

**Curriculum Overview**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Autumn 1** | | | | | | **Autumn 2** | |
| **Vision in Action Focus** | **‘Learning Through Faith, We Dream!’** | | | | | | | |
| **Character Gateway** |  | | | | | |  | |
| **School Value** | **Generosity** | | | | | | **Responsibility** | |
| **Metacognition** | **Independence** | | | | | | **Creativity** | |
| **Special Events** | **Dreaming Vision Day, Tiny Travels Diversity Workshops linked with National Poetry Day**  **Community Cultural Celebration** | | | | | | **Harvest Festival**  **Remembrance**  **Christingle, Christmas and Nativity** | |
| **Duration** | **5 Weeks 4 Days** | | | | | | **7 Weeks** | |
| **Foundation**  **Stage**  **Subject** | **Dream Experience**  **3 Days** | **UOW**  **2 Weeks** | | **British Values and Diversity**  **(DT Link)**  **Cooking and Nutrition and Significant People (History)**  **3 Weeks** | | | **UOW**  **3 Weeks** | **UOW**  **4 Weeks** |
| **Question** |  | **How can I keep myself healthy?** | | **What can my senses tell me about the world around me?** | | | **What can my senses tell me about the world around me?** | **Where do I live and what is it like?** |
| **Outcome** |  | **- I know what healthy means**  **- I know why it is important to brush my teeth**  **- I can make healthy food choices**  **- I can brush my teeth accurately.** | | **Exploring diversity and culture through the senses.** | | | **- I know daily weather patterns**  **- I know some simple features of my immediate environment**  **-I know the location my school is situated in**  **- I know some important places where I live**  **- I know what a map is and why we use them.** | **- I know not all homes are the same**  **- I know places can be different - I know the world is round**  **- I know environments vary from one another**  **- I know about similarities and differences between places e.g. countryside and town.** |
| **Year 1**  **Subject** | **Dream Experience**  **British Values and Diversity**  **Significant People (History)**  **1 Week and 2 days** | | **Science**  **(Writing Link)**  **Materials**  **2 Weeks** | | **British Values and Diversity**  **(DT Link)**  **Cooking and Nutrition**  **2 Weeks** | | **Geography**  **(Writing Link)**  **My Locality**  **3 Weeks** | **History**  **(Writing Link)**  **Changes in my Life**  **4 Weeks** |
| **Question** | **Can I use Martin Luther King’s speech to inspire my own dreams?** | | **Can I design a bridge for the 3 Billy Goats Gruff?** | | **Can I create a dish that has been locally sourced?** | | **Can I use a map to find the treasure?** | **Can I create a timeline of my life?** |
| **Outcome** | **To create a video of my own ‘I have a dream’ speech.** | | **Design a bridge for the 3 Billy Goat’s Gruff.** | | **Host a café morning serving dishes that have been locally sourced.** | | **To write a set of instructions for how to find the treasure.** | **To present a timeline of my life.** |
| **Year 2**  **Subject** | **Dream Experience**  **3 Days** | **Science**  **(Writing Link)**  **Animals inc. Humans**  **2 Weeks** | | **British Values and Diversity**  **(DT Link)**  **Cooking and Nutrition and Significant People (History)**  **3 Weeks** | | | **Geography**  **(Writing Link)**  **The Area I live**  **3 Weeks** | **History**  **(Writing Link)**  **Significant Events Locally**  **4 Weeks** |
| **Question** |  | **What do animals need to survive?** | | **How are we still impacted by significant individuals?** | **Why can’t I grow bananas in my garden?** | | **How does my school compare to a school in Sen Sok Village?** | **How has Exeter High Street Changed?** |
| **Outcome** |  | **Describe the basic needs of animals including humans.** | | **To produce a group report about the impact of the chosen significant individual in the world today.** | **To use our understanding of where our food comes from to design and make a dish.** | | **Assembly presentation.**  **Group reports to inform people about school life in Exeter compared to Cambodia.** | **To create a group timeline explaining the changes** |
| **Year 3**  **Subject** | **Dream Experience**  **3 Days** | **Science**  **(Writing Link)**  **Rocks and Fossils**  **2 Weeks** | | **British Values and Diversity**  **(DT Link)**  **Cooking and Nutrition and Significant People (History)**  **3 Weeks** | | | **Geography**  **(Writing Link)**  **- Region of the UK**  **3 Weeks** | **History**  **(Writing Link)**  **Stone Age to Iron Age**  **4 Weeks** |
| **Question** |  | **How can I teach people about fossils and rocks?** | | **How are we still impacted by significant individuals?** | **Can I transfer my cooking skills to the outdoors?** | | **What makes Devon special?** | **How would Stone Age Boy be represented in a different pre-historic age?** |
| **Outcome** |  | **Teach a different class about rocks and fossils.**  **(Writing – biography on Mary Anning)** | | **To produce a reflection about the impact of the chosen significant individual in the world today.** | **To produce a healthy dish outdoors.**  **(Writing -** | | **Double page journal, identifying key human and physical features** | **To create a portal story inspired by Stone Age Boy.** |
| **Year 4**  **Subject** | **Dream Experience**  **3 Days** | **Science**  **(Writing Link)**  **Forces and magnets**  **2 Weeks** | | **British Values and Diversity**  **(DT Link)**  **Cooking and Nutrition and Significant People (History)**  **3 Weeks** | | | **Geography/**  **Computing**  **(Writing Link)**  **European Region**  **3 Weeks** | **History**  **(Writing Link)**  **Vikings**  **4 Weeks** |
| **Question** |  | **Why is a maglev train a mode of transport of the future?** | | **How are we still impacted by significant individuals?** | **Why can’t I grow bananas in my garden?** | | **Is the Costa Brava a world away from our local area?** | **Why was King Alfred so great?** |
| **Outcome** |  | **Explore the power of forces and magnets and the impact this has on future modes of transport.** | | **To produce a group report about the impact of the chosen significant individual in the world today.** | **To use our understanding of seasonality and the processes food undergoes to design and make a dish.** | | **Holiday Brochure advertising the Costa Brava.** | **Write to strongly justify their opinions based on historical evidence.**  **(Anglo Saxons and Vikings)** |
| **Year 5**  **Subject** | **Dream Experience**  **3 Days** | **Science**  **(Writing Link)**  **States of matter**  **2 Weeks** | | **British Values and Diversity**  **(DT Link)**  **Cooking and Nutrition and Significant People (History)**  **3 Weeks** | | | **Geography**  **(Writing Link)**  **Continental Challenges**  **3 Weeks** | **History**  **(Writing and computing Link)**  **Greek Civilisation**  **4 Weeks** |
| **Question** |  | **What is the most interesting change of state?** | | **How are we still impacted by significant individuals?** | | **Why can’t I grow bananas in my garden?** | **Why do some natural disasters cause more damage?** | **How did the Ancient Greeks influence how we live today?** |
| **Outcome** |  | **To write a full experiment showing a chemical change.** | | **To creative a non-chron report based on the life of Paul Stephenson** | | **To use our understanding of seasonality and the processes food undergoes to design and make a dish.** | **Look at the impact of a natural disaster.**  **Write a magazine article comparing two natural disasters** | **Write a narrative short story based on Greek mythology** |
| **Year 6**  **Subject** | **Dream Experience**  **3 Days** | **Science**  **(Writing Link)**  **Electricity and light**  **2 Weeks** | | **British Values and Diversity**  **(DT Link)**  **Cooking and Nutrition and Significant People (History)**  **3 Weeks** | | | **Geography**  **(Writing Link)**  **World Resources & Trade**  **3 Weeks** | **History**  **(Writing Link)**  **World War 11**  **4 Weeks** |
| **Question** |  | **As a scientist, can I explain how the things that we take for granted work?** | | **How are we still impacted by significant individuals?** | **Why can’t I grow bananas in my garden?** | | **How has trade changed over time?** | **What was the turning point in WW2?** |
| **Outcome** |  | **In groups create and send a message that comes back. Draw a scientific diagram of how a circuit works.** | | **To produce a group report about the impact of the chosen significant individual in the world today.** | **To use our understanding of seasonality and the processes food undergoes to design and make a dish.** | | **Plan and deliver a trade fair to other ACE schools and or parents.** | **To write a report explaining their findings** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term** | **Spring 1** | | **Spring 2** | | |
| **Vision in Action Focus** | **‘Learning Through Faith, We Believe!’** | | | | |
| **Character Gateway** |  | |  | | |
| **School Value** | **Courage** | | **Forgiveness** | | |
| **Metacognition** | **Collaboration** | | **Independence** | | |
| **Special Events** | **Believing Vision Day, E-Safety, Mental Health Week** | | **Science Week**  **World Book Day, World Maths Day**  **Easter** | | |
| **Duration** | **5 Weeks 4 Days** | | **5 Weeks 4 Days** | | |
| **Foundation**  **Stage**  **Subject** | **UOW**  **3 Weeks 4 days** | **Art**  **(Mental Health Focus)**  **Exploring Mediums**  **2 Weeks** | **Science**  **(Writing Link)**  **Materials**  **3 Weeks** | **Writing**  **(Narrative Focus)**  **2 Weeks** | **UOW** |
| **Question** | **Why are memories so important?** | **How does Art connect us with our emotions?** | **How can we build the perfect shelter?** | **Is the big bad wolf really bad?** | **What signs of new life can I see?** |
| **Outcome** | **- I know something that my parents remembered from their childhood**  **- I know what a memory is**  **- I know and can recall memories**  **- I know that memories are from the past and that they are real.** | **Children can draw and paint a picture that represents a feeling or emotion.** | **- I know some properties of materials eg soft, hard bendable, magnetic.**  **- I know what happens to water when it is frozen.**  **- I know we need sunlight to create a shadow** | - **I know the meaning of some vocabulary linked to stories.**  **- I know what a character is**  **- I know what a setting is - I know I need to listen attentively to answer questions about a story** | **- I know if something is alive or dead**  **- I know how to care for something living**  **- I know how to recognise a young plant and an older plant**  **- I know I need to respect and care for the natural environment, animals and all living things**  **- I know how seeds and bulbs grow into plants**. |
| **Year 1**  **Subject** | **History**  **(Writing Link)**  **Life of Others**  **3 weeks 4 days** | **Art**  **(Mental Health Focus)**  **Exploring Mediums**  **2 Weeks** | **Science**  **(Writing Link)**  **Season Changes**  **3 Weeks** | **Writing**  **(Narrative Focus)**  **Lion, Witch and Wardrobe**  **2 Weeks 4 days** | |
| **Question** | **How did the Great Fire of London impact the future?** | **How does Art connect us with our emotions?** | **How does nature change as the seasons change?** | **What does Lucy experience when she first steps through the wardrobe?** | |
| **Outcome** | **. To write a newspaper report** | **To design and create a piece of art using clay.** | **To present a weather forecast.** | **To write a descriptive setting suitable for an illustrator to use.** | |
| **Year 2**  **Subject** | **Geography**  **(Writing Link)**  **3 weeks 4 days**  **UK- countries of the UK, capital cities and features** | **Art**  **(Mental Health Focus)**  **Exploring Mediums**  **2 Weeks** | **Science**  **(Writing Link)**  **Food chains**  **3 Weeks** | **Writing**  **(Narrative Focus)**  **Lion, Witch and Wardrobe.**  **2 Weeks 4 days** | |
| **Question** | **Can I explore the 4 nations of the UK their geographical features** | **How does Art connect us with our emotions?** | **When do Predators become Prey?** | **What was Edmund’s first impression of the Lady on the sledge** | |
| **Outcome** | **To produce a poster showcasing the human and physical features of the 4 nations.** | **To create a piece of art using textiles. Children to draw their design in their journals first.** | **To understand and show a simple food chain.** | **To write a journal entry by Edmund detailing his encounter with Jadis.** | |
| **Year 3**  **Subject** | **History**  **(Writing Link)**  **Romans**  **3 weeks 4 days** | **Art**  **(Mental Health Focus)**  **Exploring Mediums**  **2 Weeks** | **Science**  **(Writing Link)**  **Materials including water**  **3 Weeks** | **Writing**  **(Narrative Focus)**  **Lion, Witch and Wardrobe**  **2 Weeks 4 days** | |
| **Question** | **Would I make a good Roman?** | **How can we use Art to communicate our emotions?** | **I am H20, what and where have I been?** | **What makes a ‘good’ villain?** | |
| **Outcome** | **To write a reflection on life in Roman Britain.**  **(Writing outcome – Escape from Pompeii)** | **To create a piece of art using printing. Children to draw their designs in their journals first.**  **(Writing – poetry)** | **To understand what states of matter are and the properties of materials –(presentation – computing?)**  **Understand the water cycle**  **Explanation text on water cycle** | **Write a speech as a villain persuading others they are the best.** | |
| **Year 4**  **Subject** | **Geography**  **(Writing Link)**  **3 weeks 4 days**  **Contrasting non-European region at risk** | **Art**  **(Mental Health Focus)**  **Exploring Mediums**  **2 Weeks** | **Science**  **(Writing Link)**  **Animals including humans**  **3 Weeks** | **Writing**  **(Narrative Focus)**  **Lion, Witch and Wardrobe**  **2 Weeks 4 days** | |
| **Question** | **Why are rainforests being destroyed?** | **How does Art connect us with our emotions?** | **When do predators become prey?** | **Why is Mr Tumnus so pivotal to the story? TO CHANGE** | |
| **Outcome** | **News/ podcast informing peers about the dangers facing the rainforest.** | **To create a piece of sculpture using malleable media. Children to draw their designs in their journals first.** | **To understand food chains and the digestive system.** | **Write a letter from Lucy to the White Witch expressing feelings.** | |
| **Year 5**  **Subject** | **Geography**  **3 weeks 4 days**  **World population, settlements, migration** | **Art**  **(Mental Health Focus)**  **Exploring Mediums**  **2 Weeks** | **Science**  **(Writing Link)**  **Living things**  **3 Weeks** | **Writing**  **(Narrative Focus)**  **Lion, Witch and Wardrobe**  **2 Weeks 4 days** | |
| **Question** | **Why would someone leave their homeland?** | **How does Art connect us with our emotions?** | **Am I still the same person I was 5 years ago?** | **What does it mean to Narnia for Spring to have arrived?** | |
| **Outcome** | **Write a newspaper article about migration to the UK.** | **To create a piece of art using textiles. Children to draw their designs in their journals first.** | **Describe the change as humans grow into old age.**  **Write a life cycle of a human including all main stages** | **Write an opening chapter of a fantasy narrative.** | |
| **Year 6**  **Subject** | **History**  **(Writing Link)**  **Local Study**  **3 Weeks 4 days** | **Art**  **(Mental Health Focus)**  **Exploring Mediums**  **2 Weeks** | **Science**  **(Writing Link)**  **Animals**  **3 Weeks** | **Writing**  **(Narrative Focus)**  **Lion, Witch and Wardrobe**  **2 Weeks 4 days** | |
| **Question** | **How did the Exeter Blitz affect the lives of children?** | **How does Art connect us with our emotions?** | **Could pig-heart boy survive?** | **What makes you think that, “The Lion the Witch and the Wardrobe” is a Christian text?** | |
| **Outcome** | **To complete a presentation to share with different year groups.** | **To create a piece of art using sculpture, textiles and printing elements. Children to draw their designs in journals first.** | **Draw a Scientific diagram of the heart and circulatory system and then film a green screen video explaining them.** | **Write a persuasive piece to argue a case either way.** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Summer 1** | | **Summer 2** | | | |
| **Vision in Action Focus** | **‘Learning Through Faith, We Achieve!’** | | | | | |
| **Character Gateway** |  | |  | | | |
| **School Value** | **Compassion** | | **Joy** | | | |
| **Metacognition** | **Collaboration** | | **Independence** | | | |
| **Special Events** | **Pentecost, May Day Celebrations, Great West Run** | | **Vision and Values Day – Achieve**  **Fieldwork Fortnight**  **Sports Day, Phonics, X Tables Check, Transition Day, Residentials, Leavers Assembly** | | | |
| **Duration** | **5 Weeks 4 Days** | | **8 Weeks** | | | |
| **Foundation**  **Stage**  **Subject** | **UOW**  **3 weeks** | **UOW**  **2 Weeks 4 Days** | **UOW**  **8 Weeks** | | | |
| **Question** | **Where do my wellies take me?** | **How do Minibeasts help us?** | **How do we make a difference to our Blue Planet?** | | | |
| **Outcome** | **-I know about similarities and differences between places e.g. countryside and town**  **- I can draw information from a simple map**  **- I can use aerial maps and photos to comment on simple features I can draw a simple map.** | **-I know some facts about animals and plants through observations.**  **- I know I need to respect and care for the natural environment.**  **- I can make simple scientific suggestions** | **- I know how to combine materials**  **- I know the effect of cutting materials**  **- I know the importance of plan, do and review**  **- I know some facts about animals and plants through observations**  **- I know that humans can have a positive and negative impact on our world** | | | |
| **Year 1**  **Subject** | **Science**  **(Writing Link)**  **Living things (plants)**  **3 weeks** | **DT**  **Design, Make & Evaluate**  **2 Weeks 4 days** | **Poetry & Art**  **Performance and Expression**  **3 weeks** | **Geography**  **Another Locality in the UK**  **3 Weeks** | **Computing**  **(Using websites)**  **1 Week** | **PSHE**  **Changing Me**  **1 Week** |
| **Question** | **Can I design my own forest school?** | **Can you design and make a vehicle to take part in whacky races?** | **Can I use different shades of paint to represent my poetry?** | **How can a map help us explore our local area?** | **How do search engines support my learning?** | **Coping positively with change.** |
| **Outcome** | **Children to design their own forest school, including classification of plants and trees.** | **Children to design and make a vehicle to take part in whacky races.** | **I can use different shades of paint to represent my poetry?** | **Draw a simple map of Exmouth Coastline with labels and symbols** | **I can research an animal of my choosing using an internet search.** | **Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.** |
| **Year 2**  **Subject** | **Science**  **(Writing Link)**  **Habitats**  **3 weeks** | **DT**  **Design, Make & Evaluate**  **2 Weeks 4 days** | **Poetry & Art**  **Performance and Expression**  **3 weeks** | **History**  **(Writing Link)**  **Significant Events UK**  **3 Weeks** | **Computing**  **(Instructions to programme)**  **1 Week** | **PSHE**  **Changing Me**  **1 Week** |
| **Question** | **How does our school provide a home for wildlife?** | **Where can birds nest in our school?** | **Based on Christina Rossetti`s poem, “Who has seen the wind?”.** | **Why is the Titanic such a significant event?** | **How can I give instructions to a programme?** | **Coping positively with change.** |
| **Outcome** | **Design and create a bug hotel in the Forest School.** | **Children to make and design bird boxes (in small groups) to enhance our school environment.** | **Children to write their own nature poem and perform them for their parents.** | **To complete a presentation to share with younger children** | **Children can use a range of programming tools to affect change.** | **Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.** |
| **Year 3**  **Subject** | **Science**  **(Computing Link)**  **Living Things**  **3 weeks** | **DT**  **Design, Make & Evaluate**  **2 Weeks 4 days** | **Poetry & Art**  **Performance and Expression**  **3 weeks** | **Geography**  **3 Weeks**  **Contrasting Regions of the UK** | **Computing**  **(Website and Social Media)**  **1 Week** | **PSHE**  **Changing Me**  **1 Week** |
| **Question** | **Can I create my own mini Eden Project?** | **What is the strongest stitch? How can that help me to make a money container.** | **Based on the poem, “The River” By Valerie Bloom.**  **Why does the author use repetitive phrases to describe the river?** | **Can I compare Exeter to the city of London?** | **How can we create a class blog?** | **Coping positively with change.** |
| **Outcome** | **To design and create a mini Eden project to suit the needs of a variety of plants.**  **(Writing – Lights on Cotton Rock)** | **Children need to think about the process and the purpose behind the project. Children need to consider a variety of stiches and techniques when designing their wallet or purse. See POAP.** | **Children to write a poem based on, “The River” by Valerie Bloom. Focusing on the repetitive quality of the poem. Children to record their poems and post them on our website.** | **Two page report comparing Exeter to London, including statistical data and maps** | **To produce a class blog uploading attachments.** | **Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.** |
| **Year 4**  **Subject** | **Science**  **(Writing Link)**  **Light, sound and electricity**  **3 weeks** | **DT**  **2 Weeks 4 Days** | **Poetry & Art**  **Performance and Expression**  **3 weeks** | **History**  **(Writing Link)**  **Historical Impact**  **(Victorian period)**  **3 Weeks** | **Computing**  **(Presenting data and ideas)**  **1 Week** | **PSHE**  **Changing Me**  **1 Week** |
| **Question** | **How do we see and hear?** | **How can I make the best possible pop up card for a special person?** | **Based on “Long Trip” by Langston Hughes.**  **How does the poet use repetition to create impact?** | **How did 1826 change the way we travel?** | **How can I use Purple Mash to create an interactive ebook for Foundation children?** | **Coping positively with change.** |
| **Outcome** | **In order to see things, there must be light Dark is the absence of light**  **That sounds are made from vibrations**  **Sounds travel through a medium to the ear (air, vacuum)**  **ELECTRICITY**  **How to complete a simple electrical circuit which includes cells, switches, wires and buzzers?**  **Create a burglar alarm that lights up – instructions of how to make it.** | **Children to look at mechanisms, levers and linkages to make their card. The design process should include trial and error.** | **Children to write their own sea poems based on long trip by Langston Hughes. Poems to be performed against a musical background.** | **To write a newspaper report about this new mode of transport.** | **Children can make an ebook for a younger child using image, text and sound.** | **Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.** |
| **Year 5**  **Subject** | **Science**  **(Writing Link)**  **Earth, Space and Forces**  **3 weeks** | **Computing**  **(Movies and effects)**  **2 Weeks 4 Days** | **Poetry & Art**  **Performance and Expression**  **3 weeks** | **History**  **(Writing Link)**  **Early Civilisation**  **3 Weeks** | **DT** | **PSHE**  **Changing Me**  **1 Week** |
| **Question** | **Where would we be without Gravity?** | **How can I use stop animation to make a short film about an issue I care about?** | **Based on “The Lost Words” nature poems by Robert Macfarlane and Jackie Morris.**  **Looking at art by Georgia O’Keeffe**  **Does art tell us anything about its creator?** | **How can we possibly know what life was like for the Mayan civilisation?** | **How can we design and make a new toy vehicle for Nursery children?** | **Coping positively with change.** |
| **Outcome** | **Create a log or diary entry for the mars rover ‘Curiosity’** | **Children to use stop animation and choose a global issue they feel strongly about. These are then to be shared in assembly and put on the school website.** | **Children to use influence from Georgia O’Keeffe to produce independent and creative art – with a linking poem inspired by “The Lost Words”** | **Non Chronological report based on historical evidence gathered** | **Children can design and make a toy that includes mechanical systems, pulleys or gears. See POAP for clarity.** | **Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.** |
| **Year 6**  **Subject** | **Science**  **(Writing Link)**  **Evolution and Adaptation**  **3 weeks** | **Computing**  **(Programmes to engage)**  **2 Weeks 4 Days** | **Poetry & Art**  **Performance and Expression**  **3 weeks** | **Geography**  **Global Challenges**  **3 Weeks** | **DT** | **PSHE**  **Changing Me**  **1 Week** |
| **Question** | **How did we become us?** | **What is so special about my computer game?** | **Based on the Highwayman by Alfred Noyes.**  **The Highwayman, antihero or hardened criminal?** | **How is climate change affecting the world?** | **How could you use an alarm system to protect a valuable artefact?** | **Coping positively with change.** |
| **Outcome** | **Non-Chronological report on adaptations animals need to make to suit their environments.** | **Children to use controlling sprites and external inputs to design and make a computer game.** | **Write an atmospheric poem focusing on imagery and mood with an ambiguous protagonist. Poems to be made into a book for the library.** | **Campaign to rest of school- what can we do to help our world.** | **Children can use electrical systems and more complex circuits to create protect an object.** | **Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.** |