Cycle A Curriculum Overview Pathfinders Years 1 & 2

Innovative Decisive Creative Independent

Dimensions

Main Themes

Theme	Science	Design and Technology	History	Geography	Art	Music	Computing	PSHE
Theme 1 Conflict Land Ahoy! 7 weeks	To compare how different things move on different surfaces – LKS2	Explore the sensory qualities of materials		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Play tuned and untuned instruments musically	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Understand the reason why we have rules
	To know that sounds get fainter as the distance from the sound source increases – LKS2	Identify a target group for what they intend to design and make		To name and locate the world's continents and oceans		To know what lyrics are in a song		Learn about rules as expectations
	To notice and describe how things are moving, using simple comparisons such as faster and slower	Generate and talk about their own ideas		To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To name and know how to play a range of musical instruments	To use the 'repeat' (loop) and 'when' (conditional statement) command within a series of instructions	Understand to agree and follow rules for their group and classroom
	To understand that there are many kinds of sound and sources of sound	Follow safe procedures		To use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map	To learn about various techniques used for creating an image / canvas using different media	To understand the role of a conductor	To plan a short 'story' for a sprite and write the commands for this	Recognise why rules and expectations are important
		Take account of simple properties of materials when deciding how to cut, shape, combine and make			To learn about the Russian artist, Ivan Aivazovsky, one of the great masters of marine art	To understand what beat is and the importance of keeping the beat	To edit/refine a sequence of commands	Understand why we have rules /expectations
		Use tools and materials with help						Learn about how they can contribute to the life of the class
		Explore a range of existing products						Learn to take responsibility for their own actions
		Identify a purpose for what they intend to design and make						Learn to be responsible for another living thing
		Identify simple design criteria then plan what to do next, using a variety of methods						Understanding the importance of sharing
		Observe and take account of properties of materials when deciding how to cut, shape, combine and join them						Know that everyone has a responsibility to consider the needs of others
		Identify what they could have done differently or how they could improve their work in the future						
		Evaluate a range of existing products						
		Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT						
		Measure, mark, cut out and shape a range of materials						
		Use simple -finishing techniques						
		Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria						
Theme 2 Culture Come Fly with Me – Arctic Circle 7 weeks	To learn the names of, describe weather associated with and observe changes across the four seasons		To know about the Inuit people group and their traditions and customs	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To use a range of materials creatively to design and make products	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	To recognise common uses of information technology beyond school	Understand the need for protein as part of a balanced diet
	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, and to know, describe and compare how their simple physical properties vary. Group together a variety of everyday materials on the basis of their simple physical properties.			To know what the Arctic Circle is and be able to locate the Arctic Circle on a map	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To understand what beat is	To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise which types of food are healthy
	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching			To understand about the weather and climate in the Arctic Circle	To know that Inukshuks are 3D stone figures	To know what lyrics are in a song	To try alternatives using a range of tools and techniques to alter text, images and sounds	Know how to make simple choices that improve their health and wellbeing
	To distinguish between an object and the material from which it is made and compare the uses of a variety of everyday materials			To learn about the Inuit people group and their customs and traditions	To understand that Inukshuks were traditionally used by the Inuits as directional markers	To know the importance of posture and vocal warm-ups when singing	To use ICT to communicate with unknown audiences	Understand the importance of making friends
	To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other			To learn about the Aurora Borealis (Northern Lights)	To know that Inukshuks have been transformed into a symbol of hope and friendship, used by people all over the world	To know what Inuit throat singing is, its history and purpose	To plan, discuss and review work developed using ICT in order to improve it	Identify and respect the differences and similarities between people
	To identify and name a variety of plants and animals in their habitats, including micro habitats							Learn how to develop positive relationships with peers
								Recognise that family and friends should care for each other
								Learn about the importance of sharing as part of friendship and kindness
								Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
Theme 3 Communication Inter Nation Media Station 7 weeks			Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Experiment with, create, select and combine sounds using the inter-related dimensions of music	To recognise common uses of information technology beyond school	Understand that it is important to share their opinions and to be able to explain their views confidently
			To learn about how news was shared in the past		To recognise and understand the difference between colour and black and white images	To know the meaning of timbre	To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Learn to listen to other people and play and work co-operatively
			To know about the ways in which news is shared today, compared with in the past		To know that splashes of colour on a monochrome background are called 'colour pops'	To know what lyrics are in a song	To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	To take part in a simple debate about topical issues
			To learn about the invention and development of the television			To know what a jingle is and understand its purpose	To use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes	Communicate their feelings to others
			To learn about development of radio broadcasting and how radios were used in World War II			To know what sound effects are and how they are used	To select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Share opinions and explain their views
							To organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication	Listen to other people and work cooperatively
							To use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions	Learn about the importance of using the internet safely
							To use ICT safely, respectfully and responsibly, managing risk and showing awareness of other users	
Theme 4 Conservation Going Wild 7 weeks	To understand the difference between things that are living, dead and things that have never been alive		To know that some animals are endangered, the reasons why and what is being done to preserve these species		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Play tuned and untuned instruments musically	To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Learn the names for different parts of the body
	To know that animals, as well as humans, have offspring, which grow into adults				To identify different animal prints	To know what beat is	To explore digital resources by using hyperlinks and simple menus	Recognise similarities and differences based on gender
	To learn about the basic needs of animals, as well as humans, for survival (which are water, food and air)				To learn some simple printing techniques	To name and know how to play a range of musical instruments	To collect, sort, record and represent information to inform investigations and designs	Understand the need for physical activity to keep healthy
	To identify and name a variety of common animals that are birds, fish; amphibians, reptiles and mammals					To know what is meant by tempo	To draw conclusions from data collected	Learn to work as a team to solve a simple challenge
	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)					To know the meaning of dynamics	To use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content	Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle
						To know what sound effects are and how they can be used to enhance a performance	To combine written text with graphics, tables, sound and images and present work appropriately	

	Theme		Topic / Duration				History				Computing / ICT	PSHE
				To identify and name a variety of common animals that are carnivores, herbivores and omnivores To know that some animals are endangered, the reasons why and what is being done to preserve these species							To use strategies to stay safe when using ICT and the internet To plan, discuss and review work developed using ICT in order to improve it To identify when and where to go for help and support when they have concerns about material on the internet	
Curriculum Themes			Curriculum **The Famous Five** 3 weeks				Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements Pupils should be taught about events beyond living memory that are significant nationally or globally One person and one event indetail, two people as a comparison and one other event in less detail.					
			Curriculum **Never Eat Shredded Wheat** 3 weeks								To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions and create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To explore digital resources by using hyperlinks and simple menus To use the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locations To use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content To try alternatives using a range of tools and techniques to alter text, images and sounds To combine written text with graphics, tables, sound and images and present work appropriately To use strategies to stay safe when using ICT and the internet To plan, discuss and review work developed using ICT in order to improve it To use technology safely and respectfully, keeping personal information private To identify when and where to go for help and support when they have concerns about material on the internet Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions	
School Themes			**The Very Best Version of Me** 1 week									To recognise what is fair and unfair To learn to take part in discussions with the whole class To learn about others To reflect on the similarities and differences between people To recognise and respect similarities and differences between people To understand that family and friends should care for each other To recognise how their behaviour affects other people To recognise how their behaviour and that of others may influence people both positively and negatively To understand the difference between right and wrong To recognise right and wrong, what is fair and unfair and explain why
			The Very Best Version of Me 1 week									Understand the meaning and differences between 'fact' and 'opinion' Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted Recognise and know how to deal with situations involving peer pressure Recognise and respect similarities and differences between people Recognise the difference between 'fact' and 'opinion' Recognise and know how to deal with situations involving confrontation Recognise and respect similarities and differences between people Understand the meanings of 'same' and 'different' Recognise ways in which they are connected to each other Understand that difference is a positive feature Identify and respect similarities and differences between people
			STEM Week 1 week								e-safety focus	e-safety focus
			Christmas 1 week									
			Active Week 1 week									