



Formal Curriculum

Termly Overviews encompassing themes

Intent

Rolling programme

Menu objectives and links

*Communication, English and Maths planning is in separate documentation.

Global	Ecology	Community
Autumn	Spring	Summer
<p style="text-align: center;">People and Fashion</p> <p>Everyday Materials- Clothing</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made; (Sc1) describe the simple physical properties of a variety of everyday materials; (Sc1) compare and group together a variety of everyday materials on the basis of their simple physical properties. (Sc1) <p>Kings and Queens</p> <ul style="list-style-type: none"> describe significant individuals recognise some similarities and differences between the past and present; identify similarities and differences between clothing in different periods; sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; note key changes over a period of time and be able to give reasons for those changes; identify key features, aspects and events of the time studied; use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; 	<p style="text-align: center;">Climate</p> <p>Weather</p> <ul style="list-style-type: none"> observe changes across the 4 seasons; (Sc 1) observe and describe weather associated with the seasons and how day length varies. (Sc1) <p>COP 26</p> <p>I understand how mine and others' actions can influence climate change</p> <p>To observe closely, using simple equipment by measuring the time taken for ice to melt in a comparative test. • I can measure the melting of ice in a comparative test. To perform simple tests, by comparing the rate of ice melting in a comparative test. • I can perform a test and draw a conclusion.</p> <p>Greta Thurnberg</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of World History. Note connections, contrasts and trends over time. Address and devise historically valid questions about change, cause, similarity, difference and significance. investigate their own lines of enquiry by posing historically valid questions to answer. accurately use dates and terms to describe historical events; identify and note connections, contrasts and trends over time in the everyday lives of people;; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<p style="text-align: center;">The world of work and enterprise</p> <p>Scientists and Inventors (Dragon's Den)</p> <ul style="list-style-type: none"> explore the world around them, leading them to ask some simple scientific questions about how and why things happen; begin to recognise ways in which they might answer scientific questions; ask people questions and use simple secondary sources to find answers; carry out simple practical tests, using simple equipment; experience different types of scientific enquiries, including practical activities; talk about the aim of scientific tests they are working on. <p>Change: Project (choose class or individual projects)</p> <p>(i) encourage learners to experience the effects of living in a different time and</p> <p>(ii) constantly compare, contrast and reference back to how learners live and experience the world today.</p> <ul style="list-style-type: none"> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps/ pictures to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further

Geography (LKS2): Fashion & Climate

locate the world's countries, using maps to focus on key places, concentrating on environmental regions and key physical and human characteristics;

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

RE: Which people are special and why

Talk about people who are special to them

Say what makes their family and friends special to them

Identify qualities of a good friend

Reflect on: I am a good friend?

Recall and talk about stories about Jesus as a friend to others

Recall stories about special people in other religions and what we can learn from them. (Diwali?)

Art: Bodies

produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Suggestions:

- Make clothes out of paper. • Draw a body in charcoal. • Make a 3D model
- Recall facts about the artist Julian Opie. • Recall facts about the artist Henry Moore. • Recall facts about the artist Giacometti. • Recall facts about the designer Vivienne Westwood.

Music

*use their voices expressively and creatively by singing songs and speaking chants and rhymes *play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, *select and combine sounds using the inter-related dimensions of music.

Drama

*develop empathy with, and understanding of, other people and the confidence needed to assume a role or character

*learn to cooperate with others, out of role, when problems are presented *Co-operation, in role, to keep the drama alive

*develop the ability to use drama to express a view on a subject that they may have strong feelings about *Develop personal adaptability, spontaneity, co-operation, verbal skills, non-verbal skills, imagination

Geography (KS1) Weather

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

RE: Britain and our world: What is special and why

Talk about somewhere that is special to themselves and why Be aware that some religious people have places which have special meaning to them

Talk about the things that are special and valued in a place of worship

Identify some features of sacred places

Recognise a place of worship

Get to know and use appropriate words to talk about their

thoughts and feelings when visiting a religious place

Art: Weather- Seasonal change

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WRL- DT: Fruit, Veg, Salads and Dips

Designing

- Design appealing products for a particular user based on simple design criteria.

apart, and terms related to the unit being studied and passing of time;

- note key changes over a period of time and be able to give reasons for those changes;
- identify key features, aspects and events of the time studied;
- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

Geography- Mapping

To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Ask geographical questions – Where is it? What is this place like?

How near/far is it?

RE: Belonging 2:1

Recognise that people may belong to groups

Share feelings of belonging

Know a faith to belong to

Know the name of someone who belongs to a faith

Know a faith rule of belonging (Ramandan?)

Share ideas about a faith rule

Art: Career Collage

- to explore creating collage with a variety of media, e.g. paper and magazines.
- They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.
- To improve their mastery of art and design techniques with a range of materials – collage.

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WRL- DT: Mechanisms- Sliders and Levers

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through drawings and mock-ups with card and paper.

Making

- Plan by suggesting what to do next.
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.

Evaluating

- Explore a range of existing books and everyday products that use simple sliders and levers.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

Digital Literacy (DL) (KS1)

use technology purposefully to create, organise, store, manipulate and retrieve digital content

Information Technology

Digital Literacy (DL) (KS2)

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Esafty (ES) (KS1)

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

[Life skills: My self care](#)

Cooking

Laundry

Self-care

Shopping

[Life skills- My well-being](#)

Understanding myself

My health needs

Emotional and sensory regulation

Healthy mind and body

[EQUALS Independence](#)

- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.

- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences.
- Evaluate ideas and finished products against design criteria

Computing Science (CS) (KS1)

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

create and debug simple programs

use logical reasoning to predict the behaviour of simple programs

Esafty (ES) (KS1)

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Computing - (KS2)

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

use sequence, selection, and repetition in programs; work with variables and various forms of input and output

use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

[Life skills- My environment](#)

Cleaning

Maintenance

Accommodation

Green living

[Life skills- My safety](#)

Where I live, learn and work

Taking responsibility for myself

When out and about

[Keeping safe online](#)

skills, imagination and creativity; so that the drama they create reflects real life in a fresh way *Being able to understand and appreciate plot and theme

WRL- DT: Edible Garden

All children should be able to: • Understand the eatwell plate and know which foods they should be eating more and less of. • Understand and know where and how a variety of ingredients are grown. • Prepare ingredients safely and hygienically using appropriate kitchen utensils.

some children will be able to: • Explain that a variety of food is needed in the diet because different foods contain different substances that are needed for health. • Explain seasonality and understand how the weather affects certain plants. • Understand how to control the temperature of the hob when cooking
most children will be able to: • Understand the correct proportions of a balanced meal. • Be able to plant and care for a variety of ingredients so they yield produce. • Measure ingredients to the nearest millilitre accurately and assemble or cook ingredients

(IT) KS1

recognise common uses of information technology beyond school

Information Technology (IT) KS2

understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (IT & Digital Literacy)

use search technologies effectively (Digital Literacy), appreciate how results are selected and ranked, and be discerning in evaluating digital content (Digital Literacy)

[Life skills- My future \(KS4\)](#)

[Choosing my next steps](#)

[Applying for my next steps](#)

[Interviews](#)

[Work Ready](#)

[\(KS3\)](#)

[My finances](#)

[Money](#)

[Banking](#)

[Bills](#)

[Budgets](#)

[Life skills- My relationships](#)

[Relationships](#)

[Conversations](#)

[Friendships](#)

[Sexual relationships](#)



<p><u>Equals: Leisure</u> PSHE/ RHSE <u>Rolling programme coverage</u> <u>PHSE Association Planning</u> <u>Suggested lessons</u> <u>PE</u> Tennis Volleyball (seated and standing)</p>			<p><u>EQUALS Independence</u> <u>Equals: Leisure</u> PSHE/ RHSE <u>Rolling programme coverage</u> <u>PHSE Association Planning</u> <u>Suggested lessons</u> <u>PE</u> Gymnastics Tri-Golf</p>			<p><u>EQUALS Independence</u> <u>Equals: Leisure</u> PSHE/ RHSE Money matters/ Aiming High <u>Rolling programme coverage</u> <u>PHSE Association Planning</u> <u>Suggested lessons</u> <u>PE</u> Rounders/ T-Ball Athletics/ Bikes</p>		
Informal	Semi-Formal	Formal	Informal	Semi-Formal	Formal	Informal	Semi-Formal	Formal