

EYRESCROFT CURRICULUM PLAN 2020 - 21

- Cornerstones units cover History, Geography, Design and Technology, Art and Design, Music and Science.
- Additional Science projects are taught during cornerstones units that are not Science based to ensure coverage.
- PE and Computing feature in Cornerstones but are also taught using other sources to ensure sufficient coverage e.g. Purple Mash and Get Set for PE.
- Where there are gaps in the Music curriculum taught, Charanga is used to support additional lessons.
- PSHE is taught through the Jigsaw programme.
- MFL is taught using jmbeducation.com (Key Stage 2 only)
- RE is taught following the Cambridgeshire County Council Agreed Syllabus 2018 through Cornerstones units - Love to Celebrate

Year Group	Projects - order as below	Gaps in the National Curriculum that will need covering through mini projects or as stand alone lessons	Projects identified to address gaps	Science projects identified to address gaps
EYFS	<p><i>Topics will change throughout the year to reflect children's interests and needs.</i></p> <p>Marvellous Me Amazing Autumn/ Why do squirrels hide their nuts? Will you read me a story? Why do ladybirds have spots? Land, Sea and Air.</p>	<p>Child initiated learning throughout the year to cover curriculum appropriately</p>		
1	<p>Moon Zoom - DT - 5-6 weeks</p> <p>The Enchanted Woodland - Science - 4-5 weeks</p> <p>Bright Lights, Big City - Geography - 3-4 weeks</p> <p>Childhood - History - 2-3 weeks Funny Faces - A&D - 2-3 days</p> <p>Dinosaur Planet - History - 5 -6 weeks</p> <p>Paw, Claws and Whiskers - Art and Design - 4-5 weeks</p>	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. Music • <u>Animals inc humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Science • <u>Seasons</u> Observe changes across the four seasons. Science • <u>Seasons</u> Observe and describe weather associated with the seasons and how day length varies. Science 	<p><u>Music:</u> Charanga Music: Reflect, Rewind and Replay unit.</p>	<p><u>Science (animals inc humans):</u> Lesson added in Spring 2 alongside PSHE unit Healthy Me.</p> <p><u>Science (seasons):</u> <u>Love to investigate:</u> Does it snow in Summer? (Project completed over the year).</p>

<p>2</p>	<p>Towers, Tunnels and Turrets - DT - 5-6 weeks</p> <p>Street Detectives - History - 5-6 weeks</p> <p>Muck, Mess and Mixture - A+D - 5-6 weeks</p> <p>The Scented Garden - Science - 4-5 weeks</p> <p>Wriggle and Crawl - Science 5-6 weeks</p> <p>Coastline - Geography - 3-4 weeks</p>	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Music <u>Living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Science <u>Living things and their habitats</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Science <u>Animals including humans</u> - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Science 	<p>Music: Charanga Music: Reflect, Rewind and Replay unit</p>	<p>Science (living things): stand alone lessons added to units with most suitable cornerstone topic (e.g microhabitats with Wriggle and Crawl topic)</p> <p>Love to investigate How the bulbs grow in winter.</p> <p>Science (animals): lesson added at the end of the Summer Term unit. The lesson is linked with PSHE objectives (how to be healthy)</p>
<p>3</p>	<p>Rocks, Relics and Rumbles - Geography - 4-5 weeks</p> <p>Through the Ages - History 3-4 weeks</p> <p>Mighty Metals - Science - 5-6 weeks</p> <p>Gods and Mortals- History 5-6 weeks</p> <p>Predators - Science- 5-6 weeks</p> <p>Scrumdiddlyumptious - DT - 5-6 weeks</p>	<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world. D&T Apply their understanding of computing to program, monitor and control their products. D&T Conduct a local history study. History Develop an understanding of the history of music. Music <u>Plants</u> 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. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Science <u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light. 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. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. Science 	<p>History: Conduct a local history study - Flag Fen</p> <p>Music: Develop an understanding of the history of music - look at the musical styles of the twentieth century.</p>	<p>Science(Light) Love to investigate: covered within the Through the Ages Topic. Why do shadows change?Why do cats' eyes glow at night?)</p> <p>Science (Plants) Love to investigate: covered as part of the Predator topic. What are flowers for?, Do plants have legs?</p>
<p>4</p>	<p>Potions - Science - 4-5 weeks</p> <p>I am Warrior - History - 5-6 weeks</p> <p>Burps, Bottoms and Bile - Science - 5-6 weeks</p>	<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world. D&T Apply their understanding of computing to program, monitor and control their products. D&T Conduct a local history study. History Develop an understanding of the history of music. Music 	<p>History: Romans, how their inventions shaped our world</p> <p>Computing</p>	<p>Science (Digestive system) Burps, Bottoms and Bile</p> <p>Science (Food chains): Misty Mountain Sierra</p>

	<p>Road trip to USA - Geography - 5-6 weeks</p> <p>Trader and Raiders - History 4-5 weeks</p> <p>Misty Mountain Sierra - Geography - 5-6 weeks</p>	<ul style="list-style-type: none"> • <u>Habitats</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Science • <u>Animals Including humans</u> - <i>Describe the simple functions of the basic parts of the digestive system in humans.</i> Construct and interpret a variety of food chains, identifying producers, predators and prey. Science • <u>Sound</u> 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. Science 	<p>Stand alone computer lessons</p> <p>Music Sound taught through stand alone lessons</p>	
5	<p>Off with her Head - History 5-6 weeks</p> <p>Stargazers - Science - 4-5 weeks</p> <p>Pharaohs - History - 5- 6 weeks</p> <p>Sow, Grow and Farm - Geography 5-6 weeks</p> <p>Beast Creator - Science 5-6 weeks</p> <p>Time Traveller - A&D 5-6 weeks</p>	<ul style="list-style-type: none"> • Understand how key events and individuals in design and technology have helped shape the world. D&T • Apply their understanding of computing to program, monitor and control their products. D&T • Conduct a local history study. History • Develop an understanding of the history of music. Music • <u>Materials</u> 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. 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. Science • <u>Earth and Space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Science • <u>Forces</u> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Science 	<p>DT: Arts Mark award this year Year 5 to create small scale props for a new ballet show at the Royal Opera House. All DT objectives will be covered through this project (20/21).</p> <p>Local History Study - Time Traveller</p>	<p>Science (Forces): covered in the same ArtsMark project (DT). Love to investigate 'How do levers help us?'</p> <p>Science (Levers): Earth and Space - Stargazers unit</p> <p>Science (Materials): Pharaohs Mummification.</p>

6	<p>Revolution - History - 4-5 weeks</p> <p>ID- Science - 4-5 weeks</p> <p>A child's war - History - 5-6 weeks</p> <p>Frozen Kingdoms - Geography - 4-5 weeks</p> <p>Blood Heart - Science- 5-6 weeks</p> <p>Hola Mexico - Art - 5-6 weeks</p>	<ul style="list-style-type: none"> • Understand how key events and individuals in design and technology have helped shape the world. D&T • Apply their understanding of computing to program, monitor and control their products. D&T • Conduct a local history study. History • Develop an understanding of the history of music. Music • <u>Evolution and inheritance</u> 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. Science • <u>Light</u> 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. Science • <u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. Science 	<p>DT Revolution: The Great Exhibition and inventions which the Victorians developed and we still use today.</p> <p>ID: Scientists linked to developments in understanding of evolution</p> <p>DT A Child's War: Love to Investigate 'Can you send a coded message?'</p> <p>History A Child's War: investigate local history of Bretton/Peterborough (evacuation)</p> <p>Music: Charanga Great Composers unit</p>	<p>Science (Evolution and Inheritance) <u>Love to Investigate: 'How does inheritance work?'</u> ID</p> <p>Science (Light): Revolution</p> <p>Science (Electricity): A Child's War - link to Blackout and use of electricity</p>
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