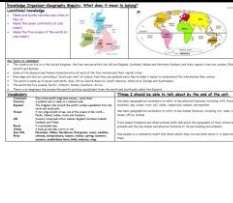
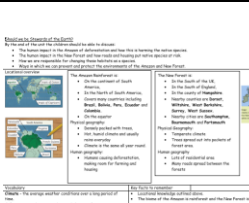


Spring: Explore This is an overview of how the curriculum maps together. For detail and specific learning intentions see specific subject overviews.

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mental Health week	Recognising what makes them unique and special; feelings; managing when things go wrong	Managing secrets; resisting pressure and getting help;	Healthy choices and habits;	Maintaining a balanced lifestyle,	Personal identify; recognising individuality and different qualities; mental wellbeing	loss and bereavement;
							
The concepts of civilisation, power, trade and settlement are woven through each topic and across the year groups							
People Around Me and The World Around Me Looking at the similarities and differences with ourselves and other cultures <i>Love and Fellowship</i>		What is so special about our school and the world we live in? Study of our school and then a wider study of the coast and sea biome. <i>Love</i>	Why do we look after beautiful places? Contrasting UK locality with Utah USA <i>Righteousness</i>	Should we be stewards of the Earth? Contrasting locality- UK & <u>Amazonian</u> <u>could we change this?</u> rainforest including biomes and vegetation belts... <i>Love</i>	How does water shape the way we live? Rivers, mountains, water cycle and coasts Avon and the Rhine <i>Fellowship</i>	Does adversity make us stronger? A study of a European region- Iceland. Volcanoes, earthquakes <i>Righteousness</i>	Does trade benefit everyone equally?? Looking at trade, natural resources etc. Southampton port/Peru <i>Fellowship</i>
Belonging Celebration Special clothes ** Jewish traditional clothes New Life		<i>Love</i> Remembering ** Hindu traditions - (Holi) Love - Sad and Happy Christianity (UC 1.1)	<i>Belonging</i> Remembering ** Jewish traditions - Passover Message Salvation (UC 1.5)	<i>Love</i> Devotion ** Hindu traditions – Mahashivratri (Shiva) Cross as a symbol / Holy People of God (UC 2a.2)	Belonging- Pentecost Christianity (UC 2a.6) Protection ** Hindu traditions - Raksha Bandan	<i>Community</i> Community (Umma) ** Muslim traditions – Hajj / naming ceremony Eucharist – other Christian traditions?	<i>Peace</i> ** Muslim traditions - Qur'an, sawm, Ramadan Resurrection / Redemption Salvation (UC 2b.7)

** <i>Christianity</i> (UC F3)						<i>Salvation (UC 2b.6)</i>	
Understand ing the World <i>Talk about people that help us</i> <i>Parents in to discuss their jobs</i> <i>Post Office role play – (Harlow’s dad)</i> <i>Hospital Role play (Ava’s mum)</i> <i>Police station Role play (Monty’s dad)</i> <i>Cross Walk Code</i> <i>Dental Hygiene</i> <i>Pirate dress up</i> <i>Countries and culture from around the world (India, Africa, China, Italy, Australia)</i> <i>Food tasting</i>	<i>Science</i>	<i>Animal survival habitats</i>	<i>Changing materials</i>	<i>Solid, liquids and gases</i> <i>Plants and their food production</i>	<i>Plant reproduction</i>	<i>Space and gravity</i> <i>Controlling electrical circuits</i>	<i>Sound</i>

RE Similarities and differences Flora and fauna around the world							
Computational thinking – role playing robot/digital devices. Desktop Publishing – adding words or sentence to digital art.	Computing	Computer Science 1) NCCE: Programming B – Introduction to animation ICT 1) Desktop Publishing Illustrate a piece of writing they have done in English and copy up the writing. Online Safety Project Evolve: Managing online information: Copyright and ownership:	Computer Science Programming B – Programming quizzes. Children create a quiz to help review their learning in science/geography/history. ICT 1) Data Pictograms using J2Data Pictograms linked to maths or science. 2) Desktop publishing Create art deco poster in paint Online Safety Project Evolve: Copyright and ownership: Self-image and identity: Project Evolve: Online reputation:	Computer science NCCE: Programming B- Events and actions ICT 1) Desktop publishing Use the skill of inserting text boxes to create a persuasive poster based on protecting the Rainforest. Online Safety Project Evolve: Online bullying: Project Evolve: Online relationships:	ICT 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. Computer Science Programming physical systems – Crumble – creating ‘inchworms using servos as inputs and ‘count-controlled loops and forever loops’ in the algorithms. https://makecode.microbit.org/projects/inchworm Project Evolve: Privacy and security: Project Evolve: Copyright and ownership:	Computer Science NCCE: Programming B – selection in quizzes Programming A should come before B so some of the concepts should be covered and carefully scaffolded i.e. the understanding of conditional statements. Ensure children have a real-world understanding of how these work before proceeding. Children could create a quiz to help their class review key points of their learning. ICT NCCE: Creating Media – Audio Editing (Year 4) Children to create a podcast	ICT Desktop Publishing – Create a leaflet advertising the qualities of Baghdad – this will allow children to think about picture and textbox placement and orientation. NCCE: Data and information – Spreadsheets Computer Science NCCE: Programming A – Variables in games Project Evolve: Privacy and security: Project Evolve: Copyright and ownership:

						<i>reporting the eruption of Vesuvius.</i> Project Evolve: Health, wellbeing and lifestyle: Project Evolve: Privacy and security: Copyright and ownership:	
	Cooking		Cooking: Tea and chat- making biscuits				
Expressive Art and Design <i>Design a stamp</i> <i>Draw/make the characters</i> <i>Collage story maps</i> <i>Make story stones</i> <i>Singing</i> <i>Retell stories and rhymes</i> <i>Treasure chests</i> <i>Treasure rocks</i> <i>Telescopes</i>	Art	<i>Drawing</i> <i>Painting</i> <i>Collage</i> Jeanie Baker (Windows) Henri Matisse <i>Colour, Shape, Form</i>	<i>Drawing</i> <i>Painting</i> <i>Sculpture</i> The Snail and The Whale Illustrator Axel Sheffler	<i>Drawing</i> <i>Painting</i> <i>Collage</i> Rainforest <i>John Dyer</i> <i>Rousseau</i> <i>Colour, Shape, Form and Space</i>	<i>Drawing</i> <i>Painting</i> Painting water/rivers Artist? <i>Colour, Line, Shape, Space</i>	<i>Drawing</i> <i>Painting</i> <i>Collage</i> Volcanoes/Earth quakes Collage using different painting techniques <i>Hokusai</i> <i>Colour, Pattern, Space</i>	<i>Drawing</i> <i>Painting</i> <i>Collage (?)</i> Cityscapes – The Arrival <i>Shaun Tan</i> <i>Line, Shape, Space</i>

Other cultures craft Pirate songs Songs from around the world Dances from other cultures Easter Songs							
PSED Learning to wait and taking turns Pay attention to adults Follow instructions of more than one step Try new activities Develop independence and perseverance Able to say why we have rules Dental Hygiene	PSHE- My Happy Mind Plus	<i>What rules are; caring for others' needs; looking after the environment- FS</i>	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help, Naming body parts. Safety in different environments; risk and safety at home; emergencies *PHSE- money	The value of rules and laws; rights, freedoms and responsibilities What makes a family; features of family life	Appreciate First Aid Media Literacy and Digital Resilience Relate Safe relationships	Protecting the environment; compassion towards others Keeping safe in different situations, including responding in emergencies, first aid	PSHE -sun safety Transition to secondary- mood sticks, mood stones, identifying our positive qualities.

<i>Talk about healthy choices</i> <i>Learning to wait and taking turns</i> <i>Pay attention to adults</i> <i>Follow instructions of more than one step</i> <i>Try new activities</i> <i>Develop independence and perseverance</i> <i>Able to say why we have rules</i> <i>Take others feelings into consideration</i>							
	Forest School	<i>PSHE- What rules are; caring for others' needs; looking after the environment</i> <u>Science</u>-continuation	PSHE- Safety in different environments <u>Science</u>-making new plants Habitats- what makes a suitable habitat?	Guardians of the Forest school. Science- parts of a flowering plant and plant reproduction.	PSHE- what makes a community-shared responsibilities Science-Building rivers. Water cycle	PSHE- Keeping safe in different situations, including responding in emergencies, first aid Protecting the environment	Science- light making rainbows Design and create a community pond.

		<i>with looking at seasons. What do animals need to survive? Wildflowers-supporting bees.</i>				<i>Science- volcano experiment</i>	
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