

# Key Stage One Essentials Curriculum Overview (Year A)

Autumn	Spring	Summer
Lower The Drawbridge! (Seasons, Castles, Kings and Queens, Dragons)	Seasons Rivers and Canals	Seasons Seaside
<p><b>Science:</b> Y1 Materials Materials used for building castles.</p> <p><b>History:</b> What is a Monarch? History of Castles. Great Fire of London.</p> <p><b>Geography:</b> What is the weather like in the UK? Physical and human features of castles/ castle locations. Cities, towns. Maps, atlases, globes. Aerial photographs of castles.</p> <p><b>Art:</b> Technique/ Drawing/Colour (Our own bespoke scheme for art)</p> <p><b>DT:</b> Fabric Faces (Textiles)</p> <p><b>Computing:</b> 1.1-Online Safety Exploring PM (4) 1.2 Grouping and Sorting (2) *2.6 Creating Pictures (5)</p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> What does it mean to belong to a faith community?</p> <p><b>Living:</b> How and why do we celebrate special and scared times?</p> <p><b>Expressing</b></p>	<p><b>Science:</b> Y2 Materials and Y1 Plants Plants found near rivers, plants in this season. Identifying and naming common animals. Habitats.</p> <p><b>History:</b> What was school like in the past? Lives of people significant to the local area e.g. Egerton, Bridgewater. Key historical events that are local e.g. opening of the canal, renovation of the canal basin etc.</p> <p><b>Geography:</b> What is it like here? Weather and climate in the UK and abroad. Rivers and Canals Local area. Physical and human features of their local area. Maps, compass, aerial photographs, fieldwork.</p> <p><b>Art:</b> Colour/Texture/Form (Our own bespoke scheme for art)</p> <p><b>DT:</b> Creating a shadow puppet show (mechanisms)</p> <p><b>Computing:</b> 1.9 Technology Outside School (2) 2.5 Effective searching (3) (1.9 and 2.5 linked) 1.4 Lego Builders (3)</p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> Who is a Christian and what do they believe? Believing.</p>	<p><b>Science:</b> Y2 Plants Plants through the seasons, seaside plants, seaside animal habitats, food chains. Materials linked to seaside-natural/man-made, properties of materials. Human body.</p> <p><b>History:</b> Lives of significant people. Significant historical events, people and places in seaside localities. Christopher Columbus. Seaside History.</p> <p><b>Geography:</b> What is it like to live by the coast? Weather and climate in the UK and abroad, seaside locations on maps, names of UK towns and cities, ocean names. Physical and human features of seaside places. Use of atlas, maps and globes. Fieldwork skills.</p> <p><b>Art:</b> Printing/Pattern (Our own bespoke scheme for art)</p> <p><b>DT:</b> Sensational Salads (Food)</p> <p><b>Computing:</b> 1.7 Coding (6) *2.1 Coding (5)</p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> What makes some places sacred? Expressing.</p>

**Scheme Coverage:** School uses a mixture of produced materials (schemes) that are adapted to our setting and we use some of our own bespoke schemes.

Kapow Units (History/Geography)

Developing Experts (Science) supplemented by Kapow

Computing units are all Purple Mash

RE follows the Salford Syllabus

DT and Art are schemes written by the school following the National Curriculum

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# Key Stage One Essentials Curriculum Overview (Year B)

Autumn	Spring	Summer
Generations (Human body, grandparent history)	Amazing Places (Seasons, Local Area/Australia)	Enchanted Forests
<p><b>Science:</b> Animals including humans (All about Me Y1 and All about animals and human growth Y2)</p> <p><b>History:</b> How am I making History? How have toys changed? Grandparent history- how life has changed. Bonfire Night, Guy Fawkes</p> <p><b>Geography:</b> Seasons.</p> <p><b>Art:</b> Technique/ Drawing/Colour (Our own bespoke scheme for art)</p> <p><b>DT:</b> Fabric Bunting (Textiles)</p> <p><b>Computing:</b> <b>1.1-Online Safety Exploring PM (4)</b> <b>1.3 Pictograms (3)</b> <b>2.3 Spreadsheets (4)</b> <b>1.5 Maze Explorers (3)</b></p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> How should we care for others and the world, and why does it matter? <b>Living</b> How and why do we celebrate special and sacred times? (different festival focus to the above) <b>Expressing.</b></p>	<p><b>Science:</b> Animals and humans. (All about animals Y1 and Animals including humans life cycles Y2) <b>Seasonal Changes</b></p> <p><b>History:</b> How did we learn to fly? Local area history- Salford. Key events and significant people. L.S Lowry</p> <p><b>Geography:</b> <b>Why is our world wonderful?</b> Compare and contrast a small area of the United Kingdom with that of a European country Continents, oceans, countries, world map, atlas, globes. Local area study. Australia study. Human and physical features.</p> <p><b>Art:</b> Colour/Texture/Form (Our own bespoke scheme for art)</p> <p><b>DT:</b> Moving Picture Traditional Tales (Mechanisms)</p> <p><b>Computing:</b> <b>2.4 Questioning (5)</b> <b>1.6 Animated Story books (5)</b></p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> Who is a Muslim and what do they believe? OR Who is Jewish and what do they believe? <b>Believing</b></p>	<p><b>Science:</b> Living things and their habitats Y1 and Y2 Forest habitats. Food chains. Identify, observe and classify animals. Look at growth. Differences between living things.</p> <p><b>History:</b> <b>How have explorers changed the world?</b></p> <p><b>Geography:</b> <b>Would you prefer to live in a hot or a cold place?</b> Identify key features of rainforests. Similarities and differences. Compare and contrast a small area of the United Kingdom with that of a non-European country. Physical and human features of forests. World map. Compass directions.</p> <p><b>Art:</b> Printing/Pattern (Our own bespoke scheme for art)</p> <p><b>DT:</b> Dips and Dippers (Food)</p> <p><b>Computing:</b> <b>2.7 Making Music (3)</b> <b>2.2 Online Safety (3)</b> <b>2.8 Presenting ideas (4)</b></p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> How can we learn from sacred books? <b>Believing</b></p>

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# LKS2 Essentials Curriculum Overview (Year A)

Autumn	Spring	Summer
Stone Age Volcanoes Rocks/States of Matter	Romans Amazon Rainforest Light/Shadows/Space	Anglo-Saxons Our Food Habitats/Evolution/Inheritance
<p><b>Science:</b> Rocks/States of Matter  <b>History:</b> British History 1 Stone age  <b>Geography:</b> Why do people live near volcanoes?  <b>Art:</b> Technique/ Drawing/Colour (Our own bespoke scheme for art)  <b>DT:</b> The Gread Bread Bake Off (Food)  <b>Computing:</b> <b>3.1 Coding (6)</b>  <b>3.6 Branching Databases (4) 3.3 Spreadsheets (3)</b>  <b>English:</b> Ready Steady Write Scheme  <b>Maths:</b> White Rose Scheme and Maths Mastery  <b>RE:</b> What does it mean to be a Christian in Britain today? <b>Living</b> How do people from religious and non-religious communities celebrate key festivals? <b>Living</b></p>	<p><b>Science:</b> Magnets and forces /Light and Shadows  <b>History:</b> British History 2 Romans  <b>Geography:</b> Why are rainforests important to us? (Amazon)  <b>Art:</b> Colour/Texture/Form (Our own bespoke scheme for art)  <b>DT:</b> Create a moving vehicle (structures)                      Computing: Connect/Communicate (Blogging)  <b>English:</b> Ready Steady Write Scheme  <b>Computing:</b> <b>3.8 Graphing (2) 3.2 Online Safety (3) 3.4 Touch Typing (4) 4.10 Intro to AI (4)</b>  <b>Maths:</b> White Rose Scheme and Maths Mastery  <b>RE:</b> What do different people believe about God? (Christian focus and either or both Hindus and Muslims) <b>Believing</b> Why are festivals important to religious communities? (Easter focus) <b>Expressing</b></p>	<p><b>Science:</b> Living things and their Habitats  <b>History:</b> British History 3 Invaders (Vikings/ Anglo Saxons)  <b>Geography:</b> Where does our food come from?  <b>Art:</b> Create a habitat (Textiles)  <b>DT:</b> Tote Bags (textiles)  <b>Computing:</b> <b>3.5 Email/Email Safety (6)</b>  <b>3.7 Simulations (3)</b>  <b>3.10 or 4.11 micro:bit (4)</b>  <b>English:</b> Ready Steady Write Scheme  <b>Maths:</b> White Rose Scheme and Maths Mastery  <b>RE:</b> Why do people pray? <b>Expressing.</b> Why is the Bible so important to Christians?  <b>Believing</b></p>

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## LKS2 Essentials Curriculum Overview (Year B)

Autumn	Spring	Summer
Ancient Egypt Antarctica Digestion Muscles & Skeleton	Mayans Settlements Plants	Victorians Rivers Electricity / Sound
<p><b>Science:</b> Animals including Humans Digestion/ Muscles and the skeleton/nutrition</p> <p><b>History:</b> Ancient Egypt</p> <p><b>Geography:</b> Who lives in Antarctica?</p> <p><b>Art:</b> Technique/ Drawing/Colour (Our own bespoke scheme for art)</p> <p><b>DT:</b> Roman Catapults (Mechanisms and Structures)</p> <p><b>Computing:</b> 4.1 Coding(6) 4.5 Logo(4) 4.6 Animation(3)</p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> How do family life and festivals show what matters to Jewish people? <b>Believing</b> What does it mean to be a Hindu in Britain today? <b>Living</b></p>	<p><b>Science:</b> Plants</p> <p><b>History:</b> Maya</p> <p><b>Geography:</b> Are all settlements the same?</p> <p><b>Art:</b> Colour/Texture/Form (Our own bespoke scheme for art)</p> <p><b>DT:</b> Create a traybake for a party (food)</p> <p><b>Computing:</b> 4.2 Online Safety (4) 4.7 Effective Search (3) 3.9 Presenting (5)</p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery numbers to 100</p> <p><b>RE:</b> What can we learn from religions about deciding what is right and wrong? <b>Living</b> Why is Jesus inspiring to some people? <b>Believing</b></p>	<p><b>Science:</b> Electricity/Sound</p> <p><b>History:</b> Victorians. How have children's lives changed?</p> <p><b>Geography:</b> What are rivers and how are they used?</p> <p><b>Art:</b> Printing/Pattern (Our own bespoke scheme for art)</p> <p><b>DT:</b> Alarm Systems (Electrical)</p> <p><b>Computing:</b> 4.8 Hardware investigators (2) 4.4 Writing for different audiences (5)</p> <p><b>English:</b> Ready Steady Write Scheme</p> <p><b>Maths:</b> White Rose Scheme and Maths Mastery</p> <p><b>RE:</b> Why are festivals important to religious communities? (Eid focus) <b>Expressing</b> Why do some people think that life is a journey? <b>Living</b></p>

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# UKS2 Essentials Curriculum Overview (Year A)

Autumn	Spring	Summer
Anglo-Saxons and Vikings (History and Geography) Understand the Earth's Movement in Space (Science) Investigating Materials (Science)	Slavery (History) USA (Geography) Light and Seeing (Science) Magnets and Forces (Science)	World War 2 (History) Countries of Europe - How they have Changed (Geography) Investigating Living Things (Science) Sound (Science)
<b>Science:</b> Understanding the Earth's Movements in Space and Changes to Materials <b>History:</b> British History 4 Vikings <b>Geography:</b> What is life like in the Alps? <b>Art:</b> Technique/ Drawing/Colour (Our own bespoke scheme for art) <b>DT:</b> Build a liquid powered rocket (Structures) <b>Computing:</b> 5.1/6.1 Coding (6) 5.3 or 6.9 Spreadsheets (6/8) <b>English:</b> Ready Steady Write Scheme <b>Maths:</b> White Rose Scheme and Maths Mastery <b>RE:</b> Why do some people believe God exists? <b>Believing</b> If God is everywhere, why go to a place of worship? <b>Expressing</b>	<b>Science:</b> Light and Forces <b>History:</b> British History 5 Tudors <b>Geography:</b> Would you like to live in the desert? <b>Art:</b> Colour/Texture/Form (Our own bespoke scheme for art) <b>DT:</b> Felt phone cases (textiles) <b>Computing:</b> 5.2 Online Safety (3) 6.4 Blogging (4) 5.4 Databases (4) <b>English:</b> Ready Steady Write Scheme <b>Maths:</b> White Rose Scheme and Maths Mastery <b>RE:</b> What would Jesus do? (Can we live by the values of Jesus in the 21 <sup>st</sup> century?) <b>Believing</b> What do religions say to us when life gets hard? <b>Living</b>	<b>Science:</b> Investigating Living Things and their habitats (Classification) Puberty (Including how humans change) <b>History:</b> British History 6 World War 2 <b>Geography:</b> Where does our energy come from? <b>Art:</b> Printing/Pattern (Our own bespoke scheme for art) <b>DT:</b> Souper foods (food) <b>Computing:</b> 5.8 Word Processing (8) 6.5 Text Adventures (5) <b>English:</b> Ready Steady Write Scheme <b>Maths:</b> White Rose Scheme and Maths Mastery <b>RE:</b> What does it mean to be a Muslim in Britain today? <b>Living</b>

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# UKS2 Essentials Curriculum Overview (Year B)

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<p>Census Local Area (History) Why does population change? (Geography) <b>Plants (Science)</b> <b>Evolution and Inheritance (Science)</b></p>	<p>Ancient Greeks (History) Why do oceans matter? (Geography) <b>Understand Electrical Currents(Science)</b> <b>States of Matter (Science)</b></p>	<p>What was the Sikh Empire? (History) Can I carry out independent fieldwork enquiry? (Geography) <b>Animals and Humans (Science)</b></p>
<p><b>Science:</b> Living things and their habitats (Life Cycles) Evolution/Inheritance <b>History:</b> Census. Local Area. <b>Geography:</b> Why does population change? <b>Art:</b> Technique/ Drawing/Colour (Our own bespoke scheme for art) <b>DT:</b> Create a chilli (food) <b>Computing:</b> <b>5.1/6.1 Coding (6)</b> <b>5.9 Using external devices (6)</b> <b>English:</b> Ready Steady Write Scheme <b>Maths:</b> White Rose Scheme and Maths Mastery <b>RE:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity? <b>Expressing</b> What difference does it make to believe in ahimsa (harmlessness), grace, and/ or Ummah (community)? <b>Living</b></p>	<p><b>Science:</b> Properties of Materials Electricity <b>History:</b> Ancient Greeks <b>Geography:</b> Why do oceans matter? <b>Art:</b> Colour/Texture/Form (Our own bespoke scheme for art) <b>DT:</b> Create a stuffed toy (textiles) <b>Computing:</b> <b>6.2 Online Safety (2)</b> <b>6.6 Networks (3)</b> <b>6.8 Understanding Binary (4)</b> <b>5.7 Concept Maps (4)</b> <b>English:</b> Ready Steady Write Scheme <b>Maths:</b> White Rose Scheme and Maths Mastery <b>RE:</b> What matters to Christians and Humanists? <b>Living</b> What can be done to reduce racism? Can religion help? <b>Expressing</b></p>	<p><b>Science:</b> Animals including Humans (circulatory system) Puberty (Including how humans change) <b>History:</b> What was the Sikh Empire?. <b>Geography:</b> Can I carry out independent fieldwork enquiry? <b>Art:</b> Printing/Pattern (Our own bespoke scheme for art) <b>DT:</b> Cam based toys (Mechanisms and structures) <b>Computing:</b> <b>5.5 Game Creator (5)</b> <b>6.7 Quizzing (6)</b> <b>5.10 micro:bit (4)</b> <b>English:</b> Ready Steady Write Scheme <b>Maths:</b> White Rose Scheme and Maths Mastery <b>RE:</b> Green religion? How and why should religious communities do more to care for others? <b>Believing</b></p>

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