



## Whole School Wider Curriculum Map Yearly Overview- 2024/25

| YR  |                  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---|------------------|--|---|---|---|---|--|
| 1   | Enquiry          | How do children play now and in the past?<br>History – 12 lessons          | How do we use everyday materials?<br>Science – 12 lessons | What do I know about where I live?<br>Geography – 10 lessons                              | How are animals classified?<br>Science – 12 lessons | What lessons have we learned from The Great Fire of London?<br>History – 12 lessons   | What makes up a plant?<br>Science – 8 lessons              |
|   | Cultural Capital |  | Seasonal Welly Walk<br>Nativity                           | Local area visit  | Exotic animal discovery                             | Visits from fire service  | Seasonal Welly Walk  |
|   | Science          |  | Seasons (Physics)<br>Materials (Chemistry)                |   | Seasons (Physics)<br>Animals (Biology)              | Seasons (Physics)   | Plants – parts of a plant, deciduous & evergreen (Biology) |
|   | Geography        |  | (Seasonal Walk)   | Location of continents, oceans, equator & poles. Distinguishing human & physical features | (Seasonal Walk)                                     |   |  |
| Seasonal welly walks and weather through Forest Schools |                  |  |   |   |   |   |  |
|   | History          | Continuity & change / Similarity & difference of toys                      |   |   |   | Causes of the Great Fire of London  |  |
|   | DT               | Making toys (levers & linkages)  |   | Food Tech - slicing fruit & veg   |   | Constructing a house (Free standing structures - strengthening, stabilising, joining) |  |
|   | Art              | Drawing - Spirals  |   | Collage – Inspired by Flora and Fauna   |   | Sculpture – Making Birds  |  |
|   | RE               | Unit 7: Why are some places special? (Christianity /Islam) #Muslim visitor |   | Unit 8: Why is our world special? (Christianity/Hinduism)                                 |   | Unit 6: How should we live our lives? (Christianity/Judaism)                          |  |
|   | Music            | Hey you!   |   | Round and Round   |   | Your imagination  |  |
|   | Computing        | E-Safety   | Technology around us                                      | Coding/Algorithms   |   | Basic Skills  |  |



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| Yr 2 | Enquiry          | How has transport changed?<br><i>History – 12</i>                     | What can materials do?<br><i>Science – 8 lessons</i> | What did Brunel do for Bristol?<br><br>History – 8 lessons           | How do we live a healthy life?<br><br>Science – 4 lessons | How different would life be if I lived in Malawi?<br>Geography – 8<br><br>How do plants grow?<br>Science – 4 | How do animals and their habitats link?<br><br>Science – 10 lessons | Why do we like to be beside the seaside?<br>Geography – 8<br><br>DT - 2                     |
|      | Cultural Capital |   | <i>Nativity</i>                                      | <i>Trip to SS GB</i>   | <i>Travelling Kitchen</i>                                 |  |   | <i>Seaside – Clevedon or Weston?</i>  |
|      | Science          |   | Properties of materials<br>(Chemistry)               | Food chains<br>(Biology)   |   | Growing Plants (Biology)   | Habitats and life cycles<br>(Biology)                               |   |
|      | Geography        |   |  |  |   | Comparison of Malawi & Bristol   |   | UK - countries & capitals, settlement sizes, human & physical features connected to seaside |
|      | History          | Continuity/changes, Trade & Transport                                 |  | Significance, Change & continuity, Empire & Trade - Brunel           |   |  |   |   |
|      | DT               |   | Creating a vehicle<br>(wheels, axles)                | Travelling Kitchen<br>Food tech (grating fruit & veg)                |   |  |   | Flags<br>(Textiles - templates & joining materials)   |
|      | Art              | Drawing – Explore and Draw  |  |  |   | Printing - Exploring the World through mono-printing   | Music and Art   |   |
|      | RE               | Unit 3: Why are some stories special?<br>(Christianity/Judaism/Islam) |  | Unit 9: Why is Jesus important?<br>(Christianity) #Visit to a church |   | Unit 4: Where do we belong?<br>(Christianity/Judaism/Islam)  |   |   |
|      | Music            | Glockenspiel  |  | I wanna play in a band   |   | Friendship song  |   |   |
|      | Computing        | E-Safety  | Technology Around Us                                 | Coding   |   | Basic Skills & Word Processing   |   |   |

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| Yr 3 | Enquiry          | <b>What is our body made up of?</b><br>Science (6 lessons)<br><br><b>What do we find beneath our feet?</b><br>Geography (6 lessons) | <b>How are rocks and soils formed?</b><br>Science (4 lessons)<br><br><b>Where does the darkness come from?</b><br>Science (8 lessons) | <b>What changed between the Stone Age and the Iron Age?</b><br>History (12 lessons) | <b>How do plants reproduce?</b><br>Science (6 lessons)<br><br><b>What will we find in Europe?</b><br>Geography (6 lessons) | <b>What did the Ancient Egyptian civilisation achieve?</b><br>History (12 lessons)                                  | <b>How do forces affect our lives?</b><br>Science (10 lessons) |
|      | Cultural Capital |   | <i>Diwali event</i><br><i>Into University</i>   |   | <i>Performance</i>   | <i>Egyptian workshop</i>  | <i>Trip to We the Curious</i>                                  |
|      | Science          | <b>Skeleton</b> (Biology)   | <b>Rocks</b> (Chemistry)<br><br><b>Light &amp; shadow</b> (Physics)   |   | <b>Plant reproduction, water transport &amp; adaptation</b> (Biology)  |   | <b>Forces &amp; Magnets</b> (Physics)                          |
|      | Geography        | <b>Volcanoes, earthquakes, plate tectonics</b>  | <b>Rocks local field study</b>  |   | <b>European countries, capital cities, climate &amp; biomes, (focus on Italy)</b>  |   |  |
|      | History          |   |   | <b>Changes and continuity / Trade &amp; Technology</b>                              |  | <b>Significance , Trade &amp; Empire</b> (Ancient Egyptians)<br><b>Similarity/Difference</b> -with Iron Age Britain |  |
|      | DT               |   | <b>Making Toolboxes</b> (Shell structures (+ CAD))  |   | <b>Food Tech (through PSHE)</b> (Healthy Sandwich)   |   | <b>3D Magnetic game</b> (reinforcing & strengthening)          |
|      | Art              | <b>Gestural Drawing</b>   |   | <b>Cloth, Thread, Paint</b>   |  | <b>Making Animated Drawings</b>   |  |
|      | RE               | <b>Unit 7:</b> How do I express my beliefs and identity? (Christianity/Hinduism) #Visit to Hindu mandir                             |   | <b>Unit 1:</b> What is important to me? (Christianity/Judaism) #Christian visitor   |  | <b>Unit 2:</b> What can we learn from the life and teaching of Jesus? (Christianity)                                |  |
|      | Music            | <b>Glockenspiel stage 1</b>   |   | <b>Three Little Birds</b>   |  | <b>Bringing us together</b>   |  |
|      | Computing        | <b>E-Safety</b>   | <b>Networks</b>   | <b>Branching Databases</b>  | <b>Basic Skills / Typing</b>   | <b>Coding</b>   |  |

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|  | Spanish | I'm learning Spanish + Phonetics –<br>Aprendo Español |  | Animals + Phonetics -<br>Animales |  | I know how + Phonetics - Se<br>como |  |
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| Yr 4 |                         | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|------|-------------------------|---|--|--|---|--|--|
|      | <b>Enquiry</b>          | <b>How are rivers formed and why are they important?</b><br><br>Geography – 12 lessons                  | <b>How do we use electricity?</b><br><br>Science – 8 lessons<br><br><b>Introduction to invaders and settlers – decide on title?</b><br>History – 4 lessons | <b>What happens to our food?</b><br><br>Science – 12 lessons                                 | <b>States of matter – Title TBC</b><br><br>Science – 4 lessons<br><br><b>Where does our water come from?</b><br>Geography – 5 lessons | <b>How did the Romans change Britain?</b><br><br>History – 12 lessons                                    | <b>How does sound make music?</b><br><br>Science – 8 lessons<br><br><b>How can we classify living things?</b><br>Science - 4 lessons |
|      | <b>Cultural Capital</b> | <i>River study</i>  |  | <i>Travelling Kitchen</i>  | <i>Performance</i>  | <i>Visit to the Romans Baths</i>   | <i>Into University - careers</i>   |
|      | <b>Science</b>          |   | <b>Electricity (Physics)</b>   | <b>Digestion, teeth, food chains (Biology)</b>   | <b>States of Matter (Chemistry)</b>   |  | <b>Sound (Physics)</b><br><br><b>Animal classification &amp; habitats (Biology)</b>  |
|      | <b>Geography</b>        | <b>Formation and features of rivers</b>   |  |  | <b>Water Cycle</b><br>Freshwater biome  |  |  |
|      | <b>History</b>          |   | <b>Invaders and Settlers – change and continuity/significance</b>  |  |   | <b>Romans – empire, significance, societal change</b>  |  |
|      | <b>DT</b>               |   | <b>Light-up signs (electrical components)</b>  | <b>Food Tech – Travelling Kitchen (vegetarian food)</b>                                      |   |  | <b>Musical Instruments (choice of materials &amp; joining techniques)</b>  |
|      | <b>Art</b>              | <b>Collage - Exploring through Pattern</b>  |  | <b>Storytelling Through Drawing</b>  |   | <b>Festival Feasts</b>   |  |
|      | <b>RE</b>               | <b>Unit 12: What does it mean to belong to Judaism? (Judaism) #Jewish visitor or visit to synagogue</b> |  | <b>Unit 9: How should we live and who should inspire us? (Christianity/Judaism/Hinduism)</b> |   | <b>Unit 10: What does it mean to belong to Hinduism? (Supplementary materials from Wiltshire Scheme)</b> |  |
|      | <b>Music</b>            | <b>Glockenspiel stage 2</b>   |  | <b>Stop!</b>   |   | <b>Blackbird</b>   |  |
|      | <b>Computing</b>        | <b>E-Safety</b>   | <b>Networks and the WWW</b>  | <b>Word Processing &amp; Comparing Programmes</b>  |   | <b>Coding</b>  |  |

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|--|---------|-------------------------------|--|------------------------------------|
|  | Spanish | Fruits + Phonetics – La Fruta | Presenting myself + Phonetics- Me presento | My family + Phonetics – Mi familia |
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| Y<br>5 | Enquiry          | How did WW2 change lives in Bristol?<br>History – 12 lessons                        | What will we find in space?<br>Science – 12 lessons                    | Why do we need the rainforests?<br>Geography – 9 lessons<br>Science – 3 lessons                                     | Where would I choose to live?<br>Geography – 12 lessons  | How did life contrast in Britain and Baghdad in the past?<br>History – 12 lessons            | How can materials change?<br>Science – 12 lessons |
|        | Cultural Capital | <i>Visit to the M-Shed</i>  |  | <i>Travelling Kitchen</i>   | <i>Into Uni – what is a university?</i>  | <i>Into Uni full day per class</i>   | <i>Performance</i>                                |
|        | Science          |   | <b>Space &amp; Forces</b> (Physics)<br>Gravity, air & water resistance | <b>Life cycles</b> (Biology)  |  |  | <b>Changes in materials</b> (Chemistry)           |
|        | Geography        |   |  | <b>South America</b> countries and features.<br><b>Rainforest</b> biome.<br><b>Deforestation:</b> causes and impact | <b>Comparison between European &amp; S American cities</b> - Distribution of resources, population / migration, comparison of physical and human features of different cities. |  |   |
|        | History          | <b>Significance, Change/Continuity</b><br>WWII                                      |  |   |  | <b>Similarities &amp; differences</b> - Anglo-Saxon/Viking life & the Golden Age of Baghdad. |   |
|        | DT               |   | <b>Frame Structures</b><br>(3D structures in wood)                     |   |  |  | <b>Fairground Ride</b><br>(pulleys)               |
|        | Art              | <b>Drawing - Typography &amp; Maps</b>  |  | <b>Mixed media and land/city scapes</b>   |  | <b>Set Design</b>  |   |
|        | RE               | <b>Unit 3:</b> Why do religious books and teachings matter?<br>(Christianity/Islam) |  | <b>Unit 5:</b> Why are some journeys and places special?<br>(Christianity/Islam)                                    |  | <b>Unit 6:</b> How do we make moral choices?<br>(Hinduism) #Hindu visitor                    |   |

|  |           |                               |  |   |          |                                    |                |
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|  | Music     | Living on a prayer            |  | Make you feel my love                         |          | Dancing in the street              |                |
|  | Computing | Coding                        |  | Flat File Databases                           | E-Safety | Websites                           | Vector Drawing |
|  | Spanish   | Fruits + Phonetics – La Fruta |  | Presenting myself + Phonetics-<br>Me presento |          | My family + Phonetics – Mi familia |                |



|    |                  |   |   |   |   |  |  |
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| Y6 | Enquiry          | <b>What will we find in North America?</b><br>Geography – 12  | <b>How do we live healthy and safe lives?</b><br>Science – 12 lessons | <b>How have the Ancient Greeks influenced our lives today?</b><br>History – 12 lessons        | <b>How do living things evolve?</b><br>Science – 12 lessons | <b>Who is trading with whom?</b><br>History – 12 lessons   | <b>How does light help us to see?</b><br>Science – 9 lessons |
|    | Cultural capital | <i>Visit to American Museum, Bath Into University Week</i>  |   |   |   | <i>Barton Camp</i>   | <i>Performance</i>   |
|    | Science          |   | <b>Circulation etc (Biology)</b>                                      |   | <b>Evolution (Biology)</b>                                  |  | <b>Light (Physics)</b>                                       |
|    | Geography        | <b>North America:</b> countries, desert & grasslands biomes, population distribution, indigenous people |   |   |   | <b>Trade</b>   |  |
|    | History          |   |   | <b>Significance, Change/Continuity, Empire - Ancient Greeks</b>                               |   | <b>Trade, Empire, Change/Continuity, Significance</b><br>Exploration, transatlantic slave trade, Industrial Revolution, trade in Bristol through the ages. |  |
|    | DT               | <b>Food Tech</b><br>(Seasonal cooking)  |   |   |   |  | <b>Textiles</b> - sewing with different fabrics and stitches |
|    | Art              | <b>2D drawing to 3D Making</b>  |   | <b>Exploring Identity</b>   |   | <b>Shadow Puppets</b>  |  |
|    | RE               | <b>Unit 11:</b> What does it mean to belong to Islam? (Islam) # Muslim visitor                          |   | <b>Unit 4:</b> What does it mean to belong to Christianity? (Christianity) #Christian visitor |   | <b>Unit 8:</b> What do people believe about life? (Christianity/Buddhism)  |  |
|    | Music            | <b>Happy</b>  |   | <b>You've got a friend</b>  |   | <b>Music and me</b>  |  |

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|--|------------------|-----------------|--------------------------------------|---|---------------------|---|
|  | <b>Computing</b> | <b>E-Safety</b> |                                      | <b>Searches &amp; Communication</b>               | <b>Spreadsheets</b> | <b>Coding</b>                             |
|  | <b>Spanish</b>   |                 | <b>Fruits + Phonetics – La Fruta</b> | <b>Presenting myself + Phonetics- Me presento</b> |                     | <b>My family + Phonetics – Mi familia</b> |