

Whole School Curriculum Overview - Year B

		Autumn Term Year B		Spring Term Year B		Summer Term Year B	
		1	2	1	2	1	2
Sparrows	Geography/History	<p>Y1/2: Where am I? (Cycle B) Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.</p>	<p>Y1/2: What is history? (Cycle B) 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. Exploring what holidays were like in the past through asking questions and examining photographs.</p>	<p>Y1/2: Would you prefer to live in a hot or cold place? (Cycle B) Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p>	<p>Y1/2: How was school different in the past? (Cycle B) Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>	<p>Y1/2: What is it like to live in Shanghai? (Cycle B) Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>	<p>Y1/2: What is a monarch? (Cycle B) Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>
	Science	<p>Animals: Sensitive bodies Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.</p>	<p>Animals: Comparing animals Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.</p>	<p>Animals: Life cycles and health Identifying and describing the different stages of animal life cycles, including that of humans, recording and interpreting data to show growth in humans and explaining how to keep healthy.</p>	<p>Forces and space: Seasonal changes Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering</p>	<p>Plants: Introduction to plants This unit will be available from 12th April 2024.</p>	<p>Making connections Y2 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.</p>

						the knowledge required for this job.				
	Art/DT	Structures: Baby Bear's chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.	Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	Mechanisms: Fairground wheel Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.	Painting and mixed media: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	Mechanisms: Making a moving monster Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.	Painting and mixed media: Life in colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.			
	PE	Yoga Sending & Receiving	Net and Wall Fundamentals	Gymnastics (Double Session)	Swimming: Beginners Dance	Swimming: Beginners Team Building	Swimming: Beginners Athletics			
	Computing	Unit 1.1 Online Safety & Exploring Purple Mash	Unit 1.5 Maze Explorers	Unit 2.4 Questioning	Unit 2.2 Online Safety	Unit 1.6 Animated Story Books	Unit 2.7 Making Music	Unit 2.3 Spreadsheets	Unit 1.3 Pictograms	Unit 2.8 Presenting Ideas
	Music	Hands, Feet, Heart	Christmas Singing (RE Hymns/Carols)	I Wanna Play in a Band	Zoo Time	Friendship Song	Reflect, Rewind and Replay			
Doves	Geography/History	Y3/4: Who lives in Antarctica? (Cycle B) Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	Y3/4: How have children's lives changed? (Cycle B) Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child and	Y3/4: Are all settlements the same? (Cycle B) Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.	Y3/4: British history 2: Why did the Romans settle in Britain? (Cycle A) Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.	Y3/4: What are rivers and how are they used? (Cycle B) Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.	Y3/4: How did the achievements of the Maya civilisation influence their society and beyond (Cycle B)			

			the significance of Lord Shaftesbury and his impact.				
	Science	Living things: Classification and changing habitats	Animals: Digestion and food Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth and investigate factors that impact our dental health. They compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.	Forces and space: Forces and magnets By investigating motion on different surfaces, children learn about friction and compare its uses and disadvantages. They broaden their experience in working scientifically as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and apply this to understand their uses.	Materials: States of matter By investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.	Energy: Sound and vibrations Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. Pupils explore how pitch and volume can be altered and how sound can be insulated using different materials.	Making connections Y4 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.
	Art/D&T	Structure: Pavilions Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.	Painting and mixed media: Light and dark Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	Mechanical systems: Making a slingshot car Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.	Craft and design: Ancient Egyptian scrolls Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.	Electrical systems: Torches Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.	Craft and design: Fabric of nature Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.
	PE	Gymnastics (Double Session)	Dance (Double Session)	Netball Football	Swimming Tennis	Swimming Athletics	Swimming Rounders

	Computing	Coding	Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences	Unit 4.5 Logo	Unit 4.6 Animation	Unit 4.7 Effective Search	Unit 4.8 Hardware Investigators
	Music	Mamma Mia	Christmas Singing (RE Hymns/Carols)	Glockenspiel Stage 1/2	Stop!	Lean on Me!	Black Bird		
	MFL	All aboard! Stage 2 (unit 1)	Games and songs Stage 1 (unit 2)	Tell me a story! Stage 2 (unit 3)	Portraits Stage 1 (unit 4)	The Carnival of the Animals Stage 2 (unit 5)	Growing things Stage 1 (unit 6)		
Eagles	Geography/History	Y5/6: Why does population change? (Cycle B) Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	Y5/6: What does the census tell us about our local area? (Cycle B) Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.	Y5/6: Why do oceans matter? (Cycle B) Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.	Y5/6: What was the impact of World War 2 on the people of Britain? (Cycle A) Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.	Y5/6: Can I carry out an independent fieldwork enquiry? (Cycle B) Observing, measuring, recording and presenting their own fieldwork study of the local area.	Y5/6: Transition Unit Who should feature on the £10 bank note?		
	Science	Animals: Circulation and exercise	Energy: Light and reflection Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. Pupils investigate the effect of moving an object away from the surface it casts a	Materials: Properties and changes Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of	Materials: Mixtures and separation Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature	Forces and space: Earth and space Children explore the movement of the celestial bodies in our Solar System, including the Earth and other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out	Making connections Y6 Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.		

			shadow on and the relationship between the incoming and reflected rays on a mirrored surface. Exploring real uses of mirrors allow children to apply what they have learned about light throughout the unit.	materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.	affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions	about the uses of satellites and the problem with space junk.		
	Art/DT	Textiles: Waistcoats Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.	Sculpture and 3D: Interactive installation Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.	Structures: Playgrounds Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.	Craft and design: Photo opportunity Developing photography skills and techniques to design a range of creative photographic outcomes.	Digital world: Navigating the world Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.	Sculpture and 3D: Making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	
	PE	Tag Rugby Tennis	Football Fitness	Netball Rounders	Swimming Athletics OAA	Swimming Gymnastics (Double Session)	Swimming Dance (Double Session)	
	Computing	Coding	Unit 6.2 Online safety	Unit 6.3 Spreadsheets	Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing
	Music	Livin' on a Prayer	Christmas Singing (RE Hymns/Carols)	Make you feel my love?	Classroom Jazz 1/2	Fresh Prince of Bel Air	Dancing in the Street	
	MFL	Our School Stage 4 (unit 1)	I am the music man Stage 3 (unit 2)	Then and now Stage 4 (unit 3)	Beach scene Stage 3 (unit 4)	Setting up a cafe Stage 4 (unit 5)	The Planets Stage 3 (unit 6)	