

2 Year Curriculum Overview 2014/16

	Mrs Short/Hissett Y2/1	Mrs Taylor Y3/2	Mrs Woodhall Y4/3	Mrs Longfield Y5/4	Mrs Whisker Y6/5
History Cycle A	<p>What was life like when our grandparents were children? – <i>changes within living memory</i></p> <p>Why do we remember Bonfire Night?- <i>events beyond living memory nationally</i></p> <p>Who are our local heroes? – <i>local history study (lives of significant individuals)</i></p>	<p>How do we know about the Egyptians?- <i>the achievements of the earliest civilisations</i></p> <p>Has childhood changed over time?- <i>local history study (study of a British theme that extends knowledge beyond 1066)</i></p> <p>Did the Romans make Britain better?- <i>the Roman Empire and its impact on Britain</i></p>	<p>How do we know about the Egyptians?- <i>the achievements of the earliest civilisations</i></p> <p>Has childhood changed over time?- <i>local history study (study of a British theme that extends knowledge beyond 1066)</i></p> <p>Did the Romans make Britain better?- <i>the Roman Empire and its impact on Britain</i></p>	<p>Why should the World be ashamed of slavery/How has communication changed? - <i>study of an aspect or theme of British History that extends knowledge beyond 1066</i></p> <p>What impact did the Anglo-Saxons have?- <i>Britain's settlement by Anglo- Saxons and Scots</i></p> <p>Would the Vikings do anything for money?- <i>the Viking and Anglo-Saxon struggle for the Kingdom of England</i></p>	<p>Why should the World be ashamed of slavery/How has communication changed? - <i>study of an aspect or theme of British History that extends knowledge beyond 1066</i></p> <p>What impact did the Anglo-Saxons have?- <i>Britain's settlement by Anglo- Saxons and Scots</i></p> <p>Would the Vikings do anything for money?- <i>the Viking and Anglo-Saxon struggle for the Kingdom of England</i></p>
History Cycle B	<p>What was life like when our grandparents were children? – <i>changes within living memory</i></p> <p>Why do we remember Bonfire Night?- <i>events beyond living memory nationally</i></p> <p>Who are our local heroes? – <i>local history study (lives of significant individuals)</i></p>	<p>What was important to our local Victorians? – <i>local history study (study of a British theme that extends knowledge beyond 1066)</i></p> <p>What was new about the new Stone Age?- <i>changes in Britain from the Stone Age to the Iron Age</i></p> <p>When would you rather have lived – Bronze Age or Iron Age?- <i>changes in Britain from the Stone Age to the Iron Age</i></p>	<p>What was important to our local Victorians? – <i>local history study (study of a British theme that extends knowledge beyond 1066)</i></p> <p>What was new about the new Stone Age?- <i>changes in Britain from the Stone Age to the Iron Age</i></p> <p>When would you rather have lived – Bronze Age or Iron Age?- <i>changes in Britain from the Stone Age to the Iron Age</i></p>	<p>What did the Greeks do for us?- <i>a study of Greek life and achievements and their influence on the western world</i></p> <p>How did WWII impact our local area?- <i>study of an aspect or theme of British History that extends knowledge beyond 1066</i></p> <p>Why should we remember the Maya?- <i>the achievements of the earliest civilisations</i></p>	<p>What did the Greeks do for us?- <i>a study of Greek life and achievements and their influence on the western world</i></p> <p>How did WWII impact our local area?- <i>study of an aspect or theme of British History that extends knowledge beyond 1066</i></p> <p>Why should we remember the Maya?- <i>the achievements of the earliest civilisations</i></p>
Geography Cycle A	<p>Where do we live?- <i>use maps to identify the UK and its countries</i></p> <p>Where in the world do these people live?- <i>understand geographical features by contrasting the UK with a non-European county.</i></p>	<p>Can you come on a great American road trip?- <i>locate the worlds countries using map, including North and South America</i></p> <p>How does the Earth shake, rattle and roll?- <i>describe and understand key aspects of physical geography, including volcanoes</i></p>	<p>Can you come on a great American road trip?- <i>locate the worlds countries using map, including North and South America</i></p> <p>How does the Earth shake, rattle and roll?- <i>describe and understand key aspects of physical geography, including volcanoes</i></p>	<p>Where does all our stuff come from?- <i>use maps, atlases and digital mapping to locate countries and describe features</i></p> <p>Are we damaging our world?- <i>describe and understand aspects of human geography, including settlement and land use</i></p>	<p>Where does all our stuff come from?- <i>use maps, atlases and digital mapping to locate countries and describe features</i></p> <p>Are we damaging our world?- <i>describe and understand aspects of human geography, including settlement and land use</i></p>

	What are seasons? - <i>identify seasonal and daily weather patterns in the UK</i>	Where on Earth are we? – <i>locate the worlds countries using maps</i>	Where on Earth are we? – <i>locate the worlds countries using maps</i>		
Geography Cycle B	<p>Where do we live?- <i>use maps to identify the UK and its countries</i></p> <p>Where in the world do these people live?- <i>understand geographical features by contrasting the UK with a non-European county.</i></p> <p>What are seasons?- <i>identify seasonal and daily weather patterns in the UK</i></p>	<p>Do we like to be beside the seaside?- <i>name geographical regions and their identifying characteristics in the UK</i></p> <p>Is climate cool?- <i>identify seasonal/daily weather patterns in the UK</i></p> <p>How does the water go round and round?- <i>describe and understand key aspects of physical geography, including the water cycle</i></p>	<p>Do we like to be beside the seaside?- <i>name geographical regions and their identifying characteristics in the UK</i></p> <p>Is climate cool?- <i>identify seasonal/daily weather patterns in the UK</i></p> <p>How does the water go round and round?- <i>describe and understand key aspects of physical geography, including the water cycle</i></p>	Where should we go on holiday? - <i>locate the worlds countries using maps</i>	Where should we go on holiday? - <i>locate the worlds countries using maps</i>
R.E. Cycle A	<p>Special stories for Christians and Muslims</p> <p>Gifts and Giving</p> <p>What can we learn by thinking about important promises in religion that I make?</p> <p>Questions that puzzle us.</p> <p>How do we show we care?</p> <p>Myself. Who am I?</p>	<p>Does a beautiful world mean there is a wonderful God?</p> <p>Why do Christians see Jesus as the light of the world?</p> <p>How does the Easter story turn from despair to hope?</p> <p>Light and dark.</p> <p>Worship</p> <p>How and why do Hindus and Christians see life like a journey?</p>	<p>What makes Jesus an inspiration to some people?</p> <p>Journeys – Mary’s milestone</p> <p>Easter – who or what is inspiring to Christians and Jewish people?</p> <p>Christian Aid and Islamic relief: Can they change the world?</p> <p>What does it mean to be a Muslim</p>	<p>What makes Jesus an inspiration to some people?</p> <p>Journeys – Mary’s milestone</p> <p>Easter – who or what is inspiring to Christians and Jewish people?</p> <p>Christian Aid and Islamic relief: Can they change the world?</p> <p>What does it mean to be a Muslim</p>	<p>What matters most to Christians, to Humanists and to me?</p> <p>Incarnation – God becoming human</p> <p>An Easter experience – reflections and interpretations in Art</p> <p>What can make our community more tolerant and respectful?</p> <p>Why is pilgrimage important to some religious believers?</p>
R.E. Cycle B					

Science Cycle A	Animals including humans Materials Light Sound Living things and their habitats	Animals including humans Materials Light Earth and Space (Y3s) Sound Living things and their habitats	Animals including humans Materials Light Earth and Space Sound Living things and their habitats	Animals including humans Materials Light Earth and Space Sound Living things and their habitats	Animals including humans Materials Light Earth and Space Sound Living things and their habitats
Science Cycle B	Animals including humans Electricity Forces Plants Living things and their habitats	Animals including humans Electricity Rocks and evolution and inheritance (Y3s) Forces Plants Living things and their habitats	Animals including humans Electricity Rocks and evolution and inheritance Forces Plants Living things and their habitats	Animals including humans Electricity Rocks and evolution and inheritance Forces Plants Living things and their habitats	Animals including humans Electricity Rocks and evolution and inheritance Forces Plants Living things and their habitats
Art Cycle A and B	<p>Develop ideas – respond to ideas and starting points, explore ideas and collect visual information, explore different methods and materials, describe the work of notable artists, artisans and designers, use some of the ideas of artists studied to create pieces</p> <p>Drawing – draw lines of different sizes and thickness, colour own work neatly following the lines</p> <p>Painting – use thick and thin brushes, mix primary colours to make secondary, add white to colours to make tints and black to make tones, create colour wheels</p>	<p>Develop ideas – extend ideas from starting points throughout the curriculum, collect information, sketches and resources and present them in a sketch book, use the qualities of materials to enhance ideas, spot the potential in unexpected results as work progresses, use visual language to comment on art works, give details about the work of notable artists, artisans and designers, show how the work of those studied was influential, create original pieces that show a range of influence and styles</p> <p>Painting – use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines, mix colours effectively, use water colour paint to provide washes</p>	<p>Develop ideas – extend ideas from starting points throughout the curriculum, collect information, sketches and resources and present them in a sketch book, use the qualities of materials to enhance ideas, spot the potential in unexpected results as work progresses, use visual language to comment on art works, give details about the work of notable artists, artisans and designers, show how the work of those studied was influential, create original pieces that show a range of influence and styles</p> <p>Painting – use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines, mix colours effectively, use water colour paint to provide washes</p>	<p>Develop ideas - extend ideas from starting points throughout the curriculum, collect information, sketches and resources and present them in a sketch book, use the qualities of materials to enhance ideas, spot the potential in unexpected results as work progresses, use visual language to comment on art works, give details about the work of notable artists, artisans and designers, show how the work of those studied was influential, create original pieces that show a range of influence and styles</p> <p>Painting – sketch before painting to combine line and colour, create a colour palette based upon colours observed in the natural or built world, combine colours, tones and tints to</p>	<p>Develop ideas - extend ideas from starting points throughout the curriculum, collect information, sketches and resources and present them in a sketch book, use the qualities of materials to enhance ideas, spot the potential in unexpected results as work progresses, use visual language to comment on art works, give details about the work of notable artists, artisans and designers, show how the work of those studied was influential, create original pieces that show a range of influence and styles</p> <p>Painting- use the qualities of water colour and acrylic paint to create visually interesting pieces, use brush techniques and the quality of the paint to create texture, develop a personal style</p>

	<p>Collage – use a combination of materials that are cut, torn and glued, sort and arrange materials, mix materials to create texture</p> <p>Sculpture – use a combination of shapes, include lines and texture, use rolled up paper, straw, paper, card and clay as materials, use techniques such as rolling, cutting, moulding and carving</p>	<p>for backgrounds and then add detail, experiment with creating mood with colour</p> <p>Collage – select and arrange materials for a striking effect Ensure work is precise, use coiling, overlapping, tessellation, mosaic and montage</p> <p>Sculpture – create and combine shapes to create recognisable forms, include texture that conveys feelings, expression or movement, use clay and other mouldable materials, add materials to provide interesting detail</p>	<p>for backgrounds and then add detail, experiment with creating mood with colour</p> <p>Collage – select and arrange materials for a striking effect Ensure work is precise, use coiling, overlapping, tessellation, mosaic and montage</p> <p>Sculpture – create and combine shapes to create recognisable forms, include texture that conveys feelings, expression or movement, use clay and other mouldable materials, add materials to provide interesting detail</p>	<p>enhance the mood of a piece</p> <p>Collage – mix textures(rough and smooth, plain and patterned), combine visual and tactile qualities</p>	<p>of painting drawing upon ideas from other artists</p> <p>Textiles- show precision in techniques, choose from a range of stitching techniques, choose and stitch materials,</p>
D & T Cycle A and B	<p>Design purposeful, functional and appealing products</p> <p>Generate model and communicate ideas</p> <p>Use a range of tools and materials to complete practical tasks</p> <p>Evaluate existing products and their own ideas</p> <p>Build and improve structure and mechanisms</p> <p>Understand where food comes from</p>	<p>Use research and criteria to develop products which are fit for purpose</p> <p>Use annotated sketches and prototypes to explain ideas</p> <p>Evaluate existing products and improve own work</p> <p>Use mechanical systems in own work</p> <p>Understand seasonality; prepare and cook mainly savoury dishes</p>	<p>Use research and criteria to develop products which are fit for purpose</p> <p>Use annotated sketches and prototypes to explain ideas</p> <p>Evaluate existing products and improve own work</p> <p>Use mechanical systems in own work</p> <p>Understand seasonality; prepare and cook mainly savoury dishes</p>	<p>Use research and criteria to develop products which are fit for purpose and aimed at specific groups</p> <p>Use annotated sketches, cross section diagrams and computer aided design</p> <p>Analyse and evaluate existing products and improve own work</p> <p>Use mechanical and electrical systems in own products, including programming</p> <p>Cook savoury dishes for a healthy and varied diet</p>	<p>Use research and criteria to develop products which are fit for purpose and aimed at specific groups</p> <p>Use annotated sketches, cross section diagrams and computer aided design</p> <p>Analyse and evaluate existing products and improve own work</p> <p>Use mechanical and electrical systems in own products, including programming</p> <p>Cook savoury dishes for a healthy and varied diet</p>
P.E. Cycle A and B	<p>Games Participate in team games – master running, jumping, throwing and catching</p> <p>Gymnastics Master basic movement – balance, agility and coordination</p>	<p>Games Use running, jumping, catching and throwing in isolation and in combination Play competitive games modified as appropriate</p> <p>Gymnastics Develop flexibility and control</p>	<p>Games Use running, jumping, catching and throwing in isolation and in combination Play competitive games modified as appropriate</p> <p>Gymnastics Develop flexibility and control</p>	<p>Games Use running, jumping, catching and throwing in isolation and in combination Play competitive games applying basic principles</p> <p>Gymnastics Develop flexibility and control</p>	<p>Games Use running, jumping, catching and throwing in isolation and in combination Play competitive games applying basic principals</p> <p>Gymnastics Develop flexibility and control</p>

	Dance <i>Perform dance using simple movements</i>	Dance <i>Develop flexibility and control</i>	Dance <i>Develop flexibility and control</i>	Dance <i>Develop flexibility and control</i>	Dance <i>Develop flexibility and control</i>
			Athletics <i>Compare performances to achieve personal bests</i>	Athletics <i>Compare performances to achieve personal bests</i>	Athletics <i>Compare performances to achieve personal bests</i>
			Swimming <i>Swimming proficiency at 25m</i>	Outdoor and adventurous activities <i>Robinwood</i>	
Computing	Working and communicating online All about algorithms Amazing images Cool researchers Puppet masters Let's make a card	Working and communicating online Super slideshow Brilliant Beebots Perfect posters Let's animate Let's blog	Working and communicating online Making a presentation Making a slideshow Making a poster Making a piece of digital art Making a car programme	Working and communicating online Making a maths quiz Making a 3D model Making a podcast Making a website (this unit may take longer than half a term allows so can be carried into the next half; also allowing leeway for the Summer production)	Working and communicating online Making a video Making a maze game Making a database Making a presentation (this unit may take longer than half a term allows so can be carried into the next half; also allowing leeway for the Summer production)
PSHCE Cycle A	Personal development – my ideas and feeling Staying safe – physical safety Keeping healthy – hygiene and disease Finance and the future – understanding money Citizenship – my role in school Relationships family and friends	Personal development – my ideas and feeling Staying safe – physical safety Keeping healthy – hygiene and disease Finance and the future – understanding money Citizenship – my role in school Relationships family and friends	Personal development – boosting self esteem and valuing others Staying safe – physical safety and risk taking Keeping healthy – hygiene and disease Finance and the future – managing money Citizenship – local and national Changes – growing up (+transition and Y6 puberty)	Personal development – boosting self esteem and valuing others Staying safe – physical safety and risk taking Keeping healthy – hygiene and disease Finance and the future – managing money Citizenship – local and national Changes – growing up	Personal development – boosting self esteem and valuing others Staying safe – physical safety and risk taking Keeping healthy – hygiene and disease Finance and the future – managing money Citizenship – local and national Changes – growing up
PSHCE Cycle B	Personal development – taking responsibility Staying safe – DATE and e-safety Keeping healthy – healthy eating and physical activity Finance and the future – how is money used? Citizenship – my environment Relationships – understanding and cooperating with others (+ anti-bullying)	Personal development – taking responsibility Staying safe – DATE and e-safety Keeping healthy – healthy eating and physical activity Finance and the future – how is money used? Citizenship – my environment Relationships – understanding and cooperating with others (+ anti-bullying)	Personal development –self confidence and responsible choices Staying safe – DATE and e-safety Keeping healthy – healthy eating, physical activity and emotional wellbeing Finance and the future – thinking about careers Citizenship – global Relationships – building positive relationships(+ anti	Personal development –self confidence and responsible choices Staying safe – DATE and e-safety Keeping healthy – healthy eating, physical activity and emotional wellbeing Finance and the future – thinking about careers Citizenship – global Relationships – building positive relationships(+ anti	Personal development –self confidence and responsible choices Staying safe – DATE and e-safety Keeping healthy – healthy eating, physical activity and emotional wellbeing Finance and the future – thinking about careers Citizenship – global Relationships – building positive relationships(+ anti

			<i>bullying, transition and Y6 puberty)</i>	<i>bullying, transition and Y6 puberty)</i>	<i>bullying, transition and Y6 puberty)</i>
Alphabet and classroom language to be covered in all years					
French Cycle A and B		Y3 Numbers to 10 Moi and Colours La Jungle and La Meteo Tutti Fruitti and Vive le Sport	Y4 Numbers 10-20 Les Monstres and Les Animaux Le Calendrer and Au Marche Je suis le Musicien and A la Mode	Y5 Numbers 20-69 Ma Famille and Fait la Fete Cher Zoo and Le Petite Dejeuner Vive le Temps Libre and A la Plage	Y6 Numbers 69-100 Les Portraits and Tour de France Les Cadeaux and Le Carnival des Animaux Au cafe and Destinations
Music Cycle A and B	<i>Sing songs</i> <i>Play tuned and untuned instruments musically</i> <i>Listen to and understand live and recorded music</i> <i>Make and combine sounds musically</i>	Y3&Y4		Y5&Y6	
		<i>Use voice and instruments with increasing accuracy, control and expression</i> <i>Improvise and compose music</i> <i>Listen with attention to detail</i> <i>Appreciate a wide range of live and recorded music</i> <i>Begin to develop understanding of music history</i>		<i>Perform with control and expression solo and in ensembles</i> <i>Improvise and compose using dimensions of music</i> <i>Listen to detail and recall aurally</i> <i>Use and understand basics of staff notation</i> <i>Develop an understanding of the history of music, including great musicians and composers</i>	
Maths Cycle A and B	Counting, mental maths, multiplication and division facts				
	Number <i>Place Value</i> <i>Addition and Subtraction</i> <i>Division and Multiplication</i> <i>Fractions</i> Measurement Geometry <i>Properties of shape</i> <i>Position and direction</i> Statistics (Y2)	Number <i>Place Value</i> <i>Addition and Subtraction</i> <i>Division and Multiplication</i> <i>Fractions</i> Measurement Geometry <i>Properties of shape</i> <i>Position and direction</i> Statistics	Number <i>Place Value</i> <i>Addition and Subtraction</i> <i>Division and Multiplication</i> <i>Fractions(including decimals and percentages Y4)</i> Measurement Geometry <i>Properties of shape</i> <i>Position and direction</i> Statistics	Number <i>Place Value</i> <i>Addition and Subtraction</i> <i>Division and Multiplication</i> <i>Fractions(including decimals and percentages)</i> Measurement Geometry <i>Properties of shape</i> <i>Position and direction</i> Statistics	Number <i>Place Value</i> <i>Addition and Subtraction</i> <i>Division and Multiplication</i> <i>Fractions(including decimals and percentages)</i> <i>Ratio and proportion (Y6)</i> <i>Algebra (Y6)</i> Measurement Geometry <i>Properties of shape</i> <i>Position and direction</i> Statistics
English Cycle A and B	Reading, Writing, Spelling, Grammar and Punctuation and shared Class Novel				
	Non Narrative <i>Instructions</i> <i>Captions</i> <i>Labels</i> <i>Recounts</i>	Non Narrative <i>Instructions</i> <i>Recounts</i> <i>Explanations</i> Narrative	Non Narrative <i>Instructions</i> <i>Diary writing</i> <i>Letters</i> <i>Non chronological reports</i>	Non Narrative <i>Letters- persuasive</i> <i>Non chronological reports</i> <i>Instructions</i> <i>Recounts</i>	Non Narrative <i>Argument and debate</i> <i>Recounts</i> <i>Journalistic style</i> <i>Biographies</i>

	<p>Narrative <i>Traditional tales and fairy tales</i> <i>Imaginary settings</i> <i>Set in places that children have been</i></p> <p>Poetry <i>Nonsense and humorous poems</i> <i>and limericks</i></p>	<p><i>Stories with adventure/imaginary settings</i> <i>Stories of mystery and suspense</i> <i>Stories set in places where children have been</i></p> <p>Poetry <i>Poems that convey an image</i> <i>Learn by heart and perform a significant poem</i></p> <p>Extra Unit <i>Letters</i></p>	<p><i>Newspaper reports</i> <i>Persuasive writing</i></p> <p>Narrative <i>Stories of mystery and suspense</i> <i>Stories with imaginary settings</i> <i>Stories with familiar settings</i> <i>Myths and Legends</i> <i>Adventure stories</i> <i>Stories with a dilemma</i></p> <p>Poetry <i>Poems that convey an image</i> <i>Learn by heart and perform a significant poem</i></p>	<p><i>Explanations</i></p> <p>Narrative <i>Stories of mystery and suspense</i> <i>Stories from other cultures</i> <i>Study of modern and older fiction</i></p> <p>Poetry <i>Narrative poems</i> <i>Poems with imagery and figurative language</i> <i>Learn by heart and perform a significant poem</i></p>	<p>Narrative <i>Stories of mystery and suspense</i> <i>Stories of adventure</i> <i>Flashbacks</i> <i>Author study</i></p> <p>Poetry <i>Haiku</i> <i>Cinquain</i> <i>Analysis of poetry</i> <i>Learn by heart and perform a significant poem</i></p>
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