



## KS1 Curriculum Overview

	Autumn		Spring		Summer	
History	<b>Cycle A:</b> Local History (Railway Revolution) <b>Cycle B:</b> Significant Events (Great Fire of London)		<b>Cycle A:</b> Significant Individuals (Nurturing Nurses) <b>Cycle B:</b> Changes within living memory (Toys: Past and Present)		<b>Cycle A:</b> Events beyond living memory (WW1) <b>Cycle B:</b> Local History (Mining Marvels)	
Geography	<b>Cycle A:</b> The UK (Our Amazing Country) <b>Cycle B:</b> Geographical Fieldwork (Our Local Area)		<b>Cycle A:</b> Non-European Study (Super South Africa) <b>Cycle B:</b> Non-European Study (Rainforests)		<b>Cycle A:</b> Map Skills (Magnificent Mapping) <b>Cycle B:</b> Oceans and Seas (Curious About Coasts)	
DT	<b>Cycle A:</b> Cooking and Nutrition (Healthy Choices) <b>Cycle B:</b> Textiles (Pouches)		<b>Cycle A:</b> Mechanisms (Moving Story Books) <b>Cycle B:</b> Mechanisms (Wheels and Axels)		<b>Cycle A:</b> Structures (Constructing Windmills) <b>Cycle B:</b> Cooking and Nutrition (Smoothies)	
Science	<b>Year 1:</b> Seasonal Changes <b>Year 2:</b> Habitats	<b>Year 1:</b> Everyday Materials <b>Year 2:</b> Microhabitats	<b>Year 1:</b> Sensitive Bodies <b>Year 2:</b> Uses of every day materials	<b>Year 1:</b> Comparing Animals <b>Year 2:</b> Life Cycles and Health	<b>Year 1:</b> Introduction to Plants <b>Year 2:</b> Plant Growth	<b>Year 1:</b> Making Connections (Investigating science through stories) <b>Year 2:</b> Making Connections (Plant-based materials)
Music	<b>Cycle A:</b> Pulse & Rhythm (All About Me) <b>Cycle B:</b> Pitch and Tempo (Superheroes)	<b>Cycle A:</b> Timbre & Rhythmic Patters (Fairy Tales) <b>Cycle B:</b> Dynamics, Timbre, Tempo and Motifs (Space)	<b>Cycle A:</b> African Call & Response Songs <b>Cycle B:</b> Myths and Legends	<b>Cycle A:</b> Vocal and Body Sounds (By the Sea) <b>Cycle B:</b> Orchestral Instruments	<b>Cycle A:</b> On This Island (British Songs and Sounds) <b>Cycle B:</b> Musical Me	<b>Cycle A:</b> Tempo (Snail and Mouse) <b>Cycle B:</b> Musical Vocabulary (Under The Sea)
Art	<b>Cycle A:</b> Drawing: Making Your Mark <b>Cycle B:</b> Sculpture and 3D: Clay houses		<b>Cycle A:</b> Painting and Mixed Media: Colour Splash <b>Cycle B:</b> Craft and design: Woven wonders		<b>Cycle A:</b> Craft and Design: Map It Out <b>Cycle B:</b> Painting and mixed media: Life in Colour	
Computing	<b>Cycle A:</b> Online Safety <b>Cycle B:</b> OS (2) + What is a computer?	<b>Cycle A:</b> Programming 1: Algorithms Unplugged <b>Cycle B:</b> Creating Media	<b>Cycle A:</b> Computer Systems and Networks (Improving Mouse Skills) <b>Cycle B:</b> Data Handling	<b>Cycle A:</b> Digital Imagery <b>Cycle B:</b> Computer Systems and Networks (word processing)	<b>Cycle A:</b> Programming 2 (Beebots) <b>Cycle B:</b> Programming 2 (Scratch)	<b>Cycle A:</b> Programming 1: Algorithms and Debugging <b>Cycle B:</b> Skills Showcase (Rocket to the Moon)
PE	Fundamental Movement Skills 1/Problem Solving and Team Building	Ball Skills/Dance	Gymnastics 1/ Target Games	Invasion Games/Gymnastics 2	Strike, Field, Catch/Fundamental Movement Skills 2	Net & Wall (racket-based)/ Athletics
PSHCE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	<b>Cycle A:</b> Christianity (What do Christians believe about God?) <b>Cycle B:</b> Christianity (Is it possible to be kind to everyone all of the time?)	<b>Cycle A:</b> Christianity (What gifts might a Christian in my town have given Jesus if her was born here instead of Bethlehem?) <b>Cycle B:</b> Christianity (Why do Christians believe God gave Jesus to the world?)	<b>Cycle A:</b> Judaism (Who is God to Jews?) <b>Cycle B:</b> Islam (Who is God to Muslims?)	<b>Cycle A:</b> Christianity (How important is it that Jesus came back after his crucifixion?) <b>Cycle B:</b> Christianity (Why was Jesus welcomed by the crowds like a king or celebrity on Palm Sunday?)	<b>Cycle A:</b> Judaism (Is Shabbat important to Jewish children?) <b>Cycle B:</b> Islam (How important is the prophet Muhammed to Muslims?)	<b>Cycle A:</b> Judaism (Does visiting the synagogue help Jewish children feel closer to God?) <b>Cycle B:</b> Islam (How important is the Qur'an to Muslims?)



## LKS2 Curriculum Overview

	Autumn		Spring		Summer	
History	<b>Cycle A:</b> Stone Age to Iron Age <b>Cycle B:</b> Anglo-Saxons and Scots		<b>Cycle A:</b> Revolutionary Romans <b>Cycle B:</b> Awesome Egyptians		<b>Cycle A:</b> Local History (Coal Mining) <b>Cycle B:</b> Anglo-Saxons and Vikings	
Geography	<b>Cycle A:</b> Cool Climates and Brilliant Biomes <b>Cycle B:</b> Exploring Europe		<b>Cycle A:</b> Marvellous Mountains and Raging Rivers <b>Cycle B:</b> Somewhere to Settle		<b>Cycle A:</b> Geography of the UK <b>Cycle B:</b> Comparing Sheffield and Whitby	
DT	<b>Cycle A:</b> Structures (Constructing a castle) <b>Cycle B:</b> Textiles (Fastenings)		<b>Cycle A:</b> Mechanisms (Pneumatic toys) <b>Cycle B:</b> Electrical systems (Torches)		<b>Cycle A:</b> Cooking and Nutrition (Eating seasonally) <b>Cycle B:</b> Digital design (Wearable technology)	
Science	<b>Year 3:</b> Animals (Movement and nutrition) <b>Year 4:</b> Animals (Digestion and food)	<b>Year 3:</b> Forces and magnets <b>Year 4:</b> Electrical circuits	<b>Year 3:</b> Rocks and soils <b>Year 4:</b> States of matter	<b>Year 3:</b> Light and shadows <b>Year 4:</b> Sound and vibrations	<b>Year 3:</b> Plant reproduction <b>Year 4:</b> Classification and changing habitats	<b>Year 3:</b> Making Connections (Does hand span affect grip strength?) <b>Year 4:</b> Making Connections (How does the flow of liquids compare?)
Music	<b>Cycle A:</b> Ballads <b>Cycle B: Change in Pitch, Tempo and Motifs (Rivers)</b>	<b>Cycle A:</b> Jazz <b>Cycle B: Rock and Roll</b>	<b>Cycle A:</b> Body percussion and tuned instruments (Rainforests) <b>Cycle B: Pentatonic Melodies and Composition (Chinese New Year)</b>	<b>Cycle A:</b> Roman motifs <b>Cycle B: Haiki, Music and Performance (Hanami Festival)</b>	<b>Cycle A:</b> Samba and carnival sounds and instruments <b>Cycle B: Developing Singing Technique (Vikings)</b>	<b>Cycle A:</b> Traditional music and improvisations <b>Cycle B: Creating Compositions (Mountains)</b>
Art	<b>Cycle A:</b> Painting and mixed media: Prehistoric painting <b>Cycle B:</b> Painting and mixed media: Light and dark		<b>Cycle A:</b> Drawing: Growing Artists <b>Cycle B:</b> Craft and design: Ancient Egyptian scrolls		<b>Cycle A:</b> Craft and Design: Fabric of Nature <b>Cycle B:</b> Abstract shape and space	
Computing	<b>Cycle A:</b> Online Safety <b>Cycle B:</b> Programming 2: Computational Thinking	<b>Cycle A:</b> Computer systems and networks (Networks and the internet) <b>Cycle B:</b> Programming (Further programming with Scratch)	<b>Cycle A:</b> Programming (Scratch) <b>Cycle B:</b> Data Handling (Comparison Cards Databases)	<b>Cycle A:</b> Journey Inside a Computer <b>Cycle B:</b> Computer Systems and Networks (Collaborating Learning)	<b>Cycle A:</b> Creating video trailers <b>Cycle B:</b> Data Handling: Investigating Weather)	<b>Cycle A:</b> Skills showcase (HTML) <b>Cycle B:</b> Creating Media (Website Design)
PE	OAA/Invasion games (Football)	Dodgeball/Dance	Gymnastics 1/ Health and Fitness	Gymnastics 2/ Invasion games (Tag Rugby)	Tennis/Cricket	Athletics/Rounders
PSHCE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	<b>Cycle A:</b> Judaism (What is the best way for a Jew to lead a good life?) <b>Cycle B:</b> Hinduism/ Sanatana Dharma (Does visiting the Ganges make a person a better Sanatani?)	<b>Cycle A:</b> Christianity (Has Christmas lost its true meaning?) <b>Cycle B:</b> Christianity (What is the most significant part of the nativity story for Christians today?)	<b>Cycle A:</b> Christianity (Could Jesus heal people? Did He perform miracles or was there some other explanation?) <b>Cycle B:</b> Islam (Does praying at regular intervals help a Muslim in their everyday lives?)	<b>Cycle A:</b> Christianity (What is 'good' about Good Friday?) <b>Cycle B:</b> Christianity (Is forgiveness always possible for Christians?)	<b>Cycle A:</b> Judaism (How does celebrating Shavuot help Jewish children feel closer to God?) <b>Cycle B:</b> Islam (What is the best way for a Muslim to lead a good life?)	<b>Cycle A:</b> Hinduism/ Sanatana Dharma (What is the best way for a Sanatani to lead a good life?) <b>Cycle B:</b> Christianity (Do people need to go to church to show they are Christians?)
Spanish	<b>Cycle A:</b> Phonics 1&2/ I Am Learning Spanish <b>Cycle B:</b> Phonics 3&4/ Instruments	<b>Cycle A:</b> Animals <b>Cycle B:</b> Vegetables	<b>Cycle A:</b> I Know How <b>Cycle B:</b> Ice-creams	<b>Cycle A:</b> Fruits <b>Cycle B:</b> Habitats	<b>Cycle A:</b> Seasons <b>Cycle B:</b> In the Classroom	<b>Cycle A:</b> Presenting Myself <b>Cycle B:</b> My Family



## UKS2 Curriculum Overview

	Autumn		Spring		Summer	
History	<b>Cycle A:</b> Local History (WW2) <b>Cycle B:</b> How great were the Greeks?		<b>Cycle A:</b> Terrific Tudors <b>Cycle B:</b> Magnificent Mayans		<b>Cycle A:</b> Crime and Punishment <b>Cycle B:</b> Local History (Railways)	
Geography	<b>Cycle A:</b> Awesome Americas <b>Cycle B:</b> Changing world and sustainability		<b>Cycle A:</b> Land Use <b>Cycle B:</b> Extreme Earth		<b>Cycle A:</b> Marvellous Maps <b>Cycle B:</b> Trade and economics	
DT	<b>Cycle A:</b> Cooking and nutrition (Developing a recipe) <b>Cycle B:</b> Textiles (Soft toys)		<b>Cycle A:</b> Mechanisms (Pop-up story books) <b>Cycle B:</b> Electrical systems (Steady hand game)		<b>Cycle A:</b> Structures (Playgrounds) <b>Cycle B:</b> Digital design (Monitoring devices)	
Science	<b>Year 5:</b> Materials (Mixtures and separation) <b>Year 6:</b> Classifying big and small	<b>Year 5:</b> Materials (Properties and changes) <b>Year 6:</b> Light and reflection	<b>Year 5:</b> Earth and Space <b>Year 6:</b> Evolution and inheritance	<b>Year 5:</b> Life-cycles and reproduction <b>Year 6:</b> Circuits, batteries and switches	<b>Year 5:</b> Unbalanced forces <b>Year 6:</b> Circulation and health	<b>Year 5:</b> Human timeline <b>Year 6:</b> Making Connections (Are some sunglasses safer than others?)
Music	<b>Cycle A:</b> Songs of WW2 <b>Cycle B:</b> Dynamics, pitch and texture (Coast - Fingal's Cave by Mendelssohn)	<b>Cycle A:</b> Musical theatre <b>Cycle B:</b> Composition notation (Ancient Egypt)	<b>Cycle A:</b> Film music <b>Cycle B:</b> Looping and Remixing	<b>Cycle A:</b> Composing musical notation <b>Cycle B:</b> Composition to represent the festival of colour: (Holi festival)	<b>Cycle A:</b> South a West Africa <b>Cycle B:</b> Theme and Variations (Pop Art)	<b>Cycle A:</b> Baroque (Y5)/ Composing a leavers' song (Y6) <b>Cycle B:</b> Blues (Y5)/ Composing a leavers' song (Y6)
Art	<b>Cycle A:</b> Sculpture and 3D: Interactive Installation <b>Cycle B:</b> Craft and design: Architectures		<b>Cycle A:</b> Drawing: I Need Space <b>Cycle B:</b> Drawing: Make my voice heard		<b>Cycle A:</b> Painting and mixed media: Portraits <b>Cycle B:</b> Painting and mixed media: Artist study	
Computing	<b>Cycle A:</b> Online safety <b>Cycle B:</b> Computational Thinking: Bletchley Park	<b>Cycle A:</b> Computer systems and networks (search engines) <b>Cycle B:</b> Data Handling (Big Data 1)	<b>Cycle A:</b> Mars Rover 1 <b>Cycle B:</b> Programming (Introduction to Python-Tinkering with Logo)	<b>Cycle A:</b> Mars Rover 2 <b>Cycle B:</b> Creating Media (Stop Motion Animation)	<b>Cycle A:</b> Programming music (Scratch) <b>Cycle B:</b> Data Handling (Big Data 2)	<b>Cycle A:</b> Programming (Micro:bit) <b>Cycle B:</b> Creating Media (History of computers)
PE	OAA/Invasion games (Football)	Dodgeball/Dance	Gymnastics 1/ Health and Fitness	Gymnastics 2/ Invasion games (Tag Rugby)	Tennis/Cricket (+ Swimming Y5)	Athletics/Rounders
PSHCE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	<b>Cycle A:</b> Christianity (Does belief in the Trinity help Christians make better sense of God as a whole?) <b>Cycle B:</b> Islam (What is the best way for a Muslim to show commitment to God?)	<b>Cycle A:</b> Christianity (Is the Christmas story true?) <b>Cycle B:</b> Christianity (How significant is it that Mary was Jesus' mother?)	<b>Cycle A:</b> Judaism (How are sacred teachings and stories interpreted by Jews today?) <b>Cycle B:</b> Islam (Does belief in Akhirah [life after death] help Muslims lead a good life?)	<b>Cycle A:</b> Christianity (How significant is it for Christians to believe that God intended Jesus to die?) <b>Cycle B:</b> Christianity (Is Christianity still a strong religion over 2000 years after Jesus was on Earth?)	<b>Cycle A:</b> Judaism (What is the best way for a Jew to show commitment to God?) <b>Cycle B:</b> Humanism (How do inspirational people impact on how Humanists live today?)	<b>Cycle A:</b> Hinduism/ Sanatana Dharma (Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives?) <b>Cycle B:</b> Christianity (How did Jesus create a "New Covenant" and what does that mean to Christians today?)
Spanish	<b>Cycle A:</b> Phonics 1&2/Fruits <b>Cycle B:</b> Phonics 3&4/ The Date	<b>Cycle A:</b> Vegetables <b>Cycle B:</b> Do you have a pet?	<b>Cycle A:</b> Presenting Myself <b>Cycle B:</b> My home	<b>Cycle A:</b> My Family <b>Cycle B:</b> What is the weather?	<b>Cycle A:</b> At the café <b>Cycle B:</b> Clothes	<b>Cycle A:</b> In the classroom <b>Cycle B:</b> At school