

Year group/class overview map: Downlands class overview (cycle A – 9.19)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dungeons and Dragons	Fire! Fire!	Frozen	Superheroes	Green Fingers	Nature Detectives
Art	<p><u>Drawing</u> - sketch using different mediums</p> <p><u>Texture</u> - Use various collage materials to make a specific picture.</p>	<p><u>Drawing</u> - begin to discuss use of shadows, use of light and dark.</p> <p><u>Colour</u> - Make as many tones of one colour as possible using primary colours and white.</p>	<p><u>Drawing</u> - observe and draw landscapes</p> <p><u>Colour</u>- Mix colours to match those of the natural world - colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p><u>Drawing</u> - Sketch to make quick records of something.</p> <p><u>Texture</u>- Simple appliqué work attaching material shapes to fabric with running stitches.</p>	<p><u>Drawing</u> - Observe patterns in the natural and man-made world.</p> <p><u>Printing</u> - Still prints with a growing range of objects, including manmade and natural printing tools</p>	<p><u>Drawing</u> - Sketch objects in both the natural and man-made world.</p> <p><u>Texture</u> - Use a range of tools for shaping, mark making, etc. Construct from found junk materials. Replicate patterns and textures in a 3-D form.</p>
Computing	<p><u>Online</u> - what is technology?</p> <p><u>E-safety</u> - managing on-line information</p>	<p><u>Multimedia</u> - Text word processing</p> <p><u>E-safety</u> -privacy and security</p>	<p><u>Data</u> -put data into a program</p> <p><u>Multimedia</u> - <u>Presentation</u> present information to a group</p> <p><u>E-safety</u> - on-line relationship and reputation</p>	<p><u>Multimedia</u> - <u>sound recording</u> save retrieve and edit recorded sounds</p> <p><u>E-safety</u> - online bullying</p>	<p><u>Programming</u> - beebots</p> <p><u>E-safety</u> - health, well-being and lifestyle</p>	<p><u>Data</u> - create and search a branching database</p> <p><u>E-safety</u> - self-image and identity; copyright and ownership</p>

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DT	<u>Mechanisms</u> - Make a model with wheels and axels Make a shield to develop joining techniques			<u>Textiles</u> - make a cape, joining fabrics with a running stitch		<u>Cooking and Nutrition</u> - cut, peel and grate produce grown in garden last half term
English (specific genre/texts)	Traditional and fairy stories - Jack and the Beanstalk; Labels and captions - history link	Fantasy stories - Tell me a Dragon; Dragon Post; The Snow Dragon; Dragon Stew	Texts with language play Mr Penguin; Penguin; The lonely Penguin	Instructions - D.T link; Fantasy stories - Traction Man; Nat Fantastic	Stories with familiar settings - - Kate and the Sunflowers; Eddie's Garden	Instructions/recipes - D.T link; Rhymes with predictable patterns - A year of nature poems
Geography		<u>Human and Physical</u> Describe seasonal weather changes (autumn, winter)	<u>Geographical skills and Fieldwork</u> <u>Locational Knowledge</u> <u>Human and Physical Place Knowledge</u>	<u>Human and Physical</u> Describe seasonal weather changes (spring)		<u>Human and Physical</u> Describe seasonal weather changes (summer)
History	Significant historical places - castles	Significant historical people - Guy fawkes				
Music	Performing / Singing - singing songs, speaking chants and rhymes		Performing / Playing - play tuned and un-tuned instruments; show awareness of the audience when performing		Improvising and Experimenting- experiment with, create, select and combine sounds	

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PE	<p><u>Multi-Skills</u> Fundamental Movement Skills & teamwork <u>Gymnastics</u> I can use contrast in my sequences. My movements are controlled.</p>	<p><u>Multi-Skills</u> Sending and Receiving - Links to basketball <u>Dance</u> I can change rhythm, speed, level and direction. I can dance with control and co-ordination.</p>	<p><u>Multi-Skills</u> Sending and receiving <u>Gymnastics</u> I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence.</p>	<p><u>Multi-Skills</u> Modified invasion games <u>Dance</u> I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.</p>	<p><u>Multi-Skills</u> Athletic Activities - Fundamental Movement Skills <u>OAA</u> Compass directions</p>	<p><u>Multi-Skills</u> Strike, field and receive <u>Multi-Skills</u> Athletic Activities - Fundamental Movement Skills I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules.</p>
PSE (incl SRE)	<p><u>Relationships</u></p>	<p><u>Relationships</u></p>	<p><u>Living in the wider world</u></p>	<p><u>Living in the wider world</u></p>	<p><u>Health and wellbeing</u> <u>How did I get here? (SRE)</u></p>	<p><u>Health and wellbeing</u></p>
RE	<p>GOD: What do Christians believe God is like?</p>	<p>INCARNATION: Why does Christmas matter to Christians?</p>	<p>Why is the Torah such a joy for Jewish people?</p>	<p>GOSPEL: What is the good news that Jesus brings?</p>	<p>CREATION: Who made the world?</p>	<p>Why is learning to do good deeds so important to Jewish people?</p>

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<p>Science</p>		<p><u>Materials</u></p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - ask simple questions and recognise that they can be answered in different ways -observe closely, using simple equipment -perform simple tests -gather and record data to help in answering questions -identify and classify -use their observations and ideas to suggest answers to questions 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe basic needs of animals, including humans, for survival (water, food and air) <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • identify that most living things live in suitable habitats and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other • describe how animals obtain their food from plants and other animals, use simple food chains, and identify and name different food sources 		<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including micro-habitats <p><u>Plants</u></p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • explore and compare the difference between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
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