Curriculum LONG TERM OVER-VIEW YEAR 1
(FROM SEPTEMBER 2017)

Subject		TERM 1	TERM 2	TERM 3
History	Year 4,5 & 6	THE ANCIENT GREEK CIVILISATION • Say when the Ancient Greek people lived and order some events from the time on a timeline. • Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding. • Talk about some Ancient Greek gods and know some features of Greek myths	WORLD WAR ONE • Say where and when the war started • Explain why the British signed up to fight • Explain what life was like for children in WW1 • Describe what life was like in the trenches • To understand why America joined in World War One	WORLD WAR TWO • Say when and where the war started; • Tell you some of the countries and key individuals involved; • Recall some details about key events; the Blitz • Describe what evacuation and rationing were, explain how they worked and how different people were affected; • Describe some of the jobs women did during the war; • Describe what the holocaust was and who suffered as a result. • To understand why Russia joined the war • To understand what it was like for a soldier during the siege of Leningrad • Explain the significance of the Normandy landings
Geography	Year 4,5 & 6	UK GEOGRAPHICAL PLACE NAMES • History of place names & their geographical features • Name and locate counties and cities of the United Kingdom, • Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; • Understand how some of these aspects have changed over time	LOCAL STUDY • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Traffic Surveys, use of bridge, flooding issues	WHOLE SCHOOL CONTINENTS PROJECT / WORLD CUP (RUSSIA) EUROPEAN COUNTRIES - SIMILARITIES & DIFFERENCES • Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human • Characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the Russia

Science	Y4	States of Matter • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Electricity • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors	Living Things and their Habitats • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things Sound • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases	Animals including humans • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey
Science	Y5	Properties and changes of materials • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and	Living things and their habitats • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals	Earth and Space • Describe the movement of the Earth and other planets relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • Describe the sun, Earth and moon as approximately spherical bodies Animals including humans • Describe the changes as humans develop to old age.

		changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		
Science	Y6	Evolution and inheritance • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Properties and changes of materials • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Animals including humans • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans Light • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Electricity • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram
Art	Y4			
	Y5	3D modeling - Different masks Venetian and Greek	Cityscapes – Drawing	Russian Dolls Printing-Russian Buildings Design material for a tracksuit – Printing - batik
	Y6	3D modeling - Greek Masks Design a front cover – collage and digital media (Olympics or travel brochure)	Collage – scenes of war Cityscapes - drawing	Painting - Kandinsky – squares with concentric circles

French	Y4	Greetings / numbers / family Numbers out of sequence / classroom instructions / weather/ months of year	Bi-lingual dictionary skills / France & its location, towns / twinned village: La Bouille / transport Bi-lingual dictionary skills / letters of the alphabet / pets	Days of the week / gist of stories / sports & hobbies Colours / greetings / polite 'café talk' / café & breakfast foods / fruits
	Y5 &6	Numbers / greetings & introductions / The High Street – shops & buildings Seasons & months / weather linked to clothing / conjugation of 'avoir' and simple sentence construction	Compass points / France and its location, towns / Schools in France / simple future tense using infinitives e.g. I am going to visit… Classroom objects / positional prepositions / letters of the alphabet	Holidays / family (recap from Lower KS2 plus additional family members) / descriptions Numbers / Euro / polite 'café talk' / café & breakfast foods / fruits
Music	Y4	Ukulele tuition	Ukulele tuition	Ukulele tuition
	Y5	Stop - rap/grime	Make you feel my love - pop ballad	Classroom Jazz - bossa/swing
	Y6	Livin' on a prayer - rock	Fresh Prince of Bel Air - old school hip-hop	Classroom Jazz - bossa/swing
Design Technology	Y4	Shell structures – nets, cubes and cuboids Construct a temple using 3d shapes	Electrical systems Morse Code Machines – buzzer, light and switch	Year 4 Healthy food (Food from countries in the World Cup)
	Y5	Celebrating Greek Culture Greek Picnic for the rest of the school	Frame Structures Anderson shelters / Morrison shelters (outside)	Textiles Creating a suit for a mascot for the World Cup
	Y6	Pulleys and Gears Greek Amphitheatre and modern theatre	Food – seasonality Rationing	More complex switches and circuits Programming, monitoring and control
RE	Y4	• Do Murtis help Hindus understand God? • Can the arts help communicate religious beliefs? • Is religion the most important influence and inspiration in everyone's life? • Should Christians worship Mary? • Does participating in worship help people feel closer to God or their faith community? • Can the arts help communicate religious beliefs?	• Is a holy journey necessary for believers? • Is religion the most important influence and inspiration in everyone's life? • Does participating in worship help people feel closer to God or their faith community? • Should believers give things up? • Is religion the most important influence and inspiration in everyone's life? • Do religious people lead better lives?	• Did Jesus really do miracles? • Do sacred texts have to be true to help people understand their religion? • Is religion the most important inspiration and influence in everyone's life? • Does prayer change things? • Do religious people lead better lives? • Is it possible to hold religious beliefs without trying to make the word a better place?
	Y5	• Are Saints encouraging role models? • Is 'God made man' a good way to understand the Christmas story?	• Do clothes express belief? • Is the resurrection important to Christians?	• Can we know what God is like? • Does it matter what we believe about creation?

PSHE	Y6	• Are Saints encouraging role models? • Is 'God made man' a good way to understand the Christmas story?	• Do clothes express belief? • Is the resurrection important to Christians?	• Can we know what God is like? • Does it matter what we believe about creation?
	Y4	Me and my family and friends Feelings Special People Change	Me and my community and environment People needing special care Food quality	Keeping myself safe Staying Safe Prescription Medicines
	Y5	Me and looking after myself Staying Healthy – Leisure Time	Me and my relationships Anger - Behaviour	Puberty Changes – Personal Hygiene Keeping myself safe
	Y6	Me, my family and friends Relationships – Families - Friendship	The World of Drugs Attitudes to drugs – Facts about drugs	Puberty Changes - Reproduction Transition to Secondary
Computing	Y4	Desktop Publishing – Topic book cover Create a Pod cast – Audacity Graphics editor – GIMP Presentations Coding/Algorithms E-Safety Scratch 2 Hour of Code	Website design project 5 Wks Hour of Code Scratch 2 – Project iMovie Presentations Spreadsheets E-Safety	Multi Media Presentation 6 wks Audacity Hour of Code E-Safety Scratch 2 projects
	Y5	Databases Spreadsheets Hour of Code DTP Create a leaflet Scratch 2 Projects	Create a Website (5 wks) Hour of Code Spreadsheets E-Safety Coding / Algorithms Scratch 2	Python Programming (6-8 Wks) The Internet Web Searching successfully File Structure and Management E-Safety iMovie Hour of Code
	Y6	DTP Design a book cover. Pod cast – Audacity Graphics editior –GIMP Presentation – Menu driven Scratch 2 Spreadsheets Computer Hardware investigation Network investigation E-Safety Scratch animation competition	Computer hardware Binary Code Scratch 2 projects Coding / Algorithms 'What's inside a computer?' Presentation (6 week project) E-Safety Email	Spreadsheets- Graphs Spreadsheets – formulas and funtions Hour of Code Scratch 2 – Create your own game. Scratch 2 projects Design a logo Data capture forms – Google Form Design an App E-Safety
PE	Y4	Dance • Perform simple dance phrases using a range of simple movement patterns. • Remember and repeat simple dance phrases.	Gymnastics • Develop flexibility, strength and balance. • Perform basic skills with increased control on the floor and apparatus. Netball and Tag Rugby	Fitness • Know how exercise affects our bodies. • Know about the importance of exercise for good health. Tennis, Cricket and Rounders

		Athletics • Use running, jumping, throwing and catching in isolation and in combination. • Take part in challenges and competitions. • Perform actions and skills with increased control and accuracy. Football • Perform actions and skills with increased control and accuracy. • Use basic principles for attacking and defending. • Participate in competitive games. • Perform fielding techniques with and increased awareness of space. Outdoor and adventurous activities • Take part in outdoor and adventurous activity challenges. • Work with others to complete challenges. • Begin to use a range of simple orienteering skills.	• Perform actions and skills with increased control and accuracy. • Use basic principles for attacking and defending. • Participate in competitive games. • Perform fielding techniques with and increased awareness of space.	• Perform actions and skills with increased control and accuracy. • Use basic principles for attacking and defending. • Participate in competitive games. • Perform fielding techniques with and increased awareness of space.
	Y5	Dance • Perform dance phrases using a range of movement patterns. • Create and perform dance phrases using a range of movement patterns. Athletics • Use running, jumping, throwing and catching in isolation and in combination. • Take part in challenges and competitions. • Perform actions and skills with control and accuracy. Football • Perform actions and skills with increased control and accuracy. • Use attacking and defending techniques with increased confidence and control. • Play competitive games. Outdoor and adventurous activities • Take part in outdoor and adventurous activity challenges both individually and within a team. • Use a range of orienteering and problem-solving skills.	Gymnastics • Develop flexibility, strength, technique, control and balance. • Perform basic skills with control and accuracy on the floor and apparatus. Netball and Tag Rugby • Perform actions and skills with increased control and accuracy. • Use attacking and defending techniques with increased confidence and control. • Play competitive games.	Fitness • Know why physical activity is good for our health and well-being • Know about the effect of exercise and rest on pulse rate. Tennis, Cricket and Rounders • Perform actions and skills with control and accuracy. • Play competitive games. • Perform fielding techniques with an awareness of space.

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