

Brimscombe C of E Curriculum Overview 2022-23
Foundation subjects

Science

	Term1	Term 2	Term 3
Y6	Sc6/4.1- Light Sc6/4.2 Electricity	Sc6/2.2 Animals including humans Sc6/2.3- Evolution	Sc6/2.1 Living Things and their habitats
Y4/5	Sc4/3.1- States of matter Sc4/4.1-Sound	Sc4/4.2 - Electricity Sc4/2.1- All Living Things	Sc4/2.2 -Animals including humans
Y2/3	Sc2/3.1-Uses of everyday materials Sc3/4.1 Light	Sc2/2.2- Plants Sc2/2.3 - Animals including humans	Sc2/2.1- Living things and their habitats
YR/Y1	Sc1/2.2 Animals including humans Our bodies and senses. Healthy eating.	Sc1/4.1- Seasonal Changes Sc1/2.1- Plants Growing Our Natural World	Sc1/3.1 Every day materials Floating and sinking Freezing and melting

Religious Education

	Term1	Term 2	Term 3
Y6	<p>Why do Hindu's want to be good?</p> <p>Why do some people believe in God and some people don't?</p>	<p>Creation and Science – Conflicting or Complementary?</p> <p>What do Christians believe Jesus did to 'save' people?</p>	<p>For Christians, what kind of 'king' is Jesus?</p> <p>How does faith help people when life gets hard?</p>
Y4/5	<p>What is the trinity and why is it important for Christians?</p> <p>What does it mean if Christians believe God is holy and loving?</p> <p>What do Hindus believe God is like?</p> <p>What does it mean to be a Muslim in Britain today?</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Why do Christians believe Jesus was the Messiah?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Why is the Torah so important to Jewish people?</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Christians and how to live: What would Jesus do?</p> <p>How and why do people mark the significant events of life?</p> <p>What matters most to Humanists and Christians?</p>
Y2/3	<p>1.1 What do Christians believe God is like</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings?</p> <p>1.6 Who is a Muslim and how do they live?</p>	<p>1.7 Who is Jewish and how do they live?</p> <p>1.10 What does it mean to belong to a faith community?</p>
YR/Y1	<p>F4- Being Special- Where do we belong</p> <p>F2- Why is Christmas special for Christians?</p> <p>1.3 Why does Christmas matter to Christians?</p>	<p>F1- Why is the word God so special to Christians?</p> <p>F3- Why is Easter special to Christians?</p> <p>1.2 Who do Christians say made the world.</p>	<p>F5- Why places are special and why?</p> <p>F6- What times/ stories are special and why?</p> <p>1.8 What makes some places sacred to believers?</p>

		1.5 Why does Easter matter to Christians?	1.9 How should we care for others and for the world and why does it matter?
Computing Computer Science- Information technology- Digital Literacy			
	Term1	Term 2	Term 3
Y6	Coding Online Safety Spreadsheets	Blogging Text adventures Networks	Quizzing Understanding binary Spreadsheets (with excel or google docs)
Y4/5	Coding Online Safety Spreadsheets	Databases 3D modelling Game creators	Online Safety Concept maps
Y2/3	Coding Online Safety Spreadsheets	Touch typing Email Branching databases	Simulations Graphing
YR/Y1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of technology beyond school. Yr 1- Online safety Maze Controllers Questioning Beebots	Online Safety Yr 1- Online safety Making music Animated story books	Online Safety Create and debug simple programs. Yr 1- Pictograms Presenting ideas

PSHE – Relationships Education Relationships- Living in the wider world- Health & Wellbeing			
	Term1	Term 2	Term 3
Y6	Attraction, relationships- marriage/ civil partnerships Peer group pressure / consent / image sharing Respecting others' point of view	Valuing Diversity Challenging discrimination Online sharing Online influences Financial Risk	Mental Health - 5 ways to wellbeing Healthy Habits -Screen time Human reproduction
Y4/5	Positive & Safe relationships- including online Prejudice and discrimination Impact of hurtful behaviour –Online bullying	Community & shared responsibilities Data- how it is used/shared Online advertising Using Money Challenging Workplace stereotypes	Dental Hygiene Healthy habits – routines – sleep/ exercise Puberty – physical changes Drugs awareness Safety in unfamiliar places
Y2/3	Friends & family Hurtful behaviours Self respect – Respect to others Personal boundaries	Rights- freedoms- law (British Values) Online content Looking after Money	Safe Medicines Healthy Habits- Sleep Body parts- growing older Safety –water- rail & at home
YR/Y1	Class rules. Respectfulness & manners- our values Health and wellbeing- looking after ourselves. Families & people who help us	What rules are – including internet safety Looking after/ respect for our environment Jobs in the community/ People who help us	Managing feelings Keeping safe- Road safety, Car safety, Train track Keeping safe online- Google search, streaming, gaming. Friends & kindness/ bullying

	Staying safe Friends & kindness/ bullying	What to do in an emergency Keeping safe- water safety. Stranger danger Taking medicine Keeping safe online- personal information	Money & Finance Democracy- why is it important
Design Technology Research- Design- Make- Evaluate			
	Term1	Term 2	Term 3
Y6	Mechanical movement Cams Using tools Computer aided design	Structures Reinforcing – strength Joining techniques – textiles Using tools Relevant research	Cooking Healthy Meals Food groups Responsibly sourced food
Y4/5	Electrical systems Switches/circuits Design symbols Wiring	Cooking Healthy Meals Food groups Research - where does food come from?	Gears/ Pulleys Designing for a purpose- real and relevant design pictorial design Using tools
Y2/3	Cooking Healthy diets Healthy Snacks	Cutting and joining Levers and sliders Using tools Generating ideas	Vehicles Wheels and axels Prototypes
YR/Y1	Constructing with a purpose Cooking- where does some of our ingredients come from? Explore and evaluate existing products.	Disassembling – how does it work? Cooking- where does some of our ingredients come from?	Cooking- where does some of our ingredients come from?

	Using tools & equipment to perform practical tasks- cutting, shaping, joining and finishing.	Using tools & equipment to perform practical tasks- cutting, shaping, joining and finishing.	Using tools & equipment to perform practical tasks- cutting, shaping, joining and finishing. Explore and use mechanisms- levers and sliders. How can structures be made stronger.
Art Painting- drawing – sculpture – collage- digital imagery			
	Term1	Term 2	Term 3
Y6	Drawing Technical drawing 3D sculpture – clay A British Artist	Painting & colour Art with a message A famous Historic Artist	Digital Art- Photography A contemporary Artist
Y4/5	Sketching & Drawing Landscapes - local A famous Historic Artist -	Painting & Colour Abstract Art 3D sculpture – junk modelling A British Artist	Collage/ Photo Montage A contemporary Artist
Y2/3	Sketching and drawing Still Life A British Artist	Painting and Colour Portraits and figures A famous Historic Artist -	3D sculpture – Papier Mache A contemporary Artist

YR/Y1	Colours Painting Drawing Cutting & Sticking	Shapes Modelling and sculpture – plasticine Cutting & Sticking Painting Drawing Pattern Texture Compare and contrast artist/ designer and make links to own work.	Materials Modelling and sculpture- Clay Painting Joining materials Cutting & Sticking Line and shape Form and space
PE movement- skills- cooperation- competition- fitness			
	Term1	Term 2	Term 3
Y6	Team sport – handball Gymnastics	Team sport basketball Modern Dance	Tennis/ Badminton Rounders
Y4/5	Team sport – Hockey	Team sport – Netball Traditional Dance	Cricket + athletics + cross country Racket sports
Y2/3	Team sport – football Running- jumping throwing	Gymnastics – floor + apparatus – routines – combining movement	Team Sport Cricket Athletics – track and field events

YR/Y1	Balance / coordination Agility Negotiating Space Gymnastics and apparatus Balance and coordination.	Movement with music Dance Cooperative games Team games using attacking and defending	Athletics Running, jumping, throwing, catching,
Music Listen- composing- perform- singing- share			
	Term1	Term 2	Term 3
Y6	Instrument- Glockenspiel Charanga: Developing melodic phrases Charanga: Understanding structure and form	Song - Charanga: Gaining confidence through performance Charanga: Exploring notation further	Composition Beat- Melody Charanga: Using chords and structure Charanga: Respecting each other through composition
Y4/5	Song: Charanga: Interesting time signatures Charanga: Getting started with music tech. Charanga: Combining elements to make music Charanga: Emotions and musical styles	Instrument Ukulele Charanga: Developing pulse through groove and improvisation Charanga: Exploring key and time signatures. Charanga: Creating simple melodies together Charanga: Introducing chords	Composition Melody Charanga: Collecting notes and feelings Charanga: Words, meaning and expressions Charanga: Purpose, identity and expression in music Charanga: Identifying important musical elements

Y2/3	<p>Composition Rhythms</p> <p>Charanga: Exploring simple patterns</p> <p>Charanga: Developing notation skills</p> <p>Charanga: Focus on dynamics and tempo</p> <p>Charanga: Enjoying improvisation</p>	<p>Song – group singing</p> <p>Charanga: Exploring feelings through music</p> <p>Charanga: Composing using your imagination</p> <p>Charanga: Inventing a musical story</p> <p>Charanga: Sharing musical experiences</p>	<p>Instrument - P-BUzz</p> <p>Charanga: Music that makes you dance</p> <p>Charanga: Learning more about musical styles</p> <p>Charanga: Exploring improvisation</p> <p>Charanga: Recognising different sounds</p>
YR/Y1	<p>Song – rhymes – action songs Listening to different styles of music</p> <p>Charanga: Introducing Beat</p> <p>Charanga: Adding Rhythm and Pitch</p>	<p>Song – rhyme Beats</p> <p>Charanga: Introducing tempo and dynamics</p> <p>Charanga: Combining pulse, rhythm and pitch</p>	<p>Song – rhyme Beats</p> <p>Charanga: Having some fun with improvisation</p> <p>Charanga: Explore sound and create a story</p>
<p style="text-align: center;">History</p> <p style="text-align: center;">Local History- British History- World History</p>			
	Term1	Term 2	Term 3
Y6	<p>Hi2/2.1 Local History The Industrial revolution and its impact on the local area</p>	<p>Hi2/2.2 Extended chronological study The Tudors</p>	<p>Hi2/2.5 Non-European Study Mayan Civilization</p>

Y4/5	Hi2/2.1 Local History The legacy of Roman culture in Gloucestershire	Hi2/2.2 A significant turning point in British History WWII	Hi2/2.3 Ancient Civilizations Shang Dynasty
Y2/3	Hi2/2.1 Local History Gloucestershire past and present	Hi2/1.1 Pre-Roman Britain Stone Age to Iron Age	Hi2/2.3 Ancient Civilizations Ancient Egypt
YR/Y1	Hi1/1.2 events beyond living memory that are significant nationally or globally Fire of London The Gunpowder Plot.	Hi1/1.1 changes within living memory. Contrast ourselves/ parents/ grandparents- technology/ travel/ toys.	Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. The Queen/Royal Family/ Neil Armstrong Hi1/1.3 significant historical events, people and places in their own locality. Brimscombe School/ Port/ Church.
<p style="text-align: center;">Geography</p> <p style="text-align: center;">Location- Place Knowledge -Human& Physical- Fieldwork</p>			
	Term1 Place Knowledge	Term 2 Location	Term 3 Human and Physical
Y6	<p>Climate Change?? climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Atlases and global digital mapping</p>		

Y4/5	<p>The similarities of a country outside Europe a country in Europe and the UK and its regions</p> <p>UK: Compass points- grid references- Ordnance Survey maps – digital mapping</p>
Y2/3	<p>Global trade links, energy issues & connections.</p> <p>Observe, measure, record and present human and physical features of the local area.</p>
YR/Y1	<p>Locational knowledge: Prime meridian, time zones and 6 figure grid references.</p> <p>Cities in the UK</p> <p>Counties in the UK</p> <p>Topographical Characteristics of the UK regions</p> <p>Different types of settlements – land use and economic activity</p> <p>Global Distribution of natural resources such as water, energy, food and minerals.</p> <p>Rivers including the water cycle.</p> <p>Hot and cold places of the world</p> <p>Locational knowledge: Focus Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle. Europe.</p> <p>Place knowledge: Explore Shackelton's Antarctica then compare and contrast with a region in the UK.</p> <p>7 continents – 5 Oceans</p> <p>Mountains, volcanoes and Earthquakes.</p> <p>Settlements and land use linked to our local area</p> <p>Mapping skills –including symbols</p> <p>Characteristics of the 4 countries and capital cities of the UK & surrounding seas.</p> <p>Maps. Atlases globes.</p> <p>Aerial photos and maps.</p> <p>Seasons and weather patterns of the UK and compare to hot/ cold places including Equator and North & South Pole</p> <p>Compare and contrast small area of the UK with a non-European country.</p>

	Compass directions. Aerial photos and maps.		
MFL?			
	Term1	Term 2	Term 3
Y6			
Y4/5			
Y2/3			
YR/Y1			
	Term1	Term 2	Term 3

Y6			
Y4/5			
Y2/3	reac		
YR/Y1			
	Term1	Term 2	Term 3
Y6			
Y4/5			

Y2/3			
YR/Y1			
	Term1	Term 2	Term 3
Y6			
Y4/5			
Y2/3			
YR/Y1			