

## St Michael's C of E Academy Curriculum Overview EYFS – Y6

Geography Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	KUW ELG: People, Culture and Communities <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i>	<b>Our local area</b> study. Ariel Maps <i>Can I describe my local area? What types of weather would I see? Can I use maps to describe my local area?</i>	<b>Our Local Area :</b> <i>What human and physical features are in our local area?</i> Study of beach Fairy Cove (link to beach clean)	<b>Earthquakes and volcanoes:</b> <i>What are the key aspects of the physical geography of volcanoes and earthquakes?</i> Refer to Moors and how they were formed over millions of years. <i>Link to Stone Age / Iron Age</i>	<b>Countries, counties, and cities of the UK:</b> Name and locate counties and cities of the United Kingdom  Map skills, grid references and compass point	The water cycle: <i>What effect does the water cycle have on our landscapes?</i>  Understand the processes of a river and different stages of the water cycle	Areas of the world: <i>How is the globe split into different zones and what impact does this have on people?</i> Latitude, longitude, Equator, Northern Southern Hemisphere, the Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle
<b>Spring</b>	KUW ELG: People, Culture and Communities <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i>	<b>Comparison Paignton &amp; London</b> <i>What are human and Physical features? How is my local seaside area different to London?</i>	The <b>United Kingdom:</b> <i>What are the 4 countries that make up the United Kingdom?</i>  <i>What makes the United Kingdom the country that it is?</i>	Comparison of UK and <b>feature global countries:</b> <i>What are the similarities and differences of human and physical features across different countries?</i> <i>What human and physical features do the UK and Italy have in common? (link to Roman Empire)</i>	<b>Settlements and land use:</b> <i>What is the impact of humans on the physical geography comparing Paignton with Dunsford</i> Victorian seaside town compared with countryside village and farm transport, <b>trade &amp; tourism.</b>	<b>Hot and cold areas and climate change</b> <i>How is climate change affecting the hot and cold regions of the world?</i> Understand the impact humans are having on these areas of the world.	Migration: Population density and its change over time <i>How has population density changed over time and what are the driving factors of migration?</i>

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<p><b>Summer</b></p>	<p>KUW ELG: People, Culture and Communities <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p>	<p><b>Hot and Cold Countries</b> Continents and oceans. <i>Name and locate the world's seven continents and five oceans</i> <b>What are the continents and oceans that make up our planet?</b> Focus on the North and South Pole and equator</p>	<p><b>Compare the UK with Australia</b> Explore similarities and differences of areas of <b>non-European countries:</b> <i>What human and physical features do the areas have in common?</i> <b>What are the similarities and differences between the UK and Australia?</b></p>	<p><b>Physical geography rivers and mountains:</b> <i>What are the key aspects of the physical geography of rivers and mountains?</i> River Dart field study Alps <i>Link to River Nile and Egyptians</i></p>	<p>Countries of our world: <i>What makes countries around the world, similar and different?</i> <i>Longitude and latitude, tropics and the equator.</i> Atlas Work</p>	<p>Physical geography: <b>climate zones and Biomes:</b> <i>What are climate zones, biomes and vegetation belts and what part do they play within our world?</i></p>	<p><b>Natural resources and trade:</b> <i>Where are natural resources located and why are they traded?</i>  Link to renewable energy  Sea and fishing.</p>
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### History Overview

History Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p>KUW ELG Past &amp; Present</p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><b>Tell me a story...</b></p>	<p><b>Changes within living memory – Toys and The Seaside</b></p> <p><i>What was childhood like in the past?</i></p> <p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p><i>Events beyond living memory that are significant nationally or globally -</i></p> <p><b>Local History Study</b></p> <p><i>Why do we remember Isambard Kingdom Brunel?</i></p> <p><i>Significant historical events, people and places in their own locality</i></p>	<p><b>Changes in Britain from the Stone age to the Iron age.</b></p> <p><i>When was a better time to live – the Stone Age or the Iron Age?</i></p> <p>late neolithic hunter- gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel i.e. Stonehenge, Kents Cavern</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots.</b></p> <p><i>What changes did the Anglo-Saxons bring to Britain between 449AD and 793AD?</i></p> <p><i>Coverdale Tower</i></p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</i></p> <p><b>Social History: Women's rights</b></p> <p><i>How did women get the vote in Britain?</i></p> <p><b>Social History: Women's rights (1908) Emeline Pankhurst (link to end WW1 Saw women rights)</b></p>	<p><i>A local history study -</i></p> <p><b>WW2 the Blitz and Evacuees.</b></p>
<b>Spring</b>	<p>KUW ELG Past &amp; Present ELG</p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><b>I wish I was...</b></p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p><b>The Royal family</b></p> <p><i>How is your family different and King Charles family?</i></p>	<p><i>Events beyond living memory that are significant nationally or globally –</i></p> <p><b>The Great Fire of London.</b></p>	<p><b>The Roman empire and its impact on Britain.</b></p> <p><i>What was the impact of the Roman invasion on Britain?</i></p> <p>Focus on City of Exeter</p>	<p><b>The Viking struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><i>How successful was the Viking invasion?</i></p>	<p><i>A local history study –</i></p> <p><b>WW2 Torbay</b></p> <p>Beacon Quay, Torquay Harbour Brixham</p> <p>embarkation of American troops for Operation Overlord from Torbay.</p> <p><i>What was the impact of the D-day</i></p>	<p><i>The achievements of the earliest civilizations -</i></p> <p><b>Tudors</b></p> <p><i>What was the impact of the Tudor reign on life today?</i></p>

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						landings on our local area?	
<b>Summer</b>	KUW – Past & Present ELG Know some similarities / differences things in the past and now, drawing on their experience. <b>Let's Investigate...</b>	<i>The lives of significant individuals in the past who have contributed to national and international achievements -</i> <b>Ranolph Fiennes – first person to visit both poles</b>	<i>The lives of significant individuals in the past who have contributed to national and international achievements -</i> <b>Key enquiry question:</b> How did Emily Davison and Rosa Parks' actions lead to change?	<i>The achievements of the earliest civilizations –</i> <b>Ancient Egypt</b>  How did the religion of the Ancient Egyptians shape their legacy?  Rivers use / estuary/ delta- comparison, settlement	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</i> Medieval Britain. Kirkham House "What evidence can we see of medieval Britain in our locality?" **	<i>The study of Greek life and achievements and their influence on the western world –</i> <b>Ancient Greece.</b>  What did the Ancient Greeks contribute to modern life?	A non-European society that provides contrasts with British history –  How did early Islamic civilisation affect the way we live our lives today?  <b>Early Islamic civilisation, including Baghdad c. AD 900</b>

\*\* Medieval Paignton - a town with origins dating to 700 AD when it is thought a Saxon farmer, Paega, settled here with his people

### Science Overview – Plymouth Science

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Colour	Seasonal Changes	Living Things and habitats	Rocks	Animals including humans	Forces	Animals including Humans
<b>Autumn 2</b>	Celebrations Fairy Tales	Human body - body parts	Materials	Light	Sound	Properties of materials	Evolution and inheritance
<b>Spring 1</b>	People Who Help Us	Everyday Materials	Animals including humans	Forces and magnets	States of Matter	Space	Electricity

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<b>Spring 2</b>	Science Week	Plants – identify Science Week	Animals including humans (Ext unit) Science Week	Science Week	Science Week	Science Week	Science Week
<b>Summer 1</b>	Plants	Plants and trees	Plants	Animals, including humans	Electricity	Living things and habitats	Light
<b>Summer 2</b>	Animals	Animals - classification	Plants – (Ext unit)	Plants	Living Things	Animals, including humans	Living Things and their Habitats

### Art Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	EAD ELG Creating with materials <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>	'Changing Seasons' with Yvonne Coomber <u>Seasons – link to science</u> Can I create an observed drawing/painting showing the changing seasons?	'Devon Seascapes' with Brian Pollard <b>Devon seascapes - link to geography</b> beach study. Can I create a landscape painting inspired by Paignton?	'Travel Posters' with Becky Bettesworth <b>Illustrative Poster Art</b> Can I create two travel posters inspired by a British and European town?	'Devonshire Landscapes' with Stephen Thomas <b>British landscapes</b> Can I create a drawing inspired by the British Landscape?	'Abstract Landscapes' with Martin Bush <b>Abstract landscape painting</b> Can I create an abstract landscape using a range of natural and manmade materials?	'Animals and charcoal' with Valerie Davide <b>Animals and charcoal</b> Can I draw animals using charcoal inspired by local artist Valerie Davide?
<b>Spring</b>	<i>Share their creations, explaining the</i>	<b>Self Portraits</b> Van Gogh and Hans Holbein Can I create a Royal portrait in the style of a given artist?	'Collage Art' with Clover Robin <b>Collage art</b> Can I create a collage inspired by	'Repeat Print Designs' with William Morris <b>Repeat designs based on a landscape</b> Can I	'Clay sculptures' with Henry Moore <b>Clay sculptures</b> Can I create a clay sculpture of an animal	Pop Art linked to WW2 WW2 – link to history Can I create a drawing inspired by Andy Warhol?	'Abstract Space' with Zoe Squires <b>Abstract Space</b> Can I create a painting inspired by space?

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	<i>process they have used.</i>		the British landscape?	create a repeat pattern inspired by different geographical regions in Britain?	inspired by Henry Moore?		
<b>Summer</b> <b>GLOBAL</b>		'Natures Colours' with Kandinsky <b>Nature's colours</b> Can I create a painting inspired by nature's colours. Link to oceans in geography and exploring polar regions in history.	'Batik Art' Can I create a painting in the style of Gloria Petyarre inspired by the Australian landscape?	'The Human Form' with Giacometti <b>The human form</b> Can I use wire and clay to create a sculpture of the human/animal form?	'The world's rivers and lakes' with Claude Monet <b>The World's Rivers and Lakes</b> Can I paint our worlds rivers and lakes inspired by Claude Monet?	'Cubism' with Pablo Picasso <b>Cubism – link to science</b> Can I create a painting/drawing/sculpture of a human/animal inspired by the cubist movement?	Benin Art Chose medium: of batik or print making' to represent Benin link to History of Benin Link to famous art work or artist  (Cyprien Tokoudagba)

### Design and Technology Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	EAD ELG Creating with materials: <i>Safely use and explore a</i>	Mechanisms-Sliders and levers Christmas Card	Mechanisms- Wheels and axles  Make a balloon car	Structures- Designing shell structures	Mechanical systems- Levers and linkages	Food-Celebrating culture and seasonality	Textiles- Combining different fabric shapes incl. Computer aided design
<b>Spring</b>	<i>variety of materials, tools and techniques,</i>	Food-Preparing fruit and vegetables Make a smoothie for a target audience	Structures- Freestanding structures London Landmarks	Electrical systems- simple circuits and switches	Textiles- 2D shape to 3D shape	Structures- Frame structures	Food-Celebrating culture and seasonality-
<b>Summer</b>	<i>experimenting with colour, design,</i>	Textiles- Templates and joining techniques Puppets (English Link)	Food-make scones (design and make	Food- Health and varied diet	Food- Health and varied diet	Electrical systems- more complex switches and circuits	Mechanical systems- Pulleys or gears

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<p><i>texture, form and function. Share their creations, explaining the process they have used.</i></p>			new flavoured scones)				
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MFL Overview							
	YFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>				Phonetics lesson & I'm Learning Fr/Sp/It  Seasons	Phonetics lesson 2 & Presenting Myself Family	Phonetics lesson 3 & Do You Have A Pet? What Is The Date?	Phonetics lesson 4 & At School  Regular Verbs
<b>Spring</b>				Musical Instruments Fruits or Vegetables	Goldilocks Habitats	The Weather  Habitats	The Weekend  Planets
<b>Summer</b>				Ice-Creams Little Red Riding Hood	Classroom My Home	Olympics Clothes	The Vikings Me In The World

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Music Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p>EAD ELG: Being Imaginative &amp; Expressive</p> <p><i>Sing a range of well-known nursery rhymes and songs.</i></p> <p><i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</i></p>	<p><b>Unit:</b> Hey You! <b>Style:</b> Old-School Hip Hop</p> <p>Make up (compose) your own rap</p> <p>How pulse, rhythm and pitch work together.</p> <p>Unit: Rhythm In The Way We Walk and Banana Rap</p> <p>Style: Reggae, Hip Hop</p> <p>Action songs that link to the foundations of music</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p><b>Unit:</b> Hands, Feet, Heart</p> <p><b>Style:</b> South African styles</p> <p><b>Topic and cross-curricular links:</b> South African music and Freedom Songs. South African music</p> <p><b>Unit:</b> Ho Ho Ho</p> <p><b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs Festivals and Christmas</p>	<p><b>Unit:</b> Let Your Spirit Fly</p> <p><b>Style:</b> R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p>RnB and other styles</p> <p><b>Unit:</b> Glockenspiel Stage 1</p> <p><b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles</p> <p>Exploring &amp; developing playing skills</p>	<p>Unit Mamma Mia</p> <p>Style Pop</p> <p>ABBA's music</p> <p>Unit Glockenspiel 2</p> <p>Style Mixed styles</p> <p>Exploring and developing playing skills using the glockenspiel</p>	<p>Unit Livin' On a Prayer</p> <p>Style Rock</p> <p>Rock Anthems</p> <p>Unit Classroom Jazz 1</p> <p>Style Bossa Nova and Swing</p> <p>Jazz and Improvisation</p>	<p>Unit Happy</p> <p>Style Pop / Neo Soul</p> <p>Unit Classroom Jazz 2</p> <p>Style Bacharach and Blues</p> <p>Jazz, improvisation and composition</p>
<b>Spring</b>		<p><b>Unit:</b> In The Groove</p> <p><b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra</p>	<p><b>Unit:</b> I Wanna Play In A Band</p> <p><b>Style:</b> Rock</p>	<p><b>Unit:</b> Three Little Birds</p> <p><b>Style:</b> Reggae</p> <p>Reggae and animals</p>	<p>Unit Stop!</p> <p>Style Grime</p>	<p>Unit Make You Feel My Love</p> <p>Style Pop Ballads</p>	<p>Unit A New Year Carol</p> <p>Style Classical or Urban Gospel</p>



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		<p>Latin American style of music - Countries from around the world</p> <p>How to be in the groove with different styles of music.</p> <p><b>Unit:</b> Round And Round</p> <p><b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion.</p> <p>Pulse, rhythm and pitch in different styles of music.</p>	<p><b>Topic and cross-curricular links:</b> Teamwork, working together. The Beatles. Historical context of musical styles. Playing together in a band</p> <p><b>Unit:</b> Zootime</p> <p><b>Style:</b> Reggae</p> <p><b>Topic and cross-curricular links:</b> Animals, poetry and the historical context of musical styles. Reggae and animals</p>	<p><b>Unit:</b> The Dragon Song</p> <p><b>Style:</b> A little bit funky and music from around the world. Music from around the world, celebrating our differences and being kind to one another</p>	<p>Writing lyrics linked to a theme</p> <p>Unit Lean On Me</p> <p>Style Gospel</p> <p>Soul/Gospel music and helping one another</p>	<p>Unit The Fresh Prince of Bel-Air</p> <p>Style Old School Hip-Hop</p>	<p>Benjamin Britten's music and cover versions</p> <p>Unit You've Got A Friend</p> <p>Style 70s Ballad/Pop</p> <p>The music of Carole King</p>
<b>Summer</b>	<p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Playing instruments within the song</p>	<p><b>Unit:</b> Your Imagination</p> <p><b>Style:</b> Pop Using your imagination.</p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 1</p>	<p><b>Unit:</b> Friendship Song</p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 2</p> <p>A song about being friends</p>	<p><b>Unit:</b> Bringing Us Together</p> <p><b>Style:</b> Disco Disco, friendship, hope and unity</p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 3</p>	<p>Unit Blackbird</p> <p>Style The Beatles/Pop</p> <p>The Beatles, equality and civil rights</p> <p>Unit Reflect, Rewind &amp; Replay</p> <p>Style Classical</p>	<p>Unit Dancing in the Street</p> <p>Style Motown</p> <p>Unit Reflect, Rewind &amp; Replay</p> <p>Style Classical</p> <p>The history of music, look back</p>	<p>Unit Music and Me</p> <p>Style Create your own music inspired by your identity and women in the music industry</p> <p>Unit Reflect, Rewind &amp; Replay</p>



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RE Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	F4 Being special: Where do we belong? Christianity, Hinduism and Islam.	1.10 What does it mean to belong to a faith community? Christianity	1.6 Who is a Muslim and how do they live? (Part 1) Islam	L2.1 What do Christians learn from the Creation Story? Christianity	L 2.7 What do Hindus believe God is like? Hinduism	U2.1 What does it mean if Christians believe God is holy and loving? Christianity	U2.2 Creation and Science: conflicting or complementary? Christianity
<b>Autumn 2</b>	F2 Incarnation: Why is Christmas special for Christians? Christianity	1.3 Why does Christmas matter to Christians? Christianity	1.6 Who is a Muslim and how do they live? (Part 2) Islam	L2.2 What is it like for someone to follow God? Christianity	L 2.8 What does it mean to be Hindu in Britain today? Hinduism	U2.3 Why do Christians believe Jesus was the Messiah? Christianity	U2.11 Why do some people believe in God and some people not? Christianity, non-religious
<b>Spring 1</b>	F1 Why is the word God so important to Christians? Christianity	Who is Jewish and how do they live? Judaism	1.1 What do Christians believe God is like? Christianity	L2.9 How do festivals and worship show what matters to a muslim? Islam	L 2.3 What is the 'Trinity' and why is it important for Christians? Christianity	U2.8 What does it mean to be a Muslim in Britain today? Islam	U2.7 Why do Hindus want to be good? Hinduism
<b>Spring 2</b>	F3 Salvation: Why is Easter special to Christians? Christianity		1.5 Salvation: Why does Easter matter to Christians? Christianity	L2.10 How do festivals and family life show what matters to a Jewish person? Judaism	L2.5 Why do Christians call the day Jesus dies Good Friday? Christianity	U2.9 Why is the Torah so important to Jewish people? Judaism	U2.5 What do Christians believe Jesus did to 'save' people? Christianity

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<b>Summer 1</b>	F5 What places are special and why? Christianity, Islam, Judaism and Hinduism	1.2 Who do Christians say made the world? Christianity	1.4 Gospel: What is the good news Jesus brings? Christianity	L2.4 What kind of world did Jesus want? Christianity	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? Christianity	U2.4 Christians and how to live: 'What would Jesus do?' Christianity	U2.6 For Christians, what kind of King is Jesus? Christianity
<b>Summer 2</b>	F6: What times/stories are special and why?  Christianity, Islam and Judaism.	1.9 How should we care for the world and for others, and why does it matter?  Christianity, Judaism, non-religious	1.8 What makes some places sacred to believers?  Christianity/Islam	L2.12 How and why do people try to make the world a better place?  Christianity, Judaism, Islam, non-religious	L2.11 How and why do people mark significant life events?  Christianity, Hinduism, non-religious	U2.10 What matters most to Humanists and Christians?  Christianity, Humanism	U2.12 How does faith help people when life gets hard?  Worldviews

### Computing Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	Explore computing using iPad to video and photograph	Computing Systems and Network - Technology around us	Computing Systems and Network - IT around us	Computing Systems and Network - connecting computers	Computing Systems and Network - The Internet	Computing Systems and Network - Systems and Searching	Computing Systems and Network - Communication and collaboration
	Use iPad programmes to support learning and	Creating Media - Digital painting	Creating Media - Digital Photography	Creating Media - Stop Frame Animation	Creating Media - Audio Production	Creating Media - Video production	Creating Media - Web page creation

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<b>Spring</b>	navigate touch screen.	Programming A - Moving a robot	Programming A - Robot Algorithms	Programming A - Sequencing Sounds	Programming A - Repetition in Shapes	Programming A - Selection in Physical computing	Programming A - Variables in games
		Data and Information - Grouping data	Data and Information - Pictograms	Data and information - Branching Database	Data and information - Data Logging	Data and information - Flat-file Databases	Data and information - Spreadsheets
<b>Summer</b>		Creating Media - Digital witing	Creating Media - Digital Music	Creating Media - Desktop Publishing	Creating Media - Photo Editing	Creating Media - Introduction to vector graphics	Creating media - 3D modelling
		Programming B - Animations	Programming B - Quizzes	Programming B - Events and actions in programe	Programming B - Repetition in games	Programming B - Selection in Quizzes	Programming B - Sensing Movement

RHE Overview							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



