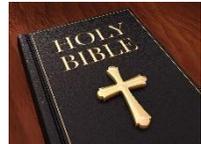
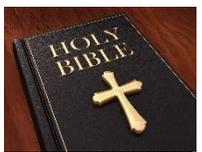
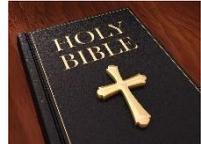
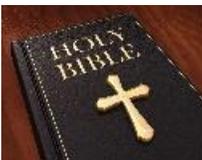
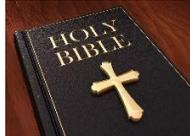
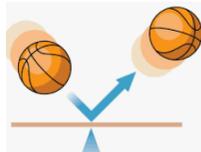


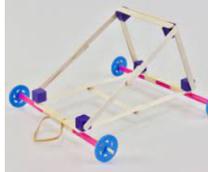
Clutton Primary School
Wider Curriculum Overview 2022- 2023:

	EYFS	KS1		KS2		
	Reception	Year 1	Year 2	Year 3	Year 4/5	Year 5/ 6
<p>History:</p> <p>Big ideas:</p> <p>Chronology.</p> <p>Causes and Change</p> <p>Legacy.</p> <p>Significance.</p> <p>Power.</p> <p>Society.</p> <p>Beliefs.</p> <p>Evidence and artefacts.</p> <p>Settlements.</p>	<p><u>ELG: Past and Present</u></p> <p><u>eg. Vehicles - comparing past and present (T6)</u></p>  <p><u>eg. Timeline (me as a baby, me now, me in the future) (T1)</u></p>  <p><u>ELG: People, Culture and Communities</u></p>  <p><u>eg. My Family/Different Occupations</u></p>	<p><u>The Big Dig- Mary Anning T1</u></p>   <p><u>Memory Box T3</u></p>  <p><u>Communication; then and now T5</u></p>	<p><u>Great Fire of London</u></p>  <p><u>Significant Victorians.</u></p>  <p><u>WW1 and remembrance</u></p>  <p>Big ideas focus: Chronology, evidence, artefacts, legacy, society .</p>	<p><u>Stone Age to Iron Age</u></p>  <p><u>Ancient Egypt</u></p>  <p>Big idea focus: Beliefs/Food and Farming/ Historical evidence and artefacts, society and legacy.</p>	<p><u>Roman Empire and Roman Life</u></p>  <p><u>Vikings</u></p>  <p><u>Monarchy</u></p>  <p>Big idea focus: Beliefs, society settlements, Evidence and artefacts, legacy and power.</p>	<p><u>The Mayans- T1</u></p>  <p><u>Local history Georgian Bath and Bristol - T3</u></p> <p>Link to slave trade/ BLM, diversity/global readiness.</p>  <p><u>The Space Race- T5</u></p>  <p>Big idea focus: Beliefs/Settlements and Power/Democracy.</p>

	EYFS	KS1		KS2		
	Reception	Year 1	Year 2	Year 3	Year 4/ 5	Year 5/ 6
<p>Geography:</p> <p>Big ideas:</p> <p>Location.</p> <p>Human Features.</p> <p>Physical features.</p> <p>Physical processes.</p> <p>Climate.</p> <p>Environment.</p> <p>Maps, data and information.</p> <p>Interdependence.</p>	<p><u>ELG: The Natural World Weather and Seasons</u></p>  <p><u>Maps (T6)</u> Comparing maps: our school, country and the world</p>  <p><u>Journeys (T6)</u> Talking about journeys we have made at home and abroad.</p> 	<p><u>The United kingdom T2</u></p>  <p><u>Weather T4</u></p>  <p><u>Bristol and Hong Kong T6</u></p> 	<p><u>Amazing Earth.</u> Continents and oceans</p>  <p><u>Australia</u></p>  <p><u>Street Detectives: Our local area.</u></p>  	<p><u>Where in the world / Our European Neighbours</u> (Locating countries in Europe/ Rivers/ Mountains)</p>  <p><u>Rivers and Waterfalls</u></p>  <p>Big idea focus: Human and Physical processes, Location.</p>	<p><u>The Alps T2</u></p>  <p><u>Rainforests. T4</u></p>  <p><u>Rivers and Waterfalls T6</u></p>  <p>Big idea focus: Climate/ Physical processes/ Interdependence/ Location</p>	<p><u>Kenya - A changing country.-T4</u></p>  <p><u>The UK. (Urban/Rural land use) - T6</u></p>   <p><u>Volcanoes and Earthquakes- T2</u></p>  <p>Big idea focus: Human/Physical features/ Data and information/Interdependence.</p>

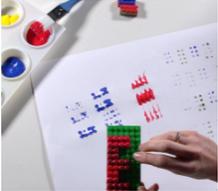
	EYFS	KS1		KS2		
	Reception	Year 1	Year 2	Year 3	Year 4/5	Year 5/6
<p>RE: Awareness, Mystery and Values. Big ideas:</p> <p>Understanding, beliefs and teachings.</p> <p>Understand practices and lifestyles</p> <p>Understand how beliefs are conveyed</p> <p>Understand values</p> <p>Reflection.</p>	<p>ELG: People, Culture and Communities Children will know some similarities and differences between different religious and cultural communities. eg. Chinese New Year, Diwali</p> <p>Christianity How do Christians celebrate Easter and Christmas?</p> <p></p> <p>The Nativity Story</p> <p></p>	<p>Christianity Part 1: What do Christians believe about God?</p> <p></p> <p>Christianity. What do Christians believe about Jesus? (Nativity, advent, Gabriel's message & stories)</p> <p></p> <p>Christianity Part 2: What do Christians believe about God?</p> <p></p> <p>Judaism</p> <p></p>	<p>Christianity What do Christians believe about salvation?</p> <p></p> <p></p> <p>Judaism What do Jewish people believe about Torah?</p> <p></p> <p></p> <p>Humanism What is a Humanist? What do Humanists believe?</p>	<p>Christianity What do Christians believe about God and Incarnation?</p> <p></p> <p>Judaism What do Jewish people believe about God, the Covenant and the Torah?</p> <p></p> <p>Torah?</p> <p>Islam What do Muslims believe about Islam and Iman?</p> <p></p>	<p>Judaism What do Jewish people believe about The Torah</p> <p></p> <p>Christianity What do Christians believe about Salvation/Gospel?</p> <p></p> <p>Hinduism</p> <p></p>	<p>Judaism God and Covenant</p> <p></p> <p>Islam What do Muslims believe about submission to Allah?</p> <p></p> <p>Christianity Love and Agape</p> <p></p>

(B) Biology	EYFS	KS1		KS2		
(C) Chemistry (P) Physics	Reception	Year 1	Year 2	Year 3	Year 4/ 5	Year 5/6
<p>SCIENCE</p> <p>Big ideas: Working scientifically.</p> <p>Data Collection and Analysis.</p> <p>Animals and Humans.</p> <p>Plants and Habitats.</p> <p>Health and Evolution.</p> <p>Electricity and Light.</p> <p>Materials, Rocks and Space.</p> <p>States of Matter. Weather and Water Cycles.</p>	<p><u>ELG: The Natural World</u> <u>Making a Nature Table (T1)</u></p>  <p><u>Weather (T6) and Seasons</u></p>  <p><u>Woodland Animals/ British Birds</u></p>  <p><u>Using our senses to explore our world</u></p>  <p><u>Investigating light and dark (T2)</u></p> 	<p><u>Everyday Materials(T1/2)</u></p>  <p><u>Animals(T3/4)</u></p>  <p><u>Using our senses (T5)</u> Sound and Hearing.</p>  <p><u>Plant detectives.(T6)</u></p>  	<p><u>Marvellous Materials -(C)</u></p>  <p>(data analysis link) <u>Growing up and taking care (B)</u></p>  <p><u>All things bright and beautiful (B)</u></p>  <p><u>Habitats(B)</u></p>  <p><u>Plants – The Apprentice Gardener (B)</u></p> 	<p><u>Animals including humans (Biology)</u></p>  <p><u>How does your garden grow? (Biology)</u></p>  <p><u>Light and Shadows (Physics)</u></p>  <p><u>Forces including magnets (Physics)</u></p>  <p><u>Everyday materials/marvellous mixtures (Chemistry)</u></p> 	<p><u>States of Matter</u></p>  <p><u>The Water Cycle</u></p>  <p><u>Everyday Materials</u></p>  <p><u>Forces (P)</u></p>  <p><u>Living Things and their Habitat (B)</u></p> 	<p><u>Light up your world/ Electricity(P)</u></p>  <p><u>Body Pump and Body Health (B)</u></p>  <p><u>Earth and Space (P)</u></p>  <p><u>Evolution and Inheritance.</u></p>  <p><u>Classification (B)</u></p>

	EYFS	KS1		KS2		
	Reception	Year 1	Year 2	Year 3	Year 4/5	Year 5/6
<p>DESIGN TECHNOLOGY</p> <p>Big Ideas: Design, make, evaluate and improve.</p> <p>Master practical skills.</p> <p>Take inspiration from the best design in History. (School driver: Diversity)</p> <p>Computing.</p> <p>Construction and Materials.</p> <p>Technical Knowledge.</p> <p>Electronics</p> <p>Food</p> <p>Materials and Textiles.</p>	<p><u>ELG: Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Model making with construction toys</u></p>  <p><u>Junk modeling</u></p>  <p><u>Food/Cooking (T4)</u></p> 	<p><u>Materials and Textiles:</u> Puppets</p>  <p><u>Food:</u> Fruit & Vegetables</p>  <p><u>Construction and Materials:</u> Windmills</p> 	<p><u>Construction and Materials:</u> 'Baby bear's chair' Making a stable structure: how shape and material affects strength</p>  <p><u>Design, make, evaluate, improve:</u> Design and make a fairground wheel</p>  <p><u>Construction and Materials:</u> Design and make a moving monster</p> 	<p><u>Food - Eating Seasonally</u></p>  <p><u>Digital World - Electronic Charm</u></p>  <p><u>Structures - Constructing a castle</u></p> 	<p><u>Pavilions:</u></p>  <p><u>Slingshot Cars:</u></p>  <p><u>Food - Recipes:</u></p> 	<p><u>Construction and Materials</u> Mechanical Systems-making a pop up book</p> <p><u>Construction and Materials:</u> (b) Structures/ Playgrounds</p> <p><u>Food:</u> What could be healthier?</p> 

	EYFS	KS1		KS2		
	Reception	Year 1	Year 2	Year 3	Year 4/5	Year 6
<p>PE</p> <p>Big Ideas:</p> <p>Applying physical skills</p> <p>Personal</p> <p>Social</p> <p>Cognitive</p> <p>Creative</p> <p>Knowledge and understanding of health and fitness.</p>	<p><u>Physical Development</u> <u>ELG: Gross Motor Skills</u></p> <p>Children Will: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u></p> <p>Children will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><u>Fundamentals</u></p> <p><u>Fitness/Gymnastics:</u> Agility/Balance/Coordination /Awareness of space/jumping and landing softly</p> <p><u>Dance</u></p> <p>Coordination, awareness of sequences of movement.</p> <p><u>Sending and receiving</u></p> <p><u>Target games</u></p> <p>Running, jumping, throwing, catching, competition against self & with equipment</p> <p><u>Athletics/Team building</u></p>	<p><u>Ball skills:</u> Throwing and catching, rolling, hitting a target, dribbling with hands and feet, kicking a ball.</p> <p><u>Fundamentals</u> Balancing, running, changing direction, jumping, hopping and skipping</p> <p><u>Dance:</u> Explore how their body can move to express and idea, mood, character or feeling</p> <p><u>Gymnastics/Fitness:</u> Explore and develop basic gymnastic actions on the floor and using apparatus. Take part in a range of fitness activities to develop components of fitness.</p> <p><u>Sending and receiving:</u> throwing and catching, tracking and retrieving a ball and striking a ball. Begin self-managing small teams.</p>	<p><u>Games</u></p> <p>Football: Attack, defend, simple tactics.</p> <p>Cricket: Strike, throw, catch with direction and control.</p> <p><u>Dance:</u> Experiment with actions, dynamics, directions, levels. Remember and repeat dance phrases.</p> <p><u>Gymnastics:</u> Create a sequence using apparatus. Devise, revise, perform, changing speed, level and direction.</p> <p><u>Athletics:</u> Run at speed, jump from standing, use over/under arm technique</p> <p>Swimming: 25/50m water skills</p>	<p><u>Games</u></p> <p>Netball: Use a variety of techniques to pass.</p> <p><u>Dance:</u> Learn different dance styles, explain pattern and form. Controlled expression and emotion.</p> <p><u>Gymnastics:</u> Decide strategies. Create shapes and balances linking, whilst still travelling</p> <p><u>Athletics:</u> Choose the best pace, range of accurate throws hitting targets. Combine running and jumping.</p> <p><u>Yoga</u> Pupils learn about mindfulness and body awareness. They learn yoga poses and</p>	<p>Swimming: 25/50m water skills</p> <p><u>Games</u></p> <p>Cricket: Choose and combine skills in games.</p> <p>Tag Rugby: Attack, defend, simple tactics</p> <p><u>Dance:</u> Choreograph creative and imaginative dances independently and in groups</p> <p><u>Gymnastics:</u> Longer, more complex routines , including range of well performed elements.</p> <p><u>Athletics:</u> Show stamina, speed, control. Analyse body and movement. Show power and balance when jumping.</p>

			<p><u>Target games</u> develop the skills of throwing, rolling, kicking and striking to target. begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.</p> <p><u>Athletics:</u> Running at different speeds, jumping and throwing. Opportunities to work collaboratively as well as independently. Learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><u>Team building:</u> Develop their communication and problem-solving skills. Learn to discuss, plan and reflect on ideas and strategies.</p>		<p>techniques that will help them to connect their mind and body.</p> <p>Swimming: 25/50m water skills</p>	
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	EYFS	KS1		KS2		
	Reception	Year 1	Year 2	Year 3	Year 4/5	Year 5/ 6
<p>ART:</p> <p>School Drivers: Aspiration/ Diversity</p> <p>Big Ideas: Explore the work of a range of artists, craft makers and designers.</p> <p>Drawing: use sketchbooks to develop skills , techniques and ideas.</p> <p>Painting: Brush technique/colour/mood/ tone/texture/dimension.</p> <p>Sculpture:Paper/card/ clay/wire/plaster of paris.</p> <p>Textiles and collage: Weave/ Dip dye/ plaiting/sewing/ tessellation/ mosaics/layering</p> <p>Printing: Blocks/shapes/ layering/coil blocks/texture and detail.</p> <p>Digital media: Photography (texture/line/ shape/Create images/video and sound/Animation and stills.</p>	<p>Expressive Arts and Design ELG: Creating with Materials Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Areas covered: Collage eg with tissue paper, card, recycled materials</p> <p>Printing (eg. vegetables, found objects, sponges)</p> <p>Drawing and painting (including watercolours) Colour mixing Using crayons, pens, pencil crayons</p> <p>Sculpture Clay</p>	<p>Formal elements of art</p>  <p>Art and design skills</p>  <p>Landscapes using different media</p> 	<p>Formal elements of art</p> <p>Featured Artists: Lowry</p>  <p>Seurat</p>  <p>Louis Wain</p>  <p>Roy Lichtenstein</p>  <p>Areas covered: Sculpture- Clay Printing Rubbings Collage Drawing and Painting</p>	<p>Prehistoric Art</p>  <p>Formal Elements of Art: Abstract compositions and Lines</p>  <p>Craft - Using fabrics</p> 	<p>Formal elements of art</p>  <p>Paul Cezanne- Art and Des skills</p>  <p>Sculpture</p> 	<p>Every Picture Tells a Story Develop children's ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and what would happen next. Create own collages and abstract art</p> <p>Make My Voice Heard Explore art with a message. Look at the famous 'Guernica' by Picasso and the works of Kate Kollwitz and through the mediums of graffiti, drawing, painting and sculpture.</p>

MUSIC:	EYFS Reception	KS1	KS2
		Year 1 Year 2	Years 3 - 6
Aims: 	ELG: Being Imaginative and Expressive Children will: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ol style="list-style-type: none"> 1) Perform, listen to, describe and respond, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. 2) Sing and to use their voices, to create and compose music on their own and with others(songs/raps). Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. 3) Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	
Big ideas: Pulse Pitch Duration Dynamics Tempo Timbre Texture Structure Notations Significant composers and where they fit in.	Areas covered: Singing Harvest and Christmas songs Learning about, and listening to, a variety of different music including live music from visitors Singing nursery rhymes and songs Moving to music and dancing with ribbons Talking about pulse, rhythm and pitch Exploring percussion instruments Making simple shakers <small>Note about EYFS: Where relevant, National Curriculum subjects have been linked to an Early Learning Goal (ELG). In Reception the children work towards 17 Early Learning Goals, set out in a document called the Statutory Framework for the Early Years Foundation Stage, 2021</small>	KS1 Music assembly Coverage: A) Use voices expressively and creatively by singing songs and speaking chants and rhymes. B) Play and rehearse tuned and untuned instruments musically (Recorders/glocks) C) Listen with concentration and understanding to a range of high-quality live and recorded music. D) Experiment with, create, select and combine sounds using the inter-related dimensions of music.	KS2 Music assembly Coverage: A) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop techniques for preparing to sing/vocal activity and playing pieces in unison and in parts. B) Improvise and compose music for a range of purposes using the inter-related dimensions of music. C) Listen with attention to detail and recall sounds with increasing aural memory. D) Use and understand staff and other musical notations. E) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. F) Develop an understanding of the history of music.

