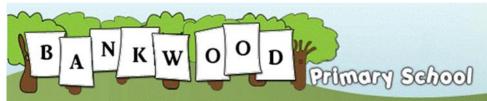




Y1 Wider Curriculum Overview

| 'Pride. | Progr | ess and | Respons | ibility' |
|---------|-------|---------|---------|----------|
| | | | | |

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--------------------|--|---|--|--|---|---|
| PSED/RSHE | Jigsaw | ВМ | CD | DG | НМ | RL | СМ |
| | | Being Me in My World | Celebrating Difference | Dreams & Goals | Healthy Me | Relationships | Changing Me |
| Science | Snap science | Using our senses | Looking at animals | Seasonal changes. | Everyday materials. | Plant detectives. | Changing world: Plants. |
| History | Kapow | | How am I making history? | | How have toys changed? | | How have explorers changed the world? |
| Geography | Kapow | What is it like here? | | What is the weather like in the UK? | | What is it like to live in Shanghai? | |
| Art | Kapow | | Drawing: Make your mark | | Sculpture and 3D: Paper Play | _ | Painting and mixed media: Splash |
| DT | Kapow | Structures: Constructing a windmill | | Textiles: Puppets | | Cooking and nutrition: Fruit and vegetables | |
| RE | Sheffield SACRE | Christianity Myself | | Christianity and Islam Celebrations and festi | | Christianity and Islam Stories of Jesus | |
| Computing | Kapow | Computing systems and networks 1: Improving mouse skills | Programming 1: Algorithms unplugged | Skills showcase: Rocket to the moon | Programming bee- bots: Option 1: Beebots | Digital imagery Option 1: Google | Introduction to data |
| Music: | Charanga | My musical heartbeat | Dance, sing and play | Exploring sounds | Learning to listen | Having fun with improvisation | Let's perform together |
| PE | Get set4PE | Fundamentals Ball Skills | Dance (Coach) Gymnastics | Yoga Fitness | Invasion Ball Skills | Team Building Target Game | Sending and receiving Striking and fielding |

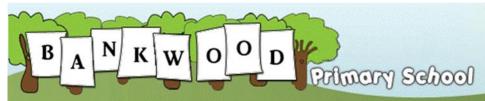




Y2 Wider Curriculum Overview

'Pride, Progress and Responsibility'

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--------------------|--|---|--|-----------------------------------|---|--|
| PSED/RSHE | Jigsaw | BM Being Me in My World | CD Celebrating Difference | DG Dreams & Goals | HM Healthy Me | Relationships | CM Changing Me |
| Science | Snap science | Good Choices - Materials | Materials - Shaping up | Habitats 6 lessons | Growing seeds and bulbs 5 lessons | Growing healthy plants 5 lessons | Growing up (animals and humans) 6 lessons |
| History | Kapow | | How was school different in the past? | | How did we learn to fly? | | What is a monarch? |
| Geography | Kapow | Would you prefer to live in a hot or cold place? | | Why is our world wonderful? | | What is it like to live by the coast? | |
| Art | Kapow | Craft and design: map it out | | Painting and mixed media: life in colour | | Sculpture and 3DF: Clay houses | |
| DT | Kapow | | Structures: baby bear's chair | | Mechanisms: Fairground wheel | | Mechanisms: Making a moving monster |
| RE | Sheffield SACRE | Christianity Leaders | 1 | Islam and Christianity What does it mean to | | Christianity and Islam Believing | , |
| Computing | Kapow | Catch up unit | Computing systems and networks 1: What is a computer? | Programming 1: Algorithms and debugging | Programming 2: Scratch Jr | Computing systems and networks 2: Word processing | Data handling: International Space Station |
| Music | Charanga | Pulse, rhythm and pitch | Playing in an orchestra | Inventing a musical story | Recognising different sounds | Exploring improvisation | Our big concert |
| PE | Get set4PE | Fundamentals Fitness | Dance (Coach) invasion | Ball skills Gymnastics | Net and wall Target games | Athletics Sending and receiving | Striking and fielding Athletics |





Y3 Wider Curriculum Overview

'Pride, Progress and Responsibility'

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--------------|------------------------------------|---|--|---|-------------------------------|--|
| PSED/RSHE | Jigsaw | ВМ | CD | DG | HM | RL | СМ |
| | | Being Me in My World | Celebrating Difference | Dreams & Goals | Healthy Me | Relationships | Changing Me |
| Science | Snap science | Rock detectives. | Amazing bodies. | The power of forces. | Can you see me? | How does your garden grow? | |
| History | Kapow | | British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Key learning: - To use the terms AD and BC To use evidence to explore To compare Iron Age and Bronze age. | | What did the ancient Egyptians believe? | | British History 2: Why did the Romans settle in Britain? |
| Geography | Kapow | Why do people live near volcanoes? | | Who lives in Antarctica? Key learning: - Human and physical features of Antarctica. To understand Shakleton's route to Antarctica. | | Are all settlements the same? | |

| | | | | -Plan a simple route around school using compass points. (fieldwork) | | | |
|-----------|--------------------|--|--------------------------|---|--|---|--|
| Art | Kapow | | Drawing: growing artists | | Craft and design: Ancient Egyptian scrolls | | Sculpture and 3D: Abstract shape and space |
| DT | Kapow | Cooking and nutrition: eating seasonally | | Digital world: wearable technology | | Structures: Constructing a castle | |
| RE | Sheffield SACRE | Christianity Beliefs and questions | | Christianity Religion, family and community | | Christianity and Islam The journey of life and death | |
| Computing | Kapow | Catch up unit 1 | Catch up unit 2 | Computing systems and networks: Networks and the internet | Programming: Scratch | Computing systems and networks 3: Journey inside a computer | Data Handling: Comparison cards databases |
| Music | Charanga | Writing music down | Playing in a band | Compose using your imagination | More musical styles | Enjoying improvisation | Opening night |
| PE | Get set4PE | Football Basketball | Tag Rugby Netball | Dance Hockey | Gymnastics Fitness | Cricket Tennis | Athletics Rounders |





'Pride, Progress and Responsibility'

Y4 Wider Curriculum Overview

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--------------|-------------------------|----------------------------|-------------------|-----------------|------------------------------|--|
| PSED/RSHE | Jigsaw | BM Being Me in My World | CDC Celebrating Difference | DG Dreams & Goals | HM Healthy Me | Relationships | CM- |
| Science | Snap science | | In a state | In a state | Good Vibrations | Where does all that food go? | Switched on Changing the world and who am I? |

| History | Kapow | Why are rainforests | How have children's lives changed? Key learning: - Victorians - To use a range of sources - Impact- why has it changed? How are the lives of children now compared to the Vicotrians? | What are rivers and | British History 3: How hard was it to invade and settle in Britain? | Where does our | British History 4: Were the Vikings raiders, traders or settlers? |
|-----------|--------------------|---|--|---|--|---|--|
| ССОБТАРПУ | Rapow | important to us? | | how are they formed? | | food come from? Key learning: -To explain the impact of food choices on the environment To understand where different foods come fromTo collect data about where our school dinner come from (fieldwork) | |
| Art | Kapow | Drawing: power prints | | Paint and Mixed media: light and dark | | Craft and design: Fabric of nature | |
| DT | Kapow | | Structure: Pavilions | | Mechanical systems: making a slingshot car | | Electric systems: torches |
| RE | Sheffield SACRE | Christianity and Hindu Inspirational people in | | Judaism, Christianity, Inspirational people fi | Buddhism and Islam | Christianity and Islam Symbols and religious | |
| Computing | Kapow | Catch up unit 1 | Catch up unit 2 | Computing systems and networks | Further coding with scratch L1-L3 Computational thinking L1&2 | Creating media: Website design | Data handling: Investigating weather |

| Music | Charanga | Musical structures | Exploring feelings | Compose with your | Feelings through | Expression and | The show must go |
|-------|------------|--------------------|--------------------|-------------------|------------------|----------------|------------------|
| | | | when you play | friends | music | improvisation | on! |
| PE | Get set4PE | Tag Rugby | Football | Gymnastics | SWIMMING | SWIMMING | SWIMMING |
| | | Netball | Basketball | Fitness | Dance | Cricket | Athletics |
| | | | | | Hockey | Tennis | Rounders |





'Pride, Progress and Responsibility'

Y5 Wider Curriculum Overview

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--------------|--------------------------------|--|--|---|--|---|
| PSED/RSHE | Jigsaw | Being Me in My World | Celebrating Difference | DG Dreams & Goals | HM Healthy Me | Relationships | СМ |
| Science | Snap science | The earth and beyond | Feel the force | Circle of life | Reproduction in plants and animals | Get sorted and everyday materials (see lesson overview). | Changing Me Marvellous materials and all change (see lesson overview). |
| History | Kapow | | British history 5: What was life like in Tudor England? Key learning: - Tudors To use a wide range of sources To use and extract evidence. | | What did the Greeks ever do for us? | | How did the Maya civilisation compare to the Anglo Saxons? |
| Geography | Kapow | What is life like in the alps? | | Why do oceans matter? Key learning: -To understand the importance of oceans and coral | | Would you like to live in the desert? | |

| | | | | reefs To understand the impact humans have on oceans and coral reefs To (fieldwork) | | | |
|-----------|--------------------|--|--|---|-------------------------|--|-------------------------------------|
| Art | Kapow | | Sculpture and 3D: Interactive installation | | Drawing: I need space | | Painting and mixed media: Portraits |
| DT | Kapow | Electric systems: doodlers | | Mechanical systems: making a pop-up book | | Cooking and nutrition: What could be healthier | |
| RE | Sheffield SACRE | Christianity Religion and the indiv | idual | Islam, Hinduism, and Buddhism Beliefs and questions | | Christianity Judaism and Islam Worship and scared places | |
| Computing | Kapow | Catch up unit 1 | Catch up unit 2 | Computing systems and networks: Search engines | Programming 1: Music | Creating media: Stop motion animation | Data handling: Mars Rover 1 |
| Music | Charanga | Melody and harmony in music | Sing and play in different styles | Composing and chords | Enjoying musical styles | Freedom to improvise | Battle of the bands! |
| PE | Get set4PE | Football Basketball | Tag Rugby Netball | Dance Hockey | Gymnastics Fitness | Cricket Tennis | Athletics Rounders |





'Pride, Progress and Responsibility'

Y6 Wider Curriculum Overview

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--------------|----------------------|------------------------|----------------|--------------------|-------------------|----------------|
| PSED/RSHE | Jigsaw | вМ | CD | DG | нМ | RL | СМ |
| | | Being Me in My World | Celebrating Difference | Dreams & Goals | Healthy Me | Relationships | Changing Me |
| Science | Snap science | Body pump | Body health | Light up your | Everything | living things and | Danger! Low |
| | | | | world | changes | their habitats | voltage |
| History | Kapow | | What does the | | British history 6: | | Unheard |
| | | | census tell us | | What was the | | histories: who |
| | | | about our local | | impact of World | | should go on a |

| | | | area? Key learning: To use a range of sources. To find out about Victorian life. To compare Victorian life with today. | | War II on the people of Britain? | | banknote? |
|-----------|--------------------|--|--|--|----------------------------------|---|---|
| Geography | Kapow | Why does population change? | | Where does our energy come from? Key learning: -To define renewable and non-renewable energy To - To explain the best location of solar panels in school (fieldwork). | | Can I carry out an independent fieldwork enquiry? | |
| Art | Kapow | Craft and design: photo opportunity | | Drawing: making my voice heard | | Sculpture and 3D: Making memories | |
| DT | Kapow | | Textiles: waistcoats | | Structure: playground | | Digital world: Navigating the world |
| RE | Sheffield SACRE | Judaism, Islam and (Teaching wisdom, a | • | All religions Religion, family and | communities | Christianity, Judaism Beliefs in action in t | |
| Computing | Kapow | Catch up unit 1 | Bletchley Park | History of Computers | Catch up unit 2 | Introduction to Python | Big data 1 |
| Music | Charanga | Music and technology | Developing ensemble skills | Creative composition | Musical styles connect us | Improvising with confidence | Farewell tour |
| PE | Get set4PE | Tag Rugby Netball | Football Basketball | Gymnastics Fitness | Dance Hockey | Cricket Tennis | Athletics Rounders |





Log in information for schemes

| Jigsaw | Snap science | Kapow |
|-------------------------|-------------------|-------------------------------------|
| Username: S141LW | Individual logins | Individual logins |
| Password: %JigsawPSHE21 | | |
| | Charanga | Get Set 4 PE |
| | | Username: |
| | Individual logins | enquiries@bankwood.sheffield.sch.uk |
| | | Password: 9289td3m |