

Cycle B - KS1 CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Non-chronological Stories with predictable phrasing	Extended stories Pattern and rhyme	Stories from another culture Really looking	Traditional tales – Fairy tales	instructions Recount – Fact and Fiction	Information texts Poetry – silly stuff
Computing	We are game designers 2DIY			We Are Storytellers 2Paint 2Create a Story (creating an ebook)	We are programmers 2Code 2Go Scratch	
Art/Design	<p>use a range of materials creatively to design and make products</p> <p>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>					
History				The lives of significant individuals in the past who have contributed to national and international achievements		Significant historical events, people and places in their own locality
Geography	Locational knowledge & Place knowledge					
D/T	Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition					
Music	Creating own music	Listen to live and recorded music		Play instruments		Singing and chanting

Science	Living things and their habitats	Use of everyday materials	Animals including humans		Plants	
MFL	Spanish 2					
PE						
PSHE	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be Me	Changes (incl Sex Ed Unit 1)	Relationships
RE	What does it mean to belong?	How and why are celebrations, including religious celebrations, important to people?	How and why do symbols express meaning including religious meaning?	What do people believe about God, people and the natural world?	Who am I?	How and why are some stories and books sacred and important in religion? What and how can people learn from leaders and teachers including religious leaders and teachers?

Cycle B - LKS2 CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Stories with an historical setting</p> <p>Recount: Newspapers and magazines</p>	<p>Poems to perform</p> <p>Film narrative</p>	<p>Stories from other cultures</p> <p>Explanation texts</p>	<p>Plays – Macbeth</p>	<p>Adventure and Mystery</p> <p>Information texts</p>	<p>Stories with familiar settings</p> <p>Language play (dialect)</p>
Computing	<p>We are network engineers (?TBC)</p> <p>Access to network and command prompt</p>	<p>We are musicians</p> <p>Audacity</p> <p>2Sequence (Purple Mash)</p>	<p>We are HTML editors</p> <p>Notepad ++</p>	<p>We are collaborators (?TBC)</p> <p>2Write, Email</p> <p>Video Conferencing</p>	<p>WE are game programmers</p> <p>2Code (Purple Mash) Scratch</p>	<p>We are opinion pollsters</p> <p>2Graph</p> <p>2Count</p> <p>2Investigate</p>
Art/Design	<p>Create sketch books to record their observations and use them to review and revisit idea Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn bout great artists, architects and designers in history.</p>					
History	<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>		<p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Geography)</p>			<p>A local history study</p>

Geography				Climates, Biomes and vegetation projects	Rivers, water cycle	
D/T	Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition					
Music	Play and perform as a solo and ensemble. Improvise and compose music Listen with attention to detail and recall sounds Use musical notations Listen to a wide range of live and recorded music Study the History of music					
Science	Electricity	Sound	Animals, including humans		States of matter	Living things and their habitats
MFL	German 2					
PE	Football Gymnastics	Basketball Dance	Rugby Gymnastics	Dodgeball Tennis	Cricket Athletics	Rounders Athletics
PSHE	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be Me	Changes (incl Sex Ed Unit 2)	Relationships
RE	<p>Believing:</p> <p>How do people's beliefs about God, the world and others impact on their lives?</p> <p>How do sacred texts and other sources help people to understand God, the world and human life?</p>		<p>Behaving:</p> <p>Why and how are people influenced and inspired by others?</p> <p>What influences the ways people behave and what is expected of a person in following a religion or belief?</p> <p>How do religious families and communities practise their faith, and what contributions do they make to local life?</p> <p>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>		<p>Belonging:</p> <p>Why, where and how do people worship?</p> <p>Why are some occasions sacred to believers?</p> <p>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</p> <p>How and why are religious and spiritual ideas expressed and in the ways they are?</p>	

Cycle B - UKS2 CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Persuasive Writing Authors and texts	Stories from other cultures Choral and Performance poetry	Journalistic writing The Power of Imagery	Poetry: Finding a Voice Extending narrative	Film narrative Recounts	Biographies Classic / narrative poems
Computing	We are programmers Scratch (working with variables) 2Code (Purple Mash)	We can evaluate web content Evaluating a range of websites, considering the validity and appropriateness of content	We are investigators 2Graph 2Investigate (Somerset Handling Date of S and W)	We are game programmers Kodu 2Code (Purple Mash)	We are Marketers Windows Movie Maker Live, Digital Cameras – making adverts for the app	We are app makers Blippet or Appshed
Art/Design	<p>create sketch books to record their observations and use them to review and revisit ideas</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>					
History		A non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa c. AD 900-1300				A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Geography			Volcanoes and earthquakes		Distribution of natural resources, including energy, food, water	
D/T	Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition					
Music	<p>play and perform as a solo and ensemble,</p> <p>improvise and compose music</p> <p>listen with attention to detail and recall sounds</p> <p>use musical notations</p> <p>listen to a wide range of live and recorded music</p> <p>History of music</p>					
Science	Light	Animals including humans		Living things and their habitats	Electricity	Evolution and inheritance
MFL	French 2					
PE	Football Gymnastics	Basketball Dance	Rugby Gymnastics	Dodgeball Tennis	Cricket Athletics	Rounders Athletics
PSHE	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be Me	Changes (incl Sex Ed Unit 3)	Relationships
RE	<p>Believing</p> <p>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <p>How do religions help believers decide what is right and wrong?</p>		<p>Behaving</p> <p>How do people live as believers in the modern world applying their beliefs to everyday life and relationships?</p> <p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p>		<p>Belonging</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p>	

	<p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p> <p>How do religions understand one another?</p>	<p>Why and how might believers accept they have responsibilities to care for the world in which they live?</p> <p>How and why do people of different faiths engage together in activities to help the wider community and sometimes come into conflict?</p>	
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