



# Whole School Curriculum Overview Cycle B- Spring Term



EYFS		Year 1/2		Year 3/4		Year 5/6		
<b>Essential Question and outcome</b>	<b>Where could an adventure take you?</b> <i>Outcome: A group floor book showing all the places the bear has travelled to.</i>	<b>Subjects</b>	<b>Where will an adventure take you?</b> <i>Outcome: plan, prepare and go on a hike</i>	<b>How does weather change?</b> <i>Outcome: Create a TV programme 'weather report'</i>	<b>Is a natural disaster always a disaster?</b> <i>Outcome: News broadcast about a disaster</i>			
<b>Spring Term</b>	<b>Literacy</b>	<b>Reading</b> RWI programme <b>Comprehension</b> Children recall, sequence and talk about events in a story <b>Writing</b> Write for purpose with phonetically plausible attempts and many words spelt correctly. Children's writing is confidently read by themselves and others.	<b>English</b>	Setting description Autobiography - Diary entry Narrative Finding/journey tale	Weather poem with adverbs Newspaper article about a storm TV news broadcast weather report- filmed (presenter, anchor and eyewitnesses)	Volcano Poem Persuasive letter to Pliny Balanced Argument- Should People Live Near Volcanoes? TV News Broadcast: The eruption of Mount Vesuvius		
	<b>C &amp; L</b>	Speak and listen in a range of situations and to develop their confidence and skills in expressing themselves						
	<b>Maths</b>	Mass and Capacity Length Height Time 3D shapes	<b>Maths</b>	Addition and Subtraction (within 100) Multiplication and Division Length and Height Statistics	Multiplication and Division Length and perimeter Fractions Mass and Capacity	Multiplication and Division Fraction Decimals Area, Perimeter and Volume Fractions, decimals and percentages		
	<b>Understanding the world</b>	<b>Past and Present</b> Understanding their own family	<b>RE</b>	What do people learn from stories and festivals?	How do people celebrate marriage?	What do people believe about good, evil and suffering?		

**People, Culture and Communities**

Special and Sacred – What do I know about Easter and Holi?

**The Natural World**

Care and respect for world and living things. Observations over time such as seasonal changes.

Science

Seasonal changes- how the hours of daylight varies  
Animals including Humans (Y1+Y2 objectives)  
Living things and their habitats

*Working Scientifically skill focus:  
Asking questions and making predictions  
Observation and Data Collection*

**States of Matter**

*Working Scientifically skill focus:  
Observation and Data Collection  
Analysing and interpreting data*

**Properties and Changes of Materials**

*Working Scientifically skill focus:  
Observation and Data Collection  
Analysing and interpreting data*

Computing

Unit 1.9 – technology outside school  
Unit 1.6 – create a story

I movie – report about planet earth  
Unit 3.5 – email

Databases  
3D modelling unit 5.6  
Concept maps Unit 5.7

Geography

**Human and physical geography**  
Location of hot and cold areas of the world in relation to the Equator and the North and South Poles

**Locational Knowledge**  
Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones including day and night

**Place Knowledge**  
A place in the UK- Lake District with a focus on weather  
**Human and physical geography:**  
Water cycle

**Human and Physical geography:**  
Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.  
Human geography types of settlement and land use, economic activity inc trade links and natural resources.  
**Place knowledge:**  
Comparison of Naples (Italy) and Lincolnshire.

History

Lives of significant individuals in the past who have contributed to national and international achievements:  
Gunnar Kaasen (Balto)  
Robert Falcon Scott.  
Ernest Shackleton



Historical natural disaster- Pompeii

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive arts and design</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSED</p>	<p><b>Self regulation</b> understand rules and expectations and behave accordingly. Identify feelings</p> <p><b>Managing self</b> Look after ourselves and make healthy choices</p> <p><b>Building relationships –</b> Understand our behaviour and choices affect others</p>	<p><b>Belonging to a community</b> Belonging to a group. Roles and Responsibilities. Being the same and different in the community.</p> <p><b>Media literacy and digital resilience</b> The internet in everyday life. Online content and information.</p> <p><b>Money and work</b> What money is. Needs and wants. Looking after money.</p>	<p><b>Belonging to a community</b> What makes a community. Shared responsibilities</p> <p><b>Media literacy and digital resilience</b> How data is shared and used.</p> <p><b>Money and work</b> Making decisions about money. Using and keeping money safe.</p>	<p><b>Belonging to a community</b> Valuing diversity. Challenging discrimination and stereotypes.</p> <p><b>Media literacy and digital resilience</b> Evaluating media sources. Sharing things online.</p> <p><b>Money and work</b> Influences and attitudes to money. Money and financial Risks.</p>
			<p>Gymnastics Ball skills</p>	<p><b>Harlaxton</b> <b>Year 1</b> Sending and receiving, target games, gymnastics and fitness</p> <p><b>Year 2</b> Dance, yoga, gymnastics and fitness</p>	<p><b>Harlaxton</b> <b>Year 3</b> Gymnastics, dodgeball, dance and tag rugby</p> <p><b>Year 4</b> Basketball, dance, handball and gymnastics</p>	<p><b>Harlaxton</b> <b>Year 5</b> Dance, Netball, fitness and gymnastics</p> <p><b>Year 6</b> Dance, handball, badminton and gymnastics</p>
				<p><b>Denton</b> Gymnastics, Dance, net and wall and team building</p>	<p><b>Denton</b> Swimming, gymnastics and netball</p>	<p><b>Denton</b> Swimming, dance and gymnastics</p>
			<p><b>Creating with materials</b> describe properties and texture. Move to music.</p> <p><b>Being Imaginative and Expressive</b> Build narratives in their play</p>	<p><b>Art</b></p>	<p>Weather pictures Artist: <b>David Hockney</b></p>	<p>A disaster landscape picture created using 4 different mediums Artists: <b>Deyanira Harris, Andy Warhol</b> <b>Pop Art</b></p>
		<p><b>DT</b></p>	<p>Build structures exploring how they can be made stronger and more stable.</p>			
		<p><b>Music</b></p>	<p>Unit 12 Water Unit 12 travel</p>	<p><b>Year 3- Harlaxton</b> Unit 5 'China' Unit 10 'Singing French' <b>Class 2 Denton/Year 4 Harlaxton-</b> Whole Class Clarinet tuition</p>	<p>Unit 4 'Roots'</p>	
		<p><b>MFL</b></p>		<p>Animals I can</p>	<p>At the Café Weather</p>	

