

Woodfield Community Primary School - Curriculum Document

**Foxes' Class**

NC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Humanities History/Geography</b>	Victorians A study of local history taking account of a period of history that shaped the locality.  A local history		Human:  European country, holiday destination and famous cities. (climate zones)	Physical; Volcanoes, earthquakes	Stone Age to the iron age Including hunter gatherers early farming, bronze age and iron age	Ancient Greece A study of Greek life and achievements and their influence on the western world
<b>Science</b>	Light	Forces and magnets	Animals including humans		Rocks	Plants
<b>Computing</b>	<i>Rising Stars Computing</i> We are programmers	<i>Rising Stars Computing</i> We are bug fixers	<i>Rising Stars Computing</i> We are presenters	<i>Rising Stars Computing</i> We are vloggers	<i>Rising Stars Computing</i> We are communicators	<i>Rising Stars Computing</i> We are opinion pollsters
	E-Safety					
<b>P.E.</b>	Competitive Games	Competitive Games	Gymnastics	Orienteering Problem Solving	Athletics	Greek dancing

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Art and Design	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>
	<p>Children should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To create a sketchbook to record their observations and use them to review and revisit ideas</li> <li>• To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. For example, pencil, charcoal, paint, clay.</li> <li>• About great artists, architects and designers in history (<i>2 per academic year – looking closely at whom the children have already studied in previous years – from class attainment document</i>)</li> </ul>					
Design and Technology	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>
	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul>					

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	<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>▪ apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>					
<b>R.E.</b>	Creation and Thanksgiving	What is the good news in the story of Christmas?	How do people express their spiritual ideas through art?	Hope from despair	How do we know we care	Why do some people go on pilgrimage and special journeys?
<b>Music</b>	Three little birds	Ho ! ho ! ho !	Glockenspiel stage 2	Benjamin Britten- There was a monkey	Let your spirit fly	Reflect, rewind and replay
<b>PSHCE</b>	Me and my relationships	Keeping myself safe	My healthy lifestyle	Me and my future	Becoming an active citizen	Moving on