

# OVERVIEW OF CURRICULUM CYCLE A and B

## Long term Cycle A

	Majestic Maples- 1 and 2			Fantastic Firs- 3and 4			Mighty Oaks- 5 and 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Science</b>	Living things and habitats	Animals including humans	Seasons	Rocks Scientists	Forces and Magnets Electricity	Animals including humans	Properties and changes of materials and electricity	Living things and their habitats	Study of a scientist
<b>PE</b>	Swimming  Run, jump throw	Attack, defend and shoot. Y1/2  Swimming	Dance unit 1, Y1/ Y2  Outdoor and adventurous activities Y1/2	Tag Rugby Y3/4  Swimming  Cross country practice.	Hockey Y3/Y4  Gymnastics Y3/Y4 Unit 1	Athletics Y3/Y4  Rounder's Y4	Tag Rugby Y5/6  Netball Y5/6  Cross country practice.	Dance Unit 1 Y5/Y6  Swimming	Athletics Y5/Y6  Rounders Y5/6
<b>History (EYFS, ELG Past and Present)</b>	How am I making history?	How have toys changed?	How did we learn to fly?	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	How have children's lives changed?	What did the ancient Egyptians believe?	What does the Census tell us about our local area?	British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?
<b>Geography (EYFS, ELG People, Culture and Communities)</b>	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?	What is the weather like in the UK?	Who lives in Antarctica?	What are rivers and how are they used?	Why are rainforests important to us?	Where does our energy come from?	Would you like to live in the desert?	Can I carry out an independent fieldwork enquiry?
<b>Music</b>	Year 1: Pulse and rhythm (Theme: All about me)  Year 1: Classical music, dynamics and tempo (Theme: Animals)	Year 1: Pitch and tempo  Year 2: Musical me	Year 2: On this island: British songs and sounds  Year 2: Orchestral instruments (Theme: Traditional western stories)	Instrumental lessons unit: South Africa*  Year 3: Developing singing technique (Theme: Vikings)	Instrumental lessons unit: Caribbean*  Year 4: Body and turned percussion	Year 3: Jazz  Year 4: Adapting and transposing motifs	Year 6: Film music  Year 5: Composition notation (Theme: Ancient Egypt)	Year 5: Musical theatre  Year 6: Theme and variations (Theme: Pop Art)	Year 5: Blues  Year 6: Composing and performing a Leavers' song**
<b>DT</b>	Cooking and nutrition: Fruits and vegetables	Structures: Constructing a windmill	Mechanisms: Wheels and axles	Mechanical systems: Pneumatic toys	Electrical systems: Electric poster	Cross stitch and appliqué Textiles: Cushions or Egyptian collars	Electrical systems: Steady hand game	Structures: Bridges	Cooking and nutrition: What could be healthier?

<b>Art</b>	Spirals	Simple Printmaking	Making Birds	Gestural Drawing with Charcoal	Cloth, Thread, Paint	Making Animated Drawings	Typography & Maps	Mixed Media Land & City Scapes	Set Design
<b>RE</b>	Who do Christians say made the world?  What do Christians believe God is like?	Who is Jewish and how do they live?	What makes some places sacred to believers?  What is the good news Christians say Jesus brings?	Gospel: What kind of World did Jesus want?  Judaism: How do festivals and family life show what matters to Jewish people?	Salvation: Why do Christians call the day Jesus died Good Friday?  How and why do people mark significant points in their life?	People of God: What is it like to follow God?  Kingdom Of God: When Jesus left, what was the impact of Pentecost?  Hinduism: What does it mean to be a Hindu in Britain today? What do Hindus believe God is like?	God, what does it mean if God is holy and loving?  Why do some people believe in God and some people not?  Why is the Torah so important to Jewish people?	What matters most to Humanists and Christians?  Salvation: how does faith help people when life gets hard?	Why do Hindus try to be good?  Gospel: What would Jesus do?
<b>PSHE</b>	Y1 Being me in my world.  Celebrating Difference.	Y1 Dreams and goals.  Healthy Me.	Y1 Relationships  Y1/2 Changing Me.	Y3 Being me in my world.  Celebrating Difference.	Y3 Dreams and goals.  Healthy Me.	Y3 Relationships  Y3/4 Changing Me. RSHE.	Y5 Being me in my world.  Celebrating Difference.	Y5 Dreams and goals.  Healthy Me.	Y5 Relationships  Y5/6 Changing Me. RSHE
<b>Computing</b>	Data and information – Pictograms 2.4	Programming A – Robot algorithms 2.3	Programming B – Programming Quizzes 2.6	Computing systems and networks – The Internet 4:1	Programming A Repetition in shapes 4.3	Programming B Repetition in games 4.6	Computing systems and networks – Internet Communication 6:1	Programming A Variables in games 6:3	Programming B Sensing 6:6
<b>French</b>				French greetings with puppets  French adjectives of colour, size and shape	Playground games - numbers and age  In a French classroom	Bon appétit!  Shopping for French food	<b>Portraits - describing in French</b>  <b>Meet my French family</b>	<b>Clothes- getting dressed in France</b>  <b>French weather</b>	Exploring the French speaking world  Planning a French holiday

Long term Cycle B

	Majestic Maples- 1 and 2			Fantastic Firs- 3and 4			Mighty Oaks- 5 and 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Science</b>	Seasons	Every day materials	Plants	States of matter	Light and sound	Plants Living things and their habitats	Earth and space forces	Evolution and inheritance Light	Animals including humans
<b>PE</b>	Swimming,  Run, jump throw	Run, jump throw  Gymnastics Unit 1 Y1/Y2	Send and return Y1/2 Hit, catch run Y1/2	Football Y3/4  Swimming  Cross country practice.	Dance Unit 1 Y3/Y4  Netball Y3/Y4	Outdoor and adventurous  Cricket Y3/4  Tennis Y3/4	Football Y5/Y6  Hockey Y5/6  Cross country practice.	Swimming  Gymnastics unit 1 Y5/Y6	Outdoor and adventurous  Cricket Y5/ Y6  Tennis Y5/6
<b>History</b>	What is history?	How was school different in the past?	What is a monarch?	British history 2: Why did the Romans settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How did Benin compare to medieval Britain?	British history 6: What was the impact of World War II on the people of Britain?	What did the Greeks ever do for us?	Unheard histories: Who should go on the banknote
<b>Geography</b>	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?	Where does our food come from?	Why do people live by volcanoes?	Are all settlements the same?	Why do oceans matter?	What is life like in the Alps?	Why does population change?
<b>Music</b>	Year 1: Musical vocabulary (Theme: Under the sea)  Year 1: Timbre and rhythmic patterns (Theme: Fairytales)	Year 2: African call and response song (Theme: Animals)  Year 1: Vocal and body sounds (Theme: By the sea)	Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)  Year 2: Myths and legends	Year 3: Creating a composition in response to an animation  Year 4: Rock and Roll	Year 3: Ballads  Year 4: Haiku, music and performance (Theme: Hanami festival)	Year 4: Changes in pitch, tempo (Theme: Rivers)  Year 4: Samba and carnival sounds and instruments (Theme: South America)	Year 5: Looping and remixing  Year 6: Songs of World War 2	Year 6: Dynamics, pitch and texture  Year 5: Composition to represent the festival of colour	Year 5: South and West Africa  Year 6: Composing and performing a Leavers' song**
<b>DT</b>	Cooking and nutrition: A balanced diet	Structures: Baby bear's chair	Textiles: Pouches	Digital world: Mindful moments timer	Structures: Pavilions	Cooking and nutrition: Adapting a recipe	Textiles: Stuffed Toys link WW2 or waistcoats	Digital world: Navigating the world	Mechanical systems: Automata toys

<b>Art</b>	Explore & Draw	Expressive Painting	Stick Transformation Project	Storytelling Through Drawing	Exploring Pattern	Sculpture, Structure, Inventiveness & Determination	2D Drawing to 3D Making	Activism	Take a Seat
<b>RE</b>	How should we care for the world and why does it matter?  <b>What do Christians believe God is like? (Repeated?)</b>	What does it mean to build a strong faith community?  Salvation: Why does Easter matter to Christians?	Who is Muslim and how do they live?	Creation, Fall: What do the Christians learn from the creation story?  Incarnation God: What is the Trinity and why is it important to God?	Hinduism, Judaism. How do festivals and worship show what matters to Muslims?  How do festivals and family life show what matters to Jewish people?	People Of God. What is it like to follow God?  How and why do people try to make the world a better place?	Creation and Fall. Creation and Science. Conflicting or complimentary?  Incarnation: Was Jesus the Messiah?	People Of God. How can following God bring freedom and justice?  Salvation: What did Jesus do to save human beings?	Kingdom Of God: What kind of King is Jesus?  What does it mean to be a Muslim in Britain today?
<b>PSHE</b>	Y2 Being me in my world.  Celebrating Difference.	Y2 Dreams and goals.  Healthy Me.	Y2 Relationships  Y1/2 Changing Me.	Y4 Being me in my world.  Celebrating Difference.	Y4 Dreams and goals.  Healthy Me.	Y4 Relationships  Y3/4 Changing Me. RSHE	Y6 Being me in my world.  Celebrating Difference.	Y6 Dreams and goals.  Healthy Me.	Y6 Relationships  Y5/6 Changing Me. RSHE
<b>Computing</b>	<b>NCCE units</b> Computing systems and networks – IT around us 1.1  <b>Project Evolve E-Safety (Y1 then Y2 coverage)</b>  •Managing Online information  •Health, Wellbeing and Lifestyle	<b>NCCE units</b> Computing systems and networks – Technology around us 2.1  <b>Project Evolve E-Safety (Y1 then Y2 coverage)</b>  •Privacy and Security	<b>NCCE units</b> Creating media – Digital writing 1.5  <b>Project Evolve E-Safety (Y1 then Y2 coverage)</b>  •Copyright and Ownership	<b>NCCE units</b> Creating Media, Stop Frame 3:2  <b>Project Evolve E-Safety (Y3 then Y4 coverage)</b> •Managing Online Information	<b>NCCE units</b> Creating Media, Desktop media 3:5  <b>Project Evolve E-Safety (Y3 then Y4 coverage)</b> •Health, Wellbeing and Lifestyle	<b>NCCE units</b> Data and information – Data logging 4:4  <b>Project Evolve E-Safety (Y3 then Y4 coverage)</b> •Privacy and Security •Copyright and Ownership	<b>NCCE units</b> Creating media – Web page creation 6:2  <b>Project Evolve E-Safety (Y5 then Y6 coverage)</b> Managing Online Information	<b>NCCE units</b> Data and information – Introduction to Spreadsheets 6:4  <b>Project Evolve E-Safety (Y5 then Y6 coverage)</b> Health, Wellbeing and Lifestyle	<b>NCCE units</b> Creating Media – 3D modelling 6:5  <b>Project Evolve E-Safety (Y5 then Y6 coverage)</b> • Privacy and Security • Copyright and Ownership

<p><b>French</b></p>				<p>This is me School days</p>	<p>Birthday celebrations  Colourful creatures - animals, colours and size</p>	<p>Fabulous French food  Gourmet tour of France</p>	<p>French transport  In my French house</p>	<p>Music in France  French verbs in a week</p>	<p>Visiting a town in France  French sport and the Olympics</p>
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