

St Bega's Curriculum: Wider Curriculum



This document forms the basis of our curriculum, which we are currently developing and is subject to change as we best adapt to serve all children in our EYFS, KS1 and KS2 mixed-age classes.



St Bega's Curriculum: History



	N3- 4	Reception	Year 1- 2		Year 3- 4		Year 5- 6	
			Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<p>Marvellous Me & Look at Me [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p>Me and my world [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p>My heroes [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p>What was life like for people in the past? (Aut2)</p> <p><i>Family trees, considering a theme/themes now and in living memory</i></p>	<p>Local history: community & family <i>Considering how our local area has changed in living memory</i></p>	<p>European history: Prehistoric Britain (Aut2)</p>	<p>North American history: Ancient Maya</p>	<p>European history: Ancient Rome</p>	<p>European history: Settlement by Anglo-Saxons (Aut2)</p>
Spring	<p>On the move [Spr1]</p> <p>Exploring occupations related to transport</p> <p>On the farm [Spr2]</p> <p>Exploring occupations related to farming</p>	<p>Castles, knights and dragons [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p>How did people travel in the past?</p> <p><i>Development of space, air, car and train travel (beyond living memory)</i></p>	<p>Where did people live in the past?</p> <p><i>How homes have changed over time (beyond living memory)</i></p>	<p>African history: Ancient Egypt</p>	<p>Asian history: Early Islamic Civilisation</p>	<p>European history: Roman Empire in Britain (Spr2)</p>	<p>European history: Viking age (Spr2)</p>
Summer		<p>Where we live [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p>Comparison of explorers (Sum2)</p> <p><i>Sacagawea and Michael Collins (specific periods of history)</i></p>	<p>Great Fire of London</p> <p><i>GFoL and its effects (specific period of history)</i></p>	<p>European history: Ancient Greece</p>	<p>European history: Local History</p>	<p>Global history: Quest for knowledge (Sum2)</p>	<p>Global history: Power, empire and democracy</p>

Units that appear in a different place to that in the single-year planning have been highlighted in green; if it's in a different year group it is highlighted in purple.



St. Bega's Curriculum: Geography



	N3- 4	Reception	Year 1- 2		Year 3- 4		Year 5- 6	
			Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<p>Marvellous Me / Look at Me The house and street I live on</p> <p>It's getting cold / Bears Weather and habitats around the world</p> <p>Polar express / Special days Polar habitats</p>		<p>Here I am (Aut1) <i>Local: Human and physical features (stretch: weather)</i></p>	<p>Mini Mappers <i>Local: Human and physical features (stretch: mapwork)</i></p>	<p>United Kingdom (Aut1) <i>Physical and human features in the UK</i></p>	<p>Looking at Europe <i>Focus on continent of Europe, and places in UK, Alps and Amalfi Coast</i></p>	<p>Investigating water <i>Water cycle and land use around rivers around the world</i></p>	<p>Investigating world trade (Aut1) <i>Distribution of the world's resources and trade</i></p>
Spring		<p>Spring in our step Weather and wildlife in winter and spring</p>	<p>There you are <i>Global: Continents, poles, Equator, Kenya</i></p>	<p>Where we are <i>National: Countries and places in the UK</i></p>	<p>Investigating mountains and volcanoes <i>Structure of the Earth and mountains and volcanoes</i></p>	<p>Brazil <i>Focus on the continent of South America and the country of Brazil</i></p>	<p>Climate across the world (Spr1) <i>Climate zones and biomes, and introducing climate change</i></p>	<p>On the move (Spr1) <i>Migration: what it is and case studies across the world</i></p>
Summer	<p>All creatures great and small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p>Where we live Picture maps and plan views, simple human and physical features</p> <p>Science detectives Comparing our community with settlements in Kenya</p>	<p>Hot and cold deserts (Sum1) <i>Global: Locating hot and cold deserts and identifying human and physical features</i></p>	<p>Rivers, seas and oceans <i>Global/national: (Continents), oceans of the world and rivers of the UK</i></p>	<p>Earthquakes and human settlements <i>Building on structure of the Earth and earthquakes</i></p>	<p>Tropical rainforests <i>Tropical rainforests, referring to Brazil and the Kayapo people</i></p>	<p>Improving the environment (Sum1) <i>Review climate change and focus on plastic</i></p>	<p>I am a geographer <i>Posing questions, completing fieldwork and presenting a geographical investigation</i></p>

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St. Bega's Curriculum: Science



	N3- 4	Reception	Year 1- 2		Year 3- 4		Year 5- 6	
			Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	It's getting cold outside / Bears Weather where we live, habitats where bears live		BIOLOGY Plants Identifying and naming common plants and describing basic structures	BIOLOGY / PHYSICS Seasonal changes Observing changes across four seasons and describing associated weather	CHEMISTRY Rocks Comparisons of types of rocks and how fossils are formed	PHYSICS Light Relationship between light and how we see; the formation of shadows	BIOLOGY Life cycles Life cycles of a mammal, amphibian, insect, bird, and some reproduction	CHEMISTRY Separating mixtures Identifying and separating mixtures; reversible and non-reversible changes
Autumn 2	Polar express / Special days Melting and freezing; natural and artificial materials		BIOLOGY Plant growth Plants grow from seeds, and require water, light and a suitable temperature	CHEMISTRY Everyday materials Distinguishing objects from their material, and describing simple properties	BIOLOGY Organisms The role of muscles and skeletons; the importance of nutrients	BIOLOGY Food & digestion The human digestive system and simple food chains	BIOLOGY Human development Human development to old age	BIO / CHEM / PHYSICS Energy Introducing the concept of energy stores and energy transfers; relate this to prior knowledge
Spring 1	On the Move / Toys Exploring pushes, pulls and magnets		BIOLOGY Animals Reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	BIOLOGY Humans Human body parts and senses	BIOLOGY Plants Features of flowering plants and what they need to survive	CHEMISTRY Particle model and states of matter States of matter in relation to particle arrangement	BIOLOGY Evolution Fossils; introduction to the idea that adaptation may lead to evolution	PHYSICS Light How light travels and is reflected, and how this allows us to see
Spring 2	On the Farm / Food Glorious Food Life cycles of farm animals and plants	Spring in our step Wildlife and weather in spring and winter; habitats around our school	BIOLOGY Needs of animals Animals need water, food and air to survive and to have offspring	CHEMISTRY Uses of materials Comparisons of an object's material with its use; impact of bending, twisting	BIOLOGY Classifying organisms Introduction to classifying animals and their environment	PHYSICS Sounds Relationship between strength of vibrations and volume of sound	PHYSICS Electricity Investigating variations in series and parallel circuits; electricity generation	BIOLOGY Further classification Further classification of organisms based on characteristics
Summer 1	Once upon a time 1 / 2 Properties of materials and exploring mixtures		Consolidation and review <i>(particularly plant growth for all pupils, and cycle B chemistry for year 2 age pupils)</i>	Consolidation and review <i>(particularly seasonal changes for all pupils, and cycle A biology for year 2 age pupils)</i>	PHYSICS Forces & motion Introducing pushes and pulls; opposing forces, and balanced forces	PHYSICS Electricity Simple series circuits	PHYSICS Forces Gravity, air and water resistance and friction; introduction to pulleys	BIOLOGY Functions of the human body Human circulatory system; transport of nutrients in the body
Summer 2	All creatures great and small 1 / 2 Life cycles of animals in trop. rainforests, sea, and grasslands	Science detectives Properties of materials and habitats around the world	BIOLOGY Living things & habitats Habitats, micro-habitats, and simple food chains	CHEMISTRY Solids, liquids and gases How substances exist as solids, liquids and gases	PHYSICS Magnetism Contact and non-contact forces, including friction and magnetism	CHEMISTRY Properties of materials Considering physical and chemical properties	PHYSICS Earth and space Movements of planets and the Moon, and relationship to day and night	CHEMISTRY Physical and chemical changes Identifying physical and chemical changes

Units that appear in a different place to that in the single-year planning have been highlighted in green; if it's in a different year group it is highlighted in orange.



St. Bega's Curriculum: Art & Design



	Year 1- 2		Year 3- 4		Year 5- 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<p>I Am An Artist</p> <p>Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p>Paul Klee Piet Mondrian Wassily Kandinsky</p>	<p>Our School</p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p>Zaha Hadid The Boyle Family</p>	<p>Why Do We Make Art?</p> <p>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p>Satoshi Kitamura Pablo Picasso</p>	<p>Pattern & Pumpkins</p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p>Yayoi Kusama</p>	<p>Illustration & Narrative Art</p> <p>Developing a visual response to a text, creating digital art.</p> <p>Marjane Satrapi, Mel Tregonning</p>	<p>Recycled Materials Installation</p> <p>Using plastic waste to create an installation.</p> <p>Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey</p>
Spring	<p>Paper Sculpture</p> <p>Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p>Charles McGee</p>	<p>Colour and Tone</p> <p>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p>Emily Haworth-Booth Pablo Picasso</p>	<p>Clay Fairy Tales</p> <p>Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p>Anthony Browne Quentin Blake</p>	<p>Watercolour Tropical Rainforest</p> <p>Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p>Abel Rodriguez Henri Rousseau Henri Matisse</p>	<p>Journeys</p> <p>Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p>Richard Long, Frida Kahlo, Lubaina Himid</p>	<p>Displacement / Challenges</p> <p>Looking at the work of artists who have been refugees or have produced art in different circumstances.</p> <p>Pissarro, Wiltshire, Schwitters, Kerr</p>
Summer	<p>The Natural World</p> <p>Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p>Leonardo Da Vinci Frances Hatch</p>	<p>Painting Water</p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p>Katsushika Hokusai David Hockney Claude Monet</p>	<p>Mythology</p> <p>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p>Claude Monet David Hockney Edward Burne-Jones</p>	<p>My Favourite Things</p> <p>Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions.</p> <p>Pippa Goodhart Joseph Cornell</p>	<p>Pattern & Sculpture</p> <p>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p>Mark Heard Jackie Morris</p>	<p>Art & Identity</p> <p>Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition.</p> <p>Yinka Shonibare Sonia Boyce</p>



St. Bega's Curriculum: D&T and Food



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>We are currently adapting the curriculum map for a KS1 class and KS2 class.</p>		<p>Food</p> <p>Eat a Rainbow</p> <p>[Aut2]</p> <p>Preparing a colourful fruit salad and crudites.</p>	<p>Food</p> <p>Salads</p> <p>[Aut2]</p> <p>Preparing healthy, balanced salads that include proteins.</p>	<p>Picture Frames</p> <p>[Aut1]</p> <p>Picture frames that would be made and sold in a commercial context.</p>	<p>Food</p> <p>Soups</p> <p>[Aut2]</p> <p>Cooking vegetables and grains and combining into healthy soups.</p>	<p>Interactive Display</p> <p>[Aut2]</p> <p>Interactive information display for a context decided by pupils.</p>	<p>Head Coverings</p> <p>[Aut1]</p> <p>Made to measure hats and head coverings for a context decided by pupils.</p>
Spring			<p>Moving Pictures</p> <p>Using simple linkages (levers) to make a moving picture for someone at home.</p>	<p>Wheels & Axles</p> <p>[Spr2]</p> <p>An engineering project to design a buggy that rolls straight and smoothly.</p>	<p>Keeping it Contained</p> <p>A solution for users who struggle to keep possessions safe in their bag.</p>	<p>Pulleys</p> <p>Using pulleys and levers to create a video that shares a message.</p>	<p>Food</p> <p>Sauces</p> <p>[Spr2]</p> <p>Building foundational cooking skills with a range of staple sauces.</p>	<p>Sustainable Systems</p> <p>[Spr1]</p> <p>Identifying a need and designing a sustainable solution at a system level.</p>
Summer			<p>Outdoor Space</p> <p>Designing an outdoor space and creating a 3D model to share the design.</p>	<p>Glove Puppets</p> <p>Creating props to tell a story to children in EYFS.</p>	<p>Food</p> <p>Sandwiches and Packed Lunches</p> <p>[Sum1]</p> <p>Making sandwiches with a balance of proteins fats & carbohydrates.</p>	<p>Mood Lighting</p> <p>[Sum2]</p> <p>Using nets and circuits to programme lighting.</p>	<p>Flat Pack</p> <p>Designing a flat pack toy or model that can be sold for construction by users.</p>	<p>Food</p> <p>Savoury Snacks</p> <p>[Sum1]</p> <p>Cooking and baking filled pastries and other balanced picnic snacks.</p>



St. Bega's Curriculum: **Computing** (Teach Computing)



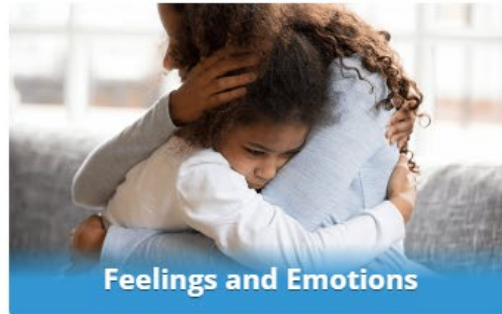
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Computing systems and networks Technology around us	Computing systems and networks IT around us	Computing systems and networks Connecting computers	Computing systems and networks The internet	Computing systems and networks Sharing information	Computing systems and networks Communication
Autumn 2	Programming Moving a robot Geography – Here I am	Programming Robot algorithms	Programming Sequence in music	Creating media Photo editing	Creating Media Vector drawing	Programming Variables in games
Spring 1	Creating media Digital painting	Creating media Making music Science – Living things and their habitats	Data and information Branching databases Science – Living organisms	Data and information Data logging Science – States of matter	Programming Selection in physical computing DT – Mechanisms	Creating Media 3D modelling Art – Sculpture
Spring 2	Data and information Grouping data Science – Everyday materials	Data and information Pictograms Science – Living things and their habitats	Creating media Animation Science – Plants Geography – Investigation mountains and volcanoes	Creating media Audio editing Science – Sound	Programming Selection in quizzes	Data and information Spreadsheets
Summer 1	Programming Introduction to animation DT – Moving pictures	Creating media Digital photography Art – Digital art	Programming Events and actions	Programming Repetition in shames	Creating media Video editing	Programming Sensing Science – Functions of the human body
Summer 2	Creating media Digital writing	Programming Introduction to quizzes	Creating media Desktop publishing Geography – Looking at Europe	Programming Repetition in games	Data and information Flat file databases Geography – Climate across the world	Creating media Webpage creation



St Bega's Curriculum: PSHE & RHE



KS1: 5-8 years (1decision)



St Bega's Curriculum: PSHE & RHE



KS2: 8-11 years (1decision)

