

## Long Term Curriculum Overview – Maple Class (2024-25)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Key Question	<b>Stones, Bones and the Metal Man</b>		<b>Temples, Tombs and Tutankhamun</b>		<b>Chomping Chocolate: from Pod to Pocket</b>	
Hook	Stone Age hook afternoon -making paint with natural materials and cave painting.		Artefact Box: Ancient Egypt Children to have the opportunity to explore a range of artefacts to deduce who the bag belongs to.		Chocolate tasting session with Fairtrade education	
Outcome	Iron Man musical performance video		Class museum exhibit presentation		Chocolate bar designed and made including packaging	
Enrichment	Walk around Sparsholt village for geographical fieldwork Butser Ancient Farm or Stonehenge		Creative history – Egyptian Day Boxes from HIAS		Hillier’s Arboretum science visit Visit to Hindu temple	
Text Drivers	Stig of the Dump Stone Age Boy How to Wash a Woolly Mammoth Tin Forest The Iron Man – Ted Hughes		Cinderella of the Nile Marcy and the Riddle of the Sphinx A variety of non-fiction texts The Abominables		Charlie and the Chocolate Factory Chocolate Cake Lifesize Deadly Animals Tilly and the Time Machine	
English	<b>Narratives, diary entry, information texts and newspapers</b> - Writing to inform, entertain, express and persuade Diary to express Information leaflet to inform Setting description and narrative imitation to entertain Newspaper article to inform Informal letters to persuade Recounts in role to inform		<b>Narratives, information texts and plays</b> - Writing to inform and entertain Character and setting description to entertain Myths and Legends to entertain Dialogue and plays to entertain Information texts to inform Adventure and mystery writing to entertain		<b>Instructions, information texts and poetry</b> - Writing to inform, entertain and persuade Recipe writing to inform Performance poetry to entertain Shape poetry and calligrams to entertain Posters to persuade	
Maths	<b>White Rose Maths</b> Place Value Addition and Subtraction Multiplication and Division		<b>White Rose Maths</b> Multiplication and Division Money Statistics Length and Perimeter		<b>White Rose Maths</b> Fractions Time Properties of Shape Mass and Capacity	
Science	<b>Rocks</b> • compare and group together different kinds of rocks on the basis of their	<b>Forces and magnets</b> • compare how things move on different surfaces	<b>Light</b> • recognise that they need light in order to see things and	<b>Animals inc. humans</b> • identify that animals, including humans, need the right types and amount of	<b>Plants</b> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	

	<p>appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p>that dark is the absence of light</p> <ul style="list-style-type: none"> <li>notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<ul style="list-style-type: none"> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li></li> </ul>
<p>Science - Longitudinal study</p>	<p>How can we encourage more biodiversity within the school grounds?</p> <p>Working scientifically LKS2:</p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>				

<b>Computing</b>  <i>All units contain Online safety elements.</i>	We are presenters – Videoing performance – Creativity – 3.3	We are programmers – programming an animation – programming – 3.1	We are communicators - communicating safely on the internet – communication and collaboration – 3.5 <b>** Online safety</b>	We are vloggers - making and sharing a short screencast presentation – computer networks – 3.4	We are opinion pollsters – collecting and analysing data – productivity - 3.6	We are bug fixers – finding and correcting bugs in programs – computational thinking - 3.2
<b>Geography</b>	<b>Local Study – Settlement and Land Use</b> Do we like our local area and does it meet our needs?		<b>Biomes and Climate Zones</b> Comparing Egypt and the UK. Which is the easiest to live in?		<b>Economic activity – Chocolate</b> What is unique about chocolate?	
<b>History</b>	<b>Changes in Britain from the Stone Age to the Iron Age.</b> Was Stone Age man a simple hunter-gatherer? How different was life in the Stone Age when man started to farm? Why is it so difficult to work out why Stonehenge was built? How much did life change in the Iron Age and how can we possibly know?		<b>Ancient Egypt</b> What was life like under the rule of the Egyptian Pharaohs? Why was the Nile so important to the Egyptians? What did the Ancient Egyptians think about death? How did the Ancient Egyptians leave a lasting impact on our lives today?			
<b>Art</b>	Painting using alternative materials from nature Cave painting inspired by Lascaux Shadow art collage - Stonehenge Chalk iron man Pointillism – mini artist study Georges Seurat Newspaper collage Iron Man		Papyrus making with pastel gods and goddesses Ancient Egyptian pharaoh paintings with added cartouche		Andy Warhol – artist study – Chocolate themed imitation  Nature - observational drawings	
<b>DT</b>	Structures – Shell: Design, research, make and evaluate a house based on the Stone, Bronze or Iron age.		Weaving		Cooking and nutrition – research, design, make and evaluate a chocolate bar.	
<b>RE</b>	WR: Hinduism Good and Evil Diwali – Hindu festival	UC: Angels Looking at the Christmas story and the role of the Angels.	UC: Creation 2a.1 What do Christians learn from the creation story?	UC: Salvation (2a.5) Why do Christians call the day Jesus died ‘Good Friday’?	WR: Hinduism Ritual Hindu worship – Visit to a Hindu Temple	UC: Gospel 2a.4 What kind of world did Jesus want?
<b>PE</b>	Dance and movement -improvise and translate ideas -create phases of movement in a small group, repeat, remember and perform <b>Football</b> - controlling the ball - passing the ball.		Striking, fielding and invasion games - football focus - supporting team members and using space well. Know and use rules fairly	Competitive games – cricket - throwing and catching - awareness of space - using rules fairly	Tennis - Serving, using rackets, controlling the ball and scoring. Rounders Catch with one hand, hit ball accurately	<b>Athletics – ABC</b> - move at different speeds - throwing and catching for different purposes

	- defence and attack strategies - running with the ball					
Music	<b>Play musical instruments</b> Learn basics of playing and learning an instrument Simple chords Class performance <b>Play and experiment with sound for Iron Man.</b> Group composition for BBC The Iron Man dramatization. <i>Christmas Kaleidoscope</i> <i>Play and perform using their voices and instruments</i>		<b>History of Egyptian music</b> – listening tasks - imagine and draw when listening to the music <b>Chinese Lanterns</b> Dimensions Focus: pitch & texture <b>In the Hall of the Mountain King.</b> Dimensions Focus: duration, dynamics & tempo		<b>Our School</b> Dimensions Focus: duration & structure <b>Mystic Moments</b> Dimensions Focus: textures and timbres	
PSHE	Me and My Relationships	Valuing difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
French	Moi (All about me)	Jeux et chansons (games and songs)	On fait le fête (Celebrations)	Portraits (portraits)	Les quatre aims (The four friends)	Ça pousse! (Growing things)