BROMLEY BEACON ACADEMY

Subject curriculum map 2023-24 – Green Class

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	**Weekly themes:** • Welcome Back – LIFE • Rosh Hashanah • Recycling week • Yom Kippur • Black History Month • World Mental Health • World Food Day **Drop Down theme:** Di de los Muertos **SEMH theme:** Problem solving	**Weekly themes:** • Remembrance Day • Diwali • World Children's Day • Giving Tuesday • Hanukah • Christmas **Drop Down theme:** Christmas around the world **SEMH theme:** Self-worth	**Weekly themes:** • Young Campaigners • World Religion Day • Holocaust • LGBTQ History Month • Internet Safety **Drop Down theme:** Charities **SEMH theme:** Self-Awareness	**Weekly themes:** • Random acts of kindness • Mental health/ self-harm awareness • World Book Day • Commonwealth Day • International Women's Day • Easter **Drop Down theme:** Easter **SEMH theme:** Relationships	**Weekly themes:** • Eid • St George's Day • Local Community • VE Day • International Day against homophobia, Biphobia and Transphobia • Cultural Diversity **Drop Down theme:** World Cultures **SEMH theme:** Communication/ Interactions	**Weekly themes:** • Pride • Gypsy/ Roma/ Traveller Month • Refugee Week • Windrush • Careers • Mental Health/ addiction **Drop Down theme:** BBA-polooza **SEMH theme:** Independence
English POR **Blue: poetry** **Black: fiction** **Green: non-fiction**	Look up/Pebble in my pocket **Teaching approaches**	Ug: Boy Genius of the Stone Age by Raymond Briggs **Teaching approaches** - Reading aloud and rereading	Leon and the place between by	KrindleKrax - Philip Ridley	Into the Forest	Pugs of the Frozen North Written by Philip Reeve

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	Writing outcomes	- Writing in role - Visualising - Shared writing **Writing outcomes** - Note writing in role as a character - Composing an email from one character to another - Written argument - Visitor leaflet for a theme park - Writing a message to a character in the story - List - Poetry - Newspaper Report				
Spelling – Purple Mash	Homophones Words with ei sound Statutory word list Words the 'ch' sound Consolidating words this half term.	Adding suffixes beginning with vowel letters to words ending in –fer Double consonants Continuing words ending in -ible and –ibly Statutory word list Words containing the letter string ough	Recap Autumn Term Prefix super- Prefix im- Statutory word list Endings which sound like /en/ Consolidating words this half term	Endings which sound like ʃən spelt –tion Endings which sound like spelt –sion Prefix re- Statutory word list Words with endings sounding like/or/	Recap – Spring Term Suffix –ly Statutory word list Homophones Consolidating words this half term	Initial 's' sound spelt with ci, ce and cy 's' sound within word spelt with ce Statutory word list Consolidating words this half term End of year statutory word assessment

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		Consolidating words this half term		Consolidating words this half term		(40 words covered this year) (19 words covered this year and repeated words)
Grammar	Week 1-3 Ready to write (using capital letters for proper nouns and pronoun I, capital letters, ! ?. joining with 'and') Week 4 Commas (for lists) Week 5-6 Word classes 1 (expanded noun phrases) Week 7-9 Conjunctions (coordination and subordination) Week 10-11 Sentence types 1 (sentence types) Week 12 Assessment and consolidation		Week 1-2 Word classes 2 (-ly to turn adjectives into adverbs) Week 3-5 Apostrophes (contraction and possession) Week 6-7 Sentence types 2 (statement and exclamation) Week 8-10 Tenses (Present and past tense and the progressive form) Week 11 Suffixes 1 (Formation of nouns using -ness and -er and compounding e.g. whiteboard) Week 12 Assessment and consolidation		Week 1 – Suffixes 2 (-er -est) Week 2-5 – Revisit sentence and punctuation Week 6 – Consolidation Week 7 – 11 – Revising tenses, CL and full stops, prefixes/suffixes Week 12 Assessment and consolidation	
Guided Reading	Little Wandle Phonics/ High level Little Wandle books	The Dragon Kings daughter	The Owl in the mirror	Jake and Jen	The Great Fire of London	Flick the Switch
Reading VIPERS	The Pebble In My Pocket - Meredith Hooper and Chris Caody	The Present	The Lighthouse	Tuesday – David Weisner	The Squirrels Who Squabbled - Rachel Bright	Escape from Pompeii - Christina Balit
Maths White Rose	**Place Value (Weeks 1-3)** Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000	**Addition and Subtraction Weeks 1-2** Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations	**Weeks 1-3** Multiples of 10 Related calculations Reasoning about multiplication Multiply a 2-digit number by a 1-digit number – no exchange Multiply a 2-digit	**Fractions Weeks 1-3** Understand the denominators of unit fractions Compare and order unit fractions Understand the numerators of non-	**Fractions Weeks 1-2** Add fractions Subtract fractions Partition the whole Unit fractions of a set of objects Non-unit fractions of a set of objects	**Time Week 1** Hours and minutes – use start and end times Hours and minutes - use durations Minutes and seconds Units of time

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	Hundreds, tens and ones Find 1, 10 or 100 more or less Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s **Addition &Subtraction (Weeks 4-7)** Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Step 6 Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10)	Make decisions **Multiplication & Division Weeks 3-6** Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times-table The 2, 4 and 8 times-tables	number by a 1-digit number – with exchange Link multiplication and division Divide a 2-digit number by a 1-digit number – no exchange Divide a 2-digit number by a 1-digit number – flexible partitioning Divide a 2-digit number by a 1-digit number – with remainders Scaling How many ways? **Length & Perimeter Weeks 4-6** Measure in metres and centimetres Measure in millimetres Measure in centimetres and millimetres Metres, centimetres and millimetres Equivalent lengths (metres and centimetres) Equivalent lengths	unit fractions Understand the whole Compare and order non-unit fractions Fractions and scales Fractions on a number line Count in fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models **Mass & Capacity Weeks 4-6** Use scales Measure mass in grams Measure mass in kilograms and grams Equivalent masses (kilograms and grams) Compare mass Add and subtract mass Measure capacity and volume in millilitres	Reasoning with fractions of an amount **Money Weeks 3-4** Pounds and pence Convert pounds and pence Add money Subtract money Find change	Solve problems with time **Shape Weeks 2-4** Turns and angles Right angles Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Draw polygons Recognise and describe 3-D shapes Make 3-D shapes **Statistics Weeks 5-6** Interpret pictograms Draw pictograms Interpret bar charts Draw bar charts Collect and represent data Two-way tables

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	Subtract two numbers (across a 100)		(centimetres and millimetres) Compare lengths Add lengths Subtract lengths What is perimeter? Measure perimeter Calculate perimeter	Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume		
Science Switched on Science- First Edition	**Food and our bodies** <u>Subject Knowledge</u> To find out about healthy and balanced diets. To describe the basic parts of the skeletal system. To look at joints, and how bones and muscles help us move. <u>Working Scientifically</u> To gather, record and present data in different ways. To observe and compare animals with and without skeletons. To make systematic and careful observations.	**Earth rocks - Rocks** <u>Subject Knowledge</u> To explore different kinds of rocks and their properties. To explore different types of rock families. To recognise that soil comes from rock. <u>Working Scientifically</u> To collect and record data from observations and tests. To set up and carry out simple, practical activities and fair tests.	**We are Astronauts - Super Science** <u>Subject Knowledge</u> To observe and draw the Moon from real life and secondary sources. To describe what happened in the 'Space Race' in the 1960. To identify which foods are best to take into space and explain why <u>Working Scientifically</u> To make a model rocket and explain how it works To design and build some model rockets and a Moon lander.	**Opposites attract – (magnets)** <u>Subject Knowledge</u> To observe the forces that magnets produce. To name some materials that magnets can attract and some they cannot. To explain what a magnetic pole is and what it can do. <u>Working Scientifically</u> To report and present findings from enquiries. To list at least ten uses of magnets in everyday life.	**How does your garden grow (plants)** <u>Subject Knowledge</u> To identify and describe the functions of the different parts of flowering plants – roots, stem leaves and flowers. To explore exactly what plants need to live and grow, and how these requirements vary from plant to plant. <u>Working Scientifically</u>	**Mirror, mirror (Light)** <u>Subject Knowledge</u> To describe the reflections when light is reflected from surfaces. To describe how shadows are formed. To research and gather some key facts about how mirrors have been made over the centuries.

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			To know what factors affect the design of a spacesuit.	To predict whether two magnets will attract or repel each other.	To investigate how water is transported within plants. To set up simple practical enquiries. To ask relevant questions and use different types of scientific enquiry to answer them.	<u>Working Scientifically</u> To record observations and make sense of them. To design and carry out a fair test. To make a simple mirror and create a list of the key uses.
Humanities Plan Bee	**Investigating our Local Area (Geography)** • To be able to locate the local area on a map and to give directions. • To learn about physical and human features of our local area. • To identify different types of services in the local area. • To be able to collect and record evidence. • To be able to evaluate what the local area is like.	**Prehistoric World – Stone age/Iron Age (History)** • To introduce the definition • and time scale of human • prehistory • To find out about early humans and the Palaeolithic period. • To find out about people who lived in the Mesolithic period. • To find out how people lived in the Neolithic period. • To find out about how people lived in the Bronze Age.	**Countries of the world (Geography)** • To be able to identify the continents of the world. • To be able to locate countries on a world map. • To find out about some of the key geographical features of each continent. • To be able to locate major capital cities of the world. • To be able to use a variety of sources	**The Romans (History)** • To explore the legend of how Rome was founded and investigate how it grew into the Roman Empire. • To find out about the social structure and organisation of ancient Rome. • To carry out historical research to find out what daily life was like in ancient Rome.	**The Rainforest (Geog)** • To be able to identify the different parts of rainforest plants and their uses. • To be able to identify a variety of rainforest plants. • To be able to identify a variety of animals from the Amazon rainforest.	**Chocolate (History)** • To explore the origins of the cocoa bean • To know how the cocoa bean came to Europe • To explore the development of the Cadbury company

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		• To find out about how people lived in the Iron Age. • To recap and summarise the prehistory of Britain.	to identify human and physical features in a particular country. • To be able to find similarities and differences between different countries.	• To find out about ancient Roman entertainment and to explore the life of a gladiator. • To find out what the Romans believed and to investigate the gods and goddesses of ancient Rome.	• To be able to classify rainforest animals according to various criteria. • To understand and identify food chains in the Amazon rainforest.	
Art and DT Plan Bee	**Art Sculptures** • To investigate how the environment affects how we feel about a place and how art can be used to improve a place. • To collect visual information • and to explore ideas for a site-specific sculpture • To be able to design a site-specific sculpture. • To use 'found' materials to create a sculpture. • To be able to use finishing techniques to complete a sculpture.	**Prehistoric World – Stone age/Iron age (DT)** • To develop sculpture skills • To explore the history and style of cave painting. • To explore and create Stone Age jewellery. • To explore the mysteries of prehistoric art.	**Investigating Patterns (Art)** • To explore patterns and artists who use patterns • To be able to create patterns using rotation, symmetry and reflection. • To be able to create a pattern using stencils. • To be able to use printing to create a pattern.	**The Romans (Art)** • To be able to create a Roman mosaic. • To be able to paint a scene from a Roman myth. • To be able to use clay to make a reproduction of an ancient Roman artefact.	**Making a Greenhouse (DT)** • To explore existing Greenhouses • To investigate stable structures • To investigate materials for making a mini greenhouse • To design a mini greenhouse • To make a mini greenhouse	**Chocolate (DT)** • To investigate and analyse different types of chocolate packaging • To design new packaging for a chocolate product • To evaluate packaging designs for a chocolate product

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	To be able to evaluate a finished piece of artwork.		• To be able to design a pattern for a particular purpose.		• To evaluate a finished product	
PE	**Invasion Games** To understand the basic principles of invasion games. To know how to move and dribble with the ball in different invasion games. To use a range of techniques to pass a ball. To understand the basic principles of defending in invasion games. To apply attacking and defending skills in invasion games.	**Gymnastics** Learn how to create and perform sequences of movement. • To develop body awareness with appropriate variations of direction, pathways, levels, shapes and balances. • Teamwork in order to achieve group led activities. • Being able to lead a warm up. Jumping off from one or two feet and landing on one or two feet. • Holding individual balances using a variety of body parts. • To develop postural control when performing actions.	**Dance –Extreme Earth** Perform dances using a range of movement patterns Improvise and create movements with a partner. Create and perform imaginative movements to fit with different stimuli. Work with a partner to create and perform a dance to show feelings and emotions n work in a group to link actions to create a dance montage.	**Striking and Fielding** Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Catch with accuracy. Strike a ball in an intended direction. Work cooperatively to field a ball. Use striking and fielding skills in a game. Design and play games that use striking and fielding skills.	**Athletics** how to pace correctly for short and long distances. • Start to combine sprinting with low level hurdles. • To be able to throw a Javelin and shot putt accurately. • Learn how to jump from 1 foot onto two. **Swimming** • To be able to enter the water safely in a variety of ways. • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids.	**Tennis** Develop ball control when using a racket. Use a racket in a range of ways Use basic racket skills, such as balancing bouncing, to control a ball. Hit a ball along the ground with a racket.

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					• To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes. Use recognised arm and leg actions, lying on their front or back. • To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move. • Use a range of recognised strokes. • Swim confidently and fluently on the surface and underwater.	
Computing Purple Mash	**Coding (6 weeks)** • Review previous coding knowledge • Use coding knowledge to create a range of programs.	**Online Safety (3 weeks)** • Know what makes a safe password, how to keep passwords safe and the consequences of	**Email (6 weeks)** • think about the different methods of communication • write an email to someone	**Touch-typing (3 weeks)** • Learn how to use the home, top and bottom row keys.	**Simulations (3 weeks)** • find out what a simulation is and understand	**Presenting (6 weeks)** • create a page in a presentation • add media to a presentation

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	• Design and create an interactive scene.		giving your passwords away. • Create a 'spoof' webpage. • Know where to turn for help if you see inappropriate content or have inappropriate contact from others. **Spreadsheets (3 weeks)** • Add and edit data in a table layout • Introduce the 'more than', 'less than' and 'equals' tools • Learn about describing cells using their addresses.	from an address book • learn how to use email safely • add an attachment to an email • explore a simulated email scenario	• Practise the keys typed with the left and right hands **Branching databases (4 weeks)** • sort objects using just YES/NO questions • complete a branching database using 2Question • create a branching database of your choice	the purpose of simulations • explore a simulation, making choices and discussing their effects • work through and evaluate a more complex simulation **Graphing (2 weeks)** • enter data into a graph and answer questions • investigate in order to answer a question. • present the results in graphic form	• add animations into a presentation • add timings into a presentation • use the skills learnt in previous weeks to design and present an effective presentation
PHSE Jigsaw	**Zones of Regulation** Tools	**Being me**	**Celebrating differences** Families	**Dreams and goals** Dreams and goals	**Healthy Me** Being Fit and Healthy	**Relationships** Family Roles and Responsibilities	**Changing Me** How Babies Grow

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	Big and Small problems Creating avatars Change of behaviour My tools	Getting to Know Each Other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter Owning our Learning Charter	Family Conflict Witness and Feelings Witness and Solutions Words that harm Celebrating differences (compliments)	My Dreams and Ambitions A New Challenge Our New Challenge Our New Challenge – overcoming obstacles. Celebrating my learning	*Making a healthy choice* Being Fit and Healthy *eating a healthy, balanced diet* What Do I Know About Drugs? Being Safe Safe or Unsafe My Amazing Body	Friendship Keeping Myself Safe Online Being a Global Citizen 1 Being a Global Citizen 2 Celebrating My Web of Relationships	Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead
Citizenship **Votes for school** (Adaptive curriculum based on world events)	Topic Theme: Environment & climate change		Topic Theme: Crime, justice & extremism	Topic Event: Black History Month	Topic Event: Anti-Bullying Week	Topic Event: LGBT History Month	Topic Event: Safer Internet Day

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RE Plan Bee	**Christianity** – what matters most to Christians and Humanists (how we should care for others)		**Hinduism**		**Buddhism**	
Cooking	**Importance of cross-contamination.** Creating chicken dishes and learning about cross-contamination.	**Different baking techniques** Baking different types of biscuits using different methods and techniques.	**Importance of knife safety** Creating dishes, such as soups to use different cutting, chopping techniques and learning the importance of knife safety.	**Easter themed baking** Bake to different types of cakes and lamb dishes with an Easter theme.	**Dishes from around the world** Making dishes from food around the world for students to learn the diversity of food from other cultures.	**Planning meals on a budget** Students plan and create their own dish- Ingredients, method, practical, cost, equipment.
Forest School	**Rules and understanding Forest School**(Woodland Walk) • Teamwork/creativity and Boundaries (Den building) • Senses • Safe tool use	**Respecting the environment** • Using tools safely • Manipulating wood • Consistency / ration • Fire safety / cooking with whittled sticks	**Native plants and terrain change** • Senses • Patience / fine motor skills • Safe tool use / whittling / predicting	**Worms and their habitat** • Parts of a • Find natural items on the list • How to build stably	**Follow a map** • Giving detailed instructions • Follow verbal direction • Common plants at forest school • Creativity	**Number patterns in nature** • Knot tying and shelter • Creativity • Improve memory