

Central RSA Academies Primary Curriculum Overview Key Stage 1 and 2

Building on the EYFS National Curriculum

	Art	Computing	Design technology	Geography	History	Modern Foreign Languages	Music	PE	PSHE	RE	Science
1	<p>Respond to art stimulus</p> <p>Explore and experiment with a range of materials (Lucian Day Kandinsky)</p>	<p>Understand they and adults have the responsibility to keep themselves safe online.</p> <p>Use algorithms to complete a simple task</p> <p>Create, edit, store and retrieve information using a range of technologies.</p> <p>Begin to understand the benefits of technology depending on the purpose.</p>	<p>Explore how mechanisms are used to make things move.</p> <p>Design the appearance of the product.</p> <p>Use appropriate tools and materials including a range of fabrics</p> <p>Manipulate materials to achieve an outcome.</p> <p>Understand where food comes from.</p> <p>Principles of healthy eating.</p> <p>Prepare dishes.</p>	<p>How and why has our local area changed and what is the difference? (include any environmental issues)</p>	<p>Significance of events/people</p> <p>Similarity and difference within a period/situation</p>	<p>Foster pupils' curiosity and deepen their understanding of the 'World Beyond School.' Know that culture and language is different in different parts of the world from their own.</p>	<p>Sing with expression, confidence, and creativity to an audience.</p> <p>Play instruments showing an awareness of others.</p> <p>Reflect on music and say how it makes people feel, act, and move.</p> <p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p>	<p><i>Children revisit all areas in every year group – progression on schemes.</i></p> <p>Games</p> <p>Gymnastics</p> <p>Dance</p> <p>Athletic activities</p> <p>OAA activities</p>	<p>Islington scheme followed as agreed by co-design group.</p>	<p>Exploring- Who is Jewish and how do they live?</p> <p>God/Torah/people</p> <p>What makes some places sacred to believers?</p>	<p>Animals including humans- Similarities and differences between.</p> <p>Plants – Identification</p> <p>Basic structure of common plants.</p> <p>Materials</p> <p>Identifying name</p> <p>Describing properties and grouping.</p> <p>Seasonal changes</p> <p>Observing and describing.</p>
2	<p>Respond to art stimulus (Andy Goldsworthy Henri Rousseau)</p> <p>Explore and experiment with a range of</p>	<p>Understand the safe use of personal information online. Show awareness of age-appropriate websites and apps.</p>	<p>Use a wider range of materials according to properties</p> <p>Experiment with structures to make them stronger.</p>	<p>How do contrasting environments impact on the lives of people living there?</p>	<p>Significance of events/people</p> <p>Similarity and difference within a period/situation</p> <p>Use of sources.</p>	<p>Foster pupils' curiosity and deepen their understanding of the 'World Beyond School.' Know that culture and language</p>	<p>Perform songs using creativity and expression and create dramatic effect.</p>	<p>Games</p> <p>Gymnastics</p> <p>Dance</p> <p>Athletic activities</p> <p>OAA activities</p> <p>Swimming (optional)</p>		<p>Exploring What makes some places sacred to believers?</p> <p>How should we care for others and the world,</p>	<p>Animals including humans</p> <p>Growth and survival – basic need.</p> <p>Life Cycle – passage of time</p> <p>Plants -</p>

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	materials and sketchbooks	Understand algorithms can be applied in different contexts. Develop more complex algorithms and understand how to debug. Create, edit and save information for a given purpose. audience. Explore how and why different people use technology to communicate information.	Use appropriate tools to cut, shape, join and finish including a range of fabrics. Understand where food comes from (countries) and why those countries are successful producers. Healthy and varied diet to prepare dishes.			is different in different parts of the world from their own.	Understand how to control playing a musical instrument so that they sound, as they should. Notice how music can be used to create different moods and effects and to communicate ideas. Create short musical patterns.			and why does it matter? What does it mean to belong to a faith community?	survival needs of plants in order to grow and stay healthy. Living things and their habitats -links between animals and the habitats in which they are found. Why suited to conditions in which they live. Everyday materials and their uses – suitability, how the shapes of solid objects can be changed?
3	Generate ideas through the exploration of materials (Matisse Banksy)	Recognise acceptable and unacceptable behaviour when using different technologies, who to report it to and how. Use a block language to create a program. Refine and review pre-	Needle threading, basic stitches to produce a product. Use linkages and levers to design and make a moving product. Develop basic knife skills	Explosive Earth Volcanoes (link to Science – rocks) -Earthquakes Types of settlement and land use.	Cause and consequence Source analysis Significance of the time period on life today	Speak and respond to a spoken language from a variety of sources.	Sing in tune Perform simple melodic and rhythmic parts Perform with confidence. Compose music that combines musical elements. Begin to recognise and identify	Games Gymnastics Dance Athletic activities OAA activities Swimming (optional)		Connecting How do festivals and family life show what matters to Jewish people? (God,Torah, People,the Land)	Rocks and soils Changes – Explosive Earth Animals including humans skeletal structures Plant functions Light, absence of light, shadows and reflections Forces and magnets Structures –

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		written algorithms. Plan content to input into given applications. Evaluate the end result of their own work against the desired outcome. Recognise the Internet as a giant network of communication.					instruments being played. Describe the different purposes of music throughout history and in other cultures				How can we earthquake proof buildings?
4	Investigate the nature and qualities of different materials and processes Apply technical skills to improve quality of work combined with beginning to explore their own ideas Vincent Van Gogh (painter and drawer) William Morris Roy Lichtenstein	Understand the rules and consequences of their online behaviour. Use logical reasoning to detect and fix errors in programmes. Plan content to input into applications. Evaluating the end result of others. Recognise that information on the Internet is owned. (Copyright).	Select from and use a wider range of tools and equipment to perform practical tasks. Apply knowledge of understanding of how to strengthen more complex structures such as bridges by adapting designs appropriately. Evaluate the effectiveness of their own and others' work.	How can we use the world's most important resources?	Source analysis Continuity and change in and between periods Cause and consequence Similarity and difference	Speak, respond and read from a variety of resources. Find ways to communicate through talking and responding to questions	Perform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a group. Compose music that combines several layers of sound. Carefully choose order, combine and control sounds with awareness of their combined effect.	Games Gymnastics Dance Athletic activities OAA activities Swimming (optional)		Connecting How and why do people mark the significant events in life? How and why do people try to make the world a better place?	Animals including humans - digestion Living things and their habitats – food chains States of matter Sound – vibrations, waves Electricity circuits, conductors, insulators

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			Develop more precise knife skills.				Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music. Understand that the sense of occasion affects the performance.				
5	Develop ideas through investigations and experimental work with a variety of different mediums and materials. Develop and refine ideas through experimenting and selecting appropriate resources and media. Record ideas and	Respectful use of mobile technology and how our digital footprint is created. Decompose longer and more complex programmes to detect and debug errors. Plan content to input into applications including combining different applications, on different	Understand the mechanics of how things move and choose the most appropriate mechanism. Respond to a social problem by researching and designing a solution, to include stitching embellishment. Make a basic sauce mix to combine with seasonal ingredients.	Are our coasts under threat? (Impact of global warming)	Source analysis Similarity and difference within a period/situation Continuity and change in and between periods	Speak with increasing confidence and fluency. Ask questions and talk with some intonation and pronunciation. Read from a variety of resources. Begin to write for different purposes and audiences.	Create songs with an understanding of the relationship between lyrics and melody. Perform songs with an awareness of the meaning of the words. Improvise melodic and rhythmic phases as part of a group performance. Comment on musicians' use	Games Gymnastics Dance Athletic activities OAA activities Swimming (optional)		Connecting Why is the Torah so important to Jewish People? (God/Torah) What matters most to Humanists and Christians?	Survival Living things and their habitats Growth Animals, including humans Changes Properties and changes of materials Earth and Space Forces - resistance, friction, gravity

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	<p>observations in sketchbook. respond to the work of others, form opinions and begin to understand context behind work. Jason Scarpace Frida Kahlo Noel Fielding</p>	<p>devices, to produce quality work. Recognise the importance of accurate searching online.</p>					<p>of technique to create effect. Read simple and short pieces of music. Compare and evaluate different kinds of music using appropriate musical vocabulary. Understand the different cultural meanings and purposes of music, including contemporary culture.</p>			
6	<p>Develop ideas through investigations and experimental work with a variety of different mediums and materials. Develop and refine ideas through experimenting</p>	<p>Recognise acceptable and unacceptable behaviour when using social media. Simplify code to make it more efficient and apply decomposing skills in a variety of contexts.</p>	<p>Understand and use electrical systems in their products. Safely embed electrical circuits within a designed structure. Exploration of meat alternatives.</p>	<p>How important are tropical rainforests to us? (Impact of global warming?)</p>	<p>Cause and consequence. Source analysis. Continuity and change in and between periods.</p>	<p>Speak with increasing confidence, fluency and spontaneity. Communicate through questions and discussion. Use accurate pronunciation and intonation. Write at varying</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution. Create my own musical patterns. Compose music for</p>	<p>Games Gymnastics Dance Athletic activities OAA activities Swimming</p>	<p>Why do some people believe in God and some people not? How does faith help when life gets hard?</p>	<p>Living things and their habitats – classification Animals including humans – circulatory systems Sustainability - Evolution and Inheritance Light - Refraction,</p>

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	<p>and selecting appropriate resources and media.</p> <p>Record ideas and observations in sketchbook. Respond to the work of others, form opinions and begin to understand context behind work.</p> <p>Max Kerly William Turner Monet Cezanne Sarah Graham</p>	<p>Plan content to input into applications including combining different applications, on different devices.</p> <p>Digitally discerning? Recognise the importance of accurate searching online and is this information trustworthy. (Sponsored sites).</p>	<p>Research and design a healthy meal.</p>			<p>lengths for different purposes and audiences using the grammatical structures that they have learnt.</p> <p>Develop an appreciation of literature written in the language studied.</p>	<p>different occasions appropriate musical devises.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</p>				<p>Reflection, Light, Spectrum, Rainbow Electricity - What impact does electricity have on our lives?</p>
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