

Mawsley C.P School – Curriculum Plan B 2024-25

| History | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
|----------------|-------------------------------------|--|---------------------------|--------------------------|----------------------------|---------------------------|
| Phase 2 | Children who have changed the World | Mary Seacole | | | Holidays/Seasides | |
| Phase 3 | Children who have changed the World | Prehistoric History (Stone Age/Iron Age) | | | The Ancient Greeks | |
| Phase 4 | Children who have changed the World | The Impact of war | | | Shang Dynasty of China | |

| Geography | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Children who have changed the World | | Our Wonderful World (Seven Continents) | The Belonging '20 years of Mawsley School' | | Journeys/Food |
| Phase 3 | Children who have changed the World | | Our World – A European Study | The Belonging '20 years of Mawsley School' | | Coasts |
| Phase 4 | Children who have changed the World | | South America – The Amazon | The Belonging '20 years of Mawsley School' | | Protecting the Environment |

| Science | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Healthy me | Materials Monster | Squash, Bend, Twist and Stretch | Our local Environment | Young Gardeners | Little Masterchefs |
| Phase 3 | Rocks, soils and fossils | Food and our bodies | Light and shadows | How does your garden grow? | Forces and magnets | Science in action: The nappy challenge |
| Phase 4 | Out of this world | Material World | Circle of Life | Let's get moving | Growing up an growing old | Amazing changes |

| Computing | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Coding - We are treasure hunters 1.1 | Tech - We are TV chefs 1.2 | Tech - We are photographers 2.3 | Communications - We are publishers 1.4 | Tech visual - We are animators 2.5 | Tech data - We are zoologists 2.6 |
| Phase 3 | Coding - We are software developers 4.1 | Coding - We are makers 4.2 | Tech Visual - We are presenters 3.3 | Communication - We are bloggers 4.4 | Communicators - We are co-authors 3.5 | Data - We are meteorologists 4.6 |
| Phase 4 | Coding - We are game developers 5.1 | Coding - We are cryptographers 5.2 | Tech - We are architects 5.3 | Communication - We are web developers 5.4 | Tech - We are adventure gamers 5.5 | Tech visual - We VR designers 5.6 |

| RE | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Year 2 Unit -Is it possible to be kind to everyone? Christianity | Year 2 Unit – Who do Christians believe God gave Jesus to the World? Christianity | Year 2 Unit – Does praying at regular intervals help a Muslim in her/his everyday life? Islam | Year 2 Unit -How important is it to Christians that Jesus came back to life after his crucifixion? Christianity | Year 2 Unit – Does going to a Mosque give Muslims a sense of belonging? Islam | Year 2 Unit – Does completing Hajj make a person a better Muslim? Islam |
| Phase 3 | Year 4 Unit – Is it possible for everyone to be happy? Buddhism | Year 4 Unit – What is the most significant part of the Nativity Story? Christianity | Year 4 Unit – Can the Buddha’s teachings make the world a better place? Buddhism | Year 4 Unit -Is forgiveness always possible? Christianity | Year 4 Unit – What is the best way for a Buddhist to lead a good life? Buddhism | Year 4 Unit – Do people go to Church to show they are Christians? Christianity |
| Phase 4 | Year 5 Unit – are Sikh stories important today? Sikhism | Year 6 Unit – Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Christianity | Year 6 Unit – Is anything ever eternal? Christianity | Year 6 Unit – Is Christianity still a strong religion 2000 years after Jesus was on earth? Christianity | Year 5 Unit – What is the best way for a Sikh to show commitment to God? Sikhism | Year 5 Unit – Do beliefs in Karma, Samsara and Maksha help Hindus lead good lives? Hinduism |

| PE | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Real PE Real Gym Outdoor learning | Real PE Real Gym Outdoor learning | Real PE Real Gym Outdoor learning | Real PE Real Gym Outdoor learning | Real PE Real Gym Outdoor learning | Real PE Real Gym Outdoor learning |
| Phase 3 | Real PE (outdoor) Netball | Real PE (indoor) Gymnastics | Real PE (indoor) Swimming | Real PE (indoor) Tennis | Real PE (indoor) Cricket | Real PE (outdoor) Athletics |
| Phase 4 | Real PE Basketball | Real PE (outdoor) Gymnastics | Real PE Tri Golf | Real PE Tennis | Real PE Rounders/Cricket | Real PE (outdoor) Athletics |

| French | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 3 | I'm learning French <i>1 cultural lesson - Where is France?</i> | Colours and numbers <i>1 cultural lesson - Christmas</i> | I can... <i>1 cultural lesson - Facts about France</i> | Animals <i>1 cultural lesson - French nursery rhymes</i> | Little Red Riding Hood <i>1 cultural lesson - Artist-Matisse</i> | Fruits |
| Phase 4 | Revisit core vocabulary La phonetiques, classroom commands <i>French cultural lessons 3 and 4</i> | My family <i>1 cultural lesson - Christmas</i> | At school and opinions <i>1 cultural lesson - Tour de France</i> | Me in the World <i>1 cultural lesson - French Rap Music</i> | Habitats <i>1 cultural lesson - Artist-Claude Monet</i> | Healthy lifestyles |

| PSHE | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Relationships (Scarf Scheme) | Valuing Differences (Scarf Scheme) | Keeping Myself Safe (Scarf Scheme) | Rights and Responsibilities (Scarf Scheme) | Being my Best (Scarf Scheme) | Growing and Changing (Scarf Scheme) |
| Phase 3 | Relationships (Scarf Scheme) | Valuing Differences (Scarf Scheme) | Keeping Myself Safe (Scarf Scheme) | Rights and Responsibilities | Being my Best (Scarf Scheme) | Growing and Changing |

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| | | | | (Scarf Scheme) | | (Scarf Scheme) |
| Phase 4 | Relationships (Scarf Scheme) | Valuing Differences (Scarf Scheme) | Keeping Myself Safe (Scarf Scheme) | Rights and Responsibilities (Scarf Scheme) | Being my Best (Scarf Scheme) | Growing and Changing (Scarf Scheme) |

| Art | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | | Drawing Tell a Story Year 2 Link to English book 'The Last Wolf' | Sculpture and 3D Paper Play Year 1 Kapow | | Painting, and mixed media Life in Colour Year 2 kapow Use Eric Carl as the artist to have sea link | |
| Phase 3 | Drawing Growing artists Year 3 | Painting and mixed media Year 3 Prehistoric painting | | | | Sculpture and 3D Mega Materials Year 4 |
| Phase 4 | Drawing I need space! Year 5 | | Painting and Mixed media Portraits Year 5 kapow – link to Frida Kahlo | | Sculpture and 3D Clay Sculpture (Terracotta Army) School written unit | |

| DT | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Structure-Year 2 baby bear's chair | | | Mechanisms Wheels and Axles (vehicle linked to travelling) | | Food (links to Kapow Year 2 Balanced diet – school written unit) |

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| Phase 3 | | | Textiles – Waistcoat (compare to gilletts) yr4 (include use of fastenings) | Mechanical systems – Making a slingshot car Yr4 | Cooking and Nutrition (Greek Salad) Eating seasonally Year 3 kapow | |
| Phase 4 | | Digital World Year 6 Navigating the World Would this technology have been helpful to soldiers? | | Cooking and Nutrition – link to school birthday celebrations Year 6 Come dine with me Kapow | | Electricals and electronics (Kapow- Steady hand game) |

| Music | Term 1 Create | Term 2 Discover | Term 3 Explore | Term 4 Create | Term 5 Discover | Term 6 Explore |
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| Phase 2 | Timbre and rhythmic patterns Theme: Fairy Tales (Kapow Yr1) UNTUNED PERCUSSION (TROLLEY) | Songs, chants and rhymes Christmas Performance NO INSTRUMENTS NEEDED | Musical Me (Kapow Yr2) UNTUNED PERCUSSION (TROLLEY) | Pitch and Tempo Theme: Superheroes (Kapow Yr1) GLOCKENSPIELS KEYBOARDS UNTUNED PERCUSSION (TROLLEY) | Vocal and Body Sounds Theme: By the Sea (Kapow Yr1) TUNED AND UNTUNED (TROLLEY) | African Call and Response Song Theme: Animals (Kapow Yr2) TUNED AND UNTUNED (TROLLEY) |
| Phase 3 | Traditional instruments and improvisation Theme: India (Kapow Yr3) KEYBOARDS GLOCKENSPIELS DRUMS | Improvise and compose Stone Age Songs (Not Kapow) NO INSTRUMENTS NEEDED | Creating Compositions in response to an animation Theme: Mountains (Kapow Yr3) TUNED AND UNTUNED (TROLLEY) | Pentatonic melodies and composition Theme: Chinese New Year (Kapow Yr3) GLOCKENSPIELS TUNED AND UNTUNED (TROLLEY) | Samba and Carnival sounds and instruments (Kapow Yr4) SAMBA DRUMS | Musical Vocabulary (and higher level vocab) Theme: Under The Sea (Kapow Yr1) TUNED AND UNTUNED (TROLLEY) |

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| Phase 4 | Theme and Variations Theme: Pop Art (Kapow Yr6) <i>Reading: Benjamin Britten</i> NO INSTRUMENTS NEEDED | Songs of WW2 (Kapow Yr6) NO INSTRUMENTS NEEDED | Body and Tuned Percussion (and advanced rhythms) Theme: Rainforests (Kapow Yr 4 and Yr6) NO INSTRUMENTS NEEDED | Staff and musical notations Traditional Chinese and Japanese Music <i>(Not Kapow)</i> GLOCKENSPIELS TABLETS | Musical Theatre (Kapow Yr5) TUNED AND UNTUNED (TROLLEY) KEYBOARDS | Film Music (Kapow Yr6) TABLETS KEYBOARDS GLOCKENSPIELS DJEMBES UKULELES |
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