

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 | <p>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</p> <p>People Who Help Us Looking at the life and work of Mary Seacole and when in time she existed</p> | | | | | |
| Year 1 | <p>How is my life different to my grandparents? Changes in shopping and holiday habits through living memory.</p> | <p>Why do we remember the 5th November? Investigation into what led to the gunpowder plot</p> | | <p>Who is the father of the railways? Investigating the significance of local person, George Stephenson and comparing to the Wright Brothers</p> | | |
| Year 2 | <p>Kings, Queens and Castles How has the role of the monarchy changed since 1066?</p> | <p>How did a baker burn down a city? What were the causes and effects of the Great Fire of London?</p> | | <p>Communication through time How have inventions such as the printing press, telephone and internet affected the way we communicate?</p> | | |
| Year 3 | <p>From Coal to Cars An investigation into how industry has affected the local area over time (Coal mining to Nissan)</p> | <p>Is iron more advanced than stone? How life in Britain changed from the stone to iron ages.</p> | | <p>Mummies, Pyramids and other ancient practices What was life like in Egyptian times and comparisons with other ancient civilizations.</p> | | |
| Year 4 | <p>What have the Romans ever done for us? Study on the Roman occupation of Britain and effect on live then and now.</p> | <p>Has Coronavirus happened before? Comparison between healthcare during the Great Plague and during the pandemic including advances in modern medicine.</p> | | <p>children go to the countryside? The impact of WWII on lives of children in Britain.</p> | | |
| Year 5 | <p>What have the Greeks ever done for us? How did Ancient Greek achievements impact on life today?</p> | <p>Would you like to work in a factory? Investigation into the key events of the Industrial Revolution and the changes it led to.</p> | | <p>How dark were the Dark Ages? A study on the settlement of Britain by the Anglo Saxons.</p> | | |
| Year 6 | <p>Viking/Saxon struggles Investigation into the struggle for power in Britain and the effect this had on the make-up of Britain.</p> | <p>What on Earth is a Ziggurat? What was life like in the Ancient Maya civilization and how did it compare to life in Britain at the time?</p> | | <p>British Empire How did Britain end up ruling 25% of the world and was this a good thing?</p> | | |

Curriculum Overview Document Geography

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
|---------------|---|--|--|---|---|---|--|--|
| EYFS | My home My school Explore the natural world around us (Forest school) | Weather in my area Explore the natural world around us (Forest school) | My school My village Recognise local places Explore the natural world around us (Forest school) | Comparison of Sulgrave and Kingston | Social Responsibility Recycle & Reuse project | Wild animals in contrasting environments | | |
| Year 1 | Fieldwork Enquiry What is the weather like and how do we record it? | My School My Village My Town My City | Social Responsibility How appealing is our local area? Why is nature special? | The UK Countries and Capitals | | Social Responsibility Where does our food come from (farm to fork) | Fieldwork Enquiry How do we travel in our local area? | |
| Year 2 | Fieldwork Enquiry Why do people visit the Galleries? | Hot and Cold Places | | Social Responsibility How is the weather in our world changing? | Comparing Mugumareno and Sulgrave | Social Responsibility Why should I value my education? | Fieldwork Enquiry How polluted is our local beach? | |
| Year 3 | The UK Counties Rivers Coastlines and Mountains | | Fieldwork Enquiry Where does the water go when it rains? | The Lake District | | Social Responsibility Why should I worry about wasting water in a country where it rains so much? | Social Responsibility What is biodiversity and why does it matter? | Fieldwork Enquiry Why should we protect the biodiversity of our school? |
| Year 4 | Fieldwork Enquiry What would attract tourists to our local area (Newcastle) | Social Responsibility Should we ban cars from our city centre? | Mountains Volcanos Earthquakes and Tsunamis | | Fieldwork OS Map Skills | Himalayas | | Social Responsibility Is tourism to the Himalayas causing a mountain of problems |
| Year 5 | Fieldwork OS Map Skills | Greece | | Social Responsibility Our changing world. | North America | | Social Responsibility Know Better Do Better | Fieldwork Enquiry. Who does the farm benefit? |
| Year 6 | Scandinavia | | Social Responsibility People and the planet | Social Responsibility Fair Trade. | The Amazon Rainforest and South America | | Fieldwork Enquiry Can we reduce our foods carbon footprint? | Fieldwork OS Map Skills |

PE Curriculum Overview Document

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|--|---|---|--|
| EYFS | Walking (negotiating space) Ball Skills | Moving (Gymnastics) | Nursery Rhymes (Dance) | High, Low, Over, Under (Gymnastics) | Rackets, Bats, Balls & Balloons | Games for Understanding (Attack v Defense) Multi-skills |
| | Outdoor Continuous Provision: Hands, Feet & Jumping | | | | | |
| Year 1 | Health and Wellbeing | Heroes (Dance) | Wide, Narrow, Curled (Gymnastics) | The Zoo (Dance) | Jumping 1 | Games for Understanding (Attack v Defense) <i>*Intra-house competition</i> |
| | Running | Hands 1 | Feet 1 | Hands 2 | Rackets, Bats and Balls <i>*Intra-house competition</i> | Team Building |
| Year 2 | Health and Wellbeing | Mr. Candy's Sweet Factory (Dance) | Linking (Gymnastics) | Explorers (Dance) | Jumping 1 | Games for Understanding (Attack v Defense) <i>*Intra-house competition</i> |
| | Dodging 1 | Dance 1 | Feet 1 | Hands 2 | Rackets, Bats and Balls <i>*Intra-house competition</i> | Team Building |
| Year 3 | Mindfulness | Witches and Wizards (Dance) | Handball | Symmetry and Asymmetry (Gymnastics) | Wild Animals (Dance) | Rounders |
| | Netball | Basketball <i>*Intra-house competition</i> | Communication & Tactics | Hockey <i>*Intra-house competition</i> | Tennis | Athletics <i>*Intra-house competition</i> |
| Year 4 | Mindfulness | Space (Dance) | Handball | Bridges (Gymnastics) | World War 11 (Dance) | Cricket |
| | Netball <i>*Intra-house competition</i> | Basketball | Problem Solving | Skipping | Tennis <i>*Intra-house competition</i> | Athletics <i>*Intra-house competition</i> |
| Year 5 | Health Related Exercise/ Swimming | | Greeks (Dance)/ Swimming | | Counter Balance & Counter Tension (Gymnastics)/ Swimming | |
| | Tag Rugby | Football | Netball <i>*Intra-house competition</i> | Orienteering | Athletics <i>*Intra-house competition</i> | Rounders <i>*Intra-house competition</i> |
| Year 6 | Titanic (Dance) | Health Related Exercise | Matching & Mirroring (Gymnastics) | Carnival (Dance) | Badminton | Leadership |
| | Tag Rugby <i>*Intra-house competition</i> | Netball | Dodgeball <i>*Intra-house competition</i> | Football | Cricket | Athletics <i>*Intra-house competition</i> |

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 begun 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) Children are introduced 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 A chance for children to revisit the units they have completed this year and learn a little more about the theory of music. Children 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 and build their confidence through fun, improvisation sessions. | 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. | | 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 | Make You Feel My Love – Recorder (Pop Ballad) The children look back at a previously learnt genre but think more closely about the meaning of a ballad. Children continue to refine skills needed for the recorder and use the stave notation to represent their creations. | 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. | | |
| Year 6 | 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. | You've Got a Friend – Recorder (Pop/Soul) Children can now sing with expression and accurate pitch. They are able to compose recoding their work accurately on the stave. | | 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 | <p>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.</p> <p>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.</p> | | | | | |
| Year 1 | <p>Structure – Rolling Toy Exploring joining techniques (tabs & brackets) to create a strong standing or rolling toy.</p> | | <p>Mechanisms – Pulleys & Levers Using sliders to create a moving picture (simple lever mechanism).</p> | | <p>Food & Hygiene - Fruit Salads. Introduction to chopping ingredients and considering how they work together.</p> | |
| Year 2 | <p>Structure - Towers Creating spaghetti and marshmallow towers, exploring how to use shape & positioning to strengthen and make them free standing. Key Skills: <i>Using card strips/levers to create a pop-up mechanism (e.g., Valentine cards, Christmas cards).</i></p> | | <p>Mechanisms – Axel to create movement Creating a wheeled vehicle using a working axel that can be pulled (considering the positioning & size of materials).</p> | | <p>Textiles – Running Stitch Using a running stitch to create a 2D bookmark.</p> | |
| Year 3 | <p>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. Key Skills: <i>Mexican Salsa & Guacamole. Blending and pureeing ingredients.</i></p> | | <p>Textiles - Weaving Using weaving to create a strong material that follows a pattern/design Key Skills: <i>CAD – Creating simple 3D models of forest school vehicles, following a plan.</i></p> | | <p>Mechanism - Pulleys Creating a crane using a pulley (building on lifting by combining materials to share weight).</p> | |
| Year 4 | <p>Food & Hygiene - Fake Away Pizza Building on chopping ingredients to shape using the bridge & claw technique. Combining ingredients considering layout. Key Skills: <i>CAD – Creating virtual mosaics. Comparing designing by hand with designing using ICT.</i></p> | | <p>Mechanisms – Wind-Up Movement Shaping plastic to create a self-propelled paddle boat with a wind-up mechanism, comparing the use of push/pull with self-propelled mechanisms (e.g., wind up, balloon). Key Skills: <i>Electronics – Creating a basic circuit with Raspberry Pi devices to light up LEDs within a character cut-out.</i></p> | | <p>Structure - Kites Combining materials to create a kite that is fit for purpose (including the application of appropriate strengthening techniques – e.g., rendering). Key Skills: <i>Electronics – Creating a step counter with the BBC:Microbit</i></p> | |
| Year 5 | <p>Textiles – Blanket Stitch & Applique Using a blanket stitch & appliqué to create a 3D Christmas decoration.</p> | | <p>Mechanisms – Pulleys & Levers – CAM toy Creating a basic cam toy (building of shaping and joining card to create movement – lift rather than slide).</p> | | <p>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. Key Skills: <i>Using market research to create toothbrush prototypes to appeal to KS1 children (molding & shaping plasticine).</i></p> | |
| Year 6 | <p>Food & Hygiene - Soup Consolidating chopping ingredients to facilitate blending & cooking pumpkin soup. Key Skills: <i>CAD – Creating a simple 3D computer generated model of a Viking longboat with key features (shield, mast, sail, oars, dragon head).</i></p> | | <p>Mechanisms – Wind-Up Movement using Wire Revisit wind-up mechanisms and reapply to create a “flying” butterfly using wire. Compare the similarities & differences between the two mechanisms (plastic vs. wire). Key Skills: <i>CAD – Creating a 3D interactive model of a Ziggurat that can be explored using Minecraft Pi.</i></p> | | <p>Structure – Wooden Structure Cutting, joining & strengthening to create a wooden bug hotel. Selecting materials that are fit for purpose & considering sustainability. Key Skills: <i>Electronics – Use Raspberry Pi devices to program LEDs to send simple messages using Morse Code.</i></p> | |

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 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 (Vincent Van Gogh) Studying the work of Vincent 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. Create 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. Weekly discussion of how ICT is used in the outside world - Maddie's Do You Know (YouTube) & Grace's Amazing Machines (BBC iPlayer). | | Matching key words in ICT by moving to a chosen side of the room (left of the board or right of the board). 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. Maddie's Do You Know (YouTube) & Grace's Amazing Machines (BBC iPlayer). | | Giving instructions using ICT (using arrows). What to do if you get "lost" online. Sorting & ordering items using ICT. Using simple simulations. Making a music composition using a pattern. Maddie's Do You Know (YouTube) & Grace's Amazing Machines (BBC iPlayer). | |
| Year 1 | Different ways to control toys. Using 2Count to create a pictogram to show the results of a vote (such as eye colour or school dinner choice). Sorting on-screen items by grouping. Building and strengthening virtual structures. Using paint tools to create a symmetrical picture (poppy in 2Paint Split). Using copy and paste to create their own pizza design. How can we communicate online without words? Creating our own emojis. | | Exploring how to give instructions in different software and on different devices. Considering how we treat each other when using ICT. Using 2Publish to consider our 5 senses in Winter. Manipulating images (resize, rotate, move) to "dress up" a character for winter. Sorting on-screen items using a Venn diagram. Exploring key words in ICT by using paint pens to connect ICT vocabulary to the correct picture. What is personal information? (Hectors World E-Book creation). | | Why is it important to give clear instructions when programming? Drawing a picture of a plant using vague and specific instructions. Comparing different software that can be used to create similar outcomes (CBBC Creation Station vs. 2Simple). How do computers make pictures? Exploring pixels using CBBC pixel painter. Using brushes and stamps to create a scene linked summer. Using ICT to sort and total digital money. | |
| Year 2 | Using brushes and stamps to create a stop motion animation of the Great Fire of London (2Animate) + Finding and saving an image using Google. Who should you tell if you find something bad online? Using Publisher to create a poster. Creating a landscape of poppies by altering brush size, shape and colour. What harm can photos do online? Explore how photos and comments can share too much information (OK to Share Scarf Activity). Creating a unique firework display by making choices in a simulation. Creating a virtual island on Kodu with cold and hot features. Program an avatar to explore it. Capture an image then label the key features. Exploring key words in ICT, inserting and sorting vocab cards to the correct definition. | | Combine images, shapes and paint tools to create the Australian flag in MS Paint. Use Excel to collect information on Australian animals and use the data to answer questions. Sorting Australian animals using a branching database. How can we keep ourselves safe when going online? Using Google Earth to locate and explore specific locations. Create a slide to share one of Superhero Sid's top tips (Lee & Kim: Animal Magic animation by CEOP). Exploring the use of communicating without text (creating our own emojis & Memes and comparing the two methods). Giving text-based instructions using Code Monkey. Sorting on screen using a venn and carrol diagram. Introducing BBC Microbits: Programming LEDs to create a digital name badge. | | What is a simulation and why should we use them? Growing virtual plants and discussing the advantages and disadvantages of doing so. Using stamps and tools in 2Paint to create an original plant/flower. Use MS Publisher to create a time line to show key communication inventions. Explore Food Chains in different habitats using BBC Bitesize: Food Chain Challenge. Creating a UK map that shows human and physical features (copy, pasting and formatting images in Microsoft). Should your Software Speak. Create a multimedia slide (text, images, audio, animation and button) to educate others about a piece of communication technology. Training a virtual AI to recognise the difference between trash and fish (code.org – hour of code). | |
| Year 3 | Creating a multimedia PowerPoint on the topic of Usworth Colliery and Jackie Bassett. Turning ourselves into miners by adding image effects and transparent images. Sending & replying to emails, downloading and uploading attachments. Collecting and sorting data (Excel) about Birthstones Using a branching database to sort Birthstones. Using Kodu to create a virtual river, mountain and valley. Capture an image and label using Publisher. Using cut, paste, drag & drop to reorder text based on the story of Guy Fawkes. Creating tips to stay safe on the computer (including creating our own avatar). | | Writing a program in Scratch to collect Easter eggs using IF statements. What is the difference between hardware and software? What is a variable and how does it affect simulations? Making choices to investigate how Colin likes his coffee. Creating tips to stay safe online (based on the SMART crew resources). Using effects for emphasis in PowerPoint. What is cyber-bullying and how can it take place (sorting types of bullying using a Venn diagram). Reformatting auto shapes to create a house using suitable materials for the roof, walls, windows & floor. Designing a suitable vehicle, following a brief, to help in forest school using Computer Aided Design (Sketch Up). | | Use repeat in instructions to create 2D shapes (Logo). Create a branching database to sort 2D shapes using appropriate questions. Create a map (reformatting shapes and text boxes) to show Egypt's location in Africa. Use Google Earth to explore Egypt, identify & capture images of key land types and geological and historical features (The Nile, The Pyramids, Cairo). Use Egyptian based games to capture images in a variety of ways (right click, download, print screen). Creating a virtual marble run (discussing the advantages of disadvantages) Using paint tools and brushes to gradually build up a picture of the pyramids (based on Kids Art Hub video). | |

Curriculum Overview Document ICT

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| <p>Year 4</p> | <p>Creating postcards from Hadrian's Wall, including an image of themselves by creating transparent images (Paint3D) and reordering pictures.</p> <p>Using computer aided design (CAD) to create virtual mosaics and discuss the advantages of doing this.</p> <p>Recording Christmas jokes and altering the pitch and tempo in Audacity (exploring how the wave changes).</p> <p>Using text-based programming to create a poppy in Logo.</p> <p>Creating a blog post, sharing what we have done in the holidays, in Seesaw and discussing how to do this safely (including the difference between blogging at home and school).</p> <p>Using coordinates to locate key landmarks/tourist attractions in Newcastle (Google Earth), capturing images and recording locations in PowerPoint.</p> | <p>Use Raspberry Pi devices to create electrical circuits. Explore adding elements to a circuit using a simulation – what is the advantages of doing this.</p> <p>Create a graph to show the most popular pizza ingredients (including clear labelling)</p> <p>Who said what? Identifying fact & opinion by sorting statements (SCARF activity).</p> <p>What is cyber-bullying and what should you do if it happens? PowerPoint presentation using selective copy and paste. Discuss the websites used and if we trust them.</p> <p>Using BBC Microbits to share an Easter message using LEDs</p> <p>Explore and assigning a physical input (e.g. shake, tilt, button) to play the message.</p> | <p>How does ICT help us in our daily lives? Create a table in Publisher and consider how ICT helps us.</p> <p>Using inputs and outputs to control simulations in FlowGrid. Using text, images and animation to show the process of the Water Cycle in PowerPoint.</p> <p>Use IF statements and loops to solve problems in Scratch (Hour of code on Code.org).</p> <p>Using digital and satellite maps to explore the Himalayas. Using Excel to collect data to compare the weather in the Himalayas and Sulgrave. Creating an appropriate graph to effectively compare the data.</p> <p>Do you trust this website? Examining the Met Office website and exploring factors that effect if we trust it or not. Step Counter using BBC Microbit.</p> |
| <p>Year 5</p> | <p>Creating a firework display using text-based programming (Logo). What is a spreadsheet model and why is it useful? Using formulas to calculate weights on different planets.</p> <p>Using Paint.net to turn themselves into astronauts (building up and altering layers).</p> <p>Reformatting text and shapes and using animations to label the main Greek city states.</p> <p>Programming multiple outputs (Christmas decorations) in a simulation (FlowGrid).</p> <p>Use Paint3D to add shapes and crop images, remove the background and reorder to show the life cycle of an animal.</p> | <p>How do search engines work? Acting out how searches work and exploring ways to narrow our results.</p> <p>What is cyber-bullying and what should you do if it happens? Creation of a comic to show an example, solution and consequence.</p> <p>Do you trust everything your find online? Reality River from Google Interland.</p> <p>Programming a Lego robot to solve a problem (e.g. releasing a swing or pushing a lever).</p> <p>Independently selecting appropriate software and methods to sort images & label images to create an animal mood board for Art.</p> <p>Creation of a quiz in Scratch linked to a current topic. Researching quiz questions and providing sources (copyright).</p> | <p>Can we trust everything we find online? Exploring 2 websites linked to a current topic investigating factors that affect their validity.</p> <p>What is the effect of comments online? Share selfies using Seesaw and explore the effect of comments</p> <p>What are the key parts of a computer network? Map out a simple network and discuss & label some of the key components.</p> <p>Use Excel to calculate (using formulas) and present data from a Science experiment.</p> <p>Create a form using Office 365 to investigate what KS1 would like their toothbrush to be like.</p> <p>Use a list variable to create a character that answers any question in Scratch (Barclays Magic Dinosaur Activity)</p> |
| <p>Year 6</p> | <p>Creating "tweet" style messages to effectively and safely share a holiday memory.</p> <p>Creating a comic to effectively tell the story of Ran to a chosen audience.</p> <p>Creating an AI inspired car in Scratch that uses sensing commands to avoid crashing and inserting a timer.</p> <p>Using CAD to create a 3D model of a Viking Long ship.</p> <p>Creating a firework display by building up and altering layers.</p> <p>Creating a spreadsheet to compare costs of premium & budget ingredients (formulas and functions) when making a recipe for pumpkin soup.</p> <p>Communicating our mood with BBC Microbits using radio broadcasts.</p> | <p>How do you make a strong password? Comparing how the length and make up of passwords effect how strong they are (comparing the time to crack passwords using a graph).</p> <p>What threats do we face online? Research and present to the class information about and solutions to a selected online threat (software of their choice).</p> <p>Revisiting how search engine's function and the impact AI has on our searches & how this is linked to Cloud storage.</p> <p>Exploring how data is interpreted as binary code and how this effects the storage and speed of our devices.</p> <p>Considering if robotics is a positive or negative development (recording our observations on Seesaw).</p> <p>Create a magic 8 ball using BBC Microbits (variables and 3-way IF statement).</p> | <p>Use custom paths and animations in PowerPoint to show the journey of a blood cell around the heart.</p> <p>Use broadcasts in Scratch Pi to program a message in Morse Code using LEDs. Replicate the result using a BBC Microbit – Which do you prefer and why?</p> <p>Why do people lie in cyber-space? Exploring how others behave online and creating text art for display.</p> <p>Analysing an advert to explore how facts content is manipulated when advertising a product.</p> <p>Using extensions within Scratch to create a simple translator tool (using audio output rather than text).</p> <p>Sharing a tip for how to stay safe online by creating an appropriate poster by building up and altering layers (Paint.net).</p> |

Curriculum Overview Document PSHCE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|--|--|---|--|---|
| EYFS | Me and my Relationships Seeing themselves as a valuable individual | Valuing Difference Knowing what makes everyone unique | Keeping Myself Safe Understanding how to keep safe inside and outside the classroom | Rights and Responsibilities Knowing how to look after my special people | Being my Best Showing resilience and perseverance in the face of challenge | Growing and Changing Understanding the importance of their own personal hygiene |
| Year 1 | Me and my Relationships Identifying and recognising a range of feelings | Valuing Difference Identifying similarities and differences between people | Keeping Myself Safe Identifying issues of safety and responsibility around that medicines and their use | Rights and Responsibilities Demonstrating responsibility to look after something that belongs to themselves or others | Being my Best Understand that learning a new skill requires practice and the opportunity to fail. | Growing and Changing Explaining how to meet the basic needs of a baby and identifying things they could do as a baby, toddler and now. |
| Year 2 | Me and my Relationships Using a range of words to describe feelings | Valuing Difference Identifying physical and non-physical similarities and differences between people | Keeping Myself Safe Identifying situations where they would feel safe or unsafe | Rights and Responsibilities Understanding that they have a responsibility to look after the school environment | Being my Best Helping themselves and others develop a positive attitude towards the learning process in order to support mental wellbeing. | Growing and Changing Understanding the importance of respecting the privacy of others and the need for consent. |
| Year 3 | Me and my Relationships Identifying skills that support cooperation n and collaboration | Valuing Difference Recognising there are any different types of family | Keeping Myself Safe Identifying danger and risks in given situations | Rights and Responsibilities Using terms such as income, saving and spending and recognising there are times we can buy items and times to save | Being my Best Recognising their own skills and talents, whilst identifying key areas of development. | Growing and Changing Understanding personal space and to recognising the difference between secrets and surprises |
| Year 4 | Me and my Relationships Demonstrating what a positive health relationship looks like | Valuing Difference Recognising that they have different types of relationships with people | Keeping Myself Safe Identify danger risks and hazards and strategies for managing these | Rights and Responsibilities Understanding the role of the bystander and how it can influence bullying and other antisocial behaviour | Being my Best Recognising that there are choices they make for themselves and choices others make for them. | Growing and Changing Recognising the difference between a safe and an unsafe secret and what to do if you are made to feel uncomfortable |
| Year 5 | Me and my Relationships Recognising elements of unhealthy relationships and developing understanding of negotiation and compromise | Valuing Difference Developing and understanding of discrimination and its injustice | Keeping Myself Safe Evaluating risk, suggesting possible outcomes and alternative courses of action they could take | Rights and Responsibilities Recognise the differences between rights, responsibilities and duties and the impact on the wider community if responsibilities are not carried out | Being my Best Identifying their own strengths and talents, the areas that need improving and strategies for achieving those improvements. | Growing and Changing Identifying the changes that occur during puberty Understanding acceptable and unacceptable touch, and developing the resilience to be heard Recognise gender stereotypes. |
| Year 6 | Me and my Relationships Recognising assertive behaviours, peer influence and pressure within relationships | Valuing Difference Understanding the term prejudice and describing the benefits of living in a diverse society | Keeping Myself Safe Understanding the law around addictive substances and the effects and risks associated with them | Rights and Responsibilities Understand the different ways money can be saved outlining the pros and cons of each method | Being my Best Identifying aspirational goals and describing the actions needed to achieve these. | Growing and Changing Developing strategies to help manage puberty. Understand how sexual reproduction occurs and the legal age of consent. Challenging stereotypical gender portrayals. |

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 when issues arise.

Curriculum Overview Document MFL

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|----------|---|----------|--|----------|
| Year 3 | <p style="text-align: center;">Phonetics Lesson 1 The 5 vowel sounds and 4 key sounds / phonemes in French. I'm Learning French Introduction to the Francophone (French speaking) world and French as a subject on their curriculum. How to say 'hello', 'goodbye', as well as ask and answer the question 'how are you?' and 'what is your name?' in French. Recognise, recall and spell numbers 1-10 and ten different colours. The aim is for children to be able to say what their favourite colour is.</p> | | <p style="text-align: center;">Musical Instruments Recognise, recall and spell ten different instruments with their definite article/determiner French. Introduction to the verb, 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns.</p> | | <p style="text-align: center;">Ice-creams Recognise, recall and spell ten different ice-cream flavours in French. Apply the knowledge of the ten different ice-cream flavours in French to the structure 'I would like' along with the conjunction 'and' in preparation for a role-play at an ice-cream parlour. Learn how to specify whether they would like their ice-cream in a cone or a small pot/tub and how many scoops they would like.</p> | |
| Year 4 | <p style="text-align: center;">Phonetics Lesson 2 Re-cap the five vowel sounds and four additional key sounds / phonemes in French. Presenting Myself Revise basic greetings and how to ask and answer the question 'how are you?' and 'what is your name?' in French. Consolidate numbers 1-10 and progress to learning numbers 11-20. Apply this knowledge to be able to say how old they are. Learn how to ask and answer the question 'where do you live?' in French and be introduced to simple adjectival agreement, completing the unit with a short presentation.</p> | | <p style="text-align: center;">My Family Recognise, recall and spell different family members with the correct definite article/determiner in French. Use the possessive adjective 'my' in the foreign language with increasing accuracy. Ask and answer the question 'do you have any siblings?' and consolidate language needed to introduce their own / fictitious family members in French. This will involve moving from 1st person singular 'I am called' to 3rd person singular 'he/she is called'. Introduction of numbers 1-70 and use this knowledge to be able to say how old their own/ fictitious family members are.</p> | | <p style="text-align: center;">In the Classroom Recognise, recall and spell twelve different classroom items with their indefinite articles / determiners in the foreign language. Ask and answer the question: 'what is in your pencil case?' in French. Learn about possessive adjectives in French and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit. Learn about negative structures in the foreign language, in order to say what they do not have in their pencil cases.</p> | |
| Year 5 | <p style="text-align: center;">Phonetics Lesson 3 Re-cap the five vowel sounds and five additional key sounds / phonemes in French. Do You Have a Pet? Recognise, recall and spell eight common pets with their indefinite article/determiner in French. Use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have. Introduction to the structure 'who is called' to allow them to introduce their pets and the negative structure to say which animals they do not have. Consolidate all learning from the unit and begin to use the conjunction 'but' to make their sentences more complex and interesting.</p> | | <p style="text-align: center;">What Is the Date? Recognise, recall and spell the seven days of the week and the twelve months of the year in French with the aim of using this knowledge to form a short sentence about what day of the week it is. Revise numbers and learn to recognise, recall and spell numbers 1-31 in the foreign language. Begin to combine learning so they can say the date and when their birthday is.</p> | | <p style="text-align: center;">Clothes Recognise, recall and spell twenty-one different items of clothing with their indefinite articles/determiners in French. Introduction to the structure 'I wear' and how to describe their different items of clothing as they look at the rules of adjectival agreement in more detail. Integrate everything they have learnt and apply this knowledge in an activity where they will be packing their suitcase for a holiday.</p> | |
| Year 6 | <p style="text-align: center;">Phonetics Lesson 4 Re-cap the 5 vowel sounds and 5 additional key sounds / phonemes in French. At School Recognise, recall and spell ten different school subjects with the correct definite article/determiner in French. Learn how to conjugate the verb 'to study' in first person singular so they can say which subjects they study at school. Learn how to give an opinion in both positive and negative form about each school subject. Consolidate numbers 1-12 and progress to say what the time is by the hour and then what time they study each subject. Present a short piece of text in both written and oral form.</p> | | <p style="text-align: center;">The Weekend Consolidate numbers in the foreign language and learn how to tell the time in increments of five. Learn new phrases to describe the activities that the children may do at the weekend including a time phrase and connectives. Extend their sentences by learning how to say at what time they do each activity at the weekend as well as give their opinions on these activities.</p> | | <p style="text-align: center;">Vikings Decode and breakdown longer texts in the foreign language, using language learning strategies to help decipher meaning. Learn how to describe themselves physically in terms of height and character using the first-person conjugation of the high frequency irregular verb 'to be' and describe their hair colour, length and type using the first-person conjugation of the high frequency irregular verb 'to have'. Further develop their decoding skills through exploring the daily routine of two typical Vikings, Erik and Edda.</p> | |