

Curriculum Overview

‘Children leave Rood End with an enthusiasm and curiosity for science and understand how it can influence their futures’						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
PE	Gynastics	Fitness circuits	Tag Rugby	Netball	Net and Wall games	Athletics
Science	Rocks	Forces and magnets	Light	Animals including humans		Plants
Objectives	New Learning	New Learning	Seasonal Changes Y1	Animals Y1 & Y2		Plants Y1 & Y2
Investigations	I can identify the 3 different types of rocks I can observe the physical properties of rocks I can investigate what soil is made from I can describe how fossils are formed I can discuss how different living things have become fossils I can plan and deliver an oral presentation	I can identify push, pull and magnetic forces I can compare how things move on different surfaces I can record data I can identify some magnetic materials I can explore the strength of different magnets I understand how the properties of magnets make them useful in everyday items	I understand that we need light to see things I can observe how light is reflected from surfaces I understand that sunlight can be dangerous I can explain how shadows are formed I can observe how shadows change I can describe how and why shadows change	I can explore why humans have skeletons I can compare animal and human skeletons I can report on a scientific enquiry I can identify and group animals with and without skeletons I know that humans need the right type of nutrition to survive		I can identify the different parts and functions of a flowering plant I can investigate how water is transported in plants I can make systematic and careful observations I can explore the requirements of plants for life and growth I can explore different types of seed dispersal I can describe the life cycle of a flowering plant
Experiences	Observing and grouping igneous, sedimentary and metamorphic rocks. Observing permeable and impermeable rocks. What is soil made from? How fossils are formed.	Push, pull or magnetic force. How things move on different surfaces (friction). Magnetic and non-magnetic materials. The strength of different magnets.	Identifying light sources How light reflects and travels in straight lines How shadows are formed How and why shadows change	Types and purpose of muscles. Comparing animal and human skeletons Planning a healthy menu		How water is transported in plants Different types of seed dispersal
Key Vocab	Rock, igneous, metamorphic, sedimentary, permeable, impermeable, organic matter, fossil, palaeontologist, geologist	Force, magnet, magnetic, non-magnetic, push, pull, friction, surface, attract, repel	light, dark, darkness, shadow, reflect, sunlight,	human, animal, skeleton, muscle, diet, nutrition		Plant, flowering, transported, life, grow, life-cycle
Equipment	Magnifying glass, pipette, funnel, beaker, filter paper	magnet	torch, mirror, smoke machine,	Animal and human x-rays		
RE	Festivals (Christianity, Islam, Sikhism)	Being a Hindu (Hinduism)	Creation Story (Christianity - UC)	Being a Sikh (Sikhism)	The Holy Trinity (Christianity- UC)	Values (Humanism and Christianity)
Prior Learning links						
Message	The deeper meaning of religious festivals.	What it is like to be Hindu.	God's creation is good and worth preserving.	What it is like to be a Sikh in Sandwell.		What values do we have at school/home and how do these affect how we live?
Key Question/ Outcome	What are the deeper meanings of our celebrations?	What does it mean to be a Hindu in Britain today?	What do Christians learn from the creation story?	What is it like to be a Sikh in Sandwell?		What is a code for living? What codes for living do non-religious people use? What is a humanist? What codes for living do Christians try to follow?
Objectives	I can discuss what is worth celebrating. I can say why Diwali is significant for Hindus.	I can enquire into a religious object. I can explore Hindu ideas about God.	I can say how I have looked after my 'very good' creation.	I can understand how Sikhism was founded. I can explain a Guru's importance.		I can describe how kind and unkind actions make a difference to people's lives.

	I can say why Pesach is significant for Jews. I can say why Vaisakhi is significant for Sikhs. I can show my understanding of why religious festivals are significant. I can show my understanding of why religious festivals are significant.	I can explain how Hindus worship. I can explore different ways Hindus celebrate Divali. I can explain the importance of light in Hinduism. I can show what life is like for Hindus in Sandwell today.	I can understand God's instructions for looking after his 'good creation'. I can say how I will look after the world and each other. I can look at 'the fall' through different lenses. I can discuss the importance of the 'ten commandments'. I can make comparisons between Bible stories.	I can explain what makes the Gurdwara a special place for Sikhs. I can explain what the 5K's are. I can name and explain the meaning of Sikh symbols. I can explain what the Sikh holy book is and how it is used.		I can make links between religious and non-religious ideas. I can link actions and their likely consequences. I can make links between thoughts and ideas and words and actions. I can describe some things that humanists and Christians value. I can describe why I think some rules are good
Vocab	Divali, Pesach, Passover, Vaisakhi, Festival.	Murti, Trimurti, Brahman, dharma, Divali.	Creator, temptation, disobedient, Ten Commandments, the Fall.	Scripture, 5 Ks, Guru Granth Sahib, Khalsa, Mool Mantar.		Values, ideas, beliefs, actions, consequences, code, rules, commandments, humanist, Christian,
PSHE	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
	Lesson 1: I can understand that families love and support each other but sometimes problems can occur and help is available if needed. Lesson 2: I can understand that friendships have ups and downs and that problems can be resolved. Lesson 3: I can begin to understand the impact of bullying. Lesson 4: I can listen and communicate effectively. Lesson 5: I can understand why trust is an important part of positive relationships. Lesson 6: I can begin to understand the differences between people and why it is important to respect these differences. Lesson 7: I can recognise that stereotypes are present in everyday life. Lesson 8: I can recognise that stereotypes exist based on a number of factors.	Lesson 1: I can understand and plan for a healthy lifestyle including physical activity, rest and diet. Lesson 2: I can perform a range of relaxation stretches. Lesson 3: I can understand the different aspects of my identity. Lesson 4: I can identify my own strengths and begin to see how they can affect others. Lesson 5: I can break down barriers into smaller, achievable goals. Lesson 6: I can recognise when to give consent. Lesson 7: I can understand the benefits of healthy eating and dental health.	Lesson 1: I can understand the role I can take in and emergency situation. Lesson 2: I can understand how to help if someone has been stung or bitten. Lesson 3: I can understand the importance of being kind online and what this looks like. Lesson 4: I can understand that cyberbullying involves being unkind online. Lesson 5: I can understand that not all emails are genuine Lesson 6: To understand the choices people can make and those which are made by others. Lesson 7: I can begin to recognise who and what can influence our decisions. Lesson 8: I can develop an understanding of safety on or near roads.	Lesson 1: I can begin to understand the UN convention on the rights of the child. Lesson 2: I can understand the responsibilities of both children and adults to help all children benefit from their rights. Lesson 3: I can understand the environmental benefits of recycling. Lesson 4: I can understand the groups which make up the community Lesson 5: I can understand that charities care for others and how people can support them. Lesson 6: I can begin to understand how democracy works in the local area Lesson 7: I can understand why we have rules and the consequences of breaking rules at school and home Lesson 8:	Lesson 1: I can understand the different ways to pay for things and why people might choose them. Lesson 2: I can understand how to put together a budget. Lesson 3: I can recognise that money has an impact on how we feel. Lesson 4: I can begin to recognise how ethics can influence our spending decisions. Lesson 5: I can understand that there are a range of jobs available and to think about what job they might want to do. Lesson 6: I can understand that there are stereotypes in the workplace and these should not limit people's career aspirations.	Transition Day: I can understand the strategies people use to cope with change.
Geography		Settlements		Volcanoes		Antarctica
Prior Learning/Links		HISTORY – Invaders and settlers		Y2 Why is our world wonderful? Y3 SCIENCE - Rocks		Y2 Would you rather live in a hot or cold place? Y1 What is the weather like in the UK?
Key Question/Outcome		Are all settlements the same?		Why do people live near volcanoes?		Who lives in Antarctica?
Key learning		What is a settlement?		How is the earth constructed?		What is climate?

		How is land used in my local area? Can I explain the location of features in my local area? How has my local area changed over time? How is land used in New Delhi? How does land use in New Delhi compare with my local area?		Where are mountains found? What and where do we get volcanoes? What are the effects of a volcanic eruption? What are earthquakes and where do we get them? Where have the rocks around school come from?		Where is Antarctica? Who lives in Antarctica? Who was Shackleton? Can we plan an expedition around school? How did our expedition go?
Core Vocab		Settlement/settlers, features, site, landmarks, Water, food, shelter, transport links, defences, entertainment, village/town/city, digital map, land use,		Crust, mantle, outer core, inner core, tectonic plates, plate boundaries (divergent, convergent, transform), mountains (fold, fault block, volcanic), ranges (the Andes, the Himalayas, the Rockies, the Alps), volcanoes (shield, composite, active, dormant, extinct), consequences, climate, tsunamis, earthquakes, tourism, fault lines, epicentre, rocks (igneous, metamorphic, sedimentary)		Lines of latitude, lines of longitude, hemisphere, tropic of Capricorn/cancer, equator, Arctic circle, Antarctic circle, climate, climate zone, desert, scalebar, ice shelf, drifting ice, treaty, cross section, ice sheet, iceberg, adaptation, wilderness, tourism, tilt, research, mapping. Explorer, plot, difference, expedition, four-figure grid reference, similarity, intention, 4 /8 points of the compass, direction, comparing, evaluate, magnetic field, magnetic, improvement,
Texts						Earnest Shackleton – Big people, little dreams book Alexander Von Humbolt – Big People, Little Dreams The Once Upon a Time Map Book –
Experiences		History visit to Sarehole Mill		Fieldwork – local rock samples		Expedition around school
History	Stone age, iron age and bronze age		Romans		Egyptians	
Prior Learning/Links						
Key Question/ Outcome	Would you prefer to live in the stone age, iron age or bronze age?		Why did the Romans settle in Britain?		What did the Ancient Egyptians believe?	
Objectives	How long ago did prehistoric man live? What does skara Brae tell us about life in the stone age? Who was the Amesbury archer? How did Bronze change life in the stone age? How did trade change the iron age? What changed between the stone age and iron age?		Why did the Romans invade and settle in Britain? How did Britons respond to the Roman invasion? Why was the Roman army so successful 1? Why was the Roman army so successful 2? What do artefacts tell us about life in Roman times? How did the Romans change modern Britain?		Who were the Egyptians and when did they live? Who were the ancient Egyptian Gods and Goddesses? Why and how did the Egyptians build the pyramids? How and why did the Egyptians mummify people? What does the book of the dead tell us about ancient Egyptian beliefs?	

					What did the ancient Egyptians believe?	
Vocab						
Experiences	Birmingham Museums Artefacts Box - Prehistoric		Wroxeter Roman Fort		Birmingham Museums Artefacts Box – Egyptian everyday life. Online session	
ART	Formal Elements of Art (A)	Art Skills (A)	Pre-historic Art (A)		Craft (A)	
Outcomes	Know the meaning of sculpture, shading, tone, 2D, 3D, sketching. Able to talk about how to sketch simple shapes and how you can change tone and what effect it has. Talk about how different media produce different effects.	Know the meaning of 3D artwork, puppet design, tint, observational drawing. Able to discuss form in 3D artwork, how they use shapes to help them draw accurately and how to make tints of colours.	Know the meaning of prehistoric art, hand-paintings, scaling up, texture. Know what colours were used and why. Talk about how you can use charcoal and smudge it.		Know the meaning of weaving, tie-dye, warp, weft, running stitch, mood board. Able to discuss the purpose of a mood board.	
Objectives	I can see and draw shapes in everyday objects I can recognise and apply geometry when drawing I can create simple sculptures I can apply even layers of tone when shading I can show tone by shading	I can be inspired by other artists I can create tint and shade of colour I can draw from observation I can combine materials to make 3D art	I can understand how pre-historic art was made I can sketch in different mediums creating tone and texture I can experiment with pigments to make different colours I can develop my painting skills I can create prehistoric inspired art		I can create a mood board I can create tie-dyed materials I can create a piece of art using paper weaving I can weave with materials I can sew designs onto material	
Vocab	Sculpture, shading, tone, 2D, 3D, sketching	3D artwork, puppet, design, tint, observational drawing	Prehistoric art, hand-paintings, scaling up, texture,		Weaving, tie-dye, warp, weft, running stitch, mood board,	
Artists		Carl Giles, Diego Velazquez			Anni Albers	
D and T	Constructing a Castle (Structures) Block teaching			Pneumatic Toys (Mechanical Systems) Block teaching		Cushions (Textiles) Weekly lessons
Summary	Learning about the features of a castle, children design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.			Pupils design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts while also building on their design knowledge. They will then be introduced to thumbnail sketches and exploded diagrams.		Children will learn cross stitch and appliqué techniques, then apply their knowledge to the design, decoration, and assembly of their very own cushions.
Outcome	Children have designed and constructed a stable castle structure using paper and card.			Children have created a toy that operates using a pneumatic system.		A completed cushion with decorative features made in accordance with a design.
Objectives	I can recognise how shapes are used in structures. I can design a structure. I can construct 3D nets. I can construct a final product. I can construct a final product. I can evaluate my work and the work of others.			I can investigate and explore pneumatic systems. I can design a pneumatic toy. I can create a pneumatic toy. I can create a pneumatic toy. I can test and evaluate against design criteria.		I can sew cross-stitch. I can sew applique. I can design a product. I can decorate fabric. I can decorate fabric. I can use stitches to join fabrics.

Vocab	2D shapes ● 3D shapes ● Castle ● Design criteria ● Evaluate ● Facade ● Feature ● Flag ● Net ● Recyclable ● Scoring ● Stable ● Strong ● Structure ● Tab ● Weak			Exploded-diagram ● Function ● Input ● Lever ● Linkage ● Mechanism ● Motion ● Net ● Output ● Pivot ● Pneumatic system ● Thumbnail sketch		Accurate ● Applique ● Cross-stitch ● Cushion ● Decorate ● Detail ● Fabric ● Patch ● Running-stitch ● Seam ● Stencil ● Stuffing ● Target audience ● Target customer ● Template
Year 3	Constructing a Castle (Structures) Block teaching			Pneumatic Toys (Mechanical Systems) Block teaching		Cushions (Textiles) Weekly lessons
Music	EP (Ukulele) (M)			Traditional Instruments and improvisation(M)		EP (Ukulele) (M)
Prior Learning		Year 2 - Orchestral music (Future link to Djembe with D Singh)		Year 2 – Musical Me		
Key Questions		Which instruments make this sound? What are some traditional Indian instruments? What are the elements of traditional Indian music?		What does pentatonic mean? Which notes can you use? How can you describe this tempo? Can you play with different dynamics?		
Objectives		I can express opinions about music. I can use rag to improvise. I can improvise using given notes. I can create a piece of music using a drone, rag and tal. I can perform a piece of music using musical notation.		I can interpret music. I can play pentatonic melody. I can write and perform a pentatonic melody. I can perform a group composition. I can perform a piece of music as part of a group		
Outcome		Performance of Anile Va or their improvised pieces.				
Vocab		Sitar, tanpura, tabla, tala, rag, tempo, dynamics, Rag, Bollywood, tal, drone, notation				
Computing	Networks eSafety: Beliefs, opinions and facts on the internet		Journey Inside a Computer eSafety: When being online makes me upset	Video Trailers eSafety: Sharing information		Scratch eSafety: Rules of social media platforms
Spanish	Spanish greetings with puppets	Spanish numbers and ages	Shapes and colours in Spanish		Classroom objects in Spanish	