

# MMPS Whole School Curriculum Map

|         |           |         |           |        |         |
|---------|-----------|---------|-----------|--------|---------|
| History | Geography | Science | PSHE & RS | Art/DT | English |
|---------|-----------|---------|-----------|--------|---------|

## EYFS

| Theme      | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|------------|---|---|--|---|--|--|
| <b>Nur</b> | All About Me  | Journey and Colours   | Traditional Tales  | People Who Help Us  | Spring and Growing   | Animals  |
|            | When I was a baby   | Nursery Rhymes  | Stories from the Past  | Uniforms and equipment of the past  | Seasons of the year  | Live cameras for watching animals  |
|            | Immediate family and community  | Autumn walks and road safety  | Who lives in the forest?   | Different jobs<br>Ramadan and Eid   | Hajj season<br>Eid-ul-Adha   | Animal habitats<br>Zoos and Farms  |
|            | Around my home  | Autumn Seeds<br>Air Travel  | Forests, Rivers,<br>Baking Gingerbread   | Taking care of us<br>Dental hygiene   | Spring and planting seeds – cycle  | Wild animals, farm animals, pets   |
|            | Hadith: “No child is born but has the Islamic Faith.” (Sahih Bukhari) | “We produce therewith fruits of various colours.” (35:27)<br>“Travel throughout the land and see how he originated the creation.” (29:20) | Qur’an: ~Humans must treat one another with full honour, respect, and loving-kindness (Qur’an 17.70) | “It is Allah, and Allah alone, who brings the hearts of a community together and binds them” (Qur’an 3.103) | Verily! It is Allah Who causes the seed-grain and the fruit-stone (like date-stone) to split and sprout” (Quran 6:95). | And Allah has created from water every living creature. Some of them crawl on their bellies, some walk on two legs, and some walk on four. Allah creates whatever He wills. Surely Allah is Most Capable of everything. (Qur’an 24.45) |
|            | My community  | Traditional Stories & Celebrations  | Who was Mary/Joseph Anning and what did they discover? [Dinosaurs]                                   | Where in the world am I?<br>(Space/our school’s location)   | Spring Minibeasts and Seeds  | A place called home<br>(Comparing living in Kenya to the UK)   |

|            |  |   |  |   |  |  |
|------------|--|---|--|---|--|--|
| <b>Rec</b> | My family & significant people in the community<br><br>Black History Month<br>e.g. Garrett Morgan          | History of British celebrations.<br><br>Traditional tales   | Significant people/<br>Events beyond living memory<br>Mary (&Joseph)<br>Anning & Georgians | British & Muslim astronauts                                   | Changes within living memory<br>Eid                                      | Traditional Kenyan houses & significant people e.g.<br>Wangari Maathai |
|            | Finding my way around school   | British celebrations<br>Australia   | English & Chinese<br>New Year  | Our local area<br>Maps  | Eid & Ramadan in our community and around the world                      | Kenyan geography /culture  |
|            | Seasons<br><br>Hygiene   | Seasons<br><br>Changing states of matter experiments<br>e.g. porridge   | Seasons<br>Compare dinosaurs to modern animals<br>Experiments e.g. volcano                 | Seasons<br><br>Experiments, e.g. rocket launching.            | Seasons<br><br>Growing plants<br>Plant experiments<br>e.g. dye leaves.   | Seasons<br><br>Floating and sinking                                    |
|            | Who can help me?<br>Me and my special people. Me and my feelings.  | Keeping myself safe<br><br>Emotions   | Confidence<br><br>Resilience   | Conflict resolution<br><br>Perseverance                       | Staying healthy<br><br>Looking after our planet                          | Compassion and tolerance   |
|            | Seasonal art & portraits<br>Roleplay- family & community jobs  | Taking inspiration from Yayoi Kusama and Aboriginal artists   | Drawing and making model dinosaurs   | Junk art<br><br>Alien/planet art                              | Bug sculpture – Louise Bourgeois<br><br>Natural observations             | Layered collage<br>Mixed media<br>Kenyan themed art                    |
|            | Phonics phase 1&2<br><br>New school & community themed books<br>Writing significant letters and their name | Phase 2<br><br>Retell traditional tales and suggest alternative characters/endings.<br>Hear & write CVC words | Phase 3<br><br>Adjectives<br>Adventure stories<br>Fact books<br>Poems<br>Write labels      | Phase 3<br><br>Fact books<br>Write speech bubbles / sentences | Phase 3/4<br><br>Poems<br>Writing plant or animal captions/ descriptions | Phase 3/4<br><br>Postcard and diary entries                            |

## KS1

|       |              |                 |                 |
|-------|--------------|-----------------|-----------------|
| Theme | Colour Chaos | Amazing Animals | Wonderful World |
|-------|--------------|-----------------|-----------------|

# Year 1

|  |   |  |  |                                     |   |
|--|---|--|--|-------------------------------------|---|
| <b>My Family History</b>   | <b>Our Local Area</b>   | <b>Animals and their Habitats</b>  | <b>The Greatest Explorers</b>              | <b>People and their Communities</b> | <b>Great Inventions</b>                                 |
| <b>Everyday Materials</b>  | <b>Seasonal Changes (Autumn to Winter)</b>  | <b>Animals including Humans</b>  | <b>Seasonal Changes (Spring to Summer)</b> |                                     | <b>Plants</b>   |
| <b>Be Yourself</b>   | <b>Teamwork</b>   | <b>Aiming High</b>   | <b>Healthy Lifestyle</b>                   | <b>Health and Wellbeing</b>         | <b>Diverse Britain</b>                                  |
| <b>Spirals</b>   | <b>Exploring Watercolour</b>  | <b>Making Birds</b>  |  | <b>Inspired by Flora and Fauna</b>  |   |
| <b>DC:</b> The Adventure of Books:<br>Mixed<br>The Colour Monster<br><br>The Adventure of Tales:<br>Ginger Bread Man<br>Little Red Riding Hood<br><br>The Adventure of the Past:<br>Pink Panther | <b>DC:</b> The Adventure of Books:<br>Red Rockets and Rainbow Jelly<br>The leaf Thief<br><br>The Adventure of Tales:<br>Goldilocks and the Three Bears<br>Three Billy Goats Gruff<br><br>The Adventure of the Past:<br>The Road Runner<br>Tom and Jerry | <b>DC:</b> The Adventure of Books:<br>The Tiger who came to Tea<br>Tiddler<br><br>The Adventure of Tales:<br>Jack and the Beanstalk<br>Puss in Boots<br><br>The Adventure of the Past:<br>Mr Benn-Zookeeper<br>Tom and Jerry | <b>Drawing Club TBC</b>                    | <b>Drawing Club TBC</b>             | <b>The Lights That Dance In The Dark (whole school)</b> |

| Theme     | Time Travellers                        | Local Legends             | Wonderful World                    | Our Earth                        | Environment Explorers          |  |
|-----------|--|---------------------------|------------------------------------|----------------------------------|--------------------------------|--|
| Year<br>2 | The Great Fire of London               | Who are our local heroes? | What are the Wonders of the World? | What are Seasons?                | Where does our food come from? | How have holidays changed over time?             |
|           | Use of Everyday Materials              | Scientists and Inventors  | Animals including Humans           | Living Things and Their Habitats | Plants                         | Working scientifically                           |
|           | Safety First                           | Think Positive            | One World                          | Digital Wellbeing                | VIPs                           | Respecting Rights                                |
|           | Explore and Draw                       | Be an Architect           | Mono Print                         |                                  | Expressive Painting            |  |
|           | The Great Fire of London - Emma Adams. | Rosie Revere, Engineer    | Dear Earth                         | The Journey Home                 | House Held up by Trees         | The Lights That Dance In The Dark (whole school) |

## LKS2

| Theme     | The Earth around Us               | British Values                             | Investigating Bodies                        | Mother Nature         | Light is Life                 |  |
|-----------|-----------------------------------|--|---|-----------------------|-------------------------------|--|
| Year<br>3 | What was new about the Stone Age? | Where on Earth are we?                     | How much did the Ancient Egyptians achieve? | Ramadan Quran Project | Local History                 | Do you like to be beside the seaside? Is Climate Cool? |
|           | Rocks and Soils                   | Forces & Magnets                           | Animals including Humans                    | Plants                |                               | Light  |
|           | Britain                           | Money Matters                              | It's My Body                                | Be Yourself           | Teamwork                      | Aiming High  |
|           | Gestural Drawing with Charcoal    | Telling Stories Through Drawing and Making | Using Natural Materials to Make Images      |                       | Working with Shape and Colour |  |
|           | The First Drawing                 | Fortunately the Milk                       | There's a Pharaoh in our Bath               | The Last Garden       | The Last Garden               | Midnight Panther (Whole School)                        |
| Theme     | Journeys                          |  | Our World and what it provides us           |                       | Creating a Better World       |  |

|           |                                  |                          |                                      |   |  |                                 |
|-----------|----------------------------------|--------------------------|--------------------------------------|---|--|---------------------------------|
| Year<br>4 | America                          | Romans                   | The Water Cycle                      | The Bronze Age and Iron Age                         |  | Earthquakes and Volcanoes       |
|           | Living Things and their Habitats | Animals including Humans | States of Matter                     |   | Electricity                              | Sound                           |
|           | Think Positive/People of Faith   | VIPs/Food and Fasting    | One World/Caring for the environment | Safety First/Christianity                           | Digital Wellbeing/Growing up/Pilgrimages |                                 |
|           | Storytelling through Drawing     | Festival Feasts          |                                      | Sculpture, Structure, Inventiveness & Determination |  | Exploring Pattern               |
|           | The Matchbox Diary               | The Lion and the Unicorn | Shackleton's Journey                 | The Iron Man  | The Iron Man                             | Midnight Panther (Whole School) |

## UKS2

| Theme     | Journeys            |                                 | Exploring Britain and Beyond                |                                  | Ancient Civilisations               |                         |
|-----------|---------------------|---------------------------------|---|----------------------------------|-------------------------------------|-------------------------|
| Year<br>5 | Journeys and Trades |                                 | Changes in Our Local Environment and Europe |                                  | Islamic Civilisations/ Vikings      |                         |
|           | Earth and Space     | Forces                          | Living Things and their Habitats            | Animals including Humans         | Properties and Changes of Materials |                         |
|           | Be Yourself Peace   | Safety First Poverty and Wealth | One World Christianity                      | It's My Body Ramadan Project     | Teamwork Worship                    | Aiming High Forgiveness |
|           | Typography and maps | Set Design                      |   | Mixed Media Land and City Scapes | Architecture: Dream Big or Small    |                         |

|           |  |                       |  |                          |  |  |
|-----------|--|-----------------------|--|--------------------------|--|--|
|           | Hidden Figures                                       | Cosmic                | Titanic  |                          | Viking in my bed                           | Midnight Panther<br>(Whole School)     |
| Theme     | Ancient World: How has it influenced the Modern Era? |                       | One World: Why is it our responsibility?                             |                          | Our Future: What will the world look like? |  |
| Year<br>6 | The Mayan Civilisation and World War II              |                       | The Rainforest: Global Warming and Climate Change<br>Ramadan Project |                          |  | Sustainability                         |
|           | Electricity  | Light                 | Living Things and Their Habitats                                     | Animals Including Humans | Evolution and Inheritance                  |  |
|           | Diverse Britain<br>Race & Diversity                  | Growing Up<br>Judaism | Digital Wellbeing<br>Commitment                                      | VIPs<br>Commitment       | Think Positive<br>Right and Wrong          | Money Matters<br>Right and Wrong       |
|           | Activism   | Shadow Puppets        | Brave Colour   |                          | Exploring Identity                         |  |
|           | Rain Player  | The Arrival           | The Hidden Forest  | Can we save the Tiger?   | Can we save the Tiger?                     | The Midnight Panther<br>(Whole School) |