

Curriculum Overview

<u>Subject</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Science		<p style="text-align: center;"><u>Materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>			<p style="text-align: center;"><u>Living things and their habitats.</u> <u>Animals including humans</u></p> <p>Explore and compare differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants</p>	<p style="text-align: center;"><u>Animals, including humans – Can I be the next Usain Bolt?</u></p> <p>Notice that animals, including humans, have offspring, which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>

					<p>and animals in their habitats, including micro-habitats;</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air).</p> <p>Mutual Respect</p> <p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay</p>	
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					healthy. Mutual respect	
RE	<p><u>The Bible</u></p> <p>The Bible is the Christian holy book.</p> <p>The Bible is in two sections the Old Testament and the New Testament.</p> <p>Knowing a Bible is very important to Christians.</p> <p>The Bible contains God's big story from the beginning through to the kingdom of God.</p> <p>People of other faiths have different holy books and there are some similarities and differences between these books and the Bible.</p> <p>Tolerance and</p>	<p><u>Christmas.</u></p> <p>Why was the birth of Jesus such good news?</p> <p>Christmas is a celebration of the good news.</p> <p>Angels are the Good news bringers.</p> <p>We (Christians) believe that the good news is that Jesus is the saviour of the world.</p> <p>We (Christians) believe that the content of the Christmas story is good news.</p> <p>The good news impacts on the world then and now.</p> <p>Tolerance and</p>	<p><u>Jesus Friend to Everyone</u></p> <p>The stories covered in this unit can be found in the gospels in the New Testament</p> <p>We (Christians) believe that Jesus miracles reveal him to be the Son of God.</p> <p>We (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was.</p> <p>Tolerance and respect</p>	<p><u>Easter: How do Symbols help us to understand the story?</u></p> <p>There are different objects and symbols used to help explain and understand the meaning of Easter.</p> <p>The Easter story is central to Christian belief.</p> <p>The death and resurrection of Jesus is part of God's salvation plan.</p> <p>Tolerance and respect</p>	<p><u>Why is the church a special place for Christians?</u></p> <p>The church is a special place where Christians meet to worship and pray. It is also the body of people not just the building</p> <p>For Christians, the church is a holy blessed space.</p> <p>Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant.</p> <p>People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship</p>	<p><u>What happened at the Ascension and Pentecost?</u></p> <p>We (Christians) believe that 40 days after the resurrection, Jesus ascended into heaven.</p> <p>We (Christians) believe that God is three in one – Father, Son and Holy Spirit.</p> <p>The gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.</p> <p>The events of Pentecost still impact on the church today.</p> <p>Tolerance and respect</p>

	respect	respect			that takes place there. Tolerance and respect	
Computing	<p><u>We are astronauts</u> Have a clear understanding of algorithms as sequences of instructions.</p> <p>Convert simple algorithms to programs.</p> <p>Predict what a simple program will do spot and fix (debug) errors in their programs.</p>	<p><u>We are games testers</u> Describe carefully what happens in computer games use logical reasoning to make predictions of what a program will do.</p> <p>Test these predictions think critically about computer games and their use be aware of how to use games safely and in balance with other activities.</p>	<p><u>We are photographers</u> Consider the technical and artistic merits of photographs use a digital camera or camera app take digital photographs review and reject or pick the images they take.</p> <p>Edit and enhance their photographs select their best images to include in a shared portfolio.</p>	<p><u>We are researchers</u> Develop collaboration skills through working as part of a group develop research skills through searching for information on the internet.</p> <p>Improve note-taking skills through the use of mind mapping.</p> <p>Develop presentation skills through creating and delivering a short multimedia presentation.</p>	<p><u>We are detectives</u> Understand that email can be used to communicate develop skills in opening, composing and sending emails.</p> <p>Gain skills in opening and listening to audio files on the computer use appropriate language in emails.</p> <p>Develop skills in editing and formatting text in emails be aware of e-safety issues when using email.</p>	<p><u>We are zoologists</u> Sort and classify a group of items by answering questions.</p> <p>Collect data using tick charts or tally charts.</p> <p>Use simple charting software to produce pictograms and other basic charts take, edit and enhance photographs.</p>
History		<u>Lives of significant individuals from the past (Neil Armstrong and</u>	<u>What were the people who lived here like a 100 years ago?</u>	<u>Great fire of London.</u> Use phrases and words like: 'before',		

		<p><u>Christopher Columbus)</u> Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>Tolerance and respect</p>	<p>Look at significant historical events, people and places from own own locality. Focus on mining.</p> <p>Democracy</p>	<p>'after', 'past', 'present', 'then' and 'now'; in their historical learning.</p> <p>Use the words 'past' and 'present' accurately.</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p>		
Geography	<p><u>Africa</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting</p>		<p><u>Our Town (Physical and Human Geography)</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical</p>			<p><u>Why we do like to be beside the seaside</u> Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use simple fieldwork and</p>

	<p>non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Mutual respect Tolerance and respect</p>		<p>features of its surrounding environment.</p> <p>Mutual respect</p>			<p>observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Mutual respect</p>
Art	<p><u>Africa</u></p> <p>Create an African sunset silhouette mixing paint to make secondary colours.</p> <p>Use charcoal pencils and pastels.</p> <p>Use viewfinders to sketch a piece of an African art.</p>		<p><u>Can we turn a photograph into a painting?</u></p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p><u>What does the place we are learning about look like?</u></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p><u>Clay Pots</u></p> <p>To use a range of materials creatively to design and make products.</p> <p>Make a clay pot whilst adding line and shape to their work.</p>	<p><u>What is still life anyway?</u></p> <p>To use drawing to develop and share their ideas, experiences and imagination. Use different grades of pencil.</p> <p>Use a view finder to focus on a specific part/</p>	<p><u>What will our wallpaper look like?</u></p> <p>To use a range of materials creatively to design and make products.</p>

			line, shape, form and space. Children create a group collage.			
DT	<u>African Masks</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria	<u>Moving Vehicles</u> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products		<u>Clay Pots</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. <u>Musical instruments</u> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	<u>Habitats</u> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	<u>Finger Puppets</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
Music	<u>Hands, Feet, Heart – Celebrate and Learn about African Music</u> Dimensions of music. Singing. Playing Instruments.	<u>Ho Ho Ho – Link to Christmas production</u> Creating a performance using song and dance	<u>I wanna play in a band- Rock</u> Sing Play Improvise and compose. Listen and appraise classic rock songs	<u>Zootime- Reggae focus</u> Sing Play Improvise with voices and instruments. Listen and appraise	<u>Friendship Song-songs about friendship</u> Sing and perform. Improvise with voices and instruments. Listen and appraise	<u>Reflect, rewind and replay- Consolidate learning throughout the year</u> Context for the history of music. Beginnings of the

	<p>Listen and appraise different styles of South African Music.</p> <p>Mutual respect Tolerance and respect</p>			<p>different reggae songs.</p> <p>Mutual respect Tolerance and respect</p>	<p>different songs about friendship.</p> <p>Mutual respect Tolerance</p>	<p>language of music. Share and perform learning.</p>
MFL		<p><u>Greetings</u> Understand simple questions, use set phrases and answer with a short phrase.</p>		<p><u>Numbers</u> Numbers 1-20, join in with rhymes and songs and use set phrases.</p>		<p><u>Body Parts</u> Join in with rhymes and songs, use set phrases and answer with a short phrase.</p>
PE	<p><u>Games</u> Core task – Piggy in the middle</p>	<p><u>Dance</u></p>	<p><u>Gym</u></p>	<p><u>Games</u> Net/wall core task.</p>	<p><u>Striking and fielding</u> Core task</p>	<p><u>Athletics</u> Honey pot unit</p>
PSHE	<p><u>Rules and Responsibilities</u> How they can contribute to the life of the classroom and school</p>	<p><u>Growing and changing</u> About the process of growing from young to old and how people's needs change. About growing and changing, and new opportunities and responsibilities that increasing independence may</p>	<p><u>Feelings and Emotions</u> To recognise that their behaviour affects other people.</p>	<p><u>Healthy Relationships</u> To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	<p><u>Feelings and emotions</u> To recognise that their behaviour affects other people.</p>	<p><u>Keeping safe</u> To recognise that their behaviour affects other people <u>Healthy Lifestyles</u> To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have</p>

		bring				good and not so good consequences
Outdoor Learning	Algorithms outside before practicing on the computer (use maths on a mat or the grid on the playground)	Go on a material hunt around school – What different materials can we find?	Walk round our local area identifying physical and human features.	Make Tudor house and burn these outside to re-create the fire of London.	Plant and look after our own seed.	Hold mini sports day outside – link to Science unit.

Identify British Values and where they are taught.