

Torfield School Curriculum Overview Year B

EARLY YEARS TOPIC FOCUS

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------------|--|--|--|--|--|---|
| | Senses | Dinosaurs | Once upon a time | Space | Spring Farm animals | Holidays By the sea Pirates |
| Key Stage 1 | | | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Science | <p style="text-align: center;">LIVING THINGS</p> <p>Animals and Humans Senses</p> <p>Label human body</p> <p>Name fish, birds, mammals, reptiles, amphibians & pets</p> <p>Carnivores, herbivores and omnivores</p> | <p style="text-align: center;">ENERGY</p> <p>Electricity</p> | <p style="text-align: center;">MATERIALS</p> <p>Uses of Everyday Materials Identify and compare</p> <p>How shapes of materials can be changed – squashing, bending, twisting and stretching</p> | <p style="text-align: center;">OUR WORLD</p> <p>Changes across four seasons</p> <p>Weather</p> <p>Day length</p> | <p style="text-align: center;">FORCES & MAGNETS</p> <p>Making things move</p> <p>Things that roll and slide</p> <p>Push/pull – introduction to forces</p> | <p style="text-align: center;">LIVING THINGS</p> <p>Plants What plants need to grow</p> <p>Seeds and bulbs and how they grow into plants</p> |
| History | <p style="text-align: center;">PEOPLE IN HISTORY</p> <p>My family tree</p> | ANCIENT HISTORY | <p style="text-align: center;">HISTORY OF OBJECTS</p> <p>Toys</p> | <p style="text-align: center;">LOCAL HISTORY</p> <p>Hastings – famous events/places and people</p> <p style="text-align: center;">EDUCATIONAL VISITS</p> <p>Hastings seafront and castle Hastings Museum</p> | <p style="text-align: center;">LOCAL HISTORY</p> <p>Hastings – famous events/places and people</p> <p style="text-align: center;">EDUCATIONAL VISITS</p> <p>Hastings seafront and castle Hastings Museum</p> | <p style="text-align: center;">PEOPLE IN HISTORY</p> <p>Famous people</p> |
| Geography | <p style="text-align: center;">MY HOME/SCHOOL AND BEYOND</p> <p>The physical environment around the school</p> | <p style="text-align: center;">COUNTRIES OF THE WORLD</p> <p>Hot and cold countries</p> | <p style="text-align: center;">OUR WORLD</p> <p>Hot and cold climates</p> | <p style="text-align: center;">OUR WORLD</p> <p>Seasons and Weather</p> | <p style="text-align: center;">MY HOME/SCHOOL AND BEYOND</p> <p>The physical environment around the school</p> | <p style="text-align: center;">MY HOME/SCHOOL AND BEYOND</p> <p>The physical environment around the school</p> |
| Art & Design | <p>Painting Drawing and mark making</p> | Collage and textiles | 3D models | Printing | Painting | <p>Famous artist: Painting in the style of</p> |

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| Design Technology <i>On-going Food Technology</i> | | Construction kits – duplo, lego, k'nex Making models | Food technology | Designing using ICT, making and evaluating – using waterproof materials Textiles | Designing, making and evaluating – following on from term 3 | Horticulture – growing plants to eat | Horticulture – growing plants to eat |
| PE <i>On-going swimming</i> | | Invasion Games | Gymnastics | Dance | Net Games | Striking and Fielding | Athletics |
| PSHE – Rainbow Awards | | Being a good communicator | Being a good learner | Being a good friend | Being independent | Being healthy | Being Safe |
| RE | | Important events in our lives and Celebrations | The importance of Christmas | Stories from Christianity and Judaism | The story of Easter | Important places and books | Beliefs |
| Music | | Exploring highs and lows | Christmas | Weather Sounds | Feel the Pulse | Descriptive Sounds | Working towards a performance Consolidating skills |
| Computing | | Controlling technology – switches, mouse and keyboard. Cause and effect. Recording sounds and recognising images. Playing games and taking turns. Making music. Being creative. | | | | | |
| English | Spoken Language | Talking together: Looking and Appearance | Talking together: Narrative | Talking together: Sulp Listening likes/dislikes | Talking together: Language for thinking | Talking together: Sulp Turn taking Strengths and weaknesses | Talking together: Emotions |
| | Reading / Phonics | Letters and Sounds Information and non-fiction texts | Letters and sounds Fairy Tales and traditional stories | Letters and sounds Poetry | Letters and sounds Letter / persuasive writing | Letters and sounds Plays and scripts | Letters and sounds Biographies and diaries |
| | Writing On-going skills | Development of skills in phonics, reading (word reading and comprehension), writing – transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing), grammar, speaking and listening. Teaching to be delivered through daily lessons and integrated into all other lessons where appropriate. | | | | | |
| English | | On-going development of skills in phonics, reading (word reading and comprehension), writing – transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing), grammar, speaking and listening. Weekly guided reading texts to cover the range of reading genre throughout the year. Poetry, fairy stories, traditional tales, key stories. Teaching to be delivered through daily lessons and integrated into all other lessons where appropriate. | | | | | |
| Maths | Number | Daily emphasis on mental maths and counting. Weekly input on number/counting & place value. Over the year all aspects to be covered: <u>addition, subtraction, multiplication, division and fractions</u> . See also 'calculation policy' for approaches to teaching calculations. | | | | | |
| | Shape, space & measure | Shapes Position & direction | Time | capacity | Length | Money | Data handling |
| | Using & applying | To be reinforced throughout with a weekly problem solving/investigative session to build on these skills. | | | | | |

Lower Key Stage 2

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|--|--|---|---|---|
| Science | <p>OUR WORLD Rocks and seasons</p> <p>Compare and group based on appearance and physical properties.</p> <p>Fossils</p> <p>Soils are made from rocks and organic matter</p> <p>Build on Key Stage 1 – day length, observable changes in seasons, animal behaviour including hibernation.</p> | <p>ENERGY</p> <p>Electricity and light Need light to see.</p> <p>Dark is absence of light.</p> <p>Light is reflected from surfaces.</p> <p>Light from sun can be dangerous.</p> <p>Shadows are formed when light is blocked.</p> <p>How do shadow sizes change?</p> | <p>MATERIALS</p> <p>Particular uses of everyday materials (fair testing)</p> <p>Reversible changes – dissolving, mixing and changes of state</p> <p>Irreversible changes e.g. burning</p> | <p>FORCES & MAGNETS</p> <p>Build on knowledge gained in previous years through investigation:</p> <ul style="list-style-type: none"> - Can you stop a magnet? - Can a magnet overcome gravity? <p>Make a magnet.</p> <p>Compasses.</p> | <p>LIVING THINGS</p> <p>Animals Correct types and amount of nutrition.</p> <p>Animals and humans cannot make their own food – need nutrition from things they eat.</p> <p>Function of skeleton and muscles – support, protection and movement.</p> | <p>LIVING THINGS</p> <p>Plants and minibeasts</p> <p>Group living things in a variety of ways.</p> <p>Group, identify and name a variety of living things in the local and wider environment e.g. plants, insects, animals</p> <p>Environmental changes and the dangers these cause to living things</p> |
| History | <p>ANCIENT HISTORY The first animals</p> | <p>PEOPLE IN HISTORY The Victorians</p> | <p>THE HISTORY OF OBJECTS The Romans</p> | <p>THE HISTORY OF OBJECTS Inventions</p> | <p>ANCIENT HISTORY The Egyptians</p> | <p>PEOPLE IN HISTORY</p> |
| Geography | <p>OUR WORLD Volcanos</p> | <p>MY HOME/SCHOOL AND BEYOND Looking at the local environment – features/buildings/maps/changes since Victorian times</p> | <p>MY HOME/SCHOOL AND BEYOND Looking at the local environment – features/buildings/maps/changes since Roman times</p> | <p>MY HOME/SCHOOL AND BEYOND Using maps and a compass</p> | <p>COUNTRIES OF THE WORLD climates</p> | <p>COUNTRIES OF THE WORLD Hot and cold countries</p> |
| Art & Design | <p>3D models Drawing and painting</p> | <p>Printing</p> | <p>Collage/mosaic/Textiles</p> | <p>Famous artist: Painting in the style of</p> | <p>3D models – clay/modroc</p> | <p>Textiles</p> |
| Design Technology <i>On-going Food Technology</i> | <p>Designing, making and evaluating Using tools safely</p> | <p>Design and make a Christmas card and light up decoration</p> | <p>Food Technology Plan, grow and make Roman food</p> | <p>Designing, making and evaluating Using tools safely – our own inventions</p> | <p>Planning and making using tools</p> | <p>Food Technology Horticulture – growing plants to eat</p> |

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| PE <i>On-going swimming and adventurous activities</i> | Invasion Games | Gymnastics | Dance | Net Games | Striking and Fielding | Athletics | |
| PSHE – Rainbow Awards | Being a good communicator | Being a good learner | Being a good friend | Being independent | Being healthy | Being Safe | |
| RE <i>Christianity, Judaism and Hinduism</i> | Beliefs and practices, places | Celebrations | Important places | Beliefs and practices, places (educational visit) | Important books and people | Creation Stories | |
| Music | Harvest: Developing performance skills | Christmas Performance | Expressive Sounds | Exploring rhythm patterns | Exploring sound and movement | Working towards a performance Consolidating skills | |
| Computing | We are treasure hunters Using programmable toys Being safe on-line | We are TV chefs Filming the steps of a recipe Being safe on-line | We are painters Illustrating an e-book Being safe on-line | We are collectors Finding images using the web Being safe on-line | We are story tellers Producing a talking book Being safe on-line | We are celebrating Creating a card electronically Being safe on-line | |
| Foreign Language Study | French – key words linked to myself | French – key words linked to family & friends | French – key words linked weather & colours | French – key words linked to months of the year | French – key words linked to animals | French – food at the market | |
| English | Spoken Language | Talking together: Looking and Appearance | Talking together: Narrative | Talking together: SULP Listening likes/dislikes | Talking together: Language for thinking | Talking together: SULP Turn taking Strengths and weaknesses | Talking together: Emotions |
| | Reading / Phonics | Letters and Sounds Information and non-fiction texts | Letters and sounds Fairy Tales and traditional stories | Letters and sounds Poetry | Letters and sounds Letter / persuasive writing | Letters and sounds Plays and scripts | Letters and sounds Biographies and diaries |
| | Writing On-going skills | Development of skills in phonics, reading (word reading and comprehension), writing – transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing), grammar, speaking and listening. Teaching to be delivered through daily lessons and integrated into all other lessons where appropriate. | | | | | |
| English | On-going development of skills in phonics, reading (word reading and comprehension), writing – transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing), grammar, speaking and listening. Weekly guided reading texts to cover the range of reading genre throughout the year. Poetry, fairy stories, traditional tales, key stories. Teaching to be delivered through daily lessons and integrated into all other lessons where appropriate. | | | | | | |
| Maths | Number | Daily emphasis on mental maths and counting. Weekly input on number/counting & place value. Over the year all aspects to be covered: <u>addition, subtraction, multiplication, division and fractions</u> . See also 'calculation policy' for approaches to teaching calculations. | | | | | |
| | Shape, space & measure | Length | Data handling/statistics | Money | Time | Shape | Capacity |
| | Using & applying | To be reinforced throughout with a weekly problem solving/investigative session to build on these skills. | | | | | |

Upper Key Stage 2

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|--|---|---|--|--|
| Science | <p>LIVING THINGS</p> <p>Human circulatory system – functions of heart, blood vessels and blood</p> <p>Diet, exercise, drugs and lifestyle – effects on the body</p> <p>How nutrients and water are transported within animals and humans</p> <p>Classification of living things and reasons for their classifications</p> | <p>OUR WORLD</p> <p>Earth and Space Describe the movement of the Earth & other planets, relative to sun and solar system.</p> <p>Describe the movement of the moon</p> <p>Know that the Earth, sun and moon are spherical</p> <p>Day and night and movement of sun across the sky</p> | <p>FORCES & MAGNETS</p> <p>Build on knowledge gained in previous years through investigation:</p> <ul style="list-style-type: none"> - Can you stop a magnet? - Can a magnet overcome gravity? <p>Make a magnet.</p> <p>Compasses.</p> | <p>MATERIALS</p> <p>Particular uses of everyday materials (fair testing)</p> <p>Reversible changes – dissolving, mixing and changes of state</p> <p>Irreversible changes e.g. burning.</p> | <p>LIVING THINGS</p> <p>Reproduction of plants compared to animals (sexual and asexual) (could cover photosynthesis briefly here too)</p> <p>Differences in life cycles of mammals, amphibians, insects and birds</p> <p>Investigations of local environment</p> <p>The work of naturalists e.g. David Attenborough</p> | <p>ENERGY</p> <p>Electricity Electricity and light Need light to see.</p> <p>Dark is absence of light.</p> <p>Light is reflected from surfaces.</p> <p>Light from sun can be dangerous.</p> <p>Shadows are formed when light is blocked.</p> <p>How do shadow sizes change?</p> |
| History | <p>PEOPLE IN HISTORY Nelson Mandela</p> | <p>THE HISTORY OF OBJECTS Space travel</p> | <p>THE HISTORY OF OBJECTS Inventions drones</p> | <p>THE HISTORY OF OBJECTS Buildings</p> | <p>LOCAL HISTORY</p> | <p>RECENT HISTORY WW2</p> |
| Geography | <p>COUNTRIES OF THE WORLD Africa</p> | <p>OUR WORLD Natural features</p> | <p>COUNTRIES OF THE WORLD Click BBC programme</p> | <p>OUR WORLD Natural disasters</p> | <p>MY HOME/SCHOOL AND BEYOND Using maps and a compass /local features</p> | <p>COUNTRIES OF THE WORLD Europe</p> |
| Art & Design | <p>Painting Drawing and mark making African sunsets</p> | <p>3D models</p> | <p>drawing</p> | <p>Collage and textiles</p> | <p>Famous artist: Painting in the style of Local artists</p> | <p>Printing</p> |
| Design Technology <i>On-going Food Technology</i> | <p>Research designs and evaluate them to given criteria – African Masks</p> | <p>Landscapes – using tools and construction</p> | <p>Designing, making and evaluating Using tools safely Using electricity to make moving models</p> | <p>Construction</p> | <p>Horticulture – growing plants to eat</p> | <p>Food Technology</p> |

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| PE <i>On-going swimming and adventurous activities</i> | | Invasion Games | Gymnastics | Dance | Net Games | Striking and Fielding | Athletics |
| PSHE – Rainbow Awards | | Being a good communicator | Being a good learner | Being a good friend | Being independent | Being healthy | Being Safe |
| Music | | Harvest: Developing performance skills | Christmas Performance Composing | Bringing everyone together: Using the particular skills of the children in the class to create a class ensemble. The children making guided choices about the musical content. | Exploring musical patterns | Musical Structures | Working towards a performance Consolidating skills |
| Computing | | We are programmers Programming an animation Being safe on-line | We are bug fixers Finding and correcting bugs in programmes Being safe on-line | We are presenters Videoing performance Being safe on-line | We are network engineers Exploring computer networks including the internet Being safe on-line | We are communicators Communicating safely on the internet Being safe on-line | We are opinion pollsters Collecting and analysing data Being safe on-line |
| Foreign Language Study | | French – key words linked to transport/travelling | French – key words linked to weather | French – key words linked to clothing | French – key words linked to hobbies/sports | French – key words linked to animals | French – food & shopping |
| English | Spoken Language | Talking together: Looking and Appearance | Talking together: Narrative | Talking together: Sulp Listening likes/dislikes | Talking together: Language for thinking | Talking together: Sulp Turn taking Strengths and weaknesses | Talking together: Emotions |
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| | Shape, space & measure | Money | Length | Shape | Data handling/statistics | Capacity | Time |
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