

Autumn Discover

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

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Anti-bullying week	How behaviour affects others; being polite and respectful Using the internet and digital devices; communicating online	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	How the internet is used; assessing information online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Managing friendships and peer influence	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
The concepts of power, civilisation, trade and settlement are woven through each topic and across the year groups							
All About Me and my world	History	Nothing Ever Changes- does it? Righteousness	Can we make a difference? Significant figures in history who made a local, national or global impact. Love	Is Change always positive? How can we find out if change is positive for everyone? Stone Age to Iron Age Roman Britain. Fellowship	How is a community created? Anglo-Saxon and Viking impact on Britain Fellowship	Who has the Power? Ancient Greeks Crime and Punishment since 1066 Righteousness	What makes us civilised? How can we find out if ancient people were civilised? Ancient Egyptians and Early Islamic Empire. Love
Welcoming Thanking Christianity (UC F1) / Jewish tradition - Sukkot Gift (Incarnation) ** Christianity (UC F2)	RE	Community Celebrating harvest ** Christianity (UC 1.2) Message - A special baby Incarnation (UC 1.3)	Celebration Bread as a symbol Christianity (UC 1.4) Waiting Light as a symbol – ** advent (UC 1.3 digging deeper) Jewish traditions - Hanukkah	Community Creation ** Christianity (UC 2a.1) Good and Evil (Light) ** Incarnation (UC 2a.3) and Hindu traditions (Divali)	Special Neighbours ** Christianity (UC 2a.4) Faith (Angels) ** Incarnation (UC2a.3 Digging deeper)	Belonging Muslim traditions (5 pillars) - Shahada and Salat Messiah** Incarnation Christianity (UC 2b.4)	Power of God Christianity, Jewish traditions and Muslim traditions Ritual ** Muslim traditions – Wudu / Eid-ul-Fitr

<i>Understanding World</i> <i>Things that are important to me – Buckets</i> <i>My family – who I live with, where I live</i> <i>Past/ present – where I am, where I've come from, what I'd like to be</i> <i>I'm an Acorn – a member of the school</i> <i>I would like to be...</i> <i>Seasons - Autumn</i> <i>Where they live</i> <i>4 villages that make up WD</i> <i>Role of the school and church in the community</i> <i>How families are similar/different</i> <i>Walk through the village – draw their walk</i> <i>Maps</i>	<i>Science</i>	<i>Describing materials</i>	<i>Animal life cycles</i> <i>Changing materials</i>	<i>Magnets</i> <i>Animals skeleton and movement</i>	<i>Mixtures and separating them.</i> <i>Digestion</i>	<i>Making new substances & Fossils, geological time and classification.</i>	<i>Evolution and classification&</i> <i>How light behaves</i>
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Change of seasons							
<i>Computational thinking – ordering or sequencing of algorithms</i> <i>Desktop Publishing – creating digital art with brush tool.</i>	Computing	<u>ICT</u> NCCE Unit: Computing systems and networks – Technology around us – lesson 1 <u>Desktop Publishing</u> Children to be taught the basic skills of using a computer, turning on and off and using the trackpad. Apply these skills to making simple artwork with an accompanying sentence. <u>Online Safety</u> Project Evolve: Self-image and identity: Health, wellbeing and lifestyle EVOLVE e-safety focus: Online reputation Online Bullying	<u>ICT</u> 1) <u>Desktop Publishing</u> Use word and or paint.to publish writing from English NCCE: 2) Teach Computing: Digital Photography Taking portraits using tablets to link in with art. 3) NCCE: Teach Computing: Computer systems and networks – IT around us – Lessons 1-3 <u>Online safety</u> Project Evolve: Project Evolve: Year 2 – Managing Online information. Project Evolve: Project Evolve: Year 2 – Online Bullying.	<u>ICT</u> 1) <u>Desktop publishing</u> Publishing information texts created in English using Word to consolidate word processing skills. 2) <u>NCCE: Computing systems and networks- Connecting computers – Lessons 4-6</u> <u>Online Safety</u> Project Evolve: Self-image and identity: · I can explain what is meant by the term ‘identity’. · I can explain how I can represent myself in different ways online. · I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) Online reputation: · I can search for information about myself online. · I can recognise I need to be	<u>ICT</u> 1) <u>NCCE: Computer Systems and Networks – The Internet – Lesson 1, 2 and 4</u> 2) <u>Desktop publishing – Use Publisher or Word to Practise the skill of editing fonts effectively and purposefully to create a booklet linked to non-chrons– use effective font to show for title, author, narrative etc.</u> <u>Computer Science</u> NCCE: Programming A – repetition in shapes <u>Online Safety</u> Project Evolve: Online relationships: • I can describe strategies for safe and fun experiences in a range of online social environments • I can give examples of how to be respectful to others online Project Evolve: Online relationships:	<u>ICT</u> 1) NCCE: <u>Computing Systems and Networks – Sharing</u> Lessons 1-2 2) <u>Desktop publishing</u> When typing up learning from English, children incorporate the use of spell and grammar checkers. Children re-create the correct form of a text using editing skills they have up until now plus the use of line indents. This would work best with a non-fiction text or a fiction text that could incorporate illustrations in a stylistic way. 3) <u>Data – create bar graphs, line graphs or pictograms in science</u> <u>Online Safety</u>	<u>ICT</u> <u>NCCE: Computing systems and networks – Communication</u> Lessons 3-5 NCCE: <u>Desktop Publishing – Web page creation</u> Children to use Google Sites to create a website as authentic outcome of their Project. <u>Online Safety</u> Project Evolve: Self-image and identity: • I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad,

				<i>careful before I share anything about myself or others online. · I know who I should ask if I am not sure if I should put something online</i> <i>Project Evolve: Health, wellbeing and lifestyle· I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</i>	• I can describe strategies for safe and fun experiences in a range of online social environments • I can give examples of how to be respectful to others online	<i>Project Evolve: Online relationships:</i> • I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know well. • I can explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. <i>Privacy and security:</i> • I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. <i>Project Evolve: Online reputation:</i>	<i>worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</i> • I can explain why I should keep asking until I get the help I need. <i>Project Evolve: Online relationships:</i> • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends.
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	Cooking		Cooking: Tea and chat- making biscuits				
Expressive Art and Design Self portraits- In Art books (drawn) Collage portraits I would like to be when I grow up Acorns Vegetable printing/patterns Salt dough leaves	Art	Drawing Painting Drawing toys using the artist Kathryn Coyle as a focus artist Colour, Line, Pattern, Shape, tone	Drawing (pencils, chalk, charcoal) Painting (colour, tone) Self Portraits Augustus John Colour, Line, Shape,	Drawing (Pencil) Painting (Poster Paint) Sculpture Papier Mache cave – cave paintings. Lascaux Cave painters Colour, Line, Shape, Form and Space	Self portraits Drawing Painting ICT Grisaille illustrations Romero Britto and Anthony Browne (Grisaille art) Tone, Shape, Form	Greek Art Work with a focus on pots Artist: Lucie Rie Drawing (Pencil, pastel) Painting Colour, Pattern, Shape, Form	Drawing (Pencil pen) Painting Printing Digital Media Islamic Printing Muslim Calligraphy Artists Colour, Line, Pattern, Shape,

<i>Singing – Harvest songs</i> <i>Acting out stories</i>							
PSED <i>Hygiene</i> <i>Behaving Safely</i> <i>Personal Care</i> – dressing and undressing(Forest School) - Using the toilet <i>Feelings – how playing outside makes me feel.</i> <i>Play with new friends</i> <i>Engage with new activities</i> <i>Hygiene</i> <i>Behaving Safely</i> <i>Personal Care</i> – dressing and undressing (putting on coats when cold) - Using the toilet <i>Feelings – how playing outside makes me feel.</i> <i>Play with new friends and widen friendship groups</i> <i>Have a go at trying new food – lunchtimes/fruit time</i>	<i>PSHE- My Happy Mind Plus</i>	<i>Roles of different people; Strengths and interests; jobs in the community</i> <i>*PHSE- Recognising privacy; staying safe; seeking permission</i>	<i>Making friends; feeling lonely and getting help</i> <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i> <i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i> <i>Safety in different environments; risk and safety at home; emergencies (emergency services)</i> <i>The internet in everyday life; online content and information</i>	<i>Personal boundaries; safely responding to others; the impact of hurtful behaviour</i> <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i> <i>Risks and hazards; safety in the local environment and unfamiliar places- What were the hazards of settlement for stone age? Where would you choose to settle?</i>	Meet your Brain MyHappyPlaces MyHappyPlaces Showing respect and managing hurtful behaviour Celebrate	<i>Responding respectfully to a wide range of people; recognising prejudice and discrimination</i> <i>* PHSE Identifying job interests and aspirations; what influences career choices; workplace stereotypes</i>	<i>Valuing diversity; challenging discrimination and stereotypes</i>
	Forest School	<u>PSHE</u> Staying safe <u>Science</u> Looking at different types of materials and their properties.	<u>PSHE</u>- Safety in different environments; risk and safety at home;	<u>PSHE</u>- Risks and hazards; safety in the local environment and unfamiliar places	<u>Science</u>- mixtures and separating them, the digestive system. <u>History</u>- archeological digs to find artefacts.	Community outreach - Damerham Village Show? <u>PSHE</u> What builds a good team?	<u>Science</u>- Classification of minibeasts. Vertebrates and invertebrates.

		<i>Science – observing changes in the autumn and seasons.</i> <u>Archaeology</u>	<i>emergencies (emergency services)</i> <i>Science- flowering plants and how they grow and stay healthy.</i>	<i>Archaeology- Neolithic Britain.</i> <u>Science-</u> looking at tools such as flint and its properties. <u>Science-</u> solids, liquids and gases. Ice-solids <i>Importance of water and fire – steam created by heating water for humans.</i>	<u>PHSE-</u> respecting similarities and differences, medicines and household drugs		<i>Camouflage linked to adaptations and natural selection.</i>
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