



Nantwich Primary Academy Curriculum Map

Last updated: September 2023

Teacher: Mrs McGhie

Maths Links

English Links

Outdoor Learning Links

	Autumn	Spring	Summer
	Why was the Great Fire of London so great?	Nutty about Nantwich	The Seaside
The Hook / Enquiry Question	Why was the fire of London so Great?	Why is Nantwich a great place to Live? Nantwich Museum visit- Great Fire of Nantwich	What makes a beach a beach? Loud seagull sounds , seaside noises played in the classroom.
Local / Community/Trips	Nantwich Library	Nantwich Museum St Mary's church	Seaside visit to see a lighthouse
I am 'British!' (British Values) <i>Ongoing strands of NPA British Values permeate throughout each term</i>	Democracy: Pupils take part in a weekly Votes for Schools vote on current affairs Rule of Law: Pupils follow the coloured behaviour zones system. School rules and Happy Classroom Rules are followed consistently. Pupils attend whole school assemblies and are reminded of their rights via Votes for Schools assemblies each week. School assemblies and visits from e.g. PCSOs help pupils remember laws to keep them safe. Individual Liberty: Pupils show independence in learning and think for themselves. Pupils are offered a broad and balanced curriculum. Pupils make sensible choices at break and lunchtimes. School assemblies and PSHCE lessons remind pupils of their rights and how to keep safe. 100% attendance awards are won. Pupils represent school. Mutual Respect & Tolerance: Respect taught through Assemblies, RE and PSHCE to be used in and out of school. Pupils learn to respect cultural diversity and recognise the richness diversity brings. Links with SBMAT schools enhances this. Inter-school competitions teach humility and respect to others.		
I am 'Happy!' (EHWB)	My Happy mind Meet your brain Celebrate	My Happy mind Appreciate Relate	My Happy mind Engage
I am a 'Good Citizen!' (PSHCE)	Feelings and emotions Healthy relationships	Growing and changing Keeping safe	Rights and responsibilities Taking care of the environment
I am active (PE)	Fundamentals – object control focus (Ball Skills) (Ga 8) <ul style="list-style-type: none"> Roll a large ball with two hands (Ga 1, 3) Roll a smaller ball with 1 hand at a target. (Ga 1, 3) Bounce a ball and catch it. (Ga 1, 3) Attempt consecutive bounces. (Ga 1, 3) Bounce a ball consecutively with control (Ga 1, 3) To move with the ball under control (Ga 1, 3, 4) 	Gymnastics <ul style="list-style-type: none"> Develop ways of travelling and balances (Gy 1, 4, 6) Increase spatial awareness and travel safely (Gy 2, 5) Balance on different body parts. (Gy 1, 4) Balance on 1, 2, 3 & 4 points of their body. (Gy 1, 4) Perform a log roll correctly. (Gy 2, 1) Perform a tuck roll. (Gy 2, 1) 	Fundamentals – object control focus Handling equipment (Ga5, 8, 7, 6) <ul style="list-style-type: none"> Grip a hockey stick correctly (Ga 4) Dribble a hockey ball under control. (Ga 4, 2) Push the ball towards a partner. (Ga2) Hold a tennis racquet. (Ga 4) Use a forehand technique to hit a ball. (Ga 2) Hit a static and moving ball using the backhand technique (Ga 4, 3) Hold a golf club correctly (Ga 4)

	<p>Outdoor/Adventure (Oa 1, 2, 3, 4,5) All skills are covered in:</p> <ul style="list-style-type: none"> • Break and lunch time activities • Maths of the day • Outdoor Adventure 	<ul style="list-style-type: none"> • Pass with accuracy and control in a variety of situations (Ga 1, 3, 4) <p>Fundamentals – object control focus Attacking and defending (Ga 8, 7, 4)</p> <ul style="list-style-type: none"> • Understand the term defending. (Ga 6) • Learn to close space for an opponent in order to defend better (Ga 6) • Understand the term attacking and the purpose of attacking in team games. (Ga6) • Move into spaces which are useful to their team mates (Ga 4, 5) • To play as an attacker and a defender (Ga 5, 4) <p>Gymnastics</p> <ul style="list-style-type: none"> • Develop ways of travelling and balances (Gy 1, 4, 6) • Increase spatial awareness and travel safely (Gy 2, 5) • Balance on different body parts. (Gy 1, 4) • Balance on 1, 2, 3 & 4 points of their body. (Gy 1, 4) • Perform a log roll correctly. (Gy 2, 1) • Perform a tuck roll. (Gy 2, 1) • Link together basic gymnastic actions. (Gy 3, 6) <p>Dance</p>	<ul style="list-style-type: none"> • Link together basic gymnastic actions. (Gy 3, 6) <p>Fundamentals – stability focus Throwing and catching</p> <ul style="list-style-type: none"> • Develop hand-eye co-ordination (catching focus) (Ga 1) • Throw and catch (individually) (Ga 1) • Throw and catch with a partner. (Ga 1, 5) • Rehearse throwing techniques (Ga 1, 5) • Use a chest push to throw with accuracy. (Ga1) • Use the bounce pass (Ga 1) • Use the correct technique for an over arm throw (1 handed) (Aa3) 	<ul style="list-style-type: none"> • Use the correct swing for a putter and iron. (Ga 2, 3) <p>Athletics</p> <ul style="list-style-type: none"> • Introduce the correct walking and running technique (Aa1) • Improve agility and stamina (Aa 1, 3) • Work on power exercises for speed (Aa 5) • Introduce the technique for jumping further and higher. (Aa6, 2) • Learn sequence of jumps; 3 hops, 3 steps and/or 3 jumps (Ga 6, 2, Aa1) • Introduce the technique of baton changing (Aa4) • Learn a correct under arm throwing technique to targets- varying distances (Aa3) • Learn a correct over arm throwing technique (Aa3) • Carry out an intra school athletics competition (Aa5, 6, 4)
	<p>I am an ‘Engineer!’ STEM / STEAM</p>	<p>Test materials for a fireman’s jacket. Design and make for the Christmas Fayre</p>	<p>Making visuals and maps for a tour of Nantwich</p>	<p>Test and make a pulley for Mr Grinling</p>
	<p>I am a ‘Scientist!’ (Science)</p>	<p>Materials and their properties Seasonal change Sc1 Suggest what might happen and test ideas (Sc1 2a) Sc2 Make observations using appropriate senses (2f) Sc3 Collect evidence to try to answer a question (1) Sc4 Explore using senses and communicate findings in simple ways (2f,g) Sc5 Make simple comparisons and groupings (2h)</p>	<p>Plants Sc1 Suggest what might happen and test ideas (Sc1 2a) Sc2 Make observations using appropriate senses (2f) Sc3 Collect evidence to try to answer a question (1) Sc4 Explore using senses and communicate findings in simple ways (2f,g) Sc5 Make simple comparisons and groupings (2h)</p>	<p>Animals including humans Sc1 Suggest what might happen and test ideas (Sc1 2a) Sc2 Make observations using appropriate senses (2f) Sc3 Collect evidence to try to answer a question (1) Sc4 Explore using senses and communicate findings in simple ways (2f,g) Sc5 Make simple comparisons and groupings (2h)</p>

		Plants	Animals including humans
I am a 'Coder!' (Computing)	Computing systems and networks, technology around us. Creating media- Digital painting	Creating media- Digital writing Data and information- Grouping data	Programming A- A moving robot Programming B- Introduction to animation
I am a 'Historian!' (History)	HISTORY (Autumn 1) <ul style="list-style-type: none"> Can describe a famous event that happened before one's own time, know when it happened and say why it was important. Hi1, Hi2, Hi3, Hi4, Hi5 Can name a significant person (place or event) and why he/she (it) is considered important. Hi1, Hi2, Hi3, Hi4, Hi5 		Victorians at the seaside.
I am a Geographer! (Geography)		GEOGRAPHY (Spring 1) All Ge1, Ge4 <ul style="list-style-type: none"> Can name and locate the four countries and capital cities of the UK and its surrounding seas on a map. Ge1 Can describe the characteristics of one area of the UK. Ge2 Can identify the main geographical features of the UK and its distinctive regions. Ge2 Can describe the local region and recognise its distinctive geographical features. Ge3, Ge5 Can use the eight-point compass, four grid references, symbols and keys. Ge5 Can use maps to research and then describe the features of an area. Ge2, Ge6 <p>Can pinpoint significant personal, social or national events that have happened within one's own memory (such as Olympic Games, elections) and why they have been important. Ge7</p>	GEOGRAPHY (Summer 1) <ul style="list-style-type: none"> Can describe the seasons and weather patterns of the UK. Ge4 Knows the geographical terms for common physical features. Ge2, Ge4 Can locate the hot and cold areas of the world on a map. Ge6 Can use the eight-point compass, four grid references, symbols and keys. Ge5 Can use maps to research and then describe the features of an area. Ge6, Ge7 Can identify people, practices or articles (such as parents or favourite toys) that have changed in one's own memory and consider why that change has occurred. Ge3, Ge7 <p>Victorians at the seaside.</p>

<p>I am an 'Artist!' (Art)</p>	<p>Spirals</p> <ul style="list-style-type: none"> • Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. • Pupils discover an artist (Molly Haslund) and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion. • Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". • Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels. • Pupils become familiar with what a sketchbook can be used for. <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p><u>Simple print making</u></p> <ul style="list-style-type: none"> • This pathway invites children to explore the world about them as a way to begin to understand the concept of "print". • Pupils use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make "plates" by making impressions in plasticine, and then by using printing foam. • They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry. 	<p><u>Flora and fauna</u></p> <ul style="list-style-type: none"> • In this pathway children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna. • Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials. • They practice cutting and collage skills and explore shape and colour to build images. • Finally there is the opportunity for children to work collaboratively on a shared background for the artwork, and pupils can see how their individual efforts are valued as part of a larger class artwork.
<p>I am a theologian (R.E)</p>	<p>Natural world Light and Christmas Recognise how people are thankful for earth's resources</p> <p>The children can talk about, describe in simple terms the concept of symbolism. They can or describe the importance of light as a symbol of remembering at Hanukkah or Advent.</p>	<p>How do people decide what is right & wrong? Is lying ok? How do you know how to decide?</p> <p>Easter Learn about how how and why some Christians celebrate Easter.</p>	<p><u>Belonging</u> What does it mean when someone belongs to a Christian community? What do Christians mean by the word 'church'?</p> <p>Judaism Recall some key events in the life of Moses; know the key facts about Hanukkah and Passover; begin to understand the symbolism of Jewish artefacts, eg <i>mezuzah, hanukiah, menorah</i>; identify some main features of Jewish belief and practice; connect some key ideas with their own experience</p>
<p>I am a 'Designer!' (Design & Technology)</p>	<p>Moving pictures Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture, which meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations.</p>	<p>Structures- Constructing a windmill Follow design criteria to meet the needs of a user. Make a stable structure. Make functioning sails/blades that attach to the supporting structure. Improve their windmill.</p>	<p>Summer 2 <u>Textiles</u> <u>Puppets</u> Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.</p>

<p>I am a 'Musician!' (Music)</p>	<p>Musical vocabulary- Under the sea To learn the musical vocabulary: pulse and tempo To explain what dynamics and timbre are To explain what texture and structure are To explain what pitch and rhythm are To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure,tempo, texture, timbre</p> <p>Singing Ongoing (Christmas Performance)</p> <ul style="list-style-type: none"> • Explore the use of the voice in different ways such as speaking, singing and chanting. (Mu14) • Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. (Mu15) • Find out how to sing with expression, confidence and creativity to an audience. (Mu16) 	<p><u>Tempo -Snail and mouse</u></p> <p>Intended outcome of the unit Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats.</p> <p><u>Instruments (Percussion)</u></p> <ul style="list-style-type: none"> • Can play instruments showing an awareness of others. (Mu17) • Repeat and investigate simple beats and rhythms. (Mu18) • Learn to play sounds linking with symbols.(Mu19) • Understands how to play an instrument with care and attention. (Mu20) 	<p><u>Classical music, dynamics and tempo</u></p> <p>Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.</p> <ul style="list-style-type: none"> • Can create a sequence of long and short sounds with help, including clapping longer rhythms. (Mu25) • Investigates making sounds that are very different (loud and quiet, high and low etc). (Mu26) • Explores own ideas and change as desired. (Mu27)
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