



## High Clarence Primary Academy Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	<b>Me and My Community</b> Exploring Autumn	<b>Big Wide World</b> Sparkle and Shine	<b>Once Upon a Time: journeys</b> Winter Wonderland	<b>Why do you love me so much?</b>	<b>Why do Ladybirds have Spots?</b> Saltholme – Sensory nature walk	<b>Who lives in a rock pool?</b>
	<b>Me and My Community</b> Exploring Autumn	<b>Starry Night</b> Sparkle and Shine	<b>Once Upon a Time: Traditional Tales</b> Winter Wonderland	<b>Are Eggs alive?</b>	<b>Why can't I have chocolate for breakfast?</b>	<b>Sunshine and Sunflowers</b> Shadows and Reflections: Saltholme – Sensory nature walk



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	Autumn: History	Spring: Geography	Summer: History & Geography / revisit / review
KS1 Year A	<p><b>History: How has transport changed?</b> Key concepts- change, chronology, similarity, difference, source – <b>ART:</b> <b>Science</b> - Seasonal change and Everyday Materials, <b>DT</b> – mechanisms: Wheels and axles <b>R.E:</b> Unit 7 Who do Christians say made the world? (Creation) Unit 8 Why does Christmas matter to Christians? (Incarnation) <b>Computing:</b> Photos using camera – weather report <b>Art:</b> Drawing: Make your mark <b>Music:</b> Performance topic – glockenspiels; Singing, rehearsing, performing, Christmas songs</p>	<p><b>Geography: What is similar and different between Port Clarence and York?</b> Key concepts- locality, climate, environment, population, region <b>Science</b> - Animals including Humans, Pushes and Pulls <b>DT:</b> &amp; Textiles: Puppets <b>R.E:</b> Unit 9 Who is Jewish and how do they live? (Judaism) Unit 10 What do Christians believe God is like? (God) <b>Computing:</b> Unplugged Physical computing &amp; Scratch Jr <b>Art:</b> Painting and Mixed Media: Colour Splash <b>Music:</b> Performance topic- glockenspiels, Listening and appraising – classical music</p>	<p><b>History: How has visiting the local area changed?</b> Key Concepts-change, community, chronology, evidence, source <b>Geography: Why do different animals live in different parts of the world?</b> Key concepts: climate, environment, landscape, biome, continent, location <b>Science</b> Plants, Light and Shadows <b>DT:</b> structures: constructing a windmill &amp; Cooking and nutrition: Tasty wraps <b>R.E:</b> Unit 11 What does it mean to belong to a faith community? (Thematic) Unit 12 How should we care for the world and for others, and why does it matter? (Thematic) <b>Computing:</b> Videos using clips – information of The Great Fire of London <b>Art:</b> Sculpture and 3D: Paper Play <b>Music:</b> Composing mats, Listening and appraising – Pop music</p> <p><b>Saltholme – Land minibeasts, habitats, animals living in different habitats</b></p>
KS1 Year B	<p><b>History: Who is the greatest explorer?</b> Key Concepts- change, community, chronology, similarity, difference, evidence, source – <b>ART:</b> <b>Science</b> Uses of everyday materials, building circuits <b>DT-</b> Textiles: Pouches <b>R.E:</b> Unit 13 What is the good news Christians believe Jesus brings? (Gospel) Unit 14 What is the good news Christians believe Jesus brings? (Gospel) <b>Computing:</b> Data handling with Numbers – bar chart from material hunt <b>Art:</b> Craft &amp; Design: Map it out <b>Music:</b> Performance topic – glockenspiels; Singing, rehearsing, performing, Christmas songs</p>	<p><b>Geography: What are the wonders of the UK?</b> Key concepts- location, landscape, continent, environment, resources, development <b>Science</b> Plants and Living things and their habitats <b>DT:</b> Mechanisms: London Eye <b>R.E:</b> Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam) Unit 16 Why does Easter matter to Christians? (Salvation) <b>Computing:</b> Unplugged Physical computing &amp; Scratch Jr <b>Art:</b> Painting and Mixed Media: Life in colour <b>Music:</b> Performance topic – glockenspiels; listening and appraising – classical music</p> <p><b>Saltholme – Plants, habitats and links with art</b></p>	<p><b>History: Why was the fire of London ‘Great’?</b> Key concepts- monarchy, sources, chronology, community, evidence, society, cause, consequence <b>Geography: Where would you rather live Port Clarence or Cairo?</b> Key concepts: location, continent, climate, environment, population, landscape, region, resources, development <b>Science</b> Animals Including Humans <b>DT:</b> Structures: Exploring stability &amp; Cooking and nutrition: Smoothies <b>R.E:</b> Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam) Unit 18 What makes some places special to believers? (Thematic) <b>Computing:</b> Multimedia – sequencing events of The Great Fire of London <b>Art:</b> Sculpture AND 3D: Clay houses <b>Music:</b> Composing for glockenspiel; listening and appraising – Chinese</p>



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LKS2 Year A	<p><b>History: How do we know what it was like to live in the Stone Age – Iron Age?</b> Key Concepts- source, chronology, evidence, civilization, community, society, culture, invasion</p> <p><b>Science – Rocks &amp; Light</b></p> <p><b>DT:</b> Electrical Systems: Electric Christmas Card or decoration</p> <p><b>R.E:</b> Unit 19 What is it like for someone to follow God? (People of God)</p> <p>Unit 20 What is the Trinity and why is it important for Christians? (Incarnation/God)</p> <p><b>Computing:</b> multimedia using iMovie – making own Xmas bauble</p> <p><b>Art:</b> Painting and Mixed Media: Prehistoric painting</p> <p><b>Spanish:</b> Phonics: I am learning Spanish Animals</p> <p><b>Music:</b> Listening and appraising – Disco music; Singing, rehearsing, performing, Christmas songs</p>	<p><b>Geography: Why do some people live in dangerous places?</b> Key Concepts- landscape, environment, source, fertile, settlement, process</p> <p><b>Science – Forces &amp; Magnets</b></p> <p><b>DT:</b> Structures: Earthquake proof structure</p> <p><b>R.E:</b> Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)</p> <p>Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)</p> <p><b>Computing:</b> Physical computing with Micro:Bit &amp; computer networks</p> <p><b>Art:</b> Drawing: Growing artists</p> <p><b>Spanish:</b> Animals, Fruits /I know how</p> <p><b>Music:</b> Performance topic - ukelele</p> <p><b>Saltholme – End of Spring Term – Plants and artists inspired by nature</b></p>	<p><b>History: What do the pyramids tell us about Ancient Egypt?</b> Key Concepts-chronology, civilization, culture, community, society, diversity</p> <p><b>Geography: What is great about Italy (apart from the ice cream)?</b> Key Concepts- landscape, environment, fertile, population, climate, settlement, sustainability</p> <p><b>Science</b> Plants &amp; Animals Including Humans</p> <p><b>DT:</b> Textiles: Egyptian collar &amp; Cooking and nutrition: eating seasonally</p> <p><b>R.E:</b> Unit 23 What do Christians learn from the creation story? (Creation/Fall)</p> <p>Unit 24 How and why do people try to make the world a better place? (Thematic)</p> <p><b>Computing:</b> Data Handling using numbers and data logging- information collected used to create iMovie</p> <p><b>Art:</b> Craft and Design: Ancient Egyptians</p> <p><b>Spanish:</b> In the classroom, Do you have a pet?</p> <p><b>Music:</b> Composing mats; listening and appraising – Rock music</p>
	Autumn: History	Spring: Geography	Summer: History & Geography / revisit / review
LKS2 Year B	<p><b>History: What did the Romans do for us?</b> Key Concepts- chronology, evidence, empire, rebellion, invasion, opposition, society, government</p> <p><b>Art:</b></p> <p><b>Science-</b> Animals including humans &amp; States of matter</p> <p><b>DT:</b> Mechanical Systems: Sling Shot Car</p> <p><b>R.E:</b> Unit 25 What kind of world did Jesus want? (Gospel)</p> <p>Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)</p> <p><b>Computing:</b> multimedia using Garageband – iMovie about digestive system</p> <p><b>Art:</b> Drawing: Power prints</p> <p><b>Spanish:</b> Phonics, Instruments</p> <p><b>Music:</b> Performance topic – recorders; singing, rehearsing, performing, Christmas songs</p> <p><b>Saltholme – Power of reading text - Birds</b></p>	<p><b>Geography: What makes mountains magnificent?</b> Key concepts- location, landscape, continent, environment, vegetation, sustainability</p> <p><b>Science</b> Electricity</p> <p><b>DT:</b> Electrical systems: Torches</p> <p><b>R.E:</b> Unit 27 What do Hindus believe God is like? (Hindus)</p> <p>Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)</p> <p><b>Computing:</b> Physical computing with Micro:Bit</p> <p><b>Art:</b> Painting and Mixed Media: Light and dark</p> <p><b>Spanish:</b> Seasons, vegetables</p> <p><b>Music:</b> Performance topic – recorders; listening and appraising – instruments of the orchestra</p>	<p><b>History: What elements of Ancient Greek civilization are we still using today?</b> Key Concepts- chronology, civilization, culture, society, diversity, democracy, legacy</p> <p><b>Geography: What makes Whitby wonderful?</b> Key concepts- location, landscape, environment, trade, population, diversity</p> <p><b>Science</b> Living things and their habitats &amp; Sound</p> <p><b>DT:</b> Digital world: Mindful minute timer &amp; Cooking and Nutrition: Adapting a recipe</p> <p><b>R.E:</b> Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)</p> <p>Unit 30 How and why do people mark the significant events of life? (Thematic)</p> <p><b>Computing:</b> Multimedia – Tourist information about Streonshalh</p> <p><b>Art:</b> Sculpture and 3: Mega materials</p> <p><b>Spanish:</b> Ice-creams, presenting myself</p> <p><b>Music:</b> composing for the recorder; listening and appraising – Reggae music</p>



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UKS2 Year A	<p><b>History: How do we know what it was like to live an Anglo-Saxon Life?</b> Key Concepts- chronology, evidence, settlement, diversity, culture, society, invaders, oppression, opposition. Monarchy <b>Science</b> Properties and changes of materials &amp; Earth and Space <b>DT:</b> Textiles: Stuffed Toys <b>R.E:</b> Unit 31 What does it mean if Christians believe God is Holy and loving? (God) Unit 32 What does it mean to be a Muslim in Britain today? (Islam) <b>Computing:</b> Podcasting using Pages and GarageBand – Podcast from an Anglo-Saxon chief <b>Art:</b> Sculpture and 3D: Interactive installation <b>Spanish:</b> Phonics, The date <b>Music:</b> listening and appraising – Hip-Hop; Singing, rehearsing, performing, Christmas songs</p>	<p><b>Geography: How have rivers and seas influenced where we live?</b> Key Concepts- location, source, vegetation, settlement, trade, sustainability, processes <b>Science</b> - Forces <b>DT:</b> Digital World: Navigating World <b>R.E:</b> Unit 33 Why is the Torah so important to Jewish people? (Judaism) Unit 34 Creation and science, conflicting or complimentary? (Creation/Fall) <b>Computing:</b> Physical computing with Micro:Bit, Computer networks <b>Art:</b> Drawing: I need space <b>Spanish:</b> My home, clothes <b>Music:</b> Performance topic - Keyboards</p>	<p><b>History: What is the lasting legacy of the Mayan civilization?</b> Key Concepts- chronology, evidence, settlement, diversity, society, culture, civilization, monarchy, conflict <b>Geography: What has South America got that the UK hasn't?</b> Key Concepts- Location, source, vegetation, settlement, trade sustainability, fertile, development <b>Science</b> All living things &amp; Animals including humans <b>DT:</b> Electrical Systems: Steady Hand game &amp; Cooking and Nutrition: Developing a recipe <b>R.E:</b> Unit 35 How can following God bring freedom and justice? (People of God) Unit 36 What matters most to Humanists and Christians? (Thematic) <b>Computing:</b> Stop Motion using iMotion – animation of building Transporter Bridge <b>Art:</b> Painting and Mixed Media: Portraits <b>Spanish:</b> At school, vikings <b>Music:</b> Listening and appraising – Film and TV; composing for Pop – Ed Sheeran topic</p>
			<b>Saltholme – living things and their habitats – field work skills</b>
UKS2 Year B	<p><b>History: How did Britain change as a result of WWII?</b> Key Concepts- Invasion, Monarchy, Tyranny, rebellion, oppression, opposition, government, chronology, source, evidence <b>Science</b> Evolution and inheritance &amp; Light <b>DT:</b> Mechanical systems: Automata moving toy <b>R.E:</b> Unit 37 Christians and how to live: what would Jesus do? (Gospel) Unit 38 Why do Christians believe that Jesus was the Messiah? (Incarnation) <b>Computing:</b> 3D modelling using TinkerCAD – Saltholme presentation <b>Art:</b> Painting and Mixed Media: Artists study <b>Spanish:</b> Phonics, family <b>Music:</b> Listening and appraising – Gospel; singing, rehearsing, performing, Christmas songs</p>	<p><b>Geography: Is world trade always fair?</b> Key concepts- trade, sustainability, region, development, diversity, sources, resources <b>Science</b> Living things and their habitats <b>DT:</b> Electricity- Digital world: Monitoring devices <b>R.E:</b> Unit 39 Why do Hindus want to be good? (Hindus) Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation) <b>Computing:</b> Physical computing with Micro:Bit, Computer networks <b>Art:</b> Sculpture and 3D: Making Memories <b>Spanish:</b> At the café, What is the weather? <b>Music:</b> Performance topic - violins</p>	<p><b>History: How was the river Tees affected by the shipbuilding industry?</b> Key Concepts- source, rebellion, oppression, society, community, evidence, chronology <b>Geography: The worlds natural resources- save or spend?</b> Key concepts- resources, region, settlement, trade, development, sustainability, diversity <b>Science</b> Animals including humans &amp; Electricity <b>DT:</b> Structures: Bridges &amp; Cooking and Nutrition: Come dine with me <b>R.E:</b> Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God) Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic) <b>Computing:</b> Showcase using all Apps <b>Art:</b> Drawing: Making my voice heard <b>Spanish:</b> Planets, Weekend <b>Music:</b> listening and appraising – Jazz/Blues; composing for violin</p>
	<b>Saltholme – Evolution and 'Conservation' project</b>		



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Music- weekly, PSHE- weekly, PE- 2 sessions per week, MFL - Spanish