

Theme Overview- Cycle A

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Driver	EYFS -Understanding The World People and Communities 'Marvellous Me' Including where I live Y1- Y6History- Local Study Bygone Bramley	EYFS -Understanding the World :The World My Body Y1-Y6 Science Body Mechanics	EYFS -Understanding the World :The World Materials Matter Y1-Y6 Science Materials matter	EYFS - Understanding The World People and Communities 'Important People' Y1- Y6 History- Significant People Diversity Week - Curriculum Battling Britain's Author Study	EYFS Understanding the World: The World The World around us - Sheffield Y1-Y6 Geography - Knowledge about the world Around The World Author Study Picture This	EYFS Understanding the World: The World Puzzling Plants and awesome animals Science Puzzling plants and awesome animals
National Curriculum Overview KS1	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and	Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for	Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer	Use world maps, atlases and globes to identify the UK and its countries as well as other countries and continents. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find

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	understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented	example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.	answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.	questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented		answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.
National Curriculum Overview KS2	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the	Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Pupils in years 5 and 6 should use their science experiences to explore ideas and raise different	Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Pupils in years 5 and 6 should use their science experiences to explore ideas and raise different	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Pupils in years 5 and 6 should use their science experiences to explore ideas and raise different	Locate the world's countries using maps to focus on Europe (including Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and cities. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key	Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Pupils in years 5 and 6 should use their science experiences to explore ideas and raise different

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	<p>past is constructed from a range of sources.</p>	<p>kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.</p>	<p>to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their</p>	<p>informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>topographical features and land use patterns and understand how some of these have changed over time. Identify the position and significance of latitude longitude, equator, N & S hemisphere, tropics of cancer, & Capricorn, Arctic & Antarctic circles Prime/Greenwich Meridian and time zones</p>	<p>to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their</p>

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			scientific ideas and should talk about how scientific ideas have developed over time.			scientific ideas and should talk about how scientific ideas have developed over time.
Supporting Subjects	Art Music	Art Computing	DT Music	DT Computing	Art Music	DT- Food Technology Computing
Stand Alone Subjects	PE RE/PSHE MFL - KS2	PE RE/PSHE MFL - KS2	PE RE/PSHE MFL - KS2	PE RE/PSHE MFL - KS2	PE RE/PSHE MFL - KS2	PE RE/PSHE MFL - KS2
Hooks	We are detectives! Detectives investigating and using clues to find out about the past	Scientists finding solutions to keep the body working properly	Builders - Team of people designing a building/product to meet certain conditions Using science investigative skills	TV Crew	Travel Agents - Sell the dream holiday!	Conservationists - Making people aware of the issues the planet faces
Outcome	Exhibition	Brochure for doctors to give to patients	Model	Horrible Histories Episode	Song	Special 10 minute news report
EYFS	All About Me	Senses	Materials	People and communities	Around The World	Plants Animals
KS1	Local History People and Places In the Locality Changes In the Local Area - Cross Curricula: Geography - physical geography of a small area in the UK	Humans: Senses and Body Parts	Materials	Rosa Parks Mary Seacole	Australia Antarctica Cross Curricula Science; Living things and their habitats, Seasonal Changes	Plants
LKS2	Study of a significant site in the locality Study of an aspect of history Maltby/Silverwood Colliery	Humans: Digestion	Materials	Roman Empire and Impact on Britain - Cross Curricula: Geography Locational Knowledge, Human and Physical geography	USA Cross Curricula Science: Living things and their habitats, Animals, Plants	Plants

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				Caesar Boudica		
UKS2	Depth Study Battle of Britain - The impact of this on the locality	Humans: Heart	Materials	Vikings and Anglo Saxon struggle Alfred The Great Britain - Cross Curricula: <i>Geography Locational Knowledge, Human and Physical geography</i>	Colombia Brazil Rainforest Biomes Cross Curricula Science: Living things and their habitats, Animals, Plants	Plants Y6 Revision Y6 Revision