



# Whole School Curriculum Overview Cycle A- Summer Term



		EFYS	Year 1/2	Year 3/4	Year 5/6
<b>Essential Question and outcome</b>		What is it like to live in a castle? <i>Outcome: Banquet Day</i>	<b>Are Monarchs better than Peasants?</b> <i>Outcome: Banquet Day</i>	<b>How can we protect and promote wildlife in our local area?</b> <i>Outcome: Design and build a real animal shelter</i>	<b>How has war changed lives?</b> <i>Outcome: build a moveable vehicle</i>
<b>Summer Term</b>	<b>Literacy</b>	<p><b>Reading</b> – RWI phonics programme.</p> <p><b>Comprehension</b> Developing love for reading.</p> <p><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.</p>	<p>Narrative – Fairy Story. Non-fiction: Persuasion. Poetry: Shape poems.</p>	<p>Narrative Persuasive leaflet (topical issue) Poetry – collect images and imagery to create a poem about animal protection.</p>	<p>War diary recount Informal letter Narrative Newspaper article Flashback Narrative</p>
	<b>C &amp; L</b>	Speak and listen in a range of situations and develop their confidence and skills in expressing themselves			
	<b>Maths</b>	<p>First, then, Now Find my pattern On the move To 20 and beyond</p>			

Understanding the world

**People and communities**  
 Special and Sacred – Why are some places and objects special or sacred?  
**The World**  
 Care and respect for our World and living things Endangered animals and their habitats  
 Looking at similarities, difference, patterns and change  
 Explore how things grow  
 Observations of plants  
**Technology**  
 To use technology and complete a simple program E-safety

RE

What are sacred texts and why do they matter?

The Lion, the Witch and the Wardrobe

**Summer 1**  
 What do people believe about peace?

**Summer 2**  
 What do we mean by religious and spiritual experiences?

Science

Uses of Everyday Materials  
 Seasonal changes  
*Working Scientifically skill focus:*  
*Reporting and concluding*

Plants  
 Living things and their habitats  
*Working Scientifically skill focus:*  
 - *Analysing and interpreting data*  
 - *Asking questions and making predictions*

Electricity  
 Light  
*Working Scientifically skill focus:*  
 - *Enquiries including comparative and fair testing (Electricity)*  
 - *Observation and Data Collection (Light)*

Computing

Unit 2.2 - online safety  
 Unit 1.3 - pictograms  
 Unit 2.6- creating pictures

Unit 3.1 – coding  
 Unit 4.1 coding  
 Unit 4.4 - writing for different audiences

Units 5.1/6.1 - coding (2Code)  
 Unit 6.5 - text adventures (2code/2conect/writing templates)

Geography

**Place Knowledge:**  
 Understand geographical similarities and differences through the study of human and physical geography.  
**Skills & Fieldwork**  
 Use fieldwork to observe, measure record and present the human and physical features in the local area.  
**Local Knowledge**  
 Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics as an introduction to UK and pressures on wildlife and land use.

**Human geography:**  
 Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

			<p>To understand the lives of significant individuals in the past (Gregory Gregory and Violet van der Elst) who have contributed to national and international achievements.</p>	<p>To recognise changes in Britain from the Stone Age to the Iron Age</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World War Two</p>
PSED	<p><b>Building relationships</b>  <b>Managing self</b>  Manage hygiene and personal needs  <b>Self-regulation</b>  Respecting ourselves and others</p>	PSHE	<p><b>Physical health and Mental wellbeing</b>  Keeping healthy food and exercise, hygiene routines. Sun safety.  <b>Growing and changing</b>  Recognising what makes them unique and special. Feelings .Managing when things go wrong.  <b>Keeping safe</b>  How rules and age restrictions help us. Keeping safe online.</p>	<p><b>Physical health and Mental wellbeing</b>  Health choices and habits.  What affects feelings.  Expressing feelings  <b>Growing and changing</b>  Personal strengths and achievements.  Managing and reframing setbacks.  <b>Keeping safe</b>  Risks and hazards. Safety in the local environment and unfamiliar places.</p>	<p><b>Physical health and Mental wellbeing</b>  Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.  <b>Growing and changing</b>  Personal identity. Recognising individuality and different qualities. Mental Wellbeing  <b>Keeping safe</b>  Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>
Physical	<p><b>Gross Motor Skills</b>  <u>Denton</u>  Games, athletics  <u>Harlaxton</u>  Games, Dance and fundamentals  <b>Fine Motor Skills</b>  Handling tools appropriately with some control  To hold and use a pencil effectively</p>	PE	<p><b>Harlaxton</b>  <u>Year 1</u> striking and fielding, team building, net and wall and athletics.  <u>Year 2</u> Invasion, sending and receiving target games and athletics</p> <p><b>Denton</b>  Invasion, target games, athletics, striking and fielding.</p>	<p><b>Harlaxton</b>  <u>Year 3</u> cricket, fitness, rounders and athletics  <u>Year 4</u> Cricket, tennis athletics and rounders</p> <p><b>Denton</b>  Rounders, OAA, tennis and athletics.</p>	<p><b>Harlaxton</b>  <u>Year 5</u> swimming, cricket and athletics  <u>Year 6</u> Tennis, Basketball, rounders and athletics</p> <p><b>Denton</b>  Basketball, athletics, rounders and volleyball.</p>
Expressive arts and design	<p><b>Creating with materials</b> Explore colour, texture and materials  <b>Being Imaginative and Expressive</b>  Explore music and movement  Develop own imaginative play</p>	Art	<p>Sketching inspired by Picasso</p>		<p>Drawing/painting/collage inspired by Henri Moore</p>
		DT	<p>Moving catapults  Roots to food</p>	<p>Structures/shelters  Build a shelter/habitat for an animal  Roots to food</p>	<p>Make a WW2 controllable vehicle  Roots to food</p>

		<b>Creating with materials</b> Use tools and materials	<b>Music</b>	<b>Unit 7 Storytime (Y2)</b> <i>*Performing and singing</i> <b>Unit 8 Pattern (Y1)</b> <i>*Composing</i>	<b>Unit 1 'Environment Y3'</b> <i>*Performing and singing</i> <b>Unit 11 'Ancient Worlds' (Y3)</b> Class 2 at Denton and Year 4 at Harlaton- Whole class Clarinet lessons.	<b>Unit 6 'Moving on' (Y6)</b> <i>*Performing and singing</i> <b>Mini unit BBC 10 pieces, the music of Grazyna Bacevicz – (composer whilst in occupied territory WW11)</b>
			<b>MFL</b>		Ice creams In the classroom	Clothes Weekend