# Curriculum Overview

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Science** | • My environment<br>• Plants and animals<br>• Living things | • Changes in the environment<br>• Materials<br>• Animals and plants | • All about me and other animals<br>• Everyday materials<br>• Plants and Seasons | • Plants<br>• Seasons<br>• Electricity<br>• Everyday materials<br>• Animals and their habitats | • Animals, including humans<br>• Light<br>• Forces and magnets<br>• Plants<br>• Rocks | • Living things and their habitats<br>• Animals including humans<br>• States of matter<br>• Sound<br>• Electricity | • Living things<br>• Animals including humans<br>• Properties and changes of materials<br>• Forces<br>• Earth and Space | • Evolution and inheritance<br>• Living Things<br>• Light<br>• Electricity<br>• Animals including humans |
| **Geography** | • Investigating the environment<br>• Comparing familiar settings<br>• Exploring the local area | • Investigating weather patterns and environmental changes<br>• Comparing similarities and differences<br>• Exploring the environment | • Investigating the local community<br>• Comparing and contrasting the United Kingdom<br>• Exploring and examining the wider world | • Investigating the United Kingdom<br>• Comparing and contrasting Bridgnorth and Wolverhampton<br>• Exploring Non-European countries | • Investigating localities<br>• Comparing and contrasting Europe and America<br>• Exploring settlements | • Investigating England: past and present<br>• Comparing weather patterns: UK and Europe<br>• Exploring Non-European countries: China | • Investigating rivers, coasts and mountains<br>• Comparing and contrasting UK and Greece<br>• Examining environmental changes | • Investigating earthquakes and volcanoes<br>• Comparing and contrasting London and Wolverhampton<br>• Exploring a Non-European country |
| **History** | • Our family tree<br>• Our beliefs<br>• Our heritage | • Our customs and routines<br>• Our past and present<br>• Our similarities and differences | • Historical people that changed the world<br>• Toys of the ages<br>• Kings and Queens | • A local History study: Cadbury family<br>• The Great Fire of London<br>• Famous explorers | • A local History study of Wolverhampton<br>• World War I and World War II<br>• The Vikings | • The Tudors<br>• The Roman Empire<br>• The Achievements of Early Civilisations: China | • Stone Age to Iron Age<br>• Ancient Greece<br>• A local History study: The Black Country | • Ancient Egypt<br>• The Victorians<br>• The achievements of Non-European society: South America |
| **Art & Design** | • Making marks<br>• Changing colours<br>• Drawing lines, shapes and textures | • Mixing colours<br>• Creating textures<br>• Experimenting with colour, design, texture and form | • Self- portraits and sketching<br>• Collages and crafting<br>• Junk sculptures and modelling<br><br>• Artists: Van Gogh, Anni Albers, Andy Goldsworthy | • The world of colour and tone<br>• Sculptures and 3D art<br>• World art and diversity<br><br>• Artists: Kandinsky, Piet Mondrian, Joseph Cornell, Salvador Dali | • Portraits and paintings<br>• Sculptures and pottery<br>• Patterns and print<br><br>• Artists: Frido Kahlo, Michelangelo, William Morris | • Sketching and illustrations<br>• Mosaics and materials<br>• Pop art and comics<br><br>• Artists: Hans Holbein, Seurat, Andy Warhol | • Landscapes and photography<br>• Sculptures and skills<br>• Perspective and shading<br><br>• Artists: Hockney, Phidas, Monet | • Sketching and shaping<br>• Street and graffiti art<br>• Digital media and technology<br><br>• Artists: Henri Moore, Banksy, David Mcleod |
| **Design & Technology** | • Fix and build safely<br>• Create safe structures<br>• Combining media and materials safely | • Combine ingredients: Soup and smoothies (Pumpkin soup)<br>• Design and Make Vehicles: Emergency Services and Safety (Fire Trucks)<br>• Construct and Evaluate: Animal Shelters and Protection (RSPCA) | • Make and Evaluate: Puppets and Products<br>• Construct and Evaluate: Moving Vehicles and Mechanisms<br>• Combine Ingredients: Healthy Eating and Ingredients (Fruit Kebabs) | • Design and Invent: 'Pop-Up' Scenes and Origami<br>• Combine Materials: Electrical Games and Toys<br>• Construct and Evaluate Storage and Solutions | • Design and Invent: Interactive Games and Famous Inventions<br>• Combine Materials: Construct Gadgets and Gismos (Dynamo Torches)<br>• Combine Ingredients: Baking and Bread (Viking Bread) | • Design and Invent: Buildings and Structures (Tudor Houses)<br>• Produce and Evaluate: Accessories and Gifts (Roman)<br>• Design and Invent: Deserts and Biscuits (Chinese Butter Cookie) | • Produce and Evaluate: Moving Vehicles and Manufacturers<br>• Design and Invent: Clothing and Designs (Greek)<br>• Combine and Construct: Weather Stations and Research | • Design and Invent: Models and Sculptures<br>• Combine Materials: Multi-Purpose Bags and Storage<br>• Create and Evaluate: Healthy Foods and Recipes |
| **Personal Social Health Education** | • Making relationships<br>• Self- confidence and Self-awareness<br>• Managing feelings and behaviour | • Making relationships<br>• Self- confidence and Self-awareness<br>• Managing feelings and behaviour | • Health and Wellbeing<br>• Relationships<br>• Living in the Wider World | • Health and Wellbeing<br>• Relationships<br>• Living in the Wider World | • Health and Wellbeing<br>• Relationships<br>• Living in the Wider World | • Health and Wellbeing<br>• Relationships<br>• Living in the Wider World | • Health and Wellbeing<br>• Relationships<br>• Living in the Wider World | • Health and Wellbeing<br>• Relationships<br>• Living in the Wider World |
| **Religious Education** | • Our family<br>• Our special events<br>• Our beliefs | • Our family customs and routines<br>• Our traditions and celebrations<br>• Our similarities and differences | • Our religions and beliefs<br>• Belonging to a Christian family<br>• Creation of the natural world | • The Christian bible: Stories from the old and new testament<br>• Belonging to Sikh family<br>• Rituals in my life | • How did the world begin?<br>• How do Jewish people express their beliefs and practices?<br>• Which religions are represented in our neighbourhood? | • Why is the Mandir important to Hindus?<br>• Why is the bible important to Christians?<br>• Key Leaders in Different Religions | • Different Denominations<br>• Why is Easter important to Christians?<br>• Who is God? | • How do Muslims express their beliefs and practices?<br>• Rites of Passage<br>• Buddhism and the Buddhist temple |

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| **Computing & Digital Technology** | • Electronic Devices and Safety<br>• Digital Learning and Safety<br>• Computers and Safety | • Home Learning and Internet Safety<br>• Hardware and Age Ranges<br>• Programming and Sharing Safely | • Treasure hunters: Programmable Toys<br>• TV Chefs: Filming Steps of a Recipe<br>• Painting and Illustrating eBooks<br>• Collecting and Finding Images safely<br>• Storytelling and Talking books<br>• Celebrating and Creating Digital Cards | • Astronauts: Programming on screen<br>• Digital Games and Testing<br>• Photography<br>• Researching Safely<br>• Detectives: Collecting Clues from Files<br>• Zoologists: Collecting Data from research | • Programming an Animation<br>• Finding and Correcting Bugs in Programs<br>• Videoing performances and Presentations<br>• Vlogs: Making and sharing Screencast Presentations<br>• Communicating Safely on the Internet<br>• Opinion pollsters: Collecting and Analysing data | • Designing and Prototyping Interactive Toys<br>• Software Developers: Developing simple Educational Games<br>• Producing Digital Music<br>• Editing and Writing HTML<br>• Co-authors: Producing a wiki<br>• Meteorologists: Presenting the Weather | • Game Developers: Developing an Interactive Game<br>• Cryptographers: Cracking Codes<br>• Fusing geometry and art<br>• Web Developers: Creating a website about cyber safety<br>• Blogs: Sharing Experiences and<br>• Opinions Architects: Creating Virtual Space | • Adventure Gamers: Making a Text-based Adventure Game<br>• Computational Thinkers: Mastering Algorithms for Searching, Sorting and Mathematics<br>• Advertising: Creating a Television or Digital Advert<br>• Exploring Computer Networks including the Internet<br>• Media and Mapping Travel<br>• Publishing and Creating a Yearbook or Magazine |
| **Physical Education** | • Moving and handling | • Moving and handling | • Gymnastics, Story dancing, invasion games<br>• Dance, parachute, indoor athletics<br>• Active play/ net wall striking and fielding, multi skills | • Gymnastics, multi skills games, mini soccer, mini bench ball<br>• Active play- problem solving/outdoor adventure, Dance – mood and feelings<br>• Scatter ball, Tennis, Athletics | • Swimming<br>• Dance, Gymnastics, Net wall<br>• Dodgeball, Invasion games,<br>• Athletics, Striking and Fielding, Problem solving | • Swimming,<br>• Dance, Gymnastics, Archery<br>• Tri golf, Tennis, Outdoor Adventure, Orienteering,<br>• Striking and fielding, Quicksticks, Athletics, Rounders | • Swimming<br>• Gymnastics, Dance, Badminton<br>• Cricket, Futsal, Netball<br>• Indoor athletics, Ultimate Frisbee, Volleyball | • Swimming<br>• Gymnastics, Dance, Archery<br>• Indoor athletics, Lacrosse, Rounders<br>• Tag rugby, Ultimate Frisbee, Volleyball |
| **Music** | • Making Sounds and Music<br>• Singing Familiar Songs and Rhymes<br>• Repeated Rhythms and Beats | • Songs and Dances<br>• The Sounds of instruments and Materials<br>• Experimenting with Song, Music and Dance | • Reproduce Simple Rhythms<br>• Experimenting and Combining Sounds<br>• Creating Rhythms | • Reproducing Simple Motifs and Melodies<br>• Playing a Tuned and Untuned instrument<br>• Creating Melodies and Harmony | • Exploring with Sounds<br>• Singing in Tune<br>• Reproducing and Performing Simple Motifs on Tuned Instruments | • Reproducing Phrases and Melodies by Ear<br>• Playing an Instrument with Dynamic Control<br>• Singing and Performing with Accurate Tuning | • Making Inferences from Pieces of Music<br>• Composing Music<br>• Rehearsing and Performing to an Audience | • Using Software to Compose and Edit Music<br>• Performing with Fluency, Control and Expression<br>• Preparing and Composing an Ensemble or Solo Performance to an Audience |
| **Modern Foreign Languages** | Geography | Geography | Geography | Geography | • Me and My place in the World<br>• Connecting Ourselves to the World<br>• Our Community | • Our Past and Our Future<br>• Magnificent People and Places<br>• Get Global | • The Cycle of Life<br>• Exploring Change<br>• Opening the Global Gateway | • Investigating Planet Earth<br>• Journeys<br>• What a Wonderful World |

| Year Groups | Autumn Term | Spring Term | Summer Term |
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| Nursery | Welcome to My World<br>Fireworks and Fairy Lights | Jolly Jack Frost<br>Watery Tales | Grow, Grow, Grow<br>Summer Days |
| Reception | Marvellous Me<br>Sparkle and shine | Superhereos<br>Tasty Tales | Glorious Growing<br>Spectacular Summer |
| Year 1 | Through the Keyhole | Old Toys | Kings and Queens |
| Year 2 | Our Community | Great Britain | Global Explorers |
| Year 3 | Wolverhampton Wanderers | World War II | The Vikings |
| Year 4 | The Tudors | The Roman Empire | China |
| Year 5 | Stone Age to Iron Age | Ancient Greece | The Black Country |
| Year 6 | Ancient Egypt | The Victorians | The United States of America |

| Core Curriculum | Scientific Curriculum | Humanities Curriculum | Expressive Arts Curriculum |
|---|---|---|---|
| • English<br>• Mathematics | • Science<br>• Computing<br>• Design and Technology | • History<br>• Geography<br>• Religious Education<br>• Personal, Social, Health and Economic Education<br>• MFL | • Art and Design<br>• Physical Education<br>• Music |