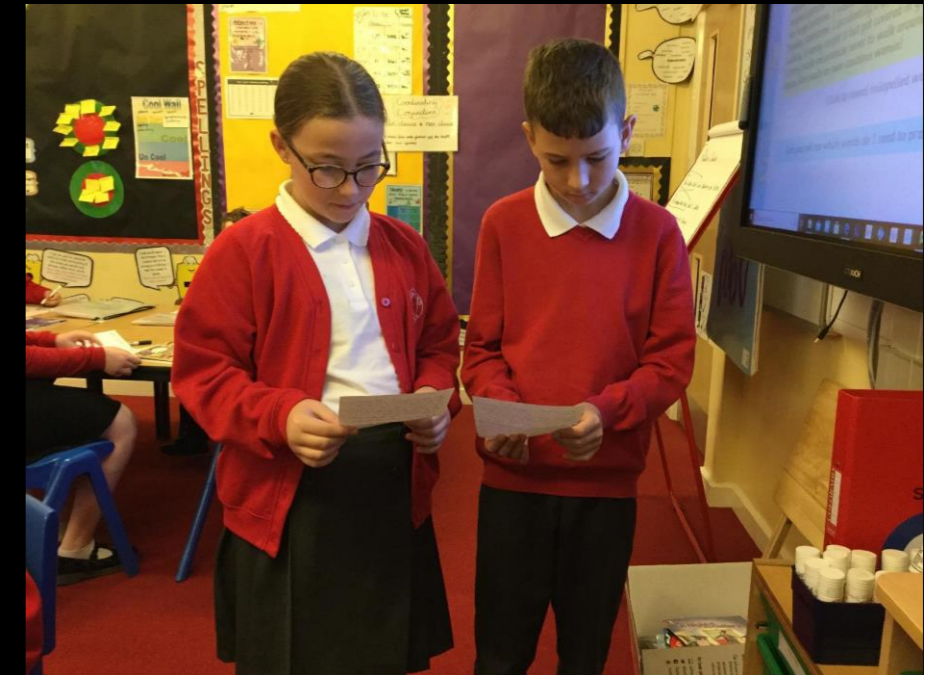# Staniland Academy

Curriculum Map

All different, equal, achieving & smiling!

Staniland Curriculum Map

Here at Staniland Academy, we offer a broad, balanced and inclusive curriculum that is vocabulary rich. Research places great importance on Language and Literacy being the building blocks to academic success, forging fulfilling careers and leading rewarding lives. Therefore, reading and vocabulary opportunities are paramount across our whole school curriculum.

We are whole heartedly committed to creating an inclusive curriculum where every child has the opportunity to grow and flourish into compassionate, resilient and responsible learners, having high aspirations to be successful in life in any chosen community.

Our philosophy will ensure that your child becomes immersed and part of a supportive learning community where a sense of ambition and self-esteem is nurtured, allowing your child to thrive and flourish.

All different, equal, achieving & smiling!
Resilient
Equality
Smiling
Pride
Exemplary
Compassionate
Tolerance

In addition to our core intent at Staniland, each curriculum area has key vertical concepts that thread through our school's curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
EYFS	**All About Me!** **Foci: PSED/CLL** *All about me, my family and people in the community where I live. Rules and routines of school.*	**Terrific Tales!** **Foci: CLL/EAD** *Fairy Tales and Nursery Rhymes*	**Amazing Animals!** **Foci: UW** *Pets, farms, moving onto jungle, arctic and desert animals. Incorporating animal body parts, habitats, animal care and animals that help us.*	**People that Help Us!** **Foci: PSED/EAD** *People within our own family and community and how transport helps people with their jobs. Meeting important members of society.*	**Come Outside!** **Foci: UW/PD** *Caring for the natural world and environment. Growing our own food. Being healthy, eating and being active. Growing plants and vegetables and making a bug hotel.*	**Ticket to Ride!** **Foci: EAD/PSED** *Travel and journeys to different countries. Simple comparisons to places. Holidays, staying safe in the sun. Looking ahead and transition to Year 1.*	**<u>Local Geography Fieldwork</u>** **Exploring where we play.** *Learn, practice, develop and apply a range of fieldwork skills and techniques to investigate the geography of the school grounds.*
SCIENCE	Us, our bodies and senses	Light and Materials	Pets and other animals (habitats)	How do people use science to help us?	Planting and growing (Farming)	Transport, movement and forces	
Expressive Arts and Design	**Collage** *Manipulation of different media/ self-portraits* **Textiles: Animals**		**Drawing/ Painting** *Using different media and resources* **Cooking and Baking**		**3D Sculpture and Printing** *Papier mâché/ clay* **Building habitats**		
	Introducing the **passage of time** through the creation of an on-going **Floor books, to** share & order memories through the year Including significant days						

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Y1	**Time Tardis** *History; Living memory; self/parents/grandparents.*	**Where do we live?** *Human Geography: our location; cities and countries of UK, weather, seasonality. Simple mapping to identify human and physical geographical features.*	**Changing World** *Physical Geography: cliffs and coasts, fossils and archaeological finds.*	**Great Fire of London** *History: using a range of historical sources to find out about the Great Fire and compare its impact on individual lives with local natural disasters.*	**High Achievers** *History: using a range of sources to learn about local significant individuals and their contribution to our society.*	**Be Wild** *Geography: understanding the importance of recognising local wildlife, plants, woods and our local farming roots.*	**<u>Local Heritage Enquiry</u>** **Why is my street called this name?** *Through the use of Digimaps and other maps, investigate the differences between roads, closes, avenues, streets, lanes etc. and where the street got its name.* *Look at the history of the named streets and roads etc. and the person it is named after such as Staniland Road.*
SCIENCE	Light	Seasonal Change	Animals including humans	Materials	Forces	Plants	
ART	**Drawing** *Self-portraits; Pencil, charcoal, pastel, chalk*		**Sculpture** *Creating clay fossils*		**Digital Imagery** *ICT image and manipulation software*		
DT	**Textiles** *Designing a Kite*		**Structures** *Designing and building bridges*		**Cookery** *Designing dishes using locally sourced ingredients to make pea soup.*		
COMPUTING	**E-Safety/ Digital Media** *Self-Image, managing online information and copyright.*		**E-Safety/ Digital Media** *Health, wellbeing and lifestyle; privacy and security and online bullying.*		**E-Safety/ Digital Media** *Online relationships and online reputation.*		
	IT and Computer Science *Using computer components. Programming a Bee-Bot to move in different directions.*		**Digital Media and Data** *Paint using computers. Label, group and search data.*		**Digital Media and Computer Science** *Using a word processor to write and edit writing. Making and running a program on Scratch Jr.*		

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Y2	**Forest Rangers** *Human Geography: land use and human impact. Comparisons with Lincolnshire woodland, Sherwood Forest and rainforests. Using knowledge of physical geography and historical events.*		**Towers, Tunnels and Turrets** *Investigating our local links to King John and his lost treasure. Blending historical and geographical knowledge to investigate the impact of these invaders on our current landscape.*		**Voyage of Discovery** *Applying historical and geographical knowledge to explore the legacy left by some of our local ancestors, understanding the voyages of Captain Cook, Matthew Flinders and Joseph Banks. Investigating and comparing the UK with Australia following Captain Cook's heritage.*		**Local Geography Fieldwork** **Human and Physical Geography around the school** *Orienteering of the school grounds observing physical and human geography features. Use Digimaps and aerial photographs of the school linking human and physical features using compass and directional language to give directions and find features.*
SCIENCE	Living things and their habitats	Electricity	Materials	Forces	Animals including humans	Plants	
ART	**Printing** *Exploring dyes and textiles*		**Painting** *Classic depiction of castles*		**Textiles** *Weaving, threading using ropes and textiles*		
DT	**Cookery** *Using medieval ingredients and forest skills to make a cereal bar.*		**Levers** *Building a model of a Norman trebuchet*		**Electrical circuits** *Building a working model of a lighthouse*		
COMPUTING	**E-Safety/ Digital Media** *Self-Image, managing online information and copyright.*		**E-Safety/ Digital Media** *Health, wellbeing and lifestyle; privacy and security and online bullying.*		**E-Safety/ Digital Media** *Online relationships and online reputation.*		
	IT and Computer Science *Explore IT in environments beyond the school. Design and test algorithms on Bee-Bots.*		**Digital Media and Computer Science** *Compose and capture photos. Create a quiz using Scratch Jr.*		**Digital Media and Data** *Create music and musical patterns on a computer. Organise and present data as pictograms.*		

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Y3	**Stone Age to Iron Age** *Investigating the earliest 'periods of history, children will know the journey that the human race has taken since its beginning when we lived alongside the dinosaurs.*		**Our Active Planet** *Physical Geography; Understanding our planet, why natural disasters occur and their impact on people's lives.*		**Ancient Rome** *Investigating the legacy of the Roman culture on our world through a range of sources, identifying where we see it in our locality today.*		**Local Heritage Enquiry** **Who were the Pilgrim Fathers?** *Trip to Guildhall and Boston Stump in Boston to look at the history of the puritans and John Cotton. Investigate and link to religion and persecution and why the puritans wanted to leave for the New World.*
SCIENCE	Materials	Animals including humans	Rocks and soils	Magnets	Plants	Light	
ART	**Painting and collage** *Using colour wash techniques inspired by our ancestor's cave paintings*		**Landscapes** *Using pastels to draw landscapes using artists' inspiration.*		**Sculpture** *Using Mosaics to create a 3D design*		
DT	**Cooking** *Making stone age bread, comparing our ancestors' diet to present day*		**Levers** *Applying knowledge from Active Planet learning to make 'erupting' volcano graphics*		**Axles, wheels and frame structures** *Applying learning of the Roman culture to create model chariots*		
COMPUTING	**E-Safety/ Digital Media** *Self-Image, managing online information and copyright.*		**E-Safety/ Digital Media** *Health, wellbeing and lifestyle; privacy and security and online bullying.*		**E-Safety/ Digital Media** *Online relationships and online reputation.*		
	IT and Digital Media *Digital devices and how they connect to a network. Stop frame animations using iMotion.*		**Computer Science and Digital Media** *Program motion, sound and event blocks on Scratch. Design a magazine front cover using Microsoft Publisher.*		**Computer Science and Data** *Design and code a maze program. Branching databases.*		

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Y4	**Anglo-Saxon Invasion** *Exploring the impact of the Anglo-Saxons on UK culture following Roman rule. Using historical sources to know where we find their legacy around us today.*	**Farming in Lincolnshire** *Human and Physical Geography: Investigating Land use and settlements locally and within the UK.*	**Rivers and Mountains** *Using a range of geographical sources to know the location and key physical features of the major countries, continents, mountains and rivers of the world. Geographical knowledge is applied to compare local and world rivers.* **This includes a local fieldwork study to follow a river from source to mouth.**		**Ancient Civilisations** *An investigation of Ancient Civilisations of the world followed by an in-depth study of the Ancient Egyptians. Using historical sources to understand the significance the culture has had on the world as we know it today.*		**Local Geography Fieldwork** **Importance of the Boston Lock and how it works. Orienteering on school grounds.** *Trip to Boston lock and to observe the lock in operation as the Boston Belle leaves to go out to sea. Orienteering of the school grounds observing physical and human geography features using a compass and 8 compass points and directional language to find different clicker cards.*
SCIENCE	Forces	Electricity	States of Matter		Living things and their habitats	Animals including humans	
ART	**Textiles** *Learning to use Anglo-Saxon 'branch' weaving techniques.*		**Pencil drawing and painting** *Develop knowledge of depth and tone to depict mountains*		**Printing** *Applying knowledge of Egyptian symbols and printing techniques to design and build tiles for printing unique designs influenced by the Pharaohs*		
DT	**Cooking** *Using the knowledge of local farming to design a stew that would have been served in Anglo-Saxon Lincolnshire*		**Frame structure** *Designing a light box advertising the effects of global warming.*		**Levers and Frame Structures** *Applying knowledge of Egyptian irrigation methods to build working models of a Shaduf for farmers.*		
COMPUTING	**E-Safety/ Digital Media** *Self-Image, managing online information and copyright.*		**E-Safety/ Digital Media** *Health, wellbeing, and lifestyle; privacy and security and online bullying.*		**E-Safety/ Digital Media** *Online relationships and online reputation.*		
	IT and Computer Science *Understanding of the World Wide Web. Plan, modify and test commands using Logo to draw shapes.*		**Digital Media and Computer Science** *Record and edit sounds using Audacity. Design and create loops in Scratch.*		**Digital Media and Data** *Edit digital images. How and why data is collected using a data logger.*		

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Y5	**The Vikings** *Building on learning about the Anglo-Saxons to identify the role the Vikings played in shaping our way of life. Using historical sources to find evidence of their legacy around us today.*	**Nature's Energy** *Applying knowledge of human and physical geography to explore how using renewable energy is shaping our lives and landscapes around us.* **Includes a coastal study linked to our Lincolnshire landscape.**	**The Astounding Americas** *Investigating the location, physical and political features of the American continents including times zones, biomes and climate. We are also comparing the Mesoamerica with the United Kingdom.*	**Maya Civilisation** *Building on knowledge of ancient civilisations to investigate similarities and differences between the Mayas and civilisations we know about and to explore how indigenous cultures influence the world we live in today.*	**Ancient Greece** *Investigating the legacy of the Ancient Greek culture, it's achievements and the impact still seen in the Western World today.*		**Local Heritage Enquiry** **What was Boston like during the Georgian period?** *Research into the Georgians, Georgian monarchs and family tree of Hanoverians.* *Visit to Fydell House and learn about the Fydell family and their impact and significance to Boston.*
SCIENCE	Materials		Earth and Space	Sound	Living things ad their habitats	Animals including humans	
ART	**Painting** *Applying knowledge of the Impressionists and Pointillism to create an aquatic watercolour*		**3D Sculpture & collage** *Application of knowledge of the Mayan culture to design and create Papier Mache masks*		**Pencil Drawing** *Exploring the human body through lines and movement influenced by observations from the Ancient Greeks*		
DT	**Frame Structures** *Design a working model of a Viking long house*		**Cooking** *Using knowledge of the Mexican culture to design a traditional dish*		**Computer Aided Design** *Application of knowledge of Greek architecture to design a Greek temple, fit for a god or goddess*		
COMPUTING	**E-Safety/ Digital Media** *Self-Image, managing online information and copyright.*		**E-Safety/ Digital Media** *Health, wellbeing and lifestyle; privacy and security and online bullying.*		**E-Safety/ Digital Media** *Online relationships and online reputation.*		
	IT and Computer Science *Effective internet searching. Design a quiz selecting outcomes on Scratch.*		**Digital Media** *Plan, film and edit a video. Produce a 3D model using Tinkercad.*		**Computer Science and Data** *Use, modify and create a Scratch game using variables. Search fields and create charts with flat-file databases.*		

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Y6	**The Victorians** *Using historical enquiry to understand this turning point in the development of society with a focus on industrialisation and subsequent population migration, it's positive impact on cities, transport and technological progress.* ***Learning includes a geography fieldwork study to witness the impact the era had on our locality.***		**WW2: A Battle for Britain** *Using a wide range of historical sources this is an overview of WW2, to know the impact the war had on families and children both nationally and in our locality and investigate the legacy of the individuals, policy and technology that we see around us today.*		**Pushing Boundaries** *A geographical study to explore how individuals across the globe have single-handedly tackled the environmental impact of climate change and changed the fortunes of their communities.*		**Local Geography Fieldwork** **Human impact and environmental issues in the local area.** *Use 6 figure grid references to locate local landmarks on ordnance survey maps in Boston.* *Trip to local Woody park to litter pick to understand the impact of humans and what can be done to help the environment as a school and Trust.*
SCIENCE	Evolution and Inheritance	Living things and their habitats	Animals including humans		Forces	Light	
ART	**Printing & textiles** *Applying the influence of William Morris into individual textile pattern design*		**Drawing & Painting** *Applying knowledge of landscapes, silhouette and perspective to create a wartime masterpiece*		**Digital Imagery** *Combining knowledge of digital manipulation with the influence of Pop Art to create unique artwork*		
DT	**Cams and frame structures** *Using knowledge of typical Victorian toys to design a cam-based moving toy suitable for a child of the era*		**Digital Control** *Knowledge of digital circuitry and design is applied to programme 'Crumble' spy lamp.*		**Textiles** *Knowledge of the reduce, reuse and recycle during wartime applying to thrifty garments and accessories.*		
COMPUTING	**E-Safety/ Digital Media** *Self-Image, managing online information and copyright.*		**E-Safety/ Digital Media** *Health, wellbeing and lifestyle; privacy and security and online bullying.*		**E-Safety/ Digital Media** *Online relationships and online reputation.*		
	IT and Data *Communicating and collaborating over the internet. Collect, format and present data on a Spreadsheet.*		**Digital Media** *Vector drawings. Website design.*		**Computer Science** *Design and make a working model with components and output devices using Crumble. Use an Input, process and output device that can be programmed.*		

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