

Squirrel Hayes First School: Curriculum Overview

Year	Topical Focus Autumn	Subject Focus Autumn	Topical Focus Spring	Subject Focus Spring	Topical Focus Summer	Subject Focus Summer
Y1/2 A	Animal Vegetable or Mineral? Biology: Classifying	Science: Grouping plants and animals, living, not living and once lived.	Florence and the Disease History: Florence Nightingale	Science Materials, safety clothing	Round the World at Biddulph Grange Geography: Map skills	Science Science continents weather
		History Life events grandparents, parents, living memory.		History: London, medicine, hygiene, attitudes.		History Biddulph Grange, local history
		Geography: Field work plants and trees		Geography: maps in context, the life of Florence Nightingale		Geography Continents, Oceans, Europe
		Art: Monet sketching and collage flowers		Art LS Lowry painting London Sculpture, symbols in Buddhism		Art Printing, shapes in nature
				DT Sock / felt puppets (world book day)		DT Healthy snack Funtrition
Y1/2 B	London's Burning History: Samuel Peeps	Science: Materials Houses	Pole to Pole Geography: weather and patterns	Science Seasons, UK weather	It's Alive Biology: Living things	Science: senses, nutrition, lifecycles, seasons
		History: London, Buildings, daily life.		History Shackleton Antarctic Explorer		History Live events in living memory.
		Geography: London, River Thames		Geography: Continents, Oceans, British Isles. weather		Geography: field work Mini Beasts
		Art: Liz Allen, painting London landscapes Collage, Tudor houses		Art Picasso, drawing hot and cold colours.		Art: printing, fruit and vegetables.
				DT Sock / felt puppets (world book day)		DT Healthy snack Funtrition
Y2/3 A	The Emperor's New Land History: The Romans	Science Great Orme: Rocks and their physical properties, formation of fossils	Jungle Story Science: Plants	Science Plant habitats and functions, seed dispersal, plant and seed adaptations, soils	Fiesta e Siesta Geography: Brazil	Science Light and shadows
		History The Roman Empire Roman Britain, life, beliefs, attitudes, perspectives		History		History The formation of Brazil The history of the carnivals.
		Geography Mapwork, the Roman Empire, Boudicca's rebellion		Geography Mapping Rainforest locations Deforestation		Geography Continents: South America and oceans, journey of the Amazon River, leisure and tourism.
		Art Collage: mosaics Drawing: Roman architecture DT.		Art Arcimboldo: drawing and painting.		Juliana Ferreira and Maya Pope: textiles
				DT Pop-up book – Sliders and levers (world book day)		DT Textiles tie dye and stitching. (Rio Carnival)
Y2/3 B	Tunnels History: The Bronze Age	Science Materials: stones bones, wood and metals Rocks and fossils	Deadly 60 Science: Animals	Science Animal habitats Simple food chains Classifying animals	Dragon Dance Geography: China	Science Nutrition
		History How the discovery Bronze changed life Evidencing prehistoric history		History		History
		Geography Map work: the journey of bronze, Stonehenge, bronze age mining in Britain.		Geography Mapping diverse habitats		Geography Continents: Asia and Countries – UK and China Compare and contrast cities, towns and villages (China and UK) ,Chinese life, school
		Art		Art		Art Willow Pattern, drawing, sculpture

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		Janet Bell, drawing and painting (Llandudno)		Hundertwasser drawing and collage DT Pop-up book – Sliders and levers (world book day)		DT Textiles tie dye and stitching. (Chinses Dragon)
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Y3/4 A	Blood and Bones Science: The Human Body	Science Bones, teeth, digestive system, water transportation in plants and nutrients	Stars and Stripes Geography: North America	Science Electricity, circuits and conductivity	Back in Time History: The Victorians	Science Forces: magnetism
		History		History		History Inventions and their impacts on life and the future, Joseph Lister and medical advances, the live of Queen Victoria.
		Geography		Geography Continents and oceans, Famous north American Cities, The Hudson River, climate, terrain, tourism and mining.		Geography The British Empire -debate
		Art Drawing, Leonardo Di Vinci		Art Painting: Andy Warhol and Jackson Pollock		Art Michael Prichard, bottle ovens painting and drawing William Morris, printing
		DT Food (Healthy Pizza)		DT Vehicles (moving car)		DT/ Circuits Light up amusement game or ride
Y3/4 B	Illuminate and Resonate	Science Light and sound.	Down Under Geography: Australia	Science Electricity	The Terrible Tudors History: The Tudors	Science Rocks, formation
		History		Australian Indigenous art Local History Pottery.		History The life of Henry VIII, religious changes, famous Tudor discoverers.
		Geography		Geography Continents and oceans, Famous Australian cities, , climate, terrain, tourism and heritage.		Geography Britain's relationship with the Europe
		Art: Van Gough, drawing Mexican suns – clay sculptures		Australian Indigenous art		Art Drawing, Tudor inspired still lifes and portraits. Tudor rose print designs.
		DT Circuits		DT Food (Aboriginal biscuits)		DT Vehicles (moving carriage)

P.E Cycle A	Reception	Autumn- Gymnastics Unit 1 Dance Unit 1	Spring- Body Management Unit 1 Speed Agility Travel Unit 1	Summer- Manipulation and coordination Unit 1 Cooperate and solve problems Unit 1
	Year 1/2	Autumn- Gymnastics Unit 1 Dance Unit 1	Spring - Attack Defend Shoot Unit 1 Hit Catch Run Unit 1	Summer - Run Jump Throw Unit 1 Send & Return Unit 1
	Year 2/3	Autumn- Gymnastics Unit 1 Dance Unit 1	Spring - Attack Defend Shoot Unit 1 Hit Catch Run Unit 1	Summer - Run Jump Throw Unit 1 Send & Return Unit 1
	Year 3/4	Autumn - Gymnastics Unit 1 Dance Unit 1	Spring- Tennis Football	Summer -Athletics Cricket
P.E Cycle B	Reception	Autumn- Gymnastics Unit 2 Dance Unit 2	Spring- Body Management Unit 2 Speed Agility Travel Unit 2	Summer- Manipulation and coordination Unit 2 Cooperate and solve problems Unit 2
	Year 1/2	Autumn- Gymnastics Unit 2 Dance Unit 2	Spring - Attack Defend Shoot Unit 2 Hit Catch Run Unit 2	Summer - Run Jump Throw Unit 2 Send & Return Unit 2
	Year 2/3	Autumn- Gymnastics Unit 2	Spring - Attack Defend Shoot Unit 2	Summer - Run Jump Throw Unit 2

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	Dance Unit 2	Hit Catch Run Unit 2	Send & Return Unit 2
Year 3/4	Autumn - Gymnastics Unit 2 Dance Unit 2	Spring- Badminton Netball	Summer -Tag rugby Rounders

<u>Computing Overview</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	Online safety and mouse skills	JiT5 Paint	JiT5 Write	JiT5 Pictogram	Bee Bot programming	JiT5 Turtle
<u>Year 2</u>	Online safety and mouse skills	JiT5 Write	JiT5 Paint	JiT5 tools	JiT5 Turtle	J2Vote
<u>Year 3</u>	Online safety	J2Visual QR codes	J2E Database	J2Visual	J2Visual	J2e5 presenting
<u>Year 4</u>	Online safety	Computer technology	J2Data	J2Code/ Scratch	J2Code/ Scratch	J2e5

N.B Computer overview cycle B will be informed by assessment for learning following cycle A

<u>Music Overview</u>		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	<u>Singing</u>	Simple songs & rhymes	Simple songs & rhymes	Sing collectively as a group	Sing collectively as a group	Respond to visual directions	Respond to visual directions
	<u>Listening</u>	Moving to music, talking about how music makes you feel					
	<u>Composing & Performing</u>	Explore using a range of instruments to play along to familiar songs and rhymes.					
<u>Year 1/2</u> <i>(learn to play Glockenspiel)</i>	<u>Singing</u>	Chants & rhymes & songs at the same pitch	Simple songs - Mi-So (3 notes apart)	Pentatonic songs	Call & response	Sing songs from memory	Sing in unison & in parts
	<u>Listening</u>	Finding a steady beat, recognising some band and orchestral instruments, discussing how feelings are created by music, describing tempo and dynamics, explore different styles of music					
	<u>Composing</u>	Improvise simple vocal chants using Q & A phrases	Create musical sound effects in response to stimuli	Explore the difference between rhythm pattern and pitch pattern	Invent, retain and recall rhythm and pitch patterns	Recognise how graphic notation can represent sounds	Explore and invent own symbols and notation
	<u>Performing</u>	Use percussion instruments and Glockenspiels Plays instrumental parts to songs, add actions, perform a song following a conductor. Perform in front of the class/peers.					
<u>Year 2 /3</u> <i>(Learn to play the Recorder)</i>	<u>Singing</u>	Sing songs - Do - So (5 notes apart)	Sing songs with a small pitch range and actions.	Explore dynamics when singing	Explore tempo when singing	Respond to a leader or conductor	Follow visual symbols. Join in sections of songs

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	Listening	Find different steady beats, recognise band and orchestral instruments, discuss feelings and stories music creates, explore where music fits into the world					
	Composing	Q & A with un-tuned instruments , creating a musical conversation	Crare music in response to photos & images	Use graphic symbols and dot notation to compose	Create music with a beginning, middle and end using notation to record	Combine rhythmic notation with letter names	Use a combination of tuned and un-tuned instruments to compose and record via notation.
	Performing	Use <u>Recorders</u> and percussion instruments. Practise, rehearse and share a song and piece of music learned in lessons from memory and notation. Compose instrumental parts, actions and individual passages to be performed. Perform in front of a familiar audience.					
Year 3 /4 <i>(learn to play the Ukulele)</i>	Singing	Sing a range of Do-So songs	Sing expressively and in unison	Perform forte and piano	Sing songs with a range of actions	Sing songs in rounds and partner songs	Explore songs in different time signatures
	Listening	Explore why songs were written, identify musical structures of a song, recognise a range of styles and musical features/instruments, make links and references to musical traditions					
	Composing	Compose song accompaniments using un-tuned percussion.	Compose in response to stories and verse	Use echo, Q & A phrases to create music with a beginning middle and end	Combine known rhythmic notation with letter names to create rising and falling phrases (do-re-mi)	Improvise on a limited range of pitches on the instrument they are learning.	Compose music to create a specific mood. Capture and record creative ideas using a range of notation.
	Performing	Use <u>Ukulele</u> and percussion Perform with confidence a song from memory and notation. Use the structure of a song/piece of music to communicate mood and meaning. Perform as part of a small or larger group. Perform in front of a larger audience.					