

## WHOLE SCHOOL CURRICULUM OVERVIEW

	AUTUMN		SPRING		SUMMER	
EYFS	MARVELLOUS ME	NIGHT AND DAY	ONCE UPON A TIME	OFF ON AN ADVENTURE	DOWN THE GARDEN	PIRATES AND THE SEASIDE
	<p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Establish classroom rules and routines.</li> <li>Present information about themselves and their peers.</li> <li>Explore different feelings and emotions.</li> <li>Understand the importance of looking after themselves and keeping fit and healthy.</li> <li>Learn to get dressed independently.</li> <li>Learn about simple shapes.</li> <li>Carry out surveys and sort physical features into categories before presenting information in tables and charts.</li> <li>Look at the human body and skeleton and label the different parts.</li> <li>Look at maps of the local area and identify the setting in relation to their home.</li> <li>Explore making hand and footprints using a range of media.</li> <li>Learn a variety of songs linked to the topic and use musical instruments as an accompaniment to song.</li> </ul>	<p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Know about safety measures for Bonfire Night and Halloween</li> <li>Reflect on dreams and nightmares as well as fears of the dark</li> <li>Develop fine motor skills by cutting, spreading, weaving and threading materials using a range of tools</li> <li>Identify and pair rhyming words</li> <li>Use time conjunctions to help sequence daily routine events</li> <li>Tell the time to the nearest o'clock</li> <li>Read and order days of the week and months of the year</li> <li>Explore light and dark and how shadows are created</li> <li>Look at the sleeping patterns and places of different animals</li> <li>Learn a range of songs linked to the theme and use musical instruments as an accompaniment to song.</li> </ul>	<p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Know a range of traditional fairy tales by a variety of authors</li> <li>Use recording tools such as story maps and visual tools such as sequencing cards to retell a story</li> <li>Select relevant adjectives to describe a character or setting</li> <li>Develop their knowledge of size and quantity in mathematics</li> <li>Understand more about the life cycle of plants and keeping healthy</li> <li>Construct objects and buildings from a story using a range of junk modelling materials.</li> </ul>	<p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Discuss feelings about being brave and overcoming fears</li> <li>Understand the importance of maintaining a healthy diet</li> <li>Explore different ways of moving using positional language</li> <li>Use their senses to describe settings and build on ideas by imagining new settings for a story</li> <li>Create story maps and character descriptions based on their understanding of what they have read</li> <li>Read, follow and write instructions for making sandwiches and other recipes</li> <li>Write alternative endings to a story they have read</li> <li>Collect data about food preferences and present findings in charts and tables</li> <li>Measure footprints using a range of measuring tools and equipment</li> <li>Learn about different species of animals and their habitats</li> <li>Carry out science experiments about gummy bear sweets, making predictions and observations as well as recording results in a table</li> <li>Make and use percussion instruments to represent the different sounds in the story of 'We're Going on a Bear Hunt'.</li> </ul>	<p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Know how to take care of wildlife inside and outside of the classroom.</li> <li>Know about and express their opinions on healthy and unhealthy foods.</li> <li>Write for a range of purposes, including instructions, information texts and lists.</li> <li>Learn about lines of symmetry when investigating butterflies.</li> <li>Record results from science experiments in graphs and tables.</li> <li>Learn about the life cycle of plants and animals.</li> <li>Go on nature walks around the local area to collect natural materials and make observations of the wildlife that they see.</li> <li>Plant and grow flowers and vegetables in a class allotment.</li> <li>Use money and counting as part of their role-play.</li> <li>Explore colour and texture taking lead from the work of others.</li> </ul>	<p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Understand the importance of looking after themselves - from washing hands to staying sun-safe</li> <li>Write sorry letters from book characters, character descriptions and alternative endings to a story that they have read</li> <li>Identify rhyming words as well as real and nonsense words</li> <li>Carry out science experiments, making ice-lollies, exploring whether objects sink or float and what happens when sand is mixed with water</li> <li>Practice adding and counting numbers 0-20 through games, treasure hunts, role-playing and song</li> <li>Explore world maps and globes to find places personal to us.</li> </ul>
						

	AUTUMN	SPRING	SUMMER
YEAR 1/2 CYCLE A	<p><b>LONDONS BURNING</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Recognise and explain why The Great Fire of London happened and the changes that occurred as a result.</li> <li>Identify differences between ways of life of people at the time of the fire, compared with today.</li> <li>Compare two versions of reports of The Great Fire.</li> <li>Compare pictures documenting the fire.</li> </ul> 	<p><b>INDIAN SPICE</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Use different sources to research topic and find out about India and Indian Cultures. E.g. Books, the internet, holiday brochures and family photographs</li> <li>Research geographical location of India and compare to our own country and locality. Find out about the differences in physical and human geographical features.</li> <li>Compare cultures in United Kingdom to cultures in India.</li> </ul> 	<p><b>PIONEERS</b></p> <p>By the end of this unit children will know ...</p> <ul style="list-style-type: none"> <li>That people in the past, with pioneering ideas, inventions and reforms, have had an impact on the world we live in today.</li> <li>That people can change the environment that we live in by inventing new machines and processes.</li> <li>How to research people's lives using books, the Internet, artefacts and pictures.</li> <li>How to present their work in a variety of different ways.</li> </ul> 
	<p><b>POLES APART</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate different countries, including arctic regions.</li> <li>Name and locate the world's continents.</li> <li>Explain how animals and people adapt to their environments.</li> <li>Locate the equator and explain how it affects climates.</li> <li>Use different sources of research e.g. books, pictures, photographs and the internet.</li> </ul> 	<p><b>TOYS</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Recognise the difference between toys of the past and those of today.</li> <li>Compare toys from the world and consider whether all children have the same access to toys.</li> <li>Investigate toys made from recycled materials.</li> <li>Use their scientific knowledge to consider the properties most suitable for different toys and design a toy for a specific purpose.</li> <li>Create art work based on their own toys.</li> <li>Create dances and music based on a magic toyshop.</li> </ul> 	<p><b>A JOURNEY THROUGH EUROPE</b></p> <p>By the end of this unit children will know ...</p> <ul style="list-style-type: none"> <li>Where Europe is in the world and the countries that belong to the continent.</li> <li>The different countries in Europe such as flags, languages spoken and famous landmarks.</li> <li>Different modes of transport that can be used to travel to Europe.</li> <li>The importance of identity and how we use passports to travel outside of our own country and culture.</li> <li>Facts about different tourist holiday destinations in Europe and present findings in a postcard.</li> <li>The work of Claude Monet. They will create some of their own interpretations of his work.</li> <li>Traditional songs from the different countries visited on our journey around Europe.</li> </ul> 
YEAR 1/2 CYCLE B			

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YEAR 3	<b>MEET THE FLINTSTONES</b> By the end of this unit children will... <ul style="list-style-type: none"> <li>Use more than one source of historical enquiry.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Ask questions to support discussion and deeper thinking.</li> <li>Suggest cause and consequence of some of the main events and changes in history.</li> </ul> 	<b>WORLD WAR 1</b> By the end of this unit children will... <ul style="list-style-type: none"> <li>The key events that triggered the start of the First World War.</li> <li>About the process of enlistment, understanding key facts about who enlisted and why.</li> <li>How the war affected daily life in Britain.</li> <li>About what life was like and how life changed for children and women during the First World War.</li> <li>Who the key British figures involved in the First World War were and what their roles were.</li> <li>How the war ended and details about The Treaty of Versailles.</li> </ul> 	<b>EXTREME SURVIVAL</b> By the end of this unit children will know ... <ul style="list-style-type: none"> <li>How to use maps, atlases, globes and digital/computer mapping to locate areas of extreme heat and cold.</li> <li>How to explain why some areas are very cold and some very hot.</li> <li>How to describe and understand what life is like in those places for people, animals and vegetation.</li> </ul> 
	YEAR 4	<b>ROMAN RULE</b> By the end of this unit children will... <ul style="list-style-type: none"> <li>Use primary and secondary sources of information to learn about whom the Romans were and where they came from as well as identify features of Roman entertainment, Roman gladiators, the Roman Army and the main Emperors of Rome.</li> <li>Explore key concepts related to 'invading' and 'settling'.</li> </ul> 	<b>TOMB RAIDERS</b> By the end of this unit children will know how to... <ul style="list-style-type: none"> <li>Understand the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history.</li> <li>Find out about the beliefs of the Ancient Egyptians by looking at factual evidence about the Pyramids, mummies, Hieroglyphics.</li> <li>Look at a range of Egyptian artefacts – what do they tell us about the past?</li> <li>Using maps and atlases to locate Egypt on a map.</li> </ul> 

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YEAR 5	<p><b>INVADERS</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain.</li> <li>Use observational skills to draw houses and artefacts, research skills to develop an understanding of life in an Anglo Saxon village. Develop knowledge of nets and structures to plan. Design and reproduce an Anglo Saxon settlement.</li> </ul> 	<p><b>WILD WATERS</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.</li> <li>Use their understanding to describe how rivers are formed.</li> </ul> 	<p><b>WONDER WOMEN</b></p> <p>By the end of this unit children will know ...</p> <ul style="list-style-type: none"> <li>That women in the past have had an impact on the world we live in today.</li> <li>That women in the past were not always recognised for their achievements.</li> <li>That women were not always treated equally and that some women protested until things changed.</li> <li>The changes that key female figures have made in the history of science and politics.</li> </ul> 
YEAR 6	<p><b>VIKINGS – VALIANT OR VICIOUS</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Where the Vikings came from and why they chose to settle in England.</li> <li>The significant figures and key events that took place during the Viking period.</li> <li>What life was like for sailors, warriors, children and criminals.</li> <li>The legacy of the Battle of Hastings and the Bayeux Tapestry.</li> </ul> 	<p><b>AMAZING AMERICAS</b></p> <p>By the end of this unit children will...</p> <ul style="list-style-type: none"> <li>Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans.</li> <li>Describe and understand the similarities and differences between Mexico and the UK.</li> <li>Describe and understand the terms HUMAN and PHYSICAL geography.</li> <li>Use maps, atlases and globes to name and locate countries and cities of the world.</li> <li>Know where to place the Ancient civilization of the Mayans in time.</li> <li>Describe the legacy of the Ancient Mayan civilization.</li> </ul> 	<p><b>OLYMPICS – RACE TO ASIA</b></p> <p>By the end of this unit children will know ...</p> <ul style="list-style-type: none"> <li>The range of nations that compete in the Olympic and Paralympic Games</li> <li>The different events that comprise the Olympic and Paralympic Games</li> <li>Key geographical and historical features of Tokyo and Japan</li> <li>The venues and facilities required by an Olympic host city</li> <li>How the Olympic games impact on the people and environment of Tokyo</li> <li>The difference between life of Japanese children and children in the UK</li> <li>Where the 2020 games will be held and some key facts about the host country.</li> </ul> 

