

2014 curriculum

	Time Travellers	Telling Tales (Authors)	What a wonderful world	Past and present	Creative	Can you solve the problem?
Year 1	HIST – Changes within living memory SCI - Everyday materials DT – Building structures	LIT –Traditional Tales SCI – Animals inc. Humans	GEOG – Weather patterns: UK locality compared to non-European locality/world - Australia SCI – Seasonal Changes	HIST – Famous people SCI – Plants Maths stall - plants	SCI – Light (See below)	MATHS - Investigation SCI – Investigation D&T – Cooking & Nutrition
Year 2	HIST - Beyond living memory, local area history SCI – All living things D&T – Cooking & Nutrition Maths stall – farm shop	LIT – Julia Donaldson SCI – Animals inc. Humans D&T – Cooking & Nutrition	GEOG – UK/4 countries SCI – Plants	HIST – Significant historical events SCI – Everyday materials DT – Explore and use mechanisms	SCI – Sound (See below)	MATHS - Investigation SCI – Investigation D&T – Challenge
Year 3	HIST - Romans SCI – Forces & Magnets DT - Structures	LIT – Roald Dahl SCI – Animals inc. Humans D&T – Cooking & Nutrition	GEOG – Volcanoes & Earthquakes SCI – Rocks	HIST – Indus: Early civilizations GEOG – South American study SCI – Plants Maths stall – Mexican food	SCI – Light (See below)	MATHS - Investigation SCI – Investigation D&T – Challenge
Year 4	HIST – Anglo Saxons & Scots to Vikings SCI – Electricity DT – Electrical systems	LIT – CS Lewis SCI – Animals inc. Humans Maths stall – book/newspaper stall	GEOG – Rivers & the water cycle SCI – States of matter	HIST – Benin: Non UK contrasting society GEOG - Local study and comparisons to wider UK SCI – All living things	SCI – Sound (See below)	MATHS - Investigation SCI – Investigation D&T – Cooking & Nutrition
Year 5	HIST – Egypt: Early civilizations SCI – All living things	LIT – Michael Morpugo SCI – Animals inc. Humans	GEOG – Climate zones, biomes & vegetation belts, global time zones etc SCI – Earth & Space	HIST – British History beyond 1066 (Theme) Eg WW2/Tudors – exploration or UK/US links GEOG – North America & economic activities SCI – Properties and changes of materials	SCI – Forces DT – Mechanical systems (See below)	MATHS - Investigation SCI – Investigation D&T – Cooking & Nutrition Enterprise Topic – supplier to the Cafe
Year 6	HIST – Stone age to iron age (Wolf Brother) SCI – Evolution & Inheritance	LIT – Michelle Paver SCI – Animals inc. Humans D&T – Cooking & Nutrition	GEOG - Mountains SCI – All living things	HIST – Ancient Greece GEOG – Modern Greece & settlement SCI – Electricity DT – Electrical systems	SCI – Light (See below)	MATHS - Investigation SCI – Investigation D&T – Challenge Enterprise Topic - Cafe
<i>Subjects</i>	<i>History</i>	<i>Literacy - Fiction</i>	<i>Science & Geography</i>	<i>History & Geography</i>	<i>Art, Music and Dance</i>	<i>Science, Maths, DT, Enterprise, Cooking & Nutrition</i>

	KS1	KS2
Art and Design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ 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 (e.g. pencil, charcoal, paint, clay) ▪ about great artists, architects and designers in history.
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<p>D&T</p>	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria 	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world
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