**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 |
| **People and Fashion****Everyday Materials- Clothing**• 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)**Kings and Queens**

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| --- |
| * 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;

**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 themSay what makes their family and friends special to themIdentify qualities of a good friendReflect on: I am a good friend?Recall and talk about stories about Jesus as a friend to othersRecall 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 formsSuggestions: • 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 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: 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 contentInformation 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**Esafety (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**](https://docs.google.com/document/d/1ZvNjbRcJ_eghZ7piJnc-Wlf9nxSxZJlH/edit)CookingLaundrySelf-careShopping[**Life skills- My well-being**](https://docs.google.com/document/d/1ZvNjbRcJ_eghZ7piJnc-Wlf9nxSxZJlH/edit)Understanding myselfMy health needsEmotional and sensory regulationHealthy mind and body[**EQUALS Independence**](https://docs.google.com/document/d/1TNzoS8P_qirm4txZ-4bPp9tVHnvVyh80/edit) [**Equals: Leisure**](https://docs.google.com/document/d/1BGepapl1ByIKyReNr1hkMOd-TDTr2Etq/edit#heading=h.gjdgxs)**PSHE/ RHSE NC****Families and people who care for me** Pupils should know • that families are important for cyp growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Caring friendships** Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. 22 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.**Online relationships** Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. **Being safe** Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.**Intimate and sexual relationships, including sexual health** Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. -how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment\*Learning will be very personalised to where each pupil is at with in their educational journey. [**Rolling programme coverage**](https://docs.google.com/document/d/1vwNz09CnroXSJfH5Pnx3gTvT_4CiOMgR/edit)[**PHSE Association Planning**](https://drive.google.com/drive/folders/1n4jgOSEStUT9brmSLFZqhZdOVtVPm_i-)[**Suggested lessons**](https://docs.google.com/document/d/1Bqipp0VM1xRb26YYyOMhVQp2Akp1lxOK/edit)**PE****Tennis****Volleyball (seated and standing)** | **Climate****Weather**\*observe changes across the 4 seasons; (Sc 1)\*observe and describe weather associated with the seasons and how day length varies. (Sc1)COP 26I understand how mine and others’ actions can influence climate changeTo 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. **Greta Thurnberg*** 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.

**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 whyBe aware that some religious people have places which have special meaning to themTalk about the things that are special and valued in a place of worshipIdentify some features of sacred places Recognise a place of worshipGet to know and use appropriate words to talk about their thoughts and feelings when visiting a religious place**Art: Weather- Seasonal change**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**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 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: Fruit, Veg, Salads and Dips**Designing• Design appealing products for a particular user based on simple design criteria.• 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 instructionscreate and debug simple programsuse logical reasoning to predict the behaviour of simple programs**Esafety (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 partsuse sequence, selection, and repetition in programs; work with variables and various forms of input and outputuse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs[**Life skills- My environment**](https://docs.google.com/document/d/1ZvNjbRcJ_eghZ7piJnc-Wlf9nxSxZJlH/edit)CleaningMaintenanceAccommodationGreen living[**Life skills- My safety**](https://docs.google.com/document/d/1ZvNjbRcJ_eghZ7piJnc-Wlf9nxSxZJlH/edit)Where I live, learn and workTaking responsibility for myselfWhen out and aboutKeeping safe online[**EQUALS Independence**](https://docs.google.com/document/d/1TNzoS8P_qirm4txZ-4bPp9tVHnvVyh80/edit) [**Equals: Leisure**](https://docs.google.com/document/d/1BGepapl1ByIKyReNr1hkMOd-TDTr2Etq/edit#heading=h.gjdgxs)**PSHE/ RHSE NC****Families and people who care for me** Pupils should know • that families are important for cyp growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Caring friendships** Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 13 Marriage in England and Wales is available to both opposite sex and same sex couples. 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[**Rolling programme coverage**](https://docs.google.com/document/d/1vwNz09CnroXSJfH5Pnx3gTvT_4CiOMgR/edit)[**PHSE Association Planning**](https://drive.google.com/drive/folders/1n4jgOSEStUT9brmSLFZqhZdOVtVPm_i-)[**Suggested lessons**](https://docs.google.com/document/d/1Bqipp0VM1xRb26YYyOMhVQp2Akp1lxOK/edit)PEGymnasticsTri-Golf | **The world of work and enterprise****Scientists and Inventors (Dragon’s Den)**\*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.**Change: Project (choose class or individual projects)**(i) encourage learners to experience the effects of living in a different time and (ii) constantly compare, contrast and reference back to how learners live and experience the world today. * 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 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 groupsShare feelings of belongingKnow a faith to belong toKnow the name of someone who belongs to a faithKnow 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.

**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 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 cookingmost 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)**](https://docs.google.com/document/d/1ZvNjbRcJ_eghZ7piJnc-Wlf9nxSxZJlH/edit)Choosing my next stepsApplying for my next stepsInterviewsWork Ready(KS3)My financesMoneyBankingBillsBudgets[**Life skills- My relationships**](https://docs.google.com/document/d/1ZvNjbRcJ_eghZ7piJnc-Wlf9nxSxZJlH/edit)RelationshipsConversationsFriendshipsSexual relationships[**EQUALS Independence**](https://docs.google.com/document/d/1TNzoS8P_qirm4txZ-4bPp9tVHnvVyh80/edit) [**Equals: Leisure**](https://docs.google.com/document/d/1BGepapl1ByIKyReNr1hkMOd-TDTr2Etq/edit#heading=h.gjdgxs)**PSHE/ RHSE** **PSHE/ RHSE NC****Families and people who care for me** Pupils should know • that families are important for cyp growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Caring friendships** Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 13 Marriage in England and Wales is available to both opposite sex and same sex couples. 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| Informal | Semi-Formal | **Formal** | Informal | Semi-Formal | **Formal** | Informal | Semi-Formal | **Formal** |