 2 numbers just up to 100, Simple word problems 3 numbers just up to 100, and Two step word problems numbers just to 100. Wk 2 - Addition and Subtraction of mass, Multiplication and division of mass and Put on your thinking caps!</p>

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	<p>Wk 3 - Solving word problems, putting on your thinking caps! And Review 5</p> <p>Wk 4 - How to multiply, How to divide and put on your thinking caps!</p> <p>Wk 5 - Multiplying by 2: skip-counting, Multiplying by 2: using dot paper, Multiplying by 3: skip counting and Multiplying by 3: using dot paper.</p> <p>Wk 6 - Sharing equally, Finding the number of groups and Put on your thinking caps!</p> <p>Wk 7 - Review, SATs practice, review column addition and subtraction</p>	<p>Wk 2 - Getting to know our money, Exchanging money and Let's Explore!</p> <p>Wk 3 - Work out the amount of money, combine amounts to make a particular value, find different combinations of coins that equal the same amount and Put on your thinking caps!</p> <p>Wk 4 - Adding and subtracting in pence, Adding and subtraction in pounds and Solving word problems.</p> <p>Wk 5 - Solving word problems and Revision 2.</p> <p>Wk 6 - Counting pounds and pence, Word problems only up to £100 and Put on your thinking caps! Review 4</p>	<p>Wk 6 - Making picture graphs, More graphs and Put on your thinking caps!</p>	<p>Wk 3 - Getting to know volume, Measuring in litres and Addition and subtraction of volumes.</p> <p>Wk 4 - Multiplication and division of volumes, and Put on your thinking caps!</p> <p>Wk 5 - Right angles.</p>
<p>Science</p>	<p>Animals and humans (Y1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of 	<p>Everyday materials (Yr1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials 		

	<p>common animals (fish, amphibians, reptiles, birds and mammals, including pets) Animals and Humans (Y2) Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Working Scientifically:</p> <ul style="list-style-type: none"> Asking simple questions Observing closely Performing simple tests Identifying and classifying Using their observations to suggest answers to questions <p>Gathering and recording data</p>	<ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Everyday Materials (Yr2) Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p><i>Look at materials that are good for structures</i> <i>Test materials</i></p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> Asking simple questions Observing closely Performing simple tests Identifying and classifying Using their observations to suggest answers to questions <p>Gathering and recording data</p>		
<p>Geography</p>	<p>Human and physical features:</p> <ul style="list-style-type: none"> The location of hot and cold areas of the world in relation 			<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans

	<p>to the Equator and the North and South Poles</p> <p>key physical features, including: soil, valley, vegetation, forest, hill, mountain</p>			<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Seaside resort in UK compare with a Caribbean Island) (e-mail RJ Australia) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Devise a simple and construct basic symbols and keys <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use vocabulary, beach, cliff, coast, sea, ocean, river 	
History	History of Bears Changes within living memory Teddy Roosevelt		Towers, Tunnels and Turrets The lives of significant individuals in the past who have contributed to national and international		

	<p>Famous Bears e.g Paddington Timeline of Bears from different decades</p>		<p>achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria,</p> <p><i>British Values</i></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Significant historical events, people and places in their own locality. (Tattershall Castle) • Timeline of important king and queen • Compare queen Elizabeth 1, Queen Victoria and Queen Elizabeth 2 		
<p>Art</p>	<p><u>Autumn Term 1</u> Pupils should be taught:</p> <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 	<p><u>Spring Term 1</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities 	<p><u>Summer Term 1</u> Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, and space (Collage skills to culminate in a landscape) (select, sort, cut, tear, range of materials) <p>Pupils should be taught:</p>		

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	<p>colour, pattern, line, shape, form</p> <p>Use a range of different drawing materials to create pictures of popular pets from memory and from photographs provided. Draw the animals shape and outline, capturing recognisable features such as ears, tails, teeth and paws. Texture and pattern e.g fur, feathers or scales, uses pens, pencils and brushes</p> <p>Drawing - Portraits</p>	<p>between different practices and disciplines, and making links to their own work.</p> <p>Drawing - Pastels Paul Klee</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>Collage - Seascapes</p>
<p>D & T</p>	<p><u>Autumn Term 2</u> Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p>	<p><u>Spring Term 2 - Structures</u> Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p>	<p><u>Summer Term 2</u> Food Link with Water Healthy snack linked to scurvy (struggled to keep healthy) - lack of fresh fruit</p>

	<ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, wheels and axles], in their products. <p>Make a vehicle to travel to teddy bear picnic</p> <p>Mechanisms KS1 Project on a Page</p> <p>Textiles -Christmas Theme</p>	<ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, wheels and axles], in their products. <p>From the science knowledge of materials - design and create our own super strong fortress</p> <p>Including a winding mechanism</p> <p>KS1 DT association</p>				
Computing	<p>Eafety - Jesse and Friends</p> <p>Use technology safely and</p>	<p>Use of Publisher</p> <p>use technology purposefully to create, organise, store,</p>	<p>Eafety - Year 1 Twinkl</p> <ul style="list-style-type: none"> To create, name and date my digital creative work. 	<p>Word - letters Touch type</p> <p>use technology purposefully to create, organise, store,</p>	<p>Scratch Junior</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by</p>	<p>The night pirates/ lighthouses- Crumble</p> <p>understand what algorithms are; how they are implemented as programs on</p>

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	<p>respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Managing online information Copyright and ownership https://projectevolve.co.uk/toolkit/</p>	<p>manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> • To safely search for images online. • To understand how to communicate safely online. • To understand what personal information I need to keep safe. • To explore how to use email to safely communicate. • To apply my online safety knowledge to help others make good choices online. 	<p>manipulate and retrieve digital content</p>	<p>following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs</p>	<p>digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs</p>
<p>Music</p>	<p>Animals Year 1 (Unit 3) and 2 (Unit 5)</p>	<p>Christmas Concert</p> <ul style="list-style-type: none"> • Sing a song together as a group (Concert) • Combine voices and movement to perform a chant and a song (Concert) 	<p>Storytime Year 1 (Unit 9) Storytime Year 2 (Unit 7)</p>		<p>Weather Year 1 (Unit 4) Weather Year 2 (Unit 9)</p>	

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		<ul style="list-style-type: none"> • Chant and sing in two parts while playing a steady beat (Concert) • Understan d pitch through singing, movement, and note names (Concert) • 				
P.E.	<p>Carle - Gymnastics introductory unit Games introduction unit Mckee - Gymnastics Unit C (Rec) Games Unit 4 Ball and Bat Donaldson - Gymnastics Unit F Rock and Roll (Year 1) Games Unit 1 (Year 1) Using a large ball</p>	<p>Carle - Gymnastics Unit A Travelling Dance iMove Animals Mckee - Gymnastics Unit D Flight (Y1) Dance iMove Animals cycle A Donaldson - Dance - Handa's Surprise Unit 3 (Year 1) and</p>	<p>McKee - Gymnastics Unit E Points and Patches Dance - Fairy tales Donaldson - gym unit H (Y2) high and low Dance Y1/2 - Fairy tales Hargreaves - Gym unit K Y2 linking movements Dance Y2 - Fairy tales</p>	<p>Carle- Games Unit 1 Beanbags -Dance Nursery Rhymes McKee- Games Unit 1 Using a Large Ball Dance - Nursery Rhymes Donaldson Dance unit 1 - Y2 the cat + balloons + reach for the stars (SW) Y1/2 Games unit 2 y1 throwing and catching + aiming Hargreaves-</p>	<p>Carle - Athletics Games Unit 2 medium size balls iMoves Dance Pirates McKee - Gymnastics Unit G wide narrow and curled Athletics iMoves Pirates Donaldson Team Games - Quick Cricket, Kick Rounders Athletics iMoves Pirates Hargreaves Team Games - Quick Cricket, Kick Rounders Athletics</p>	<p>Carle- Athletics Sports Day Games Unit 3 hoops and quoits iMoves Sports Jam, Healthy me McKee- Athletics Sports Day Unit 2 Games Throwing and Catching , aiming games iMoves Sports Jam, Healthy me Donaldson- Games Unit 3 Bat and Ball skills and skipping</p>

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	<p>Hargreaves - Gymnastics Unit 1 (Year 2) Pathways Games Unit 1 (Year 2) Throwing and catching</p>	<p>iMove Animals Gymnastics Unit G (Year 1) Wide, narrow and curled</p> <p>Hargreaves - Dance - Handa's Surprise Unit 3 (Year 1) and iMove Animals Gymnastics Unit J (Year 2) Turning and Spinning</p>		<p>Dance unit 4 y2 Dance 34-40 Y2 - games unit 2 y2 making up games with a partner</p>	<p>iMoves Pirates</p>	<p>Games Unit 1 developing partner work iMoves Sports Jam, Healthy me Hargreaves- Games Unit 3 Dribbling, kicking and hitting Games Unit 4 group games iMoves Sports Jam, Healthy me</p>
<p>R.E. Cycle 2</p>	<p><u>Islam</u> Community, worship and celebration: How do people express their religion and beliefs? What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Life journey, rites of passage: How do people mark important events in life?</p>		<p><u>Christians</u> God: What do people believe about God? What do Christians learn and understand about God through Old Testament Bible stories? What do stories in the New Testament tell Christians about Jesus?</p>		<p><u>Creation / The Natural World</u> Creation/the natural world <i>At least two religions; at least one must be a religion/belief system other than Christianity and Islam.</i> Religious/non -religious accounts of the origins of the universe; key religious beliefs about the natural world and human interaction with the natural world.</p> <p>Being human: How does faith and belief affect the way people live their lives?</p>	

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	What do Muslims do to celebrate birth?		What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?
P.S.H.E.	Jigsaw Being me in my world (Refer to jigsaw folder)	Jigsaw Celebrating differences (Refer to jigsaw folder)	Jigsaw Changing me (Refer to jigsaw folder)
Passport Day	<p>Within EYFS and Keystage One, the children will experience four passport days throughout the year. Children will learn about England, Ireland, Scotland and Wales.</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> • Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use maps and atlases to identify the United Kingdom and its countries • Use simple compass directions and directional language to describe location <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>		
	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use the same map to write the countries, oceans etc.</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Focus on famous castles/landmarks Buckingham Palace</p> <p>Use the same map to write the countries, oceans etc.</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Focus of seas/oceans/channels</p>

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			<p>Use the same map to write the countries, oceans etc.</p>	<p>Focus of the seas/oceans/channels</p> <p>Use the same map to write the countries, oceans etc.</p>
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