

St. Matthews CE Primary School

2019-20 Curriculum Overview

| | Autumn | Spring | Summer |
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| 1/2 | <p><u>Come to our Place</u></p> <p><u>HOOK – walk around the local area to see shops, bus stops, bungalows, houses, road signs and to create maps.</u></p> <p><u>English:</u></p> <p><u>Poetry:</u></p> <p>Year 1 and 2: To entertain: The Tiger Who Came to Tea by Judith Kerr Little Red Riding Hood (Traditional Tale) Year 2: Honestly Red Riding Hood was Rotten (Next Time – Jack and the beanstalk – Jack and the Baked Beanstalk)</p> <p><u>Geography –</u></p> <p>Y1 – Take photos, what do they show? Pick up a stone, leaf etc to create a memory walk. Look at aerial photographs of the school and where it is, look at maps and make a simple map. Create a 3D map out of junk or blocks. Y2 – Study aerial photographs and maps. Draw a map whilst out on our walk. Observe and record by tallying what they see on their walk. Make rubbings of different things. Reports, graphs, sketching of the environment (links to art). Create a map which directs others. <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i> <i>Na me, locate and identify characteristics of</i></p> | <p><u>A Walk in the Park (UK and Australia)</u></p> <p><u>HOOK – visit to Alice Holt to play in the park and to go on a walk.</u></p> <p><u>English:</u></p> <p>Poetry: Year 1: To entertain: Hare and The Tortoise by Emily Gravett To inform: Wolves by Emily Gravett Year 2: To persuade: Tidy by Emily Gravett To entertain: The Hodgeheg by Dick King Smith</p> <p><u>Geography –</u></p> <p>Compare Alice Holt park to a park in Australia – look at plants, flowers, animals as well as the play park. Y1 – what is it like to live in this place? How is this place different to where I live? Ask questions about the weather and seasons. Beach, coast, forest, mountain, sea, river, season, weather. Y2 - what is it like to live in this place? How is this place different to where I live? How is the weather different? How are the lifestyles different? Use maps and globes to identify where the countries are, make prediction about whether its hot/cold. Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</i></p> | <p><u>People Who Help Us (Florence Nightingale)</u></p> <p><u>HOOK – history box from local authority</u></p> <p><u>English:</u></p> <p><u>Geography –</u> n/a</p> <p><u>History –</u> <i>See planning from keystagehistory website.</i> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (e.g. Van Gogh or another famous artist).</p> <p><u>Art –</u></p> <p><u>DT –</u></p> <p><u>Science –</u></p> <p><u>Computing –</u> (see MTP & E-Safety Plan) Year 1: How a library works and Scratch Junior iPads, Hectors World E-Safety on thinkuknow website. Year 2: Scratch Junior iPads, Hectors World E-Safety on thinkuknow website.</p> <p><u>Music –</u> Year 1 Film music, Mash-up Year 2 – Reggae, Western Classical Music</p> <p><u>OUTCOME – play for parents or other children in the school.</u></p> <p><u>Off to the Seaside</u></p> <p><u>HOOK – create a beach in the classroom / beach day?</u></p> <p><u>English:</u></p> |

the 4 countries and capital cities of the UK and its surrounding seas.

Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK. Use basic geographical vocabulary to refer to key physical features and key human features.

History – n/a

Art – **Sketching in the environment/Natural Collage** – Andy Goldsworthy

Science – **Seasonal Changes**

Plants

Computing – (see MTP & E-Safety Plan)

Year 1: Bee-Bot Part 1, Going Places Safely

Year 2: Bee-Bot Part 2, Staying Safe Online

Music – Year 1 Hey You! (Hip Hop)

Year 2 – South African Styles

Christmas production

OUTCOME – picnic in our local environment and invite parents.

Great Fire of London

HOOK – box of burnt items with magnifying glasses, investigate what these could be from.

Trip to a local fire station.

English:

Year 1 and 2: To describe: A Walk Through London by Salvatore Rubino

Year 1: How to Grow a Dinosaur by Caryl Hart

Geography – n/a

History –

See planning from keystagehistory website.

Collage – fire engines, bonfires, fireworks. Fire pictures. Links to bonfire night.

and a small area in a Contrasting Non-European Country – e.g. Local Park, Paultons Park, Disney Land Orlando.

Use basic geographical vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

History –

Art – **Claude Monet**

DT – **Evaluate, explore and use mechanisms e.g. a swing**

Science – **Living things and their environment**

Computing – (see MTP & E-Safety Plan)

Year 1: General ICT Skills and Word Processing, Lee & Kim E-Safety

Year 2: How a Supermarket works and How a Bank works then General ICT Skills and Word Processing, Screen out the Mean

Music – Year 1 Blues, Latin, Folk, Funk,

Baroque, Bhangra

Year 2 Glockenspiel and Rock

OUTCOME – Australian day

Fascinating Fossils

HOOK – fossils? Fossil hunting or someone coming in.

English:

Year 1: To instruct: The Three Little Pigs (traditional Tale)

Year 1: To report: Night Pirates?

To explain: Life Cycles

Year 2:

To entertain: The Pirates Next Door?

To report: The Cave of Doom by Johnny Duddle

Geography – Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

Devise a simple map and use and construct basic symbols in a key.

Use basic geographical vocabulary to refer to key physical features and key human features.

History – n/a

Art – **Natural collage – shells/stones**

DT –

Science –

Variation and Evolution

Computing – (see MTP & E-Safety Plan)

Year 1: Scratch Junior iPads, Hectors World E-Safety on thinkuknow website.

Year 2: Scratch Junior iPads, Hectors World E-Safety on thinkuknow website.

Music – Year 1 Film music, Mash-up

Year 2 – Reggae, Western Classical Music

OUTCOME – trip to the beach.

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| | <p><i>Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London).</i></p> <p><u>DT</u> – Structures – To make a London village structure.</p> <p><u>Science</u> –</p> <p>Animals</p> <p><u>Computing</u> – (see MTP & E-Safety Plan)</p> <p>Year 1: iPad Key Skills and Bee-Bot App, Keep it Private</p> <p>Year 2: iPad Key Skills using apps and the internet, Following the Digital Trail</p> <p><u>Music</u> – Year 1 Hey You! (Hip Hop)</p> <p>Year 2 – South African Styles</p> <p>Christmas production</p> <p><u>OUTCOME – trip to London, Museum of London.</u></p> | <p>To entertain: Owl Babies by Martin Waddell.</p> <p>Year 2: To instruct: The Three Little Wolves and the Big Bad Pig by Eugene Trivisio</p> <p>To entertain: The Owl Who Was Afraid of The Dark by Gill Tomlinson</p> <p><u>Geography</u> – n/a</p> <p><u>History</u> –</p> <p>See planning from keystagehistory website.</p> <p>Mary Anning - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><u>Art</u> – Paper Mache</p> <p><u>DT</u> – Design and build a structure e.g. shelter</p> <p><u>Science</u> –</p> <p>Materials</p> <p><u>Computing</u> – (see MTP & E-Safety Plan)</p> <p>Year 1: General ICT Skills and Word Processing, Lee & Kim E-Safety</p> <p>Year 2: General ICT Skills and Word Processing, Lee & Kim E-Safety</p> <p><u>Music</u> – Year 1 Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Year 2 Glockenspiel and Rock</p> | |
| 3/4 | <p><u>Save our Planet</u></p> <p><u>HOOK:</u> Wreck the classroom, throw rubbish everywhere, piles of recycling everywhere – what’s the problem? Wider world?</p> <p><u>History</u> – N/A</p> <p><u>Geography</u> –</p> <p>NC: Describe and understand key aspects of human and physical geography.</p> <ul style="list-style-type: none"> Look at climate zones, biomes and vegetation belts. | <p><u>Ancient Egypt</u></p> <p><u>HOOK:</u> Creating costumes/Drama piece of an Egyptian myth/writing names as hieroglyphics.</p> <p><u>History</u> – NC: The achievements of the earliest civilizations – Ancient Egypt.</p> <ul style="list-style-type: none"> The overview of the first civilisations. Key events in the history of the Egyptians. Inventions that were left behind. Key figures/Tutankhamun | <p><u>Saxons and Scots</u></p> <p><u>HOOK:</u> Trip to Butser Farm.</p> <p><u>History</u> –</p> <p>NC: Britain’s Settlement by Anglo Saxons and Scots.</p> <ul style="list-style-type: none"> The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion. Anglo-Saxon laws and justice. |

- Economic activity with trade links from field and forest environments.
- Compare and contrast fields and forests in UK , Europe and South America (Rainforest) differences of climate, vegetation and wildlife.
- Earthquakes and volcanoes – relate to other countries. Agriculture – soil good for growth.
- Minerals and water – use of natural resources.
- Natural resources and energy – rainforests being chopped down to be burned.

NC: Locate the world's countries, using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

- Find the countries on the map with the characteristics of the climate zones.
- Zoom in on countries and look at environmental regions. Physical and human geography. (Egypt as a desert? Much more than that)

NC: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America.

- Compare and contrast the characteristics of cities and countryside of various countries. London/Norfolk – Rio de Janeiro/Amazon

Geography –

NC: 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).

- Look at Egypt in relation to other countries.
- Look at the equator and its relevance to Egyptian climates and lifestyle because of this.
- Position and significance of latitude and longitudinal.

NC: Describe and understand key aspects of human and physical geography.

- Use of the river Nile to transport goods and live. Collected water – research shuduf.
- Flood plains, agriculture of plants and minerals for growth.
- Trading in Ancient Egypt in relation to today.

Art –

NC:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- Resistance by Alfred the Great and Athelstan – first king of England.
- Anglo-Saxon art and culture.

Geography –

NC: 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.

- Research where Saxon tribes and kings settled. Look into locational knowledge of Winchester. Better weather cycle? Contrast with mountainous regions of the Scots.
- Use of coasts, southern Saxons – attacked more by French. Location of scots, didn't get attacked?

NC: Describe and understand key aspects of human and physical geography.

- Good agriculture - The water cycle.

Art –

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use in correspondence to previous statements when locating on the map. Link with description of zones - human and physical.

Art –

NC:

- **To create sketch books to record their observations and use them to review and revisit ideas**
- **To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]**
- **About great artists, architects and designers in history.**

DT –

Science-

Electricity

Materials

Longitudinal Study

Music – Charanga

Year 3 - Reggae/Big Band/Freedom Songs

Year 4 – Abba/Christmas Production

Computing – (see MTP & E-Safety Plan)

Year 3: Scratch on Laptops, Powerful

- **About great artists, architects and designers in history.**

DT –

Science-

Variation and evolution

Scientific Enquiry

Longitudinal Study

Music- Charanga

Year 3 Glockenspiel, R & B

Year 4 Glockenspiel, Folk, Big Band Jazz

Computing – (see MTP & E-Safety Plan)

Year 3: Web Research and General ICT Skills and Word Processing, Things for Sale and Show Respect Online.

Year 4: Web Research and General ICT Skills and Word Processing part 2, The Power of Words and The Key to Keywords.

TRIP – Openbox Theatre Company – Egyptians.

OUTCOME: Museum for parents – artefacts, information.

DT –

Food groups

Packaging

Cooking

Science-

Animals – Joints, Muscles and Skeletons

Plants

Longitudinal Study

Music- Charanga

Year 3 Michael Jackson, Motown, Soul

Year 4 Gospel, Western Classical Music

Computing – (see MTP & E-Safety Plan)

Year 3: Presentation Media and Desktop Publishing, Cyber Café

https://www.thinkuknow.co.uk/8_10/

Year 4: Presentation Media and Desktop Publishing, Cyber Café

https://www.thinkuknow.co.uk/8_10/

TRIP - Butser Farm – Saxons.

OUTCOME: Create human timeline – freeze frames of history.

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| | <p>Passwords and My Online Community Year 4: Unplugged then Scratch on Laptops and iPad Key Skills, Rings of Responsibility and Private and Personal Information.</p> <p>TRIP – Marwell Zoo – Forest environment TRIP – Queen Elizabeth country park.</p> <p>OUTCOME: Create presentation on how to save the world – recycling, reducing pollution and deforestation. (Information evening for parents)</p> | | |
| 5/6 | <p><u>Precious Places</u></p> <p>HOOK: CHILDREN TO BE INVITED TO ORGANISE A CELEBRATION OF THE SCHOOL'S 150TH BIRTHDAY</p> <p>Geography – Name and locate counties and cities of the UK,</p> | <p><u>What have the Greeks done for us?</u></p> <p>HOOK: GREEK DAY – OPEN BOX THEATRE WORKSHOP</p> <p>History – A study of Greek Life and achievements and their influence on the</p> | <p><u>From Source to Sea</u></p> <p>HOOK: TRIP TO A RIVERSIDE - THE GILBERT WHITE FIELD STUDY CENTRE</p> <p>History – Victorians - Changes over time</p> <p>Geography –</p> |

geographical regions 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. (GOOGLE EARTH - START COUNTRY SCALE, ZOOM IN TO DIFFERENT CITIES)

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. **LOCAL STUDY TRIP AROUND THE LOCAL AREA**

Places - Scottish Island, London. Compare them using the following objectives.

Describe and Understand Key aspects of human and physical Geography.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art – Graffiti artists Banksy and Roadsworth – Create art work to reflect the local area

OUTCOME: CELEBRATION OF 150TH BIRTHDAY INCLUDING AN EXHIBITION OF ST. MATTHEW'S AND A WHOLE SCHOOL PARTY

DT – **Creating an object of the future with moving parts**

Science-

Western World.

Geography – Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country (e.g. Greece).

Describe and Understand Key aspects of human and physical Geography.

Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art – **Scary clay heads – gorgons monsters and heroes or Mod roc pots/ Greek Pots**

DT – **Use research and develop design criteria to make a working catapult**

Science-
Earth and Space

Music-

Computing – (see MTP & E-Safety Plan)
Year 5: Introduction to Spreadsheets and Databases, You've Won a Prize and images, mobile phones and cyberbullying.
Year 6: Web Research and Using Spreadsheets,

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. **LOCAL RIVER STUDY - DEAD WATER VALLEY - TRIP - JENNY CLARK**

Describe and Understand Key aspects of human and physical Geography. **EXPLORE HUMAN USE OF RIVERS - NATURAL/HUMAN USE FOR RIVERS**

Describe and Understand Key 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

Art – **River fish textiles 'wire it' 3D**

DT – **Select from and use a wider range of materials and components – River fish puppets**

Science-
**Sound
Variation and Evolution**

Music – Year 5 Jazz, Blues, Traditional Jazz
Year 6 Gospel, Bhangra, Jazz, Latin, Blues

Computing – (see MTP & E-Safety Plan)
Year 5: Web Research and How the Internet Works (also try to include general ICT recaps), Cyber Café https://www.thinkuknow.co.uk/8_10/
Year 6: Animation and Databases, images and keeping our identify private and cyberbully and Cyber Café https://www.thinkuknow.co.uk/8_10/

OUTCOME: ART ATTACK! - CHILDREN TO CREATE A GIANT MAP ON THE FIELD OF RIVER

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| <p>Sound</p> <p><u>Music</u>- Investigating the songs of the Beatles and composing their own tunes</p> <p><u>History</u> – n/a</p> <p><u>Computing</u> – (see MTP & E-Safety Plan) Year 5: Strong Passwords and Digital Citizenship Pledge. Year 6: Talking Safely Online and Super Digital Citizen.</p> | <p>Privacy Rules and What's Cyberbullying?</p> <p>Outcome: CREATING A BOOK WHICH WILL BE PUNLISHED AND SOLD</p> | <p>FROM SORCE TO SEA - LABEL AND EXPLAIN - GUIDED TOURS OF THE RIVER</p> |
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