

Haslam Park
EYFS-Year 6 Curriculum
2026-27



Science curriculum overview

EYFS provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the Scientific elements of Understanding of the World. Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

Seasonal change units should be taught at appropriate times of the year. For example, if the weather is unusually warm and it supports meaningful scientific observations or practical activities, the lessons can be rescheduled to take advantage of those conditions.

Each science unit consists of 6 lessons unless stated.

	Autumn/Winter		Spring/ Summer		
EYFS	<u>Knowledge and understanding of the world.</u> Seasonal changes Autumn/Winter British woodland animals in their natural environment. Animals and their habitats. Begin to understand the need to respect and care for the natural environment and all living things.		Understand the key features of the life cycle of a plant and animals Understand the effect of changing seasons on the natural world around them. Plant seeds and care for growing plants including cress/beans/flower. Talk about the differences between materials and changes they notice.		
Year 1	Everyday Materials EYFS progression -Talk about the differences between materials and changes they notice. Seasonal Changes summer to autumn (3 lessons) EYFS progression -Understand the effect of changing seasons on the natural world around them.	Animals Including Humans EYFS progression -Understand the key features of the life cycle of a plant and an animal.	Seasonal Changes to autumn to winter (3 lessons) EYFS progression -Understand the effect of changing seasons on the natural world around them. Plants EYFS progression - 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	Seasonal Changes- winter to spring (3 lessons) EYFS progression -Understand the effect of changing seasons on the natural world around them. Working scientifically unit- 1. Pre-teach of singular units 2. Series of working scientifically activities based on y1 units	Seasonal Changes- Spring to Summer and seasonal changes across the whole calendar year EYFS progression -Understand the effect of changing seasons on the natural world around them.
	Cumulative knowledge: • Science. Year 1. Everyday materials.	Cumulative knowledge :			

	Science. Year 4. States of Matter	Science. Year 2,3,4,5/6. Animals including humans.	for the natural environment and all living things. Cumulative knowledge: Science. Year 2 and 3.		
Year 2	Uses of Everyday Materials	Animals Including Humans	Animals Including Humans	Plants	Living Things and their Habitats
	Cumulative knowledge: - Science. Year 1. Use of everyday materials. - Science. Year 4. States of Matter	Cumulative knowledge : Science. Year 1,3,4,5/6. Animals including humans.		Cumulative knowledge: Science. Year 1 and 3.	Cumulative knowledge : Science. Year 1 and 5/6 year A and B
Year 3	Light	Rocks	Forces and Magnets	Animals Including Humans	Plants
	Cumulative knowledge: Science. Year 6		Cumulative knowledge: Science. Year 2 Use of everyday materials	Cumulative knowledge : Science. Year 1,2,4,5/6. Animals including humans.	Cumulative knowledge: Science. Year 1 and 2.
Year 4	Sound	States of Matter	Electricity	Animals Including Humans	Living Things and Their Habitats
		Cumulative knowledge: Science. Year 1 and 2. Everyday Materials/use of everyday materials.	Cumulative knowledge: Science. Year 6	Cumulative knowledge : - Science. Year 1,2,3,5/6. Animals including humans. - MFL. Year 4. Animals including humans.	Science. Year 1, 2, 5 and 6
Year 5	Properties and Changes of Materials	Forces	Space	Living Things and their Habitats	Animals Including Humans

	- Science. Year 1/2 Use of everyday materials/everyday materials. - Science. Year 4. States of Matter	Cumulative knowledge : Science. Year 3	Cumulative knowledge: - MFL. Year 5 'Out of this World' - Music. Year 2. Timbre/dynamics temp. Theme: space - History. Year 1. Christopher Columbus. Neil Armstrong	Cumulative knowledge: Science. Year 1	Cumulative knowledge: Science. Year 1,2,3,5/6 year A .
Year 6	Electricity	Animals Including Humans	Living Things and their Habitats	Light	Evolution and Inheritance
	Cumulative knowledge: Science Year 4	Cumulative knowledge: - Science. Year 1,2,3,5/6. Animals including humans.	Cumulative knowledge : Science. Year 1, 2, 5 and 6	Cumulative knowledge: Science. Year 3	

RE Curriculum overview

Term Year Group	Autumn	Spring	Summer
EYFS	- Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Talk about members of their immediate family and community. - Name and describe people who are familiar to them.*		

	* See the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.					
Year 1	1.2 CREATION: Who do Christians Say Made the World? Harvest EYFS progression- Recognise that people have different beliefs and celebrate special times in different ways. Think about the perspectives of others.	1.10 What does it mean to belong to a faith community? EYFS progression- Recognise that people have different beliefs and celebrate special times in different ways. Think about the perspectives of others.	1.1 GOD: What do Christians believe God is Like? EYFS progression Recognise that people have different beliefs and celebrate special times in different ways. Think about the perspectives of others.	1.7 Who is Jewish and how do they live? (PART 1) EYFS progression Recognise that people have different beliefs and celebrate special times in different ways. Think about the perspectives of others.	1.7 Who is Jewish and how do they live? (PART 2) EYFS progression Recognise that people have different beliefs and celebrate special times in different ways. Think about the perspectives of others.	1.9 How should we care for the world and for others, and why does it matter? EYFS progression Think about the perspectives of others. Build constructive and respectful relationships.
	Cumulative knowledge: • RE. Year 3 and 5/6 CREATION		Cumulative knowledge: • RE year 3 GOD	Cumulative knowledge: • RE. Year 3 JEWISH FESTIVALS	Cumulative knowledge: • RE. Year 3 JEWISH FESTIVALS	Cumulative knowledge:
Year 2	1.6 Who is a Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
	Cumulative knowledge: • RE. Year 3 WHAT MATTERS TO A MUSLIM	Cumulative knowledge: • RE. Year 2	Cumulative knowledge: • RE. Year 3 WHAT MATTERS TO A MUSLIM • History. Year 4 EARLY ISLAMIC	Cumulative knowledge: • RE. EYFS. Year 2, Year 5/6 SALVATION UNITS • MFL. Year 3, year 4, Easter celebrations	Cumulative knowledge: • RE. year 3. GOSPEL	Cumulative knowledge: • RE. EYFS. Special places.

	History: Year 4 EARLY ISLAMIC CIVILISATIONS		CIVILISATIONS			
Year 3	L2.1: CREATION/FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do religious and non-religious people try to make the world a better place?
	Cumulative knowledge: RE: Year 1 and 5/6 CREATION UNITS	Cumulative knowledge: RE: Year 1 WHO IS JEWISH AND HOW DO THEY LIVE?	Cumulative knowledge: RE: Year 1 GOD	Cumulative knowledge: RE: Year 1. WHO IS MUSLIM AND HOW DO THEY LIVE?	Cumulative knowledge: RE: Year 2 GOSPEL	
Year 4	L2.7 What do Hindus believe God is like?	L2.3 INCARNATION/GOD: What is the Trinity and why is it important to Christians?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious
	Cumulative knowledge: - RE Year 5/6 Hindus - RE Year 4 Hindus in Britain	Cumulative knowledge: RE Year 2 INCARNATION	Cumulative knowledge: - RE Year 5/6 Hindus - RE Year 4 What do Hindus believe god is like?	Cumulative knowledge: - RE: EYFS. Year 4, Year 5/6 SALVATION UNITS - MFL. Year 3, year 4, Easter celebrations	Cumulative knowledge: RE: Kingdom of God year 5/6	

Year 5	U 2.7 Why do Hindus want to be good?		U2.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	U2.5 SALVATION: What do Christians believe Jesus did to save people?	2b.8 KINGDOM OF GOD: What kind of King is Jesus? OR 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	U2.12 How does faith help people when life gets hard?
	Cumulative knowledge: • RE. Year 4. Hindus in Britain/hindu belief in God.		Cumulative knowledge: • RE. Year 1 and 3	Cumulative knowledge: • RE. Year 1 and 3 • MFL. Year 3, year 4, Easter celebrations	Cumulative knowledge: • RE. Kingdom of God year 4. •	
Year 6	U 2.8 What does it mean to be a Muslim in Britain today?	U 2.3 INCARNATION Why do Christians believe Jesus was the Messiah? Christmas	U2.1 GOD: What does it mean if Christians believe God is Holy and Loving?	U2.9 Why is the Torah so important to Jewish people?	U2.4 GOSPEL: How do Christians decide to live? 'What would Jesus do?'	U 2.11 Why do some people believe in God and some people not? OR U 2.10 What matters most to Humanists and Christians?
	Cumulative knowledge: • Year 3 How do festivals and worship show what matters to a Muslim?	Cumulative knowledge: • Year 4 2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	Cumulative knowledge: • Year 1 GOD: What do Christians believe God is Like?	Cumulative knowledge: • Year 3 How do festivals and family life show what matters to Jewish people?	Cumulative knowledge: • Year 3 2a.4 GOSPEL: What kind of world did Jesus want?	

PSHE Curriculum Overview Kapow PSHE

EYFS provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the elements of PSED . Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	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	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Summer 2: relevant Pol -Ed Unit. Specific to Cohort

Music Curriculum overview

EYFS provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the Musical elements of Expressive Art and Design. Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

Singing assembly to run all year Tuesday 9:00a,						
EYFS	Set up continuous provision in your classroom.	Kapow-Celebration Music Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Kapow-Exploring Sound Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Kapow-Music and movement Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Kapow-Musical Stories Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play instruments with increasing control to express their feelings and ideas.	Kapow-Big Band Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play instruments with increasing control to express their feelings and ideas.
1	Pulse and rhythm (theme all about me) EYFS progression Play instruments with increasing control to express their feelings and ideas. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Classical music, dynamics and tempo (Theme: Animals) EYFS Progression Play instruments with increasing control to express their feelings and ideas. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Musical vocabulary (Theme: Under the sea) EYFS Progression Sing in a group or on their own, increasingly matching the pitch and following the melody.	Timbre and rhythmic patterns (Theme: Fairy tales) EYFS Progression Play instruments with increasing control to express their feelings and ideas.	Pitch and tempo (Theme: Superheroes) EYFS Progression Play instruments with increasing control to express their feelings and ideas.	Vocal and body sounds: (Theme: By the sea) EYFS Progression Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Cumulative knowledge: PSHE. Being in My World.	Cumulative knowledge:				

		Science. Year 1. Animals including Humans				
2	African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical Me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
	Cumulative knowledge: - Geography. Year 2. Muga Mareno - Music. Year 5/6A. Africa			Cumulative knowledge: - MFL. Year 5/6 A 'Out of this World' - Science. Year 5/6. Space		
3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
		Cumulative knowledge: Geography. Year 5/6 A. Mountains	Cumulative knowledge: History. Year 4. Vikings.			
4	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
	Cumulative knowledge: Geography. Year 4. Rainforests.		Cumulative knowledge: Geography. Year 4. Rivers.		Cumulative knowledge: Geography year 3. Brazil	Cumulative knowledge: History. Year 3. Romans
Y3- Whole Class learning. 1-hour lesson in the afternoon each week. Provided by Bolton Music Service alternating between ½ term in Y3 DL and ½ term in Y3 SM						
5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre

	Cumulative knowledge: History. Year 5/6 year A. Beliefs in Ancient Egypt		Cumulative knowledge: Geography. Year 2. Muga Marene	Cumulative knowledge: - RE.Festivals (repeated through all units. - RE.Year 4 and 6 Hinduism.		
6	Advanced rhythms	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Songs of WW2 Cumulative knowledge: History. WW2. The Blitz. Year 5/6 year A	Film music	Theme and variations (Theme: Pop Art) Cumulative knowledge: Art. Pop art. Year 2 Spring	Composing and performing a Leavers' Song (6 lessons)
Y6-5 children (pupil premium children who have expressed an interest in) continuing to learn to play an instrument. 1 half an hour lesson per week all year in the afternoon provided by Bolton Music Service. This is to supplement, and not replace classroom learning.						
Autumn 1 KS2 Brass Band- 45 mins per week in school provided by Bolton Music Services Autumn 2 KS2 Brass Band- 45 mins per week in school provided by Bolton Music Services		Spring 1 KS2 Brass Band- 45 mins per week in school provided by Bolton Music Services Spring 2 KS2 Brass Band- 45 mins per week in school provided by Bolton Music Services		Summer 1 KS2 Brass Band- 45 mins per week in school provided by Bolton Music Services Summer 2 KS2 Brass Band- 45 mins per week in school provided by Bolton Music Services		

Computing Curriculum Overview

EYFS provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the elements of development matters that link to staying safe and all elements where technology is used. Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

	Autumn	Spring 1	Summer
--	--------	----------	--------

EYFS	Sensible amounts of screen time Having a good sleep routine Use a range of tools safely and effectively Torches –dark and light Videos linking to Natural world	Use of iPad to record changes in the environment Use of musical apps to support expressive arts and design Recording experiences using technology Additional typing lesson to be built in from Spring 1.	Recording videos to monitor life cycle changes Learning how to stay safe virtually over the holidays.
1	Digital Citizenship and Digital Literacy EYFS- progression Sensible amounts of screen time Having a good sleep routine Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others Digital literacy with elements of creativity EYFS- progression Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Computer Science EYFS progression Count objects. Actions and sounds. copy and create repeating patterns	Information Technology EYFS- progression Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. EYFS Progression Count objects, actions and sounds. Continue, copy and create repeating patterns
2	Digital Citizenship and Digital Literacy	Computer Science	Information Technology
3	Digital Citizenship and Digital Literacy	Computer Science	Information Technology
4	Digital Citizenship and Digital Literacy	Computer Science	Information Technology
5	Digital Citizenship and Digital Literacy	Computer Science	Information Technology
6	Digital Citizenship and Digital Literacy	Computer Science	Information Technology

MFL/Spanish Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	A new start 1a Getting to know you 1b Numbers 1c Colours	The calendar and celebrations 2a Bonfire night colours 2b Commands colours numbers 2c Calendar time 2d Christmas starry night	Animals I like and don't like 1a Epiphany celebrations 1b Animals around us	Carnival and using numbers 2a Carnival & playground games 2b Easter celebrations	Breakfast, fruit nouns, hungry giant 1 The Hungry Giant	Going on a picnic 2a Map Explorers Gingerbread men 2b Going on a Picnic
	Cumulative knowledge: - PSHE. Year 1,2,3 Being me in My World - Maths- number		Cumulative knowledge: RE. EYFS. Year 2 Year 4. UNITS ON CHRISTMAS	Cumulative knowledge: RE. EYFS. Year 2, 4 and 5/6. UNITS ON EASTER		
4	Welcome to school Super learners 1 Welcome to school super learners	My local area, your local area 2a Bonfire night poem 2b Robots commands actions 2c Shops, signs and directions 2d Christmas sparkle	Family tree and faces 1a Epiphany time again 1b Meet the alien family	Face and body parts 2a Carnival of animals 2b Body parts and aliens 2c Alien family Easter Egg hunt	Feeling unwell / Jungle animals 1a I don't feel well 1b Walking through the jungle	Summer time 2a Weather 2b Ice creams
		Cumulative knowledge:		Cumulative knowledge:		
5	My school, my subject 1a Talking all about us 1b School subjects, my opinions 1c Witch at school (optional)	Time in the city 2a in the city 2b Christmas shopping	Healthy eating - going to market 1a Happy New Year 1b Pantomime and verb to be 1c Going to the market 1d Healthy recipe 1e Jack & the Beanstalk (optional)	Clothes, colours, fashions show 2 Carnival clowns and clothes	Out of this world 1 Out of this world	Going to the seaside 2 Going to the seaside
					Cumulative knowledge: - Science. Year 5/6 B. Space - Music. Year 2. Dynamics/Timbre/tempo. Theme: space	

					History. Year 1. Christopher Columbus. Neil Armstrong.	
6	Everyday life 1a Revisiting me 1b Time - o'clock 1c Daily life of a Superhero	Where I live, where you live 2a Spooky house/ Space house 2b Hopes and roles 2c Paddington's Xmas sandwich	Playing and enjoying sport 1a Happy New year forfeit game 1b Investigating sports	Funfair favourites 2a All the fun of the Fair 2b Favourites	Cafe culture and restaurants 1a Cafe culture 1b Eating out	Performance time 2a Tour de France 2b Class Performances 2c Year 6 Presentations 2d Create a class newspaper
	Cumulative knowledge: - MFL. Year 3. Getting to know you. - PSHE. Year 1,2,3 Being me in My World - Maths- number	Cumulative knowledge: PSHE. Year 1-6. Dreams and Goals.				

PE Overview

EYFS provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the elements relating to Physical Development. Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Greenacre Scheme Agility	Greenacre Scheme Balance	Greenacre Scheme Coordination	Man United Greenacre Scheme Jumping	Greenacre Scheme Play	Edstart Friday 6 week program 1-3pm

						Greenacre Scheme Target
Year 1	Man United Greenacre Scheme Infant Agility	Edstart Friday 6 week program 1-3pm Greenacre Scheme Football	Greenacre Scheme Gymnastics Tag Rugby	Man United Greenacre Scheme Dance	Greenacre Scheme Rounders Key Steps Gymnastics 2 wks minimum body management 2 wks minimum floor 2 wks vault	Greenacre Scheme Cricket Tennis
Year 2	Man United Greenacre Scheme Infant agility	Greenacre Scheme Football Rounders	Greenacre Scheme Gymnastics Tag rugby	Greenacre Scheme Dance Key Steps Gymnastics 2 wks minimum body management 2 wks minimum floor 2 weeks vault	Edstart Friday 6 week program 1-3pm Man United	Greenacre Scheme Cricket Tennis
Year 3	Greenacre Scheme Athletics Football	Man United Greenacre Scheme Rounders	Edstart Friday 1-3pm Wellbeing through Sport 12 Week Programme Greenacre Scheme Gymnastics	Edstart Friday 1-3pm Wellbeing through Sport 12 Week Programme Greenacre Scheme Dance	Man United Greenacre Scheme Cricket	Greenacre Scheme Basketball Tag Rugby
Year 4	Greenacre Scheme Athletics Football	Man United Greenacre Scheme Dance	Greenacre Scheme Gymnastics Tag Rugby	Greenacre Scheme Rounders Cricket,	Edstart Friday 9-11:45 - Wellbeing through Sport 12 week program Greenacre Scheme Basketball	Edstart Friday 9-11:45 - Wellbeing through Sport 12 week program Man United
Year 5	Greenacre Scheme Athletics Football	Greenacre Scheme Gymnastics Cricket	Edstart Friday 9-11:45 - Wellbeing through Sport 12 Week Programme	Edstart Friday 9-11:45 - Wellbeing through Sport 12 Week Programme	Greenacre Scheme Basketball Tag Rugby	Man United Greenacre Scheme Rounders

			Man United	Greenacre Scheme Dance		
Year 6	Edstart Friday 9-11:45 - Wellbeing through Sport 12 Week Program Edstart Friday 1pm-3pm – Jag Tag	Edstart Friday 9-11:45 - Wellbeing through Sport 12 week program Greenacre Scheme Gymnastics	Man United Greenacre Scheme Dance	Greenacre Scheme Football Cricket	Greenacre Scheme Tag Rugby Basketball	Greenacre Scheme Athletics Rounders

Art overview Kapow Units

EYFS provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the Artistic elements of Expressive Art and Design. Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing		Painting and Mixed Media		Sculpture and 3D	
Year 1		Drawing: Exploring line and shape		Sculpture and 3D: Paper play		Painting and Mixed Media: Brush and Paint Control
Year 2	Craft and design: Map it out Sculpture and design		Painting and mixed media: Mixing Colours		3D: Clay houses	
Year 3		Drawing: Developing drawing skills		Craft and design: Ancient Egyptian scrolls		Sculpture and 3D: Abstract shape and space

Year 4	Drawing: Exploring tone, texture and proportion		Painting and mixed media: Light and dark		Craft and design: Fabric of nature	
Year 5		Sculpture and 3D: Interactive installation		Drawing: Depth, emotion and movement		Painting and mixed media: Portraits
Year 6	Craft and design: Photo opportunity		Drawing: Expressing ideas		Sculpture and 3D: Making memories	

DT overview

EYFS provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the Design elements of Expressive Arts and design. Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

	Autumn		Spring		Summer	
Reception	Clay hedgehogs-Manipulate the clay to create a desired effect. Animal habitat-Use junk modelling to make hedgehog habitat. Bird's nests-Using junk modelling and resources from around the school grounds. -Bird feeders		Focus-A selection of Ice sculptures from different artist. -Ch to create their own ice art using ice and water colours. -Design and build a form of transport to travel to the South Pole. Caterpillar-connect caterpillar body parts together using split pins		Design a caterpillar house-Ch to use a selection of junk modelling. -Design a butterfly using a variety of materials (Tissue paper/coloured paper, junk modelling) Caterpillar-connect caterpillar body parts together using split pins Design and create a summer garden- Using a range of junk modelling. -Design and create a form of transport to take us on holiday -	
1	Structures - Stable Structures	Christmas Enrichment – Exploring Sliders and movement	Textiles – puppets		Cooking and nutrition: smoothies	

	EYFS progression Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	EYFS progression Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Cumulative knowledge: RE. EYFS. Year 2. Year 4. UNITS ON CHRISTMAS	EYFS progression Make use of props and materials when role playing characters in narratives and stories (use of puppets).		Talk about the differences between materials and changes they notice. (In context of food) EYFS progression Plant seeds and care for growing plants including cress. Chn to grow cress and prepare cress sandwiches. (science link)	
2		Structures – Baby bear’s chair		Cooking and nutrition: a balanced diet		Mechanisms – Making a moving monster
3	Cooking and nutrition: Eating seasonally	Structures – Baby bear’s chair Cumulative knowledge: RE. EYFS. Year 2. Year 4. UNITS ON CHRISTMAS	Textiles- cross stitch and applique		Structures – constructing a castle	
4		Structure – Pavilions Enrichment Christmas – Following a recipe (chocolate from enrichment passport) Cumulative knowledge: RE. EYFS. Year 2. Year 4. UNITS ON CHRISTMAS		Mechanical Systems – making a slingshot car		Electrical systems – torches
5	Cooking and nutrition: developing a recipe		Electrical Systems – Doodlers		Mechanical systems – making a pop-up book	

	Cumulative knowledge: Science. Year 4 and 5/6 year A. Electricity					
6		Textiles - waistcoats		Structure - playgrounds		Digital World – navigating the world

History

Reception provision is listed here in order to demonstrate a summary of the progression through Development matters, specifically the Historical elements of Understanding of the World. Please also see the EYFS Curriculum map which explores the learning that takes place in EYFS in more appropriate detail.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Talk about my family Learn about the history of bonfire night Share experiences of their own celebrations such as Diwali Q, How was last year's celebrations to this year?		Share experiences of their own celebrations such as Christmas. Q, How was last year's celebrations to this year? Ch to share photos of them in the past (younger) and discuss how they have changed		Share experiences of their own celebrations such as Eid Q, How was last year's celebrations to this year? Ch to share photos of them in the past (younger) and discuss how they have changed History-Q. How have holidays in England changed from the past? Look at some holiday snaps from the past. History-Q. Why do photographs look different in the past? Holiday photos.	
1		Significant Individuals- Nurturing Nurses EYFS progression Compare and contrast characters from stories,		Local History - shops EYFS progression		Christopher Columbus (1451-1506) and Neil Armstrong (1930-2012) EYFS progression Compare and contrast characters from stories,

		including figures from the past		Comment on images of familiar situations in the present and past.		including figures from the past. Cumulative knowledge: - MFL. Year 5/6 A. Out of this World - Science. Year 5/6 B. Space - Music. Year 2. Dynamics/Timbre/tempo. Theme: space
2		Rosa Parks (1913-2005)		Great Fire of London (1666)		Local History - Houses Cumulative knowledge: Geography. Year 1. Local area
3		Stone Age (8-10,000 BC until 4000BC.)		The Roman Empire (27 BC – 476) Cumulative knowledge: Music. Year 4. Romans		The effect of Anglo Saxons (410-1066AD.) and Scots settlement in Britain
4		Beliefs in Ancient Egypt (3000 BCE – 332)		Viking (793-1066) and Anglo Saxons (410-1066AD.)		Tudor Crime and Punishment
5		Ancient Greece (1200 BCE – 323)		Victorian Children (1837 – 1901)		World War 2 – The Blitz (1939-1945)
6		Mayan 2000BC – 900AD		Peterloo Massacre (16 August 1819)		Rebuilding Britain (1945-1950) Cumulative knowledge: History. WW2 The Blitz

Geography				
Year group	Autumn	Spring	Summer	Additional opportunities
Reception	Autumn walk to observe changes and record using ICT Q. What do you think you will see? Q. What do you know about Autumn? Q. How has the environment changed? Why do you think this happened? How can we stay safe during the winter? (icy, cold condition) link to how Inuit's survive.	Spring walk to observe changes and record using ICT Q. What do you think you will see? Q. What do you know about spring? Q. How has the environment changed? Why do you think this happened?	Go on a summer walk and make observations of the changes in the environment. Read the book about ocean pollution-Duffy's Lucky escape Q. How can we help the animals in the ocean? Why do you think people are littering the oceans? Children to make save the ocean posters. Listen and watch videos about saving the ocean.	
1	Weather and seasons* (fieldwork opportunity) EYFS progression EYFS progression-Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.	United Kingdom* (fieldwork opportunity) EYFS progression Explore the natural world around them. Recognise some environments that are different from the one in which they live. Describe what they see, hear and feel whilst outside.	Local area* (integrates fieldwork) EYFS progression- Explore the natural world around them. Recognise some environments that are different from the one in which they live. Describe what they see, hear and feel whilst outside.	• fieldwork (opportunities linked to Schemes are marked with an asterisk: selected activities from the Lower KS2 Local Area Scheme could be used at any point in Key Stage 2) • • topical opportunities •
		Cumulative knowledge: • Geography. Year 5/6 B United Kingdom	Cumulative knowledge: History. Year 1 and 2. Local History Study- shops/our school	
2	Continents and oceans	Hot and cold places	Mugumareno Village, Zambia	

			Cumulative knowledge: • Music. Year 5/6A. Africa • Geography. Year 2. Mugurameno	• use of maps • • key geographical vocabulary •
3	<u>Climate zones*</u> Field work opportunity	<u>North America</u> (medium-term plan)	<u>Rio and South-East Brazil</u>	
	Cumulative knowledge: EYFS Understand the effect of changing seasons on the natural world around them. *What evidence do we have that we live in a temperate climate zone?			
4	<u>Rivers*</u> (fieldwork opportunity)	<u>Rainforests</u>	<u>South America – the Amazon</u> (medium-term plan)	
	Cumulative knowledge: • Music. Year 4. Rivers (theme)	Cumulative knowledge: • Music. 4. Rainforests (theme)	Cumulative knowledge: • Geography. Year 4. Rainforests.	
5	<u>Mountains*</u> (fieldwork opportunity)	<u>Volcanoes and earthquakes</u> (NB: this is a longer Scheme) Lessons 1-5	<u>European region</u> (medium-term plan)	
	Cumulative knowledge: • Music. Year 3. Mountains (theme)			

6	<i>United Kingdom*</i> (fieldwork opportunity)	<i>Volcanoes and earthquakes</i> (NB: this is a longer Scheme) Lessons 6-10	<i>Local Area *Fieldwork opportunity</i>	
	Cumulative knowledge: Geography. Year 1. United Kingdom		Cumulative knowledge: Geography. Year 1. Local area,	