

HORSENDEN PRIMARY SCHOOL

# Curriculum Overview

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Year One to Year Six

Horsenden Primary School: Curriculum Overview

Year Group	Subject	Autumn Term		Spring Term		Summer Term
Year Six	History	<b>5: The Vikings and the Anglo-Saxons -</b> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>		<b>6: Kings and Queens/Monarchy from Jacobite rebellion/George I to Elizabeth II</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066		<b>8: Early Islamic civilisation -</b> <i>A non-European society that provides contrasts with British history;                      A study of Bagdad circa. AD900</i>
	Geography	<b>What a state! - California</b> <i>Focus on California - its origin, its physical and man-made features, settlements, climate, industry and economy</i>		<b>How on Earth? - Our world from the International Space Station</b>  <b>How do we impact on our landscape?</b>		<b>Our challenging world</b>  <b>How do I find out about our local area? - A facilitated enquiry</b>
	Religious Education	<b>Theme 7: Sources of Inspiration</b> <i>Special leaders</i>		<b>Theme 6: Human experience and belief</b> <i>History of belief in UK (1)</i>		<b>Theme 2: Answering life questions:</b> <i>Christianity                      Judaism                      Islam                      Hinduism                      Sikhism</i>
	Science	<b>Living things and their habitats -</b> <i>classification</i>	<b>Evolution and inheritance -</b> <i>fossils, characteristics of offspring, adaptation to the environment</i>	<b>Light -</b> <i>travels in straight lines, reflection, light sources, shadows</i>	<b>Electricity -</b> <i>brightness of bulbs/number of cells, electrical symbols, circuit diagrams</i>	<b>Animals, including humans -</b> <i>human circulatory system, impact of diet, exercise, lifestyle and drugs, transportation of nutrients</i>
	Art and Design	<b>Construction:</b> Clay pots (History) <b>Sheet Materials:</b> Designing and making various cards for special occasions (All Hallows)  <b>Food:</b> Mince Pies (All Hallows) The importance of a balanced, healthy diet (Science)		<b>Construction:</b> Electric lighthouses (Science) <a href="http://www.primaryscience.ie/media/pdfs/col/make_a_lighthouse.pdf">http://www.primaryscience.ie/media/pdfs/col/make_a_lighthouse.pdf</a>  Under the Sea tasks (Science) <a href="http://daniellesplace.com/html/under_the_sea.html">http://daniellesplace.com/html/under_the_sea.html</a>		<b>Construction:</b> Making a hat <a href="http://www.primaryresources.co.uk/dandt/pdfs/hats_booklet.pdf">http://www.primaryresources.co.uk/dandt/pdfs/hats_booklet.pdf</a>  Kit bags - design, sew and decorate a kit bag for high school  Lolly stick boxes - encourage different shapes

	<b>Computing</b>	See website	See website	See website	See website	See website	See website
	<b>Design and Technology</b>	See website	See website	See website	See website	See website	See website
	<b>Languages</b>	See website	See website	See website	See website	See website	See website
	<b>Music</b> <a href="#">Dimension of Music termly focus</a> <a href="#">Charanga Schemes</a> <a href="#">Topic ideas/ Cross-curricular links</a> <a href="#">External Teacher</a> <a href="#">Seasonal Entertainment</a>	<a href="#">Pulse and rhythm Clarinets</a> <a href="#">Livin' on a Prayer California Native American music</a> <a href="#">Modern Californian musicians.</a>	<a href="#">Pitch Clarinets</a> <a href="#">Benjamin Britten- A New Year Carol</a> <a href="#">Seasonal Entertainment</a> <a href="#">Music of India</a>	<a href="#">Tempo Clarinets</a> <a href="#">Classroom Jazz 2</a>	<a href="#">Dynamics Clarinets</a> <a href="#">Fresh Prince of Bel Air</a>	<a href="#">Timbre Clarinets</a> <a href="#">Make You Feel My Love</a> <a href="#">British Folk Songs</a>	<a href="#">Structure Clarinets</a> <a href="#">Reflect, Rewind and Replay</a> <a href="#">Beethoven</a>
	<b>Physical Education</b>  <b>Learning goals taken from assessment levels 4-6</b>	Real PE Unit 1 - taught through Netball  Multi ability focus - Cognitive Skills  Physical focus - Coordination: Ball Skills (FUNS 9) and Agility: Reaction/ Response (FUNS 12)  Netball Dance	Real PE Unit 2 - Physical focus taught through Gymnastics  Multi ability focus - Creative Skills (links to Hockey)  Physical focus - Static Balance: Seated (FUNS 2) and Static Balance: Floor work (FUNS 3)  Hockey Gymnastics	Real PE Unit 3 - taught through Tag Rugby and Gymnastics  Multi ability focus - Social Skills  Physical focus - Dynamic Balance (FUNS 5) and Counter Balance in Pairs (FUNS 7)  Tag Rugby Gymnastics	Real PE Unit 4 - taught through Basketball and Dance Creative Challenges  Multi ability focus - Applying Physical Skills  Physical focus - Static Balance: 1 Leg Standing (FUNS 1) and Dynamic Balance to Agility (FUNS 6)  Basketball Dance	Real PE Unit 5 - taught through athletics and tennis  Multi ability focus - Health and Fitness  Physical focus - Static Balance: Small Base (FUNS 4) and Co-ordination: Floor Movement Patterns (FUNS 10)  Tennis Athletics	Real PE Unit 6 - taught through cricket and athletics  Multi ability focus - Personal Skills  Physical focus - Coordination with Equipment (FUNS 8) and Agility: Ball Chasing (FUNS 11)  Cricket Athletics
	<b>English</b>	See website	See website	See website	See website	See website	See website
	<b>Mathematics</b>	See website	See website	See website	See website	See website	See website

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Year Group	Subject	Autumn Term		Spring Term		Summer Term	
Year Five	History	<b>Topic 9:</b> <i>Ancient Greece - A study of Greek life and achievements and their influence on the western world</i>		<b>Topic 6:</b> <i>Tudors: Court life and Tudor explorers</i>		<b>Topic 4:</b> <i>Britain's settlement by Anglo-Saxons and Scots (Concentrate on the Anglo-Saxon invasions, place names, village life and the Anglo-Saxon laws)</i>	
	Geography	<b>Why on Earth?</b>  <b>Sustainable tourism around the world -</b> <i>Introduces children to sustainable tourism, in the UK, Nova Scotia, Canada, the Great Barrier Reef and Pantanal, Brazil.</i>		<b>How is Alaska changing? -</b> <i>Studying Alaska in more detail, its physical and human geography</i>  <b>Where does our water come from and go to? Water's never ending journey!</b> <i>Explores the water cycle, lakes, drought and flooding and links to the Y6 unit 'Our challenging world.'</i>		<b>Rivers -</b> <i>Focus on local, UK, European and world rivers, from source to mouth, both through primary evidence (fieldwork) and through secondary sources of info. This links with the previous unit and with Y6 'Our challenging world'</i>  <b>Investigating our local area -</b> <i>A framed enquiry</i>	
	Religious Education	<b>Theme 5:</b> <b>Humankind and the environment</b> <i>Seeds of unity 1</i>		<b>Theme 4:</b> <b>Acting ethically</b> <i>How belief affects living: moral dilemmas</i> <i>Rules for living</i>		<b>Theme 7: Sources of Inspiration</b> <i>Journeys: pilgrimage</i>	
	Science	<b>Properties and changes of materials -</b>  <i>compare/group materials by properties, dissolving, liquids and solutions, separation, filtering, sieving, evaporation, everyday use of materials, reversible and irreversible change</i>	<b>Properties and changes of materials -</b>  <i>Irreversible change, changes that form new materials, effect of heat on foods, effect of heat on dough, burning, action of acid on bicarbonate of soda, rusting, polymers, properties of plastics,</i>	<b>Forces -</b>  <i>magnetic force, directional force, Newtons &amp; Newton meters, work of Galileo &amp; Newton, gravity, air resistance, water resistance, friction, mechanisms (levers &amp; pulleys)</i>	<b>Earth &amp; space -</b>  <i>movement of the Earth/planets relative to the Sun, movement of the Moon relative to the Earth, spherical shape &amp; size, Earth's rotation, day &amp; night, apparent movement of the Sun, time zones, Earth's tilted axis,</i>	<b>Animals, including humans -</b>  <i>life cycles, puberty, reproductive system, development of a baby in womb, amphibians, work of Attenborough, camouflage, work of Goodall</i>	<b>Living things and their habitats -</b>  <i>germination, structure of single &amp; composite flowers, pollination, seed dispersal, types of plant, plant adaptation to habitats, plant life cycles, transportation of nutrients, prehistoric plants, living fossils, work of Theophrastus,</i>

					<i>phases of the Moon, position of planets &amp; asteroid belt, kinds of stars, constellations, Sun is a star in a galaxy, relationship of galaxies to the universe, geocentric solar system, work of Copernicus &amp; Galileo</i>		<i>Ray &amp; Banks, Kew gardens</i>
<b>Art and Design</b>	<p><b>Sheet Materials:</b> Printing designs using block capitals (Encourage the use of standardised letter sizes.)</p> <p><b>Construction:</b> Greek Plates – clay work designed and painted (History)</p> <p>Trojan horses – clay horse on a wheel and axle platform (History)</p>			<p><b>Food:</b> Making Pancakes with a selection of fillings (DT room) <b>or</b> Chocolate Easter nests (Class based if necessary)</p> <p>The importance of a balanced, healthy diet (Science)</p> <p><b>Construction:</b> Design and make a mechanism to lift a 100g load and deposit it 10cm away. (Pulley) (Science)</p>		<p><b>Construction:</b> Making jointed puppets using paper, card, split pins etc.)</p> <p><b>Sheet Materials:</b> Create a 3D map of the local area using photographs, items from nature etc.</p>	
<b>Computing</b>	See website	See website	See website	See website	See website	See website	See website
<b>Design and Technology</b>	See website	See website	See website	See website	See website	See website	See website
<b>Languages</b>	See website	See website	See website	See website	See website	See website	See website
<p><b>Music</b></p> <p><a href="#">Dimension of Music termly focus</a></p> <p><a href="#">Charanga Schemes</a></p> <p><a href="#">Topic ideas/ Cross-curricular links</a></p> <p><a href="#">External Teacher</a></p>	<p><a href="#">Pulse and rhythm</a></p> <p><a href="#">External Music Teacher</a></p> <p><a href="#">Don't Stop Believin'</a></p> <p><a href="#">Instruments of the Orchestra</a></p> <p><a href="#">The Composer is Dead Lemony Snickett</a></p>	<p><a href="#">Pitch</a></p> <p><a href="#">External Music Teacher</a></p> <p><a href="#">Seasonal Entertainment</a></p> <p><a href="#">Mozart</a></p>	<p><a href="#">Tempo</a></p> <p><a href="#">External Music Teacher</a></p> <p><a href="#">Classroom Jazz</a></p>	<p><a href="#">Dynamics</a></p> <p><a href="#">External Music Teacher</a></p> <p><a href="#">Benjamin Britten- A Tragic Story</a></p> <p><a href="#">Holst: The Planets</a></p>	<p><a href="#">Timbre</a></p> <p><a href="#">External Music Teacher</a></p> <p><a href="#">Stop! Oceans, Seas and Rivers</a></p>	<p><a href="#">Structure</a></p> <p><a href="#">External Music Teacher</a></p> <p><a href="#">Reflect, Rewind and Replay</a></p> <p><a href="#">Musicians from Ealing</a></p>	

	<b>Seasonal Entertainment</b>						
	<b>Physical Education</b>  <b>Learning goals taken from assessment levels 4-6</b>	Real PE Unit 3 (as OAA River Crossing)  Multi ability focus - Social Skills  Physical focus - Dynamic Balance (FUNS 5) and Counter Balance in Pairs (FUNS 7)  Gymnastics	Real PE Unit 2  Multi ability focus - Creative Skills  Physical focus – Static Balance: Seated (FUNS 2) and Static Balance: Floor work (FUNS 3)  Dance	Real PE Unit 1  Multi ability focus - Cognitive Skills  Physical focus – Coordination: Ball Skills (FUNS 9) and Agility: Reaction/Response (FUNS 12)  Gymnastics	Real PE Unit 4  Multi ability focus - Applying Physical Skills  Physical focus – and Static Balance: 1 Leg Standing (FUNS 1) and Dynamic Balance to Agility (FUNS 6)  Dance	Real PE Unit  Multi ability focus - Health and Fitness  Physical focus – Static Balance: Small Base (FUNS 4) and Co-ordination: Floor Movement Patterns (FUNS 10)  OAA wk Athletics	Real PE Unit 6  Multi ability focus - Personal Skills  Physical focus – Coordination with Equipment (FUNS 8) and Agility: Ball Chasing (FUNS 11)  Athletics
	<b>Swimming</b> Pupils will be assessed in swimming at the start of every academic year and formal assessment in levels will occur in early February and June against ASA levels.	Developing Front crawl, Backstroke, Butterfly and Breaststroke.  Developing under water skills.  Teaching towards ASA Level 5		Developing all four strokes and improving distance swimming.  Most children will be working towards ASA Level 5/6  Introduction to Water Polo (5 weeks)		Developing all four strokes.  25m target and check.  Teaching towards ASA Level 6  Developing self-rescue / survival skills ( 4 weeks)	
	<b>English</b>	See website	See website	See website	See website	See website	See website
	<b>Mathematics</b>	See website	See website	See website	See website	See website	See website

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Year Group	Subject	Autumn Term		Spring Term		Summer Term	
Year Four	History	<b>Topic 3:</b> <i>The Roman Empire and its impact on Britain</i>		<b>Topic 6:</b> <i>Elizabethans</i>		<b>Topic 6:</b> <i>Stuarts</i>	
	Geography	<b>Where on Earth? -</b> <i>Finding one's place in the world</i>		<b>How do I impact on children and families far away? -</b> <i>how the decisions to buy or not to buy products have an impact on children in other countries</i>		<b>Who are the global caretakers? We are! -</b> <i>fossil fuels, global warming, climate change, reducing, reusing &amp; recycling</i>	
	Religious Education	<b>Theme 8:</b> <b>Human experience and spiritual expression</b> <i>Prayer, meditation and cultivating the inner life</i> <i>Religion in art</i>		<b>Theme 7: Sources of Inspiration</b> <i>Religious buildings</i>		<b>Theme 2: Answering life questions</b> <i>Death in the major religions (1)</i>	
	Science	<b>Animals, including humans -</b>  <i>Simple functions of the human digestive system, different types of &amp; functions of teeth</i>	<b>Animals, including humans -</b>  <i>food chains, producers, predators &amp; prey</i>	<b>States of matter -</b>  <i>compare &amp; group solids, liquids &amp; gases, changing state via heating &amp; cooling, measuring temperature, water cycle, evaporation &amp; condensation</i>	<b>Electricity -</b>  <i>electrical appliances, simple series circuits, identify &amp; name basic parts of a circuit, complete circuits, switches, conductors &amp; insulators</i>	<b>Living things and their habitats -</b>  <i>group living things, classification keys, identify &amp; name variety of living things in local and wider environment, environmental change &amp; impact on living things</i>	<b>Sound -</b>  <i>how sounds are made, vibration, pitch, volume &amp; strength of vibrations, sound in relation to distance from sound source</i>

<b>Art and Design</b>	<b>Food:</b> (See separate plan) Can I make a selection of snacks?  The importance of a balanced, healthy diet (Science)  <b>Sheet Materials:</b> Create a Roman style mosaic in paper		<b>Food:</b> (See separate plan) Can I make afternoon tea?  The importance of a balanced, healthy diet (Science)  <b>Construction:</b> Investigate how buzzers and lights can be added to simple models or toys (Science)		<b>Food:</b> (See separate plan) Can I make a healthy family meal?  The importance of a balanced, healthy diet (Science)  Imagine you are a restaurant owner. Design and produce a menu for your premises with an appropriate pricing structure. (Geography and ICT)  <b>Construction:</b> Plaster of Paris moulds – from our local area (leaves, twigs, flowers etc.) (Geography)	
<b>Computing</b>	See website	See website	See website	See website	See website	See website
<b>Design and Technology</b>	See website	See website	See website	See website	See website	See website
<b>Languages</b>	See website	See website	See website	See website	See website	See website
<b>Music</b> <a href="#">Dimension of Music termly focus</a> <a href="#">Charanga Schemes</a> <a href="#">Topic ideas/ Cross-curricular links</a> <a href="#">External Teacher Seasonal Entertainment</a>	<a href="#">Pulse and rhythm</a> <a href="#">Recorders</a> <a href="#">Mamma Mia</a> <a href="#">Music from Africa</a>	<a href="#">Pitch</a> <a href="#">Recorders</a> <a href="#">Seasonal Entertainment</a> <a href="#">Roman battle music</a>	<a href="#">Tempo</a> <a href="#">Recorders</a> <a href="#">Glockenspiel Stage 3</a> <a href="#">Elizabethan Music</a>	<a href="#">Dynamics</a> <a href="#">Recorders</a> <a href="#">Benjamin Britten-Cuckoo!</a> <a href="#">Music of Spain</a>	<a href="#">Timbre</a> <a href="#">Recorders</a> <a href="#">Lean on Me</a>	<a href="#">Structure</a> <a href="#">Recorders</a> <a href="#">Reflect, Rewind and Replay</a> <a href="#">Sounds and instruments(Science link)</a>
<b>Physical Education</b>  <b>Learning goals taken from assessment levels 2-4</b>	Real PE Unit 1 –  Multi ability focus - Personal Skills  Physical focus	Real PE Unit 2 –  Multi ability focus - Social Skills  Physical focus	Real PE Unit 3 –  Multi ability focus - Cognitive Skills  Physical focus - Dynamic Balance	Real PE Unit 4 –  Multi ability focus - Creative Skills  Physical focus - Coordination with	Real PE Unit 5 –  Multi ability focus - Applying Physical Skills  Physical focus - Agility:	Real PE Unit 6 –  Multi ability focus - Health and Fitness  Physical focus



		- Co-ordination: Floor Movement Patterns (FUNS 10) and Static Balance: 1 leg standing (FUNS 1) Gymnastics	- Dynamic Balance to Agility (FUNS 6) and Static Balance: Seated (FUNS 2) Dance	(FUNS 5) and Coordination: Ball Skills (FUNS 9) Gymnastics	Equipment (FUNS 8) and Counter Balance in Pairs (FUNS 7) Dance	Reaction/Response (FUNS 12) and Static Balance: Floor work (FUNS 3) Tennis	- Agility: Ball Chasing (FUNS 11) and Static Balance: Small Base (FUNS 4) Athletics
	<b>Swimming</b> Pupils will be assessed in swimming at the start of every academic year and formal assessment in levels will occur in early February and June against ASA levels.	Water safety Introduction to Butterfly leg kick and Breaststroke. Teaching towards ASA Level 3/4		Developing all four strokes with or without floats. Most children will be working towards ASA Level 4/5		Developing all four strokes with or without floats. Developing self-rescue: pulling yourself out of the pool in shallow and deeper water, floating and treading water. Most children will be working towards ASA Level 5	
	<b>English</b>	See website	See website	See website	See website	See website	See website
	<b>Mathematics</b>	See website	See website	See website	See website	See website	See website

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Year Group	Subject	Autumn Term		Spring Term		Summer Term	
<b>Year Three</b>	<b>History</b>	<b>Topic 7:</b> <i>Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</i>  <i>'Tomb Raiders'</i>		<b>Topic 2:</b> <i>Changes in Britain from the Stone Age to the Iron Age</i> 'Meet the Flintstones!'		<b>Topic 6:</b> World War I and World War II	
	<b>Geography</b>	<b>Where and why does the world rumble? -</b> <i>focus on physical processes, formation of mountains, volcanoes, avalanches and landslides. The impact of the physical environment on people's lives in these areas is considered</i>  <b>What is special about Malopolska, Poland?</b>		<b>What on Earth? Our world from the International Space Station</b>  <b>What's in a region? Comparing two distinct regions i.e. think more about comparing London with a completely different region i.e. Lake District</b>		<b>Where does our lunch come from? Around the world in a school lunch! -</b> <i>focus on the food we eat, where and how it is grown and how it reaches or table. Trade, Fairtrade and food miles</i>  <b>Investigating our local area - a focused enquiry</b>	
	<b>Religious Education</b>	<b>Theme 7: Sources of Inspiration</b> <i>Festivals of light</i>		<b>Theme 3: Belief and Identity</b> <i>Initiation practices</i> <i>Signs and symbols</i>		<b>Theme 2: Answering life questions:</b> <i>Christianity</i> <i>Judaism</i> <i>Islam</i> <i>Hinduism</i> <i>Sikhism</i>	
	<b>Science</b>	<b>Animals, including humans -</b>  <i>importance of exercise, balanced diets, right types and amount of nutrition, herbivores, carnivores,</i>	<b>Animals, including humans -</b>  <i>nutrition, skeletons &amp; muscles for support, protection &amp; movement</i>	<b>Forces and magnets -</b>  <i>compare movement on different surfaces, forces need contact between two objects, magnetic force can act at a</i>	<b>Rocks -</b>  <i>compare &amp; group different rocks, how fossils are made, recognise that soils are made from rocks &amp; organic matter</i>	<b>Light -</b>  <i>need light in order to see, dark is the absence of light, reflection, dangers of the sun &amp; protecting eyes, shadows</i>	<b>Plants -</b>  <i>functions of the parts of flowering plants, plant life cycle &amp; growth, transportation of water/nutrients, life</i>

		<i>omnivores, arranging healthy meals, food groups, digestion, blood system and transportation of nutrients, teeth &amp; gums,</i>		<i>distance, magnetic attraction &amp; repulsion, magnetic materials, magnetic poles</i>			<i>cycle of flowering plants</i>
<b>Art and Design</b>	<b>Food:</b> (See separate plan) Can I make a selection of simple snacks?  The importance of a balanced, healthy diet (Science)  <b>Sheet Materials:</b> Designing and making various cards for special occasions		<b>Food:</b> (See separate plan) Can I make afternoon tea?  The importance of a balanced, healthy diet (Science)  <b>Construction:</b> WWI and WWII model aircrafts (History) (Use dowel, wood and wheels)		<b>Food:</b> (See separate plan) Can I make a healthy family meal?  The importance of a balanced, healthy diet (Science)  <b>Construction:</b> Egyptian style collages using fabric, sand, paper and other materials		
<b>Computing</b>	See website	See website	See website	See website	See website	See website	See website
<b>Design and Technology</b>	See website	See website	See website	See website	See website	See website	See website
<b>Languages</b>	See website	See website	See website	See website	See website	See website	See website
<b>Music</b> <a href="#">Dimension of Music termly focus</a> <a href="#">Charanga Schemes</a> <a href="#">Topic ideas/ Cross-curricular links</a> <a href="#">External Teacher</a> <a href="#">Seasonal Entertainment</a>	<a href="#">Pulse and rhythm</a> <a href="#">Three Little Birds</a> <a href="#">Chopin</a> Poland A closer look at the piano.	<a href="#">Pitch</a> <a href="#">Seasonal Entertainment</a> <a href="#">Danse Macabre</a> (Saint Saens)	<a href="#">Tempo</a> <a href="#">Glockenspiel Stage 2</a> <a href="#">Electronic Composers</a> Vangelis Jean-Michel Jarre Sequencing	<a href="#">Dynamics</a> <a href="#">Benjamin Britten- There Was A Monkey</a> <a href="#">Pop</a> From the Beatles to One Direction.	<a href="#">Timbre</a> <a href="#">Let Your Spirit Fly</a> <a href="#">WW1 music</a>	<a href="#">Structure</a> <a href="#">Reflect, Rewind and Replay</a> <a href="#">Samba Band</a>	
<b>Physical Education</b>	Real PE Unit 1 -  Multi ability focus - Personal Skills	Real PE Unit 2 -  Multi ability focus - Social Skills	Real PE Unit 3 -  Multi ability focus - Cognitive Skills	Real PE Unit 4 -  Multi ability focus - Creative Skills	Real PE Unit 5 -  Multi ability focus	Real PE Unit 6 -  Multi ability focus - Health and Fitness	

<p><b>Learning goals taken from assessment levels 2-4</b></p>	<p>Physical focus - Co-ordination: Floor Movement Patterns (FUNS 10) and Static Balance: 1 leg standing (FUNS 1)</p> <p>Gymnastics</p>	<p>Physical focus - Dynamic Balance to Agility (FUNS 6) and Static Balance: Seated (FUNS 2)</p> <p>Dance</p>	<p>Physical focus - Dynamic Balance (FUNS 5) and Coordination: Ball Skills (FUNS 9)</p> <p>Gymnastics</p>	<p>Physical focus - Coordination with Equipment (FUNS 8) and Counter Balance in Pairs (FUNS 7)</p> <p>Dance</p>	<p>- Applying Physical Skills</p> <p>Physical focus - Agility: Reaction/Response (FUNS 12) and Static Balance: Floor work (FUNS 3)</p> <p>Tennis</p>	<p>Physical focus - Agility: Ball Chasing (FUNS 11) and Static Balance: Small Base (FUNS 4)</p> <p>Athletics</p>
<p><b>Swimming Pupils will be assessed in swimming at the start of every academic year and formal assessment in levels will occur in early February and June against ASA levels.</b></p>	<p>Water safety</p> <p>Teaching towards ASA Level 2/3</p>		<p>Developing strokes with or without floats.</p> <p>Introduction to swimming lengths.</p> <p>Most children will be working towards ASA Level 3</p>		<p>Continuing to develop front crawl and back stroke and swimming lengths.</p> <p>Teaching self-rescue: pulling yourself out of the pool in shallow and deeper water.</p> <p>Most children will be working towards ASA Level 3/4</p>	
<p><b>English</b></p>	<p>See website</p>	<p>See website</p>	<p>See website</p>	<p>See website</p>	<p>See website</p>	<p>See website</p>
<p><b>Mathematics</b></p>	<p>See website</p>	<p>See website</p>	<p>See website</p>	<p>See website</p>	<p>See website</p>	<p>See website</p>

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Year Group	Subject	Autumn Term	Spring Term	Summer Term
Year Two	<b>History</b> a) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. b) Events beyond living memory that are significant nationally or globally	<p><b>National curriculum objectives (c)</b></p> <p><i>Explorers</i> e.g. compare what Columbus and Armstrong would have needed... lots of exploring programs and link to 'Dora the Explorer'...</p> <p><b>National curriculum objectives (b) &amp; (d)</b>  <b>Customs, festivals and fairs from around the UK</b></p>	<p><b>National curriculum objectives (b) &amp; (c)</b></p> <p><i>Victorians - The Great Exhibition</i> (links to London)</p> <p><b>National curriculum objectives (a), (b) &amp; (c)</b></p> <p><i>Women who made the difference</i> (Rosa Parks/Elizabeth Fry/Florence Nightingale)</p> <p>See also 'Wonder Women' famous women in history' (See Prospectus Curriculum)</p>	<p><b>National curriculum objectives (a), (b), (c) &amp; (d)</b></p> <p><b>Telephones</b></p> <p><b>The Home Front.</b>  <i>World War II from a local and UK view'</i>                      Lesson 1...What do we know                      Lesson 2...How long ago was World War 11                      Lesson 3 How did life change during the war?                      Lesson 4 What is evacuation and why did it happen?                      Lesson 5 What was life like for evacuees?                      Lesson 10 What was rationing?</p> <p><b>'Pioneers'</b></p> <p><b>Gun Powder Plot and Guy Fawkes</b></p>
	<b>Geography</b>	<p><b>What is there around me? -</b>  <i>focus beyond the school gate to look at the local area. Opportunities to investigate local shops, churches, hospitals etc, traffic surveys</i></p> <p>'India as a contrasting locality' as you then have India in this term, China in the next and Africa in the last term)</p> <p><b>Is it really round? -</b>  <i>focus on global awareness and the position of the UK within the world. Focus on the juxtaposition of the seven continents (land masses) and the vast areas of water (five oceans) around them. Children will develop a real sense that the</i></p>	<p><b>A visit to China -</b>  <i>focus on the theme of global awareness, focussing upon China, its culture, people and position in the world</i></p> <p><b>Which way shall I go? -</b>  <i>opportunity to put the skills learned in Y1 Aut and Y2 Aut into practice. They are building on prior experience of reading simple maps and globes and of making journey lines, plans and simple maps with a key</i></p>	<p><b>Where in the world? -</b>  <i>consolidates children's geographical skills in practical work</i></p> <p><b>Where shall we go on safari? -</b>  <i>A short study of a wildlife park in Kenya. Children learn about the terrain, and the dry and wet seasons experienced in these areas and are introduced to the concepts of conservation and endangered animals</i></p>

		<i>world is spherical and how journeys can be undertaken which allow the Earth to be circumnavigated</i>					
	<b>Religious Education</b>	<b>Theme 5: Humankind and the environment -</b> <i>Our world: caring for new life</i>		<b>Theme 6: Human experience and belief -</b> <i>Special food</i>		<b>Theme 8: Human experience and spiritual expression -</b> <i>The importance of water</i>	
	<b>Science</b>	<b>Animals, including humans -</b>  <i>animals, including humans produce offspring which grow into adults, basic needs of animals, including humans for survival, exercise, diet &amp; hygiene</i>	<b>Living things -</b>  <i>compare differences between living things, dead and things that have never been alive, suitability to habitats, how habitats provide basic needs to different kinds of animals &amp; plants, how they depend on each other, identify &amp; name a variety of plants &amp; animals in their habitats, including micro-habitats, simple food chains, sources of food</i>	<b>Living things and their habitats -</b>  <i>different habitats, suitability of habitats, identify and name a variety of plants and animals in their habitats, including micro-habitats, simple food chains</i>	<b>Plants -</b>  <i>observe &amp; describe how seeds and bulbs grow into mature plants, find out &amp; describe how plants need water, light &amp; suitable temperature to grow &amp; stay healthy</i>	<b>Uses of everyday materials -</b>  <i>Identify and compare the suitability of a variety of everyday materials</i>	<b>Uses of everyday materials -</b>  <i>suitability of everyday materials for particular uses, how shapes of some solid objects can be changed by squashing, bending, twisting &amp; stretching, people who have developed useful new materials</i>
	<b>Art and Design</b>	<b>Food:</b> Making chocolate/toffee apples for Guy Fawkes Night. (History) (Class based if necessary) <a href="http://www.foodnetwork.co.uk/recipes/chocolate-dipped-apples-5191.html">http://www.foodnetwork.co.uk/recipes/chocolate-dipped-apples-5191.html</a>  <b>Sheet Materials:</b> Stained glass pictures (Using black paper and tissue)		<b>Construction:</b> Mother's Day card or present – stitched on Binka or canvas  Create skeleton models of The Great Exhibition 'Dinosaurs' in Crystal Palace Park. (Use lolly sticks, paper straws, rolled newspaper etc.)		<b>Construction:</b> Father's Day card or present – stitched on Binka or canvas  Animal sock puppets with sewn on pieces (Geography)	

			(History) <a href="http://www.bing.com/images/search?q=crystal+palace+dinosaurs&amp;qpv=cystal+palace+dinosaurs&amp;FORM=IGRE&amp;adlt=strict">http://www.bing.com/images/search?q=crystal+palace+dinosaurs&amp;qpv=cystal+palace+dinosaurs&amp;FORM=IGRE&amp;adlt=strict</a>			
<b>Computing</b>	See website	See website	See website	See website	See website	See website
<b>Design and Technology</b>	See website	See website	See website	See website	See website	See website
<b>Languages</b>	See website	See website	See website	See website	See website	See website
<b>Music</b> <a href="#">Dimension of Music termly focus</a> <a href="#">Charanga Schemes</a> <a href="#">Topic ideas/ Cross-curricular links</a> <a href="#">External Teacher</a> <a href="#">Seasonal Entertainment</a>	<a href="#">Pulse and rhythm</a> <a href="#">Hands, Feet, Heart</a> <a href="#">WW2 songs</a>	<a href="#">Pitch</a> <a href="#">Seasonal Entertainment</a> <a href="#">Animals</a> <a href="#">Saint-Saens</a>	<a href="#">Tempo</a> <a href="#">Glockenspiel Stage 1</a> <a href="#">Music of China</a>	<a href="#">Dynamics</a> <a href="#">I Wanna Play in a Band</a> <a href="#">Victorian songs</a>	<a href="#">Timbre</a> <a href="#">Zootime</a> <a href="#">Sea shanties and boat songs</a>	<a href="#">Structure</a> <a href="#">Reflect, Rewind and Replay</a>  <a href="#">Baiskeli</a> Gwenyth Herbert
<b>Physical Education</b>  <b>Learning goals taken from assessment levels 1-3</b>	Real PE Unit 1 -  Multi ability focus - Personal Skills  Physical focus - Co-ordination: Floor Movement Patterns (FUNS 10) and Static Balance: 1 leg standing (FUNS 1) Gymnastics	Real PE Unit 2 -  Multi ability focus - Social Skills  Physical focus - Dynamic Balance to Agility (FUNS 6) and Static Balance: Seated (FUNS 2) Dance	Real PE Unit 3 -  Multi ability focus - Cognitive Skills  Physical focus - Dynamic Balance (FUNS 5) and Static Balance: Small Base (FUNS 4) Gymnastics	Real PE Unit 4 -  Multi ability focus - Creative Skills  Physical focus - Coordination: Ball Skills (FUNS 9) and Counter Balance in Pairs (FUNS 7) Dance	Real PE Unit 5 -  Multi ability focus - Applying Physical Skills  Physical focus - Coordination with Equipment (FUNS 8) and Agility: Reaction/ Response (FUNS 12) Dance	Real PE Unit 6 -  Multi ability focus - Health and Fitness  Physical focus - Agility: Ball Chasing (FUNS 11) and Static Balance: Floor work (FUNS 3) Athletics
<b>English</b>	See website	See website	See website	See website	See website	See website
<b>Mathematics</b>	See website	See website	See website	See website	See website	See website

Horsenden Primary School: Curriculum Overview

Year Group	Subject	Autumn Term	Spring Term	Summer Term
Year One	<p><b>History</b></p> <p>e) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>f) Events beyond living memory that are significant nationally or globally.</p>	<p><b>National curriculum objective (a)</b></p> <p><b><i>Shops since the 1930s</i></b></p> <p>Games in 1530 Peter Bruegel the Elder’s painting - compare games then and now... plus games Prince George plays with etc</p> <p>‘Victorian children at play’ or aspects from here</p> <p>Remembrance – significant people from this time (British Legion materials)</p>	<p><b>National curriculum objective (b) &amp; (c)</b></p> <p><b><i>The Great Fire of London</i></b></p>	<p><b>National curriculum objective (a), (b) &amp; (c)</b></p> <p><b>The first aeroplane flight</b></p> <p><b>National curriculum objective (b) &amp; (d)</b></p> <p><b>Our United Kingdom heritage - folk stories and castles</b></p>
	<p><b>Geography</b></p>	<p><b>Have you ever been lost? -</b> <i>develops the children’s knowledge about the world, starting with their immediate environment, encouraged to use subject-specific vocab and use first-hand observation and experience to enhance their locational awareness.</i></p> <p><b>Up, up and away! -</b> <i>Moves on from the immediate environment, to the UK in more general. Develop map work and find out about the countries and capital cities of the UK</i></p>	<p><b>Polar bears or penguins? -</b> <i>focus on the very cold regions in the extreme north and south of the planet and develops awareness of their similarities and differences, consider how polar bears, penguins and people live in such cold places</i></p> <p>‘Poles Apart’ from Year 1 PROSPECTUS ‘Hot and cold countries’</p> <p><b>Sun hats or umbrellas -</b> <i>focus on different types of weather in the immediate environment, build on knowledge of very cold places and introduces hot areas near the equator.</i></p>	<p><b>What if I live in...</b> (one whole term) <i>Focus on the similarities and differences between an urban and rural location. Concepts are introduced through the eyes of two squirrels: the grey town squirrel and the red country squirrel. School to select the urban and rural locations appropriate to our setting</i></p>



Religious Education	Theme 1: Stories that guide - <i>Special days</i>		Theme 3: Belief and identity - <i>Special days and living together</i>		Theme 7: Sources of inspiration - <i>Special places</i>	
Science	<b>Animals, including humans -</b>  <i>identify &amp; name common animals including fish, amphibians, reptiles, birds &amp; mammals, carnivores, herbivores &amp; omnivores, describe &amp; compare structure of a variety of animals, human body parts and senses</i>	<b>Seasonal changes: Autumn &amp; Winter -</b>  <i>observe changes across the seasons, observe &amp; describe weather associated with the seasons and how day length varies</i>	<b>Seasonal changes: Winter &amp; Spring -</b>  <i>observe changes across the seasons, observe &amp; describe weather associated with the seasons and how day length varies</i>	<b>Everyday materials -</b>  <i>distinguish between an object and the material from which is made, everyday materials, simple physical properties of materials, compare &amp; group everyday materials on the basis of physical properties</i>	<b>Seasonal changes: Spring &amp; Summer -</b>  <i>observe changes across the seasons, observe &amp; describe weather associated with the seasons and how day length varies</i>	<b>Plants -</b>  <i>identify &amp; name common wild &amp; garden plants, deciduous &amp; evergreen trees, identify &amp; describe the basic structure of a variety of common flowering plants &amp; trees</i>
	<b>Construction:</b> Victorian toys (History) <a href="http://www.museumofchildhood.org.uk/learning/things-to-do">http://www.museumofchildhood.org.uk/learning/things-to-do</a> <a href="http://www.ehow.co.uk/how_6218789_make-victorian-clothespin-dolls.html">http://www.ehow.co.uk/how_6218789_make-victorian-clothespin-dolls.html</a>  Designing and making various decorations for special occasions (garlands, fans etc.)  <b>Sheet Materials:</b> Printing wrapping paper		<b>Construction:</b> Design and create a city in the style of London, before The Great Fire. (Shared area can be transformed into a 'burning city', when completed!) (History)  <b>Sheet Materials:</b> Simple paper weaving – Table Mat using laminated paper strips <a href="http://www.bing.com/images/search?q=paper+weaving+placemat&amp;qpv=paper+weaving+placemat&amp;FORM=IGRE&amp;adlt=strict">http://www.bing.com/images/search?q=paper+weaving+placemat&amp;qpv=paper+weaving+placemat&amp;FORM=IGRE&amp;adlt=strict</a>		<b>Food:</b> Designing, preparing and completing cupcake <b>decoration</b> . (Class based if necessary)  The importance of a balanced, healthy diet (Science)  <b>Construction:</b> Folk character felt puppets (History) (Pieces can be stuck on or sewn simply)	
Computing	See website	See website	See website	See website	See website	See website
Design and Technology	See website	See website	See website	See website	See website	See website
Languages	See website	See website	See website	See website	See website	See website
Music	<a href="#">Pulse and rhythm</a>	<a href="#">Pitch</a>	<a href="#">Tempo</a>	<a href="#">Dynamics</a>	<a href="#">Timbre</a>	<a href="#">Structure</a>

<a href="#">Dimension of Music termly focus</a> <a href="#">Charanga Schemes</a> <a href="#">Topic ideas/ Cross-curricular links</a> <a href="#">External Teacher</a> <a href="#">Seasonal Entertainment</a>	<a href="#">Hey You!</a>	<a href="#">Seasonal Entertainment</a> <a href="#">Food</a>	<a href="#">In the Groove</a> <a href="#">Changing seasons songs</a>	<a href="#">Rhythm in the way we walk</a> <a href="#">Great fire of London</a>	<a href="#">Round and Round</a> <a href="#">Folk/children's songs</a>	<a href="#">Reflect, Rewind and Replay</a> <a href="#">Songs from around the world</a>
<b>Physical Education</b>  <b>Learning goals taken from assessment levels 1-2</b>	Real PE Unit 1 -  Multi ability focus - Personal Skills  Physical focus - Co-ordination: Floor Movement Patterns (FUNS 10) and Static Balance: 1 leg standing (FUNS 1)  Gymnastics	Real PE Unit 2 -  Multi ability focus - Social Skills  Physical focus - Dynamic Balance to Agility (FUNS 6) and Static Balance: Seated (FUNS 2)  Dance	Real PE Unit 3 -  Multi ability focus - Cognitive Skills  Physical focus - Dynamic Balance (FUNS 5) and Static Balance: Small Base (FUNS 4)  Gymnastics	Real PE Unit 4 -  Multi ability focus - Creative Skills  Physical focus - Coordination: Ball Skills (FUNS 9) and Counter Balance in Pairs (FUNS 7)  Dance	Real PE Unit 5 -  Multi ability focus - Applying Physical Skills  Physical focus - Coordination with Equipment (FUNS 8) and Agility: Reaction/ Response (FUNS 12)  Dance	Real PE Unit 6 -  Multi ability focus - Health and Fitness  Physical focus - Agility: Ball Chasing (FUNS 11) and Static Balance: Floor work (FUNS 3)  Athletics
	<b>English</b> See website	<b>English</b> See website	<b>English</b> See website	<b>English</b> See website	<b>English</b> See website	<b>English</b> See website
	<b>Mathematics</b> See website	<b>Mathematics</b> See website	<b>Mathematics</b> See website	<b>Mathematics</b> See website	<b>Mathematics</b> See website	<b>Mathematics</b> See website