

Breadsall CE Primary



Curriculum Overview

Cycles A and B

Breadsall CE Primary School Long Term Curriculum Map

	Autumn		Spring		Summer	
Reception	Beyond your imagination	Opposites	Space	Water	Growing	Animals
A Years 1&2	Within Living Memory What events happened in the 1960s? What has changed since your grandparents were young?		Beside the Seaside What is life like for Katie Morag? Why do we love to be beside the seaside? Local study and comparison: Breadsall		Life in Kenya Study of a non-European contrasting place. Where would you prefer to live: England or Kenya?	
B Years 1&2	Beyond Living Memory Why did the Great Fire of London start? What is the Gunpowder Plot?		Hot and Cold Places Why can't meerkats live by in the South Pole? Why can't penguins live by the equator?		Famous People How have people like Rosa Parks made the world a safer place? Who is Florence Nightingale?	
A Years 3&4	The Active Planet What makes the Earth angry?		Anglo Saxons/Vikings From the end of the Roman occupation to 1066: How did Britain change?		The Derwent Valley Why is the River Derwent so important to Derby? (Includes Geography Local Study)	
B Years 3&4	Stone Age to Riotous Romans From Stone age Britain to the end of the Roman occupation: How did Britain change? (Includes History Local Study)		Down in the Jungle Why should the rainforests matter to all of us?		It's all Greek to Me! Why were the Ancient Greeks ruled by their Gods? / Why do so many people choose to go to the Mediterranean for their holiday?	
A Years 5&6	World War II Why did the Battle of Britain take place?		The Golden Age Why was the Islamic civilization (AD900) known as the Golden Age?		Coast / Mapping I'm a Breadsall pupil, how can you get me out of here?	
B Years 5 & 6	Incredible Egyptians How can we recreate the wonder of Ancient Egypt?		Trash! Why has Brazil got one of the world's fastest growing economies?		Planet Earth How can we save our Planet?	

Curriculum Overviews for:
Reception
Years 1 and 2
Years 3 and 4
Years 5 and 6

Reception Curriculum Overview

Early Learning Goals		Beyond your imagination	Opposites	Space	Water	Growing	Animals
Personal, Social and Emotional Development	Making Relationships ELG Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Golden rules in relation to how to treat others. How can we play nicely with each other? – Rainbow Fish/Elmer	Introduction of board games and turn taking. Children to play independently.	Encourage children to take into account each other's ideas by junk modelling in teams	Show sensitivity to others Encourage looking after others and forming positive friendships	Working in teams to plant a flower (blindfolded?!). How do the children communicate?	Discuss how to look after animals and form positive relationships with others through role play.
	Self-confidence and awareness ELG Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children settle into school and discuss their likes. Children choose own resources from junk modelling.	Children to gain confidence to speak in group. Begin to practise talk partners.	Children to try new activities including different types of sensory play. Begin Big Talk	Children continue to discuss their likes and dislikes as well as choosing their own resources.	Children continue to talk in a familiar group ensure that they are able to listen to other ideas too.	Children are self-confident, able to talk about likes/dislikes and can talk about when they do or do not need help.
	Managing feelings and behaviour ELG Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Golden rules introduction and discuss how we might show different feelings.	Working as a team to create a boat etc. out of junk modelling/construction. Adjust behaviour for different situations such as nativity.	Discussion about how to behave and consequences of behaviour.	Working together to be a team in order to complete a task. Understand and follow the rules	Children are able to get along with the rest of the class. The behaviour in accordance to school rules and can discuss unacceptable behaviour.	Children are able to get along with the rest of the class. The behaviour in accordance to school rules and can discuss unacceptable behaviour.
Communication and Language	Listening and Attention ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Listening and recalling stories Sequencing stories Predicting different endings to stories.	Listening to stories, anticipate key events in story. Introduce talking partners and turn taking rules	Listening to stories and responding to what they hear with relevant comments, questions or actions.	Predicting key events in stories and retelling in detail. Begin to answer comprehension questions orally.	Responding to what others say whilst engaged in another activity. Practise conversational skills.	Children continue to listen and recall stories in detail. Practise anticipating key endings and sequencing.
	Understanding ELG Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Practise sequencing different stories including stories about dragons/knights etc. Introduce Q when listening to stories. Chatter boxes	Introduce instructions and allow practise e.g. how to be a space man/get through a maze/build a snow man etc.	Answering how and why questions in response to stories and recount of astronauts	Continue to practise following and making up instructions. Use cooking simple recipes to help.	How and Why questions about where food comes from and how it grows. Instructions on growing a plant.	PET DAY Questions focusing on 'how or why' to look after pets.
	Speaking ELG Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Retelling fairy stories Reciting Nursery Rhymes Developing oral stories via big talk.	Begin to develop own narratives in regard to things that they are like or are good at. Discuss Christmas in future tense.	Ensure conversational skills and reiterate talking partners. Encourage to talk about Christmas in past tense.	Retelling stories and sequencing using correct tense. Finding the right tense for a sentence.	Sequencing events for grow of plant and using tenses when talking about growing.	Connecting Growth between animals and plants. What are differences?

Early Learning Goals		Beyond your imagination	Opposites	Space	Water	Growing	Animals
Physical Development	Moving and Handling ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Fine motor skills including playdough/screws /threading	Gymnastics – over/under/through and negotiating space	Using tools to fix the space ship (supervised tool use – saw/hammer?!) Dance	Pouring to develop gross motor skills Lifting heavy containers with water	Using knives to make salads	Risk management – ladders Climbing over etc. and moving in variety of ways
	Health and Self Care ELG Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Importance of toileting Changing for PE	Importance of hygiene including washing hands/brushing teeth.	Internet Safety	Brushing teeth Discussion over hygiene Fire Safety	Healthy Diet	Looking after our bodies – importance of exercise Road Safety
Literacy	Reading ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Humpty Dumpty Little Bo Beep 3 Blind Mice / Jack and Jill Goldilocks / 3 Little Pigs Billy Goats Gruff Gruffalo Little Red Riding hood	Up and Down Lost and Found Stuck Enormous Turnip	Q Pootle 5 Aliens love smelly jelly Here come the aliens Come to tea on the planet Zumzee Aliens love underpants How to catch a star Whatever next	Barry the Fish with Fingers Commotion in the Ocean Tiddler The Teeny Weeny Tadpole The Lighthouse Keeper's lunch Rainbow Fish Snail and Whale	Jack and the beanstalk Jack's beanstalk stinks Jasper's beanstalk Jim and the beanstalk Super worm Bad tempered Ladybird What the ladybird heard	The tiger who came to tea Dear Zoo Supermarket Zoo Elmer Rumble in the Jungle Giraffes can't dance
	Writing ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	RWI Phase 2 Learning basic letter sounds Nelson Handwriting	RWI Phase 2 Writing CVC words and correct letter formation Nelson Handwriting	RWI Phase 3 CVCC words and diagraphs. Spotting diagraphs in words	RWI Phase 3 CVCC words and diagraphs. Spotting diagraphs in words	RWI Phase 3 Writing words with trigraphs and diagraphs	RWI Phase 3 Focus on sentences including full stops and capital letters.
Mathematics	Numbers ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Recognising numbers 1-5 Comparing groups 1-5	Change within numbers 1-5 Introduction 1-10 Building with Numicon	Number bonds within 5 Numbers up to 10 Comparing Numbers within 10 Addition to 10	Number bonds to 10 Recap all numbers to 10 Introduce teen numbers	Counting on and back Odd and Even Numbers	Numbers 1-100 Numbers 1-20 and number bonds Numerical patterns
	Shape, space and measure ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Sorting 2D Shapes Pattern	Time Weight	Space and Shape 3D Shapes	Money Positional language	Exploring Pattern Recap 2D and 3D Shapes	Measure including height, weight, time, capacity

Early Learning Goals		Beyond your imagination	Opposites	Space	Water	Growing	Animals
Understanding the world	People and Communities ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Different families same love Look at book 'Mixed' and discuss unique qualities. Stories of Elmer Golden rules	Christmas around the world Diwali Festival of Light Hanukkah	Discussion about man going to the moon. Looking at timelines. Create a simple timeline e.g. of technology	Well dressing and community. Can discuss things that they like/are good at.	Respect for other cultures and beliefs	Events that have happened in the past e.g. going on a trip/to the zoo.
	The World ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Looking at different materials. What can I build a castle out of?	What changes have to be made. Look at desert vs snow environment. Opposite vs camel v polar bear	How people live in space and how it is different from earth.	Freezing and melting Talk about how changes occur with water and apply knowledge to other situations	Labelling parts of a plant Growing plants and observing changes	Food chains Adaptations Pets Farm animals – where our food comes from
	Technology ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Using iPads to take photos	Using remote control toys	Exploring technology from the past and putting in a timeline.	Using iPads	Beginning to use laptops	Beginning to use laptops
Expressive Art and Design	Expressive Art and Design ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Singing nursery rhymes Building a castle out of junk modelling Creating dragons/unicorns from	Dance Creating cars with wheels out of various materials including junk modelling and construction.	Use 'tools' to create a space rocket Experiment with colour, using different textures on rockets Junk modelling rockets	Threading and weaving Water colour pictures	Observational painting of flowers Painting with different vegetables and different textures including marbles and string.	Lion king dance Stage and masks for animal shows Animal songs and Noah's Ark.
	Being imaginative ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Castle Role play Story Telling with props	Stage area with musical instruments IPads to photograph shows	Space role play Building rockets out of junk modelling and new	Under the sea role play	Jungle role play	Zoo role play

Breadsall CE Primary School – Curriculum Overview		Maple Class (Year 1 and Year 2)	Cycle A
Cycle A	Autumn	Spring	Summer
Topic	Changes in Living Memory	Beside the Seaside	Life in Kenya
Question	How has the world changed since our parents were young?	What is life like for Katie Morag? Why do we love to be beside the seaside?	Why would a giraffe not make a good pet? Where would you prefer to live – Kenya or England?
Field work	Sudbury Hall & Museum of Childhood	Village study of Breadsall	Yorkshire Wildlife Park
Text(s)	A lion in the meadow, Dogger, Dinosaurs and all that rubbish, One world, The disgusting sandwich	Katie Morag stories Lighthouse keeper stories Poetry	Tinga Tinga Tales Handa's Surprise/ Handa's Hen Traditional tales from Africa
Literacy genres	• Stories in familiar settings • Stories with repeating patterns • Labels, lists & signs • Information texts • Songs & repetitive poems • Poems with pattern & rhyme	• Instructions • Information texts • Poems about the senses	• Traditional tales from Africa Letters • Fantasy stories • Information texts – Kenyan animals • Poems about nature • Traditional Poems
Mathematics	Power Maths Book A	Power Maths Book B	Power Maths Book C
Science	Materials Reduce, reuse & recycle	Ocean animals Food chains - water	Animals including humans
History	Changes within Living Memory – home, transport, communication, toys, food, music, 1960s events	Seaside holidays in the past	
Geography		• Compass directions • Locational & directional language • Geographical (human & physical) features • Devising simple maps and planning routes • Basic symbols & keys • Aerial photos • Geography of the school environment • Comparison of coast and inland	Non-European country: Kenya – compare and contrast Where in the world do we find different animals? – focus on warmer countries

Cycle A continued	Autumn		Spring		Summer	
Topic	Changes in Living Memory		Beside the Seaside		Life in Kenya	
Art & Design	Toys, Christmas art, recycling posters		Andy Goldsworthy		Animal Art	
Computing Teach Computing	Year 1 Computing systems & networks: Technology around us Creating media: Digital painting Year 2 Computing systems & networks: IT around us Creating media: Digital photography		Year 1 Programming A: Moving a robot Programming B: Introduction to animation Year 2 Programming A: Robot algorithms Programming B: Introduction to quizzes		Year 1 Creating media: Digital writing Data & information: Grouping data Year 2 Creating media: Making music Data & information: Pictograms	
DT	Creating paper toys including ones that move		Design a boat		Design and make an animal mask	
Music Music Express / Charanga	Nativity Performance I wanna play in a Band Extra: Listen to music from 1945 to present - compare		Oceans, Rivers and Seas Easter songs for KS1 service		Banana Rap Animals	
PE If wet Cyber Coach /multi skills	Multiskills – Athletics Dance		Invasion Games - Handball/Dodgeball Gymnastics		Ball Skills- Football Throwing and Catching – Kwik Cricket	
PSHE Life	Digital well-being Safety First		Aiming High Be Yourself		Money Matters Growing Up	
RE Derbyshire agreed syllabus for RE	God - What do Christians believe God is like?	Incarnation - Why does Christmas matter to Christians?	Believing: 1.2 Who is a Muslim and what do they believe? (Part 1)	Believing: 1.2 Who is a Muslim and how do they live? (Part 2)	Creation - Who made the World?	Expressing: 1.6 What makes some places sacred?

Breadsall CE Primary School – Curriculum Overview		Maple Class (Year 1 and Year 2)	Cycle B
Cycle B	Autumn	Spring	Summer
Topic	Beyond Living Memory	Hot and Cold Places	Famous People
Question	Why did the Great Fire of London start?	Why don't meerkats live at the North Pole? Why don't penguins live near the Equator?	Who are the heroes of Derbyshire?
Field work	Open Centre – Mosque & different churches	Village Study	Calke Abbey
Text(s)	Zog Christmas Stories The Tiger who came to Tea Stuck Farmer Duck	Lost & Found Meerkat Mail Non-fiction	Traditional Tales Fairy stories - e.g. Brothers Grimm
Literacy genres	Stories in familiar settings Stories with repeating patterns Labels, lists & signs Information texts Songs & repetitive poems Poems with pattern & rhyme	Stories with repeating patterns Instructions – Weather & seasons Information texts – Seasonal patterns Poems about the senses (related to Spring) Humorous poems	Fairy stories and traditional tales Fantasy Letters Information texts Poems about nature Traditional poems
Mathematics	Power Maths Book A	Power Maths Book B	Power Maths Book C
Science	Seasonal Changes: Autumn Materials	Seasonal Changes: Spring Living things and their habitats	Seasonal Changes: Summer Plants
History	Great Fire of London Guy Fawkes Remembrance Day		Derbyshire Heroes Florence Nightingale Rosa Parks
Geography		Name and locate the world's seven continents and five seas Location of hot and cold areas of the world in relation to the Equator and the North and South Poles – focus on colder places	Geographical knowledge of Derbyshire

Cycle B continued	Autumn		Spring		Summer	
Topic	Beyond Living Memory		Hot and Cold Places		Famous People	
Art & Design	Colour chaos (Line and colour) Firework pictures / Fire of London scene Christmas craft		Colour Wheel Hot and Cold Art work Make a clay pot for Diwali		Art related to Van Gogh and Monet – collage Well Dressings	
Computing Teach Computing	<u>Year 1</u> Computing systems & networks: Technology around us Creating media: Digital painting <u>Year 2</u> Computing systems & networks: IT around us Creating media: Digital photography		<u>Year 1</u> Programming A: Moving a robot Programming B: Introduction to animation <u>Year 2</u> Programming A: Robot algorithms Programming B: Introduction to quizzes		<u>Year 1</u> Creating media: Digital writing Data & information: Grouping data <u>Year 2</u> Creating media: Making music Data & information: Pictograms	
DT	Make 3D models of houses (Tudor houses for Fire of London)		Food Technology: Fruit skewers / smoothies / Ice pops		Design a mini garden Healthy Eating (growing vegetables)	
Music Music Express / Charanga	Round, Round (London's Burning) The Dragon Song Nativity Performance		In the Groove Our World		Jack & the Beanstalk Minibeasts	
PE If wet aerobics /multi skills	Multiskills - Athletics Dance		Invasion Games – Unihoc Gymnastics		Ball Skills – Tennis Throwing and Catching- Rounders	
PSHE Life	It's my body VIPs		Think positive Diverse Britain		One World TEAM	
RE Derbyshire agreed syllabus for RE	Living: Who is Jewish and how do they live? (Judaism)	Expressing: 1.6 How and why do we celebrate special and sacred times?	Gospel - What is the Good news that Jesus brings? part 1	Salvation - Why does Easter matter to Christians?	Gospel - What is the Good news that Jesus brings? (Part 2)	Living - How should we care for others and the world and why does it matter?

Breadsall CE Primary School – Curriculum Overview		Willow Class (Year 3 and Year 4)		Cycle A
Cycle A	Autumn	Spring	Summer	
Topic	The Active Planet	Anglo Saxons / Vikings	The Derwent Valley	
Question	What makes the Earth angry?	From the end of the Roman occupation to 1066 : How did Britain change?	Why is the River Derwent important to Derby? (Includes Geography Local Study)	
Text(s)	Escape from Pompeii King of the Cloud Forests	Beowulf	The Wind in the Willows	
Literacy genres	Stories in familiar settings Stories from other cultures (Mountain stories) Non-chronological reports (mountain animals) Stories with historical settings (Pompeii) Recounts (school trip) Syllabic poems (mountain haikus) Poems to perform	Fables Myths and legends (Beowulf) Chronological reports (Newspaper reports) Information texts (Instruments) Image poems List poems and kennings	Stories with humour Fairy stories and play scripts Persuasive writing Instructions and explanations Nonsense poems (Lear and Carroll) Poetry by heart	
Mathematics	Power Maths Book A	Power Maths Book B	Power Maths Book C	
Science	Rocks / States of matter Water Cycle	Electricity Light	Plants	
History		Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		
Geography	Describe and understand key aspects of physical geography, including mountains, volcanoes, oceans, seas, rivers, earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate the world's continents concentrating on the seas and oceans	Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources. Use sketch maps to record features. Understand some aspects of human geography including place names that describe the settlement. Locate the some of the world's countries using maps to focus on Europe, particularly Scandinavia.	Name and locate counties and cities of the UK (and Europe), geographical regions (rivers) and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	

Cycle A continued	Autumn		Spring		Summer	
Topic	The Active Planet		Anglo Saxons / Vikings		The Derwent Valley	
Art & Design	Katshushika Hokusai 36 views of Mount Fuji Stormy weather (painting, drawing, pastels, charcoal)		Anglo-Saxon jewellery (clay)		Monet's River (painting skills)	
Computing Teach Computing	Year 3 Computing systems and networks: Connecting computers Creating Media: Animation Year 4 Computing systems and networks: The internet Creating media: Audio editing		Year 3: Creating media: Desktop publishing Data and information: Branching databases Year 4 Creating media: Photo editing Data and information: Data logging		Year 3 Programming A – Sequence in music Programming B – Events and actions Year 4 Programming A: Repetition in shapes Programming B: Repetition in games	
DT	Volcanoes sculpture (junk/mod-roc) Building Bridges		Light Up Signs		Seasonal Food (Derbyshire Dishes)	
French CGP Salut + Twinkl	Core Unit 1: Introducing Yourself Unit E: My Home		Unit A: Animals Unit D: Playtime		Unit C: At School Unit F: My Town	
Music Music Express / Charanga	Whole class music tuition - Music Partnership		Whole class music tuition - Music Partnership		Whole class music tuition - Music Partnership End of year production	
PE If wet then Cyber Coach /multi skills	Invasion Games-Tag Rugby Athletics	Invasion Games – Basketball Dance	Invasion Games- Dodgeball Gymnastics	Striking and Fielding- Rounders Swimming	Net Games – Volleyball Swimming	Orienteering Swimming
PSHE Life	Aiming High Be Yourself		Digital Wellbeing Diverse Britain		Growing Up It's my Body	
RE Derbyshire agreed syllabus for RE	Creation / Fall – What do Christians learn from the creation story?	Incarnation – What is Trinity?	Expressing: Why do some people think life is a journey? What significant experiences mark this?	Salvation – Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God – When Jesus left, what was the impact of Pentecost?	Living: What can we learn from religions about deciding what is right and wrong?

Breadsall CE Primary School – Curriculum Overview		Willow Class (Year 3 and Year 4)	Cycle B
Cycle B	Autumn	Spring	Summer
Topic	Stone Age to the Romans - Hunter-Gatherers to Gladiators	Down in the Jungle (Rainforests)	The Ancient Greeks
Question(s)	From Stone Age Britain to the end of the Roman occupation: How did Britain change? (Includes Local History Study)	Why should Rainforests matter to us all?	Why were the Ancient Greeks ruled by their Gods? Why do so many people choose to go to the Mediterranean for their holiday?
Text(s)	The Boy with the Bronze Axe Roman Diary: The Journal of Iliona Stone Age Boy How to Wash a Woolly Mammoth	The Explorer / The Lorax The Forever Forest / Seasons of Splendour The Tiger Child	Orchard Book of Greek Myths Marcia Williams Greek Myths
Literacy genres	Stories set in imaginary worlds Stories with historical settings (Skara Brae) Stories from the same author Non-chronological reports Recounts Performance poems / Traditional poems	Stories from other cultures (Jungle stories) Adventure stories Persuasive writing Humorous poems Shape poems	Myths and legends (Greek Gods) Plays and dialogue Information Instructions and explanations Traditional poems / Creating Images
Mathematics	Power Maths Book A	Power Maths Book B	Power Maths Book C
Science	Forces and Magnets / Sound	Living things and their habitats	Animals, including humans (2)
History	Stone Age - Iron Age Britain Roman ruling system / The Roman Empire Roman Conquest / Roman architecture		Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	To locate countries, using maps to focus on Europe; To understand key aspects of human geography including types of settlement and land use. Identify capital cities and school location on map of UK. Identify towns and cities in Britain that were old Roman cities. Discuss why some sites might have been chosen as a place to settle.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. Explore the effect humans can have on their environment. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. (Greece) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Cycle B continued	Autumn		Spring		Summer	
Topic	Stone Age to Romans		Down in the Jungle (Rainforests)		Ancient Greeks	
Art & Design	Cave paintings Roman Mosaics		Henri Rousseau study / rainforest painting Study of tribal art		Sculpture: Pottery Theatre masks (papier-mâché)	
Computing Teach Computing	Year 3 Computing systems and networks: Connecting computers Creating Media: Animation Year 4 Computing systems and networks: The internet Creating media: Audio editing		Year 3: Creating media: Desktop publishing Data and information: Branching databases Year 4 Creating media: Photo editing Data and information: Data logging		Year 3 Programming A – Sequence in music Programming B – Events and actions Year 4 Programming A: Repetition in shapes Programming B: Repetition in games	
DT	Moving Monsters: Using pneumatics		Rainforest Creatures		Breadmaking	
French CGP Salut + Twinkl	Core Unit 2: Days of the Week, Colours & Numbers to 20 Unit H: The Body		Core Unit 3: Parts of the Body, Numbers to 31 & Months Unit G: Describing People		Unit B: Food Unit I: Sport	
Music Music Express / Charanga	Charanga: Mamma Mia Charanga: Glockenspiel Stage 1 Harvest service practice		Sounds of the Rainforest: Rain sticks Charanga: Stop! Charanga: Lean on me		Charanga: Lean on Me Charanga: Reflect, Rewind, Replay End of Year Production	
PE If wet then Cyber Coach /multi skills	Invasion Games – Hockey Athletics	Invasion games - Netball Dance	Invasion games - Football Gymnastics	Net Games – Tennis Swimming	Orienteering Swimming	Striking and Fielding – Kwik Cricket Swimming
PSHE Life	Money Matters One World		Safety First Team		Think Positive VIPs	
RE Derbyshire agreed syllabus for RE	People of God What is it like to follow Jesus? Believing: Why is Jesus inspiring to some people?	Expressing: Why are festivals important to religious communities?	Gospel What kind of World did Jesus want?	Believing: Why is the Bible important for Christians today?	Expressing: Why do people pray?	Living: What does it mean to be a Hindu in Britain today?

Breadsall CE Primary School – Curriculum Overview		Oak Class (Year 5 and Year 6)	Cycle A 2021 - 2022
Cycle A	Autumn	Spring	Summer
Topic	World War II	The Golden Age	Coast
Question	Why did the Battle of Britain take place?	Why was the Islamic State known as the Golden Age?	I'm a Breadsall pupil, how can you get me out of here?
Text(s)	Goodnight Mr Tom	Tales from Arabian Nights	Wreck of the Zanzibar
Literacy genres	Historical stories Significant authors Recounts Instructions and explanations Narrative poems Choral and performance poetry	Tales from other cultures Stories with flashbacks Persuasive writing Non Chronological reports & journalistic writing Free form poems Classic Poems	Classic fiction Modern Classic Fiction Chronological Reports Poet study
Mathematics	Power Maths A	Power Maths B	Power Maths C
Science	Light Electricity	Animals including humans (2 units)	Living things & their habitats (2 units)
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Events leading up to the Battle of Britain	A non-European society that provides contrasts with British history – Early Islamic Civilisation, including a study of Baghdad. c AD 900	
Geography			Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Derbyshire) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Describe and understand key topographical features including coasts

Cycle A continued	Autumn		Spring		Summer	
TOPIC	World War II		The Golden Age		Coast	
Art & Design	War Artists		Islamic Art – repeating & symmetrical patterns Paper making		Seascapes – art and the sea.	
Computing Teach Computing	<u>Year 5</u> Computer Systems and Networks: Sharing Information Creating Media: Vector Drawing <u>Year 6</u> Computer Systems and Networks: Communication Creating Media: 3D Modelling		<u>Year 5</u> Creating Media: Video Editing Programming A: Selection in physical Computing <u>Year 6</u> Creating Media: Web page creation Programming A: Variables in games		<u>Year 5</u> Data and Information: Flat-file databases Programming B: Selection in quizzes <u>Year 6</u> Data and Information: Spreadsheets Programming B: Sensing	
DT	Moving Vehicles (linked to science topic on electricity & circuits)		Understand the principles of a healthy and varied diet / prepare and cook a variety of savoury dishes / understand seasonality		'Marbulous' Structures (Marble run) (Investigate free standing structures and how they can be strengthened and reinforced)	
French CGP Salut + Twinkl	All About Ourselves Family and Friends		Time Travelling Visit a French Town		Let's go Shopping All in a Day	
Music Music Express / Charanga	Music Express – At the Movies		Music Express – Journeys (PHSE link to Changes)		End of year production Music Express – Keeping Healthy	
PE If wet Aerobics /Multi skills	Athletics Swimming	Invasion Games- Basketball Swimming	Gymnastics Swimming	Invasion Games- Netball Dance	Net Games –Tennis	Striking & Fielding – Cricket Orienteering
PSHE Life	It's my Body Safety First		Be yourself Digital Well-being		Money Matters Growing Up	
RE Derbyshire agreed syllabus for RE Understanding Christianity	God – What does it mean if God is holy and loving? Believing: Why do some people believe God exists?	Incarnation - Was Jesus the Messiah?	People of God How can following God bring freedom and justice? Believing: What do religions say to us when life gets hard?	Salvation What did Jesus do to save human beings? (Y5) What difference does resurrection make for Christians? (Y6)	Expressing: is it better to express your religion in arts and architecture or in charity and generosity?	Kingdom of God What kind of King is Jesus?

Breadsall CE Primary School – Curriculum Overview		Oak Class (Year 5 and Year 6)	Cycle B
Cycle B	Autumn	Spring	Summer
Topic	Incredible Egyptians	Trash!	Planet Earth
Question	How can we recreate the wonder of Ancient Egypt?	Why has Brazil got one of the world's fastest growing economies?	How can we save our Planet?
Text(s)	The Time Travelling Cat Egyptian Myths	Trash - You never know what you'll find.	The Last Wild
Literacy genres	Biography & Autobiography Instructions & explanations Newspaper reports Slam Poetry / Classic Poems Classic Fiction	Recounts Drama (Shakespeare) Poetic Style (Free Verse) Argument & Debate Short Stories (mystery)	Classic fiction Non Chronological Reports Poetry – the power of imagery Persuasive writing Fiction – fantasy stories
Mathematics	Power Maths A	Power Maths B	Power Maths C
Science	Properties and Changes of Materials	Earth and Space Forces	Forces Evolution & Inheritance
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		
Geography		Locate the world's countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts

Cycle B continued	Autumn		Spring		Summer	
Topic	Incredible Egyptians		Trash!		Planet Earth	
Art & Design	Egyptian paintings. Eyes of Horus. Drawing faces		Carnival Masks South American Artists – Candombe drums		Recycled art Still Life – Plants and Flowers	
Computing Teach Computing	<u>Year 5</u> Computer Systems and Networks: Sharing Information Creating Media: Vector Drawing <u>Year 6</u> Computer Systems and Networks: Communication Creating Media: 3D Modelling		<u>Year 5</u> Creating Media: Video Editing Programming A: Selection in physical Computing <u>Year 6</u> Creating Media: Web page creation Programming A: Variables in games		<u>Year 5</u> Data and Information: Flat-file databases Programming B: Selection in quizzes <u>Year 6</u> Data and Information: Spreadsheets Programming B: Sensing	
DT	Design a game Build a Shaduf – levers and pulley mechanisms		Make a pair of slippers – decorated with South American design		Design a Bird House	
French CGP Salut + Twinkl	Getting to Know You That's Tasty		School Life This is France		Unit S: A Weekend with Friends Unit J: On Holiday	
Music Music Express / Charanga	Music inspired by the Pyramids. 'Middle Eastern' Music. Music Express – Ancient Worlds/ Amazing Egyptians		Holst – The Planets Music Express – The Solar System		Music Express – Our Community End of year production	
PE If wet then Aerobics /Multi skills	Invasion Games – Hockey Swimming	Invasion Games – Tag Rugby Swimming	Gymnastics Swimming	Dance	Net Games – Tennis	Striking & Fielding – Rounders Orienteering
PSHE Life	TEAM (Together Everyone Achieves More) VIPS (Very important Persons)		Diverse Britain Think Positive		One World Aiming High	
RE Derbyshire agreed syllabus for RE Understanding Christianity	Creation – Creation and science: conflicting or complementary?	Living: What matters most to Christians and Humanists?	Gospel – What would Jesus do?	Salvation What did Jesus do to save human beings? (Y5) What difference does resurrection make for Christians? (Y6)	Living: What difference does it make to believe in Ashima (harmlessness), Grace and Ummah (Community)?	Living: What does it mean to be a Muslim in Britain today?