



	Science	Geography	History	Art	Music	D&T	PE indoors and out	ICT	RE	MFL
EYFS	Observe what animals do solve problems grouping and sequencing Cause and effect	I can talk about other countries from my own experience. I know other countries exist.	I can play share + perform a wide variety of music and songs from different cultures and historical periods.	Use familiar objects & common shapes to create patterns, build models. Use simple tools to makes changes in materials (play dough, clay, etc) Select tools & techniques to shape, assemble and build models	Singing/performing. Sing, echo songs and perform movements to a steady beat.	I can select resources for purpose I can use different textiles	Dance Multiskills	Logging in	F1 GOD/ CREATION: Why is the word 'God' so important to Christians? What places are special and why?	
KS1	Seasons Describe how animals obtain their food from plants and other animals, using the idea of a simple food	Physical and Human Features Location of hot and cold areas to Equator and North & South Pole.	Famous inventors - Bell, Wright brothers, Edison etc	Use senses to explore a range of modelling materials (salt dough, play dough, junk modelling etc)	Singing/performing. Join in with familiar rhymes, songs and chants.	use the basic principles of a healthy and varied diet to prepare dishes	Rounders Athletics	Using apps to support learning - Drawing? Drawing - using app brushes.	1.4 GOSPEL: What is the good news Jesus brings? What makes some places sacred to believers?	



	<p>chain, and identify and name different sources of food.</p> <p>Introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p>			<p>Use everyday objects to make marks in modelling materials (cotton reels, sticks in clay / dough etc)</p>	<p>Use their voices expressively to sing rhymes, songs and chants.</p> <p>To learn a musical instrument.</p>	<p>Understand where food comes from.</p> <p>Join fabrics using thread</p>		<p>Movie creator using play doe from art.</p>		
LKS2	<p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering</p>	<p>Use maps to identify world countries, continents, oceans and compare and contrast.</p> <p>Identify a range of geographical</p>	<p>Romans in Britain OR Celts in UK/Cornwall</p>	<p>Use an increasing range of paints to create textures including layering paint.</p> <p>Use a range of painting</p>	<p>Singing/performing</p> <p>Sing with increasing expression and control.</p> <p>To be able to sing within an ensemble</p>	<p>I can vary the position of the pivot point to lift a load using a lever</p> <p>I can join levers to make linkages to create moving parts</p>	<p>Tennis</p> <p>Athletics</p>	<p>Coding on scratch - end goal is a game</p>	<p>2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</p> <p>Why do some people</p>	<p>Phonetics 1 & I'm Learning Spanish/</p>



	<p>plants, including pollination, seed formation and seed dispersal Explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Construct and interpret a variety of food chains, identifying producers, predators and prey Begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals;</p>	<p>features on maps. Use 8 points of compass to describe location of features and routes on a map.</p>		<p>tool for stippling, spreading, pointillism, blending, colour blocking. Identify primary colours and how to mix them to create secondary colours. Identify complementary colours</p>	<p>with accuracy, expression and control.</p>				<p>think that life is like a journey and what significant events mark this?</p>	
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	and invertebrates into snails and slugs, worms, spiders, and insects									
UKS2	Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body Describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including	Talk and compare a wide range of locations. Identify Equator and Tropics	Benin	Create free-standing 3D models using different materials. Use a range of techniques to join, combine and shape clay. Shape and form clay for slab pots. Mix and combine a range of different materials and tool to create surface texture	Singing/ performing To be able to sing whilst listening to others with fluency, accuracy, expression and control. Recognise the difference between unison and harmony. To perform a solo and in an ensemble with music instruments with accuracy, fluency, control and expression	I can understand and use electrical systems in their products.	Cricket Athletics	Use of PowerPoint/ Word/ publisher to create work to support my learning.	2b.8 KINGDOM OF GOD: What kind of King is Jesus? OR 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice? How does faith help people when life gets hard?	Phonetics 1 & I'm Learning Spanish Phonetics 2 & Presenting Myself



Curriculum Overview Summer 1 and 2 topic Overview
Why is it that....? A Geography/World study unit.



	<p>through filtering, sieving and evaporating.</p>				<p>To learn a musical instrument -</p> <p>Using inter-related dimensions of music to improvise and compose music for key purposes.</p>					
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