

Curriculum Overview Document Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Seasonal change: Autumn/ Winter, (Through forest school) Commenting on changing states of matter (ice experiments)		Seasonal change: Spring (Through forest school) Commenting on changing states of matter (melting chocolate linked to Easter) Make observations about living things- living eggs in class		Seasonal change: Summer (Through forest school) Basic lifecycles – linked to PSHCE Animals (habitats, domestic and wild animals) – linked to Geography	
Year 1	Autumn and Winter Seasonal Change Animals, including Humans (Human body and domestic and wild animals)		Winter and Spring Seasonal Change Materials (properties)		Spring and Summer Seasonal Change Plants (common plants and their basic parts)	
Year 2	Animals, including Humans (Basic needs and lifecycles)	Living Things and their Habitats (which habitat suitable and food chains)	Materials (suitability of properties)		Plants (What do plants need to stay healthy)	
Year 3	Animals and Humans (Skeleton and healthy diet)		Forces and Magnets (Magnets and how things move)	Rocks and Soils	Light (light sources, sun safety and shadows)	Plants (functions, life cycle, requirements to grow)
Year 4	Electricity (basic circuits)	Materials (change in states- solids, liquid, gases, heating and cooling)	Animals, including humans (teeth and digestion)		Sound	Living things and habitats (classification of plants and animals)
Year 5	Forces and Simple Mechanisms	Space	Materials (separation of materials solutions and reactions)		Animals, including Humans (human development and gestation)	Living Things and habitats (life cycles of animals and plants including reproduction)
Year 6	Living things and habitats- Classification (plants, animals and microorganisms)	Light (how light travels and how we see things)	Animals, including Humans (circulatory system and a healthy lifestyle)	Electricity (Variations in circuits and drawing circuits)	Evolution and Inheritance	

Curriculum Overview Document History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Looking at Toys Homes and Schools Over Time Similarities and differences between what the children have now compared to what their parents' grandparents and great grandparents might have had. Investigations using real artefacts at Beamish and The Discovery Museum Sequencing of these artefacts in chronological order					
Year 1	How did my grandparents live? Changes within living memory – shopping and holiday habits.		Why do we remember the 5th November? Investigation into what led to the gunpowder plot		Who is the father of the railways? Investigating the significance of local person, George Stephenson and comparing to the Wright Brothers	
Year 2	Who is our king? Have there been any others? How has the role of the monarchy changed since 1066. Who are the significant monarchs of the past?		How did a baker burn down an entire city? The significance of the Great Fire of London and Fire of Newcastle and Gateshead.		How do we communicate with each other? How have inventions such as the printing press, telephone and internet affected the way we communicate?	
Year 3	From Coal to Cars An investigation into how industry has affected the local area over time (Coal mining to Nissan)		How much more advanced is iron than stone? How life in Britain changed from the stone to iron ages.		Mummies, Pyramids and other ancient practices What was life like in Egyptian times and comparisons with other ancient civilisations.	
Year 4	What have the Romans ever done for us? Study on the Roman occupation of Britain and effect on live then and now.		Has Coronavirus ever happened before? Comparison between healthcare during the Great Plague and during the pandemic including advances in modern medicine.		What on Earth caused thousands of children to be taken away from their parents and sent to the countryside? The impact of WWII on lives of children in Britain.	
Year 5	Usain Bold and Andy Burnham – How did the Greeks lead us to this? How did Ancient Greek achievements impact on life today?		How would you like to spend a day in a factory? Investigation into the key events of the Industrial Revolution and the changes it led to.		How dark were the Dark Ages? A study on the settlement of Britain by the Anglo Saxons.	
Year 6	Anglo-Saxon and Viking struggles Investigation into the struggle for power in Britain and the effect this had on the make-up of Britain.		What on Earth is a Ziggurat and what do you do with one? What was life like in the Ancient Maya civilisation and how did it compare to life in Britain at the time?		Britain used to own 25% of the world. We were pretty great, weren't we? British Empire. How did Britain end up ruling 25% of the world and was this a good thing?	

Curriculum Overview Document Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Seasonal change: Autumn/ Winter, (Through forest school) Commenting on changing states of matter (ice experiments)		Seasonal change: Spring (Through forest school) Commenting on changing states of matter (melting chocolate linked to Easter) Make observations about living things- living eggs in class		Seasonal change: Summer (Through forest school) Basic lifecycles – linked to PSHCE Animals (habitats, domestic and wild animals) – linked to Geography	
Year 1	Autumn and Winter Seasonal Change Animals, including Humans (Human body and domestic and wild animals)		Winter and Spring Seasonal Change Materials (properties)		Spring and Summer Seasonal Change Plants (common plants and their basic parts)	
Year 2	Animals, including Humans (Basic needs and lifecycles)	Living Things and their Habitats (which habitat suitable and food chains)	Materials (suitability of properties)		Plants (What do plants need to stay healthy)	
Year 3	Animals and Humans (Skeleton and healthy diet)		Forces and Magnets (Magnets and how things move)	Rocks and Soils	Light (light sources, sun safety and shadows)	Plants (functions, life cycle, requirements to grow)
Year 4	Electricity (basic circuits)	Materials (change in states- solids, liquid, gases, heating and cooling)	Animals, including humans (teeth and digestion)		Sound	Living things and habitats (classification of plants and animals)
Year 5	Forces and Simple Mechanisms	Space	Materials (separation of materials solutions and reactions)		Animals, including Humans (human development and gestation)	Living Things and habitats (life cycles of animals and plants including reproduction)
Year 6	Living things and habitats- Classification (plants, animals and microorganisms)	Light (how light travels and how we see things)	Animals, including Humans (circulatory system and a healthy lifestyle)	Electricity (Variations in circuits and drawing circuits)	Evolution and Inheritance	

Curriculum Overview Document PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Playing through games	Ball skills – pushing	Ball skills – throwing Dance – Nursery Rhymes (moving in sequence)	Gymnastics – moving Gymnastics – High, low, over, under	Ball skills - moving a ball with our feet	Understanding Games - Attack vs Defence Rackets, bats and balls - balloons
Year 1	Ball skills – moving a ball with our feet	Dance – The Zoo (creating movements)	Gymnastics – Wide, narrow, curled	Ball skills – dribbling and passing with hands	Rackets, bats and balls – dribbling and hitting	Athletics - jumping
	Athletics – running					
Year 2	Health and Wellbeing – Agility, balance and co-ordination	Dance – explorers (sequences with extended movements)	Gymnastics – linking movements to form sequences	Ball skills – dribbling and passing to score points (hands)	Rackets, bats and balls – striking to beat an opponent	Understanding Games – Attacking and defending as a team
	Locomotion - dodging		Ball skills – dribbling and passing to score points (feet)		Ball skills – underarm and overarm throwing	
Year 3	Health and Wellbeing – Mindfullness	Dance – wild animals (choreography and performance)	Invasion games – hockey	Gymnastics – symmetry	Net and wall games - Tennis	Gymnastics – canon and unison
	Invasion games – netball		Invasion games – football		Athletics – Running in a team	
Year 4	Net and wall games - Tennis	Invasion games – basketball	Health and Wellbeing - Mindfulness	Gymnastics – counter balance and counter tension	Athletics – pacing, javelin and triple jump	Striking and fielding - rounders
	Outdoor adventurous activities – problem solving		Dance – Cats (stage presence, timing and rhythm)		Invasion games – football	
Year 5	Swimming - One class will swim for half the year whilst the other does the two invasion game units and health related exercise unit. The classes will swap over after the February half term.			Invasion games – rugby	Invasion Games - Netball	Health Related exercise – Cardio, stamina, strength
	Athletics – Sprinting, shot put, hurdles		Outdoor adventurous activities – orienteering		Striking and fielding games - cricket	
Year 6	Health Related exercise – Cardio, stamina, strength	Dance – carnival (dances from different cultures)	Athletics – summation of all learning	Gymnastics – matching and mirroring	Striking and fielding games - cricket	Net and wall games - badminton
	Invasion games – rugby		Invasion games - Basketball		Invasion games – Hockey and leadership	

Curriculum Overview Document RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Why is the word God special to Christians?	Why is Christmas special for Christians?	Why is Easter special for Christians?	Being special: Where do we belong?	Which places are special and why?	Which stories are special and why?
Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and for others and why does it matter?
Year 2	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
Year 3	What is it like for someone to follow God?	What do Christians learn from the Creation story?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
Year 4	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died Good Friday?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe that Jesus was the Messiah?	Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do?'	What matters most to Humanists and Christians?
Year 6	Creation and science: conflicting or complimentary?	Why do some people believe in God and some people do not?	Why do Hindus try to be good?	What do Christians believe Jesus did to save people?	For Christians, what kind of King is Jesus?	How does faith help people when life gets hard?

Curriculum Overview Document Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Children begin learning how to listen to what they hear and talk about it. They practice feeling the rhythm of a song and trying to keep the beat. Children learn to sing a range of familiar songs and chants which are repeatedly practiced throughout the year.					
Year 1	Hey You! – Percussion (Hip Hop) Children begin using percussion instruments to feel the beat and copy back simple rhythms. They are then introduced to the idea of composing their own music as a class using rhythm grids to support.	Your Imagination – Glockenspiels (Bosa Nova) Children then appraise a different style of music and begin to draw comparisons. They apply previous skills of feeling the beat and copying back when learning a new instrument. They continue to compose as a class or in small groups.			Rewind and Replay Children have the opportunity to revisit the genres they have explored and the skills they have began to develop over the year. They consolidate musical vocabulary and refine their ability to listen and appraise at a basic level.	
Year 2	Hands Feet Heart – Glockenspiels (South African Music) Introduction to a new genre. The use of instruments and body percussion is used to feel the beat and children move on to compositions in smaller groups.	Friendship Song – Glockenspiels (Friendship Songs) A unit themed all around friendship. The children are able to compose using the rhythm grids and begin making more accurate, musical choices.			Rewind and Replay Children to revisit units completed this year and learn more about the theory of music. They listen and appraise on a deeper level, thinking about the sound of new, more unfamiliar instruments.	
Year 3	Glockenspiel 1 A unit specifically intended to support children in playing the glockenspiel building confidence through fun, improvisation sessions. YUSTUDIO (ICT) What do initials sound like? Children to build their knowledge of beats in a bar tempo and dynamics of music using technology.	Three Little Birds – Recorders (Reggae) An opportunity to revisit the reggae genre and continue making comparisons between previous genres. For the first time, children will learn the basic techniques to play the recorder.			Let Your Spirit Fly – Glockenspiels (Disco) A new genre to explore and apply their new-found skills from earlier in the year. Children will develop their ability to compose with their peers using the stave notation.	
Year 4	Glockenspiel 2 Another unit designed to further develop their glockenspiel techniques. Children will learn to play as a group and individually.	Mamma Mia – Recorders (Pop) A chance to explore popular songs of the 70's and a new genre. Children will develop their recorder skills and begin playing more confidently from stave notation. YUSTUDIO (ICT) Composition of Sound Composing using ICT to create an original composition. Children are able to experiment adding sound effects to a background base track. Children can then link these sound effects to appropriate footage.			Lean On Me – Glockenspiels (Soul/Gospel) Another chance to apply ever growing skills on the glockenspiel and explore another new genre. Children will start becoming more confident in composing independently and recording compositions on the stave.	
Year 5	Livin' On A Prayer – Glockenspiel (Classic Rock) Once again, a more specific unit based around 'classic' rock. The children listen and appraise a range of popular 80's music and begin applying this when thinking about the dynamics of a piece of music.	Fresh Prince of Bel Air – Glockenspiel (Hip Hop) Children have the opportunity to revisit a previously taught genre and begin refining skills on the glockenspiels. Children now perform their compositions with more confidence.			Dancing In The Street – Recorders (Motown) Introduction to a new genre revisiting and refining recorder skills. YUSTUDIO (ICT) Metronome Exploring the use of technology composing repeating patterns and layering parts of a song.	
Year 6	Blackbird – Recorders (Rock 'n' Roll) Following on from their previous unit in Year 5 on the recorders, the children start off with a new genre featuring the popular music of The Beatles.	Happy – Glockenspiel (Pop) Children now listen and appraise linking ideas to the dynamics of a song and their purpose. Children now perform playing their own part alongside other parts.			Don't Stop Believing (freestyle unit) (Rock) Children enjoy this freestyle, feel good unit as they prepare to move on to KS3. Children have the opportunity to consolidate music teaching and the skills taught.	

Curriculum Overview Document DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Projects linked to early Design and Technology. Food and Hygiene: Baking biscuits Structure: Exploring different materials linked the 3 little pigs. Textiles: Exploring textiles and materials to make dolly peg characters. Continuous Provision Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Join different materials and explore different textures Provide children with a range of materials to construct with. Develop cutting techniques and scissor skills (cutting along given lines). Develop precision when sticking a variety of materials (e.g., chick, given outline, glue and feathers) Use a range of objects to build with – bricks, stickle bricks, Lego, wooden blocks etc.					
Year 1	Structure – Rolling Toy Exploring joining techniques (tabs & brackets) to create a strong standing or rolling toy. Links to history topic.		Mechanisms – Pulleys & Levers Using sliders to create a moving picture (simple lever mechanism). Links to art topics.		Food & Hygiene - Fruit Salads. Introduction to chopping ingredients and considering how they work together. Links to geography topic.	
Year 2	Structure - Towers Creating towers using toothpicks and sweets/marshmallows, exploring how to use shape & positioning, bracing and scaffolding to strengthen and make them free standing. Key Skills: Using card strips/levers to create a pop-up mechanism (e.g., Valentine cards, Christmas cards). Links to RE.		Mechanisms – Axel to create movement Creating a wheeled vehicle using a spinning axel (considering the positioning & size of materials) that is powered by a sail.		Textiles – Running Stitch Using a running stitch to create a 2D bookmark.	
Year 3	Structure – Nets & Templates Using nets & templates to create a prototype (e.g., Elf house, picture frame, lunch box). Strengthening using cladding (& introducing rendering) building on the use of tabs & brackets. Links to maths topics. Key Skills: Mexican Salsa & Guacamole. Blending and pureeing ingredients.		Textiles – African Weaving Using weaving to create a strong material that follows a pattern/design Key Skills: CAD – Creating simple 3D models of forest school vehicles, following a plan.		Mechanism - Pulleys Creating a crane using a pulley (building on lifting by combining materials to share weight).	
Year 4	Food & Hygiene - Fake Away Pizza Building on chopping ingredients to shape using the bridge & claw technique. Combining ingredients considering layout. Possible enrichment opportunities: Visit to/from Pizza Hut, Dominos, Morrison's or Asda and link school. Links to geography topic. Key Skills: CAD – Creating virtual mosaics. Comparing designing by hand with designing using ICT.		Mechanisms – Wind-Up Movement Shaping plastic and cardboard elements to create a self-propelled vehicle (e.g. boat or car) with a wind- up mechanism, comparing the use different methods of propulsion (e.g., wind up, push, pull, hydraulic, electric balloon). Links to science (materials). Key Skills: Electronics – Creating a basic circuit with Raspberry Pi devices to light up LEDs within a character cut-out.		Structure - Kites Combining recycled materials (shopping bags) to create a kite that is fit for purpose (including the application of appropriate strengthening techniques – e.g., rendering). Links to science (materials). Key Skills: Electronics – Creating a step counter with the BBC:Microbit	
Year 5	Textiles – Blanket Stitch & Applique Using a blanket stitch & appliqué to create a 3D Christmas decoration.		Mechanisms – Pulleys & Levers – CAM toy Creating a basic cam toy (building of shaping and joining card to create movement – lift rather than slide). Key Skills: Exploded diagrams – exploring the elements of a biro pen that clicks. Key Skills: Exploration of how gears can be used to increase the moment and change the direction of a force.		Structure & Electronics – Buzz Wire Game Measuring & shaping wire to create a buzz wire game. Insert an electrical circuit with a switch. Insert a buzzer (swap with LED from last year). Compare strengthening flat & free-standing objects. Links to science (conductors & insulators) Key Skills: Using market research to create toothbrush prototypes to appeal to KS1 children (molding & shaping plasticine).	
Year 6	Food & Hygiene - Soup Consolidating chopping ingredients to facilitate blending & cooking vegetable soup. Key Skills Using CAD to create a 3D model of a Viking Long ship..		Mechanisms – Wind-Up Movement using Wire Revisit wind-up mechanisms and reapply to create a “flying” leaf using wire. Compare the similarities & differences between a machine-made butterfly mechanism and our twirling leaves (plastic vs. wire). Key Skills: Exploded diagrams – exploring the elements of our wind up mechanism.		Structure – Upcycled Structure Cutting, joining & strengthening to create a bug hotel using recycling and natural materials. Selecting materials that are fit for purpose & considering sustainability. Key Skills: Electronics – Use Raspberry Pi devices to program LEDs to send simple messages using Morse Code.	

Curriculum Overview Document Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What is art? Introduction to art as a subject and begin to gain understanding of the creative process.	Making a Mark (Jackson Pollock) Exploring mark making techniques using a range of basic art materials. Introduction to the work of Jackson Pollock	Nursery Rhymes Introduction to the idea of working within a theme. Gaining understanding of basing their work on a specific subject	Exploring Art Materials Introduction to a range of art materials. Begin to develop understanding of using these materials to create outcomes.	Shape Study Gaining understanding of shapes within art and shape as a formal element. Learning to create a range of shapes using a variety of basic art techniques.	Who is Henri Matisse? Introduction to the work of Henri Using their knowledge of shape to create a response to an artist's work.
Year 1	What is colour theory? (Wassily Kandinsky) Introduction to colour theory, explore the colour wheel in connection to the work of Wassily Kandinsky.		Facial Expressions Exploring facial expressions and learning to draw human faces through self-portraits.		Body Language in Art (Keith Haring) Introduction to the work of Keith Haring. Learning to draw human figures in different poses.	
Year 1/2	Warm and Cool Colours Exploring the colour wheel and gaining understanding of basic colour theory through the use of warm and cold colours.	How can recycled materials be used to make art? Exploring the theme of sustainable art work and using recycled materials to create a range of outcomes.	Nature (Pointillism) Exploring the use of mark making techniques to create an image and gain understanding of pointillism as an artistic movement.		Sea Life Creating artwork in response to the theme of sea life. Developing prior knowledge in line with a creative brief using a range of techniques to create their work.	
Year 2	Animals and Their Textures Understanding texture as a formal element of art. Creating realistic looking textures	Aboriginal Art Exploring work form other cultures, using prior knowledge of mark making techniques to create their own aboriginal artwork.	Landscapes (Vincient Van Gogh) Studying the work of Vincient Van Gogh, learning how to use an artist's work for inspiration. Creating their own art based on the work of an artist.		Flowers and Plants (Georgia O'keeffe) Studying the work of Georgia O'keeffe. Creating an artist copy to develop understanding of working in the style of an artist. Children then create their own still life artwork.	
Year 3	Day of the Dead Exploring work from other cultures using Mexican Day of the Dead festival to inspire their own artwork.		What is African Art? Exploring work from another culture and compare and contrast the differences and similarities from prior knowledge of other cultures..		How did the Ancient Egyptians use Art Exploring and observing art from Ancient Egypt and use this to influence their creative outcomes.	
Year 4	How could the book Mary Poppins influence artwork? Developing understanding of pattern as a formal element Creating and designing their own patterns influenced by Mary Poppins.		What is the Pop Art movement (Lichtenstein & Warhol) Exploring Pop Art as an artistic movement while developing their understanding of the formal elements of art (line, pattern, shape and colour).		What are linear lines? (Piet Mondrian) Developing understanding of the formal element of line and expand upon prior knowledge to gain understanding of quality of line and different variations of line.	
Year 5	Architecture (Friedensreich Hundertwasser) Introduction to architecture as an art form through the work of Friedensreich Hundertwasser. Ceate a range of outcomes using a variety of creative materials in the style of his work.		Greek Pottery Exploring the formal elements shape and form to gain understanding of ancient Greek Pottery. Children create 3D sculptures inspired by the theme.	Mythological Creatures (Surrealism) Introduction to surrealism Children generate their own ideas and use a range of creative techniques to create outcomes.	How does Op Art use positive and negative space? (Bridget Riley) Exploring Op Art and study the concept of positive and negative space. They use them new knowledge to develop their understanding of line.	
Year 6	Clay Cupcakes (Wayne Theibaud) Introduction to the work of Wayne Theibaud Children learn to use clay and develop their understanding of shape and 3D form.		Insects and Bugs (Alison Headley) Introduction to artist Alison Headly and use a range of creative techniques to create responses to her work. Children explore new techniques and create insect studies using a range of creative materials.		Cubism Self Portraits (Pablo Picasso) Exploration of cubism and focus on Pablo Picasso's work. Create personal responses to an artist's work expanding their understanding of self-portraits.	

Curriculum Overview Document ICT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Using the mouse (left-click) Navigating menus using buttons and arrows. Colouring and painting on-screen. Using drag and drop. How is ICT used in the outside world? (weekly discussion)		Expanding use of the mouse (right-click, double click) when playing games. Using buttons and arrows to move around between screens. Spot the difference and matching on-screen. How is ICT used in the outside world? (weekly discussion)		Giving instructions using ICT (using arrows). What to do if you get "lost" online. Sorting & ordering items using ICT. Using simple simulations. How is ICT used in the outside world? (weekly discussion)	
Year 1	Different ways to control toys. Creating emojis to communicate mood. Uses brushes and stamps to create scenes and pictures Using 2Count to create a pictogram to show results of a vote. Sorting on-screen items by grouping (e.g. money, food, animals, recycling)		Exploring how to give instructions in different software. Considering how we treat each other when using ICT & how to stay safe. What is personal information? How can we protect it? Using 2Publish to consider our 5 senses in Winter. Manipulating images (resize, rotate, move) to dress a character.		Comparing vague and specific instructions when programming. Comparing different software to create similar outcomes. How do computers make pictures? Exploring pixels. Identifying key vocabulary using paint pens. Creating virtual structures. Cooking virtual food (the advantages of simulations)	
Year 2	Using brushes & stamps to create images & stop motion animation Making choices in simulations. Creating a virtual island (Kodu) & programming an avatar to explore Finding and saving images using Google. Explore how photos and comments can share too much information. Who should you tell? (E-Safety Poster). Creating Memes to communicate mood. Using programming blocks to solve problems & complete tasks.		Creating a flag by combing Paint tools, images & shapes. Using Excel to collect & present information on Australian animals and use the data to answer questions. Sorting Australian animals using a branching database. Using Google Earth to locate and explore specific locations. Programming BBC Micro:Bit to create name badges.		What is a simulation and why should we use them? Using stamps and tools to create an original plant/flower. Creating a time line to show key communication inventions. Exploring Food Chains using BBC Food Chain Challenge. Creating a multimedia slide to educate others. Copy, pasting & formatting images to create a map. Training virtual AI to recognise trash (Hour of Code).	
Year 3	Creating a multimedia PowerPoint on the topic of Usworth Colliery and Jackie Bassett. Turning ourselves into miners by manipulating photos in PPT. Sending & replying email & downloading & uploading attachments. Collecting and sorting data in Excel & a branching database. Creating a virtual river, mountain and valley in Kodu. Creating tips & an avatar to stay safe on the computer.		Scratch programming to collect item using IF statements. What is the difference between hardware and software? What is a variable and how does it affect simulations? Creating tips to stay safe online (SMART crew). Using effects in PowerPoint for emphasis. What is cyber-bullying and how can it take place. Building up sounds to investigate what our initials sound like.		Use repeat in instructions to create 2D shapes (Logo). Create a branching database to sort 2D shapes. Create a map of Egypt (reformatting shapes & text boxes). Use Google Earth to explore Egypt. Capturing images in a variety of ways. Using paint & image tools to create an Egyptian themed image. Creating a virtual marble run or rollercoaster.	
Year 4	Creating postcards from Hadrian's Wall (AI & Image manipulation) Recording Christmas jokes and altering the pitch and tempo. Using text-based programming to create a poppy in Logo. Creating a blog post and discussing how to do this safely. Using Google Earth coordinates to locate key landmarks. Using IF statements & loops to solve problems (Hour of Code).		Explore adding elements to a circuit using a simulation. Who said what? Identifying fact & opinion. What is cyber-bullying and what should you do if it happens? (PPT). Discuss the websites used and if we trust them. Altering inputs on BBC Micro:Bit to create an Easter message. Creating a sound composition based around scuba diving.		Creating a table in Publisher and considering how ICT helps us. Using inputs and outputs to control simulations in FlowGrid. Using text, images & animation to show the Water Cycle (PPT). Using Excel to collect data to compare weather. Creating an appropriate graph to effectively compare the data. Do you trust this website? Examining the Met Office website.	
Year 5	Creating a firework display using text-based programming (Logo). What is a spreadsheet model and why is it useful? Using formulas. Using layered images to turn themselves into astronauts. Reformatting text & shapes & using animations to label in PPT. Programming outputs (Christmas decorations) in a simulation. Using Paint3D tools to show the life cycle of an animal. Reality River from Google Interland.		How do search engines work? Acting out how searches work & exploring ways to narrow our results. Creating a cyber-bullying comic Programming a Lego robot to solve a problem Creating our own musical compositions based on the metronome Creating a quiz in Scratch, including researching questions. Using subroutines to break up programming (traffic lights).		Investigating factors that affect if we trust an online source What is the effect of comments? Sharing selfies & comments What are the key parts of a computer network? Mapping a simple network. Using Excel formulas to present data from a Science experiment. Using a list variable to answer questions in Scratch.	
Year 6	Creating "tweet" style message effectively & safely to share. Creating a comic to tell the story of Ran to a chosen audience. Creating an AI inspired car game in Scratch using sensors & a timer. Creating a firework display by building up and altering layers. Using formulas & functions to calculate costs for a recipe. Use broadcasts in Scratch Pi to share a message using LEDs.		Creating a graph to compare password length & security. Use AI to research & present to the class information about and solutions to a given online threat Use AI to generate suggested reads from a favourite book Revisit how search engines work linked to Cloud storage & AI. Exploring how data is interpreted as binary code & how this effects devices. Creating a magic 8 ball on Micro:bit using IF statements.		Using custom paths in PPT to show the journey of a blood cell. Why do people lie in cyber-space? Exploring online behaviour. Creating an E-safety poster in Paint.net by building up layers. Analysing an advert exploring manipulation of content Using extensions in Scratch to create a translator. Using Broadcasts in Scratch Pi to send Morse Code using LEDs. Considering if AI is a positive or negative development.	

Curriculum Overview Document MFL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonetics 1 I'm Learning French Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' Say 'Hello' and 'Goodbye' Ask and answer the question 'What is your name?' Count to ten Say ten colours in French.	Animals Name and recognise up to ten animals In French	Ancient Britain Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Use these phrases in the context of talking about Ancient Britain	Fruits Name and recognise up to 10 fruits in French.	Musical Instruments Name ten instruments in French.	I Can ... Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux...
Year 4	Phonetics 2 Presenting Myself Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	Family Tell somebody the members, names and various ages of either their own or a fictional family in French.	Habitats Tell somebody in French the key elements animals and plants need to survive in their habitat.	Classroom Remember and recall 12 classroom objects with their indefinite article/determiner.	My Home Say whether they live in a house or an apartment and say where it is.	Goldilocks Listen to the story and recognise, understand and remember more of the new language.
Year 5	Phonetics 3 Do You Have a Pet? Name and recognise up to 8 pets in French and begin to talk about the pets	What Is the Date? Recognise the months of the year in French, ask when somebody has a birthday and say when they have their birthday. Say the date in French.	Family Telling somebody the members, names and various ages of either their own or a fictional family in French. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	Clothes Repeat and recognise the vocabulary for a variety of clothes in French.	Olympics Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.	
Year 6	Phonetics 4 The Weather Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.		School Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Tell the time (on the hour) in French and say what time they study certain subjects at school.	The Weekend Ask for and tell the time accurately in French. Learn how to say what they do at the weekend in French Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	Vikings Name in French, the key periods in ancient Britain, in chronological order. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Recognise and start to understand commonly used reflexive verbs and pronouns.	

Curriculum Overview Document PSHCE

EVFS	Early Years PSED Skills for Life Managing Feelings and Behaviour Children are supported to identify, recognise and name basic emotions such as happiness, sadness and anger.	Early Years PSED Skills for Life Emotional Self-Regulation Children are supported to show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	Early Years PSED Skills for Life Making Relationships Children are supported to understand what being a friend means and how to make relationships with others.	Early Years PSED Skills for Life Self-Confidence and Self-Awareness Children are supported to develop a personal belief of resilience and positivity.
	Pol-Ed - Relationships	Pol-Ed - Keeping Safe	Pol- Ed Understanding the Law	Pol-Ed – Mental Health & Well-Being
Year 1	How can I be an ally? How can I make friends? What if my friends make me feel sad? What is bullying? Why are safe hands important? Why is name calling unkind?	How can I keep safe in new places? How can I speak up? How can I use things at home safely? What is 999? What is private information? Who are my trusted adults?	How can I be responsible? What can happen when rules are broken? What do the police do? Why have different rules in different places?	How can I be an empathy expert? How can I share my feelings? What do feelings feel like? What makes me special?
Year 2	How are we the same? How are we different? How can I work with different people? How do I share family worries? What is a family? Why are relationships important?	How can I keep safe online? What are different types of meetings? What are medicines? What are private body parts? What is fire safety?	What are needs and wants? What is a job? What is money? What is the internet? Why does age matter?	How can I deal with change? How can I look after my body? What are the risks of video gaming? What does it mean to be healthy? When do I need to take a break? Why is sleep important?
Year 3	How should we treat people? What can I do when friendships go wrong? What do we mean by consent in friendships? What is bullying? Who are my key people?	How can I share my worries? What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret?	How can I be a responsible citizen? How do we enforce the law? What are children's rights? What is the law and why do we have it?	How can intense feeling feel? How can vaccinations support our health? How does school help me? What am I good at? What is mental health? Words I can use to talk about my feelings?
Year 4	How can we be role models? What is a healthy friendship? What is discrimination? What is diversity? What is peer influence? Who makes up my community?	How can I keep safe in my local area? How can we keep safe on the road? What are hazards in the home? What is first aid? Who do I encounter?	How can I respect my environment? What are protected characteristics? What can I be? What is hate crime?	How can I be a hygiene hero? How do my choices help me to be healthy? How does school build my character? What are healthy habits? What is my body trying to tell me? Why is food fuel?
Year 5	How can my adult relationships affect my future? How do words have power? What are my personal boundaries? What are online friendships? What is grooming? What is media influence? What is peer pressure?	How can we keep our things safe? How can we use our phones sensibly? What are deep fakes? What are the risks with money? What do I know about drugs? Why are our special people important?	How do rules help our community? What can and can't I do on the internet? What is gambling?	How might being online impact the way I feel? How can drugs and alcohol make people feel? How might my activity levels impact the way I feel? How might puberty impact the way I feel? How might school impact the way I feel? What is my personal identity?

Year 6	How can I get ready for secondary relationships? How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority?	How is my data shared? What is spiking? + What is the issue with addiction? (Vaping/smoking)? Why does media have age restrictions? Bonfire Night Lesson Halloween Lesson	What different types of crime are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour? What is shop theft?	How can I manage moving to high school positively? How can I re-frame my thinking? How can I seek support for my mental health? What does adulthood look like? What is grief?
--------	--	---	---	--

NSPCC- The Underwear rule is taught in all year groups across the year as part of PSHCE to help children make good choices and keep themselves safe.

Internet Safety is taught in ICT lessons in all year groups (See ICT overview) and is addressed in PSHCE and also when issues arise.