

Summer: Create This is an overview of how the curriculum maps together. For detail and specific learning intentions see specific subject overviews.

In purple: Project on a page

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life Journeys My journey and beyond		What makes a house a home? <i>Leavers and sliders</i> <i>Free standing structures</i> <i>Food- preparing a dish for breakfast</i>	How can we get where we want to be? <i>Explore and use mechanisms linked to transport -Wheels and Axels</i> <i>Designing and making finger food for a party</i> <i>Sew a cushion for their vehicle (templates and joining)</i>	Have we lost our imagination? <i>Looking at ways to be entertained- games on-line or toys.</i> <i>mechanical systems- make a toy using levers and linkages/ levers and sliders</i> <i>Planning and making bread to share with classmates.</i> <i>Bendy bags- 2-D to 3-D products</i>	Do I make the right choice? <i>Using learning about climate change and sustainability, create a reusable lunchbox.</i> <i>Shell structures.</i> <i>Designing and making a selection of sandwiches for a lunch box.</i> <i>Reading corner lamp- simple circuits and switches</i>	Do we value science over creativity? <i>Fairground rides linked to science with forces.</i> <i>Frame structures</i> <i>Pulleys and Gears</i> <i>Designing and making a salad for a lunch</i>	Who's responsible for influencing change: designers or consumers? <i>Designing and making a healthier all-in-one style product to be eaten on the go.</i> <i>More complex switches to create an alarm</i>
Journey Special Story telling <i>Christianity / Jewish traditions - Special books</i> Special people <i>/Janmashtami (remembering) **Hindu</i>	RE	Special <i>Thanking with food - Jewish and Christianity</i> Special Places <i>Jewish traditions – Synagogues</i>	Journey's end God <i>** Jewish traditions</i> <i>Mezuzah and Shema</i> Hope Special books - <i>Jewish traditions (Torah)</i>	Interpretation Peace <i>Buddhist traditions – Buddha Rupa</i> Sacred Places / Pilgrimage <i>Hindu traditions and Buddhist traditions</i>	Ritual ** Water - Christianity (adult baptism), Islam (wudu) and Sikhism (baby blessing). Cross as a symbol Salvation (UC 2a.5)	A Good Life Prayer – (Catholic) Gospel (UC 2b.5) A good life ** Humanism	Love Stewardship Kingdom of God (UC 2b.8) Love / Agape – Jesus through art. Christianity Bridging unit ks2/3
Understanding the World Life Cycles Farming – where does our food come from Living things and their needs	Science	Seasons Plants	Pushes and Pulls Making new plants	Rocks and soils Light	Making electrical circuits work Living things	Forces	Circulation

Visit to Farmer Palmers Chicks/butterflies/growing seeds When I grow up What I can do now, what I can do when I'm older Change in the future Reflection Ready for new class Activities with LF getting them ready for Acorn Class							
Computational thinking – Computational thinking – use Beebots to navigate a simple route Desktop Publishing – Media - begin to use tablets to take pictures or videos of their learning.	Computing	<u>ICT</u> 1) Desktop publishing Extend their skills by investigating the keyboard so that children can form a capital letter, make a space and use backspace to delete. <u>Computer Science</u> 2) NCCE: Programming A – Moving a robot <u>Online Safety</u> Project Evolve: Online Relationships Privacy and security	<u>Computer Science</u> 1) Teach Computing: Programming A – Robot algorithms Using scratch junior to create a transport sprite and write program to move around the screen <u>ICT</u> 1) Desktop Publishing: Using word to publish English work or use paint to create life cycles flow diagrams. <u>Online safety</u> Project Evolve: Project Evolve: Year 2 – Privacy and Security. Project Evolve: Project Evolve: Year 2 – Health, wellbeing and lifestyle.	<u>Computer Science</u> 1) Phil Bagge – Learning Primary Programming with Scratch – Animal Challenges 1) Desktop Publishing Use Powerpoint to consolidate adding textboxes and create a powerpoint on the Iron Man. Create image of the Iron in paint using geometric shapes – links with the art unit on printing. 2) Use Data – loggers to capture data over time.	<u>ICT</u> 1) Desktop publishing Consolidate skills by publishing a piece of learning in Word or Publisher, where appropriate. 2) NCCE: Data Management – Branching Databases Use J2E Data to create a branching database from your science learning. <u>Computer Science</u> Programming physical systems - Crumble project (servos) consolidating the skill of count-controlled loops and indefinite loops, children create an	<u>Computer Science</u> NCCE: Programming A – Selection in physical computing Create a fairground as the main DT project. <u>ICT</u> Desktop Publishing – print and create signage for an upcoming school event e.g. Spring Music concert, the year group bake sales, the school production (if do school production, then this project can be moved to summer term)	<u>ICT</u> NCCE: Creating Media – Video editing Create a tutorial video for sewing, stiffen fabric, join fabric, applique, presenting the idea of using recycled fabric to make another product – maybe as a series of Shorts? <u>Science</u> <u>NCCE</u> Physical Programming – sensing with Microbit

				Use to support science, particularly states of matter. <u>Online Safety</u> Project Evolve: Managing online information: Privacy and security:	animated animal (remember, the focus is computing so the important part is the algorithm design and the use of a physical system.) Project Evolve: Self-image and identity: Online reputation: Project Evolve: Managing online information:	skills to incorporate: appropriate use of font style and size to communicate information – show different forms of writing and discuss whether the style of font and size is appropriate (e.g. highly calligraphic font for a leaflet) They use display features such as inserting textboxes to give important information about the fair. Project Evolve: Managing online information: Self-image and identity: Online relationships:	Project Evolve: Online reputation: Managing online information:
Expressive Art and Design	Art	Drawing Painting Printing Wallpaper for house	Drawing Painting Printing Art Deco Poster Emma Chlids	Drawing Painting Textiles Finger Puppets Jim Henson	Drawing Painting Digital Media Collage Photos	Drawing Painting (experiment with different paint) Printing	Drawing(pencil) Painting (colour mixing) Textiles

		<i>William Morris Colour, Shape,</i>	<i>Colour, Line, Pattern, Shape, Form and Space</i>	<i>Colour, Line, Pattern, Shape,</i>	<i>Andy Warhol? Fauvism? Colour, Line, Pattern, Shape, Form and Space</i>	<i>Fairground Ride – decoration of.</i> <i>Romany Art Amy Godwin Colour, Line, Pattern, Shape, Form and Space</i>	<i>Batik to create bunting for Tea for Two Colour, Pattern, Form and Space</i>
PSED <i>Think about others Think about their own environment and the environment around them</i> <i>To know where food comes from</i> <i>To be respectful to others and their environment, including the wider community and world</i> <i>To know where they belong in the school and next steps. Be familiar with and confident around other adults in the school Be familiar and confident with other children around the school Confident to start in Year 1</i>	<i>PSHE- My Happy Mind Plus</i>	<i>Keeping healthy; food and exercise, hygiene routines; sun safety</i>	<i>Growing older; naming body parts; moving class or year</i> <i>Why sleep is important; medicines and keeping healthy; keeping teeth healthy;</i>	<i>Personal strengths and achievements; managing and reframing setbacks Different jobs and skills; job stereotypes; setting personal goals</i>	<i>Engage</i> <i>Keeping safe</i> <i>Changing and growing (periods)</i> <i>Economic wellbeing</i> <i>Ourselves, growing and changing</i> <i>Transition</i> <i>RSE</i>	<i>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</i>	<i>Recognising and managing pressure; consent in different situations Human reproduction and birth; increasing independence; managing transition Attraction to others; romantic relationships; civil partnership and marriage</i>
<i>Forest School</i>		<i>Science- making habitats for small creatures. PSHE -sun safety</i>	<i>Science-pulleys PSHE -sun safety</i>	<i>PSHE -sun safety</i>	<i>PSHE -sun safety</i>	<i>PSHE Healthy sleep habits; sun safety What are the benefits of sunlight? How</i>	<i>Expressing opinions and respecting other points of view, including</i>

						<i>light affects sleep patterns.</i> <i>Science- forces and pulleys with rope work</i>	<i>discussing topical issues Influences and attitudes to money; money and financial risks</i>
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