

# Curriculum Overview

## 2024/25

Art DT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	<b>DT – Cookery</b> Fruit and Vegetables	<b>ART - Birds</b> Drawing, watercolour and sculpting	<b>DT – Mechanism</b> Making a moving picture book	<b>ART - Landmarks</b> 3D modelling Found object sculpting Colour theory/ mixing (Resident Artist)	<b>DT – Structures</b> Constructing a windmill	<b>ART - Oceans</b> Ink in water & ink blowing Shaving foam printing Circle printing
<b>Year 2</b>	<b>ART - Identity</b> Julian Opie, Patrick Caulfield Dolan Geiman Repeating pattern, collage and drawing	<b>DT - Structures</b> Baby Bear’s chair	<b>ART - Architecture</b> Paul Klee Observational drawing Block colours Perspective (Resident Artist)	<b>DT - Mechanisms</b> Wheels and axles	<b>ART - Fantasy</b> Clay Creatures Texture imprinted Drawing	<b>DT – Textiles</b>  Pouches
<b>Year 3</b>	<b>ART - Macro</b> Kandinsky, Robin Brooks Snail shells Mixed media, Oil Colours Wash Pastels	<b>DT - Textiles</b> Cushions	<b>DT - Digital</b> Mindful Moments Timer	<b>ART - A Good Yarn</b> Julie Kagti Tie dye, Weaving aarohi Landscape	<b>DT - Cookery</b> Eating Seasonally	<b>ART - Foodscapes Landscapes</b> Jae Yong Kim Eric Joyner Observational drawing Watercolour Landscapes (Resident Artist)
<b>Year 4</b>	<b>ART - Birds</b> Cathy Miles Mark Godwin Gesture Drawing, Acetate Printing Wire sculpting	<b>DT - Structures</b> Pavilions	<b>ART - Landmarks</b> Kyle McDonald Picasso Photo collages Abstract cubism Digital	<b>DT - Mechanisms</b> Making sling shot cars	<b>ART - Oceans</b> Hokusai Mixed media Drawing pen & ink Relief printing (Resident Artist)	<b>DT – Electrical systems</b> Torches
<b>Year 5</b>	<b>DT - Textiles</b> Making a stuffed toy	<b>ART - Fantasy</b> Working with clay. (Resident Artist)	<b>DT - Structures</b> Playgrounds	<b>ART - Identity Figurative</b> Mixed Media journals	<b>DT - Digital</b> Monitoring devices	<b>ART - Architecture</b> Perspectives Water colour pencils
<b>Year 6</b>	<b>ART - Macro</b> Georgia O’Keefe Drawing Charcoal pencils Pastels Paint (Resident Artist)	<b>DT – Electrical systems</b> Doodlers	<b>ART - Landscapes</b> Hundertwasser Hockney Watercolour Mixed media	<b>DT - Mechanisms</b> Automated toys	<b>ART - A Good Yarn – Weaving</b> Sewing/ embroidery applique Collect yarns Victoria villasana Annegret Soltau Ben Giles	<b>DT – Cookery</b> Come dine with me

Computing	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Beebots and Routes Purple Mash Unit 1.5 Maze Explorers Purple Mash Unit 1.1 Online safety and Exploring Purple Mash	Coding Purple Mash Unit 1.7 Coding	Grouping and Sorting Purple Mash Unit 1.2 Grouping and Sorting	Using technology to create. Purple Mash Unit 1.6 Animated Story Book	Coding Purple Mash Unit 1.4 Lego Builders Purple Mash Unit 1.9 Technology Outside School	Pictograms Purple Mash Unit 1.3 Pictograms Purple Mash Unit 1.8 Spreadsheets
	Online Safety Purple Mash Unit 2.2 Online Safety Creating Pictures Unit 2.6 Creating Pictures	Logic Reasoning and Predicting Behaviours Purple Mash Unit 2.7 Making Music Spreadsheets Unit 2.3 Spreadsheets	Digital Literacy Purple Mash Unit 2.5 Effective Searching	Coding Purple Mash Unit 2.1 Coding	Using technology to organise, sort, create and retrieve Purple Mash Unit 2.4 Questioning	Creating Content Purple Mash Unit 2.8 Presenting Ideas
	Online Safety Purple Mash Unit 3.2 Online Safety Touch Typing PM Unit 3.4 Touch typing	Coding Purple Mash Unit 3.1 Coding	Simulations Purple Mash Unit 3.7 Simulations Spreadsheets Purple Mash Unit 3.3 Spreadsheets	Presenting Purple Mash Unit 3.9 Presenting	Collecting and Presenting Data Purple Mash Unit 3.6 Branching Graphing Unit 3.8 Graphing	E-mail Purple Mash Unit 3.5 E-mail
	Coding Purple Mash Unit 4.1 Coding	Hardware Purple Mash Unit 4.8 Hardware Programming Unit 4.5 Logo	Online Safety Purple Mash Unit 4.2 Online Safety Making Music Purple Mash Unit 4.9 Making Music	Animation Purple Mash Unit 4.6 Animation Effective Search Purple Mash Unit 4.7 Effective Searching	Spreadsheets Purple Mash Unit 4.3 Spreadsheets	Design Content Purple Mash Unit 4.4 Writing for different audiences
	Coding Purple Mash Unit 5.1 Coding	Online Safety Purple Mash Unit 5.2 Online Safety Concept Maps Unit 5.7 Concept Maps	Databases Purple Mash Unit 5.4 Databases	Creating Content Purple Mash Unit 5.5 Game Creator	Use sequence, selection, and repetition in programs Purple Mash Unit 5.6 3D Modelling	Spreadsheets Purple Mash Unit 5.3 Spreadsheet
	Coding Purple Mash Unit 6.1 Coding	Create Content/Coding Purple Mash Unit 6.5 Text Adventures	Blogging Purple Mash Unit 6.4 Blogging Online Safety Unit 6.2 Online Safety	Quizzing Purple Mash Unit 6.7 Quizzing	Programming Purple Mash Unit 6.8 Understanding Binary	Networks Purple Mash Unit 6.6 Spreadsheets

<b>French</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 3</b>	J'apprends le français I am learning French	La phonétique Phonics and pronunciation	Les Animaux Animals	Les Instruments Instruments	Je peux... I am able...	Les Formes Shapes
<b>Year 4</b>		What is the date?		The Weather		Do you have a pet?
<b>Year 5</b>	At School		The Weekend		Healthy Lifestyle	
<b>Year 6</b>		Habitats		Planets		Me in the World

Geography and History	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	H - Local study Our school	G - Where I Live	H - London	G - Continents	H - Explorers and adventurers	G- Oceans and Seas Active Citizen Project Bag for life
Year 2	H - Great Fire of London	G - Weather and Fieldwork Skills	H - Travel and Transport	G - Hot and Cold Places	H - Pocahontas	G - Comparing Countries of the UK
Year 3	H - Prehistoric Britain	G - Villages, Towns and Cities	H - Shang Dynasty	G - Mountains, volcanoes and earthquakes	H - Ancient Greece Active Citizenship project food shortage	G - Water and Weather
Year 4	H - Roman Britain	G - Rivers	H - Anglo Saxons and Scots	G - Migration	G - Natural Resources in Northern Chile	H - Vikings
Year 5	H - Kingdom of Benin	G - Slums	H - Medieval Monarchs	G - Biomes	H - Changing Britain	G - Energy and Sustainability
Year 6	H - Industrial Revolution and Local Impact	G - Local Fieldwork	H – 20 <sup>th</sup> Century Conflict	G - Population	H – Civil Rights	G – Globalisation

H = History

G = Geography

Music	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	My Musical Heartbeat <i>(Listening and Singing)</i>	Dance, Sing and Play <i>(Playing and Singing)</i>	Exploring Sounds <i>(Composing)</i>	Learning to Listen <i>(Listening)</i>	Having Fun with Improvisation <i>(Composing)</i>	Let's Perform Together <i>(Singing and Performing)</i>
<b>Year 2</b>	Pulse, Rhythm and Pitch <i>(Listening and Singing)</i>	Playing in an Orchestra <i>(Singing and Composing)</i>	Inventing a musical story <i>(Listening and Composing)</i>	Recognising different sounds <i>(Singing)</i>	Exploring Improvisation <i>(Composing)</i>	Our Big Concert <i>(Performing)</i>
<b>Year 3</b>		Playing in a Band <i>(Singing and performing)</i>	Notation Skills <i>(Composing and performing)</i>	More Musical Styles <i>(listening and appraising)</i>	Composition skills <i>(Composing, improvising and performing)</i>	Opening Night <i>(Listening and performing)</i>
<b>Year 4</b>		Breakfast Calypso <i>(Singing)</i>	Notation Skills <i>(Composing and performing)</i>	Feelings through Music <i>(listening and appraising)</i>	Composition skills <i>(Composing, improvising and performing)</i>	The Show Must Go On <i>(Performing and improvising)</i>
<b>Year 5</b>	Recorders <i>(Performing)</i>		Notation Skills <i>(Composing and performing)</i>	Enjoying Musical Styles <i>(listening and appraising)</i>	Composition skills <i>(Composing, improvising and performing)</i>	Battle of the Bands <i>(Performing and improvising)</i>
<b>Year 6</b>	Developing Ensemble Skills <i>(Listening and Performing)</i>		Notation Skills <i>(Composing and performing)</i>	Musical Styles Connect Us <i>(listening and appraising)</i>	Composition skills <i>(Composing, improvising and performing)</i>	Farewell Tour <i>(Listening and performing)</i>

- Year 4 children will have Ukulule lessons across the year in small groups provided by the Kent Music Hub.
- Children from year 2 to 6 will learn to play the recorder as part of their lessons across the year.

PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Sending and receiving Gymnastics	Fitness OAA	Fundamentals Net and wall games	Yoga Ball skills	Dance Striking and fielding	Athletics Invasion games
<b>Year 2</b>	Fundamentals Sending and receiving	Dance Fitness	Gymnastics OAA	Yoga Ball skills	Striking and fielding Invasion Games	Net and wall Athletics
<b>Year 3</b>	Swimming Football	Swimming Fitness	Dance Gymnastics	OAA Basketball	Hockey Cricket	Yoga Athletics
<b>Year 4</b>	Dance Tag Rugby	Fundamentals Y3/4 Fitness	Yoga Gymnastics	OAA Basketball	Cricket Golf	Tennis Athletics
<b>Year 5</b>	Hockey Football	OAA Fitness	Dodgeball Gymnastics	Dance Netball	Yoga Golf	Swimming Athletics
<b>Year 6</b>	Tennis Tag Rugby	Yoga Fitness	OAA Gymnastics	Dance Handball	Netball Rounders	Dance Athletics

PSHE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Same and different	Who is special to us?	What keeps us healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Year 2</b>	Friendships What makes a good friend?	Bullying What is bullying?	Jobs What jobs do people do?	What helps us to stay safe?	What helps us grow healthy? Active Citizenship project Loneliness	How do we recognise feelings?
<b>Year 3</b>	What makes a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth? How can our choices make a difference?	Why should we keep active and sleep well?
<b>Year 4</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What makes a person's identity?	Active Citizenship project refugees	How can we manage risk in different places?
<b>Year 5</b>	Accident and emergencies	How do we grow and change?	What decisions can people make with money?	How can friends communicate safely?	How can drug affect health?	What jobs would we like?
<b>Year 6</b>	How can we keep healthy as we grow?	How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	How do friendships change as we grow?	What will change as we become more independent?



RE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times?	What makes some places sacred?	What makes some places sacred?	What can we learn from sacred books?	What does it mean to belong to a faith community?
<b>Year 2</b>	How and why do we celebrate special and sacred times?	Who is Jewish and what do they believe?	Who is Jewish and what do they believe?	Who is a Muslim and what do they believe?	Who is a Muslim and what do they believe?	How should we care for others and the world?
<b>Year 3</b>	What does it mean to be Christian in Britain today?	Why is the Bible important to Christians today?	Why do people pray?	Why are festivals important to religious communities? (Christianity)	What do different people believe about God?	What do different people believe about God?
<b>Year 4</b>	Why is Jesus inspiring to some people?	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?	Why do some people think that life is a journey?	How do family life and festivals show what matters to Jewish people?	Why are festivals important to religious communities?
<b>Year 5</b>	Is it better to express beliefs in art or charity?	Why do some people believe God exists?	What would Jesus do? (Can people live by the values of Jesus in the twenty-first century?)	If God is everywhere, why go to a place of worship?	What does it mean to be Muslim in Britain today?	Green Religion: What do religious and non-religious worldviews teach about caring for the Earth?
<b>Year 6</b>	What difference does it make to believe in ahimsa, grace or ummah?	What do religions say to us when life is challenging?	What do religions say to us when life is challenging?	If God is everywhere, why go to a place of worship?	What matters most to Christians and Humanists?	What kind of King is Jesus?

Science	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes
	Animals - humans	Animals - animals	Materials	Materials	Plants	Plants
<b>Year 2</b>	Living things and their habitats	Materials and their properties	Animals including humans	Materials and their properties	Animals including humans	Living things and their habitats
	Plants - continuous learning throughout the seasons					
<b>Year 3</b>	Animals – nutrition, skeletons and muscles	Rocks and soils	Forces	Forces	Plants	Sound
<b>Year 4</b>	Light	Electricity	States of Matter	Human Anatomy	Living things and their habitats	Living things and their habitats
<b>Year 5</b>	Forces and Gravity	Earth and Space	Properties and Changes of Materials	Properties and Changes of Materials	Animals including life cycles	Humans changes with old age
<b>Year 6</b>	Electricity	Living things and their habitats	Animals including Humans	Evolution and Inheritance		Light