



Silver Birch Curriculum Map 2024-2025

At Hunslet Moor Primary we are determined that every child...
 is a **confident** and **competent reader** and **communicator**
 has the **knowledge** they need for **future success**
 is **enriched** through meaningful **experiences**
 has **aspirations**, inspiration and the **attributes** to be a **responsible citizen**

	Autumn 1	Autumn 2
Enriching Experiences	<i>As per year group plans – children to access in class</i>	
Geography & History Curriculum Drivers	<p style="text-align: center;"><u>Geography – On the farm</u></p> <ul style="list-style-type: none"> ● Show awareness of human geographical features - farms ● Show awareness of physical geographical features - fields ● Investigate places in the world through use of simple resources - stories, pictures, film, objects ● Begin to use basic geographical vocabulary ● Begin to use simple locational language - above, below, near, far, next to 	<p style="text-align: center;"><u>History – Castles</u></p> <ul style="list-style-type: none"> ● Talk about the lives of people around them and their roles in society ● Observe and use pictures, photographs and artefacts to find out about the past ● Know some similarities and differences between things in the past and now ● Understand the past through settings, characters and events encountered in books and storytelling ● Begin to use simple words connected to time - now, then, ago ● To draw aspects of the past - sketch a castle ● To find answers to simple questions about the past
Literacy	<p><u>Key texts:</u></p> <ul style="list-style-type: none"> ● Farmer Duck ● Rosie’s walk ● Farmyard Hullabaloo ● The Little Red Hen <p><i>Targets from individual B-Squared assessments</i></p>	<p><u>Key texts:</u></p> <ul style="list-style-type: none"> ● The Knight and the Dragon ● The Castle the King built ● George and the Dragon ● See inside castles (Provision) <p><i>Targets from individual B-Squared assessments</i></p>
Maths	<ul style="list-style-type: none"> ● Place Value ● Addition and subtraction ● Geometry - Shape <p><i>All planning is planned linked to the individual child’s BSquared assessment.</i></p>	
Art and DT	<p><u>Art – Landscape painting (farm scene):</u></p> <p>Colour theory:</p> <ul style="list-style-type: none"> ● To use previously, and newly taught, colour theory knowledge. ● To explore primary colours. ● To identify and use primary colours. ● To explore colour mixing with different mediums. <p>Developing Ideas:</p>	<p><u>Technical Knowledge (Food and Nutrition – Xmas treats (mince pies/gingerbread):</u></p> <ul style="list-style-type: none"> ● Begin to understand some food preparation tools, techniques and processes Practise stirring, mixing, pouring, blending ● Discuss how to make an activity safe and hygienic ● Discuss use of senses ● Understand need for variety in food

	<ul style="list-style-type: none"> ● Create their own piece of art work. ● Gives meaning to the art they make. Painting: <ul style="list-style-type: none"> ● Mix colours to make different colours. ● Holds a paintbrush using a tripod grip. ● Uses thin brushes to add detail. 	<ul style="list-style-type: none"> ● Begin to understand that eating well contributes to good health
Science	<u>Living/Growing – Animals:</u> <ul style="list-style-type: none"> ● Name and describe some plants and animals ● Talk about the weather and seasonal features ● Describe and comment on things they have seen whilst outside including plants and animals ● Describe and comment on things they have seen whilst outside including plants and animals 	<u>Food/Nutrition – Healthy Eating:</u> <ul style="list-style-type: none"> ● Identify a variety of everyday foods ● Understand the origins of food ● Learn about healthy eating plates ● Recognise the importance of fruit and vegetables ● Develop understanding of food preparation and hygiene
Computing	<u>Moving a Robot:</u> <ul style="list-style-type: none"> ● To explain what a given command will do ● To act out a given word ● To combine forwards and backwards commands to make a sequence ● To combine four direction commands to make sequences ● To plan a simple program ● To find more than one solution to a problem 	
R.E		<u>Special Stories:</u> <ul style="list-style-type: none"> ● To talk about books which are special to them and books which are special to religious believers. ● To notice how some books are special to religious believers, and talk about how they are treated. ● To recall and talk about some religious stories
Music	<i>As per year group planning – children access music in class</i>	
PE	<i>As per year group planning – children access PE in class</i>	
PSHE	<u>Skills:</u> <ul style="list-style-type: none"> ● Turn-taking ● Managing emotions ● Sharing ● Keeping safe 	<u>Skills:</u> <ul style="list-style-type: none"> ● Turn-taking ● Managing emotions ● Sharing ● Keeping safe

	Spring 1	Spring 2
Enriching Experiences	<i>As per year group plans – children to access in class</i>	
Geography & History Curriculum Drivers	<u>Geography - Space</u>	<u>History - Dinosaurs</u>
Literacy	Key texts: <i>Targets from individual B-Squared assessments</i>	Key texts: <i>Targets from individual B-Squared assessments</i>
Maths	<ul style="list-style-type: none"> ● Place Value (within 20) ● Addition/Subtraction (within 20) ● Place Value (within 20) ● Length and Height ● Weight and Volume <p><i>All planning is planned linked to the individual child's B-Squared assessment.</i></p>	
Art/DT	<u>DT – Make a rocket:</u> <ul style="list-style-type: none"> ● Research - To explore a range of existing structures ● Design -To experience different methods of joining card and paper. ● Make - To select and use tools, materials, skills and techniques. To build structures, exploring how they can be stronger, stiffer and more stable. To use simple finishing techniques. ● Evaluate – To explore technical vocabulary relevant to the project. 	<u>Art – fossils (printing):</u> Colour theory: <ul style="list-style-type: none"> ● To use previously, and newly taught, colour theory knowledge. ● To explore colour mixing with different mediums. Developing Ideas: <ul style="list-style-type: none"> ● Create their own piece of art work. ● Gives meaning to the art they make. ● Creates their own piece of art working giving meaning. Painting: <ul style="list-style-type: none"> ● Mix colours to make different colours. ● Add white or black to alter the shade. ● Can select tools to improve their painting. ● Holds a paintbrush using a tripod grip. ● Uses thin brushes to add detail. ● Create patterns or meaningful pictures when printing. ● Use a range of resources to paint (sponges, blocks, fruit etc.)
Science	<u>LIGHT/DARK focus:</u> <ul style="list-style-type: none"> ● Shadows/puppets? ● Observe and interact with natural processes such as: ice melting, a sound causing a vibration, light travelling through transparent material, 	<u>MATERIALS/FOSSILS/CHANGE OVER TIME:</u> <ul style="list-style-type: none"> ● Rocks/soils/fossils/materials ● Draw pictures of the natural world including animals and plants ● Use all senses to explore the natural world around them

	an object casting a shadow, a magnet attracting an object and a boat floating on water	
Computing	<p>Digital Writing:</p> <ul style="list-style-type: none"> ● To use a computer to write ● To add and remove text on a computer ● To identify that the look of text can be changed on a computer ● To make choices when changing text ● To compare writing on a computer with writing on paper <p>Digital Painting:</p> <ul style="list-style-type: none"> ● To use the shape tool and the line tools ● To make careful choices when painting a digital picture ● To use a computer on my own to paint a picture ● To experience painting a picture on a computer and on paper. 	
R.E.		<p>Understanding of the World:</p> <ul style="list-style-type: none"> ● Children talk about similarities and different between themselves and others, among families, communities and traditions. ● Begin to know about their own cultures and beliefs and those of other people. ● Explore, observe and find out about places and objects that matter in different cultures and beliefs.
Music	<i>As per year group planning – children access Music in class</i>	
PE	<i>As per year group planning – children access PE in class</i>	
PSHE	<p>Skills:</p> <ul style="list-style-type: none"> ● All about me ● Turn-taking ● Managing emotions ● Sharing ● Keeping safe 	<p>Skills:</p> <ul style="list-style-type: none"> ● All about me ● Turn-taking ● Managing emotions ● Sharing ● Keeping safe

	Summer 1	Summer 2
Enriching Experiences	<i>As per year group plans – children to access in class</i>	
Geography & History Curriculum Drivers	<p style="text-align: center;"><u>History – Water Transport</u></p> <ul style="list-style-type: none"> ● Compare objects from the past to today (past/present boats/ferries/submarines/euro tunnel/cargo ships) ● To find answers to some simple questions about the past from simple sources of information 	<p style="text-align: center;"><u>Geography – Under The Sea</u></p>

	<ul style="list-style-type: none"> To answer relevant basic questions about the past To draw about aspects of the past To understand key features of events 	
Literacy	<p>Key texts:</p> <p><i>Targets from individual B-Squared assessments</i></p>	<p>Key texts:</p> <p><i>Targets from individual B-Squared assessments</i></p>
Maths	<ul style="list-style-type: none"> Multiplication and division Fractions Position and direction Place Value Money Time <p><i>All planning is planned linked to the individual child's B-Squared assessment.</i></p>	
Art/DT	<p><u>Art - collage wave and paint on top? fauvism - collage, 3D, painting</u></p> <ul style="list-style-type: none"> To experiment with papers to create different effects – by folding, scrunching, tearing, cutting, deconstructing, pleating and joining. To use previously and newly taught colour theory knowledge. 	<p><u>DT - make a fruit salad? Make ice cream? Make packaging for fish and chips?</u></p> <ul style="list-style-type: none"> Research – To begin to understand what healthy foods are. To say and give examples of food that is grown. To experience, select and generate initial ideas and design criteria through from a range of fruit and vegetables undertaking sensory activities i.e. appearance, taste and smell. Design –To design appealing products for a particular user based on simple design criteria. Make – To use simple utensils and equipment to eg. Peel, cut, slice, squeeze, grate and chop safely. Evaluate – To evaluate ideas and finished products against design criteria, including intended user and purpose. To know and use technical and sensory vocabulary relevant to the project.
Science	<p><u>FLOATING/SINKING focus:</u></p> <ul style="list-style-type: none"> Explore how different materials sink and float 	<p><u>CLASSIFICATION OF ANIMALS focus:</u></p> <ul style="list-style-type: none"> Observe the natural world and observe how animals behave different as the seasons change
Computing		<p><u>Programming Animations:</u></p> <ul style="list-style-type: none"> To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program
R.E.	<p><u>To notice what happens in special places or on special occasions and respond to questions about this:</u></p> <p>Week 1: Easter Week 2 - Eid Week 3 – compare</p>	

	<p><u>To talk about places of worship and the objects and symbols they might see:</u></p> <p>Week 4 - Church Week 5 - Mosque Week 6- compare</p>	
Music	<i>As per year group planning – children access Music in class</i>	
PE	<i>As per year group planning – children access PE in class</i>	
PSHE	<p><u>Skills-based:</u></p> <ul style="list-style-type: none"> ● Turn-taking ● Managing emotions ● Sharing ● Keeping safe 	<p><u>Skills based:</u></p> <ul style="list-style-type: none"> ● Turn-taking ● Managing emotions ● Sharing ● Keeping safe