



# Wider Curriculum Overview

2024-2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Experiences</b>	<b>Year 3</b>		Woodlands Park	Stone Age Workshop	Roman Day		Kent Life- Egyptians
	<b>Year 4</b>	Poo nurse visit	Author visit	Water is a precious resource RNL visit	PGL	Farmers for schools Eagle Heights	NTC Climbing wall
	<b>Year 5</b>	Cosmic Camp			Leeds Castle		
	<b>Year 6</b>		PGL Church visit	Port Lympne Zoo	Church visit	Human Body VR Ebbsfleet United stadium tour	Chessington Beach Trip
<b>Science</b>	<b>Year 3</b>	Animals including humans (Predators)	Rocks	Forces and Magnets	Light	Working Scientifically	Plants
	<b>Year 4</b>	Teeth and Digestion	Sound	Electricity	States of matter	Living things and their habitats	Working Scientifically
	<b>Year 5</b>	Earth and Space	Forces, mechanisms, levers	Forces, and working scientifically	Materials and properties	Living things and their habitats	Animals including Humans- puberty
	<b>Year 6</b>	Light	Living things: Classification	Electricity	Living things: Evolution and inheritance	The Heart and Body Systems	Healthy lifestyles and human reproduction
<b>Geography</b>	<b>Year 3</b>	Why do people live near volcanoes?	Are all settlements the same?			Who lives in Antarctica?	
	<b>Year 4</b>	Why are rainforests important to us?		What are rivers and how are they used?		Where does our food come from?	
	<b>Year 5</b>	What is life like in the Alps?		Why do oceans matter?		Why does population change?	
	<b>Year 6</b>		Would you like to live in the desert?		What are the similarities and differences between my region and the North region of Brazil?		Can I carry out an independent field work survey?
<b>History</b>	<b>Year 3</b>			What changes occurred from the Stone Age to Iron Age?	How did the Romans change life in Britain?		What was life like for the Ancient Egyptians?
	<b>Year 4</b>		Anglo-Saxons, Picts and Scots		Anglo-Saxons and Vikings		Norman Conquest
	<b>Year 5</b>		Local study		Why did Henry VIII marry six times?		Ancient Greeks, daily life, Olympics, Sparta and Athens

	Year 6	What was the impact of WW2 on the people of Britain?		How did the Maya civilisation compare to the Anglo-Saxons?		Britain since 1948.	
Art	Year 3	Drawing: Growing Artists		Painting and Mixed Media: Prehistoric Painting	Additional- Roman Shields	Sculpture and 3D: Abstract Space and Shape	
	Year 4	Drawing: Power prints		Painting and Mixed Media: Light and Dark		Craft and Design: Fabric of nature	
	Year 5	Drawing: I need space		Painting and Mixed media: Portraits		Craft and Design: Architecture	
	Year 6		Drawing, painting and mixed media: Henri Rousseau		Painting and mixed media- Artist study	Sculpture and 3D: Making Memories	
D&T	Year 3		Mechanical systems- pneumatic toys- option 1		Electrical systems- electronic poster		Textiles- Egyptian scrolls and collars
	Year 4		Cooking and nutrition: Adapting a recipe (biscuits)		Textiles- Bookmarks		Mechanical systems- slingshot car
	Year 5		Mechanical Structures- pop up books		Structure- bridges		Textiles- stuffed toys
	Year 6	Textiles- bag		Structure- the playground			Cooking and Nutrition- energy bars & Electrical Systems (Steady Hand Game).
Computing (under review)	Year 3	Desktop publishing	Computing systems and networks	E-Safety	Digital Writing	Programming A (sequencing music)	Programming B (events and actions)
	Year 4	Online Safety	PowerPoint	Computer systems and Networks	Programming with Scratch	Branching databases	Stop motion animation
	Year 5	E-safety	Data and information	Networks	Using PowerPoint	Programming	Audio and visual editing
	Year 6	Online safety	Data and information: spreadsheets	Computer systems and networks – communication.	Programming variables in a game.	Creating Media: 3D Modelling	Creating Media: Making Films
Physical Education	Year 3	FMS	Fitness	Yoga	Dance (Space)	OAA	Athletics
		Multi Sports	Gymnastics	Multi Sports 2	Dodgeball	Multi Skills	Striking & Fielding
	Year 4	FMS	Multi Sports	Dodgeball	Dance (Street Dance)	OAA	Athletics
		Functional Fitness	Gymnastics	Multi Sports	Invasion Games	Multi Skills	Striking & Fielding
	Year 5	FMS	Fitness	Multi Skills	Nethall	Tennis/Pickle Ball	World Sports
		Gymnastics	Multi Sports	Dance (Around the world)	OAA	Multi Sports 2	Athletics
	Year 6	FMS	Functional Fitness	Multi Sports	Basketball	Cricket	Athletics

		Dance (Musical Theatre)	Invasion Games	Gymnastics	Multi Skills	Tennis/Pickle Ball	World Sports
<b>Jigsaw</b>	<b>Year 3</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing Me
	<b>Year 4</b>						
	<b>Year 5</b>						
	<b>Year 6</b>						
<b>Religious Education</b>	<b>Year 3</b>	What does it mean to be a Christian in Britain today?	What does it mean to be a Christian in Britain today?	What do different people believe about god?	Why are festivals important to religion communities?	Why do people pray?	Why is the Bible so important for Christians today?
	<b>Year 4</b>	What does it mean to be a Hindu in Britain today?	What does it mean to be a Hindu in Britain today?	What can we learn from religions deciding what is right and wrong?	Why is Jesus inspiring to some people?	How do people from religious and non-religious communities celebrate festivals?	Why do some people think that life is like a journey and what significant experiences mark this?
	<b>Year 5</b>	Why do some people think God exists?	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?	If God is everywhere, why go to a place of worship?	How and why should religious communities do more to care for the Earth?	What would Jesus do?
	<b>Year 6</b>	What matters most to Christians and Humanists?	What matters most to Christians and Humanists?	Is it better to express your belief in art and architecture or generosity and charity?	What can be done to reduce racism? Can religion help?	What difference does it make to believe in ahimsa, grace and/ or ummah?	What do religions say to use when life gets hard?
<b>French (under review)</b>	<b>Year 3</b>						
	<b>Year 4</b>						
	<b>Year 5</b>						
	<b>Year 6</b>						
<b>Music</b>	<b>Year 3</b>	<b>Reading Notation 1:</b> Rhythm and Tempo <b>Exploring Staff 3 Notation 1:</b> High and Low (Glockenspiel)		<b>Ensemble Skills 1:</b> Call & Response (Glockenspiel OR Recorder) <b>Composition Skills 1:</b> Pitch, Rhythm and Structure		<b>Exploring Musical Theatre:</b> Forte and Piano <b>Becoming Musicians 1:</b> Dynamics and Tempo	
	<b>Year 4</b>	<b>Reading Notation 2:</b> 2, 3 and 4 Time <b>Exploring Staff 3 Notation 2:</b> Follow the Score (Glockenspiel)		<b>Ensemble Skills 2:</b> Melody and Accompaniment (Glockenspiel OR Recorder) <b>Composition Skills 2:</b> Sequences and Pentatonic Phrases		<b>Exploring Classical Music 1:</b> Legato and Staccato <b>Becoming Musicians 2:</b> Major and Minor	
	<b>Year 5</b>	<b>Reading Notation 3:</b> Time Signatures <b>Developing Sight Reading Skills 1:</b> Melodies (Glockenspiel)		<b>Pop Music 1:</b> Arrangements and Improvisation (Glockenspiel OR Ukulele) <b>Creating Music for Film and TV:</b> Character, Atmosphere and Environment		<b>Exploring Classical Music 2:</b> Ensemble Performance <b>Becoming Musicians 3:</b> Chords and Triads	
	<b>Year 6</b>	<b>Reading Notation 4:</b> Rhythm Ensemble <b>Developing Sight Reading Skills 2:</b> Note Names and Durations (Glockenspiel)		<b>Pop Music 2:</b> Chords and Bass Lines (Glockenspiel OR Ukulele) <b>Composition Project 1:</b> Improvisation, Composition and Notation		<b>Composition Project 2:</b> Notation, Expression and Performance <b>Singing with Style</b>	

