Whole School Curriculum Overview – Year A

		Autumn Term Year A		Spring Term Year A		Summer Term Year A	
		1	2	1	2	1	2
Sparrows	Geography/History	**Y1/2: What is it like here? (Cycle A)** In line with the KS1 Geography curriculum, in this unit, children are locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	**Y1/2: How am I making history? (Cycle A)** Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born	**Y1/2: What is the weather like in the UK? (Cycle A)** Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	**Y1/2: How have toys changed? (Cycle A)** Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	**Y1/2: What can you see at the coast? (Cycle A)** Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	**Y1/2: How did we learn to fly? (Cycle A)** Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.
	Science	**Living things: Habitats** Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They name plants and animals in a range of habitats and recognise	**Living things: Microhabitats** Building on their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need to survive. They learn that scientists use a range of skills to answer questions and plan and carry out an	**Materials: Everyday materials** Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.	**Materials: Uses of everyday materials** Recognising that materials are suitable for specific purposes and understanding their properties, exploring how actions such as stretching and bending affect the shape of solid objects and comparing the	**Plants: Introduction to plants**	**Making connections (Y1)** Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.

		how living things depend on each other. Pupils create food chains to show the sequence that living things eat each other.	experiment to find out the conditions woodlice prefer.		suitability of materials by carrying out tests and recording data.		
	DT/Art	**Structures: Constructing a windmill** Our refreshed Y1 structures unit including a new windmill design and different user for the product.	**Drawing: Make your mark** Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.	**Textiles: Puppets** Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. Example theme: Storybook character. Alternative theme: Easter animals	**Sculpture and 3D: Paper play** Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	**Cooking and nutrition: Smoothies** Our refreshed Y1 cooking and nutrition unit including opportunities for children to learn food preparation skills and greater emphasis on taste testing and ingredient choices.	**Sculpture and 3D: Clay houses** Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.
	PE	**Target Games Striking & Fielding**	**Ball Skills Fundamentals**	**Gymnastics (Double Session)**	**Swimming: Beginners Dance**	**Swimming: Beginners Invasion**	**Swimming: Beginners Athletics**
	Computing	**Unit 1.1 Online Safety & Exploring Purple Mash** / **Unit 2.5 Effective Searching** / **Unit 1.4 Lego Builders**		**Unit 1.9 Technology outside school**	**Unit 1.2 Grouping & Sorting** / **Unit 2.6 Creating Pictures**	**Unit 1.8 Spreadsheets** / **Unit 1.7 Coding**	**Unit 2.1 Coding**
	Music	**Hey You!**	**Christmas Singing (RE Hymns/Carols)**	**Rhythm in the Way We Walk/Banana Rap**	**In the Groove**	**Round and Round**	**Your Imagination**
Doves	Geography/Hisotry	**Y3/4: Why do people live near volcanoes? (Cycle A)** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and	**Y3/4: British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?** Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	**Y3/4: Why are rainforests important to us? (Cycle A)** Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human	**Y3/4: What did the Ancient Egyptians believe? (Cycle B)** Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify	**Y3/4: Where does our food come from? (Cycle A)** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.	**Y3/4: British history 3: How hard was it to invade and settle in Britain? (Cycle A)** Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.

		earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	Egyptian beliefs before creating a video clip to summarise their findings.		
	Science	**Animals: Movement and nutrition** Studying the human skeleton, children identify key bones and explore how muscle changes result in movement. They learn about how the body uses energy, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.	**Energy: Electricity and circuits** Exploring appliances in their setting that use electricity, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between the number of cells and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety.	**Energy: Light and shadows** Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.	**Materials: Rocks and soil** Observing the appearance and physical properties of rocks, children compare and group different rock samples. They learn about how fossils and soils are formed and record soil drainage rates in a bar chart.	**Plants: Plant reproduction** This unit will be available from 12th April 2024.	**Making connections Y3** This unit will be available from 31st May 2024. Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.
	DT/Art	**Digital world: Wearable technology** An alternative to the Electronic charm unit, including a greater focus on evaluation, use of the virtual micro:bit and new video content.	**Sculpture and 3D: Abstract shape and space** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.	**Cooking and nutrition: Eating seasonally** Our refreshed Y3 cooking and nutrition unit including opportunities for children to learn about seasonal foods and create a seasonal food tart.	**Painting and mixed media: Portraits** Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	**Structures: Constructing a castle** Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).	**Drawing: Power prints** Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.
	PE	**Gymnastics (Double Session)**	**Dance (Double Session)**	**Tennis Basket Ball**	**Swimming Hockey**	**Swimming Athletics**	**Swimming Cricket**

	Computing	**Coding (see PM breakdown of unit)**	**Unit 3.2 Online safety**	**Unit 3.3 Spreadsheets**	**Unit 3.4 Touch Typing**	**Unit 3.5 Email (including email safety)**	**Unit 3.6 Branching Databases**	**Unit 3.7 Simulations**	**Unit 3.8 Graphing**
	Music	**Let Your Spirit Fly**	**Christmas Singing (RE Hymns/Carols)**		**Glockenspiel Stage 1/2**	**The Dragon Song**		**Bringing Us Together**	**Reflect, Rewind and Replay**
	MFL	**All about me Stage 1 (unit 1)**	**Pocket money Stage 2 (unit 2)**		**Celebrations Stage 1 (unit 3)**	**Our sporting lives Stage 2 (unit 4)**		**The Four Friends Stage 1 (unit 5)**	**What's the weather like? Stage 2 (unit 6)**
Eagles	Geography/History	**Y5/6: What is life like in the Alps? (Cycle A)** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	**Y5/6: Were the Vikings raiders, traders or something else? (Cycle A)** Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.		**Y5/6: Would you like to live in the desert? (Cycle A)** Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	**Y5/6: British history 5: What was life like in Tudor England? (Cycle A)** Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.		**Y5/6: Where does our energy come from? (Cycle A)** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	**Y5/6: What did the Greeks ever do for us? (Cycle B)** Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.
	Science	**Forces and space: Imbalanced forces**	**Living things: Classifying big and small** Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus		**Living things: Evolution and inheritance** Studying patterns in humans and other species, children learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations	**Energy: Circuits, batteries and switches** Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on		**Living things and their habitats: Life cycles and reproduction** Comparing the life cycles of plants, mammals, birds, amphibians and insects. Investigating asexual reproduction in plants and comparing sexual and asexual reproduction.	**Animals: Human timeline / Making connections (Y5)** Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.

			developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce branching and number classification keys to sort and identify organisms.	lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.	bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.		
	Art	**Electrical systems: Doodlers** Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	**Drawing: I need space** Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.	**Mechanical systems: Pop-up book** Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.	**Drawing: Growing artists** Developing an understanding of shading and drawing techniques to create botanical inspired drawings.	**Cooking and nutrition: Developing a recipe** Our refreshed Y5 cooking and nutrition unit including opportunities for children to learn a simple bolognese recipe and adapt it to improve nutritional content.	**Drawing: Make my voice heard** From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.
	PE	**Handball** **Dodgeball**	**Hockey** **Volleyball Y5/6**	**Basketball** **Cricket**	**Swimming** **Athletics** **OAA**	**Swimming** **Gymnastics** **(Double Session)**	**Swimming** **Dance**
	Computing	**Coding**	**Unit 5.2** **Online safety**	**Unit 5.3** **Spreadsheets**	**Unit 5.4** **Databases**	**Unit 5.5** **Game Creator**	**Unit 5.6** **3D Modelling**	**Unit 5.7** **Concept Maps**
	Music	**Happy**	**Christmas Singing** **(RE Hymns/Carols)**	**A New Year Carol**	**Classroom Jazz 1/2**	**You've Got a Friend**	**Music and Me**
	MFL	**Healthy Eating** **Stage 3 (unit 1)**	**The world around us** **Stage 4 (unit 2)**	**On the way to school** **Stage 3 (unit 3)**	**Out and about** **Stage 4 (unit 4)**	**The Return of Spring** **Stage 3 (unit 5)**	**What's in the news?** **Stage 4 (unit 6)**