



Curriculum Overview

2023-24

| SCIENCE KAPOW | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year R | Describe what they see, hear and feel whilst outside. | Explore the Natural World Around Me | Recognise some environments that are different from the one in which they live. | Talk about the differences between materials and changes they notice | Understand the effect of changing seasons on the natural world around them. | Plant Seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. |
| Year 1 | Forces and Space Seasonal Changes | Materials: Everyday Materials | Animals: sensitive bodies | Animals: comparing animals | Plants: introduction to plants | Making Connections |
| Year 2 | Living Things: Habitats | Living Things: Microhabitats | Animals: Life Cycles and Health | Animals: Life Cycles and Health | Plants Growth | Making Connections |
| Year 3 | Animals: Movement and Nutrition | Forces and Space: Forces and Magnets | Materials: Rocks and Soil | Energy: Light and Shadows | Plants: Plant Reproductions | Making Connections |
| Year 4 | Animals: Digestion and Food | Energy: Electricity and Circuits | Materials: States of Matter | Energy: Sounds and Vibrations | Living Things: Classification and changing habitats | Making Connections |
| Year 5 | Materials: mixture and separation | Materials: Properties and changes | Forces and Space: Earth and space | Living Things: Life Cycles and Reproduction | Forces and Space: Imbalanced forces | Animals: Human Timeline Making Connections |
| Year 6 | Living Things: Classifying big and small | Energy: Light and reflection | Living Things: Evolution and Inheritance | Energy: Circuits, batteries and switches | Animals: Circulation and Exercise | Making Connections |

| Art and Design + Design Technology KAPOW | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year R | <p>Art and DT are constantly happening within the Early Years environment. The children have free access to mark making resources and equipment.</p> <p>During the Early Years Foundation Stage, pupils explore and use a variety of media and materials through a combination of child initiated and adult led activities. Adults plan learning linked to each topic, as highlighted below. Child interests are also explored when they arise and are supported through next step planning.</p> <p>Children have the opportunity to support their child-initiated play through the continuous provision which provides them with access to a variety of art and DT resources at all times. For example: pastel paints, watercolours, oil pastels, soft pastels, chalk, glue sticks, PVA glue, colouring pencils, crayons, scissors, masking tape, cello tape, pencils, playdough, sculpting tools, junk modelling, stencils, a variety of paper and card, string, beads, feathers, pipe cleaners etc.</p> | | | | | |
| | <p><u>Painting and Mixed Media:</u> Printing with different tools e.g. using body parts, stamps, cotton buds.</p> <p><u>Painting and Mixed Media:</u> Naming primary colours and colours mixing secondary colours.</p> <p><u>Drawing:</u> Teaching children to use a range of tools such as pencils with care and precision e.g. drawing self-portraits/ family portraits.</p> <p><u>Cooking and nutrition:</u> Exploring a healthy diet and tasting different fruit and vegetables – describing taste, texture, smell and look.</p> <p><u>Structures:</u> Making verbal plans and material choices and thinking about how to join different</p> | <p><u>Sculpture and 3D:</u> Using tools to manipulate clay e.g. to make mehndi lamps.</p> <p><u>Painting and Mixed Media:</u> Printing patterns using a variety of objects e.g Harvest vegetables, natural materials such as twigs, stamps.</p> <p><u>Drawing:</u> Taking rubbings of different objects e.g. leaf, coin</p> <p><u>Painting and Mixed Media:</u> Continuing to teach children to use a range of materials and tools to give them opportunities to realise their own creative ideas and tools e.g. pipettes for splat pictures</p> <p><u>Painting and Mixed Media:</u> Exploring shape artist Kandinsky. Discussing artwork, spotting shapes and creating our own shape pictures.</p> | <p><u>Structures:</u> Using a range of materials to construct with. Encouraging the children to think about and discuss what they want to make e.g. a pirate ship. Discuss problems as they arise and how they might be solved. Reflect with the children on how they achieved their aims.</p> <p><u>Painting and Mixed Media:</u> Learn the technique of collaging e.g. to create a self-portrait.</p> <p><u>Cooking and Nutrition:</u> Making food for an under the sea party</p> <p><u>Textiles:</u> Exploring threading techniques e.g., bead threading merpeople necklaces.</p> <p><u>Drawing:</u> Participating in Drawing Club drawing and writing sessions to refine use of tools and</p> | <p><u>Textiles:</u> Learning weaving and threading techniques e.g. to make a basket for Little Red Riding Hood or bracelet for Goldilocks.</p> <p><u>Structures and Textiles:</u> Teach children different techniques for joining materials e.g. how to use adhesive tape and glues e.g. to design and make a castle, making finger puppets, masks, houses for the three little pigs.</p> <p><u>Textiles:</u> Use a range of Making finger puppets and masks</p> <p><u>Cooking and nutrition:</u> Follow and create my own recipes e.g. porridge for Goldilocks.</p> <p><u>Drawing:</u> Respond to music through drawing.</p> | <p><u>Sculpture and 3D:</u> Using tools to sculpt air dry clay and decorate it e.g. sculpting a bog baby.</p> <p><u>Painting and Mixed Media:</u> Observational drawing and painting of flowers and plants.</p> <p><u>Craft and Design:</u> Explore the artist Andy Goldsworthy and his natural art techniques. Encourage the children to notice features in the natural world and discuss their responses.</p> <p><u>Painting and Mixed Media:</u> A variety of media and materials available for children to use to paint and print e.g. painting on rocks and ice, printing with flowers.</p> <p><u>Structures:</u> Encourage the children to think about and discuss what they want to make. Reflect with children on</p> | <p><u>Cooking and Nutrition:</u> Creating and following recipes to cook and bake for our class farm shop. Learning how to cook safely and hygienically.</p> <p><u>Painting and Mixed Media:</u> Printing with a variety of materials to create patterns e.g. creating symmetrical patterns.</p> <p><u>Painting and Mixed Media:</u> Exploring landscape artists such as Georgia O'Keefe and Claude Monet. Discussing colours, shapes and texture in their own words.</p> <p><u>Textiles:</u> Dying fabric with natural resources e.g. berries, turmeric.</p> <p><u>Drawing:</u> Encouraging children to notice features in the natural world through observational drawing of the</p> |

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| | materials together e.g. junk modelling. | <u>Sculpture and 3D:</u> Using recycled materials to construct with, thinking about what they want to make and discussing problems and solutions e.g making their own forms of transport. | develop precision when drawing. <u>Craft and Design:</u> Visit our school art gallery to generate inspiration and conversation about art and artists. | <u>Craft and Design:</u> Explore historical art whilst on a visit to Leeds Castle to generate inspiration and conversation about art and artists. <u>Textiles:</u> Use material to design costumes to role play in. | how they have achieved their aims e.g. designing and creating a bog baby habitat or bug hotel. | environment – discussing colours, shapes, textures, smells and listening to their responses. |
| Year 1 | Design and Technology | Art and Design | Design and Technology | Art and Design | Design and Technology | Art and Design |
| | Structures: Constructing windmills (4 lessons) | Drawing: Make your mark (5 lessons) | Textiles: Puppets (4 lessons) | Sculpture and 3D Paper Play (5 lessons) | Cooking and Nutrition: Fruit and Vegetables (5 lessons) | Painting and Mixed Media: Colour Splash (5 lessons) |
| Year 2 | Art and Design | Design and Technology | Art and Design | Design and Technology | Art and Design | Design and Technology |
| | Craft and Design: Map It Out (4 lessons) | Structures: Baby Bear's Chair (4 lessons) | Painting and Mixed Media: Life in Colour (5 lessons) | Mechanisms: Fairground Wheel (4 lessons) | Sculptures and 3D Clay Houses (5 lessons) | Mechanisms: Making a Moving Monster (4 lessons) |
| Year 3 | Design and Technology | Art and Design | Design and Technology | Art and Design | Design and Technology | Art and Design |
| | Cooking and Nutrition: Eating Seasonally (4 lessons) | Drawing: Growing Artists (5 lessons) | Digital World: Electronic Charm (4 lessons) | Craft and Design: Ancient Egyptian Scrolls (5 lessons) | Structures: Constructing a Castle (4 lessons) | Sculpture and 3D: Abstract Shape and Space (5 lessons) |
| Year 4 | Art and Design | Design and Technology | Art and Design | Design and Technology | Art and Design | Design and Technology |
| | Drawing: Power Print (5 lessons) | Structures: Pavilions (4 lessons) | Painting and Mixed Media: Light and Dark (5 lessons) | Mechanical Systems: Making a Slingshot Car (4 lessons) | Craft and Design: Fabric of Nature (5 lessons) | Electrical Systems: Torches (4 lessons) |
| Year 5 | Design and Technology | Art and Design | Design and Technology | Art and Design | Design and Technology | Art and Design |
| | Electrical Systems: Doodlers (4 lessons) | Sculpture and 3D: Interactive Installation (5 lessons) | Mechanical Systems: Making a Pop-Up Book (4 lessons) | Drawing: I Need Space (5 lessons) | Cooking and Nutrition: What Could Be Healthier? (4 lessons) | Painting and Mixed Media: Portraits (5 lessons) |
| Year 6 | Art and Design | Design and Technology | Art and Design | Design and Technology | Art and Design | Design and Technology |
| | Craft and Design: Photo Opportunity (5 lessons) | Textiles: Waistcoats (4 lessons) | Drawing: Make My Voice Heard (5 lessons) | Structure: Playgrounds (4 lessons) | Sculpture and 3D: Making Memories (5 lessons) | Digital World: Navigating the World (4 lessons) |

| History KAPOW | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| EYFS | Compare and contrast characters from stories including figures from the past. Talk about members of my immediate family. Simple family tree. Talk about members of my community. Name and describe people who are familiar to me. Comment on images of familiar situations from the past. | | | | | |
| Year 1 | How am I making History? | | How have toys changed? | | How have explorers changed History? | |
| Year 2 | How was school different in the past? | | How did we learn to fly? | | What is a monarch? | |
| Year 3 | British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? | | British history 2: Why did the Romans settle in Britain? | | What did the ancient Egyptians believe? | |
| Year 4 | How have children's lives changed? British history | | British history 3: How hard was it to invade and settle in Britain? | | British history 4: Were the Vikings raiders, traders or settlers? | |
| Year 5 | What did the Greeks ever do for us? (2023-2024 Egyptians) | | How did the Maya civilisation compare to the Anglo-Saxons? (2023-2024 How have children's lives changed? British history) | | British history 6: What was the impact of World War II on the people of Britain? (2023-2024 British history 4: Were the Vikings raiders, traders or settlers?) | |
| Year 6 | British history 5: What was life like in Tudor England? | | What does the Census tell us about our local area? | | Unheard histories: Who should go on the banknote? | |

| Geography KAPOW | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| EYFS | | <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> | | <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> | | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> |
| Year 1 | | What it is like here? | | What is the weather like in the UK? | | What is it like to live in Shanghai? |
| Year 2 | | Would you prefer to live in a hot or cold place? | | Why is our world wonderful? | | What is it like to live by the coast? |
| Year 3 | | Why do people live near volcanoes? | | Are all settlements the same? | | Who lives in Antarctica? |
| Year 4 | | <p>2023-24 Why do people live near volcanoes?</p> <p>2024-25 Why are rainforests important to us?</p> | | Where does our food come from? | | What are rivers and how are they used? |
| Year 5 | | What is life like in the Alps? | | <p>2023-24 Would you like to live in the desert?</p> <p>2024-25 Why do oceans matter?</p> | | <p>2023-24 Can I carry out an independent fieldwork enquiry?</p> <p>2024-25 Would you like to live in the desert?</p> |
| Year 6 | | Why does population change? | | <p>2023-24 Why do oceans matter?</p> <p>2024-25 Where does our energy come from?</p> | | <p>2023-24 Where does our energy come from?</p> <p>2024-25</p> |

| PSHE KAPOW | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year R | Self-Regulation My Feelings | Building Relationships Special Relationships | Managing Self Taking on Challenges | Self-Regulation Listening and Following Instructions | Building Relationships My Family and Friends | Managing Self My Wellbeing |
| Year 1 | Introductory Lesson Family and Relationships | Family and Relationships Health and Wellbeing | Health and Wellbeing Safety and the Changing Body | Safety and the Changing Body Citizenship | Citizenship Economic Wellbeing | Economic Wellbeing Transition lesson |
| Year 2 | Introductory Lesson Family and Relationships | Family and Relationships Health and Wellbeing | Health and Wellbeing Safety and the Changing Body | Safety and the Changing Body Citizenship | Citizenship | Economic Wellbeing Transition lesson |
| Year 3 | Introductory Lesson Family and Relationships | Family and Relationships Health and Wellbeing | Health and Wellbeing Safety and the Changing Body | Safety and the Changing Body Citizenship | Citizenship | Economic Wellbeing Transition lesson |
| Year 4 | Introductory Lesson Family and Relationships | Family and Relationships Health and Wellbeing | Health and Wellbeing Safety and the Changing Body | Safety and the Changing Body | Citizenship | Citizenship Economic Wellbeing Transition lesson |
| Year 5 | Introductory Lesson Family and Relationships | Family and Relationships Health and Wellbeing | Health and Wellbeing Safety and the Changing Body | Safety and the Changing Body Citizenship | Citizenship Economic Wellbeing | Economic Wellbeing Transition lesson Roles and Responsibilities |
| Year 6 | Introductory Lesson Family and Relationships | Health and Wellbeing | Health and Wellbeing Safety and the Changing Body | Safety and the Changing Body Citizenship | Citizenship Economic Wellbeing | Economic Wellbeing Identity Transition lesson Dealing with Change |
| | | | | | | Can I carry out an independent fieldwork enquiry? |

| Computing <i>Teach Computing</i> | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year R | Our Computing curriculum for the EYFS is centred around play-based, and often unplugged activities that focus on building children's listening skills, curiosity and creativity and problem solving. This may involve: taking a photograph with a camera or tablet; searching for information on the internet; playing games on the interactive whiteboard; exploring an old typewriter or other mechanical toys; using a Beebot; watching a video clip; listening to music | | | | | |
| Year 1 | Technology around us | Creating Media – Digital Painting | Programming A – Moving A Robot | Grouping Data | Creating Media | Programming B – programming animations |
| Year 2 | Information Technology Around Us | Digital Photography | Programming A – Robot Algorithms | Data and Information - Pictograms | Making Music | Programming B – Programming Quizzes |
| Year 3 | Connecting Computers | Stop-frame Animation | Programming A – Sequencing Sounds | Data and Information – Branching Databases | Creating Media – Desktop Publishing | Programming B – Events and Actions in Programs |
| Year 4 | Computing Systems and Networks – the Internet | Creating Media – Audio Production | Programming A – Repetition In Shapes | Data and Information – Data Logging | Creating Media – Photo Editing | Programming B – Repetition in Games |
| Year 5 | Computing Systems and Networks – Systems and Searching | Creating Media – Video Production | Programming A – Selection in Physical Computing | Data and Information – Flat File Databases | Vector Drawing | Programming B – Selection In Quizzes |
| Year 6 | Computing Systems and Networks – Communication and Collaboration | Creating Media – Webpage Creation | Programming A – Variables in Games | Data and Information – Introduction to Spreadsheets | Creating Media – 3D Modelling | Programming B – Sensing Movement |

| Music <i>Sing Up</i> | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year R | I've got a grumpy face The sorcerer's apprentice | Witch witch Row, row, row your boat | Bird-spotting: Cuckoo polka Shake my sillies out | Up and down Five fine bumble bees | Down there under the sea It's oh so quiet | Slap clap clap Bow, bow, bow Belinda |
| Year 1 | Menu Song | Nativity songs and performance | Football | Dawn from Sea interludes Musical Conversations | Dancing and drawing to Nautilus Cat & Mouse | Come dance with me |
| Year 2 | Tony Chestnut | Carnival of the animals Composing music inspired by birdsong | Grandma rap | Orawa Trains | Swing a-along with Shostakovich Charlie Chaplin | Tanczymy labada |
| Year 3 Trumpets | Trumpet | Trumpets | Trumpet | Trumpet | Just three notes Samba with Sergio | Fly with the Stars |
| Year 4 | This little light of mine | The pink panther theme Composing with colour | The doot doot song Fanfare for the common man | Spain | Global pentatonics The horse in motion | Favourite Song |
| Year 5 | Keep the home fires burning | Why we sing Introduction to song writing | Three Little Birds | Building a groove Epoca | Balinese gamelan Composing in tenary form | Kisne banaaya |
| Year 6 | Hey Mr Miller! | Shadows Composing for Protest | Dona nobis pacem | You to me are everything Twinkle variation | Ame sau vala tara bal | Y6 Leavers play and performance songs |

| RE <i>Kent Scheme</i> | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year R | CREATION Why is the word 'God' so important to Christians? | OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas? | NEW TESTAMENT STORIES Which stories are special and why? | SALVATION Why do Christians put a cross in an Easter garden? | WORLD FAITH STORIES Which stories are special and why? | WORLD FAITH STORIES Which stories are special and why? |
| Year 1 | GOD What do Christians believe that God is like? | INCARNATION Why does Christmas matter to Christians? <i>CORE/ DIGGING DEEPER</i> | GOSPEL What is the good news that Jesus brings? <i>CORE & DIGGING DEEPER</i> | SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i> | JUDAISM Who is Jewish and what do they believe? (Part 1) | ISLAM Who is a Muslim and what do they believe? (Part 1) |
| Year 2 | CREATION Who made the world? | UNIVERSAL How should we care for others and the world and why does it matter? | HUMANISM What is Humanism? | SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i> | JUDAISM Who is Jewish and what do they believe? (Part 2) | ISLAM Who is a Muslim and what do they believe? (Part 2) |
| Year 3 | PEOPLE OF GOD What is it like to follow God? | INCARNATION What is the Trinity? <i>CORE LEARNING</i> | SIKHI What is important for Sikh people? | SIKHI How do Sikh people worship and celebrate? | KINGDOM OF GOD When Jesus left, what was the impact of Pentecost? | HUMANISM What is Humanism? |
| Year 4 | CREATION What do Christians learn from the Creation story? | INCARNATION What is the Trinity? <i>DIGGING DEEPER</i> | GOSPEL What kind of a world did Jesus want? | SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE & DIGGING DEEPER</i> | HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1) | HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2) |
| Year 5 (following Yr 4 curriculum this year due to previous mixed classes) | CREATION What do Christians learn from the Creation story? | INCARNATION What is the Trinity? <i>DIGGING DEEPER</i> | GOSPEL What kind of a world did Jesus want? | SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE & DIGGING DEEPER</i> | HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1) | HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2) |
| Year 6 | CREATION Creation and science: conflicting or complementary? | GOSPEL What would Jesus do? | HUMANISM What is Humanism? | JUDAISM What does it mean to be Jewish in Britain today? | UNIVERSAL What can be done to reduce racism? Can religion help? | KINGDOM OF GOD What kind of king is Jesus? |

| PE <i>Premier Sports</i> | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year R | Sporty Superheroes | Land of Fairytales | Space Explorers | Time Travel Adventure | Jungle Adventure | Beach trip and the Deep Blue Sea |
| Year 1 | Multi Skills | Gymnastics | Invasion Games | Net and Wall | Striking and Fielding | Athletics |
| Year 2 | Multi Skills | Gymnastics | Invasion Games | Net and Wall | Striking and Fielding | Athletics |
| Year 3 | Multi Skills | Gymnastics | Multi Skills | Net and Wall | Striking and Fielding | Athletics |
| Year 4 | Multi Skills | Gymnastics | Multi Skills | Net and Wall | Striking and Fielding | Athletics |
| Year 5 | Multi Skills | Gymnastics | Multi Skills | Net and Wall | Striking and Fielding | Athletics |
| Year 6 | Multi Skills | Gymnastics | Multi Skills | Net and Wall | Striking and Fielding | Athletics |

| MFL <i>Language Angels</i> | Term 1 (7 Weeks) | Term 2 (7 Weeks) | Term 3 (6 Weeks) | Term 4 (6 Weeks) | Term 5 (6 Weeks) | Term 6 (7 Weeks) |
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| Year 3 | I'm learning French (Lessons 1-6) <i>It may be possible to condense the 6 lessons into 3 or 4 depending on the class prior knowledge.</i> | Phonics lessons 1 and 2 | Animals (E) | Musical Instruments (E) | Fruits (E) | Ancient Britain (E) |
| Year 4 | I'm learning French (Lessons 1-6) <i>It may be possible to condense the 6 lessons into 3 or 4 depending on the class prior knowledge.</i> | Phonics 1 and 2 | Fruits (E) | Vegetables (E) | Ancient Britain (E) | Presenting Myself (I) |
| Year 5 | I'm learning French (Lessons 1-6) <i>It may be possible to condense the 6 lessons into 3 or 4 depending on the class prior knowledge.</i> | Phonics 1 to 3 | Vegetables (E) | Presenting Myself (E) | Family (I) | Romans (I) |
| Year 6 | I'm learning French (Lessons 1-6) <i>It may be possible to condense the 6 lessons into 3 or 4 depending on the class prior knowledge.</i> | Phonics 1 to 4 | Presenting Myself (I) | Do you have a pet? (I) | What is the date? Or Weather? (I) | My House (I) |

MFL – KS2 only – first year of 4 year plan to implement French in KS2