



## Curriculum Overview Cycle A

Science	Geography	History	Art and Design	Design Technology	Computing	Music	PSHE	PE	French
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Some terms may have a History focus one half term and a Geography one the next; an Art and Design focus one half term and Design Technology the next. Some work may be carried out at different points of the year, for example if a trip, visitor or expert became available in a different term.

	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Animals, including Humans- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Forces & Magnets - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.	Light – Identify that light travels in straight lines by experimenting. How does light travel and how are shadows formed? Building on the knowledge gained in Year 3.
	Location and place knowledge- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.		Vikings vs Anglo Saxons – Children’s curiosity will be inspired through this in depth unit focussing on the local Viking raids and invasions in the North East of England.
	Recount changes that have occurred in their own lives.	Stone Age to Iron Age Chronological order, BC/AD, shelters, Skara Brae. What can artefacts tell us?	Vikings vs Anglo Saxons – historical impacts that both the Vikings and Anglo Saxons had on determining settling patterns in Britain. Everyday art, culture and village life.
	Drawings; Family Portrait- using different media makes a variety of patterned lines, wavy, straight, zig-zag, thick, thin, narrow and wide.		Matisse –insight into the life and works of this famous artist, particularly focussing in his later ‘scissor’ work, using a variety of art materials to create their own work in a similar style.
	Food Product; Jam Sandwich-understand a balanced diet. Measure and weigh food items.	Textiles product linked to topic – Design a Stone Age outfit - Join fabrics using running stitch, over sewing and back stitch. Explore fastenings and recreate some simple sewn products.	

	Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Design, write, and debug programmes. Use sequence, selection and repetition.	I pad research linked to a variety of subjects across the whole curriculum. Safe internet usage and begin to explore using different software packages for presenting electronic work to peers. PowerPoint, Excel, Google skills explored.
	Machines- playing and maintaining a steady beat, sequencing sounds, playing at different speeds and controlling changes in speed (tempo).	Play and perform - playing instruments with increasing accuracy, fluency, control and expression.	Music Express 'Our Community' –Looking at changes through time through music. Opportunities to compose and perform music inspired by their local community, both past and present.
	Dansi: Confidence, responsibilities and abilities.	Christianity Unit 3 Communities  Lifestyles Unit 4	NHS - exploring more than 350 different roles in the NHS – from non-clinical jobs such as gardener, chef, accountant and engineer, to wide-ranging roles in Health and social care.
	Real PE Unit 2 Social Skills	Tag Rugby	Hockey
	Greetings, Numbers 1–12, Animals	All About Me	La rentrée des VIPs
Autumn 2	Animals, Including Humans-identify name, draw and label the basic parts of the human body.	Rocks - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Electricity (and British Antarctic survey) – Building on knowledge from the Y4 unit, design and build circuits, using symbols accurately. Investigate the important work of Edison and Tesla. What is electricity and how can we measure it?
		Atlas Ace – compass points, 4 figure grid references, locate UK counties & cities using atlas.	Vikings vs Anglo Saxons –focussing on the local Viking raids and invasions in the North East of England.
	Gun Powder Plot- Recognise that there are reasons why people in the past acted as they did.		Vikings vs Anglo Saxons –historical impacts that both the Vikings and Anglo Saxons had on determining settling patterns in Britain. Everyday art, culture and village life would have looked like.
	Sculpture; Mode of Transport- use clay, dough and plasticine. Cut, roll and coil materials. Add texture to models using tools.	Printing – Banksy - Analyse and describe key ideas of work by Banksy. Discuss and respond to street art.	Picasso – While the majority of Picasso's works of Cubism are paintings, he also created stunning prints, etchings, lithographs and linocuts in the style of Cubism. Children will experiment with these different styles of art creation.

	Construction; paper model plane- cut along lines curved and straight, curl paper.		Xmas Stockings (textiles) –the use of textiles to design, make and evaluate a stocking to hang on their Christmas Tree. Development of sewing, cutting and textiles skills.
	Select appropriate images and sounds to add to work. Independently save and retrieve files and word process short texts.	Design, write, and debug programmes. Use sequence, selection and repetition	I pad research linked across the whole curriculum. Safe internet usage and begin to explore using different software packages for presenting electronic work to peers. PowerPoint, Excel, Google skills explored.
	Seasons- relating pitch changes to graphic symbols and performing pitch changes vocally. Distinguishing between pitched and un-pitched percussion sounds and listening in detail to a piece of orchestral music.	Play and perform - Maintain a simple part within a group. Show voice control when singing	Music Express 'Celebration' –celebrations in song for performances. How celebratory, upbeat moods will soon have audiences joining in.
	Dansi: Confidence, responsibilities and abilities.	Christianity Unit 5 Celebrations	NHS - different roles in the NHS – from non-clinical jobs such as gardener, chef, accountant and engineer, to roles in Health and social care.
	Gymnastics	Gymnastics	Gymnastics
	Greetings, Numbers 1–12, Animals	All About Me	J'aime ça
Spring 1	Everyday Materials-Distinguish between an object and the material from which it is made and identify and name a variety of everyday materials.	Forces & Magnets - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.	Living Things and Their Habitats –how animals and micro-organisms are classified, similarities and differences between animals and study how mould grows on bread.
	Place Knowledge- use basic geographical vocabulary.		Ancient Egypt the significant impact the Ancient Egyptians had on their region including human geography, types of settlement and land use, economic activity including trade links and distribution of natural resources.
	Describe Historical Events-the moon landing the voyages of Christopher Columbus.	Roman Empire - what did the Romans do for Britain? Research famous historical figures. Develop chronological awareness.	Ancient Egypt –the achievements of the Ancient Egyptians and where and when they appeared and confidence to discuss the chronology and complexity of Egyptian life.

	Collage; Space- cutting and sewing a variety of materials.		Ancient Egyptian artwork –creation of Egyptian cartouches using a variety of paints and papyrus. Design and make Egyptian style jewellery using a variety of materials.
	Construction based on a famous explorer- Fold, tear and cut paper/card. Roll paper to create tubes.	Bridges around the world - Investigate bridges around the world. Create shell or frame structures, strengthen and reinforce frames with diagonal struts.	Ancient Egypt –how the Egyptian farmers irrigated their crops using water from the River Nile. Design and make their own shadufs using art straws and dowelling.
	Create a sequence of images to form a short animation and make use of graphics, video and sounds to enhance text in multimedia work.	Internet safety/ understand computer networks	Ancient Egyptian research. Explore using different software packages for presenting electronic work to peers. PowerPoint, Excel, Google skills explored.
	Our School- interpreting sounds and exploring instruments. Creating a soundscape as part of a song performance.	History of music - Develop an understanding of the history of music romantic, baroque & classical	Music Express 'Growth' – 'The street' is the setting for this unit of buskers and flash mobs. Ravel's <i>Bolero</i> through rhythmical mime, learns songs with instrumental accompaniments, and creates a dance to build into a street performance.
	Dansi: Laws, money and community.	Islam Unit 1 Festivals and Celebrations  Unit 2 Lifestyles	Philosophy for Children –some of life's big questions: is it worse to fail at something or never attempt it in the first place? If you could choose just one thing to change about the world, what would it be? What is true happiness?
	Dance Football	Football	Outdoor Adventure activities
	Que temps fait-il?	Portraits	Je suis comme ça
Spring 2	Everyday Materials- describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Rocks - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Evolution and Inheritance –develop understanding of human development and habitats. Theories of evolution as identified by Darwin and support these using evidence from plants and animals today.
		Where in the World are we? 4 & 6 figure grid references, locate European and world countries. Changing continents.	Ancient Egypt - the significant impact the Ancient Egyptians had on their region including human geography, types of settlement and land use, economic activity including trade links and distribution of natural resources.

	Significant historical events, people and places in their own locality- Cragside, William Armstrong. Develop chronological awareness and communicate historically.		Ancient Egypt – Children gain an understanding of the achievements of the Ancient Egyptians and where and when they appeared and confidence to discuss the chronology and complexity of Egyptian life.
	Paintings; Houses around the world- Experiment with and enjoy colour e.g. mixing powder paint primary colours. Create pattern using different tools and colours.	Painting and Printing; William Morris - Identify repeated patterns in William Morris art work Using printing to represent the natural environment.	Ancient Egyptian artwork –create Egyptian cartouches using a variety of paint and papyrus. Design and make Egyptian style jewellery using a variety of materials.
	Textiles; wallpaper- Colour fabrics using fabric paints, printing, painting etc. Cut out shapes using a template.		Bridges –different types of bridges and look carefully at their construction and design and create their own bridge. Linked to Invention Shed.
	Understand online risks and the age rules for sites, learn that the information they put online leaves a digital footprint. Know what to do and who to tell if they see something inappropriate on a website.	Internet safety/ understand computer networks	Ancient Egyptian research. Explore using different software packages for presenting electronic work to peers. PowerPoint, Excel, Google skills.
	Pattern- performing a steady beat in patterns of 2, 3 and 4 beats (metre) and exploring sounds on instruments and finding different ways to vary their sound.	History of Music - Develop an understanding of the history of music – contemporary.	Music Express ‘Class Awards’ –celebrate the children’s achievements at the end of primary school with a musical awards show.
	Dansi: Laws, money and community.	Christianity  Unit 5 Celebrations	Philosophy for Children –some of life’s big questions: is it worse to fail at something or never attempt it in the first place? If you could choose just one thing to change about the world, what would it be? What is true happiness?
	Developing ball skills- team games	Tri Golf	Netball
	Que temps fait-il?	Portraits	Tu es comment, petit monstre?
Summer 1	Plants- identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Light - Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.	Animals including Humans –complexity of the human body, exploring the different systems, particularly the heart and lungs. Focus on nutrients and how they are transported, the effects of different drugs on the body.

<p>Human &amp; physical knowledge-name, locate and identify characteristics of the four countries of the United Kingdom. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>Locality Study –geographical similarities and differences through the study of human and physical geography of Belsay and Amble.</p>
	<p>Vikings - Construct informed responses by selecting appropriate information. Viking raids and invasion. Make links to Anglo Saxons.</p>	<p>Locality Study – Linked to the above Geography focus. Children consider the settlement infrastructure of both places and how they were established and developed over time.</p>
<p>Printing- extends repeating patterns, overlapping, using two contrasting colours.</p>	<p>Drawings - Henri Rousseau - Re-create art work by Henri Rousseau. Use knowledge of the formal elements of art (line, tone, shape, form, texture, colour, pattern) to analyse key artworks</p>	<p>Still Life / Monet –Monet and his use of pencil to create an array of works. They design their own 'in the style of' pieces of art.</p>
<p>Food product; smoothie- cut, peel, grate and chop ingredients, work safely and hygienically.</p>		<p>Field to Fork - Some foods are required when they are out of season so producers grow them in hothouses/greenhouses in the UK. Alternatively, food is produced abroad and sent to the UK. Climate and soil conditions mean that not all food types can be produced here.</p>
<p>Create a sequence of images to form a short animation and make use of graphics, video and sounds to enhance text in multimedia work.</p>	<p>Computer networks/ use search technologies</p>	<p>Scratch – Create games, stories and animations building upon computer programming skills. Share ideas with peers, critically reviewing and improving work.</p>
<p>Storytime- Understanding how music can tell a story, creating music that matches an event in a story. Rehearsing and performing with others and learning new songs and chants.</p>	<p>Poetry and Music - performing a poem with rhythmic accuracy</p>	<p>Music Express 'Keeping Healthy' –body-popping and gospel singing; the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>

	Dansi: Healthy eating and exercise, caring for a changing body, health and safety.	Christianity Unit 1 God  Unit 2 Jesus	What is Mental Health / Fake News Sometimes we feel low, anxious or unhappy and we can't think why. Feeling like this is ok. But sometimes we feel like this for so long that we don't want to do anything at all. Children focus on strategies to help them understand their feelings. 'Fake News' grew in notoriety in 2016 during the US Presidential Elections although it has been around for a long time...probably as long as politics has been around. Children study how to sift through real news and fake news.
	Athletics	Athletics	Athletics
	Colours, Clothes	Jeux & Chansons/Carnaval	J'ai fait, j'ai soif
Summer 2	Seasonal Changes- observe changes across the four seasons and describe weather associated with the seasons and how day length varies.	Plants - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth	Dinosaurs Hunters –build on our knowledge of evolution, children research life on Earth while the dinosaurs were around. This topic develops children's scientific enquiry skills.
	Communicating geography-Use compass directions (N, S, E & W) and locational language (e.g. near and far) to describe the location of features and routes on a map Investigating Patterns- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Rainforests- <b>Location Knowledge-</b> Locate Equator, N and S hemisphere and Tropics of Cancer and Capricorn. Climate. Layers and protection of rainforest.	Locality Study –geographical similarities and differences through the study of human and physical geography of Belsay and Amble.
	Significant people and places in locality- Belsay Hall, Castle and Gardens.		Locality Study – Linked to the above Geography focus. Children consider the settlement infrastructure of both places and how they were established and developed over time.

Printing- explore and recreate patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit.		Lowry / Hockney – Lowry is famous for his matchstick men and matchstick cats and dogs. Children study the life and works of this artist and choose pastels, acrylic and poster paints to create their own pieces. Children explore the variety and creativity of Hockney’s work and replicate some of his famous pieces.
Textiles; New School Jumper Design- join fabrics using running stitch, glue, staples, over sewing and tape. Decorate fabrics with buttons, beads, sequins, braids and ribbons.	Cooking and nutrition - Discuss what it means to live a healthy lifestyle. Why is it important to eat healthy foods and stay active?	Earthquake Proofing – Children consider how can we earthquake proof our buildings, as the world’s population continues to expand rapidly, meaning that humans are now using land that wouldn’t normally be built on; design and make a robust structure to withstand the impact of an earthquake.
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.	Computer networks/ use search technologies	Scratch – Create games, stories and animations building upon the computer programming skills. Share ideas with peers, critically reviewing and improving work.
Our Bodies- responding to change of mood in a piece of music with a slow and fast steady beat, identifying a repeated rhythm pattern and combining a rhythm pattern and a steady beat.	Environment & Music – building composition skills. Timbre.	Music Express ‘Moving On’ – Two songs, one looking back, one looking forward, and a musical device for linking them.
Dansi: Healthy eating and exercise, caring for a changing body, health and safety.	Islam Unit 3 Stories	Embrace our Differences / New Beginnings Children discuss their similarities and differences, understand the term ‘discrimination’ and explore the term ‘diversity’ through a series of lessons focussed on discussion and debate.
Tennis	Tennis	Tennis
Colours, Clothes	Jeux & Chansons/Carnaval	J’ai faim, j’ai soif