

Curriculum Planning

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| Year Group | Geography | History | Science | Art | DT |
| EYFS | The world (30-50m)  • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  The world (40-60m)  • Looks closely at similarities, differences, patterns and change.  The world (ELG)  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | People and communities (30-50m)  • Shows interest in the lives of people who are familiar to them.  • Remembers and talks about significant events in their own experience.  • Recognises and describes special times or events for family or friends.  People and communities (40-60m)  • Enjoys joining in with family customs and routines.  People and communities (ELG)  Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | The world (30-50m)  • Can talk about some of the things they have observed such as plants, animals, natural and found objects.  • Talks about why things happen and how things work.  • Developing an understanding of growth, decay and changes over time.  • Shows care and concern for living things and the environment  The world (40-60m)  • Looks closely at similarities, differences, patterns and change.  The world (ELG)  Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes | Exploring and using media and materials (30-50m)  • Explores colour and how colours can be changed.  • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  • Beginning to be interested in and describe the texture of things.  Exploring and using media and materials (40-60m)  • Explores what happens when they mix colours.  • Experiments to create different textures.  Exploring and using media and materials (ELG) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Being imaginative (40-60m)  • Create simple representations of events, people and objects.  • Chooses particular colours to use for a purpose.  Being imaginative (ELG)  They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | Exploring and using media and materials (30-50m)  • Uses various construction materials.  • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  • Joins construction pieces together to build and balance.  Exploring and using media and materials (40-60m)  • Understands that different media can be combined to create new effects.  • Manipulates materials to achieve a planned effect.  • Constructs with a purpose in mind, using a variety of resources.  • Selects tools and techniques needed to shape, assemble and join materials they are using.  Exploring and using media and materials (ELG) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Being imaginative (40-60m)  • Chooses particular colours to use for a purpose.  • Create simple representations of events, people and objects.  Being imaginative (ELG)  They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| Year 1 | My Local Area (Autumn)  Where does our food come from? (spring)  Hot and cold places (Summer) | What was life like when Mrs Jones was little?(Autumn)  Kitty Wilkinson/Florence Nightingale  The Great Fire of London | Plants (Spring)  Materials and their properties (Spring) | 3D/Sculpture – local buildings (Autumn) | Textiles – puppets (Spring)  Paint – Hot and Cold colours (Spring) |
| Year 2 | Liverpool (Autumn)  Links to line drawing – Art (Autumn)  What will I see on a journey around the world? Linked to DT (Summer)  Compare Africa/Liverpool (Art link) | Titanic (Spring)  Linked to Art – Spring (sculpture)  Who were the greatest explorers? (Autumn) | Everyday Materials Linked to Titanic (Spring) | Local Artist Study (Autumn)  Chairs- structures  Textiles/Print – link to Africa (Summer) | Structures linked to Titanic (Spring)  Food Technology-foods from around the world Linked to Geog (Summer) |
| Year 3 | Counties –Merseyside (Autumn)  Volcanoes (Spring) | Ancient Egypt (Autumn)  Stone/bronze/iron Age (Spring) | Animals Including Humans , body bones and movement (Autumn)  Rocks and Soils (Spring)  Plants – Growing Conditions (Summer) | Sculpture – Keith Haring – making use of exhibition at Tate (Autumn)  Toning/Shading – Cave Art (Spring) | Food Technology (Summer) |
| Year 4 | Italy – European Study (Autumn)  The Water Cycle – linked to river Mersey (Spring) | Romans (Autumn)  Victorians (Local Study in Liverpool) (Spring) | States of Matter (Spring)  Electricity (Spring) | Mosaics – Roman art comparing with work of Gaudi (Autumn)  William Morris – Victorian Wallpaper and design (Spring) | Architecture – Liverpool Buildings (Autumn)  Electronic Poster – Water Cycle (Spring)  Food Technology – Pizza (Summer Term Italian Link) |
| Year 5 | Amazon (Autumn)  Damaging our Rainforest | World War 2 (Autumn) | Animals including humans (Autumn)  Earth and Space (Spring)  Forces (Spring) | Work of Lowry (Autumn)  Abstract Art – Link to Earth and Space (Spring) |  |
| Year 6 | Distribution natural resources and minerals – sustainability – Are we Damaging our World? (autumn)  Extending our curriculum on top of NC objectives as it’s a current issue. | Ancient Greece (Autumn)  Slave Trade (Spring/Summer) | Evolution and Inheritance (Autumn)  Electricity (Autumn) | Mixed Media – Greek Pots (Autumn)  Freedom Quilt (Spring/ Summer ) | Greek Food (Autumn)  Electronics – Buzzer Game Autumn)  Textiles – Freedom Quilt (Spring/Summer)t |