

# Cycle A KS1 CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Instructions Traditional tales	Poems with a theme Different stories by the same author	Information texts 1 Recount - Dictionary	Stories about fantasy worlds Poetry using the senses	Labels, lists and captions Explanations	Stories with familiar settings Patterns on a page
<b>Computing</b>	We are robot programmers Programmable Toys 2Go 2Code	We are painters 2Paint 2Create (Create a gallery of pictures)	We are researchers Finding images and researching safely using the web Powerpoint/2Publish	We are game designers 2DIY	We are investigators 2Graph 2Count (Somerset Handling Date of S of W)	We are card and poster designers 2Publish 2Publish Extra
<b>Art/Design</b>	<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>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>					
<b>History</b>	Changes within living memory					Events beyond living memory that are significant nationally or globally
<b>Geography</b>		Seasons and weather	Locational knowledge			
<b>D/T</b>	Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition					
<b>Music</b>	Creating own music Listen to live and recorded music Play instruments Singing and chanting					
<b>Science</b>	Seasonal changes		Animals, including humans		Plants	Everyday materials
<b>MFL</b>	Spanish 1					
<b>PE</b>						
<b>PSHE</b>	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be Me	Changes (incl Sex Ed Unit 1)	Relationships
<b>RE</b>	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 A - LKS2 CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Authors and letters Instructions	Stories and imaginary worlds Information texts	Poetry – creating images Plays – A Midsummer Night’s Dream	Stories with issues and dilemmas Persuasive texts	Poetry – Exploring form Reports	Myths and Legends Poetry – Shape poetry and calligrams
<b>Computing</b>	We are programmers 2Code (Purple Mash) Scratch (animations and actions)	We are animators 2Animate (Purple Mash) MonkeyJam Pivot Stick Animator	We are explorers of our planet Google Earth, Google Maps, street View, Powerpoint and Screen capturing	We are game designers 2DIY + 2DIY 3D	We are Bug Fixers “Code (Purple Mash) Scratch (Creating games)	We are investigators 2Graph 2Count 2Investigate (Somerset Handling Date S of W)
<b>Art/Design</b>	Create sketch books to record their observations and use them to review and revisit ideas 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 about great artists, architects and designers in history.					
<b>History</b>	The Roman Empire and its impact on Britain					Britain’s settlement by Anglo-Saxons and Scots
<b>Geography</b>			Mountains	Economic activity trade links		
<b>D/T</b>	Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition					
<b>Music</b>	Play and perform as a solo and ensemble, improvise and compose music. Listen with attention to detail and recall sounds Use musical notation Listen to a wide range of live and recorded music Study the history of music					
<b>Science</b>	Forces & Magnets	Light	Rocks	Plants		Animals including humans
<b>MFL</b>	German 1					
<b>PE</b>	Football Gymnastics	Netball Dance	Rugby Gymnastics	Hockey Badminton	Cricket Athletics	Rounders Athletics
<b>PSHE</b>	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be Me	Changes (incl Sex Ed Unit 2)	Relationships
<b>RE</b>	<b>Believing:</b> How do people’s beliefs about God, the world and others impact on their lives? How do sacred texts and other sources help people to understand God, the world and human life?		<b>Behaving:</b> Why and how are people influenced and inspired by others? What influences the ways people behave and what is expected of a person in following a religion or belief? How do religious families and communities practise their faith, and what contributions do they make to local life? How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?		<b>Belonging:</b> Why, where and how do people worship? Why are some occasions sacred to believers? What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death? How and why are religious and spiritual ideas expressed and in the ways they are?	

# Cycle A - UKS2: CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Significant children's authors	Poetic style Dramatic conventions	Stories with flashbacks Titanic revision unit	Traditional tales Arguments	Instructional texts Fiction genres	Older literature Formal / impersonal writing
<b>Computing</b>	We are game programmers 2Code Scratch (creating games)	We are designers Phun/Algado Sketchup	We are investigators 2Graph 2Investigate (Somerset Handling Data S of W)	We are interface designers 2Code Scratch (Graphics and user interfaces)	We understand how computers communicate <a href="http://code-it.co.uk/year5/index.htm">http://code-it.co.uk/year5/index.htm</a>	We are website creators Google Apps or alternatives (TBC)
<b>Art/Design</b>	create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.					
<b>History</b>	Changes in Britain from Stone Age to the Iron Age			Ancient Greece – as study of Greek life and achievements and their influence on the western world		Local History
<b>Geography</b>			Oceanography		Types of settlements and land use	
<b>D/T</b>	Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition					
<b>Music</b>	Play and perform as a solo and ensemble. Improvise and compose music. Listen with attention to detail and recall sounds Use musical notation. Listen to a wide range of live and recorded music. Learn about the history of music					
<b>Science</b>	Properties and changes of materials	Living things and their habitats	Earth and space	Forces	Animals including humans	
<b>MFL</b>	French 1					
<b>PE</b>	Football Gymnastics	Netball Dance	Rugby Gymnastics	Hockey Badminton	Cricket Athletics	Rounders Athletics
<b>PSHE</b>	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be Me	Changes (incl Sex Ed Unit 3)	Relationships
<b>RE</b>	<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>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>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>Why and how might believers accept they have responsibilities to care for the world in which they live?</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>	

		How and why do people of different faiths engage together in activities to help the wider community and sometimes come into conflict?	
--	--	---	--

