

Dodford Curriculum Overview: Based on Chris Quigley Curriculum

Summer – Cycle A

		EYFS		Year 1 and Year 2	Year 3 and Year 4
Concept led subjects					
EYFS Topics Sum1: Fairies and Frogs Sum2: We're going on a Bug Hunt				M1 – Sum 1 Australia – Daintree Rainforest, Great Barrier Reef	M2 – Sum 1 - International Trade, food, transportation
Geography	<p>Sum 1: Where is the story set and how do I know?</p> <p>Features of the story setting</p> <p>Woodland</p> <p>Farmyard</p> <p>City</p> <p>Locate the pond in the school grounds.</p> <p>Features of the school garden.</p> <p>Sum 2: Immediate environment What lives within the immediate environment? Explore grounds in search of minibeasts. Observe minibeasts in their natural habitat. Record where each minibeast was found on a basic map.</p>	IMPACT		<p>Knowledge categories:</p> <p>Location Physical processes Human processes</p> <p><i>Enquiry question: How do humans impact the environment?</i></p>	<p>Knowledge categories:</p> <p>Location Diversity Human processes</p> <p><i>Enquiry question: How narrow would our diet be without imported foods?</i></p>

<p>History</p>	<p>Sum 1: What stories have proven popular across generations?</p> <p>My favourite story</p> <p>Parents favourite stories</p> <p>Grandparents' favourite stories</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Sum 2: What have I learnt this year? A reflection on this academic year.</p>	<p>INFLUENCE</p>	<p>M1 – Sum 2</p> <p>People who changed the world</p> <ul style="list-style-type: none"> - Florence Nightingale, Emily Davidson <p>Knowledge categories:</p> <p>Artefact</p> <p>Society</p> <p>Main events</p> <p>Location</p> <p>Conflict</p> <p><i>Enquiry Question: How did significant women from the past influence peoples' opinions?</i></p>	<p>M2 – Sum 2</p> <ul style="list-style-type: none"> - The Romans - Legacy <p>Knowledge categories:</p> <p>Conflict</p> <p>Society</p> <p>Main events</p> <p>Culture and pastimes</p> <p>Artefacts</p> <p>Travel and exploration</p> <p>Beliefs</p> <p>Location</p> <p><i>Enquiry Question: How did the Romans change British society for the better?</i></p>
<p>Art & Design (KAPOW)</p>	<p>Sum 1: Sculpture and 3D: Creation station</p> <p>Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.</p> <p>Sum 2: Craft and Design: Lets' Get Crafty</p> <p>Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.</p>		<p>Sum 1: Sculpture and 3D: Paper Play</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p> <p>Sum 2: Craft and Design Project: Embellishments</p> <p>Embellishments -Develop skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.</p>	<p>Sum 1: Sculpture and 3D: Mega Materials</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p> <p>Sum 2: Craft and Design Project: Ancient Egyptian Scrolls</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to</p>

	Summer - Salt painting: Creating bold paintings in salt and paint.			create a modern response by designing a 'zine
Design and Technology (CQ)	Sum 1: Use and explore a variety of malleable materials, tools and techniques. Salt dough frogs and clay fairy huts. Sum 2: Use and explore a variety of natural materials, tools and techniques. Natural sculptures and bug hotels		Sum 2– portable snacks – food technology Through ALL topics there should be the concept thread of : Technical knowledge Practical knowledge Design inspiration Design process	Sum 1 – Dips – food technology Through ALL topics there should be the concept thread of : Technical knowledge Practical knowledge Design inspiration Design process
Knowledge led subjects				
Computing	Sum 1: Purple Mash Unit: Photography Unit: Hardware Technology Around Us Sum 2: Purple Mash Consolidation		Purple Mash Year 1: Unit 1.7 Coding Weeks Unit 1.8 Spreadsheets Weeks Unit 1.9 Technology outside school Weeks Year 2: Unit 2.1 Coding Unit 2.8 Presenting Ideas	Purple Mash – taught in year groups
MFL	N/A		N/A	Plan It Where in the world? Holidays and hobbies

Music (CHARANGA)	Sum 1- Big Bear Funk Sum 2 - Reflect, Rewind and Replay	Sum1 - Music That Makes You Dance <i>How does music make us happy?</i> Sum 2: Explore Sound and Create a Story <i>How does music teach us about looking after our planet?</i>	Sum 1 - Learning More About Musical Styles <i>How does music make a difference to us every day?</i> Sum 2: Developing Pulse and Groove Through Improvisation <i>How does music improve our world?</i>
P.E.	Sum 1: Games Activities and Fitness Sum 2: Sports Day	Summer 1 – gymnastics Striking and fielding Summer 2 - Dance for Sports Day Athletics/ Sports Day	Summer 1 – gymnastics Striking and fielding Summer 2 - Dance for Sports Day Athletics/ Sports Day
PHSE	Sum 1: Jigsaw: RL (Relationships) Building positive, healthy relationships -My personal safety (NSPCC PANTs) Sum 2: Jigsaw: CM (Changing Me) Coping positively with change	RL – Relationships Building positive, healthy relationships CM – Changing Me Coping positively with change	RL – Relationships Building positive, healthy relationships CM – Changing Me Coping positively with change
R.E.	Sum 1: F5 What places are special and why? Sum 2: F6 What times/stories are special and why?	CHRISTIANS GOD: 1.1 What do Christians believe God is like? CHRISTIANS, JEWS, MUSLIMS AND NON-RELIGIOUS WORLDVIEWS WORLD AND OTHERS: 1.9 How should we care for others and for the world, and why does it matter?	Christians 2.5 Why do Christians call the day Jesus died as Good Friday ? 2.6 For Christians, what was the impact of Pentecost?

Science	<p>Sum 1: Frog life cycle.</p> <p>Sum 2: We're going on a Bug Hunt <i>(Minibeast hunt and pond dipping)</i></p> <ul style="list-style-type: none"> -Explore the outdoors in search of mini-beasts -Observe mini-beasts in their natural habitat -Compare mini-beasts -Draw pictures of mini-beasts and plants -Life cycle of a minibeast 		M1 Biology <p>Understanding plants Understanding animals and humans Investigating living things</p>	M2 Biology <p>Understanding plants Understanding humans and animals Investigating living things Evolution and inheritance</p>
Values	<p>Summer 1 – Honesty and Courage Summer 2 – Independence and Collaboration</p>			