



Archbishop Cranmer C of E Academy Curriculum Map – English (Writing)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	Inform – All about Me books  Entertain – Favourite Story Books	Inform – My Special People Books  Entertain – Story Books (pattern)	Inform – Things I Like (Unique Me) books  Entertain – Animal Stories	Inform – My Celebration Books  Entertain – Journey Stories	Inform – My Amazing Body Books  Entertain - Traditional Tale books	Inform – Our Natural World Books  Entertain – My Very Own Story Book
<b>Year 1</b>	Inform – Lists, Labels, Captions; Instructions <i>Jasper’s Beanstalk, Sam Plants a Sunflower / Someone Just Like Me</i>  Entertain – Simple Stories <i>Puffin Peter</i> Entertain – List Poetry	Inform – Recipes <i>Gruffalo Crumble &amp; Other Recipes</i>  Entertain – Simple Traditional Tale <i>The Princess and the Pea, Three Billy Goats Gruff, Stop! That’s Not My Story, Professor Goose Debunks Goldilocks &amp; Three Bears</i>	Entertain – Short Narrative <i>Stanley’s Stick</i>  Inform – Rules and Recount <i>Ruby’s Worry, Ravi’s Roar</i>  Entertain – Poetry (rhyme and nonsense) <i>Oi Frog!, Green Eggs and Ham / Big Red Dragon, Take off Your Brave</i>	Entertain – Short narrative reflecting personal experience <i>Martha Maps it Out, Madlenka</i>  Entertain – Performance Poetry <i>Julia Donaldson Poems to Perform</i>	Inform - Letters Entertain – Poetry (free verse) <i>Paddington’s Post, Here Comes Mr Postmouse, Click, Clack, Moo Cows that Type</i>  Entertain – Short Narrative <i>Little Red and the Very Hungry Lion</i>	Inform – Explanation <i>Big Book of Bugs, Tad</i>  Entertain – Short narrative <i>We’re going to find the Monster</i>
<b>Year 2</b>	Entertain – Short Narrative <i>Frog and the Stranger/ Luna Loves Dance</i>  Inform – Instructions <i>How to Make Friends with a Goast</i>  Entertain – List Poetry <i>The Puffin Book of Fantastic First Poems</i>	Entertain – Narrative <i>Last Stop on Market Street</i>  Inform – Letters & postcards <i>Dragon Street</i>	Entertain - Traditional Tale <i>Rapunzel</i>  Inform – Non-chronological report <i>Big Blue Whale</i>	Entertain – Narrative (based on real experiences) <i>Julian is a Mermaid, Splash Anna Hibiscus! / Dim Sum Palace</i>  Entertain – Poetry <i>The Puffin Book of Fantastic First Poems</i>	Entertain – Narrative <i>The Lost Homework</i>  Inform – Instructions <i>How to Wash a Woolly Mammoth</i>	Inform – Recount (about real events) <i>Here I am</i>  Entertain – Narrative <i>SuperJoe does not do Cuddles, Traction Man is Here</i>  Entertain – Poetry <i>Belonging Street/ Poetry Comics</i>
<b>Year 3</b>	Entertain- Narrative <i>Mini Rabbit Not Lost</i>  Entertain – Free Verse Poetry <i>The Magic Box</i>	Entertain – Fables <i>The Lion Inside</i>  Inform – Non Chronological Reports <i>Incredible Jobs</i>	Entertain – Narrative <i>Alice in Wonderland</i>  Persuade – Speeches <i>Stella and the Seagull</i>	Entertain – Personal Narrative  Poetry – Calligrams	Persuade – Letters <i>Clean Up! Look Up! And Speak Up!</i>  Inform – Instructions <i>Wolf in the Snow</i>	Inform - Non Chronological Report <i>A Year Full of Festivals</i>  Entertain – Narrative <i>The Iron Man</i>  Poetry – Poems Aloud <i>Poems Aloud and Smile Out Loud</i>
<b>Year 4</b>	Entertain – Narrative <i>Arthur</i>  Persuade – Speech <i>The King who Banned the Dark</i>  Poetry – Free Verse <i>Small Dragon</i>	Inform – Explanation <i>Crazy Contraptions</i>  Entertain – Narrative <i>Starbird</i>	Inform – Newspaper Report <i>Real Life Mysteries</i>  Persuade – Travel Leaflets <i>Take a Bite Africa, Amazing Africa</i>	Entertain – Narrative <i>Leon and the Place Between</i>  Poetry – Haiku <i>The Works</i>	Persuade – Letters <i>Malala’s Magic Greta and the Giants</i>  Inform – Non Chronological Report	Entertain – Poetry <i>Stars with Flaming Tails</i>  Entertain - Narrative <i>The Girl who Stole and Elephant</i>
<b>Year 5</b>	Inform – Non Chronological Report	Entertain – Poetry <i>Where the Poppies</i>	Persuade – Letters <i>The Misadventures of Frederik’</i>	Entertain – Descriptive Recount <i>The Watertower</i>	Inform – Explanation <i>The Lost Book of Adventure</i>	Entertain – Poetry <i>Cloud Busting</i>



	<i>Monsters</i> Entertain – Narrative <i>Cloud Tea Monkeys</i>	Entertain – Narrative <i>The Promise</i>  Inform – Biography	Inform – Non Chronological Report <i>Street Beneath My Feet</i>	Entertain – Narrative <i>Boy in the Tower</i>  Entertain – Poetry <i>Rhythm and Poetry</i>	<i>Spin to Survive – Deadly Jungle</i>  Persuade – Advertising Campaign	Discuss – Reviews  Entertain – Description <i>Bird Song</i>
<b>Year 6</b>						



### Archbishop Cranmer C of E Academy Curriculum Map – Mathematics

	WHITE ROSE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	<p><b>Getting to Know You</b></p> <p><b>Just Like Me</b> (matching, sorting, comparing objects, size, mass, capacity, exploring pattern)</p>	<p><b>It's Me 1,2,3</b> (representing, comparing and composition of 1,2,3. Circles and Triangles. Positional Language)</p> <p><b>Light and Dark</b> (representing numbers to 5. One more or less. Shapes with 4 sides. Time)</p>	<p><b>Alive in 5</b> (introducing 0, comparing numbers to 5, composition to 5. Comparing Mass and capacity)</p> <p><b>Growing 6,7,8</b> (6,7,8. Combining 2 amounts, making pairs. Length and Height. Time)</p>	<p><b>Growing 6,7,8</b> (continued)</p> <p><b>Building 9 and 10</b> (counting to 9,10, comparing numbers to 10, bonds to 10. 3D shapes, spatial awareness and patterns. Spatial reasoning, Match, rotate, manipulate)</p>	<p><b>To 20 and Beyond</b> (building numbers, beyond 10, counting patterns)</p> <p><b>First, Then, Now</b> (adding more, taking away. Spatial reasoning compose and decompose)</p>	<p><b>Find my Pattern</b> (doubling, sharing and grouping, even/odd, spatial reasoning, visualize and build)</p> <p><b>On the Move</b> (deepening understanding, understanding patterns and relationships, spatial reasoning, mapping)</p>
<b>Year 1</b>	Place Value (within 10) (Week 1-5) Addition and Subtraction (within 10) (Week 6-10) Shape (Week 11) Consolidation		Place Value (within 20) (Week 1-3) Addition and Subtraction (within 20) (Week 4-6) Place Value (Within 50) (Week 7-8) Length and Height (Week 9-10) Mass and Volume (Week 11-12)		Multiplication and Division (Week 1-3) Fractions (Week 4-5) Position and Direction (Week 6) Place Value (within 100) (Week 7-8) Money (Week 9) Time (Week 10-11) Consolidation	
<b>Year 2</b>	Place Value (Week 1-4) Addition and Subtraction (Week 5-9) Shape (Week 10-12)		Money (Week 1-2) Multiplication and Division (Week 3-7) Length and Height (Week 8-9) Mass, Capacity and Temperature (Week 10-12)		Fractions (Week 1-3) Time (Week 4-6) Statistics Position and Direction (Week 9-10) Consolidation	
<b>Year 3</b>	Place Value (Week 1-3) Addition and Subtraction (Week 4-8) Multiplication and Division A (Week 9-12)		Multiplication and Division B (Week 1-3) Length and Perimeter (Week 4-6) Fractions A (Week 7-9) Mass and Capacity (Week 10-12)		Fractions B (Week 1-2) Money (Week 3-4) Time (Week 5-7) Shape (Week 8-9) Statistics Consolidation	
<b>Year 4</b>	Place Value (Week 1-4) Addition and Subtraction (Week 5-7) Area (Week 8) Multiplication and Division A (Week 9-11) Consolidation		Multiplication and Division B (Week 1-3) Length and Perimeter (Week 4-5) Fractions (Week 6-9) Decimals A (Week 10-12)		Decimals B (Week 1-2) Money (Week 3-4) Time (Week 5-6) Consolidation Shape (Week 8-9) Statistics Position and Direction (Week 11-12)	
<b>Year 5</b>	Place Value (Week 1-3) Addition and Subtraction (Week 4-5) Multiplication and Division A (Week 6-8) Fractions A (Week 9-12)		Multiplication and Division B (Week 1-3) Fractions B (Week 4-5) Decimals and Percentages (Week 6-8) Perimeter and Area (Week 9-10) Statistics		Shape (Week 1-3) Position and Direction (Week 4-5) Decimals (Week 6-8) Negative Numbers (Week 9) Converting units (Week 10-11) Volume (Week 12)	
<b>Year 6</b>	Place Value (Week 1-2) Addition, Subtraction, Multiplication and Division (Week 3-7) Fractions A (Week 8-9) Fractions B (Week 10-11) Converting Units (Week 12)		Ratio (Week 1-2) Algebra (Week 3-4) Decimals (Week 5-6) Fractions, Decimals and Percentages (Week 7-8) Area, Perimeter and Volume (Week 9-10) Statistics		Shape (Week 1-3) Position and Direction (Week 4) Themed projects, consolidation and problem solving	



### Archbishop Cranmer C of E Academy Curriculum Map – Science

Lesson resources: Kapow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	I am a Scientist	Changing Seasons (Autumn – Winter)	Our Beautiful Planet Signs of Spring	Changing Seasons (Spring – Summer)	Animal Adventures	
Year 1	Seasonal Changes	Everyday Materials	Sensitive Bodies	Comparing Animals	Introduction to Plants	
Year 2	Habitats	Microhabitats	Uses of Everyday Materials	Life cycles and health	Plant Growth	
Year 3	Movement and Nutrition	Rocks and Soil	Forces and Magnets	Light and Shadows	Plant Reproduction	
Year 4	Digestion and Food	Electricity and Circuits	Classification and Changing Habitats	States of Matter	Sound and Vibrations	
Year 5	Forces and Space: Earth and Space	Forces and Space: Imbalanced Forces	Mixtures and Separation	Properties and Changes	Life Cycles and Reproduction	
Year 6	Classifying Big and Small	Light and Reflection	Evolution and Inheritance	Circuits, Batteries and Switches	Circulation and Health	



### Archbishop Cranmer C of E Academy Curriculum Map – Physical Education

Lesson resource: Real PE  
Zenith Coaching

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	FMS – Coordination and Footwork	FMS – Dynamic Balance to agility – jumping and landing	FMS – Dynamic Balance on a line	FMS – Coordination ; Ball Skills	Coordination – sending and receiving	FMS : agility : ball chasing
<b>Year 1</b>	FMS – Static Balance: One Leg	FMS – Static Balance Seated	FMS – Static Balance, stance	FMS – Counter Balance: with a partner	Agility – reaction and response	FMS- static balance: floor work
<b>Year 2</b>	Gym skills – shape and travel	Gym skills – shape and travel	Dance – artistry, shape, partnering,	Dance – artistry, shape, partnering,	Gym skills – flight and rotation	Gym skills – flight and rotation
<b>Year 3 Year 4 Year 5 Year 6</b>	FMS – Coordination and Footwork	FMS – Dynamic Balance to agility – jumping and landing	FMS – Dynamic Balance on a line	FMS – Coordination ; Ball Skills	Coordination – sending and receiving	FMS : agility : ball chasing
	FMS – Static Balance: One Leg	FMS – Static Balance Seated	FMS – Static Balance, stance	FMS – Counter Balance: with a partner	Agility – reaction and response	FMS- static balance: floor work
	School swimming (Year 4/5/6)	School swimming (Year 4/5/6)				
	Bikeability cycle training (year 3/4)	Bikeability cycle training (year 5/6)				
	<b>Throwing sports</b> <i>e.g dodgeball</i>	<b>Net and wall games</b> <i>e.g Handball, volleyball</i>	<b>Invasion Games</b> Ball skills by hand <i>e.g rugby</i>	<b>Club and ball/target sports</b> <i>e.g golf</i>	<b>Athletics</b> <i>Focus – running</i>	<b>Striking and Fielding</b> <i>e.g Cricket/Rounders</i>
	<b>Invasion Games</b> Ball skills using manipulative <i>e.g lacrosse</i>	<b>Invasion Games</b> Ball skills by foot <i>e.g football</i>	<b>Invasion Games</b> Ball skills using manipulative <i>e.g Hockey</i>	<b>Invasion Games</b> Ball skills by hand <i>e.g basketball</i>	<b>Racket sports</b> <i>e.g Table Tennis/ tennis</i>	<b>Athletics</b> <i>Focus – throwing and jumping</i>



### Archbishop Cranmer C of E Academy Curriculum Map – Religious Education

Lesson resources: NATRE Understanding Christianity, Notts Agreed Syllabus

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2		
<b>Foundation Stage</b>	Unit 1 Why is the word God so important to Christians? CREATION/GOD Christianity	Unit 2 Why do Christians perform nativity plays at Christmas? (Why is Christmas special for Christians?) INCARNATION Christianity	Unit 3 Being special: where do we belong? THEMEATIC Christianity Hindu Dharma Islam	Unit 4: Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?) SALVATION Christianity	Unit 5 Which places are special and why? THEMATIC Islam Christianity <b>Spirited Arts</b>	Unit 6 Which stories are special and why? THEMEATIC Christianity Judaism Islam		
<b>Year 1</b>	Unit 7: Who do Christians say made the world? CREATION Christianity	Unit 8: Why does Christmas matter to Christians? INCARNATION Christianity	Unit 9: Who is Jewish and how do they live? GOD TORAH GOD'S PEOPLE Judaism	Unit 10: What do Christians believe God is like? GOD Christianity	Unit 11: What does it mean to belong to a Faith community? THEMEATIC Christianity Judaism <b>Spirited Arts</b>	Unit 12: How should we care for the world and for others and why does it matter? THEMEATIC Christianity Judaism		
<b>Year 2</b>	Unit 13 What is the good news Christians believe Jesus brings? GOSPEL Christianity	Unit 14 What is the good news Christians believe Jesus brings? GOSPEL Christianity	Unit 15 Who is a Muslim and how do they live? (Pt 1) GOD TAWHID IBAHAH Islam	Unit 16 Why does Easter matter to Christians? SALVATION Christianity	Unit 17 Who is a Muslim and how do they live? (Pt 2) GOD TAWHID IBAHAH Islam <b>Spirited Arts</b>	Unit 18 What makes some places special to believers? THEMATIC Christianity, Islam, Judaism		
<b>Year 3</b>	Unit 19 what is it like for someone to follow God? PEOPLE OF GOD	Unit 20 What is the Trinity and why is it important for Christians? INCARNATION/ GOD	Unit 21 How do festivals and worship show what matters to a Muslim? ISLAM	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creations tory> (Creation/Fall) <b>Spirited Arts</b>	Unit 24 How and why do people try to make the world a better place? (Thematic)		
<b>Year 4</b>	Unit 25 What kind of world did Jesus want? GOSPEL	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? KINGDOM OF GOD	Unit 27 What do Hindus believe God is like? Hindu	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? SALVATION	Unit 29 What does it mean to be a Hindu in Britain today? Hindu <b>Spirited Arts</b>	Unit 30 How and why do people mark the significant events of life? THEMEATIC		
<b>Year 5</b>	Unit 31 What does it mean if Christians believe God is Hold and loving? GOD	Unit 32 What does it mean to be a Muslim in Britain today? Islam	Unit 33 Why is the Torah so important to Jewish people? Judaism	Unit 34 Creation and science, conflicting or complimentary? CREATION/ FALL	Unit 35 How can following God bring freedom and justice? PEOPLE OF GOD <b>Spirited Arts</b>	Unit 36 What matters most to Humanists and Christians? THEMATIC		
<b>Year 6</b>	Unit 37 Christians and how to live: what would Jesus do? GOSPEL	Unit 38 Why do Christians believe that Jesus was the Messiah? INCARNATION	Unit 39 Why do Hindus want to be good? Hindus	Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) SALVATION	Unit 41 For Christians, what kind of king is Jesus? KINGDOM OF GOD <b>Spirited Arts</b>	Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? THEMATIC		



### Archbishop Cranmer C of E Academy Curriculum Map – Relationships, Health, Sex and Economic Education

Lesson resources: HeartSmart, Growing Up with Yasmine and Tom, Milo's Money, 5 Big Questions

See breakdown of lessons here: [RHSE Overview F-6.docx](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>HeartSmart High5:</b>	Get HeartSmart	Don't Forget to Let Love In	Too Much Selfie Isn't Healthy	Don't Rub it in, Rub it Out	Fake is a Mistake	'No Way Through' Isn't True



### Archbishop Cranmer C of E Academy Curriculum Map – Music

Lesson resources: Sparkyard

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	Singing – Harvest Songs. Welcome service songs Nursery Rhymes daily  NEW UNIT SPARK YARD – My Music Classroom	WHEN SNOWFLAKES FALL Focus: Singing, playing, listening, responding, moving to music  Singing- Our Christmas Performance Song	DO YOU SEE DINOSAURS? Focus: Singing, playing, listening, responding, moving to music	A SKY FULL OF COLOUR Focus: Singing, playing, listening, responding, moving to music	BUSY CITY Focus: Singing, playing, listening, responding, moving to music	UNDER THE SEA Focus: Singing, playing, listening, responding, moving to music
	Singing – Harvest Songs. Welcome service songs Nursery Rhymes daily	WHEN SNOWFLAKES FALL Focus: Singing, playing, listening, responding, moving to music  Singing- Our Christmas Performance Song	LET'S GO GREEN! Focus: Singing, playing, listening, responding, moving to music	WHO SHALL I BE TODAY Focus: Singing, playing, listening, responding, moving to music	BEYOND THE STARS Focus: Singing, playing, listening, responding, moving to music	OUR GROWING WORLD Focus: Singing, playing, listening, responding, moving to music
<b>Year 1</b>	Term 1: STEP 1: Exploring pulse through songs and movement. STEP 2: Controlling pulse using voices and instruments	Term 1: STEP 3: Exploring the difference between pulse and rhythm. STEP 4: Copying and creating rhythmic patterns <b>Nativity Rehearsal/ Performance</b>	Term 2: STEP 1: Exploring how sounds can be changed. STEP 2: Exploring the timbre of instruments and voices	Term 2: STEP 3: Sequencing sounds to tell stories and create effects STEP 4: Using graphic notation to represent sounds	Term 3: STEP 1: Recognizing changes in pitch and copying simple pitch patterns. STEP 2: Performing simple melodic patterns using voices and pitched instruments	Term 3: STEP 3: Representing pitch. STEP 4: Creating music for a performance
<b>Year 2</b>	STEP 1: Performing rhythms and movement to a steady pulse. STEP 2: Copying and creating rhythmic patterns.	STEP 3: Combining rhythmic patterns STEP 4: Representing rhythmic patterns <b>Nativity Rehearsal/ Performance</b>	STEP 1: Recognizing and exploring musical mood. STEP 2: Choosing sounds to match a character, mood or theme	STEP 3: Sequencing and combining sounds to tell stories and create effects. STEP 4: Creating and performing soundscapes	STEP 1: Identifying and describing changes in pitch. STEP 2: Copying pitch patterns	STEP 3: Creating and notating simple melodies. STEP 4: Performing simple musical accompaniments and preparing for performance.
<b>Year 3</b>	STEP 1: Feeling the pulse and copying rhythmic patterns. STEP 2: Exploring call and response.	STEP 3: Performing a simple rhythmic ostinato. STEP 4: Composing and notating rhythmic patterns	STEP 1: Identifying the inter-related dimensions of music STEP 2: Accompanying songs with suitable timbre and expression	STEP 3: Creating sounds in response to a stimulus STEP 4: To compose music to communicate stories and settings	STEP 1: Describing and experimenting with pitch. STEP 2: Representing pitch	STEP 3: Exploring the pentatonic scale. STEP 4: Performing songs with tuned accompaniments
<b>Year 4</b>	STEP 1: Copying rhythmic patterns and performing together. STEP 2: Exploring notation.	STEP 3: Sticking to my part. STEP 4: Composing in a rhythmic framework.	STEP 1: Exploring instrumental timbre and instrument families STEP 2: Exploring major and minor tonalities	STEP 3: Recognizing and responding to musical instructions. STEP 4: Composing in a structure.	STEP 1: Describing and internalizing pitch STEP 2: Composing and improvising with a given range of notes	STEP 3: Composing and notating melodies STEP 4: Exploring song structure and preparing for performance
<b>Year 5</b>	STEP 1: Exploring time signatures and performing together. STEP 2: Performing rhythms expressively	STEP 3: Exploring Rhythmic Texture. STEP 4: Creating And Notating Musical Texture.	STEP 1: Developing an understanding of the inter-related dimensions and musical vocabulary. STEP 2: Improvising musical patterns.	STEP 3: Exploring jazz. STEP 4: Composing and notating music inspired by lyrics and poetry	STEP 1: Exploring melodic layers. STEP 2: Exploring scales, intervals and chords.	STEP 3: Creating and playing harmonic accompaniments (drones, chords and basslines). STEP 4: Combining lyrics, melody and harmony
<b>Year 6</b>	STEP 1: Exploring time signatures and performing together. STEP 2: Performing rhythms expressively – solo and in small groups.	STEP 3: Performing polyrhythms with expression. STEP 4: Organizing rhythmic ideas in a structure.	STEP 1: Improvising and exploring vocal and instrumental effects. STEP 2: Using harmony to create moods and atmosphere.	STEP 3: Exploring musical styles and performance skills. STEP 4: Composing and performing music to create moods and atmosphere.	STEP 1: Investigating song ingredients. STEP 2: Exploring scales and sequences. Summer Show Rehearsal	STEP 3: Playing and creating chord sequences and basslines STEP 4: Composing and performing music for an occasion Summer Show Rehearsal/ Performance



**Archbishop Cranmer C of E Academy Curriculum Map – Art and Design and Design and Technology**

Lesson resources: (DT) Kapow

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Foundation</b>	DT Structures: Junk Modelling	ART: Mark Making: Spirals	DT: Textiles: Bookmarks	ART: Sculpture (found objects): Stick Transformation	DT: Structures: Boats	ART: Printing: Simple Printmaking
<b>Year 1</b>	ART: Colour Mixing Mark Rothko Field Art	DT: Stable Structures	ART: Observational drawing, 3D paper sculpture: Birds	DT: Textiles: Puppets	DT: Cooking and Nutrition: Fruit and Vegetables	ART: Collage: Flora and Fauna
<b>Year 2</b>	ART: Mark Making, Collage, Mixed Media: Explore and Draw	DT: Structures: Baby Bear's Chair	ART: Painting, Collage: Shape and Colour	DT: Mechanisms: Fairground Wheel	ART: Watercolour, Sculpture (carving, clay): Ocean Inspiration	DT: Mechanisms: Making a Moving Monster
<b>Year 3</b>	DT: Cooking and Nutrition: Eating Seasonally	ART: Observational Drawing: Abstract Flowers	DT: Digital World: Wearable Technology	ART: Acrylic Painting: Expressive Painting	DT: Structures: Constructing a Castle	ART: Sculpture (clay): Still Life
<b>Year 4</b>	ART: Textiles/ Mixed Media: Cloth, Thread, Paint	DT: Structures: Pavilions	ART: Repeat Pattern: Pattern Design	DT: Mechanical Systems: Making a Slingshot Car	ART: Sculpture (wire, mod roc): Fourth Plinth Challenge	DT: Electrical Systems: Torches
<b>Year 5</b>	ART: Drawing, Relief Sculpture: Maya Art	DT: Electrical Systems: Doodlers	ART: Drawing, Painting: Great Wave	DT: Mechanical Systems: Making a Pop-up Book	ART: Mixed Media, Drawing, Printing (Lino cut): Patterns and Portraits	DT: Cooking and Nutrition: What could be healthier?
<b>Year 6</b>	ART: Painting: War Art	DT: Textiles: Waistcoats	ART: Composition, Editing, Drawing: Photography	DT: Structures: Playgrounds	ART: Collage: Fashion Design	DT: Digital World: Navigating the World



**Archbishop Cranmer C of E Academy Curriculum Map – Humanities (History and Geography)**

Lesson resources: Kapow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	H: Growing Up – When I was Young	G: Exploring Maps	H: Nursery Rhymes	G: Outdoor Adventures	H: Changes in Transport	G: Around the World
<b>Year 1</b>	G: What is it like here?	H: Why was the Great Fire of London so significant?	G: What is the weather like in the UK?	H: How have toys changed through time?	G: What is it like to live in Shanghai?	H: How was school different in the past?
<b>Year 2</b>	H: How did we learn to fly? The Wright Brothers	G: Would you prefer to live in a hot or a cold place?	H: How did we learn to fly? Amelia Earhart	G: Why is our world wonderful?	H: How did we learn to fly? Moon Landing	G: What is it like to live by the coast?
<b>Year 3</b>	H: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	G: Why do people live near volcanoes?	H: What did the Ancient Egyptians believe?	G: Who lives in Antarctica?	H: What impact did the Romans have on Britain?	G: Are all settlements the same?
<b>Year 4</b>	G: Where does our food come from?	H: What was the reputation of the Anglo Saxons?	G: Why are rainforests important to us?	H: What was life like in Victorian Britain?	G: What are rivers and how are they used?	H: What image do we have of the Vikings?
<b>Year 5</b>	H: How did the Maya civilisation compare to the Anglo-Saxons?	G: Why do oceans matter?	H: What did the Greeks ever do for us?	G: What is life like in the alps?	H: Why was Nottingham Castle so important?	G: Would you like to live in the desert?
<b>Year 6</b>	H: What was the impact of WWII on the people of Britain?	G: Why does population change?	H: What are the experiences of being Black and British?	G: Where does our energy come from?	H: Why look beyond face value?	G: Can I carry out an independent fieldwork enquiry?



### Archbishop Cranmer C of E Academy Curriculum Map – Modern Foreign Languages (French)

Lesson resource: Kapow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	French Greetings with Puppets (4 Lessons)	French Adjectives of Colour, Size and Shape (Lessons 1-4 only)	French Playground Games – Numbers and Age (5 Lessons)	In a French Classroom (5 Lessons) A Circle of Life in French (Lesson 1, 2)		
<b>Year 4</b>	Portraits – Describing in French (5 Lessons)	Clothes – Getting Dressed in French (5 Lessons)	French Numbers, Calendars and Birthday (5 Lessons)	French Food – Miam, Miam! (5 Lessons)		
<b>Year 5</b>	French Monster Pets (5 Lessons)	Shopping in France (5 Lessons)	Verbs in a Week (5 Lessons)	Meet My French Family (5 Lessons)		
<b>Year 6</b>	French Sport and the Olympics (6 Lessons)	In My French House (5 Lessons)	Planning a French Holiday (5 Lessons)	Visiting a Town in France (5 Lessons)		



### Archbishop Cranmer C of E Academy Curriculum Map – Computing

Lesson resources: iLearn2, Be Internet Legends (BIL)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	E safety IWB games	E safety IWB Games	E safety Beebots linked to mapping in Geography IWB Games	E Safety Beebots linked to map work IWB Games	Introduction to school laptop computers – controlling the mouse. Switching on the computer.	Introduction to school laptop computers – controlling the mouse. Switching on the computer.
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Mouse and Keyboard Skills</li> <li>• Esafety</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Art</li> <li>• Design</li> <li>• Esafety</li> </ul>	<ul style="list-style-type: none"> <li>• Text and Images</li> <li>• E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Comic Creation</li> <li>• Music Creation</li> <li>• Esafety</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Programming</li> <li>• Esafety</li> </ul>	<ul style="list-style-type: none"> <li>• Esafety (IL2)</li> <li>• 3D Design</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Recognised uses of IT</li> <li>• Introduction to Animation</li> <li>• E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Art</li> <li>• E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Data Handling</li> <li>• E-Safety (IL2)</li> </ul>	<ul style="list-style-type: none"> <li>• EBook Creation</li> <li>• Internet Research</li> <li>• ESafety</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Proramming</li> <li>• Esafety</li> </ul>	<ul style="list-style-type: none"> <li>• Programming with Scratch</li> <li>• Esafety</li> <li>•</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• 3D Design</li> <li>• Document Editing and Creation</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Art</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Infographics</li> <li>• Branching Database</li> <li>• Esafety (IL2)</li> </ul>	<ul style="list-style-type: none"> <li>• Comic Creation</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Music Creation</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Programing in Scratch</li> <li>• Esafety (BIL)</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Animation</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Design</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Data Handling</li> <li>• Internet Research</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• EBook Creation</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Video Editing</li> <li>• E-Safety (IL2)</li> </ul>	<ul style="list-style-type: none"> <li>• Programming in Scratch</li> <li>• Esafety (BIL)</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Computer Networks and the Internet</li> <li>• App Design</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Text-based Programming</li> <li>• E-safety (IL2)</li> </ul>	<ul style="list-style-type: none"> <li>• Data Handling</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• EBook Creation</li> <li>• Music Creation</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Programming with Sphero</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Programming in Scratch</li> <li>• Esafety (BIL)</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Web Design</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Design</li> <li>• Image Editing</li> <li>• Computers: Past Present and Future</li> <li>• E-Safety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual Reality</li> <li>• E-Safety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Machine Learning and AI</li> <li>• HTML</li> <li>• Esafety (BIL)</li> </ul>	<ul style="list-style-type: none"> <li>• Python Programming Language</li> <li>• Binary Code</li> <li>• Esafety (IL2)</li> </ul>	<ul style="list-style-type: none"> <li>• Programming in Scratch</li> <li>• Esafety (BIL)</li> </ul>



Archbishop Cranmer C of E Academy Curriculum Map – Forest School

AUTUMN 1							
FOUNDATION	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Autumn	Team work games / Flora hunt / Bark rubbing	Knots – Tying shoe laces	Free play exploration	Mini den building	Tools – Using a trowel, potato peeler	Camp Fire songs / toast a marshmallow
AUTUMN 2							
YEAR 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Winter  Wait for a frosty day so children can write in the frost and handle ice	Team work games / Flora hunt / woodland folk houses / mazes –  Journey sticks	Knots – Simple knots – Making fat balls to hang from the trees <a href="#">How to make fat balls for birds   Natural History Museum - YouTube</a>	Directional language / simple key / follow a map	Lean to shelter / tripod / Mini-shelter	Tool – whittling – Making Xmas decorations / Clay faces  Make ice decorations	Collect fire wood for a fire – kelly kettle Marshmallow to toast / warm apple juice with cinammon sticks
SPRING 1							
YEAR 3 AND 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Winter	Team work games / Flora hunt / Map symbols	Orienteering – Star – Ch to set up their own	Knots – Photo frame / Making a kite - newspaper	Tarpaulin shelters / Various sizes	Tool use – Bill Hook	
SPRING 2							
YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Spring	Team work games / Flora hunt / Hug a tree / Tool use - hand drill or bit and brace	Knots – Building a bridge / Half hitch	Directional language / simple key / follow a map / NESW	Animal den building / Stick towers	Fire circle / Lighting a fire	
SUMMER 1							
YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Summer	Team work games / Flora hunt / Tool work – knife use / Stick mobiles	8 point compass / 4 grid reference	Tipi Shelter - Design and make using required knots	Fire circle / Roasting food	Orienteering with OS Map	
SUMMER 2							
YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Set up a tent / Flora and fauna identification in our area / Signs of Summer	Read a compass / Map reading / Orienteering	Knots – Explore and select appropriate knots for the right job	Plan/Design a shelter/Build a shelter	Fire lighting – Prepare and light with supervision	Maintaining a fire to cook lunch Kelly kettle for hot water / drinks	Time capsule