

Belmont School's Whole School Curriculum Overview

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | Science | Seasonal changes- Autumn and Winter | Everyday Materials | Animals including Humans- Identify and name common animals. | Seasonal changes- Spring | Plants- Identify and describe the basic structure of plants. | Seasonal changes- Summer |
| | History | | Toys | | Family Tree | | Significant People |
| | Geography | Exploring the World | | The United Kingdom | | Around the local area | |
| | Art | Drawing & Sketchbooks: <i>Spirals</i> | | Surface & Colour: <i>Exploring watercolour</i> | | Working in 3D: <i>Playful Making</i> | |
| | DT | | Cooking and Nutrition: Fruits and Vegetables. | | Mechanisms: Moving parts (story book and wheels) | | Structures and textiles: Making windmills |
| | Music | Learning about musical instruments with The Little Einsteins | Learning songs and movement based around the story and music of The Nutcracker & the Mouse King by Tchaikovsky | Learning songs and movement and musical instruments of the orchestra based around the story and music of Peter & The Wolf by Prokofiev | Rehearsing the songs and movement based around the story and music of Peter & The Wolf by Prokofiev for a performance | Counting and playing beats | Learning songs and movement based around the story and music of The Sorcerer's Apprentice by Dukov |
| | PSHE | Health & Wellbeing - Awareness of Feelings | Relationships – Who are our Friends? | Living in the Wider World - Persuasion/Reality & Sustainable Development | Relationships – Losing and Finding & Memories and Growing Up | Health & Wellbeing – Keeping Well and Clean & Parts of the Body | Health & Wellbeing – Growing and Changing & Feeling Unsure |
| | RE | Places of worship – all faiths | Stories of good over evil – all religions | Special Days – all religions | Response to certain sounds – all religions (call to prayer, singing) | Teachings of Jesus | Holy Books – all religions |
| | Computing | Technology around us | Digital painting | Moving a robot | Grouping data | Digital writing | Programming animations |
| | PE Coach | Basic Movements | Travelling - Mini Games | Gymnastics - Stretching and Balancing | Agility – Throwing and Catching | Athletics - Control when throwing | Athletics - Running |
| | PE Class Teacher | Fundamental movement skills | Invasion Games – Running and jumping, | Dance – The Animal Dance | Net and Wall Games – Throwing and catching (Sitting Volleyball) | Striking and Fielding – Throwing and Hitting (Cricket) | Outdoor Gym |
| | Spanish | Welcome to Spanish 1 | Getting started 1 | Let's eat! 1 | My family 1 | My body 1 | Traditions of Spain 1 |
| Outdoor Learning | Exploring the outdoors using different senses | Working as a group outdoors | Building polar shelters | Identifying local flora and fauna | Creating and following pirate treasure maps | Planting and caring for vegetable seeds | |

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| Year 2 | Science | Materials | Animals including humans- What offsprings are and how humans can stay fit and healthy | Living things and their habitat- Know the basic needs of animals | Living things and their habitat- Identify different habitats for animals | Plants- To know how seeds grow into plants | Plants- What plants need to help them grow. |
| | History | The Great Fire of London | | Going on an Expedition | | The Tudors | |
| | Geography | | Where in the world is Northern Europe | | Where are we on the Globe? | | Living on an Island |
| | Art | Drawing & Sketchbooks: <i>Explore and Draw</i> | | Surface & Colour: <i>Exploring the world through monoprint</i> | | Working in 3D: <i>Stick transformation project</i> | |
| | DT | | Cooking and Nutrition – A Balanced diet | | Mechanisms - Pivots, levers and linkages | | Structures and textiles: sewing a bookmark |
| | Music | Learning how to read and clap rhythmic notation using hand signals and body percussion | Continue learning how to read and clap rhythmic notation using hand signals and body percussion, and also using hand drums | Learning songs and movement, musical instruments of the orchestra and PITCH, TEMPO & DYNAMICS based around the music of Carnival Of the Animals by Saint-Saens | Music and Movement with a focus on numbers, rhythm and pulse | Learning how to read musical notes | Introduction to the keyboard |
| | PSHE | Health & Wellbeing – Healthy People | Relationships – Same and Different, Being Truthful | Living in the Wider World – Money and Shopping & Our School Community | Relationships – Making and Breaking Friendships & Variety of Relationships | Health & Wellbeing – About my Body & Keeping Fit | Health & Wellbeing – Mums and Babies, How We Grow |
| | RE | Homes – differences in different religions | Religious people who embodied faith and lead worship – all religions | Commandments / Rules – Judaism | Special religious objects/symbols – all religions | Religious days and their significance - Hinduism | Stories creating impact – all religions |
| | Computing | Information technology around us | Digital photography | Robot algorithms | Pictograms | Making music | Programming quizzes |
| | PE Coach | Movement in games | Throwing and Catching | Gymnastics – Sequence of different actions | Football – Finding and using space to kick | Athletics - Consistency, control and accuracy when throwing | Athletics - Running, begin to change speed |
| PE Class Teacher | Fundamental movement skills | Invasion games - Running, jumping, throwing and catching | Dance - 'If Animals Danced' | Net and Wall Games – Movement, throwing and catching | Striking and Fielding – Catching, throwing | Outdoor Gym (& Fitness Circuit) | |

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| | | | | | (Sitting Volleyball) | (bowling underarm) and Hitting (Cricket) | |
| | Spanish | Welcome to Spanish 2 | Getting started 2 | Let's eat! 2 | My family 2 | My body 2 | Traditions of Spain 2 |
| | Outdoor Learning | Naming and describing natural materials | Creating outdoor weather stations | Lighting / extinguishing fires safely | Exploring stories outside | Using tools to make a bird feeder/planter | Identifying hazards and risks in the outdoors |

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| Year 3 | | | | | | | |
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| Year 3 | Science | Rocks | Animals including humans- To learn about skeletons and muscles | Forces and magnets | Plants- Identify the functions of a plant | Plants- To identify the functions of a flower and seed dispersal | Light and dark |
| | History | | Stone Age to Iron Age | | Egyptians | | Ottoman Empire |
| | Geography | Rivers | | South West of England | | Map reading for survival | |
| | Art | Drawing & Sketchbooks: <i>Gestural drawing with charcoal</i> | | Surface & Colour: <i>Cloth, thread, paint</i> | | Working in 3D: <i>Telling stories through drawing and making</i> | |
| | DT | | Cooking and Nutrition – Seasonal Eating | | Mechanisms: Pneumatic systems | | Structures and textiles: building castles |
| | Music | How music can create a mood | Learning songs and movement, musical instruments of the orchestra and PITCH, TEMPO & DYNAMICS based around the music of Danse Macabre by Saint-Saens | Learning songs and movement, musical instruments of the orchestra and music vocabulary based around the story and music of Peer Gynt by Grieg | Rehearsing the songs and movement plus dialogue based around the story and music of Peer Gynt by Grieg | Reading music: The notes G, A and B | Reading music: The notes C, D and E |
| | PSHE | Health & Wellbeing - Emotions and feelings (looking at pressure) | Relationships – Looking After Others | Living in the Wider World - Councillors – what do they do? & Where do things come from? | Relationships - Families who live far away & Special people in school | Health & Wellbeing – Keeping Safe & Relationships Education | Living in the Wider World – Drug Education & Our Ideal Community |
| | RE | Prayers Christianity | Being Happy Buddhism | Holy Books Islam/ Judaism | Artefacts- Symbols All different religions. | Birth/Naming Ceremonies (4 religions) - Islam, Hinduism, Christianity and Sikhism | Pilgrimage (6 religions) - Islam, Hinduism, Christianity, Sikhism, Buddhism, Jainism |
| | Computing | Connecting computers | Stop-frame animation | Sequencing sounds | Branching databases | Desktop publishing | Events and actions in programs |
| | PE Coach | Basketball | Football | Gymnastics | Tennis | Cricket | Athletics |

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| | | -Play games in smaller groups | -Play games in smaller groups | -Perform and repeat sequences consistently | -Use a wide range of throwing, catching and hitting skills | - Hit a bowled ball with intent and force | - Demonstrate good technique and fluency of movement |
| | PE Class Teacher | Invasion Games – Tag Rugby -Practice core skills (running, passing, catching, tackling) in small groups | Fitness and Circuit – Outdoor Gym (& Co-ordination and Balance) | Dance - Create, adapt and link a range of dance actions | Net and Wall Games – Netball -Passing, off-ball movement and shooting | Striking and Fielding – Hockey -Pass effectively independently and under pressure | Outdoor Adventure Activities - Read and follow maps and symbol trails |
| | Spanish | Meet and greet | My body | Time to eat! | The people around me | All about school | Tell me when |
| | Outdoor Learning | Creating natural sculptures | Outdoor games and activities- Victorian era | Building homes for wildlife | Build a simple tent | Describing natural habitats | Building Kenyan mud huts |

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| Year 4 | | | | | | | |
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| Year 4 | Science | Living things- To group living things in a variety of ways | Sound | States of matter | Electricity- Construct simple circuits | Electricity- Conductors and insulators | Animals including humans- digestive system, food chain and teeth |
| | History | Crafty Mayans | | Shang Dynasty | | Road to Romans | |
| | Geography | | South America | | Great Wall of China | | Locating places |
| | Art | Drawing & Sketchbooks: <i>Storytelling through drawing</i> | | Surface & Colour: <i>Exploring still life</i> | | Working in 3D: <i>Festival feasts</i> | |
| | DT | | Cooking and Nutrition – Adapting recipes | | Systems – torches | | Structures and textiles: fastenings |
| | Music | Learning about operas through La Traviata by Verdi | Learning about musicals through Oliver by Lionel Bart | Reading music: bass notes and chord symbols | Learning about PITCH, TEMPO, DYNAMICS, DURATION & TIMBRE through The Planets by Holst | Reading music: more bass notes and chord symbols | Learning about Indian Classical Music and how to compose a raga |
| | PSHE | Health & Wellbeing – Healthy Eating | Relationships – Types of Relationships | Living in the Wider World – Media and the Community & Recycling Project | Relationships – Exclusion/Inclusion & Persuasion and Pressure | Health & Wellbeing – Relationships Education & Strong Feelings | Living in the Wider World – Me in the Wider World & Fundraising Activities |

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| | RE | Being sorry / forgiveness – 3 religions (Baha'i, Hinduism and Jainism) | Beliefs and Actions – The 5 Pillars Islam | Clothing and their significance – the 5 K's and Guru Nanak - Sikhism | The relevance of Jesus today – Christianity | Faiths defining themselves – Baha'i | Humanism – similarities and differences with religions |
| | Computing | The internet | Audio production | Repetition in shapes | Data logging | Photo editing | Repetition in games |
| | PE Coach | Basketball - Play effectively with speed in both small and larger teams | Football - Keep possession consistently in match situations | Gymnastics - Perform more complex sequences, including imaginative combinations of actions | Tennis - Throwing, catching and hitting on both sides of their body | Athletics - Demonstrate good technique and fluency of movements in a range of challenges | Cricket - Collect, stop, intercept and throw a ball with increasing efficiency |
| | PE Class Teacher | Invasion Games (Tag Rugby) -Apply core skills in match scenarios | Handball -Movement, passing and shooting | Dance -Structure and sequence longer dance | Net and Wall Games – Netball -Play effectively, with speed and precision, as part of smaller and larger teams | Striking and Fielding – Hockey - Keep possession and make progress consistently | Outdoor Adventure Activities - Read and follow maps and symbol trails -Take part in trust and communication activities |
| | Spanish | My town | Let's go! | Shopping | The wider world | My routine | Free time |
| | Outdoor Learning | Recognising animal tracks | Building different types of shelters | Cooking Egyptian flat bread on a fire | Examining different soil types | Using Roman char cloths for fire lighting | Manage and monitor local trees |

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| Year 5 Curriculum Overview | | | | | | | |
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| Year 5 | Science | Earth and Space | Earth and Space | Properties and change of materials | Forces | Animals including humans- Changes from birth to old age | Living things- Life cycle of plants and animals |
| | History | | Voyaging Vikings | | Ancient Greece | | Early Islamic Civilization |
| | Geography | Natural Disasters of the South Pacific | | Mapping the world | | North of England | |
| | Art | Drawing & Sketchbooks: <i>Typography & Maps</i> | | Surface & Colour: <i>Fashion design</i> | | Working in 3D: <i>Architecture – Dream big or small?</i> | |
| | DT | | Cooking and Nutrition – What could be healthier? | | Systems – Scribble bot | | Systems – monitoring devices |
| | Music | Learning the recorder | Learning songs and movement based around The Snowman | More learning the recorder | Learning how to play the 12-bar blues on the keyboard | West African drumming | Learning about |

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| | | | story by Raymond Briggs | | | | O Fortuna by Carl Orff and how to play and sing the piece |
| PSHE | Health & Wellbeing – Healthy Lifestyles | Relationships & Living in the Wider World – Relationships & Coping with Bullying | Living in the Wider World – Stereotypes and Changing & Democracy Simulation | Health & Wellbeing – Gender Differences and Puberty & Drug Education | Relationships – Being Left Out & Working Together | | Health & Wellbeing – Relationships Education & Personal Safety |
| RE | Actions and Consequences – Buddhism/ Jainism | Better to give than receive – Christianity/ Islam | Beliefs in life after death – (3 religions) Islam/ Christianity/ Jainism/ | Beliefs and Practice – Zoroastrianism | The Lord’s prayer and it’s universality – Christianity | | Belonging and Identity – Humanism |
| Computing | Sharing information | Video production | Selection in physical computing | Flat-file databases | Vector drawing | | Selection in quizzes |
| PE Coach | Fitness and Circuit – Outdoor Gym (& designing activity to incorporate in circuit) | Football -Use different skills in match situations | Gymnastics (Rolls and Balances) -In groups, lead in practising performances for audience | Tennis - Play full game of short tennis | Athletics -Set targets and improve performance in running, jumping and throwing activities | | Cricket - Playing range of shots and bowling overarm |
| PE Class Teacher | Cross Country – Running and Interval Training | Tag Rugby - Ability to attack and defend against opposition | Dance -Use movement to explore and communicate ideas and issues | Striking and Fielding – Hockey -Pass and shoot accurately in match situations | Net and Wall Games- Netball - Use a range of tactics in attack and defence | | Outdoor Adventure Activities -Read and interpret the scale of a map |
| Spanish | All about me | The way we look | Eating out 1 | My world 1 | In the classroom 1 | | Festivals and celebrations |
| Outdoor Learning | Practice orienteering skills | Creating natural Mehndi / Mandalas | Using tools to create Viking weapons | Creating healthy menus | Making charcoal paint to decorate a pebble | | Creating map quadrants |

Year 6 Curriculum Overview

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 6 | Science | Electricity- Electrical circuits | Light | Animals and their habitats- Classifying plants and animals | Evolution | Animals including humans- Identify and name parts the human circulatory system | Animals including humans- Identify and name parts the human circulatory system |
| | History | WW1 | | British Empire | | Kingdom of Benin | |
| | Geography | | Rivers | | We are cartographers | | Globalisation |

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| Art | Drawing & Sketchbooks: <i>2d drawing to 3d making</i> | | Surface & Colour: <i>Activism</i> | | Working in 3D <i>Shadow Puppets</i> | |
| DT | | Cooking and Nutrition – Come Dine with Me | | Systems – automata toys | | Structures and textiles: designing playground equipment |
| Music | Exploring conventional and electronic sounds for composition | More learning the recorder | Learning about Fanfare Music and how it is used in film scores | More learning the recorder | Learning how to play and sing Stand By Me by Ben E, King & Cucule Pasare Sura (traditional Romanian song) | Learning how to play Brazilian Samba batucada music |
| PSHE | Health & Wellbeing – Self Confidence and Valuing Others & Conflict Resolution | Living in the Wider World – Citizenship Challenge; Our Neighbours & Money and Me | Living in the Wider World – Democracy and Decisions & Drug Education | Relationships – Relationships Education | Relationships – Racism and its Consequences & Conflict Resolution | Living in the Wider World – Moving On |
| RE | The purpose of prayer – Islam | Meaning and purpose of life/ search for the truth – Hinduism (Ahimsa) | Most important Christian event – Christianity | Baisakhi Story Sikhism | Inspirational figures – all religions including Humanism | Religious responsibility – Judaism/ Zoroastrianism |
| Computing | Internet communication | Webpage creation | Variables in games | Introduction to spreadsheets | 3D modelling | Sensing |
| PE Coach | Fitness and Circuit – Outdoor Gym (& designing and teaching other activity to incorporate in circuit) | Football - In match situations, use a number of different skills to pass, dribble and shoot | Gymnastics (Rolls and Balances) - Create original range of actions, shapes and balances in performance | Tennis - Play full game of short tennis using range of shots | Athletics -Adapt skills and techniques to different challenges and equipment | Cricket -Play range of shots and bowl overarm |
| PE | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
| Spanish | Me and my friends | How we look | Eating out 2 | My world 2 | In the classroom 2 | Getting ready for Secondary |
| Outdoor Learning | Creating pre-historic style natural art | Build an outdoor wellbeing area | Using natural navigation techniques | Investigating outdoor evolution and adaption | Creating poetry inspired by the outdoors | Trade & Economics-making trade routes |