

Curriculum map – People (Autumn 1)

	Focus	Language	Writing focus	Hook	Science	Geography	Art
	Key Texts	End points				History	D&T
Year 1	<p><b>All about me</b></p> <p>Only one you</p> <p>Shades of black</p>	<p>Human, body, body part names, senses, see, hear, taste, touch, smell</p> <p>Sheffield, England, country, city, house, road, shop, church, mosque, hospital, building, park</p> <p>Today, yesterday, tomorrow, past, now, sort</p> <p>Look, portrait, artist, colour, shape, mix</p>	Descriptive sentences	Local area walk	<p><u>Animals including humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Baby photos</b></p> <p><b>Sensory walk</b></p> <p><b>Sensory bottles</b></p> <p><b>Investigating favourite foods – smell, taste</b></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p><b>Where do we live? Local area study</b></p> <p>Changes in living memory.</p> <p><b>What was I like as a baby?</b></p> <p><b>Sorting items into baby and now</b></p>	<p>To develop a wide range of art and design techniques in using colour, pattern, textures, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><b>Key skill: Colour mixing, pencil/brushwork and shape.</b></p> <p><b>Outcome: Observe carefully to paint a self portrait in the style of Picasso.</b></p>
Year 2	<p><b>All about me Toys</b></p> <p>5 minutes peace – Jill Murphy</p>	<p>Human, baby, child, adult, offspring, food, water, air, survive, exercise, health, hygiene,</p> <p>Past, present, future, grandparents, time</p>	Character description	Visit to Weston Park Museum - toys	<p><u>Animals including humans</u></p> <p>Notice that animals including humans have offspring that develop into adults.</p> <p>Find out about and describe the basic needs of humans for survival.</p> <p>Describe the importance for humans of exercise, eating the</p>	<p>Events beyond living memory.</p> <p><b>What was my Grandma and a Grandad's favourite toy?</b></p> <p><b>Compare with current.</b></p>	<p>To develop a wide range of art and design techniques in using colour, pattern, textures, line, shape, form and space.</p>

		<p>Design, make, evaluate, levers, slides, wheels and axels</p> <p>Observe, portrait, artist, shape, line, shade, light, dark</p>			<p>right amounts of different types of food and hygiene.</p> <p><b>Mrs Gren</b> <b>Glitter germs</b> <b>Lionel Messi healthy meal</b></p>		<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><b>Key skill: Using sketching, shading and line.</b></p> <p><b>Outcome: Observe carefully to draw a self portrait in the style of Andy Warhol.</b></p> <p>Explore and use mechanisms in their products – levers, slides, wheels and axels</p> <p><b>Design and make a toy – car, yoyo</b></p>
Year 3	<p><b>Settlers - Anglo Saxons</b></p> <p>How to be an Anglo Saxon</p>	<p>Human, physical, feature, map, plan</p> <p>Shore Fort, monk, seax, spear, shield, Saxons, Germany, thatched roof.</p> <p>Observe, line, pressure, shade, light, dark, technique, sketch, review</p>			<p><u>Materials (Revisit Y2)</u></p> <p>Identify and discuss the use of everyday materials.</p> <p><b>Design an Anglo-Saxon home.</b></p> <p><b>Decide on best materials based weather proofing and durability.</b></p>	<p>Observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graph and digital technologies.</p> <p><b>Sketch maps to show the location of Saxon Shore Forts</b></p> <p><b>Sketch maps to show the location of Saxon settlements (town names including –burh, -feld, -ing, -ton, -wick, -den and –ham.</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and</p>

						<p>Britain's settlement by Anglo-Saxons</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Who were the Anglo-Saxons?</b></p> <p><b>Who was Alfred the Great?</b></p>	<p>sculpture with a range of materials</p> <p><b>Key Skill: Sketching, line/mark making and shade</b></p> <p><b>Outcome: Observe carefully to draw a Viking longboat</b></p>
Year 4	<p><b>Bodies</b></p> <p>Whiffy Wilson</p> <p>The Little Mole who Knew it was None of his Business</p>	<p>Mouth, oesophagus, stomach, small intestine, large intestine, gallbladder, pancreas, liver, digest</p> <p><b>Sculpture, style, technique, carve, modernism</b></p> <p><b>Sanitation, hygiene, change, time, sewage, treat, clean</b></p>	Non-chronological report	Making poo	<p><u>Animals, including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p><b>Supermarket science - making poo</b></p>	<p>A study of an aspect or theme in British history that extends knowledge beyond 1066</p> <p><b>Cholera outbreak</b></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in history.</p> <p><b>Outcome: Study the work of Dame Barbara Hepworth and make a piece of ceramics in the style of her work.</b></p>
Year 5	<p><b>Ancient Egypt</b></p> <p>There's a pharaoh in our bath</p>	<p>Experiment, predict, fair, variable, measure, record, compare, findings, conclude, present</p> <p><b>Compass, globe, symbols, key, grid reference, atlas</b></p> <p><b>Ancient Egypt, pharaoh, Canopic jar, mummy, mummify, tomb, pyramid, desert</b></p>	Non-chronological report	<p>Visit to Weston Park Museum – Egyptian exhibit</p>	<p><u>Animals, including humans</u></p> <p>Describe the changes as humans develop to old age</p> <p><u>Working scientifically</u></p> <p>Planning different types of scientific enquiries to answer questions, including recognising</p>	<p>Use maps, atlases, globes and digital computer mapping to locate countries.</p> <p>Use the 8 points of the compass, 4 and 6 figure grid references, symbols and key to build their knowledge of the UK and wider world.</p> <p><b>Where is Egypt? Where in Egypt would we find Cairo and Luxor</b></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To develop their techniques, including</p>

		Sculpture, style, technique, detail, decorative			and controlling variables where necessary <b>Investigate how quickly different materials rot/grow mould</b> <b>What circumstances would speed up/slow down the process?</b> <b>Can you mummify an apple?</b>	<b>and the Nile? Where would we find the Great Pyramid?</b>  The achievements of the earliest civilisations Ancient Egypt.	their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <b>Key Skill: 3D skills to build shapes and use of line and pattern to decorate.</b> <b>Outcome: Sculpt a death mask using clay.</b>
Year 6	<b>Conflict</b>  Diary of Anne Frank  Tail end Charlie	Circulatory system, heart, blood, blood vessel, transport, nutrient, health, lifestyle Circuit, symbol, variation, component, brightness, volume, voltage  Compass, globe, symbols, key, grid reference, atlas  War, conflict, blitz, Anderson shelter, duty, freedom, air raid, army, navy, air force, troops, battle, trench, frontline, ration  Design, recipe, ration, healthy, cook, keep, preserve  Silhouette, style, technique, effect, shadow, dark, light, shade, contrast	The Diary of Anne Frank  Fact file	Visit to the Beth Shalom Centre, Newark	<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 <b>Air raid sirens, search lights</b>	Use maps, atlases, globes and digital computer mapping to locate countries. Use the 8 points of the compass, 4 and 6 figure grid references, symbols and key to build their knowledge of the UK and wider world. <b>Locate the countries involved in WW2</b> <b>Where in the world would we find Auschwitz, Berlin, Brandenburg gate, Bergen Belsen, Anne's Frank's annex?</b>  A significant turning point in British history World War	To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <b>Key Skill: Careful observations, developing use of line and pencil/brush work and colour mixing.</b> <b>Outcome: Observe carefully to paint</b>

								<p><b>and print silhouette pictures of the Sheffield Blitz.</b></p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</p> <p><b>Cook a dish using rations</b></p>
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