

	EYFS		Year 1 and Year 2	Year 3 and Year 4
Concept led subjects				
<b>EYFS Topics Sum1: Fairies and Frogs Sum2: We're going on a Bug Hunt</b>				
<b>Geography</b>	<p>Sum 1: <b>Where is the story set and how do I know?</b></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>	<b>LOCATIONS</b>	<p>M1 – Sum 1</p> <ul style="list-style-type: none"> <li>- Our School Geography (fieldwork, physical and human features – not CQ)</li> </ul> <p>Knowledge categories:</p> <p>Location</p> <p>Human features</p> <p>Physical features</p> <p>Techniques</p> <p><b>Enquiry question: Where is Bromsgrove and its location within the UK?</b></p>	<p>M2 – Sum 1</p> <ul style="list-style-type: none"> <li>- Our School Geography (points of a compass, grid references, grids, keys – use of fieldwork – extend to Worcester, not CQ)</li> </ul> <p>Knowledge categories:</p> <p>Location</p> <p>Human features</p> <p>Physical features</p> <p>Techniques</p> <p>Vocabulary</p> <p><b>Enquiry question: Where is Worcester and its location within the UK?</b></p>

<p><b>History</b></p>	<p>Sum 1: <b>What stories have proven popular across generations?</b></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: <b>What have I learnt this year? A reflection on this academic year.</b></p>	<p><b>SETTLEMENT</b></p>	<p>M1 – Sum 2</p> <ul style="list-style-type: none"> <li>- Our School History (not CQ)</li> <li>- Local church and local area</li> </ul> <p>Knowledge categories:</p> <p>Settlements</p> <p>Beliefs</p> <p>Food and farming</p> <p><i><b>Enquiry question: How is a school the heart of the local community?</b></i></p>	<p>M2 – Sum 2</p> <ul style="list-style-type: none"> <li>- Local Fights and Forts (not CQ)</li> <li>- Civil War</li> </ul> <p>Knowledge categories:</p> <p>Conflict</p> <p>Settlements</p> <p>Culture/past times</p> <p>Artefacts</p> <p>Main events</p> <p>Beliefs</p> <p><i><b>Enquiry question: What was the significance of Worcester city in the civil war?</b></i></p>
<b>Knowledge led skills</b>				
<p><b>Art &amp; Design (KAPOW)</b></p>	<p>Sum 1: <b>Sculpture and 3D: Creation station</b></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><b>Sum 2: Craft and Design: Lets' Get Crafty</b></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><b>Summer</b> - Salt painting: Creating bold paintings in salt and paint.</p>		<p>Sum 1 - Sculpture and 3D: Clay Houses</p> <p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay</p> <p>Sum 2 - Craft and Design Project: Map It Out</p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief</p>	<p>Sum 1 - Sculpture and 3D: Abstract Shape and Space</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms.</p> <p>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: Fabric of Nature</p> <p>Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of rainforest animal and insect life.</p>

<b>Design and Technology (CQ)</b>	<p>Sum 1: Use and explore a variety of malleable materials, tools and techniques.</p> <p>Salt dough frogs and clay fairy huts.</p> <p>Sum 2: Use and explore a variety of natural materials, tools and techniques.</p> <p>Natural sculptures and bug hotels</p>	<p>Sum 2 – Couscous – food technology</p> <p>Through ALL topics there should be the concept thread of :</p> <p>Technical knowledge Practical knowledge Design inspiration Design process</p>	<p>Sum 1 – Levers</p> <p>Through ALL topics there should be the concept thread of :</p> <p>Technical knowledge Practical knowledge Design inspiration Design process</p>
<b>Computing</b>	<p>Sum 1: Purple Mash Unit: Photography Unit: Hardware Technology Around Us</p> <p>Sum 2: Purple Mash Consolidation</p>	<p>Purple Mash Year 1: Unit 1.7 Coding Weeks Unit 1.8 Spreadsheets Weeks Unit 1.9 Technology outside school Weeks</p> <p>Year 2: Unit 2.1 Coding Unit 2.8 Presenting Ideas</p>	<p>Purple Mash Year 3: Unit 3.7 Simulations Programs- 2Simulate 2Publish Unit 3.8 Graphing Weeks – 3 Programs – 2Graph</p> <p>Year 4: Unit 4.5 Logo Weeks – 4 Programs – Logo Unit 4.6 Animation Weeks – 3 Programs – 2Animate</p>
<b>MFL</b>	<p>N/A</p>	<p>N/A</p>	<p>Plan It</p> <p>Going Shopping</p> <p>Time</p>
<b>Music (CHARANGA)</b>	<p>Sum 1- Big Bear Funk</p> <p>Sum 2 - Reflect, Rewind and Replay</p>	<p>Sum 1 - Inventing a Musical Story <b><i>How does music teach us about our neighbourhood?</i></b> Sum 2 Exploring Improvisation <b><i>How does music teach us about looking after our planet?</i></b></p>	<p>Sum 1 – Interesting Time Signatures <b><i>How does music bring us together?</i></b></p> <p>Sum 2 - Recognising Different Sounds</p>

			<b><i>How does music connect us with our planet?</i></b>
<b>P.E.</b>	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
<b>PHSE</b>	Sum 1: Jigsaw: RL (Relationships) Building positive, healthy relationships -My personal safety (NSPCC PANTS)  Sum 2: Jigsaw: CM (Changing Me) Coping positively with change		<b>RL – Relationships</b>  Building positive, healthy relationships  <b>CM – Changing Me</b>  Coping positively with change
<b>R.E.</b>	Sum 1: F5 What places are special and why?  Sum 2: F6 What times/stories are special and why?		CHRISTIANS AND MUSLIMS SACRED PLACES: 1.8 What makes some places sacred to believers?  CHRISTIANS, JEWS, MUSLIMS AND NON-RELIGIOUS WORLDVIEWS BELONGING: 1.10 What does it mean to belong to a faith community?
<b>Science</b>	Sum 1: Frog life cycle.  Sum 2: We're going on a Bug Hunt ( <i>Minibeast hunt and pond dipping</i> ) -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  Understanding plants Understanding animals and humans Investigate living things
<b>Values</b>	Summer 1 – Honesty and Courage		Summer 2- Independence and Collaboration