



Benwick Primary School – Foundation Subjects Curriculum 2024-2025

Music - 2024-25

Term	Doves Y2	Owls Y4	Swans Y6	Robins
Autumn	A- Experimenting with sounds B- Being together in music	A- Untuned percussion B- Introducing texture 2	A- Singing B- Musical technology 2	KS1 Nativity Songs Reception – Sing-up -Term 1: Timbre, beat, pitch contour. Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Call-and-response, pitch (la-somi-do), timbre. Beat, pitch (step/leap), timbre
Spring	C-Introducing rhythm & pulse 2 D - Introducing pitch 2	C- Music notation 2 D- History of singing 2	C – Introducing structure D – Musical notation	Reception – Sing-up – Term 2: Active listening, beat, pitch (somi), vocal play. Timbre, pitch (higher/lower), tempo (faster/slower), beat. Pitch contour rising and falling, classical music. Timbre, tempo, structure (calland-response), active listening.
Summer	C- Introducing tempo & dynamics 2 D- Exploring emotions through music 2	E- Composition 2 F- Introducing timbre 2	E – Composition F – Improvisation 2	Reception – Sing-up – Term 3 Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Music in 3-time, beat, composing and playing. Beat, active listening, instrumental accompaniment.

2024-2025 RE

	Robins	Doves	Owls	Swans
Autumn	See themselves as a valuable individual. Think about the perspectives of others. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	What is important for Jewish people? Why is Christmas important to Christians?	Christianity: How and why are churches different? Cross faith: What moral guidance do sacred texts provide?	Buddhism What does it mean to be a Buddhist? Can we all be enlightened? Cross faith: How could we make our society equal?

Spring	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>What are the ultimate questions?</p> <p>What is important for Muslims?</p>	<p>Islam: Why is prayer important to Muslims?</p> <p>Christianity: Why should we give peace a chance?</p>	<p>Judaism: Christianity and Judaism Is religion what you say or what you do?</p> <p>Cross faith: Why is it important to be good?</p>
Summer	<p>ELGs: Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>How does the Khalsa influence the lives of Sikh people?</p> <p>Should we look after our world?</p>	<p>Christianity: Is it fair?</p> <p>Christianity: Why do some people go on a spiritual journey?</p>	<p>Christianity: People of Faith, courage and commitment: Use examples of real living examples e.g. Bear Grylls Athletes: Daniel Rowden, 23, Daniel Jervis, 25</p>

2024-2025 - Art

	Doves	Owls	Swans
Autumn	Year 2 Block A&B Textiles and Painting	Yr 4 Block A&B	Y6 Drawing Block A Paint and collage block B
Spring	Year 2 Block C&D	Yr 4 Block C&D	Y6 Print making block C Print making block D
Summer	Year 2 Block E& F Creative Response	Y4 Block E&F	Y6 Painting Block E &F

<ul style="list-style-type: none"> • <u>Y2 Art – Drawing Block A</u> • <u>Y2 Art – Painting Block B</u> • <u>Y2 Art – Printmaking Block C</u> • <u>Y2 Art – Textiles and Collage Block D</u> • <u>Y2 Art – 3D Block E</u> • <u>Y2 Art – Creative Response Block F</u> 	<ul style="list-style-type: none"> • <u>Y4 Art – Drawing Block A</u> • <u>Y4 Art – Painting Block B</u> • <u>Y4 Art – Printmaking and Textiles Block C</u> • <u>Y4 Art – 3D and Collage Block D</u> • <u>Y4 Art – Painting Block E</u> • <u>Year 4 Art – Creative Response Block F</u> 	<ul style="list-style-type: none"> • <u>Y6 Art – Drawing Block A</u> • <u>Y6 Art – Painting and Collage Block B</u> • <u>Y6 Art – Printmaking and Textiles Block C</u> • <u>Y6 Art – 3D Block D</u> • <u>Y6 Art – Painting Block E</u> • <u>Y6 Art – Creative Response Block F</u>
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2024-2025 - DT

	Doves	Owls	Swans
Autumn	Year 2 Blocks A&B	Yr 4 Block A&B	Y6 A&C
Spring	Year 2 Blocks C&D	Yr 4 Block C&D	Y6 C&D
Summer	Year 2 Blocks E&F	Yr 4 Block E&F	Y6 E&F
	Year 2	Year 4	Year 6
	<p>Learning Modules</p> <ul style="list-style-type: none"> • <u>Block A – Textiles</u> • <u>Block B – Food and Nutrition</u> • <u>Block C – Mechanisms</u> • <u>Block D – Understanding materials</u> • <u>Block E – Food and Nutrition</u> • <u>Block F – Structures</u> 	<p>Learning Modules</p> <ul style="list-style-type: none"> • <u>Block A – Food and Nutrition</u> • <u>Block B – Mechanisms</u> • <u>Block C – Textiles</u> • <u>Block D – Structures</u> • <u>Block E – Electrical systems</u> • <u>Block F – Food and Nutrition</u> 	<p>Learning Modules</p> <ul style="list-style-type: none"> • <u>Block A – Food and Nutrition</u> • <u>Block B – Mechanisms</u> • <u>Block C – Food and Nutrition</u> • <u>Block D – Structures</u> • <u>Block E – Electrical systems</u> • <u>Block F – Textiles</u>

Geography 24-25

ROBINS	Specific Area of Learning Understanding the World				
Autumn	Doves	Owls	Swans		
Autumn	Year 1 Revisit Continents and Oceans/ Countries and Capital Cities of the UK Local Area -human & physical Geography	Yr 3 Map & Field work – re-cap Yr 3 OS map skills and field work	Y6 compare UK, Europe and North America		
Spring	Year 2 Yanamani People	Y3 UK Study	Y6 Earthquakes, mountains and volcanoes		
Summer	Year 2 Fieldwork and Map Skills	Yr 4 Latitude and Longitude Yr 4 Environmental regions of Europe, Russia, N&S America	Y6 Orienteering, map skills and navigations		

ROBINS	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth 	<ul style="list-style-type: none"> Become familiar with the local environment Explore school grounds – wildlife and spinney Know about extended family EAL – knowing about family members in other places Explore traditions and Christmas Know about farms and animals Exploring world through texts such 'We're going on a bear hunt' 	<ul style="list-style-type: none"> Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...). Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, including our EAL families' place of birth. Exploring Christmas traditions from around the world. Features of cities, man-made vs natural (Naughty Bus link). Learning London is the capital city. Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps. Black History. Naming features of the world around us (farms, beach, woodland etc). 	Geography KS1 National Curriculum Locational knowledge <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and physical geography <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.
	ELG The Natural World <ul style="list-style-type: none"> Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. 				

History 24-25

ROBINS	Specific Area of Learning Understanding the World		Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time 	<p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations. Celebrating cultural diversity of children in the class. Traditional festivals and celebrations. Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time. 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day. Black History week – Rosa Parks. Bonfire Night – Guy Fawkes. R.E themes taught through Discovery RE. Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. London past and present – Link 'The Naughty Bus,' story. <ul style="list-style-type: none"> Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Child-led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.
	Doves			Owls		Swans
Autumn	Year 2 Great Fire of London Year 1 Significant Individual (Guy Fawkes)			Yr 3 Stone age to iron age		Year 6 Battle of Britain
Spring				Shang Dynasty		Year 6 How did conflict change our local area in WW2
Summer	Year 2 Great Fire of Chatteris (Comparison)			Yr 4 Vikings		Year 6 Five Monarchs

Science 2024-25

ROBINS:	Specific Area of Learning Understanding the World	ELG's	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS		Science KS1	
						Year 1	Year 2
		Managing Self <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>ELG 14 The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Discussions at snack time of the importance of healthy food choices. During lunch time discussions. Through stories and circle time discussions, e.g. the story – Now wash your hands and Funny bones. P.E lessons that encourage getting dressed and undressed independently. Naming body parts through songs – Heads, shoulders, knees, and toes. RSE link – Correct naming of body parts. Talking about pets at home. Exploring minibeasts and recording our observations. 	<ul style="list-style-type: none"> Exercise Healthy Wash Toothbrush Tooth / Teeth Body Head Bones Skeleton Family 	<ul style="list-style-type: none"> Animal Human Mammal Bird Fish Amphibian Insect Lifecycle Nocturnal 	Animals, including humans.	
<p>ELG 14 The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Going on walks to observe the local environment and to compare and learn about the seasons. Taking photos to compare seasons and discuss. Planting seeds and plants. Looking after the EYFS garden. Creating bug hotels. 	<ul style="list-style-type: none"> Lifecycle Plant seed grow roots Flower 	<ul style="list-style-type: none"> Seasons Autumn Winter Spring Summer Change Weather 	Plants	Living things and their habitats.		
<p>ELG 14 The Natural World</p> <ul style="list-style-type: none"> Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter. 	<ul style="list-style-type: none"> Growing plants from bulbs and seeds. Making boats to explore best materials. Water tray activities to explore water, ice, and materials that float and sink. Testing the best material for a raincoat for Paddington bear. 	<ul style="list-style-type: none"> Material Wood Plastic Glass Float 	<ul style="list-style-type: none"> Sink Liquid Solid 	Everyday materials	Uses of everyday materials.		
Scientific Vocabulary – scientist, sort, observation, identify, compare, group, investigate, test, evaluate							
	Doves Y1&2	Owls Yr 3/4	Swans Yr 5/6				
Autumn 1	Everyday materials y1	Introduce Rocks	Electricity		Electricity		
Autumn 2	Everyday materials Y2	Animals including humans-digestive system + teeth	Light		Light		
Spring 1	Animals including humans Y1	Electricity	Y6 Animals including humans- circulatory system		Y6 Animals including humans- circulatory system		
Spring 2	Animals including humans Y2	Sound	Y6 Animals including humans-circulatory system		Y6 Animals including humans-circulatory system		
Summer 1	Revisit living things and their habitats/materials Y2	Living things and their habitats	Y6 Living things and their habitats-classification		Y6 Living things and their habitats-classification		
Summer 2	Revisit animals and plants Y1	Animals Including Humans-nutrition and skeletons	Evolution and inheritance		Evolution and inheritance		

French 2024-25 – Cycle A

Owls:

PlanIt French Mixed-Age Group Teaching Guidance: Year 3/4						
Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	 Getting to Know You	 All About Me	 Food Glorious Food	 On the Move	 Where in the World?	 Holidays and Hobbies

Cycle A

Autumn 1: Year 3: Unit 1 – Getting to Know You

Autumn 2: Year 3: Unit 2 – All About Me

Spring 1: Year 3: Unit 3 – Food, Glorious Food

Spring 2: Year 4: Unit 2 – On the Move

Summer 1: Year 4: Unit 4 – Where in the World?

Summer 2: Year 4: Unit 6 – Holidays and Hobbies

In Cycle A no prior knowledge is necessary for children to access the units of work in this order.

Swans:

PlanIt French Mixed-Age Group Teaching Guidance: Year 5/6						
Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	 Pleased to Meet You	 That's Tasty	 School Life	 Let's Go Shopping	 All in a Day	 Our Precious Planet

Cycle A

Autumn 1: Year 5: Unit 1 – Pleased to Meet You

Autumn 2: Year 5: Unit 3 – That's Tasty

Spring 1: Year 5: Unit 5 – School Life

Spring 2: Year 6: Unit 2 – Let's Go Shopping

Summer 1: Year 6: Unit 4 – All in a Day

Summer 2: Year 6: Unit 5 – Our Precious Planet

PE & Games:

	TERM 1		TERM 2		TERM 3	
Reception	Introduction to PE : Unit 1 Fundamentals : Unit 1	Dance : Unit 1 Introduction to PE : Unit 2	Gymnastics : Unit 1 Fundamentals : Unit 2	Ball Skills : Unit 1 Dance : Unit 2	Ball Skills : Unit 2 Games : Unit 1	Games : Unit 2 Gymnastics : Unit 2
Year 1/2	Ball Skills Fundamentals	Invasion Games Sending and Receiving	Gymnastics Fitness	Dance Target Games	Athletics Team Building	Net and Wall Games Striking and Fielding Games
Year 3/4	Football Ball Skills Y3/4	Hockey Dance	Gymnastics Fitness	Basketball Golf	Athletics Cricket	Tennis Rounders
Year 5/6	Football Swimming	Netball Dance	Gymnastics Handball	Tag Rugby Fitness	Athletics Badminton Y5/6	Volleyball Y5/6 OAA

Computing:

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
Robins R	<p>Rather than a scheme with set lessons, the early years resources are designed to integrate into the day-to-day routine and set-up of an early years setting with opportunities for using Mini Mash or Purple Mash as part of the Early Years curriculum to support children in working towards early learning goals.</p> <p>In addition, there are units of suggested ideas that focus on computing skills specifically, that can also be provided as opportunities for learning as part of the topics in other areas to give children a sound basis to explore topics using technology and to be ready for progressing through the Computing curriculum. These are as follows and are designed to be integrated and linked to wider early years curriculum areas. These have been loosely classified into the three streams but there is overlap between all three streams.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #0070C0; color: white;">Mouse and Trackpad Skills</td> <td style="background-color: #0070C0; color: white;">Keyboard Skills</td> <td style="background-color: #0070C0; color: white;">Drawing skills</td> <td style="background-color: #FF0000; color: white;">Robots</td> <td style="background-color: #0070C0; color: white;">Sounds</td> <td style="background-color: #0070C0; color: white;">Photography</td> </tr> <tr> <td style="background-color: #FFD700;">Technology Around Us</td> <td style="background-color: #FFD700;">Hardware</td> <td style="background-color: #FFD700;">Safety and Privacy</td> <td style="background-color: #0070C0;">Quizzes</td> <td style="background-color: #FFD700;">Using Purple Mash with an Individual Login</td> <td></td> </tr> </table>						Mouse and Trackpad Skills	Keyboard Skills	Drawing skills	Robots	Sounds	Photography	Technology Around Us	Hardware	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login	
Mouse and Trackpad Skills	Keyboard Skills	Drawing skills	Robots	Sounds	Photography													
Technology Around Us	Hardware	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login														
Doves Y1 and Y2	1.1 E safety 1.3 Pictograms 1.2 Grouping and Sorting	1.5 Maze Explorers	2.1 Coding	Unit 2.3 Spreadsheets Unit 2.5 Effective Searching	Unit 2.6 Creating Pictures	Unit 2.7 Making Music Unit 2.8 Presenting Ideas												
Owls Y3 and Y4	Unit 4.2 Online safety 3.3 Spreadsheets Unit 4.3 Spreadsheets	3.8 Graphing 3.7 Simulations	Unit 4.1 Coding	Unit 4.4 Writing for different audiences Unit 4.5 Logo	Unit 4.6 Animation Unit 4.7 Effective Search	Unit 4.8 Hardware Investigators Unit 4.9 Making Music												
Swans Y5 and Y6	Unit 6.2 Online safety	5.1 Coding Microsoft 365 introductions word	Unit 6.4 Blogging Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing	Unit 6.9 Spreadsheets (with Microsoft Excel or Google Sheets)												

PSHE:

	Robins - Reception	Doves – Yrs 1&2	Owls – Yrs 3&4	Swans – Yrs 5&6
Autumn 1	Myself and My relationships – 1)Beginning and belonging 2) Family and friends	Myself and my relationships – My emotions	Myself and my relationships – Family and Friends	Me and my relationships – Family and Friends
National Anti-Bullying Week Activities planned linked to PSHCE Scheme objectives				
Autumn 2	Myself and my relationships – My emotions	Myself and my relationships – Beginning and Belonging	Citizenship – -Rights, Rules and Responsibility -Working Together	Citizenship – -Rights, Rules and Responsibility -Working Together
Spring 1	Citizenship – Identities and diversity	Healthy and Safer Lifestyle -Healthy lifestyles	Economic Wellbeing -Financial Capability	Healthy and safer lifestyles – Managing Safety and Risk
Spring 2	Citizenship – Me and my world	Healthy and Safer Lifestyle -Drug Education	Healthy and safer lifestyles – Personal Safety	Healthy and safer lifestyles – Personal Safety
Summer 1	Healthy and safer lifestyles – 1) My body and growing up 2) Keeping safe (optional)	Healthy and Safer Lifestyle -Digital Literacy	Healthy and Safer Lifestyle -Digital Literacy	Healthy and Safer Lifestyle -Digital Literacy
Summer 2	Healthy and safer lifestyles – Healthy lifestyles	Healthy and safer lifestyles – relationships and sex education (RS1) - relationships and sex education (RS2)	Healthy and safer lifestyles – relationships and sex education (RS3) - relationships and sex education (RS4)	Healthy and safer lifestyles – relationships and sex education (RS5) - relationships and sex education (RS6)