South Marston CofE Primary School

Foundation Subject Curriculum Overview –

Cycle A 2024-2025

As South Marston has mixed year groups and classes, we have carefully considered the knowledge, skills and content children need to learn. Furthermore, we aim to ensure a broad, balanced and engaging curriculum offering. With this in mind, we have developed a two-year cycle (Cycle A and Cycle B), with units alternating each year. The purpose of this is to expose children to a variety and breadth of units, which they can build upon each year. While content may be revisited, we aim for little content to be repeated and for children to progress. All objectives and units are based around the National Curriculum. Depending on the common trends, requirements and changes to curriculum may mean that there are future adaptations and developments to this cycle.

Science

Teachers deliver their Science lessons using the materials available on the 'Developing Experts' scheme of work. Where appropriate, teachers will use their professional skills and judgment to adapt and source quality learning materials from other schemes and guides. At South Marston, we celebrate the annual Science Week.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Science is not explicitly required within the Early Years Foundation Stage Learning Goals/Outcomes. However, Science opportunities and activities will be available to children through various other Early Years areas, including: Understanding of the World.	**Everyday Materials** ▪ distinguish between an object and the material from which it is made ▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties. ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Seasonal Changes** ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. **Animals Including Humans** ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	**Rocks** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. **Plants** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Forces & Magnets** compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. **Sound** identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. **Electricity**	**Light, dark and shadows** recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Animals, Including Humans (inheritance and evolution and circulatory system)** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Materials and Changes of State**

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.		identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.	compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Living things and habitat – classification** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. **Looking after our environment**

Working Scientifically

Throughout science teaching, teachers will ensure scientific skills and working scientifically objectives are taught.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions.	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings.	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments.

History

Teachers deliver History lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Understanding of the World	**The Great Fire of London** **Space Travel** **Personal History – Now and Then**	**Stone Age to Iron Age** **Romans** **Vikings & Anglo Saxons**	**Crime & Punishment** **Mayan Civlisation** **Ancient Egyptians**

Geography

Teachers deliver Geography lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Understanding of the World	**Beside the Seaside** **Let's Explore London** **Local Area Comparison Study**	**The Water Cycle & The Weather** **Rivers and Coastlines** **Map Skills**	**Mountains** **Rainforests** **The UK and Brazil**

Design & Technology

Teachers deliver Design Technology lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. It is expected that Design Technology lessons will follow the: research, plan, make and evaluate stages with an end product/project.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Expressive Art & Design	**Structure – Landmarks & Bridges** **Cooking & Nutrition – Pizza** **Textiles – Purse/Wallet**	**Structure – Boardgames** **Cooking & Nutrition – International Food** **Textiles – Embroidery**	**Structure – Windmills** **Cooking & Nutrition - Chocolate Bars & Snacks** **Textiles – Teddy Bear Accessories**

Art & Design

Teachers deliver Art & Design lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. It is expected that in Art & Design lessons, teachers will deliver and discuss content regarding art history, appreciation, technical art skills with an end project/piece of art.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Expressive Art & Design	**Drawing and Exploring Colour** **Painting – Piet Mondrian** **Sculpture – Clay Animals**	**Mosaics** **Painting – Monet** **Sculpture – Clay Pots**	**Banksy** **Portraits** **3D Masks**

Physical Education

Teachers deliver Physical Education lessons using various planning guidance and schemes to inform their planning. At South Marston, we have access to the REAL PE scheme of work. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. Throughout the academic year, the majority of year groups will attend swimming lessons taught by trained school staff (who have attended teachers of school swimming training) and participate in regular dance sessions. Furthermore, additional experiences and opportunities for sports and physical activity, including: sports week, specialist visiting teachers, workshops and a variety of festivals/competitions in conjunction with Fortius PE.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Use of outside area & provision for gross motor skills/development **Use of REAL PE scheme units/modules**	**Gymnastics** **Dance** **Games (Tag Rugby / Hockey / Football / Netball / Cricket / Rounders)** **Athletics** **Swimming**	**Gymnastics** **Dance** **Games (Tag Rugby / Hockey / Football / Netball / Cricket / Rounders)** **Athletics** **Swimming**	**Gymnastics** **Dance** **Games (Tag Rugby / Hockey / Football / Netball / Cricket / Rounders)** **Athletics** **Swimming**

Modern Foreign Languages (French)

Teachers deliver Modern Foreign Languages lessons using various planning guidance and schemes to inform their planning. At South Marston, we are lucky enough to have a trained Modern Foreign Languages Teacher to deliver our language lessons. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. Furthermore, additional experiences and opportunities for languages including: European Day of Languages will be planned for.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Modern Foreign Languages are not a statutory requirement to be taught in EYFS & KS1. **Basics such as answering the register and singing songs in French will take place.**		**Salutations** **Nombres 1-100** **Jours Les Mois** **Mon anniversaire** **L'alpahbet** **Ma trousse** **Les couleurs** **Maladies** **La classe** **Instructions** **Ca va** **Animaux et insectes** **Il y a** **Mon animal prefere** **Le café Les prix** **Je voudrais Opinions**	**Ma routine** **Un voyage** **L'heure** **Les planetes** **Les repas** **La nourriture et les boissons** **La sante** **La musique et le sport** **Au restaurant les prix Les preferences**

Personal, Social, Health, Economic Education & Citizenship

Teachers deliver PSHE&C lessons using the Jigsaw PSHE&C scheme of work. Personal Development and PSHE are essential to children's life skills and a part of their future development, social skills and global citizens. As part of this, children will attend regular assemblies/collective worship sessions focusing on school values, British Values, protected characteristics and various other themes (e.g - internet safety, anti-bullying, road safety and healthy living). Staff will plan for regular PSHE related activities, experiences and opportunities for children, including: visiting guest speakers (e.g - local police and charity workers) and PSHE enrichment day.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Being Me in My World **Celebrating Difference** **Dreams and Goals** **Healthy Me** **Relationships** **Changing Me**			

Music

Teachers deliver Music lessons using the Charanga and BBC Schools scheme of work. As part of this, children will attend a whole school regular singing/music-based assembly. In an aim to support Music teaching and the provision of Music, staff will run regular extra-curricular choir, music and performing arts clubs, prepare children for voice/singing festivals and arrange musical instrument teaching from external specialist teachers. Staff will work with the local music hub – Swindon Music Service.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
BBC Schools Radio & Bring the Noise My Musical Heartbeat Dance Sing and Play Exploring Sounds Learning to Listen Have Fun with Improvisation	My Musical Heartbeat Dance Sing and Play Exploring Sounds Learning to Listen Have Fun with Improvisation Christmas Performance Glockenspiels & Percussion	Writing Music Down Playing in a Band Compose Using Your Imagination More Musical Styles Enjoying Improvisation Opening Night Christmas Performance	Melody and Harmony in Music Sing and Play in Different Styles Composing and Chords Enjoying Musical Styles Freedom To Improvise Battle of the Bands Christmas Performance Ukulele & String

Christmas Performance **Glockenspiels & Percussion** **Covered through Expressive Art & Design**		**Recorders & Woodwind**	

Religious Education

Teachers deliver Religious Education lessons using the Swindon Agreed RE and Understanding Christianity schemes of work. As we are a church school, we have strong links to our local church. During special celebrations and festivals, such as: Harvest, Christmas and Easter, children will prepare for services held in the local church. Furthermore, children will also attend a weekly collective worship as a whole school learning about Christian values, including: hope, fairness, truthfulness and respect. That said, children will study a range of other religions, festivals and celebrations from various cultures. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Why is the word 'God' so important to Christians? **Why do Christians perform nativity plays at Christmas?** **Being special: Where do we belong?**	**What do Christians believe God is like?** **Why does Christmas matter to Christians?** **How should we care for others and the world?**	**What do Christians learn from the creation story?** **What is the trinity?** **Why are festivals so important?** **Why do Christians call the day Jesus died 'Good Friday'?**	**Was Jesus the Messiah?** **What can be done to reduce racism? Can religion help?** **What matters most to Christians and to Humanists?** **What did Jesus do to save human beings?**

Why do Christians put a cross in an Easter garden? **Learning stories from different religions.** **Covered through Understanding of the World**	**Why does Easter matter to Christians?** **Who is Jewish and what do they believe?**	**What can we learn from religions about deciding right and wrong? (Focusing on Judaism)**	**What do religions say to us when life gets hard?**

Computing

Teachers deliver Computing/ICT lessons using the Teach Computing scheme of work. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. Children have access to a range of electronic devices, including: laptops, ipads, bee bots and cameras. Where appropriate, cross curricular computing links will be made across other subjects (e.g - creating a radio advert in French, researching using the internet for Science and editing photos in Art).

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Network & Systems - Parts of a Computer **Creating Media & Digital Writing**		**Computer Systems & Networks** **Media – Animations**	**Networks & Systems – Search Engines** **Creating Media – Videos**

Programming **Data** **Creating Digital Music**	**Programming** **Media – Audio Production**	**Programming** **Data – Spreadsheets**