



Grovelands Community Primary School- Our Curriculum Vision

The curriculum we offer to the pupils of Grovelands aims to:

- **Provide an holistic approach to their learning offering a broad and balanced curriculum**
- **Support pupils with their language development and communication skills**
- **Ensure that the needs of all pupils are met but particularly the most vulnerable pupils in the school**
- **Enrich their learning by offering them new experiences and promote learning through investigation**
- **Promote and support the values of the school and the wider community including British Values**
- **Develop a sense of how they can contribute to and be part of the local community**
- **Develop an understanding of the world they live in**

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Nursery	Main Topic	<u>Mini-beasts</u> <u>How many legs?</u>	<u>Winter Time</u> <u>Do all animals sleep at night?</u>	<u>Love</u> <u>What is love?</u>	<u>Growing and Changing</u> <u>Guess the baby</u>	<u>Space</u> <u>Where is planet Earth?</u>	<u>The Sea</u> <u>Who lives under the sea?</u>
Reception	Main Topic	<u>This is me</u>	<u>Winter time</u>	<u>Space and Transport</u>	<u>Growing and Changing</u>	<u>Our Community</u>	<u>Super Strong Super Heroes</u>
Year 1	Main Topic	<u>Can toys come to life?</u> <u>Toy Museum visit school</u>	<u>About me and my body</u> <u>Christmas around the world</u>	<u>Fabulous Fairy tales</u>	<u>What came first- the chicken or the egg?</u> <u>Hatch and Brood in school</u>	<u>A trip around the world</u>	<u>Danger at sea!</u> <u>Trip to the Seaside- Eastbourne</u>
	Science Focus from National Curriculum	Everyday materials -know what an object is made from -identify common materials -describe properties of materials -compare and group materials based on their properties Seasonal changes	Animals, including humans Children will identify, name, and label the basic parts of the human body including the scientific terms penis and vulva. Children will say which parts of the body is associated with each sense.	Animals including humans -identify and name a variety of animals -identify and name common animals that are carnivores, herbivores and omnivores. -describe and compare the structure of a variety of common animals.	Animals including humans -identify and name a variety of animals -identify and name common animals that are carnivores, herbivores and omnivores. -describe and compare the structure of a variety of common animals	Animals including humans -identify and name a variety of animals -identify and name common animals that are carnivores, herbivores and omnivores. -describe and compare the structure of a variety of common animals	Animals including humans Children will describe a variety of common animals (birds, fish, amphibians, reptiles and mammals and including pets.) Seasonal changes & Plants continuous theme

		Observe changes across the four seasons Plants Children will identify and name a variety of plants, describing the basic structure	Seasonal changes &Plants continuous theme	Seasonal changes &Plants continuous theme	Seasonal changes &Plants continuous theme	Seasonal changes &Plants continuous theme	
	History Focus from National Curriculum	Historical Enquiry Describe some simple similarities and differences between artefacts. Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' Sort artefacts from 'then' and 'now'. Use timelines to order events or objects. Talk, draw or write about aspects of the past.	Chronology The children will begin to understand the difference between things that happened in the past and the present. Place known events and objects in chronological order (timeline) Use pictures of them as babies, toddlers and now.	Historical Interpretation The children will be able to tell stories about the past, including role-play. The children will be able to relate to his/her own account of an event and understand that others may give a different version	N/A	Knowledge and understanding of events, people and changes of the past. Recall facts about people/ events before living memory. Say why people may have acted the way he did. The children will be able to relate his/her own account of an event and understand that others may give a different version. Scott of the Antarctic – the lives of significant individuals in the past.	Historical Enquiry The children will be able to find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'

	Geography focus from National Curriculum	N/A	Seasonal changes Children will be able to name and locate their local town including places of importance to me e.g. home, school and local area Children will draw a map and make a key of the school	Seasonal changes Children will be able to name and locate their local town including places of importance to me e.g. home, school and local area Children will observe and describe the human and physical geography of a small area of the United Kingdom	N/A	Seasonal changes A trip around the world -Seasonal changes - Physical characteristics of hot and cold places - Location of places on a globe	Seasonal changes Danger at sea - Seasonal changes - Coastal features- natural and physical - Identify sea/land on maps - Fieldwork
Year 2	Main Topic	<u>Colossal castles and noble knights</u>	<u>Fire! Fire!</u>	<u>Creatures of the night</u>	<u>Land of the rising sun</u>	<u>How does your garden grow?</u>	<u>Walking with Dinosaurs</u>
	Science Focus from National Curriculum	Uses of everyday materials -identify and compare suitability of different materials for particular uses	Uses of everyday materials -how shapes of different materials can be changed	Animals including humans -animals have offspring that grow into adults Living things and their habitats -basic needs of plants and animals	Animals including humans -importance of exercise, eating the right amounts of different foods and hygiene	Plants -observe and describe how seeds and bulbs grow into mature plants -find out and describe plants need water , light, and a suitable temperature to	

				-know how plants and animals obtain food		grow and stay healthy	
	History Focus from National Curriculum	Historical events, people and places in their own locality	Event beyond living history- Great Fire of London Lives of significant individuals in the past – Samuel Pepys				Lives of significant individuals in the past- Mary Anning
	Geography focus from National Curriculum	Human features of city		-coast, forest -seasons -weather	Contrast human and physical geography of part of the UK, and an area in a non-European country Rivers/mountains		-continents -oceans
Year 3	Main Topic	<u>Stone Age to Iron Age</u>	<u>Stone Age to Iron Age</u>	<u>Ancient Egypt</u>	<u>Egypt & the Nile</u>	<u>Amazing Adventures & Mysterious Maps</u>	<u>Amazing Adventures & Mysterious Maps</u>
	Science Focus from National Curriculum	Rocks -compare and group rocks -how fossils are formed -how soils are made	Light -need for light to see things -how light is reflected -light from the sun can be dangerous -shadows are formed from the absence of light	Forces and Magnets -how things move on different surfaces -some forces need contact -magnets attract and repel -know that magnets have poles	Plants -different parts of a flowering plant -requirements of plants for life and growth -how water is transported in plants -life cycle of a plant	Animals including humans -skeletons and muscles	Animals including humans -animal nutrition

				-magnetic materials			
	History Focus from National Curriculum	Changes in Britain from Stone Age to the Iron Age	Changes in Britain from Stone Age to the Iron Age	the achievements of Ancient civilisations	the achievements of Ancient civilisations		
	Geography focus from National Curriculum	Locational knowledge & place knowledge			-rivers and trade routes -settlements -land use linked to agriculture and soils	Physical & human geography including key topographical features; understand how some of these aspects have changed over time.	Fieldwork & mapping skills
Year 4	Main Topic	<u>Romans versus Celts</u>	<u>Romans on the Rampage</u>	<u>Rumble Tumble</u>	<u>Where the River Meets the Sea</u>	<u>No Place Like Home</u>	<u>Down and Alp</u>
	Science Focus from National Curriculum	Sound -identify how sounds are made -how sound travels -features of sound e.g. pitch & vibration	Electricity -uses of electricity -simple series circuits -conductors and insulators	States of matter -compare and group solids, liquids and gases -materials can change state if heated or cooled	States of matter -Water cycle	Living things and habitats -grouping -classification keys -recognise that environments can change and can be dangerous to living things	Animals including humans -digestive system -identify different types of teeth and their functions -food chains
	History Focus from National Curriculum	The Celts and the Roman invasion of Britain	Roman Empire and its impact on Britain inc. the legacy of Roman culture (art, architecture or literature) on later periods in British	The eruption of Vesuvius in AD79			

			history, including the present day				
	Geography focus from National Curriculum	-British geography		Volcanos, Earthquakes & Tsunamis	-rivers of the world		to understand geographical similarities and differences through studying the human and physical geography of the South Downs and the Italian Alps
Year 5	<u>Main Topic</u>	<u>It's All Greek To Me</u>	<u>Ropes and Railway</u>	<u>Smashing Saxons</u>	<u>African Adventure</u>	<u>The Circle of Life</u>	<u>Space Oddity</u>
	Science Focus from National Curriculum	Forces -Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	Forces -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Properties and changes of materials -dissolving -separation of solids, liquids and gases. -reversible changes -changes can make new materials	Animals including humans -Describe changes as humans develop to old age.	Living things and their habitats -Life cycles of different species. -Reproduction of plants and animals.	Earth and Space -Movement of Earth and planets. -Movement of moon in relation to the sun. -day and night.
	History Focus from National Curriculum	Ancient Greece	Local History Study	Britain's settlements by Anglo-Saxons and Scots.			
	Geography focus from National Curriculum		Plan view Map Points of a compass	OS Maps	Compare a region in UK with a region in Africa, with significant differences and similarities.		Hemispheres, latitudes, longitudes.

Year 6	Main Topic	<u>A Hiccup in Hastings</u>	<u>Storms and shipwrecks</u>	<u>Carnival</u>	<u>Revel in the Rainforest</u>	<u>Empire to Commonwealth</u>	<u>Empire to Commonwealth</u>
	Science Focus from National Curriculum	Electricity -recognises and using symbols in circuits -how components function	Evolution and inheritance -living things change over time -living things produce offspring -how animals and plants are adapted	Light -light travels in straight lines -how the eye works -shadows	Living things and habitats -classification of living things	Animals including humans -human circulatory system -impact of diet, exercise, drugs and lifestyle on the body -how nutrients and water are transported within animals	Animals including humans -human circulatory system -impact of diet, exercise, drugs and lifestyle on the body -how nutrients and water are transported within animals
	History Focus from National Curriculum	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Non-European society that provides contrast with British history- Mayan civilisation C. AD 900			
	Geography focus from National Curriculum			Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Physical geography, including: -climate zones -biomes -vegetation belts. Human geography: Economic activity including trade links. (fair and unfair trade)	-Countries of the commonwealth -natural resources -trade	Study of Antarctica linked to Shackleton Identify the position, significance and key features or the arctic and Antarctic circle