
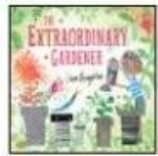
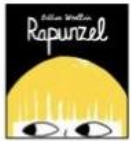









## SMALLWOOD PRIMARY ACADEMY- SPRING TERM CURRICULUM OVERVIEW



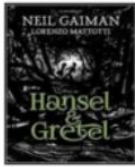
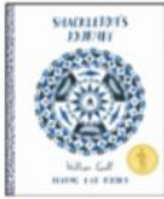
	EYFS		YEAR 1		YEAR 2	
	SPRING 1	SPRING 2	SPRING 1	SPRING 2	SPRING 1	SPRING 2
<b>Topic Name</b>	The History of ME	Down at the bottom of the garden...	Smallwood Past, Present and Future	Oceans & Seas	The Industrial Revolution (Style Mill)	Hot or Cold?
<b>Humanities</b>	<ul style="list-style-type: none"> <li>Discussing personal situations in the past.</li> <li>Talking about themselves and their families (past and present).</li> </ul>	<ul style="list-style-type: none"> <li>Wildlife, plants and the outdoors.</li> </ul>	<b>History- Local History Study</b> <ul style="list-style-type: none"> <li>A study into how Smallwood has changed over time (the school, the church, the local area and local farms).</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Naming and locating the oceans and seas surrounding the UK</li> <li>Labelling the layers of the ocean and what lives there</li> <li>Human and physical features of the seaside</li> </ul>	<b>History- Local History Study</b> <ul style="list-style-type: none"> <li>Local study of Style Mill and its significance</li> <li>Workhouses during the Industrial Revolution</li> <li>Victorian schooling</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Understanding geographical similarities and differences of hot and cold countries</li> </ul>
<b>English</b>	<b>TWISTED FAIRY TALES</b>  Little Red  	<u>The Extraordinary Gardener</u>  	<b>TWISTED FAIRY TALES</b>  Rapunzel  	<u>The Secret of Black Rock</u>  	<b>TWISTED FAIRY TALES</b>  The Last Wolf  	<u>Grandad's Island</u>  
<b>Maths</b>	-Introducing zero -Comparing numbers to five -Composition of 4, 5, 6, 7 & 8 -Comparing mass, capacity and height -Time	-Counting to 9 & 10 -Comparing numbers to 10 -Number bonds to 10 -3D shapes -Spatial awareness -Patterns	-Place value within 20 -Addition and subtraction within 20	-Place value within 50 -Length and height -Mass and Volume	-Money -Multiplication and division	-Length and height -Mass, capacity and temperature
<b>Science</b>	<u>Understanding the world</u> Begin to make sense of their own life-story and family's history.	<u>Communication &amp; Language</u> Understand 'why' questions, like: "Why do you think the	Sound	Habitats	Changing Materials	Plants

		caterpillar got so fat?"				
<b>PE</b>	Game Play development	Game Play development	Dance	Invasion Games	Gymnastics	Invasion Games
<b>Computing</b>	-	-	Basic computing skills, including painting.	Word Processing Skills	Online Safety	Technology around us
<b>No Outsiders</b>	To understand that all families are different.  To celebrate my family.	To say what I think.	To recognise that people are different ages.  To understand that I share the world with lots of people.	To like the way I am.	To understand what diversity is.  To understand how we share the world.	To understand what makes someone feel proud.
<b>My Happy Mind</b>	Meet Your Brain	Celebrate	Meet Your Brain	Celebrate	Meet Your Brain	Celebrate
<b>Art</b>	<b><u>Expressive art &amp; design</u></b> Self-portraits using fruit Fruit printing <b>(Giuseppe Arcimboldo)</b>	-	-	<b><u>Painting</u></b> Seascapes inspired by <b>(Turner)</b>	<b><u>Drawing/ Painting</u></b> Drawings depicting the Industrial Revolution, focusing on exploring tone and the use of a variety of media including pencil, chalk, pastel and charcoal. <b>(LS. Lowry)</b>	-
<b>D &amp; T</b>	-	<b><u>Expressive art &amp; design</u></b> Using natural resources to build own garden	<b><u>Moving Pictures (levers &amp; sliders)</u></b> Traditional Tales	-	-	<b><u>Textiles</u></b> Animal finger puppets
<b>RE</b>	How do Christians look after the world?	Which times are special for Christians? The Easter Story	God as creator Who do Christians follow and why is Jesus important?	Resurrection What happens in church at Easter?	Why are celebrations important for Jewish families?	What happened when Jesus went to Jerusalem?
<b>PSHE/ SRE</b>	-Managing Feelings 1 & 2 -Marching to the beat of your own drum 1 & 2	-Planting our food -Plants we can eat	-Being happy 1 & 2 -Being mindful 1 & 2	-Water safety part 1 & 2 -Kind versus unkind	-Women's footprint in history -Happiness 1 & 2	-Desert Island 1 & 2 -Protecting our planet part 1 & 2
<b>Music</b>	Fairy tales, rhymes and songs	Music making linked to the outdoors	Create and perform (rhythmic patterns, musical sound effects) Create simple lyrics to well-known nursery rhymes	Basic dynamics and tempo Symbols used to represent and organise sound	Rhythm and pulse Action songs	Changes in tempo Perform rhythmic accompaniments
<b>French</b>	-Numbers 0-12 -Animals (Farm)	- Revision of colours -Spring/growing vocab	-Revision of numbers 0-20	-Sealife *Easter vocab	-Revision of numbers 0-30 -Days of the week	-Weather *Easter vocab

		*Easter vocab	-Animals (Revise Pets/Farm and extend to Zoo)		-Revision of 'What do we see in a town?'	
<b>Forest School</b>	-Welly walk in local field -Signs of Spring -Story telling, including 'The Little Hen'/ natural art. -Mud kitchen	-Planting seeds: Beans (Jack & the Beanstalk story) -Planting Sunflowers -Fire: Toasting marshmallows	-Local welly walk -Signs of Spring checklist -Fire: Demonstrate lighting	-Stones and shells for patterns and 'Big Art' seaside scene -Assisted knot work and demonstrated use of loppers to make log dogs -Bark rubbing and tree identification	-Assisted knot work and use of loppers to make a stickman -Signs of Spring tally-chart on welly walk -Colour scavenger hunt	- Hot and Cold: Melting ice-cubes experiment -Assisted building of mini fairy dens -Fire: Assisted-independent toasting marshmallows for 's'mores'
<b>Educational Visits</b>		<b>Welly Walk</b>	<b>Overton Hall Farm, Smallwood</b>			

	YEAR 3		YEAR 4	
	SPRING 1	SPRING 2	SPRING 1	SPRING 2
<b>Topic Name</b>	<b>The Romans</b>	<b>Natural Disasters</b>	<b>Anglo Saxons</b>	<b>Rainforests</b>
<b>Humanities</b>	<b>History- Local History Study</b> <ul style="list-style-type: none"> <li>A study of the Roman empire and its impact on Britain.</li> <li>Local study of Roman Chester.</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Key aspects of physical geography including mountains, earthquakes and volcanoes.</li> </ul>	<b>History- Local History Study</b> <ul style="list-style-type: none"> <li>Study of Staffordshire Hoard</li> <li>Scots, Picts &amp; Anglo-Saxons</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>A study of the world's rainforests including what they are, their location and who inhabits them.</li> </ul>
<b>English (quality text)</b>	<b>TWISTED FAIRY TALES</b>  <u>Into the forest</u>  	<u>The Flood</u>  	<b>TWISTED FAIRY TALES</b>  <u>The lost happy endings</u>  	<u>The Great Kapok Tree</u>  
<b>Maths</b>	-Money -Multiplication and division	-Length and height -Mass, capacity and temperature	-Multiplication and division -Length and perimeter	-Fractions -Decimals
<b>Science</b>	Light & Dark	The rock cycle	Light	Plants
<b>PE</b>	Dance	Hockey	Swimming	Swimming
<b>Computing</b>	Online Safety	Online Searchers & Surfers	Online Safety	Communication & Collaboration
<b>No Outsiders</b>	To understand how difference can affect someone.  To find a solution to a problem.	To understand what 'discrimination' means.	To know when to be assertive.  To understand why people choose to get married.	To overcome language as a barrier.
<b>My Happy Mind</b>	Meet Your Brain	Celebrate	Meet Your Brain	Celebrate
<b>Art</b>	<u>Collage/ Printing/ Digital Media</u> Roman Mosaics (Antonio Gaudi)	-	-	<u>Painting</u> The Amazon Rainforest/ Dream Paintings
<b>D &amp; T</b>	-	<u>Construction</u> Earthquake resistant buildings	<u>Textiles/ Construction</u> Anglo Saxon weaving/ shields	-
<b>RE</b>	How and why is Muhammad important to Muslims?	What can we learn about Easter from the arts? Understanding Christianity: Salvation	How and why do Hindus show respect for living things? Stories of Vishnu, Rama and Sita and significance to Hindus.	Why are the 5 pillars important to Muslims?
<b>PSHE/ SRE</b>	-British Values, Democracy and Law 1 & 2 -Vaccinations and diseases	-Helping others get help 1 & 2 - Self-image 1 & 2	-British Values: Government and Rules 1 & 2 -Healthy eating and a balanced diet	-Where does my food come from? -Being responsible part 1 & 2
<b>Music</b>	Tuned percussion/ melodic instruments	Use tuned/ untuned percussion to known rhythms and simple chords Dot notation	Play and perform melodies following stave notation	Composing music to create mood Major/ minor chords

	Rhythmic notation/ rising and falling phrases		Crotchet and quavers in rhythmic patterns	
<b>French</b>	-Revision of numbers to 50 -Places around us	-Revision of days of the week/ At School *Easter vocab	-Revision of numbers 0-60 -Giving instructions -Telling the time	-Rainforests *Easter vocab
<b>Forest School</b>	-Romans: stick catapults; Mosaics/Mandalas; Stick Roman numerals; Measuring shadows; Roman leaf headdress -Fire: Independent toasting of marshmallows for 's'mores' -Knot system and assisted building of big dens; Assisted-Independent use of loppers	-Volcanos: Build a volcano from sticks with leaves/flowers as lava; Erupting volcano experiment; Obstacle course over a 'Lava field' -Rope Bridge: Demonstrated knot work -Welly walk: Texture trail	-Anglo-Saxon houses from sticks and clay -Fire: Demonstrate lighting for assisted toasting of crumpets. -Shelter building: Assisted knot tying in loops	-Rainforests: ;'Big Art' to recreate the 4 layers of a rainforest -Welly walk: study of hedgerow layers -Independent use of loppers
<b>Educational Visits</b>	<b>Roman Chester</b>		<b>Visiting the Staffordshire Hoard at the Potteries Museum</b>	

	YEAR 5		YEAR 6	
	SPRING 1	SPRING 2	SPRING 1	SPRING 2
<b>Topic Name</b>	<b>The Tudors</b>	<b>Migration</b>	<b>Guilty or not guilty?</b>	<b>Antarctica</b>
<b>Humanities</b>	<b>History- Local History Study</b> <ul style="list-style-type: none"> <li>History of local site (Little Moreton Hall)</li> <li>Tudor monarchs/ turning points in history</li> <li>Tudor art/ fashion/ buildings</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>A study of migration and how it affects people and places.</li> </ul>	<b>History- Local History Study</b> <ul style="list-style-type: none"> <li>Focusing on crime and punishment, the justice system and policing across history.</li> <li>Local study of Cheshire Police and Greater Manchester Police force past and present.</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Identifying the climatic and physical features of Antarctica.</li> <li>Sustainability</li> <li>Grid references and mapwork</li> </ul>
<b>English (quality text and writing outcomes)</b>	<b>TWISTED FAIRY TALES</b> The Sleeper and the Spindle 	Wild is the wind/ The Journey 	<b>TWISTED FAIRY TALES</b> Hansel and Gretel 	Shackleton's Journey 
<b>Maths</b>	-Multiplication and division -Fractions	-Decimals and percentages -Perimeter and area -Statistics	-Ratio -Algebra -Decimals	-Fractions, decimals and percentages -Area, perimeter and volume -Statistics
<b>Science</b>	Separating mixtures	Reproductive Cycles	Sound	Notable Scientists
<b>PE</b>	Gymnastics	Net/ wall (tennis and/or badminton)	Gymnastics	Invasion Games (netball)
<b>Computing</b>	Online Safety	Strategic Searching Online	Online Safety	Know your network!
<b>No Outsiders</b>	To learn from our past.	To recognise when somebody needs help.	To stand up to discrimination. To challenges the causes of racism.	To promote diversity.
<b>My Happy Mind</b>	Meet Your Brain	Celebrate	Meet Your Brain	Celebrate
<b>Art</b>	<b><u>Textiles/ Creative Craft</u></b> Tudor Lady Craft	-	-	<b><u>Painting</u></b> Antarctica landscapes <b>(Van Gogh/ David Rosenthal)</b>
<b>D &amp; T</b>	-	<b><u>Construction</u></b> Bird Houses	<b><u>Textiles</u></b> Hansel & Gretel hand puppets	-
<b>RE</b>	The story of the 'Night of Power.' How do Muslims describe Allah?	What do the Christians believe about the Kingdom of God? How does Christianity help people find peace with God? Resurrection	Salvation/ Forgiveness	How do Christians believe God is with them?
<b>PSHE/ SRE</b>	-Communicating effectively 1 & 2 -Responsibility and inspiration 1 & 2	-Body language and communication 1 & 2	-British Values: law makers & activists -What is law and why do we need it?	-Feeling anxious 1 & 2 -Global warming (issues and prevention)

		-Resilience 1 & 2		
<b>Music</b>	Music from different time and places Use chords to compose to evoke atmosphere/ mood	Chordal accompaniments 3 part rounds (singing/playing) Triads	Compose for an occasion/ use musical vocabulary to explain composition choices	Semiquavers and minim rests 3/4 part rounds (singing/playing)
<b>French</b>	-Revision of numbers 0-80 -Weather and Seasons (Compound sentences)	- Wild animals and birds *Easter vocab	-Revision of numbers 1-100 -Describing a scene (Compound sentences)	-Food and drink (Compound sentences for likes/dislikes) *Easter vocab
<b>Forest School</b>	-Tudors: Leaves and mud to make face paints -Independent fire-striking and lighting cotton wool -Independent knot work and use of loppers for 3D structures and dens	-Study of different birds in our local environment including on a welly walk -Assisted to independent knot work for rope bridges -Assisted whittling with a knife	-Assisted to independent knot work to make a rope swing (Mrs G farm) -Independent fire lighting and keeping it lit for 10 mins	-Making shell fossils (Link to Antarctica fossils) -Assisted to independent use of a bow saw -Den building (Independent knot work)
<b>Educational Visits</b>	<b>Little Moreton Hall</b>		<b>Visit to GMP museum in Manchester.</b>	