



The Divergent School Harborough  
Curriculum Map  
Cycle A Autumn Term

Term		Autumn 1	Autumn 2
<div>Through the Ages</div> <div>Stone Age → Iron Age</div> <div></div>			
Supporting text		Stig of the Dump by Clive King ( <u>STIG OF THE DUMP – By Clive King. Read by Tony Robinson.(Part 1)</u> )	
Literacy	English	<p><b><u>Narratives</u></b></p> <ul style="list-style-type: none"><li>• Apply the grammar rules and concepts</li><li>• Begin to group related ideas into paragraphs</li><li>• Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.</li></ul> <p><b><u>Instructions</u></b></p> <ul style="list-style-type: none"><li>• Articulate and justify answers, ideas, arguments and opinions during discussions, taking turns and listening to what others say.</li><li>• Plan, discuss and record ideas in notes on a planning sheet, using similar writing to learn from its structure and vocabulary.</li></ul> <p><b><u>Cinquains</u></b></p> <ul style="list-style-type: none"><li>• Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest and imagination.</li><li>• Read aloud their own writing with appropriate intonation, volume and speed so that the meaning is clear.</li></ul> <p><b><u>Chronological reports</u></b></p> <ul style="list-style-type: none"><li>• Begin to group related ideas into paragraphs</li><li>• Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the type of writing. Proof-read for spelling and punctuation errors.</li><li>• Express time, place and cause using conjunctions, adverbs and prepositions.</li></ul>	
	Communication and language	<ul style="list-style-type: none"><li>• Individual SALT/EHCP Programmes</li><li>• Making inference about key texts</li><li>• Listening and following instructions from text</li><li>• Plan, write, edit and proof read</li><li>• Listen actively to maintain attention and respond to the instructions, contributions or viewpoints of others.</li><li>• Express personal preference</li></ul>	
	Reading and Phonics Skills	<b>Baselines/Assessments:</b> <ul style="list-style-type: none"><li>• Phonics as appropriate</li><li>• Interventions</li><li>• comprehension</li><li>• Reading for Pleasure class reads</li></ul>	<b>Individual levels:</b> <ul style="list-style-type: none"><li>• Phonics as appropriate</li><li>• Interventions</li><li>• Comprehension</li><li>• Reading for Pleasure class reads</li></ul>
Mathematics		<b>Baselines/Assessments</b> <ul style="list-style-type: none"><li>• Place Value</li><li>• Addition and Subtraction</li><li>• Using White Rose Maths at an appropriate individual level</li></ul>	<ul style="list-style-type: none"><li>• Addition and Subtraction</li><li>• Multiplication and Division A</li><li>• Using White Rose Maths at an appropriate individual level</li></ul>
The World Around Us	Science	<b>Bones, Diets, and Survival (Animal Nutrition and the Skeletal System)</b> <ul style="list-style-type: none"><li>• Living things: Carnivores, Herbivores and omnivores.</li><li>• Human diet: Human nutrition and food groups: Fatty foods.</li><li>• Seasonal changes in animals’ diets.</li><li>• Human skeletons: Joints: Muscles.</li><li>• Skeleton types – endoskeletons and exoskeletons.</li><li>• Working scientifically – Identifying and classifying, observing changes over time, Comparative test, Pattern seeking, Research</li></ul>	
	Humanities (Geog/History)	<b>Through the Ages (history)</b> <ul style="list-style-type: none"><li>• British prehistory from the Stone Age to the Iron Age</li><li>• Changes to people and lifestyle caused by ingenuity.</li><li>• Invention and technological advancement.</li><li>• Stone age chronology</li></ul>	<b>One planet, Our world (Geography)</b> <ul style="list-style-type: none"><li>• location of countries and cities</li><li>• Use grid references, compass points and latitude and longitude.</li><li>• The layers of the Earth and plate tectonics</li><li>• Discover the five major climate zones. Significant places in the United Kingdom</li><li>• Carry out fieldwork to discover how land is used in the locality.</li></ul>
	RE	<b>What do signs and symbols mean? 3.7.1</b> the use and importance of signs and symbols in secular life the use of signs and symbols in religion / the origins and meaning of different symbols in religion the use of common symbols in religion	<b>How do Christian Aid &amp; Muslim Aid help others? 3.7.2</b> why people give to charity? Christian teaching on charity and wealth and how Christian Aid puts this into action Muslim teaching on the duty of Zakat and how Muslim Aid puts this faith into action
Creativity	Art & Design	<b>Colour Theory</b> <ul style="list-style-type: none"><li>• The colour wheel</li><li>• Colour mixing.</li><li>• Exploration of tertiary colours, warm and cool colours, complementary colours, analogous colours</li><li>• How artists use colour in their artwork.</li></ul>	<b>Prehistoric Pots</b> <ul style="list-style-type: none"><li>• Bell Beaker pottery.</li><li>• Explore different clay techniques.</li></ul>
	Music	<b>Tempo</b> Begin to recognise basic features of different genres of music eg pitch, volume.  Begin to pick out specific instruments and understand the effect they have on the listener.	<b>Rhythm</b> <ul style="list-style-type: none"><li>• Use a range of sound vocabulary to compare and describe.</li><li>• Play simple accompaniment.</li><li>• Improvise and maintain own part within an ensemble.</li></ul>
Physical Wellbeing	Physical Education	Outdoor and Adventurous Follow It and Find It 3.15 <ul style="list-style-type: none"><li>• Develop the range and consistency of their skills and work with others to solve follow trails</li><li>• Choose and apply strategies and skills to meet the requirements of a task or challenge</li><li>• Recognise the effect of different activities on the body</li><li>• Describe and evaluate their own and others performance</li></ul>	Invasion Games: Dodging & Scoring 3.6 <ul style="list-style-type: none"><li>• Refine and develop strategies of attack and defence.</li><li>• Play variations of invasion games such as football, hockey, basketball, netball, water polo and rugby.</li><li>• Carry out warm up and cool down routines safely and effectively.</li><li>• Identify their own strengths and weaknesses in their own and others’ performance</li></ul>
	PSHE (Including RSE) Personal Development	<b>PSHE:</b> <b>Being me in my world:</b> <ul style="list-style-type: none"><li>• Who am I and how do I fit?</li></ul> <b>At an individual appropriate level)</b> <b>PD: Individual EHCP Targets</b>	<b>PSHE:</b> <b>Celebrating Difference:</b> <ul style="list-style-type: none"><li>• Respect for similarity and difference.</li><li>• Anti-bullying and being unique</li></ul> <b>At an individual appropriate level)</b> <b>PD: Individual EHCP Target</b>