

# Debden Primary Academy – Curriculum Overview 2022-23



Key Stage 1	Minnows (Y1/2)					
	Autumn		Spring		Summer	
<b>Topic Name</b> Cross-Curricular Links	<b>Toys</b> History – Toys over Time    Geography – 7 Continents (toys around the world) DT – Outdoor Play Equipment    Writing: Science Fic. Toy Narrative Computing: Digital Painting – Toys    Science: Materials		<b>Polar Explorers</b> Geography – Polar Explorers    History – Race to the Pole/ Robert Scott Writing – Polar Adventure    Reading – Poles Apart Science – Seasonal Changes    Art – Ted Harrison/ Polar Landscapes		<b>The Great Fire of London</b> History – Great Fire of London    Geography – Capital Cities (London) Reading – Samuel Pepys Diary    Writing – Fire Report D.T. – Biscuits (Pudding Lane Bakery)    Art – GFOL collage	
<b>Reading – Whole Class Text</b>	<b>Lost in the Toy Museum</b> – David Lucas <b>In the Past: Toys</b> – Dereen Taylor <b>The Nutcracker</b> – Jane Ray		<b>The Walrus and the Caribou</b> – Maika Harper <b>Great Explorer</b> – Chris Judge <b>Poles Apart</b> – Jeanne Willis & Jarvis		<b>The Great Fire of London</b> – Liz Gogeryly <b>Vlad and the Great Fire of London</b> – Kate Cunningham	
<b>Reading WCR Themes</b>	<b>Children’s Classics</b> <b>Toys</b> <b>Rhymes/ Rhyming Stories</b> <b>Oceans</b> <b>Christmas</b>		<b>Children’s Classics</b> <b>Polar Explorers</b> <b>Seasonal Changes/ Plants</b> <b>Modern Fiction</b> <b>Easter</b>		<b>Children’s Classics</b> <b>The Great Fire of London</b> <b>Being My Best</b> <b>The United Kingdom</b> <b>Modern Fiction</b>	
<b>Writing</b> For SPAG breakdown see SPAG curriculum map	<b>Contemporary Narrative</b> Toy Adventure <b>Visual Poems</b> Toy Acrostics	<b>Instructions</b> How to make a vehicle <b>Traditional Narrative</b> Special People Fables	<b>Visual Poems</b> Polar Diamantes <b>Traditional</b> Fairy Tale	<b>Recount</b> Own Experience: Playing in the snow <b>Adventure</b> Polar Adventure	<b>Non-Chron Report</b> The Great Fire of London <b>Free Verse</b> The Great Fire of London	<b>Persuasive Writing</b> Be Fire Safe <b>Adventure Narrative</b> Escape from the Great Fire
<b>Maths</b>	<b>Place Value</b> (Y1/2) within 10 (Y1)  <b>Addition &amp; Subtraction</b> (Y1/Y2) within 10 (Y1)	<b>Addition &amp; Subtraction</b> (Y1/2) within 10 (Y1)  <b>Geometry</b> (Y1/2) Shape	<b>Place Value</b> (Y1) within 20 <b>Money</b> (Y2)  <b>Addition &amp; Subtraction</b> (Y1) within 10 <b>Multiplication and Division</b> (Y2)	<b>Place Value</b> (Y1) within 50 <b>Multiplication and Division</b> (Y2)  <b>Length and Height</b>  <b>Mass and Volume</b> (Y1) <b>Mass, Capacity and Temperature</b> (Y2)	<b>Multiplication and Division</b> (Y1) <b>Statistics</b> (Y2)  <b>Fractions</b> (Y1/2)  <b>Geometry</b> (Y1/2) Position and Direction	<b>Place Value</b> (Y1) Within 100 <b>Money</b> (Y1) <b>Problem Solving</b> (Y2)  <b>Measurement</b> (Y1/2) Time
<b>Science</b>	<b>Materials</b>		<b>Seasonal Changes</b>	<b>Plants</b>	<b>Animals including Humans</b>	<b>Review and Revisit</b>
<b>History</b>	<b>Toys over Time/ Margarete Steiff</b> <i>Changes within living memory</i> <i>The lives of significant individuals</i>		<b>The Race to the Pole/ Robert Scott</b> <i>Events Beyond Living Memory</i> <i>The lives of significant individuals</i>		<b>The Great Fire of London</b> <i>Events Beyond Living Memory</i> <i>Significant Events in their Own Locality</i>	
<b>Geography</b>	<b>The Seven Continents and Five Oceans</b> <i>Name and locate the world’s seven continents</i> -Name and locate the world’s five oceans		<b>Polar Explorers</b> <i>Comparing weather patterns in the United Kingdom and the location of hot and cold areas of the world/ the Equator and the North and South Poles</i>		<b>The United Kingdom</b> <i>Identify the United Kingdom and its countries, Name and locate the four capitals of the UK</i> <i>Comparing London with geography of local area.</i>	
<b>Computing</b>	<b>Creating Media</b> -Digital Painting - Toys	<b>Computing Systems and Networks</b> Technology Around Us	<b>Data and Information</b> Grouping Data	<b>Programming</b> -Introduction to Animation – Polar Scene	<b>Creating Media</b> Digital Writing – Fire Report	<b>E-Safety</b>
<b>Art</b>	<b>Self-Portraits - Drawing</b> Nick Sharratt: Children’s Illustrator Axel Scheffler: Children’s Illustrator		<b>Polar Landscapes - Painting</b> Ted Harrison: Polar Landscapes David Mceown: Polar Landscapes		<b>Great Fire Collage</b> Romare Bearden: Collage* Hannah Höch: Collage    Henri Matisse: Collage	
<b>DT</b>	<b>Structures</b> Freestanding Structures – Playground Equipment		<b>Mechanisms</b> Slides and Levers – Sliding Sleds!		<b>Food and Nutrition</b> Baking Bread/ Biscuits	
<b>Music</b>	<b>Introducing Beat</b> How Can We Make Friends When We Sing Together?	<b>Adding Rhythm And Pitch</b> How Does Music Tell Stories About The Past?	<b>Introducing Tempo &amp; Dynamics</b> How Does Music Make The World A Better Place?	<b>Combining Pulse, Rhythm, Pitch</b> How Does Music Help Us To Understand Our Neighbours?	<b>Having Fun Improvising</b> What Songs Can We Sing To Help Us Through The Day?	<b>Explore Sound/ Create A Story</b> How Does Music Teach Us About Looking After Our Planet?
<b>PE</b>	-Team Building -Striking and Fielding	-Sending & Recieving -Invasion Games	-Swimming -Gymnastics	-Swimming -Target Games	-Yoga -Sports Day Practice	-Athletics -Team Building
<b>RE</b>	<b>Christianity</b> What does the creation story teach Christians about God?	<b>Christianity, Islam</b> How does a celebration bring a community together?	<b>Judaism</b> How and why do Jewish people celebrate Shabat?	<b>Christianity</b> What does the cross mean to Christians?	<b>Christianity, Hinduism, Buddhism</b> What do my senses tell me about the world of religion and belief?	

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PSHE	Me and my relationships	Valuing Difference	Keeping myself Safe	Rights and responsibilities	Being my best	Growing and Changing
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Upper KS1- Lower KS2	Dragonflies (Y2/3)					
	Autumn		Spring		Summer	
<b>Topic Name</b> Cross-Curricular Links	<b>Famous for More than 5 Minutes</b> History: Explorers: Christopher Columbus, Edmund Hillary/ Tenzing Norgay (see Geography Link) and Neil Armstrong Art – Vincent Van Gogh and Romare Bearden Reading – WCR texts/ biographies Writing – Exploration Experience		<b>Kings and Queens</b> History – British Monarchs across Time Reading – WCR Texts Art: Drawing – Royal Portraits DT: Bayeaux Tapestry Computing: Medieval Scene		<b>Exploring Essex</b> -Geography – Exploring Essex -History –Saffron Walden Over Time -Writing – Visit Essex -Art – Andy Goldsworthy – Local Earth Sculptures -Computing – Local Photographs	
<b>Reading – Whole Class Text</b>	<b>Man on the Moon</b> – Simon Bartram <b>Charlie and the Chocolate Factory</b> – Roald Dahl		<b>Canterbury Tales</b> – Sarah Coutauld/Susanna Davidson <b>Kings and Queens</b> – Tony Robinson		<b>Homes in the Past</b> – Sian Smith <b>Quick, Let's get out of here!</b> – Michael Rosen	
<b>Reading – WCR Themes</b>	<b>Children's Classics</b> Explorers David Walliams Colours Poetry Modern Fiction	<b>Nepal</b> <b>Towns, Cities and Villages</b> Rocks Monsters Roald Dahl Christmas	<b>Children's Classics</b> Kings and Queens Poetry Mothers Modern Fiction	<b>Castles</b> <b>Habitats</b> <b>Rights and Responsibilities</b> Disney Songs	<b>Children's Classics</b> Islam Keeping Healthy Disability Awareness Essex and Cambridge	<b>Life Stages</b> <b>Modern Fiction</b> Spiders <b>Different Cultures</b> Philip Reeves/ Sarah McIntyre
<b>Writing</b> For SPAG breakdown see SPAG curriculum map	<b>Recount</b> Own Experience: Exploration <b>Visual Poem</b> Man on the Moon	<b>Instructions</b> How to Climb Mount Everest <b>Adventure Narrative</b> The Unbeaten Path	<b>Structured Poetry</b> Villanelles or Ballads <b>Traditional Narrative</b> Medieval Fairy Tales	<b>Recount</b> A Day in the Life of a Monarch <b>Narrative</b> Historical - Canterbury Tales	<b>Non-Chron Report</b> Audley End House/ School <b>Free Verse Poetry</b> Where I Live	<b>Persuasive Writing</b> Visit Essex <b>Mystery Narrative</b> The Debden Mystery
<b>Maths</b>	<b>Place Value</b> 100/ 1,000 <b>Addition &amp; Subtraction</b> Within 100/ 1,000 inc. Money	<b>Addition &amp; Subtraction</b> Within 100/ 1,000 inc. Money <b>Mult. &amp; Div.</b> 2s, 5s, 10s, 3s, 4s, 8s, 10x, 100x	<b>Mult. &amp; Div.</b> 2s, 5s, 10s, 3s, 4s, 8s, 10x, 100x <b>Statistics</b> 2s, 5s, 10s, 3s, 4s, 8s, 10x, 100x	<b>Measurement</b> Shape, Position, Direction/ Perimeter <b>Fractions</b> Tenths, quarters, halves, thirds	<b>Time</b> <b>Problem Solving and Efficient Methods</b>	<b>Measurement</b> Mass, Capacity and Temperature <b>Consolidation</b>
<b>Science</b>	<b>Materials</b>		<b>Living Things and their Habitats</b>		<b>Plants</b>	<b>Animals including Humans</b>
<b>History</b>	<b>Significant People Across History</b> History: Explorers: Christopher Columbus, Edmund Hillary/ Tenzing Norgay (see Geography Link) and Neil Armstrong. <i>The lives of significant individuals (KS1NC)</i>		<b>Kings and Queens</b> <i>The lives of significant individuals (KS1NC)</i> <i>Events beyond living memory (KS1NC)</i> <i>struggle for the Kingdom of England (KS2NC)</i>		<b>Local History - Saffron Walden Over Time</b> <i>Significant historical events, people and places in their own locality (KS1NC).</i> <i>A local history study (KS2NC).</i>	
<b>Geography</b>	<b>Comparing the UK with Nepal/ Mount Everest</b> <i>Studying the geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (KS1NC)</i> <i>describe and understand key aspects of:</i> ☐ <i>physical geography, including... mountains (KS2NC)</i>		<b>Buildings Over Time/ Castles and Palaces</b> <i>Identify characteristics of the United Kingdom...study key human features of the surrounding environment (KS1NC)</i> <i>human geography, including: types of settlement and land use (KS2NC)</i>		<b>Exploring Essex</b> <i>How geography aspects have changed over time (KS1NC)</i> <i>describe and understand key aspects of physical geography (rivers, climate zones, water cycle) and human geography (types of settlement, land use etc.) (KS2NC)</i>	
<b>Computing</b>	<b>Creating Media</b> Making Music	<b>Computing Systems</b> -Technology All Around Us	<b>Data and Information</b> Pictograms	<b>Programming</b> Events and Actions – Medieval Scene	<b>Creating Media</b> Digital Photography	<b>E-Safety</b>
<b>Art</b>	<b>Exploring Van Gogh</b> Vincent van Gogh: Painting Techniques Romare Bearden: Painting Techniques*		<b>Drawing Royal Portraits</b> Kehinde Wiley: Modern Portrait Artist* Yayoi Kusuma: Pointillism Self Portrait*+		<b>Earth Sculptures</b> Andy Goldsworthy: Earth Sculptures Chakaia Booker: Environment Sculptures*+	
<b>DT</b>	<b>Mechanisms</b> Wheels and Axles – Space Buggies		<b>Textiles</b> Templates and Joining Techniques – Bayeaux Tapestry		<b>Mechanisms</b> Wheels and Axles	<b>Food and Nutrition</b> Healthy and Varied Diets
<b>Music</b>	<b>Exploring Simple Patterns</b>	<b>Focus On Dynamics And Tempo</b>	<b>Exploring Feelings Through Music</b>	<b>Inventing A Musical Story</b>	<b>Music That Makes You Dance</b> How Does Music Make Us Happy?	<b>Exploring Improvisation</b>

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	How Does Music Help Us To Make Friends?	How Does Music Teach Us About The Past?	How Does Music Make The World A Better Place?	How Does Music Tell Us About Our Neighbourhood?		How Does Music Teach Us About Looking After Our Planet?						
<b>PE</b>	-Team Building -Striking and Fielding	-Sending & Receiving -Invasion Games	-Gymnastics -Dance	-Fitness -Target Games	-Yoga -Sports Day Practice	-Athletics -Team Building						
<b>RE</b>	<b>Christianity</b> What do stories of the Old Testament teach Christians about God and themselves?	<b>Christianity</b> What does the nativity story teach Christians about Jesus?	<b>Judaism</b> How do Jewish people celebrate the Passover (Pesach)?	<b>Christianity, Islam</b> How do different religions belong to their faith family?		<b>Christianity, Hinduism, Humanism</b> Why do people have different views about the idea of God?						
<b>PSHE</b>	<b>Me and my relationships</b>	<b>Valuing Difference</b>	<b>Keeping myself safe</b>	<b>Rights and responsibilities</b>	<b>Being my best</b>	<b>Growing and Changing</b>						
<b>French (Y3) – taught in LKS2</b>	<b>Adjectives</b> -Colour, size, shape	<b>Weather</b> -Weather types -Water cycle	<b>Numbers</b> -Calendars -Birthdays	<b>Clothes</b> -Items clothing -Getting dressed	<b>Food and Drink</b> -Foods/Drinks -Ordering	<b>Circle of Life</b> -Animals -Food Chains	<b>Greetings</b> -Day and Night -Feelings	<b>Transport</b> -Vehicles -Directions	<b>Numbers</b> -Numbers to 100 -Age	<b>Describing</b> -People -Personality	<b>Eurovision</b> -Countr. Europe -Music	<b>Classroom</b> -Items -Furniture

Lower Key Stage 2	Frogs (Y3/4) Year A						Frogs (Y3/4) Year B					
	Autumn		Spring		Summer		Autumn		Spring		Summer	
<b>Topic Name</b> Cross-Curricular Links	<b>Ancient Greeks</b> History - Ancient Greeks Geography - Comparing UK & Greece Reading and Writing - Greek Myths Maths - Greek Contribution to Maths Science - Greek Contribution to Sci. Art – Greek Clay Pottery		<b>Vikings</b> History - Vikings Geography - Coastal Regions (sites of attacks/ North Sea, etc). Writing - Vikings Legends Reading - How to Train...Dragon Art: Viking Abstract Art		<b>Rainforests</b> Geography - Rainforests Science – Animals inc. Humans History – Incas Writing – Save Rainforests French – Circle of Life		<b>Stone Age to Iron Age</b> History - Stone Age to Iron Age Geography - Stone Age Essex Writing – Back in Time Fantasy Reading – Stig of the Dump Science – Living Things and Habitats Art – Cave Charcoal Drawings		<b>Ancient Egypt</b> History – Ancient Egypt Geography – Rivers Reading – Secrets of a Sun King Writing – Tomb Mystery -Art – Tingatinga (African)		<b>Romans</b> History: Romans Geography: Comparing UK and Italy Maths: Time (clocks using numerals) RE: Judaism English: Persuade Roman Empire Art: Roman Mosaics French: Euro	
<b>Reading –</b> Whole Class Text	<b>Iron Man</b> – Ted Hughes <b>Beasts of Olympus</b> – Lucy Coats		<b>How to Train Your Dragon</b> – Cressida Cowell <b>The Firemaker's Daughter</b> – Philip Pullman		<b>The Explorer</b> – Catherine Rundell <b>Charlotte's Web</b> – E.B. White		<b>Stig of the Dump</b> – Clive King <b>The Abominables</b> – Eva Ibbotson		<b>Secrets of a Sun King</b> – Emma Carroll <b>Marcy and the Riddle of the Sphinx</b> – Joe Todd Stanton		<b>Romans on the Rampage</b> – Jeremy Strong <b>Varjak Paw</b> – F.S. Said	
<b>Reading –</b> WCR Themes	Children's Classics Ancient Greece Recycling Week States of Matter Anne Fine Modern Fiction	<b>Forces</b> <b>Weather</b> <b>Armistice Day</b> <b>Internet Safety</b> Novels	Children's Classics <b>Vikings</b> <b>Poetry</b> <b>Notable People</b> Coastal Regions	<b>Modern Fiction</b> Light & Shadows <b>Buddhism</b> <b>Jennifer Killick</b>	Children's Classics <b>Incas</b> <b>Autism</b> <b>Teeth</b> <b>Poetry</b>	<b>Rainforests</b> <b>Modern Fiction</b> <b>Sports People</b> <b>Eco-Heroes</b> <b>Migration</b> <b>Novels</b>	Under review		Under review		Under review	
<b>Writing</b> For SPAG breakdown see SPAG curriculum map	<b>Contemporary Narrative</b> European Journey <b>Struct. Poems</b> Greek Gods Limericks	<b>Instructions</b> How to Live as a Buddha <b>Traditional Narrative</b> Greek Myths	<b>Struct. Poems</b> Vikings Kennings <b>Traditional Narrative</b> Viking Legends	<b>Recount</b> Viking Invasion Newspaper <b>Science Fiction</b> Electricity Story	<b>Non-Chron Report</b> Rainforests <b>Free Verse</b> Rainforests	<b>Persuasive Writing</b> Save Rainforests <b>Adventure Narrative</b> Rainforest Adventure	<b>Fantasy Narrative</b> Journey Back to Stone Age <b>Struc. Poems</b> Stone Age Diamantes/ Clerihews	<b>Explanations</b> Stone Age Explanations <b>Traditional Narrative</b> Local Fairy Tale (Essex Link)	<b>Struct. Poems</b> Narrative Poetry <b>Playscripts</b> Stone Age Playscripts	<b>Recount</b> <b>Africa Trip</b> <b>Historical Fiction</b> Ancient Egypt Narrative	<b>Discussion</b> The UK or Italy? <b>Free Verse Poetry</b> The Romans	<b>Persuasive Writing</b> Visit Italy <b>Mystery Narrative</b> Roman Mystery
<b>Maths</b>	<b>Place Value</b> 1,000/ 10,000 <b>Addition &amp; Subtraction</b> 3-digit/ 4-digit <b>Measurement</b> Area	<b>Addition &amp; Subtraction</b> 3-digit/ 4 digit <b>Mult. &amp; Div.</b> 3s, 4s, 6s, 7s, 8s, 9s, 11s, 12s 10x, 100x	<b>Mult. &amp; Div.</b> 3s, 4s, 6s, 7s, 8s, 9s, 11s, 12s 10x, 100x <b>Measurement</b> Length, Perimeter, Area	<b>Fractions</b> Equivalent Fra. +/- Fractions <b>Addition &amp; Subtraction</b> Mass, Capacity <b>Decimals</b>	<b>Fractions/ Decimals</b> <b>Money</b> <b>Measurement</b> Time <b>Statistics</b> Pictograms, Bar, Tables, Line	<b>Statistics (cont.)</b> Pictograms, Bar, Tables, Line <b>Geometry</b> Properties of Shape/ Position, Direction	<b>Place Value</b> 1,000/ 10,000 <b>Addition &amp; Subtraction</b> 3-digit/ 4-digit <b>Measurement</b> Area	<b>Addition &amp; Subtraction</b> 3-digit/ 4 digit <b>Mult. &amp; Div.</b> 3s, 4s, 6s, 7s, 8s, 9s, 11s, 12s 10x, 100x	<b>Mult. &amp; Div.</b> 3s, 4s, 6s, 7s, 8s, 9s, 11s, 12s 10x, 100x <b>Measurement</b> Length, Perimeter, Area	<b>Fractions</b> Equivalent Fra. +/- Fractions <b>Addition &amp; Subtraction</b> Mass, Capacity <b>Decimals</b>	<b>Fractions/ Decimals</b> <b>Money</b> <b>Measurement</b> Time <b>Statistics</b> Pictograms, Bar, Tables, Line	<b>Statistics (cont.)</b> Pictograms, Bar, Tables, Line <b>Geometry</b> Properties of Shape/ Position, Direction
<b>Science</b>	<b>States of Matter</b>		<b>Living Things and Their Habitats</b>		<b>Animals including Humans</b>		<b>Rocks</b>		<b>Electricity</b>		<b>Animals Including Humans</b>	
	<b>Forces and Magnets</b>		<b>Light</b>		<b>Review and Revisit</b>		<b>Sound</b>		<b>Plants</b>		<b>Review and Revisit</b>	

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<b>History</b>	<b>Ancient Greeks</b> <i>Greek life and achievements and their influence on the western world.</i>		<b>Vikings</b> <i>The Viking struggle for...England</i>		<b>Incas</b> <i>A non-European society</i>		<b>Stone Age/Iron Age</b> <i>Changes from Stone... to Iron Age.</i>		<b>Ancient Egypt</b> <i>Achievements earliest civilizations</i>		<b>Romans</b> <i>Roman Empire and impact on Britain.</i>	
<b>Geography</b>	<b>Comparing UK and Greece</b> <i>Similarities and differences between the UK and a European country</i>		<b>Coastal Regions</b> <i>Key topographical figures...hills, mountains, coasts</i>		<b>Rainforests</b> <i>Biomes, vegetation belts, natural resources, South America</i>		<b>Exploring Essex</b> <i>How geography aspects have changed over time</i>		<b>Africa</b> <i>Exploring physical and human geography</i>		<b>Comparing UK and Italy</b> <i>Similarities and differences between the UK and a European country</i>	
<b>Computing</b>	<b>Computing Systems</b> -Connecting Computers	<b>Data and Information</b> -Brch Databases J2data	<b>Creating Media</b> Desktop Publishing Publisher	<b>Programming</b> -Events Actions in Scratch Scratch	<b>Creating Media</b> Photo Editing Paint.net, MS PPoint	<b>Review and Revisit</b>	<b>Computing Systems</b> -The Internet	<b>Data and Information</b> -Data Logging DL software	<b>Creating Media</b> Making Music Audacity	<b>Programming</b> -Repetition in Scratch Scratch	<b>Creating Media</b> Stop-Frame Animation Motion App,Ppt.	<b>Review and Revisit</b>
<b>Art</b>	<b>Greek Clay Pottery</b> Ancient Greek Pottery Magdalene Odundo: Pottery*+ Barbara Hepworth: Sculpture+		<b>Abstract Art</b> Sayed Raza: Abstract Patterns and Shapes* Wassily Kandinsky: Abstract Art		<b>Pop Art Printmaking</b> Andy Warhol: Pop Art Roy Lichtenstein: Pop Art		<b>Cave Drawings</b> Kara Walker: Silhouette Drawings*+ Christina Rijnveld: Animal Illustrations Lascaux Cave Paintings		<b>Tingatinga Art</b> Edward Tingatinga: Tingatinga Art* Joseph Thiongo: African Animal Paintings*		<b>Roman Mosaics</b> Ancient Roman Mosaics Emma Biggs – Mosaic Artist+ Antoni Gaudi – Mosaic Artist	
<b>DT</b>	<b>Structures</b> Shell-Structures - Packaging		<b>Textiles</b> 2-D and 3-D Textiles		<b>Food and Nutrition</b> Cooking Processes		<b>Mechanisms</b> Levers and Linkages		<b>Electrical Systems</b> Simple Circuits and Systems		<b>Food and Nutrition</b> Healthy and Varied Diets	
<b>Music</b>	<b>Developing Notation Skills</b> How Does Music Bring Us Closer Together?	<b>Exploring Improvisation</b> What Stories Does Music Tell Us About The Past?	<b>Composing Using Your Imagination</b> How Does Music Make The World A Better Place?	<b>Sharing Musical Experiences</b> How Does Music Help Us To Get To Know Our Community?	<b>Learning More About Musical Styles</b> How Does Music Make A Difference To Us Every Day?	<b>Recognising Different Sounds</b> How Does Music Connect Us With Our Planet?	<b>Interesting Time Signatures</b> How Does Music Bring Us Together?	<b>Combining Elements To Make Music</b> How Does Music Connect Us With Our Past?	<b>Developing Pulse/ Groove Through Improvisation</b> How Does Music Improve Our World?	<b>Creating Simple Melodies Together</b> How Does Music Teach Us About Our Community?	<b>Connecting Notes And Feelings</b> How Does Music Shape Our Way Of Life?	<b>Purpose, Identity &amp; Expression</b> How Does Music Connect Us With The Environment?
<b>PE</b>	-Swimming -Hockey	-Swimming -OAA	-Gymnastics -Tag Rugby	-Dance -Netball	-Rounders -Sports Day Practice	-Tennis -Athletics	-Swimming -Hockey	-Swimming -OAA	-Gymnastics -Tag Rugby	-Dance -Netball	-Rounders -Sports Day Practice	-Tennis -Athletics
<b>RE</b>	<b>Christianity</b> What is the trinity?	<b>Christianity, Buddhism</b> How do people express commitment to a religion in different ways?	<b>Buddhism, Islam</b> What difference does being a Muslim or a Buddhist make to daily life?	<b>Christianity, Islam</b> What do different religions believe about prophets?	<b>Christianity, Humanism</b> What is philosophy? How do people make moral decisions?	<b>Christianity, Buddhism</b> Where do religious beliefs come from?	<b>Christianity, Islam, Sikhism</b> What do we mean by truth? Is seeing believing?	<b>Christianity, Buddhism</b> How do religious groups contribute to society and culture?	<b>Christianity</b> Why is there so much diversity of belief within Christianity?	<b>Christianity, Islam Humanism</b> What does sacrifice mean?		
<b>PSHE</b>	<b>Me and my relationships</b> Valuing difference		<b>Keeping myself safe</b> Rights and responsibilities		<b>Being my best</b> Growing and changing		<b>Me and my relationships</b> Valuing difference		<b>Keeping myself safe</b> Rights and responsibilities		<b>Being my best</b> Growing and changing	
<b>French</b>	<b>Adjectives</b> -Colour, size, shape	<b>Weather</b> -Weather types -Water cycle	<b>Numbers</b> -Calendars -Birthdays	<b>Clothes</b> -Items clothing -Getting dressed	<b>Food and Drink</b> -Foods/Drinks -Ordering	<b>Circle of Life</b> -Animals -Food Chains	<b>Greetings</b> -Day and Night -Feelings	<b>Transport</b> -Vehicles -Directions	<b>Numbers</b> -Numbers to 100 -Age	<b>Describing</b> -People -Personality	<b>Eurovision</b> -Countr. Europe -Music	<b>Classroom</b> -Items -Furniture

Upper Key Stage 2	Kingfishers (Y5/6) Year A			Kingfishers (Y5/6) Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Topic Name</b> Cross-Curricular Links	<b>World War II</b> History – World War II Geography – Human and Physical Disasters (World War II) Writing – War Poetry Art – Conflict Art/Collage	<b>Aztecs</b> History – Aztecs Geography – The Americas Writing – Aztecs Poetry Computing – Aztec Vector Drawings Art – Frida Kahlo (regional Art)	<b>The Shang Dynasty</b> History – Shang Dynasty Geography – Asia/ Longitude & Latitude - Writing – China Report DT – Food and Culture	<b>Anglo-Saxons</b> History – Anglo-Saxons Geography – East Anglia (Anglo-Saxon region) English – Floodlands (set East Anglia) Art – Local Landscape Painters	<b>The Tudors</b> History – The Tudors Geography – Tudor Essex Reading – Macbeth Writing – Playscripts/ Sonnets Art – Renaissance Paintings	<b>Victorians</b> History – Victorians Geography – London (ind. Revolution) Writing– Victorian Workhouses Reading – Christmas Carol DT – Victorian Textiles

# Debden Primary Academy – Curriculum Overview 2022-23

<b>Reading – Whole Class Text</b>	<b>Letters from a Lighthouse – Emma Carroll</b> <b>Goodnight Mr Tom – Michelle Margurian</b>		<b>Time-Travelling Cat and The Aztec Sacrifice – Julia Jarman</b> <b>Aztec Empire – Louise Spilsbury</b>		<b>The Firework Maker’s Daughter – Philip Pullman</b> <b>Tales from China – Cyril Birch</b>		<b>Floodland – Marcus Sedgwick</b> <b>Beowulf - Anonymous</b>		<b>Macbeth – William Shakespeare</b> <b>Elisa Rose – Lucy Worsely</b>		<b>Christmas Carol - (Marcia Williams)</b> <b>Tilly and the Time Machine – Adrian Edmondson</b>	
<b>Reading – WCR Themes</b>	Children’s Classics <b>World War II</b> Changing Materials <b>Black History</b> Michael Morpurgo <b>Modern Fiction</b>	<b>Natural Disasters</b> <b>Piers Torday</b> <b>Spooky Openings</b> <b>Energy/ Forces</b> <b>Christmas</b>	Children’s Classics <b>Poetry</b> <b>Living Things</b> <b>Notable People</b> <b>Life Cycles</b>	<b>Brazil</b> <b>Light</b> <b>Novels</b> <b>Magic</b>	Children’s Classics <b>Shang Dynasty</b> <b>Autism</b> Animals inc. Humans <b>Poetry</b>	<b>Population</b> <b>LGBTQ+</b> Katherine Rundell <b>Modern Fiction</b> <b>Musicals</b>	<b>Under review</b>		<b>Under review</b>		<b>Under review</b>	
<b>Writing</b> For SPAG breakdown see SPAG curriculum map	<b>Contemporary Narrative</b> War Diaries <b>Struct. Poems</b> War Poetry	<b>Explanations</b> All About the Battle of Britain <b>Traditional Narrative</b> Hindu Gods - Fables	<b>Struct. Poems</b> Aztecs Ottava Rima <b>Playscripts</b> Space Movie Dialogue	<b>Recount</b> Colonial Recount <b>Science Fiction</b> Space Story	<b>Non-Chron Report</b> China <b>Free Verse</b> Shang Dynasty Poetry	<b>Persuasive Writing</b> Save Planet (population/ carbon footpt). <b>Adventure Narrative</b> Ancient China	<b>Fantasy Narrative</b> Dystopian World (Floodlands) <b>Struc. Poems</b> Anglo Saxon Narrative Poems	<b>Explanations</b> How Evolution Works <b>Traditional Narrative</b> Anglo-Saxon Legends	<b>Struct. Poems</b> Shakespearean Sonnets <b>Playscripts</b> Shakespearean Playscripts	<b>Recount</b> Spanish Armada <b>Historical Fiction</b> Tudor Tale	<b>Discussion</b> Victorian Workhouses <b>Free Verse</b> Victorians	<b>Persuasive Writing</b> Visit London <b>Mystery</b> Victorian Mystery
<b>Maths</b>	<b>Place Value</b> 10,000/ 100,000 <b>Four Operations</b> Inverse, Multiples, Factors	<b>Four Operations</b> Inverse, Multiples, Factors <b>Fractions</b> Compare, Order, Add, Subtract, Multiply,	<b>Ratio</b>  <b>Algebra</b>  <b>Decimals and Percentages</b>	<b>Measurement</b> Perimeter, Area, Volume  <b>Statistics</b>	<b>Geometry</b> Properties of Shapes <b>Geometry</b> Position and Direction <b>SATS Practice (Y6)</b>	<b>Decimals/ Negative Numbers/ Conversion (Y5)</b>  <b>Investigations and Consolidation (Y6)</b>	<b>Place Value</b> 10,000/ 100,000 <b>Four Operations</b> Inverse, Multiples, Factors	<b>Four Operations</b> Inverse, Multiples, Factors <b>Fractions</b> Compare, Order, Add, Sub,Multiply,	<b>Ratio</b>  <b>Algebra</b>  <b>Decimals and Percentages</b>	<b>Measurement</b> Perimeter, Area, Volume  <b>Statistics</b>	<b>Geometry</b> Properties of Shapes <b>Geometry</b> Position and Direction <b>SATS Practice (Y6)</b>	<b>Decimals/ Negative Numbers/ Conversion (Y5)</b>  <b>Investigations and Consolidation (Y6)</b>
<b>Science</b>	<b>Materials</b>		<b>Living Things and their Habitats</b>		<b>Animals including Humans</b>		<b>Evolution &amp; Inheritance</b>		<b>Electricity</b>		<b>Animals Including Humans</b>	
	<b>Forces</b>		<b>Light</b>		<b>Review and Revisit</b>		<b>Earth and Space</b>		<b>Living Things and their Habitats</b>		<b>Review and Revisit</b>	
<b>History</b>	<b>World War II</b> <i>British history beyond 1066.</i>		<b>Aztecs</b> <i>Achievements earliest civilizations</i>		<b>Shang Dynasty</b> <i>Non-European Society.</i>		<b>Anglo-Saxons</b> <i>Britain’s settlement by Anglo-Saxons.</i>		<b>The Tudors</b> <i>British history beyond 1066.</i>		<b>Victorians &amp; Industrial Rev.</b> <i>British history...beyond 1066</i>	
<b>Geography</b>	<b>Human and Physical Disasters</b> <i>Volcanoes and earthquakes, resources, energy</i>		<b>The Americas</b> <i>North and South America</i>		<b>Latitude and Longitude (Asia)</b> <i>Lines of latitude, longitude, Equator, Northern Southern Hem. the Tropics</i>		<b>Local Study: East Anglia</b> <i>Counties of the United Kingdom, regions</i>		<b>Geographical Skills</b> <i>Core geographical skills, aspects changed over time</i>		<b>Cities – London</b> <i>-Cities of the United Kingdom -Similarities and differences between UK and European countries</i>	
<b>Computing</b>	<b>Computing Systems</b> -Sharing Information	<b>Data and Information</b> -FF Databases <i>J2data, Excel</i>	<b>Creating Media</b> <i>Video Animation Windows Movie Maker</i>	<b>Programming</b> -Quizzes in Scratch <i>Scratch</i>	<b>Creating Media</b> <i>Vector Drawing Google Drawings</i>	<b>Review and Revisit</b>	<b>Computing Systems-</b> Communication	<b>Data and Information</b> -Spreadsheets <i>Microsoft Excel</i>	<b>Creating Media</b> Web Page Creation <i>Sites, Word</i>	<b>Programming</b> -Variables in Games <i>Scratch</i>	<b>Creating Media</b> 3D Modelling – <i>CAD for Kids</i>	<b>Review and Revisit</b>
<b>Art</b>	<b>Conflict Art/ Collage</b> Pablo Picasso: Guernica/Cubism Paul Nash: World War Paintings		<b>Landscapes And Portraits</b> Frida Kahlo: Mexican Landscapes and Artefacts*+ Elizabeth Catlett: African American Experience*+		<b>Graffiti Printmaking</b> Banksy: Street Graffiti Donald Joseph White: Graffiti Artist*		<b>Local Landscapes</b> Thomas Gainsborough: Local Landscape Paintings John Constable: Local Landscape Paintings		<b>Renaissance Paintings</b> Leonardo da Vinci: Renaissance Painting Hans Holbein: Portraits in the Northern Renaissance Style		<b>3-D Sculptures - Architecture</b> Stephen Wiltshire: Architectural Art* Norman Foster/ Zaha Hadid*+: British Architecture	
<b>DT</b>	<b>Structures</b> Frame Structures		<b>Textiles</b> Fabric Shapes		<b>Food and Nutrition</b> Celebrating Culture & Seasonality		<b>Mechanisms</b> Pulleys and Gears		<b>Electrical Systems</b> More Complex Switches and Control		<b>Food and Nutrition</b> Healthy Diet Planning & Seasonality	
<b>Music</b>	<b>Music Tech: Getting Started</b> How Does Music Bring Us Together?	<b>Emotions And Musical Styles</b> How Does Music Connect Us With Our Past?	<b>Exploring Key And Time Signatures</b> How Does Music Improve Our World?	<b>Introducing Chords</b> How Does Music Teach Us About Our Community?	<b>Words, Meaning, Expression</b> How Does Music Shape Our Way Of Life?	<b>Identifying Musical Elements</b> How Does Music Connect Us With The Environment?	<b>Developing Melodic Phrases</b> How Does Music Bring Us Together?	<b>Understanding Structure And Form</b> How Does Music Connect Us With Our Past?	<b>Gaining Confidence Through Performance</b> How Does Music Improve Our World?	<b>Exploring Notation Further</b> How Does Music Teach Us About Our Community?	<b>Using Chords And Structure</b> How Does Music Shape Our Way Of Life?	<b>Respecting Each Other Through Composition</b> How Does Music Connect Us With The Environment?

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<b>PE</b>	-Team Building -Cricket	-OAA -Hockey	-Gymnastics -Tag Rugby	-Dance -Netball	-Rounders -Sports Day Practice	-Tennis -Athletics	-Team Building -Cricket	-OAA -Hockey	-Gymnastics -Tag Rugby	-Dance -Netball	-Rounders -Sports Day Practice	-Tennis -Athletics
<b>RE</b>	<b>Christianity, Hinduism, Buddhism</b> How do different religions make sense of the world?	<b>Christianity, Buddhism, Islam</b> How and why does religion bring peace and conflict?	<b>Christianity, Islam</b> How has belief in God impacted on music and art through history?	<b>Christianity</b> What difference does the resurrection make to Christians?	<b>Christianity, Buddhism, Humanism</b> Is believing in God reasonable?	<b>Christianity, Humanism</b> Creation and Science: Conflicting or complementary?	<b>Christianity, Buddhism</b> What can we learn about the world/ meaning of life/ purpose from philosophers?	<b>Islam</b> How do beliefs shape identity for Muslims?	<b>Christianity, Buddhism</b> How do different religions explain the suffering in the world?	<b>Christianity, Humanism</b> What does it mean to be human? Is being happy the greatest purpose in life?		
<b>PSHE</b>	<b>Me and my relationships</b> <b>Valuing difference</b>		<b>Keeping myself safe</b> <b>Rights and responsibilities</b>		<b>Being my best</b> <b>Growing and changing</b>		<b>Me and my relationships</b> <b>Valuing difference</b>		<b>Keeping myself safe</b> <b>Rights and responsibilities</b>		<b>Being my best</b> <b>Growing and changing</b>	
<b>French</b>	<b>Verbs</b> -Actions -Irregulars	<b>Football</b> -Sports vocab -Footballers	<b>Numbers</b> Shopping/ Prices	<b>The Home</b> -Houses -Rooms	<b>Body/Pets</b> -Animals -Body Parts	<b>Holiday</b> -Travelling -Packing	<b>In the Town</b> -Places -Directions	<b>Space</b> -Sun, moon, planets, s.system	<b>Numbers</b> -Review and Revisit 3,4,5	<b>Families</b> -Members -Family tree	<b>World</b> -Countries -French Spk. Countries	<b>Olympics</b> -Sports vocab -Movements