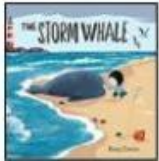

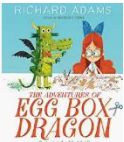
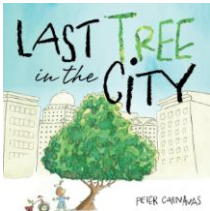

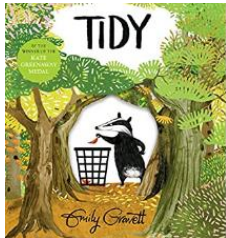


## SMALLWOOD PRIMARY ACADEMY- SUMMER TERM CURRICULUM OVERVIEW

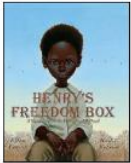

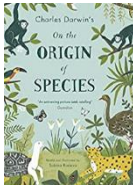
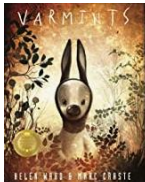
	EYFS		YEAR 1		YEAR 2	
	SUMMER 1	SUMMER 2	SUMMER 1	SUMMER 2	SUMMER 1	SUMMER 2
<b>Topic Name</b>	<b>Oh I do like to be beside the seaside!</b>	<b>We've got the whole world in our hands.</b>	<b>Fire, Fire!</b>	<b>London and the UK</b>	<b>Inspiring Inventors</b>	<b>Asia: India and China</b>
<b>Humanities</b>	<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>
<b>English</b>	<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> 
<b>Maths</b>	-To 20 and beyond -Spatial Reasoning -First, then, now	-Patterns & relationships -Doubling -Sharing/ grouping -Even and odd	-Multiplication & Division -Fractions -Geometry: position & direction	-Place Value within 100 -Money -Time	-Fractions -Time	-Statistics -Position & Direction

<b>Science</b>	Floating and Sinking	Understanding the World/ The Natural World	Spring & Summer (Seasonal changes)	Plants	Plants	
<b>PE</b>	Gymnastics – Jumping and rolling	Mini Olympics	Skill acquisition (Attacking and defending)	Athletics	Skill application (Bat and ball)	Athletics
<b>Computing</b>	Programming - Roamers		Programming - Beebots		Programming - Quizzes	
<b>No Outsiders</b>	To understand that it is okay to like different things.	*Chosen theme linked to needs of class*	To understand that our bodies work in different ways.	*Chosen theme linked to needs of class*	To be able to work with everybody in my class.	*Chosen theme linked to needs of class*
<b>My Happy Mind</b>	Appreciate Relate	Engage	Appreciate Relate	Engage	Appreciate Relate	Engage
<b>Art</b>	<u>Collage</u> Ice-creams and ocean animals	Art using recycled materials and natural resources.	-	<u>Printing</u> London Buildings (Lowry)	-	<u>Collage</u> Rangoli Art
<b>D &amp; T</b>	-	Making musical instruments from recycled materials.	<u>Cooking &amp; Nutrition:</u> Bread	-	<u>Mechanisms</u> Wheels/ Axels	-
<b>RE</b>	<u>Christianity</u> -Bible as a holy book -Good news -What do religious people learn from Bible stories?	<u>Christianity</u> -Church is a special place to Christians. -Who and what is special to me?	<u>Judaism</u> -Worship -Synagogue -Symbols and artefacts -Why are some places important?	<u>Free Choice Enquiry</u> -How do people choose what is right and wrong?	<u>Cross Religious</u> -Places of worship -Recap on artefacts from Judaism & Christianity -Humanism -Why are leaders, symbols & artefacts important?	<u>Cross Religious</u> -Belonging to a community/ baby welcoming & baptism. -Jewish and Humanist celebrations How do religious/ non-religious families show they belong?
<b>PSHE/ SRE</b>	Planting our food 1&2  Marching to the Beat of your own drum 1&2  <b>*Rail Safety*</b>	Being Curious 1&2  Follow my lead 1&2  <b>*Water &amp; Sun Safety*</b>	Understanding difficult feelings 1&2  A problem shared is a problem halved 1&2  <b>*Rail Safety*</b>	Safety symbols 1&2  Emergency Services 1&2  <b>*Water &amp; Sun Safety*</b>	It's okay to not feel okay 1&2  Happiness 1&2  <b>*Rail Safety*</b>	Desert Island 1&2  Navigation 1&2  Adapting to change (Transition into KS2)  <b>*Water &amp; Sun Safety*</b>
<b>Music</b>	-Listening to and learning rhymes and song -Sing in a group and on their own -Explore and engage in music making and dance.	-Perform songs, rhymes, poems and stories -Sing well-known nursery rhymes and songs -Listen to, move and talk about music.	-Sing a wide range of call & response songs, controlling pitch. -Use music technology to create and combine sounds	-Recognise how graphic notation can represent sounds -Exploring percussion to enhance storytelling	-Sing songs with a pitch range of do-so and increasing voice control - Recognising changes of pitch in short melodic phrases	-Use of music technology to capture, change & combine sounds -Recognise dot notation and match it to 3-note tunes on tuned percussion
<b>French</b>	-Numbers 0-15 -The seaside	- On the Farm	-Revision of numbers 0-20	-Revise fruit/Ice-cream flavours	-Revision of numbers 0-30 -Family (Immediate)	-Food and Drink <b>*Summer holiday vocab</b>

	-Fruit	*Summer holiday vocab	-Vegetables: Likes and dislikes	*Summer holiday vocab		
<b>Forest School</b>	-Patterns with stones and shells -Assisted toasting of marshmallows -Clay seaside animals	-Welly walk and I-Spy -Demonstrate use of loppers; mini log pictures of minibeasts -Minibeast hunt -Demonstrate 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'	-Ladybird artwork 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>		<b>Litter Pick Geography Fieldwork with Buddies</b>	<b>Nantwich Museum – The Great Fire of Nantwich</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>Rainforests</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>Geography</b> A study of the world's rainforests including what they are, their location and who inhabits them.	<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>The Great Kapok Tree</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>	Forces & Magnets	Plants	Identifying and Classifying Living Things	Sound
<b>PE</b>	Striking and fielding – Fundamentals Swimming	Athletics	Striking and fielding – Cricket / Swimming	Athletics / Swimming
<b>Computing</b>	Programming - Drones		Programming – Logo	
<b>No Outsiders</b>	To be welcoming.	*Chosen theme linked to needs of class*	To be who you want to be.	*Chosen theme linked to needs of class*
<b>My Happy Mind</b>	Appreciate Relate	Engage	Appreciate Relate	Engage
<b>Art</b>	<b>Sculpture</b> Scarab Beetles (Barbara Hepworth)	<b>Drawing</b> City Landscapes (Steven Wiltshire)		-
<b>D &amp; T</b>			<b>Textiles</b> Poisonous Dart Frogs	<b>Architecture/ Sculpture</b> Famous Bridges and Buildings in Europe (Antonio Gaudi/Anthony Gormley)
<b>RE</b>	<u>Christianity/ Humanism</u> -Church building features, artefacts & symbols -How do Christians see belonging through baptism?	<u>Judaism</u> -Yom Kippur -Passover -Bat/ Bar Mitzvah -Covenant relationship	<u>Cross Religious/ World Views</u> -Why do different religions help people in need? -What kind of world do we want to live in?	<u>Christianity- Free choice enquiry</u> -The story of the day of Pentecost & Christian belief about the Kingdom of God on Earth

	How do beliefs shape identity?	<u>Humanism</u> What does it mean to be part of a religious community?	-What impact can I have?	
<b>PSHE/ SRE</b>	Self – Image 1&2  Self – Worth 1&2  <b>*Rail Safety*</b>	British Values – Culture and Liberty 1&2  British Values – Democracy and Law 1&2  <b>*Water &amp; Sun Safety*</b>	Bullying 1&2  Everything Will be Alright  <b>*Rail Safety*</b>	British Values: Freedom in beliefs 1&2  British Values: Government and Rules 1&2  <b>*Water &amp; Sun Safety*</b>
<b>Music</b>	-Sing a wide range of unison songs of varying styles and structures -Perform with dynamics -Combine known rhythmic notation with letter names to create 3 note phrases	-Walk, move and clap to a steady beat, responding to changes in tempo. -Copy stepwise melodic phrases with changes in tempo -Apply word chants to rhythms,	-Sing unison songs with an octave range, following crescendos and diminuendos -Use music technology to capture and record creative ideas. -Follow and perform simple rhythmic scores.	-Sing rounds and partner songs in different time signatures (2,3,4 time) -Begin singing in harmony -Use staff notation -Copy short melodic phrases including in the pentatonic scale
<b>French</b>	-Revision of numbers to 50 -Animals and their habitats	-What do we see in a city? <b>*Summer holiday vocab</b>	-Revision of numbers 0-60 -Food and Drink (Writing a menu)	-Family (Extended) <b>*Summer holiday vocab</b>
<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	-Layers of the Rainforest/ Rainforest animals from natural materials -Dens with canopy style roofs -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>				<b>Bike Ability</b>

	YEAR 5		YEAR 6	
	SUMMER 1	SUMMER 2	SUMMER 1	SUMMER 2
<b>Topic Name</b>	<b>Enslavement</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 -Consolidation	-Consolidation -Problem Solving -Enterprise business project
<b>Science</b>	-Forces	-Earth & Space	-Inheritance & Evolution	-Classification
<b>PE</b>	Striking and fielding – Rounders	Athletics	Striking and fielding games	Athletics/ Swimming
<b>Computing</b>	Programming – Crumble		Programming - Drones	
<b>No Outsiders</b>	To appreciate artistic freedom.	*Chosen theme linked to needs of class*	To recognise my freedom.	*Chosen theme linked to needs of class*
<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>Electronics</u> Light-up sign	<u>Cooking and Nutrition</u> Restaurant Enterprise Project to cover all aspects of food hygiene, preparation and cooking.
<b>RE</b>	<u>Christianity- Creation</u> (Free Choice Enquiry)	<u>Generic Pilgrimages</u> -Examining various ideas of pilgrimage	<u>Cross Religious/ World Views/ Family Life</u> -Marriage -Life after death	<u>Christianity- God</u> (Free Choice enquiry)

	<ul style="list-style-type: none"> <li>-What do people believe about the origins of the world?</li> <li>Beliefs about God</li> <li>-Scientific accounts of Creation</li> </ul>	<ul style="list-style-type: none"> <li>-How do they help believers and non-believers?</li> <li>-Are journeys important to life?</li> <li>-Is life like a journey?</li> </ul>	<ul style="list-style-type: none"> <li>-Hindu, Sikh, Buddhist ideas of baby welcoming</li> <li>-What does it mean to be human?</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying different types of biblical text and connections to beliefs in God</li> <li>-How Christians put their beliefs into worship</li> <li>-How do beliefs shape a person's identity?</li> </ul>
<b>PSHE/ SRE</b>	<ul style="list-style-type: none"> <li>Junk Food 1&amp;2</li> <li>Nutritional Values 1&amp;2</li> <li><b>*Rail Safety*</b></li> </ul>	<ul style="list-style-type: none"> <li>British values: freedom of speech &amp; movement 1&amp;2</li> <li>British values: law and parliament 1&amp;2</li> <li><b>*Water &amp; Sun Safety*</b></li> </ul>	<ul style="list-style-type: none"> <li>My Amazing Body 1&amp;2</li> <li>Transition 1&amp;2</li> <li><b>*Rail Safety*</b></li> </ul>	<ul style="list-style-type: none"> <li>British values: law makers &amp; activists 1&amp;2</li> <li>British Values: Right &amp; Radicalisation 1&amp;2</li> <li><b>*Water &amp; Sun Safety*</b></li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>-Sing songs with an extended repertoire, with phrasing and accurate pitching</li> <li>-Use of chords to evoke atmosphere and mood in a composition</li> <li>-Read and play short rhythmic phrases by sight</li> </ul>	<ul style="list-style-type: none"> <li>-Sing three-part rounds and partner songs</li> <li>-Play and copy longer phrases of music by ear</li> <li>-Capture and record ideas using staff notation and technology</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs with syncopated rhythms, with phrasing and accurate pitch</li> <li>-Extend improvised melodies beyond 8 beats over a fixed groove</li> <li>-Compose a ternary piece using music software to create and record</li> </ul>	<ul style="list-style-type: none"> <li>-Sing three and four-part songs, with increasing balance between parts</li> <li>-Read and play from notation a four bar phrase, identifying note names and durations</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>-Revision of numbers 0-80</li> <li>-Describing people</li> </ul>	<ul style="list-style-type: none"> <li>-Going to a shop/cafe</li> <li><b>*Summer holiday vocab</b></li> </ul>	<ul style="list-style-type: none"> <li>-Revision of numbers 1-100</li> <li>-Revision of telling the time/ Bus &amp; train timetables</li> </ul>	<ul style="list-style-type: none"> <li>-Running a French cafe</li> <li><b>*Summer holiday vocab</b></li> </ul>
<b>Forest School</b>	<ul style="list-style-type: none"> <li>-Assisted fire lighting and keeping it lit for 10 minutes</li> <li>-Welly walk/ Litter pick</li> <li>-Assisted rope bridge as part of an obstacle course</li> </ul>	<ul style="list-style-type: none"> <li>-Photography/ mixed Media Artwork using natural resources</li> <li>- Independent den building</li> <li>-Assisted bow saw &amp; axe work for splitting logs</li> <li>-Assisted use of 'Kelly -Kettles'</li> </ul>	<ul style="list-style-type: none"> <li>-Assisted knot work (for lifting one another)</li> <li>-Assisted/Independent use of 'Kelly Kettles'</li> <li>-Welly walk on Bosley Cloud</li> </ul>	<ul style="list-style-type: none"> <li>-Orienteering/ map work</li> <li>-Independent cooking of a 3-course meal on an open fire</li> <li>-Independent den building; Assisted to independent bow saw &amp; axe work for splitting logs</li> </ul>
<b>Educational Visits</b>	<ul style="list-style-type: none"> <li><b>Cheshire Fire and Rescue Service-Lymm</b></li> <li><b>Road Safety Talk</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Bosley Cloud</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Supermarket visits to purchase ingredients.</b></li> <li><b>-Leavers' trip/ activity</b></li> <li><b>-Bike Ability</b></li> <li><b>-New Life Church (You Move-transition activity)</b></li> </ul>