**Curriculum Overview Year A 2017–2018**

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| **Topic** | **English; genre** | **Science** | **History** | **Geography** | **Computing** | **D&T** | **Art** | **RE** | **PE** | **PSHE** | **Music** |
| ***Autumn term 1*** | | | | | | | | | | | |
| **The Place Where I Live** | \*Recount – letter  \*Stories with familiar settings (Katie Morag) | Materials and their properties | History of the local area. | Region of the UK  Compare to another area (Struay) | Digital maps/ digital research | Textiles | Painting of the local area | Hinduism – Krishna, Trimurti, Solving problems | Team games | SEAL – new beginnings  PSHE – rules and responsibilities  SRE – growth, change & reproduction | Exploring duration |
| ***Autumn term 2*** | | | | | | | | | | | |
| **Out of this World** | \*Adventure/ fantasy story  \*Poem with a structure – riddle (yr2) | Light and Astronomy | Continue local history |  | Digital media |  | Paper mache – solar system | Christianity – God  Special people | Gymnastics | SEAL – getting on& falling out  PSHE – me and my relationships  SRE – emotions and feelings | Exploring pulse and rhythm |
| ***Spring term 1*** | | | | | | | | | | | |
| **Iron Man** | \*Novel as a theme  \*Recount diary | Forces -  Including magnetism | The change between Stone age and iron age |  | Coding – create game |  | Drawing of Iron Man – Cross hatching | Islam – What makes a leader | Dance | SEAL – going for goals  PSHE – healthy eating, healthy lifestyle | Exploring pitch |
| ***Spring term 2*** | | | | | | | | | | | |
| **What the Romans did for us** | \*Play script  \*Non-chronological report | Medicines and staying healthy |  | Name and locate Roman cities | Communication with technology | Vehicles with axles |  | Sikhism – Guru Nanak, Guru Granth Sahib  Buddism – Life of Budda | Tennis | SEAL – good to be me  PSHE – the world of drugs  SRE – personal safety | Exploring instruments and symbols |
| ***Summer term 1*** | | | | | | | | | | | |
| **Vikings** | \*Story with a theme  \*Explanation |  | Vikings |  | Programming – write a programme using scratch |  | Clay – explore the work of crafts people | Judaism – story of Moses/ Quality of a leader | Athletics | SEAL/ SRE – relationships  PSHE – feelings and relationships  SINGLE EQUALITY – celebrating difference | Exploring tempo and dynamics |
| ***Summer term 2*** | | | | | | | | | | | |
| **The Farm Shop** | \*Mystery  \*Persuasion | Plants and growing; the link between plants and food. |  | Name and locate countries relate to sources of food | Classifying using charts and graphs – Data handling/ data loggers | Food; follow a recipe with minimal cooking.  Design a healthy salad |  | Buddism – Wesak festival  Christianity – church, friends and Jesus, disciples | Rounders | SEAL – changes  PSHE – transition  SRE- our changing world  SINGLE EQUALITY – celebrating diversity | Exploring sounds |

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| Modern Foreign Language  (French) | Mrs Mc Elroy teaches French to all the children. She normally chooses the topic and vocabulary to fit in with the theme that the children are following. Children are taught to;   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * present ideas and information orally to a range of audiences * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally and in writing * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English |