

## Federation Curriculum Overview

	EYFS		Y1			Y2			Y3			Y4			Y5			Y6		
	Nursery	Reception	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Understanding the World - The World Science</b>	-Explores natural environment using all senses. -Plants -My planet	- Seasons and Changes in the environment -Light and Dark -Materials -Plants	- Seasonal changes -Animals including humans (humans) -Plants	- Seasonal changes - Animals including humans (diet & classification)	- Seasonal changes -Plants -Everyday materials	-Animals including humans (basic needs/ growth) -Materials	-Living things (food chains) -Animals including humans (being healthy)	-Plants -Living things (habitats)	- Nutrition and the human skeleton and muscles -Rocks	- Light - Forces and Magnetism	- Plants	- Digestion, teeth and food chains	- States of matter - Electricity	- Sound - Classifying living things and changes in environment	- Forces	- Earth and Space - Properties and changes of materials	- Life cycles and reproduction in plants and animals - Changes as humans develop to old age.	- Electricity - Light	- Evolution and inheritance - Classifying living things based on specific characteristics	- Circulatory system; diet, exercise, drugs and lifestyle
<b>Understanding the World - People and Communities History</b>	Significant events and special times in own family How have I changed?	Past and present events in own life Learn about different celebrations and festivals	Changes within living memory: Changes to holidays	Significant events beyond living memory: Great Fire of London	Lives of significant individuals: Space travel and Neil Armstrong	Changes within living memory: Toys and Childhood	Significant events beyond living memory: Titanic	Significant historical events, people and places Mary Seacole	Stone Age to Iron Age		Ancient Egypt	Ancient Greece		The Romans	Britain's settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon struggle for England		Mayan Civilization	WWII	Local history study (WWII link - The Blitz)
<b>Understanding the World - People and Communities Geography</b>	Finding out about own community and environment Places I know and visit	Similarities and difference in environments and objects Changes in the weather	Human and Physical Geography- local area <b>Geographical skills and field work</b>	Locational knowledge - The UK, capitals and seas <b>Geographical skills and field work</b>	Place Knowledge - compare 2 contrasting UK locations <b>Geographical skills and field work</b>	Locational knowledge - Continents and Oceans <b>Geographical skills and field work</b>	Human and Physical Geography-equator/hot and cold areas of the world <b>Geographical skills and field work</b>	Place Knowledge - compare UK and contrasting non-European country <b>Geographical skills and field work</b>	Human and Physical Geography	Locational knowledge Place Knowledge	Geographical skills and field work	Geographical skills and field work	Locational knowledge Place Knowledge	Human and Physical Geography	Locational knowledge Place Knowledge	Human and Physical Geography	Geographical skills and field work	Locational knowledge Place knowledge	Geographical skills and field work	Human and Physical Geography
<b>Physical Development PE</b>	Development of fine and gross motor skills. Awareness of body and movements and healthy foods.	Me, Myself and I (Fundamental movements) Throwing and catching Ball skills	Hockey Football Netball Dance	Gymnastics Tag Rugby Tennis Orienteering	Cricket Fitness Athletics	Tag Rugby Dance Football Dodgeball	Netball Gymnastics Tennis Orienteering	Athletics Cricket Fitness	Orienteering (intro unit) Football	Dance Hockey Orienteering	Handball Athletics Orienteering	Tennis Swimming Orienteering	Gymnastics Tag rugby Orienteering	Handball Athletics Orienteering	Football Dance Orienteering	Netball Hockey Orienteering	Cricket Athletics Orienteering	Tennis Gymnastics Orienteering	Netball Tag rugby Orienteering	Cricket Swimming Athletics Orienteering
<b>Expressive Arts and Design Art</b>	Explore a range of materials.	Use a range of art forms to communicate ideas.	Drawing	Collage	Printing	Sculpture	Painting	Textiles	Drawing	Collage	Printing	Painting	Sculpture - Clay	Textiles	Drawing	Collage	Printing	Painting	Sculpture	Textiles
<b>Expressive Arts and Design D&amp;T</b>	Use the tools for a purpose, with adult support.	Independently use the tools for a purpose.	Cooking	Textiles: String puppets	Lever and sliders: space rockets	Cooking - bread products	Exploring and constructing wheels and axles	Making structures stronger - bridges, towers,		Textiles - Sewing - Phone cases	Cooking - pizza making		Mechanical systems - CAMS	Cooking - Biscuits		Textiles - Sewing - stuffed creature	Cooking - soup		Mechanical systems - Fairground rides	Cooking - pies

## Federation Curriculum Overview

								landmarks												
<p>Understanding the World - Technology</p> <p><b>Computing &amp; E-Safety</b></p>	Operate simple equipment - beebots and SMART boards	Digital photography E-Safety Programming Beebots	Computer Systems and Networks - Technology Around Us <b>Privacy and Security</b>	Creating Media - Digital Painting <b>Managing Online Information</b>	Programming - Moving a Robot <b>Online Relationships</b>	Computer Systems and Networks - IT Around Us <b>Health, Wellbeing and Lifestyle</b> <b>Online Reputation</b>	Creating Media - Digital Photography Programming - Robot Algorithms	creating media digital music <b>Self image and Identity</b>	Computer Systems and Networks - Connecting Computers <b>Privacy and Security</b>	Programming B - Events and Actions <b>Online Relationships</b>	Creating Media - Desktop Publishing <b>Copyright and Ownership</b>	Computer Systems and Networks - The Internet <b>Online Bullying</b>	Programming A - Repetition in Shapes <b>Managing Online Information</b>	Creating Media - Video Editing <b>Health, Wellbeing and Lifestyle</b>	Computing Systems and Networks - Sharing Information <b>Self-image and Identity</b>	Programming B - Selection in quizzes <b>Privacy and Security Online Reputation</b>	Creating Media - Web page design <b>Online Relationships</b>	Programming B - Sensing <b>Online Bullying</b>	Computing Systems and Networks - Communication <b>Copyright and Ownership</b>	Creating Media - 3D Modelling <b>Health, Wellbeing and Lifestyle</b> <b>Managing Online Information</b>
<p>Understanding the World - People and Communities</p> <p><b>RE</b></p>	Join in with family customs and routines.	Being Special: where do we belong? Why is Christmas special for Christians? Why is the word 'God' so important to Christians? Why is Easter special for Christians? Which stories are special and why? Which places are special and why?	Who do Christians say made the world? <b>Christianity</b> Why does Christmas matter to Christians? <b>Christianity</b>	The Gospels: what is the 'Good News' that Christians believe Jesus brings? <b>Christianity</b> Who is a Muslim and how do they live? <b>Part 1 Islam</b>	Who is a Muslim and how do they live? <b>Part 2 Islam</b> What makes some places sacred to believers? <b>Thematic</b>	What does it mean to belong to a faith community? <b>Thematic</b> Who is Jewish and how do they live? <b>Part 1 Judaism</b>	What do Christians believe God is like? <b>Christianity</b> Why does Easter matter to Christians? <b>Christianity</b>	Who is Jewish and how do they live? <b>Part 2 Judaism</b> How should we care for others and the world and why does it matter? <b>Thematic</b>	What do Christians learn from the creation story? <b>Christianity</b> What do Hindus Believe God is like? <b>Hinduism</b>	What is it like for someone to follow God? <b>Christianity</b> How do festivals and worship show what matters to Muslims? <b>Islam</b>	What kind of world did Jesus want? <b>Christianity</b> How do people mark significant events in life? <b>Thematic</b>	What does it mean to be a Hindu? <b>Hinduism</b> What is the Trinity and why is it important for Christians? <b>Christianity</b>	How do festivals and family life show what matters to Jews? <b>Judaism</b> Why do Christians call the day Jesus died 'Good Friday'? <b>Christianity</b>	How do people from religious and non-religious communities celebrate key festivals? <b>Thematic</b> How and why do people try to make the world a better place <b>Thematic</b>	What does it mean to be Humanist in Britain today? <b>Thematic</b> Why do Christians believe Jesus was the Messiah? <b>Christianity</b>	What does it mean if Christians believe God is Holy and loving? <b>Christianity</b> What does it mean to be a Muslim in Britain today? <b>Islam</b>	Green religion? What do religious and non-religious worldviews teach about caring for the Earth? <b>Thematic</b> Why is the Torah important to Jewish people? <b>Judaism</b>	Creation and Science: conflicting or complementary? <b>Christianity</b> Why do some people believe in God? <b>Thematic</b> From Sept 25) Why do Hindus try to be good? <b>Hinduism</b>	What can be done to reduce racism? <b>Thematic</b> What matters most to Humanists and Christians? <b>Non-Religious Worldviews</b>	For Christians, what kind of king is Jesus? <b>Christianity</b> How does faith help when life gets hard? <b>Thematic</b>
<p>Expressive Arts and Design - Music</p>	Learn and sing some songs and rhymes. Explore with the percussion instruments Orchestra event	Me! Everyone! Big Bear Funk Orchestra event	<b>New Model</b> Unit 1- My musical heartbeat. Unit 2- Dance, sing and play or a production	<b>New Model</b> Unit 3- Exploring sounds. Unit 4- Learning to listen. Having fun with improvisation. Unit 6- Lets perform together.	<b>New Model</b> Unit 5 - Having fun with improvisation. Unit 6- Lets perform together.	<b>New Model</b> Unit 1 - Pulse, rhyme and pitch. Unit 2- Playing in an orchestra:	<b>New Model</b> Unit 3 - Inventing a musical story. Unit 4- Recognising different sounds	<b>New Model</b> Unit 5 - Exploring improvisation. Unit 6 - Production	Glockenspiel 1 Production	Production	Composing using your imagination Production	Production	Compose with Your Friends Glockenspiel 2	Recorders	Production	Sing and Play in Different Styles	J-Sax (2024)	Creative Composition	Production	

## Federation Curriculum Overview

<b>PSHE</b>	<b>Jigsaw</b> Being me in my world, celebrating differences, healthy me.	<b>Jigsaw</b> Being me in my world, celebrating differences, healthy me.	<b>Jigsaw-Being me in my world</b> <b>Jigsaw-Celebrating difference</b>	<b>Jigsaw-Dreams and Goals</b> <b>Jigsaw-Healthy Me</b>	<b>Jigsaw-Relationships</b> <b>Jigsaw Changing Me</b>	<b>Jigsaw-Being me in my world</b> <b>Jigsaw-Celebrating difference</b>	<b>Jigsaw-Dreams and Goals</b> <b>Jigsaw-Healthy Me</b>	<b>Jigsaw-Relationships</b> <b>Jigsaw Changing Me</b>	<b>Jigsaw-Being me in my world</b> <b>Jigsaw -celebrating differences</b>	<b>Jigsaw - Dreams and Goals</b> <b>Jigsaw-Healthy Me</b>	<b>Jigsaw-Relationships</b> <b>Jigsaw Changing Me</b>	<b>Jigsaw-Being me in my world</b> <b>Jigsaw -celebrating difference</b>	<b>Jigsaw - Dreams and Goals</b> <b>Jigsaw-Healthy Me</b>	<b>Jigsaw-Relationships</b> <b>Jigsaw Changing Me</b>	<b>Jigsaw-Being me in my world</b> <b>Jigsaw -celebrating difference</b>	<b>Jigsaw - Dreams and Goals</b> <b>Jigsaw-Healthy Me</b>	<b>Jigsaw-Relationships</b> <b>Jigsaw Changing Me</b>	<b>Jigsaw-Being me in my world</b> <b>Jigsaw -celebrating difference</b>	<b>Jigsaw - Dreams and Goals</b> <b>Jigsaw-Healthy Me</b>	<b>Jigsaw-Relationships</b> <b>Jigsaw Changing Me</b>
<b>French</b>									I am learning French Animals	I am able... Seasons	Ice creams	Presenting myself My family	In the classroom What is the weather?	At the tea room	Do you have a pet? The date	My home Clothes	Traditions and celebrations	At School Healthy lifestyle	At the weekend Habitats	Me in the world