



## Curriculum Narratives

### Art and Design Narrative

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, *Beautiful Botanicals* has been placed in the same teaching sequence as the science project *Plants Nutrition and Reproduction*.

Where possible, projects with similar materials are spaced out to have as little strain on resources.

Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

#### Little Acorns

In Cycle A, children are introduced to primary colours and colour mixing. They explore painting by mixing tints and shades and by using a range of tools. Over the year, they develop their primary colour mixing skills to explore secondary colours. Children explore seasonal environmental art and continue to develop painting techniques around flowers and gardens and are introduced to works of art by significant artists, such as Claude Monet, Wassily Kandinsky and Emile Nolde. They use their drawing and mark making skills to explore line and shape and develop their drawing skills to represent the human face from observation and memory. Children explore how to cut, tear, fold and stick paper and fabric to create collage artwork. They also develop their printing skills as they use natural objects to print and create artwork.

In Cycle B, children learn to draw the human form from observation or memory. They build on their knowledge of the human form and draw and paint portraits of themselves and their families. Children develop their printing skills, printing brick patterns, buildings and their features.

They are introduced to painting techniques and develop their understanding of colouring mixing using primary colours. They make tints and shades by adding white and black to coloured paint. Children develop their drawing skills and explore line, including zig-zags, spirals, straight lines and curvy lines. They look carefully at animals and their features to make observational drawings. They revisit printing techniques to create animal pattern inspired prints and develop their use of collage, exploring *The Snail* by Henri Matisse. They create artwork in response to images of the sea and explore further works of art by the artist Henri Matisse.

### **Class 1**

In Class 1, each autumn term begins with the colour project *Mix It*. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours.

Cycle A begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Cycle B, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

### **Class 2**

In Class 2, each autumn term begins with the colour project *Contrast and Complement*. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory.

In Cycle A, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery. Other genres studied in Cycle A build on previous techniques learned in Class 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Cycle B, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, mediaeval weaving techniques, Roman mosaics and the religious significance of Islamic art.

### **Class 3**

In Class 3, each autumn term begins with the colour project *Tints, Tones and Shades*. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts.

In Cycle A, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement.

In Cycle B, children are encouraged to work more independently in projects like *Environmental Artists* and *Distortion and Abstraction*. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects *Inuit* and *Trailblazers, Barrier Breakers*.

Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study.

## Design and Technology Narrative

The design and technology projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills.

Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. The design and technology curriculum's electronic systems and IT monitoring and control elements are explicitly taught in our science projects to ensure the links between the subjects are highlighted.

Where possible, meaningful links to other areas of the curriculum have been made. For example, the cooking and nutrition project *Eat the Seasons* is taught alongside the geography project *Sow, Grow and Farm*. All the projects follow a structure where children are introduced to key concepts and build up knowledge and skills over time, using a more comprehensive range of equipment and building, cutting, joining, finishing and cooking techniques as they progress through school.

All projects contain focused, practical tasks in the Develop stage to help children gain the knowledge and skills needed to complete their Innovate tasks independently.

Throughout Key Stages 1 and 2, children build up their knowledge and understanding of the iterative design process. They design, make, test and evaluate their products to match specific design criteria and ensure they fit their purpose. Throughout the projects, children are taught to work hygienically and safely.

### Little Acorns

In Cycle A, children use construction kits to create vehicles with wheels and axles and they create structures using various materials. They explore existing products and develop their design and technology skills to create puppets and cuddly pets using textiles, rainmakers, sunhats, crop protectors and sun catchers. They develop techniques to join materials and test, adapt and refine their design. They are introduced to seasonal food, working with an adult to follow a simple recipe. Later in the year, they build on these skills to make tortilla pizzas and ice lollies.

In Cycle B, children create simple structures using various materials and construction kits, looking at buildings and structures to inspire their creations and help them test and adapt their ideas. They make vehicles with wheels and axles and explore products that need electricity to make them work. Children explore a variety of joining techniques to create 3d models, puppets and masks. They are introduced to recipes and follow a recipe to bake a cake. Later in the year, they explore sources of food and develop their understanding of recipes before creating their own recipes to make healthy food. Building on their knowledge of vehicles, they design and make seafaring vehicles.

### Class 1

In the autumn term of Cycle A, children begin to learn about structures in the project *Shade and Shelter* before designing and making a shelter. In the spring term project *Taxi!*, they learn the term 'mechanism' and assemble and test wheels and axles. In the summer term, children begin to learn about food sources in the project *Chop, Slice and Mash* and use simple preparation techniques to create a supermarket sandwich.

In the autumn term of Cycle B, children learn more about food in the project *Remarkable Recipes*, where they find out about food sources, follow recipes and learn simple cooking techniques. In the

spring term project *Beach Hut*, children develop their knowledge of structures further, learning to cut, join and strengthen wood for the first time. In the summer term, children begin to develop their understanding of textiles in *Cut, Stitch and Join*. They learn to sew a simple running stitch, use pattern pieces and add simple embellishments. They also continue to learn about mechanisms in the project *Push and Pull* by using sliders, levers and linkages in products.

## **Class 2**

In the autumn term of Cycle A, children continue to learn about food, understanding the concept of a balanced diet and making healthy meals in the project *Cook Well, Eatwell*. During the project *Functional and Fancy Fabrics*, children continue to explore textiles, learning about the work of William Morris before designing, embellishing and finishing a fabric sample. In the summer term children continue to develop their understanding of food in the project *Fresh Food, Good Food*. They learn about food safety and preservation technologies before designing and making packaging for a healthy snack.

In the autumn term Cycle B project *Greenhouse*, children continue to develop their knowledge of structures, using triangles and braces for strength. They design and build a greenhouse, using their understanding of opacity and transparency and the needs of plants from science learning to inform their design. In the spring term project *Making it Move*, children extend their understanding of mechanisms by exploring cams and using joining and finishing techniques to make automaton toys. In the summer term project *Tomb Builders*, they build on their knowledge of mechanisms, learning about six simple machines and using their knowledge to create a lifting or moving device prototype. They also explore and use electrical systems and IT monitoring and control in the science project *Electrical Circuits and Conductors* for the first time.

## **Class 3**

In the autumn term of Cycle A, children deepen their understanding of mechanisms by studying pneumatic systems in the project *Moving Mechanisms*. They learn about the forces at play and create a prototype for a functional, pneumatic machine. In the spring term project *Eat the Seasons*, children continue to explore food and nutrition, learning about seasonal foods and the benefits of eating seasonally. In the summer term, they learn more about structures in the project *Architecture*, studying the history of architecture and developing new ways to create structural strength and stability. They use computer-aided design and consolidate their making skills to produce scale models. They also explore the electrical conductivity of materials before making products incorporating circuits in the science project *Properties and Changes of Materials*.

In the autumn term of Cycle B, children learn about processed and whole foods in the project *Food for Life*, creating healthy menus from unprocessed foods. In the spring term project *Engineer*, children consolidate their knowledge of structures, joining and strengthening techniques and electrical systems by completing a bridge-building challenge. In the summer term project *Make Do and Mend*, they extend their knowledge of textiles by learning new stitches to join fabrics and using pattern pieces to create a range of products.

Throughout the design and technology scheme, there is complete coverage of all national curriculum programmes of study.

## **Geography Narrative**

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines.

Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world.

Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project *School Days* after studying types of settlements in the geography project *Bright Lights, Big City*.

Geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term.

### **Little Acorns**

In Cycle A, children learn about communities and conduct fieldwork to explore the school environment. They learn to look after their immediate environment and are introduced to maps as pictorial representations of places and journeys. They make sketches of familiar routes and journeys and are introduced to positional language. Children explore seasonal changes throughout the year and how these affect their local environment and the weather. They also observe the differences between daytime and nighttime. They explore countries with cold climates and learn how habitats and wildlife differ worldwide. They explore the theme of celebration and begin to learn how life in their country differs from countries around the world. They are introduced to globes, world maps and digital maps, and use these to explore the location of places, including the United Kingdom and places with contrasting environments to where they live. They build on their knowledge of climates around the world and find out how the weather, animals and plants are different. They learn about the importance of recycling and making their classroom environmentally friendly.

In Cycle B, children conduct fieldwork to find out about their immediate and local environment. They explore and create sketch maps to represent real and imaginary journeys and use digital maps to explore aerial photographs of their local area. They explore the physical features of their local environment and use world maps and globes to identify the United Kingdom and make comparisons between locations. They look at photographs and maps to find out how their local environment has changed over time. Children are introduced to positional language. They carry out fieldwork to explore the plants and animals in their local environment. They build on their knowledge of worldwide locations and compare and contrast unfamiliar environments to their own. They locate seas and oceans using maps and globes and find out what lives at the seaside. Throughout the year, children observe seasonal change and the effect of changing weather on their local environment.

### **Class 1**

In Class 1, each autumn term begins with essential skills and knowledge projects (*Our Wonderful World* in Cycle A and *Let's Explore the World* in Cycle B). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term.

In the spring term of Cycle A, children study the project *Bright Lights, Big City*. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom.

In contrast, in the spring term of Cycle B, children carry out a detailed study of coastal geography in the project *Coastline*. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

## **Class 2**

In Class 2, children begin with essential skills and knowledge projects (*One Planet, Our World* in Cycle A and *Interconnected World* in Cycle B). Teaching these projects in Years 3 and 4 enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the spring term of Cycle A, children carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.

In contrast, in the spring term of Cycle B, children study the project *Rocks, Relics and Rumbles*, which explores physical features and geographical phenomena, including earthquakes and volcanoes.

## **Class 3**

In Class 3, children again begin with essential skills and knowledge projects (*Investigating Our World* in Cycle A and *Our Changing World* in Cycle B). Teaching these projects in Years 5 and 6 enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the spring term of Cycle A, children study the seasonal project *Sow, Grow and Farm*, which explores farming, agriculture and rural land use.

In the spring term of Cycle B, children study the polar regions in the project *Frozen Kingdoms*. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.

Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study.

## History Narrative

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project *Dynamic Dynasties* is taught alongside the art and design project *Taotie* to give children a better all-round understanding of ancient Chinese arts and culture.

All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

### Little Acorns

In Cycle A, children explore their family history and look at how they have changed since being babies. Children are introduced to the vocabulary of time, such as yesterday and last week. They learn about the lives of people in their community and their role in society. Children are introduced to the theme of monarchy and royalty and find out about kings and queens in stories. They begin to compare life in the past with their lives by looking at artefacts. They are introduced to significant historical figures and events when they learn about the first moon landing. They explore how life and transport were different in the past. They find out how farming has changed over time.

In Cycle B, children explore significant people from the past as they find out about famous explorers. They explore objects from the past and observe how everyday machines, vehicles, clothes and toys have changed over time. Children talk about events in their lives and lives of family members. They use stories and non-fiction books to find out about life in the past and make comparisons to their lives. They use the vocabulary of time to talk about and order familiar events. They build on their knowledge of life in the past as they discuss the illustrations in nursery rhymes and traditional tales. They learn about dinosaurs, prehistoric creatures and the Stone Age. Children continue to develop their understanding of life in the past, as they learn about seaside holidays and compare these with their own experiences of visiting the beach.

### Class 1

In Cycle A, children begin the autumn term by studying the project *Childhood*. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children explore a broader range of periods in the project *Movers and Shakers*. This project explores the concept of significance and the significant people that have greatly influenced history.

In the autumn term of Cycle B, children study *School Days*. This project enables children to learn the history of their school and compare schooling in the Victorian period. In the summer term, children study the project *Magnificent Monarchs*. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Class 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

## **Class 2**

In Cycle A, children begin the autumn term by studying the chronology of British history in the project *Through the Ages*. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project *Emperors and Empires*. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of Cycle B, children resume their learning about British history in the project *Invasion*. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Cycle B, children begin their studies of ancient history by studying the overview project *Ancient Civilisations*. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

## **Class 3**

In the autumn term of Cycle A, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project *Dynamic Dynasties*. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project *Groundbreaking Greeks*. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the autumn term of Cycle B, children study the more complex historical issues of enslavement, colonialism and power in the project *Maafa*. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Cycle B, children complete their historical studies with the project *Britain at War*. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Throughout the history scheme, there is complete coverage of all national curriculum programmes of study.

## Science Narrative

Science programmes of study in the national curriculum are assigned to year groups. However, this is not compulsory and they must be covered before the end of the phase. Physics is not formally introduced until Key Stage 2. However, in Class 1, children have opportunities to explore natural phenomena, such as shadows.

In Curriculum 22, the names of the science projects are matched to the national curriculum aspects, for example, Living things and their habitats and Earth and space. However, in Class 1, the aspect of Animals, including humans has been separated so that children study humans before expanding to explore animals.

The science projects are sequenced to develop both children's substantive and declarative knowledge, and if possible, make meaningful links to other projects. For example, in Cycle A, the projects *Plant Nutrition* and *Reproduction and Light and Shadows* are taught alongside the design and technology project *Greenhouse* and the art and design project *Beautiful Botanicals*. These links allow for children to embed their substantive knowledge in new and often real-life contexts.

The sequencing of projects ensures that children have the substantive knowledge and vocabulary to comprehend subsequent projects fully. Each project's place in the year has also been carefully considered. For example, projects that involve growing plants or observing animals are positioned at a suitable time of year to give children the best possible opportunity to make first-hand observations. Within all the science projects, disciplinary knowledge is embedded within substantive content.

### Little Acorns

In Cycle A, children explore the natural world and find out about plants and animals in their local environment. They learn about the features of woodland animals, including nocturnal animals, and explore how wild animals differ from pets. They learn what animals need to survive and how to care for animals that live in the local environment. Children identify common features of animals and explore habitats world wide. They learn about farm animals and match them to their babies. They are introduced to the features of plants and learn about what plants and animals need to grow and survive by planting seeds and looking after insects. They learn about the features of insects and observe how plants change, exploring growth and decay. Children begin to learn about the seasons, seasonal change and the weather. They are introduced to everyday materials, exploring their properties and sorting them into groups. They build on this knowledge by exploring reflective materials and waterproof materials. Children learn about the natural phenomenons of shadows, rainbows, melting and freezing, and floating and sinking.

In Cycle B, children explore their local environment to find out about living things and the places where they live. They learn how the weather changes with the seasons and explore the life cycles of animals, including frogs and chickens. They explore how animals survive in the wild, observe the features of animals, and learn about the similarities and differences between different animal groups. They are introduced to the terms herbivore and carnivore when studying the diets of animals and learn about unfamiliar animals worldwide, and their habitats. They compare the features of invertebrates and learn about invertebrate life cycles. They learn about their own bodies and how to care for them and explore using their senses. Children explore, name and sort materials according to their properties. Children explore battery operated toys and how to make simple circuits. They learn about the properties of materials, including magnetism. Children explore

shadows using shadow puppets and toys. Children carry out simple investigations into materials. Children learn about the phenomenon of floating and sinking and investigate waterproof fabrics.

### **Class 1**

In Cycle A, children start the autumn term with *Everyday Materials*, linking this learning to the design and technology project *Shade and Shelter*. In the *Human Senses* project, they learn about parts of the human body and those associated with the senses. In the spring project *Seasonal Changes*, they learn broadly about seasonal changes linked to weather, living things and day length. In the summer term children study the project *Human Survival*, learning about the survival needs of humans, before expanding to study animals within their habitats in the project *Habitats*.

In Cycle B, children begin the autumn term with projects *Plant Parts* and *Animal Parts*, linking back to their knowledge about body parts and senses and identifying commonalities. Building on learning from Cycle A, children learn about the uses of materials in the spring project *Uses of Materials* and begin to understand changes of materials through simple physical manipulation, such as bending and twisting. The spring *Plant Survival* project also explores survival, with children observing what plants need to grow and stay healthy. Finally, in the project *Animal Survival*, children bring together learning from the autumn term, thinking about what animals need to survive.

### **Class 2**

Having learned about human body parts, the senses and survival in Class 1, children now focus on specific body systems and nutrition in Key Stage 2. In the autumn term of Cycle A, they learn about the skeletal and muscular system in the project *Skeletal and Muscular Systems*. This learning again links to other animals, with children identifying similarities and differences. Children also learn about healthy diets alongside the autumn term design and technology project *Cook Well, Eatwell*. In the spring term project *States of Matter*, children learn about solids, liquids and gases and their characteristics. They understand how temperature drives change of state and link this learning to the project *Misty Mountain, Winding River*, in which children learn about the water cycle. Up to this point, children have had many opportunities for grouping and sorting living things. In the spring project *Grouping and Classifying*, children recognise this as 'classification' and explore classification keys. In the summer term children learn about the digestive system, again making comparisons to other animals, in the project *Digestive System*. Children finish the year with the project *Sound*, which introduces the concept of sound, with children identifying how sounds are made and travel. They learn and use new vocabulary, such as pitch and volume, and identify properties of materials associated with these concepts.

In the autumn term of Cycle B, children begin to link structure to function in the *Plant Nutrition and Reproduction* project, identifying the plant parts associated with reproduction and water transport. They also study *Light and Shadows*, where they are explicitly introduced to the subject of light, with children learning about shadows and reflections, revisiting language from Class 1, including opaque and transparent.

In the spring term, properties of materials are revisited in the project *Forces and Magnets*, with children identifying magnetic materials and learning about the non-contact force of magnetism. They also begin to learn about contact forces, investigating how things move over surfaces. Science learning about rocks and soils is delivered through the geography project *Rocks, Relics and Rumbles*. Finally, in the summer term, children study electricity by creating and recording simple circuits in the project *Electrical Circuits and Conductors*. They also build on their knowledge of the properties of materials, identifying electrical conductors and insulators.

### **Class 3**

In the autumn term of Cycle A, children broaden their knowledge of forces, including gravity and air and water resistance, in the project *Forces and Mechanisms*. They revisit learning from design and technology projects, including *Making it Move* and *Moving Mechanisms*, to explore various mechanisms and their uses. Their knowledge of gravity supports the autumn term project *Earth and Space*, so they can understand the forces that shape planets and our solar system. They also develop their understanding of day and night, first explored in the Class 1 project *Seasonal Changes*. Having learned that animals and plants produce offspring in earlier projects and studied plant and animal life cycles in *Sow, Grow and Farm*, children now focus on the human life cycle and sexual reproduction in the spring term project *Human Reproduction and Ageing*. In the summer term project *Properties and Changes of Materials*, children revisit much of their prior learning about materials' properties and learn new properties, including thermal conductivity and solubility. To this point, children have learned much about reversible changes, such as melting and freezing, but now extend their learning to irreversible changes, including chemical changes.

In Cycle B, the final body system children learn about is the circulatory system and its roles in transporting water, nutrients and gases in the autumn term project *Circulatory System*. Science learning about classification is delivered through the spring term geography project *Frozen Kingdoms*. In the spring term, children also build on their knowledge about electrical circuits from Class 2, now learning and recording standard symbols for circuit components and investigating the function of components and the effects of voltage on a circuit in the project *Electrical Circuits and Components*. In the summer project *Light Theory*, children recognise that light travels in straight lines from a source or reflector to the eye and explain the shape of shadows. Finally, in the project *Evolution and Inheritance*, children learn about inheritance and understand why offspring are not identical to their parents. They also learn about natural selection and how this can lead to the evolution of a species.

Throughout the science scheme, there is complete coverage of all national curriculum programmes of study.