

**Key Stage 1 - Years 1&2 (Learning Units with a slight subject focus) (Match to Switched on Computing ½ termly units)**

	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks		
<b>Core Skill</b>	<b>CLS Unit - Learning with Others</b>	<b>CLS Unit – Developing Independence &amp; Responsibility</b>	<b>CLS Unit - Improving own Learning and Performance</b>	<b>CLS Unit – Developing Sense of Self Worth &amp; Understanding of Self and Others</b>	CLS Unit – Thinking Skills	<b>CLS Unit - Speaking and Listening</b>		
	6 weeks	6 weeks	9 weeks	3 weeks	6 weeks	6 weeks		
<b>What's the weather like today?</b> Seasonal Change — ongoing Learning Unit Y1/2								
Yr 1	<p><b>Why do we play with different toys as we grow older? (History &amp; Science)</b> Childhood and technological change, toys and games. Sig Indiv: Ole Kirk Christiansen and LEGO Science Y1 Everday Materials Animals including humans</p> <p><b>(1.1 we are treasure hunters)</b></p>	<p><b>Hello, I am new here; Bonjour, je suis nouveau ici (Geography and Science)</b> School building and grounds, Key human and physical features of its environment. Comparison with Morocco, Marrakesh - features and climate Science Y1 Plants Animals including humans Seasonal change</p> <p><b>(1.6 we are celebrating)</b></p>	<p><b>What can we learn about our world from stories?</b>(including Wales, Scotland and Ireland) <b>( D&amp;T &amp; Science)</b> Design, make, evaluate – Textiles &amp; Card Science Y1 Everday Materials distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal change Geography -Find and locate the countries and capitals on world map, globe and Google Earth <b>(1.5 we are story tellers)</b></p>	<p><b>Starry Night*</b> <b>(Arts)</b> Art, music,dance Line drawing Colour mixing blue and yellow Colour mixing - tones Van Gogh Listening to compositions Dance Exploring instruments Rhymes leading to singing</p> <p><b>(1.4 we are collectors)</b></p>	<b>Developing the Global Dimension in your Curriculum</b>	<p><b>Water World (Science)</b> Science Y1 Plants Animals including Humans Seasonal Changes Significant Individuals: Dr John Snow 1854, Joseph Bazalgette 1858 London</p> <p><b>(1.3 we are painters)</b></p>	<p><b>Where will we go for a great day out?</b> Our Great Exhibition <b>(History, Geography)</b> Education, railway journeys, The Great Exhibition Sig Indivs: Thomas Edison, Elizabeth Fry, Isambard Brunel, Richard Branson Geography: Routes and London</p> <p><b>(2.1 we are astronauts)</b></p>	<b>Ancient Greeks</b>
<b>Where did it happen? When did it happen?</b> History and Geography in the news – ongoing LU Y1/2								

<p>Yr2</p>	<p><b>Can Party Food be Healthy?</b>  <i>"Which materials would make good party decorations?"</i></p> <p><b>(Science and Design &amp; Technology)</b>  <b>Science:</b></p> <ul style="list-style-type: none"> <li>Y1/2 Science  Everyday Materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Plan a party lunch for the class</li> <li>Prepare healthy party foods</li> <li>Design and make a party hat or party decorations</li> </ul> <p><b>(1.2 we are tv chefs)</b></p>	<p><b>Pride in Place</b>  <b>What do we like about our place? What makes us proud of our place?</b>  <b>(History and Geography)</b></p> <p>Buildings, shops, homes, streets and spaces  <b>The Great Fire of London Sept 2 1666</b></p> <p><b>(2.3 We are photographers)</b></p>	<p><b>What is the best way for Mrs Armitage to travel?</b>  <b>(Science and Design &amp; Technology)</b></p> <p>Investigating toy vehicles  Tool skills  Making a prototype chassis  Design a vehicle  Make the vehicle  Evaluate the finished product</p> <p><b>Technical knowledge</b>  build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms - wheels and axles - in their products.</p> <p><b>Science Y2</b>  identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Sig Indiv: John MacAdam, John Dunlop, Charles Macintosh</p> <p><b>(2.5 we are detectives)</b></p>	<p><b>Where do Bong trees grow? (<i>The Owl and the Pussy Cat</i>)</b>  (Arts) <i>Art, poetry, dance</i></p> <p>Sketch book  Line, texture  Poetry  Choral speaking  Observational drawing  Composition  Dance  Sig Ind Edward Lear</p> <p><b>(2.2 We are games testers)</b></p>	<p><b>All Creatures Great and Small* (Science &amp; Geography)</b>  Y2 Science  Living things and their habitats  Plants  Animals including Humans  <b>Jane Goodall</b> and chimp behaviour  <b>Dian Fossey</b> gorillas  <b>Miriam Rothschild</b> fleas  <b>Charles Darwin</b> and <b>David Attenborough</b> educating the general public  Geography - Location of creatures in hot and cold areas, mountains, deserts, oceans, jungles, forests, lakes</p> <p><b>(2.6 we are zoologists)</b></p>	<p><b>How did families have fun in the past?</b>  <b>The Seaside (Geography and History)</b>  Robert Stephenson railway networks and The Rocket  George Hudson the Railway King 1800-1871  Local railway line builders – Morton Peto and Lowestoft; George Tomline and Felixstowe  Sir Peter Hesketh Fleetwood and Fleetwood</p> <p><b>(2.4 We are researchers)</b></p>	
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EdisonLearning Key Stage 2 Connected Curriculum™

Key Stage 2 – Years 3, 4, 5 & 6 (Learning Units with subject focus) see following sheets

	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
Focus Core Skill	CLS Unit – Learning with Others	CLS Unit - Developing Independence & Responsibility	CLS Unit - Improving own Learning and Performance	CLS Unit – Developing Sense of Self Worth & Understanding of Self and Others	CLS Unit – Thinking Skills	CLS Unit - Speaking and Listening	
	6 weeks	6 weeks	9 weeks	3 weeks	6 weeks	6 weeks	
Where did it happen? When did it happen? History and Geography in the news – ongoing LU Y3-6							
Subject Focus	Science Focus	History focus	Technology & Science focus	Arts focus	Developing the Global Dimension in your Curriculum	Science focus	Geography focus
Year 3	<p><b>How does electricity work?</b> <i>Bright Sparks:</i> Context 3 Pigs &amp; being an electrician  <b>Y3/4 Science</b>                      Electricity                      Forces &amp; Magnets                      Working Scientifically                      Sig ind - Biography in a bag Edison</p> <p><b>(3.4 we are network engineers)</b></p>	<p><b>Who were the greatest builders in the world?</b>  <b>Overview: First civilisations</b>                      Comparison Stone Age, Bronze Age and Iron Age in Britain with  <b>Ancient Egyptians</b>  <b>Depth: Middle Kingdom 1550-1000 BC</b>                      Event: the discovery of Lindow Man, the bog body</p> <p><b>(2.5 we are detectives/ 3.3 we are presenters)</b></p>	<p><b>Let's go on an adventure. Would we like to visit Guatemala?</b>                      (Geography, History and D&amp;T)                      Guatemala City and the Lowlands region                      Mayan civilisation AD900 and <i>What was happening here at this time?</i>                      Alfred the Great, Athelstan                      D&amp;T design, make evaluate Puppets (Maya mythology – creation stories links between people and their environment)                      Technological knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products - levers and linkages Food &amp; nutrition tasting south American food</p> <p><b>Y 3/4 Science</b></p> <p>Forces &amp; Friction                      Measuring forces                      Pulling objects                      (Air resistance Y5)                      Working scientifically</p> <p><b>(3.5 we are communicators)</b></p>	<p><b>The Games Children Play*</b>  <i>Dance, art and poetry, music</i>                      Breughel                      Quick figure sketches                      Quick life drawings                      Class composition                      Music Listening,                      Appreciating,                      Responding Building the dance                      Performing the dance</p> <p><b>(3.1 we are programmers)</b></p>		<p><b>Creepy Crawlies Science Y3/4</b>                      Animals including humans                      Y3 Plants                      Y4 Living things and their habitats                      Working scientifically</p> <p><b>(3.2 we are bug fixers)</b></p>	<p><b>How can we make living here better for everyone?</b>  <b>Town Planners</b>                      Science Y3                      Rocks??  <b>Stories of New Towns and Model Villages–</b>                      Telford, Peterlee, Bournville, Saltair, Milford, Port Merion, New Lanark, Poundbury  <b>Ghost Towns:</b>                      American West, Libya, Namibia, Angola  <b>(3.6 we are opinion pollsters)</b></p>

<p>Year 4</p>	<p><b>How do I see? How do I hear?</b>  <i>Context</i>  Y3/4 Science  Light &amp; Sound  Working scientifically</p> <p><b>(4.3 we are musicians)</b></p>	<p><b>Why do we speak English at school? Where did English come from?</b>  (History, Geography and Drama)  <b>Overview</b> of the Romans, Anglo-Saxons and Vikings arrival and settlement of the British Isles.  <b>Depth</b> study of a local example of one of them.  <b>Stories</b> selected from Boudica, Sutton Hoo, Augustine, Alfred the Great, Bede</p> <p><b>(4.1 we are software developers)</b></p>	<p><b>Should we stop eating chocolate?</b>  <i>Chocolate</i>  D&amp;T design, make, evaluate  Market research  Design chocolate product make and evaluate  Analysis, design and making packaging  Evaluation  cooking &amp; nutrition – know where food comes from  <b>Y4 Science States of Matter</b>  Working scientifically</p> <p>Origins of Chocolate – Mayan and Aztec societies and the spread to Europe  Biography in a bag – Cadbury and Fry</p> <p><b>(4.5 we are co-authors)</b></p>	<p><b>From a Railway Carriage*</b>  <i>Poetry, art, music, dance</i>  Group discussion detail of poem  Practise &amp; rehearse choral speaking of the poem  Freeze frame - view from the carriage  Passengers on the train  Choral performance  Read the poem  Create success criteria for poem  Comparison with other 'railway' poems  Guided writing - creating a class poem  Write own poem Railway pictures - reading images  View from a railway carriage  Design the train of the future Exploring rhythms  Creating a soundtrack  Music performance  Creating movement pattern  Creating a sequence of movement to soundtrack  Dance performance</p> <p><b>(4.2 we are toymakers)</b></p>		<p><b>Our Inner Space</b>  Y3/4 Science  Y3/4 Animals including humans  Working scientifically</p> <p><b>(4.4 we are html editors)</b></p>	<p><b>A regional study within Italy or Germany or Holland or Denmark</b></p> <p><b>(4.6 we are meteorologists)</b></p>	
<p>Year 5</p>	<p><b>What is it made of?</b>  <i>Mysterious Materials</i>  <i>Context</i> Testing materials for companies  Y5 Science  Properties and changes to materials  Working scientifically</p>	<p><b>Why would someone build a castle in England? Why don't we build them now?</b>  (History)  <b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b>  Sig indiv: William of Normandy and</p>	<p><b>Fairground</b>  D&amp;T design, make, evaluate  Shaky hand tester  Fairground ride  Use of commercial construction kits  Technical knowledge  apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p><b>The Highwayman*</b>  <i>Poetry, art &amp; Dance</i>  Learn the poem  Opinion line - villain or hero?  Freeze frame  Performance Read poem - first impressions, unfamiliar words  What's the story?  Sequence and storyboard  Hot seating  Character profiles  Features of the poem  Describe the characters using metaphor and simile  Tell the story</p>		<p><b>Our Place</b>  Y5 Science  Y5 Living things and their habitats  Y5 animals including humans  Working scientifically</p>	<p><b>Why do I live here? Why do people come here to live? Why do people leave where they were born? Comparative North American regional study with The Great Lakes Basin – Lake Superior and Duluth,</b></p>	

		<p>1066+, Edward 1<sup>st</sup> 1272-1307</p> <p><b>(5.4 we are web designers)</b></p>	<p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>Y5/6 Science Y6 Electricity Y6 Light Y5 Forces Working scientifically Biography in a bag – Newton</p> <p><b>(5.1 we are game developers)</b></p>	<p>Letters</p> <p>Explore the story in modern day setting and script performance</p> <p>Chalk and charcoal doorways</p> <p>Charles Keeping's illustrations</p> <p>Illustrate a line of the poem</p> <p>Figure drawing</p> <p>3D representation of a character</p> <p>Soundtrack with illustrations</p> <p>Exploring percussion instruments</p> <p>Creating a soundtrack</p> <p>Performance Imaginative movement</p> <p>Performance</p> <p><b>(5.5 we are bloggers)</b></p>			<p>Minnesota</p> <p><b>(5.6 we are architects)</b></p>	
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Year 6	<p><b>What's out there?</b>  <i>Out of This World</i>  Y5 Science  Earth &amp; Space  Working scientifically  Y5 Forces</p> <p>Biography in a bag - Copernicus</p> <p><b>(6.1 we are app planners)</b></p>	<p><b>Has there ever been a better time to live here?</b>  A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  <b>Possible aspects:</b>  political, military, economic, social</p> <p><b>(6.3 We are market researchers)</b></p>	<p><b>Why do some creatures no longer exist?</b> (<i>not D&amp;T see Summer 2</i>)  Context David Attenborough's Big Egg</p> <p>Y6 Science  Evolution &amp; inheritance  Geography – islands  Madagascar &amp; the Gallapagos  <i>Why was Charles Darwin the most dangerous man in England in 1859?</i>  Biography in a bag  Darwin</p> <p><b>(6.4 we are interface designers)</b></p>	<p><b>The Lady of Shalott*</b>  <i>Poetry art dance</i>  Reading images  Freeze frame  Empathy for the Lady of Shalott  Hot seating  Choral speaking  Choral performance  Exploring settings  Enquiry questions  Explore structure of the poem  Write poem/prose  Fantasy images  Illuminated manuscripts  Develop fantasy image to ink and wash Listen to Pavaues  Create a Pavane  Explore musical instruments Learning Pavane step  Learning/creating the dance  Perform the Pavane</p> <p><b>(6.5 We are mobile app developers)</b></p>		<p><b>Together we can...</b>  The Great UK Geographical Challenge  <b>Regions of the United Kingdom</b></p> <p><b>(6.6 we are marketers)</b></p>	<p><b>Mini-enterprise</b>  D&amp;T design  make evaluate  Pupil choice</p> <p><b>(6.2 we are project managers)</b></p>	
	<p><b>Let's Go Round Again – Year 6 Science revisit</b>  Y6 Electricity &amp; Light</p>	<p>Y5/6 Animals including humans</p>	<p>Y6 Living things and their habitats</p>					



**Whole School Connected Unit:**                      **Developing the Global Dimension**  
**Subject Foci :**    **History, Geography, Citizenship**

For use, at the school's discretion, as a launch pad across the whole school to give the curriculum a greater global dimension – includes teacher input as preparation for delivery.

**Whole School Connected Unit:**                      **Ancient Greeks**  
**Subject Foci :**    **History and Geography**

Every four years whole school - Ancient Greece

**Learning Units (Core Learning Skills)**

Learning with Others	FS & KS1	KS2
Developing Independence & Responsibility	FS & KS1	KS2
Improving own Learning and Performance	FS & KS1	KS2
Developing Sense of Self Worth & Understanding of Self and Others	FS & KS1	KS2
Thinking Skills	FS & KS1	KS2
Speaking and Listening	FS & KS1	KS2

*\* Please refer to our acknowledgments in the EdisonLearning Learning Units.*