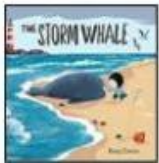

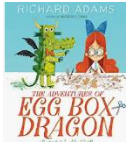
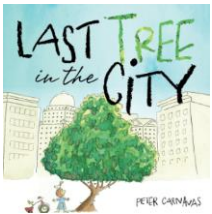

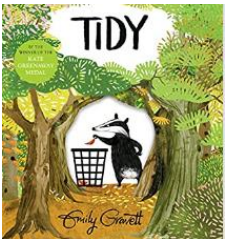
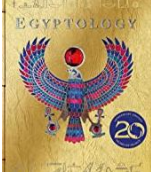
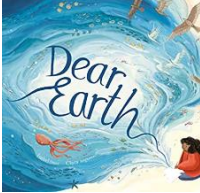




## SMALLWOOD PRIMARY ACADEMY- SUMMER TERM CURRICULUM OVERVIEW

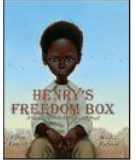

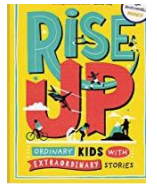

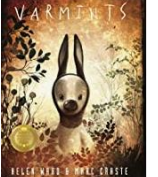
	EYFS		YEAR 1		YEAR 2	
	SUMMER 1	SUMMER 2	SUMMER 1	SUMMER 2	SUMMER 1	SUMMER 2
Topic Name	Oh I do like to be beside the seaside!	We've got the whole world in our hands.	Fire, Fire!	London and the UK	Inspiring Inventors	Asia: India and China
Humanities	<ul style="list-style-type: none"> <li>Seasides past and present.</li> <li>Safety in the sun and at the beach.</li> <li>Floating and sinking objects.</li> <li>Creating seaside maps.</li> <li>Ocean animals.</li> </ul>	<ul style="list-style-type: none"> <li>Reducing, reusing and recycling.</li> <li>Eco school posters.</li> <li>Litter picking.</li> <li>Plastic and pollution.</li> <li>Recycled materials mini beast hotel.</li> <li>Upcycling resources to make musical instruments</li> </ul>	<p><b>History</b></p> <p>A study of the Great Fire of London including London before, during and after the fire.</p>	<p><b>Geographical Study</b></p> <p>A study of London and the 4 countries in the United Kingdom including their location, physical and human features.</p>	<p><b>History</b></p> <p>A study of the lives of significant individuals in the past who have contributed to national and international achievements, including William Caxton and Tim Berners-Lee, The Wright Brothers and George Stephenson.</p>	<p><b>Geographical Study</b></p> <p>A study of India &amp; China, including their location, physical and human features, and a comparison/ contrast with an area of the UK.</p>
English	<p><u>The Storm Whale</u></p> 	<p><b>Environment</b></p> <p><u>Ossiri and the Bala Mengro</u></p> 	<p><u>The Adventures of Egg Box Dragon</u></p> 	<p><b>Environment</b></p> <p><u>The Last Tree in the City</u></p> 	<p><u>Rosie Revere Engineer</u></p> 	<p><b>Environment</b></p> <p><u>Tidy</u></p> 
Maths	<ul style="list-style-type: none"> <li>-To 20 and beyond</li> <li>-Spatial Reasoning</li> <li>-First, then, now</li> </ul>	<ul style="list-style-type: none"> <li>-Patterns &amp; relationships</li> <li>-Doubling</li> <li>-Sharing/ grouping</li> <li>-Even and odd</li> </ul>	<ul style="list-style-type: none"> <li>-Mass &amp; Volume</li> <li>-Length &amp; Height</li> <li>-Multiplication &amp; Division</li> <li>-Fractions</li> <li>-Geometry: position &amp; direction</li> </ul>	<ul style="list-style-type: none"> <li>-Place Value within 100</li> <li>-Money</li> <li>-Time</li> </ul>	<ul style="list-style-type: none"> <li>-Fractions</li> <li>-Time</li> </ul>	<ul style="list-style-type: none"> <li>-Statistics</li> <li>-Position &amp; Direction</li> </ul>

<b>Science</b>	Floating and Sinking	Understanding the World/ The Natural World	Uses of Everyday Materials	Scientists and Inventors	Biodiversity Mini-beasts	Animals including humans
<b>PE</b>	Hand-eye coordination/ Object control	Game-Play Development/ Athletics	Striking/ Fielding	Athletics	Striking/ Fielding	Athletics
<b>Computing</b>	-	-	Online Safety	Programming Toys	Presentation Skills	Using the internet
<b>No Outsiders</b>	To understand that it is okay to like different things.	To make friends with someone different.	To play with boys and girls.	To understand that our bodies work in different ways.	To feel proud of being different.	To be able to work with everyone in my class.
<b>My Happy Mind</b>	Appreciate Relate	Engage	Appreciate Relate	Engage	Appreciate Relate	Engage
<b>Art</b>	<b>Collage</b> Ice-creams and ocean animals	Art using recycled materials and natural resources.	-	<b>Printing</b> London Buildings (Lowry)	-	<b>Collage</b> Rangoli Art
<b>D &amp; T</b>	-	-	<b>Cooking &amp; Nutrition:</b> Bread	-	<b>Mechanisms</b> Wheels/ Axels	-
<b>RE</b>	Christianity (Belonging)	Christianity (Belonging, world and personal belief)	Judaism (Belonging)	Free choice enquiry (Personal belief, making life's journey)	Cross Religious (Authority)	Cross Religious (Belonging)
<b>PSHE/ SRE</b>	-Cities, towns, land and sea -Water safety	-Trusted adults -Making mistakes	-First Aid and CPR -Emergency Services	-Road Safety -Safety Symbols -Understanding difficult feelings	-My private body -Fight or flight	-Screentime safety -Fire safety
<b>Music</b>	-Music making and dance	-Perform songs, rhymes, poems and stories	-Music Organisation (beginning, middle, end) -Musical instruments (select for a purpose)	-Rhythm and melodic patterns -Creating lyrics -Music technology	-Recording of 4 beat rhythmic patterns -Sounds and mood -Recognising changes in tempo, timbre, dynamics and texture	--Rhythm and melodic question and answer phrases -Create and perform chanted rhythms -Represent chanted rhythmic patterns with stick notation
<b>French</b>	-Numbers 0-15 -The seaside -Fruit	- On the Farm *Summer holiday vocab	-Revision of numbers 0-20 -Vegetables: Likes and dislikes	-Revise fruit/Ice-cream flavours *Summer holiday vocab	-Revision of numbers 0-30 -Family (Immediate)	-Food and Drink *Summer holiday vocab
<b>Forest School</b>	-Patterns with stones and shells -Assisted toasting of marshmallows -Clay seaside animals	-Welly walk/ litter pick -Minibeast hunt/ pictures -Overhand knots	-Minibeast checklist -'Big Art' for a 'Great Fire of London' scene -Story telling and stick work linked to 'The adventures of Egg Box Dragon'	-Tree collage with sticks/leaves/shells -Welly walk, focussing on the different trees in the local area -Fire: Assisted toasting marshmallows	-Minibeast tally chart -Forces: Pulleys between trees to move objects/ teddies -Demonstrate use of a bow saw -Independent building of mini dens	-Mandala patterns with natural materials -Indian artwork: Rangoli patterns; Torans with leaves; Warli art - Fire: Independent toasting of marshmallows -Welly walk/ Litter pick
<b>Educational Visits</b>						



	YEAR 3		YEAR 4	
	SUMMER 1	SUMMER 2	SUMMER 1	SUMMER 2
<b>Topic Name</b>	<b>Ancient Egypt</b>	<b>The UK</b>	<b>Vikings</b>	<b>Europe</b>
<b>Humanities</b>	<b>History</b> A study of Egypt and the achievements of this early civilization.	<b>Geographical Study</b> A study of the UK and the countries and counties within it. Children will build on their knowledge of the UK from KS1.	<b>History</b> A study of the Viking raids, Alfred the Great, settlements and Danelaw and the Norman Invasion.	<b>Geographical Study</b> A study of Europe, including locating countries in Eastern and Western Europe and studying and comparing their human and physical features.
<b>English (quality text)</b>	<u>Egyptology</u> 	<u>Environment</u> <u>Dear Earth</u> 	<u>Arthur &amp; The Golden Rope</u> 	<u>Environment</u> <u>The Secret Sky Garden</u> 
<b>Maths</b>	-Fractions -Money -Time	-Time -Shape -Statistics	-Decimals -Money -Time	-Shape -Statistics -Position & Direction
<b>Science</b>	-Magnetism and forces		-Electrical Circuits	-Scientists and Inventors
<b>PE</b>	Striking/ Fielding	Athletics	Striking/ Fielding	Athletics
<b>Computing</b>	Programming Turtle Logo/ Scratch	Presentation Skills	Scratch: questions and quizzes	
<b>No Outsiders</b>	Strategies to help someone who feels different.	To be welcoming.	To ask questions.	To be who you want to be.
<b>My Happy Mind</b>	Appreciate Relate	Engage	Appreciate Relate	Engage
<b>Art</b>	<u>Sculpture</u> Scarab Beetles (Barbara Hepworth)	<u>Drawing</u> City Landscapes (Steven Wiltshire)	-	-
<b>D &amp; T</b>			<b>Structures</b> Viking Long Boats	<b>Architecture/ Sculpture</b> Famous Bridges and Buildings in Europe (Antonio Gaudi/Anthony Gormley)
<b>RE</b>	Christianity/ Humanism (The self/ authority)	Judaism (Belonging)	Cross Religious/ World Views (God, the world and self)	Christianity- Free choice enquiry (God, the world and self)
<b>PSHE/ SRE</b>	-Sun safety -Safety with household medicines -Personal hygiene	-Fair Trade -Problem Solving & Time management	-Bullying -Problem solving and resourcefulness	-The importance of physical activity -British Values: Freedom in beliefs
<b>Music</b>	-Sing as a choir to an audience	-Listen to and describe music	-Use of music technology	-Unison songs (range of an octave)

	- Compose song accompaniments on untuned and tuned percussion -Compose music with a given structure	-Compose in response to different stimuli using percussion, music technology and familiar instruments	-Stylistic features within a genre	-Major and minor chords -The relationship between minims, crotchets, paired quavers and rests
<b>French</b>	-Revision of numbers to 50 -Animals and their habitats	-What do we see in a city? *Summer holiday vocab	-Revision of numbers 0-60 -Food and Drink (Writing a menu)	-Family (Extended) *Summer holiday vocab
<b>Forest School</b>	-Egyptian jewellery with natural materials -Building pyramid-shaped dens with sticks -Assisted cooking of hot dogs	-Demonstrated to assisted use of a bow saw -Welly walk/ Litter pick -Assisted to independent den building	-Viking longboats with sticks and natural materials -Dens in the style of a Viking hut -Demonstrated to assisted use of 'Kelly Kettles'	-Independent knot work for building a picture frame -Demonstrated to assisted keeping a fire going -Demonstrated to assisted knife work to whittle sticks -Welly Walk/ Litter pick
<b>Educational Visits</b>				

	YEAR 5		YEAR 6	
	SUMMER 1	SUMMER 2	SUMMER 1	SUMMER 2
<b>Topic Name</b>	<b>Slavery</b>	<b>The Americas</b>	<b>Inspiring Individuals</b>	<b>Globalisation/ Fieldwork</b>
<b>Humanities</b>	<b>History</b> A study of the origins of the Transatlantic Slave Trade, the Atlantic Passage, enslaved Africans and the abolition of slavery.	<b>Geographical Study</b> A study of North and South America including locating both continents and countries within them and comparing/ contrasting with the UK.	<b>History</b> A study of significant individuals throughout history who have had an impact on science, human rights and technology.	<b>Geographical Study</b> A short study of globalisation including economic, political and social. Geography of the local area, including field work and data collection.
<b>English (quality text and writing outcomes)</b>	<u>Henry's Freedom Box</u> 	<u>Environment</u> <u>The Lost Book of Adventure</u> 	<u>Rise Up/ On the Origins of Species/ Darwin- An Exceptional Voyage</u>  	<u>Environment</u> <u>Varmints</u> 
<b>Maths</b>	-Decimals -Shape -Position & Direction	-Negative numbers -Converting units -Volume	-Statistics -Algebra -Shape -Position & Direction	-Consolidation -Problem Solving -Enterprise business project
<b>Science</b>	-Forces	-Earth and Space	-Evolution and Inheritance	-Electricity
<b>PE</b>	Striking/ Fielding	Athletics	Striking/ Fielding	Athletics
<b>Computing</b>	Scratch: developing games		Film Making	
<b>No Outsiders</b>	To justify my actions.	To accept people who are different from me.	To consider how my life may change as I grow up.	To recognise my freedom.
<b>My Happy Mind</b>	Appreciate Relate	Engage	Appreciate Relate	Engage
<b>Art</b>	<u>Printing/ Textiles</u> Batik fabric printing and quilting (making a freedom quilt)	<u>Photography/ Mixed Media Art</u> Exploring light/ angles & Pop Art (Andy Warhol)	-	-
<b>D &amp; T</b>			<u>Cooking and Nutrition</u> Restaurant Enterprise Project to cover all aspects of food hygiene, preparation and cooking.	
<b>RE</b>	Christianity- creativity (Authority)	Generic Pilgrimages (Making life's journey)	Cross Religious/ World Views/ Family Life (God, the world and self/ Personal belief)	Christianity- God (God, the world and self/ Personal belief)
<b>PSHE/ SRE</b>	-Dealing with adversity	-Supporting the community	-My amazing body	-Organisation of life

	-Junk food & nutritional values	-The NHS	-Enterprise and business -Tax	-Transition
<b>Music</b>	-Compose music to evoke atmosphere, mood or environment -Major and minor scales -Triads	-Music from other cultures (develop cultural respect and celebrate difference) -Record using graphic symbols, rhythmic notation and time signatures	-Create music with multiple sections -Melodies	-Singing (rounds, syncopated rhythms) -Melodies beyond 8 beats
<b>French</b>	-Revision of numbers 0-80 -Describing people	-Going to a shop/cafe *Summer holiday vocab	-Revision of numbers 1-100 -Revision of telling the time/ Bus & train timetables	-Running a French cafe *Summer holiday vocab
<b>Forest School</b>	-Assisted fire lighting and keeping it lit for 10 minutes -Welly walk/ Litter pick -Assisted rope bridge as part of an obstacle course	-Photography/ mixed media artwork using natural resources - Independent den building -Assisted bow saw & axe work for splitting logs -Assisted use of 'Kelly -Kettles'	-Assisted knot work (for lifting one another) -Assisted/Independent use of 'Kelly Kettles' -Welly walk on Bosley Cloud	-Orienteering/ map work -Independent cooking of a 3-course meal on an open fire -Independent den building; Assisted to independent bow saw & axe work for splitting logs
<b>Educational Visits</b>				- <b>Supermarket visits to purchase ingredients.</b> - <b>Leavers' trip to Round Pond.</b>