DRAFT EYRESCROFT CURRICULUM PLAN 2021 - 22

- Cornerstones units cover History, Geography, Design and Technology, Art and Design and Science.
- Additional Science projects are taught during cornerstones units that are not Science based to ensure coverage.
- Music, PE and Computing feature in Cornerstones but are also taught using other sources to ensure sufficient coverage e.g. Music Express, Teach Computing and Get Set for PE.
- PSHE is taught through the Jigsaw programme.
- MFL is taught using Hola Espanol (Key Stage 2 only)
- RE is taught using the RE Today scheme of work as this has the appropriate coverage and is most suitable for the demographic of the area.

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	***Topics will change throughout the year to reflect children's interests and needs.*** **Being Me in Our Wonderful World (Autumn 1 & 2)** **Not all Heroes wear capes (Spring 1)** **Magical Gardens (Spring 2)** **Are all beasts mini? (Summer 1)** **Isn't it amazing? (Summer 2)**	Child initiated learning throughout the year to cover curriculum appropriately		
1	**Moon Zoom - DT - 5-6 weeks** **The Enchanted Woodland - Science - 4-5 weeks** **Bright Lights, Big City - Geography - 3-4 weeks** **Childhood - History - 2-3 weeks** **Funny Faces - A&D - 2-3 days** **Dinosaur Planet - History - 5 -6 weeks** **Paw, Claws and Whiskers - Art and Design - 4-5 weeks**	• Animals inc humans 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 • Seasons Observe changes across the four seasons. Science • Seasons Observe and describe weather associated with the seasons and how day length varies. Science		Science (animals inc humans): Lesson added in Spring 2 alongside PSHE unit Healthy Me. Science (seasons): Love to investigate: **Does it snow in Summer?** (Project completed over the year).

2	**Towers, Tunnels and Turrets - DT - 5-6 weeks** **Muck, Mess and Mixture - A+D - 5-6 weeks** **Street Detectives - History - 5-6 weeks** **Wriggle and Crawl - Science 5-6 weeks** **The Scented Garden - Science - 4-5 weeks** **Coastline - Geography - 3-4 weeks**	• Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Science • Living things and their habitats 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 • Animals including humans - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Science		Science (living things): stand alone lessons added to units with most suitable cornerstone topic (e.g microhabitats with Wriggle and Crawl topic) Love to investigate **How the bulbs grow in winter.** Science (animals): lesson added at the end of the Summer Term unit. The lesson is linked with PSHE objectives (how to be healthy)
3	**Gods and Mortals- History 5-6 weeks** **Scrumdiddlyumptious - DT - 5-6 weeks** **Through the Ages - History 3-4 weeks** **Mighty Metals - Science - 5-6 weeks** **Rocks, Relics and Rumbles - Geography - 4-5 weeks** **Predators - Science- 5-6 weeks**	• 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 • 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. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Science • Light 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	History: Conduct a local history study - Flag Fen D&T: Rocks, Relics and Rumbles - develop an understanding of how technology has been developed to save people in areas where plate tectonics is unpredictable. D&T To control beebots on a scaled model map of flag fen.	Science(Light) Love to investigate: covered within the Through the Ages Topic. **Why do shadows change?Why do cats' eyes glow at night?)** Science (Plants) Love to investigate: covered as part of the Predator topic. **What are flowers for?, Do plants have legs?** Science - shadows and sunlight danger - covered in Autumn term

4	**I am Warrior - History - 5-6 weeks** **Potions - Science - 4-5 weeks** **Burps, Bottoms and Bile - Science - 5-6 weeks** **Road trip to USA - Geography - 5-6 weeks** **Trader and Raiders - History 4-5 weeks** **Misty Mountain Sierra - Geography - 5-6 weeks**	• 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/ computing • Conduct a local history study. History • Habitats 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 • Animals Including humans - *Describe the simple functions of the basic parts of the digestive system in humans*. Construct and interpret a variety of food chains, identifying producers, predators and prey. Science • 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. Science	History: Romans, how their inventions shaped our world Computing Stand alone computer lessons	Science (Digestive system) Burps, Bottoms and Bile Science (Food chains): Misty Mountain Sierra Science: (Sound) I am warrior
5	**Off with her Head - History 5-6 weeks** **Stargazers - Science - 4-5 weeks** **Pharaohs - History - 5- 6 weeks** **Beast Creator - Science 5-6 weeks** **Sow, Grow and Farm - Geography 5-6 weeks** **Time Traveller - A&D 5-6 weeks**	• 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 • Materials 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 • Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Science • Forces Identify the effects of air resistance, water	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). Local History Study - Time Traveller	Science (Forces): covered in the same ArtsMark project (DT). Love to investigate **'How do levers help us?'** Science (Levers): Earth and Space - Stargazers unit Science (Materials): Pharaohs Mummification.

		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		
6	**Revolution - History - 4-5 weeks** **Frozen Kingdoms - Geography - 4-5 weeks** **A Child's War - History - 5-6 weeks** **Blood Heart - Science- 5-6 weeks** **ID- Science - 4-5 weeks** **Hola Mexico - Art - 5-6 weeks**	• 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 • Evolution and inheritance 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 • Light 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 • Electricity 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	DT Revolution: The Great Exhibition and inventions which the Victorians developed and we still use today. ID: Scientists linked to developments in understanding of evolution A Child's War: Love to Investigate 'Can you send a coded message?' History A Child's War: investigate local history of Bretton/Peterborough (evacuation)	Science (Evolution and Inheritance) Love to Investigate: **'How does inheritance work?'** ID Science (Light): Hola Mexico Science (Electricity): Revolution