

**Ditton Primary School**

**2024-2025**

**A Curriculum Programme for  
Science & the Foundation Subjects  
in EYFS, KS1 and KS2**

**CONTENTS**  
**OVERVIEW BY SUBJECT**

**EYFS**  
**SCIENCE**  
**HISTORY**  
**GEOGRAPHY**  
**ART**  
**DT**  
**MFL**  
**PE**  
**MUSIC**  
**PSHE**  
**COMPUTING**  
**RE**

## EYFS OVERVIEW

### Reception Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Animals and Friendships	Stars and Space	Superheroes	Traditional Tales	Growing	Seaside

N.B- These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the subject intent documents.

**Science**  
**EYFS**

Reception	Seasonal Changes (ongoing)	Everyday Materials	Plants & Animals Including Humans
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**KS1**

Y1	Animals including Humans – Classification of Animals		Animals including Humans – Animals Basic Needs	Energy unit (introduction to light, sound, electricity, and forces)	Living things and their habitats – What is a living thing? Explore habitats in local environment
Y2	Energy	Animals inc. Humans	Materials and Their Uses	Living Things and Their Habitats	Plants

**LKS2**

Y3	Rocks – classification, fossil formation and soils	Light – reflection of light, danger of light and shadow formation	Sound – how they are made and changes of sound	Animals including Humans – nutrition, skeletons, and muscles	Living things and their habitats – classification, vertebrates and invertebrates and human impact on environments
Y4	Plants – function of parts of a flowering plant, requirements for growth, plus pollination, seed formation and dispersal	Sound	States of Matter – solid, liquid and gas, includes Water Cycle	Electricity - simple series circuits, switches and common conductors and insulators	Animals including Humans – digestive system and teeth, plus food chains

**Y4 additional unit for this year – Living Things and their Habitats- classification, vertebrates and invertebrates and human impact on environments.**

**UKS2**

A	Properties & changes of materials – reversible and irreversible changes	Forces – understanding the impact of forces including gravity and friction	Light – how we see and formation of shadows	Earth & space - the orbit of the solar system plus day and night	Animals including Humans - humans develop into old age (revisit sound and how hearing deteriorates)
B	Electricity – using recognised symbols, comparing circuits including the impact of voltage on components	Evolution & inheritance - how living things adapt to their environment and how this may lead to evolution	Light- how we see and formation of shadows	Living things & their habitats - classification using observable characteristics including micro-organisms, plants, and animals	Animals including Humans – circulatory system and how to keep the body healthy

## History

### EYFS

Reception	Exploring events & celebrations	Fiction & Non Fiction	Changes within living memory
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### KS1

Y1	Unit 1: Changes within living memory	Unit 2: Events beyond living memory (significant nationally) <i>Great Fire of London</i>
Y2	Unit 3: Lives of significant Individuals- National & International <i>Queen Elizabeth II, Walter Tull, Edith Cavell and Isambard Kingdom Brunel</i>	Unit 4: Significant Events, People & Places in Their Own Locality <i>Walter Senior, Roy Chadwick, Battle of Warrington Bridge and Burtonwood Airbase</i>

### LKS2

Y3	Unit 1: Changes in Britain; Stone Age to Iron Age <i>An overview of the earliest civilisations starting with the stone age through the Bronze age and through to the iron age</i>	Unit 2: The Roman Empire and its Impact on Britain <i>Julius Caesar's attempted invasion in 55-54 BC 'Romanisation' of Britain</i>
Y4	Unit 3: Earliest Civilisations <i>An overview of Ancient Summer, The Indus Valley, Ancient Egypt, The Shang Dynasty</i> In-depth study of Ancient Egypt	Unit 4: Mayan Civilisation A non-European society that provides contrasts with British history

### UKS2

Y5	Unit 1: Ancient Greece <i>A study of Greek life and achievements and their influence on the western world</i>	Unit 2: Viking and Anglo Saxons <i>Struggle for the kingdom of England to the time of Edward the Confessor</i>
Y6	Unit 3: Wars Through Time & the Impact on the Local Area <i>Looking at WW1 And WW2</i>	Unit 4: A Local History Study <i>Oliver Cromwell</i>

## Geography

### EYFS

Reception	<p><b>Location</b> Exploring environments</p>	<p><b>Place</b> Exploring different countries</p>	<p><b>Human &amp; Physical</b> Identify human &amp; physical features in the school grounds/local area</p>
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### KS1

Y1	<p><b>My School and my area (Unit 1)</b> Use simple fieldwork and observational skills to study local area. Identify seasonal and daily weather patterns in Warrington and the UK.</p>	<p><b>The UK and 4 Countries (Unit 2)</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
Y2	<p><b>Comparative study of an area in UK (Warrington &amp; non-European country – Brazil (Santos) (Unit 3)</b> Study the human and physical geography of a <u>small area</u> of the UK – Local area. Understand geographical similarities and differences through studying the human and physical geography of a <u>small area</u> of the United Kingdom, and of a <u>small area</u> in a contrasting non-European country - Brazil</p>	<p><b>Exploring the world; continents and oceans (Unit 4)</b> Name and locate the world's seven continents and five oceans. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>

N.B. Basic Geographical vocabulary, map skills and sources and fieldwork ongoing throughout the year linked as appropriate!

### LKS2

Y3	<p><b>The UK regions, counties and cities (Unit 1)</b> Settlements and Land Use in the Northwest. How have they changed over time, trade, settlements, weather, rivers, canals, sea. Resources and Sustainability Human geography distribution of natural resources including energy, food, minerals and water.</p>	<p><b>Europe with a study of Greece. Comparison of North-West and Athens (Unit 2)</b> Locate the world countries of Europe. All environmental regions, key physical and human characteristics and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.</p>
Y4	<p><b>Mountains, Earthquakes and Volcanoes (Unit 3)</b></p>	<p><b>Rivers (Unit 4)</b> Water cycle and rivers, European and world significant rivers.</p>

N.B. Geographical skills and fieldwork use maps to describe features use the 8 points of a compass, 4-figure grid references, symbols and key (use of O.S. maps) to build their knowledge of the UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. This is ongoing throughout the year linked as appropriate!

## UKS2

Y5	<p align="center"><b>North America (Unit 1)</b></p> <p>Locate the counties of North America. All environmental regions, physical and human characteristics and major cities. A comparison between a region in North America and a region in UK.</p>	<p align="center"><b>Central America/Global Trade (Unit 2)</b></p> <p>Locate the countries of Central America. All environmental regions, physical and human characteristics and major cities. Global Trade – Central America/UK. Food miles, fair trade and highest valued exports.</p>
Y6	<p align="center"><b>South America (Unit 3)</b></p> <p>Locate South America. Locate countries, all environmental regions, human and physical characteristics and major cities.</p> <p align="center"><b>The Amazon</b> Focus study</p>	<p align="center"><b>Climate Change (Unit 4)</b> <b>Our world, Our responsibility</b></p>

## Art EYFS

Reception	<p align="center"><b>Drawing</b></p> <p align="center">Draw representations of self &amp; others</p>	<p align="center"><b>Painting</b></p> <p align="center">Using different materials to create texture</p>	<p align="center"><b>Texture &amp; Collage</b></p> <p align="center">Creating patterns</p>
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## KS1

Y1	<p align="center"><b>Drawing</b></p> <p align="center">Ancient civilisations/ Michelangelo</p>	<p align="center"><b>Painting</b></p> <p align="center">Georgia O'keefe/ Claude Monet</p>	<p align="center"><b>Sculpture</b></p> <p align="center">Ancient Greeks/ theatre masks</p>	<p align="center"><b>Pattern and Printing</b></p> <p align="center">Mono printing - <b>Hokusai</b></p>
Y2	<p align="center"><b>Drawing</b></p> <p align="center">Leonardo De Vinci</p>	<p align="center"><b>Painting</b></p> <p align="center">Gustav Klimt</p>	<p align="center"><b>Sculpture</b></p> <p align="center">Mathilde Roussel</p>	<p align="center"><b>Pattern and Printing</b></p> <p align="center">Claire Harrup</p>

## LKS2

Y3	Drawing Clara Peeters/ Rembrandt	Painting Johannes Vermeer	Sculpture Franz Messerschmidt	Printing and textiles Andy Warhol
Y4	Drawing Lady Elizabeth Wilbraham	Painting William Turner	Sculpture Sir Grayson Perry	Printing and textiles Henri Matisse

**UKS2**

Y5	Drawing Zaha Hadid	Painting Renoir	Sculpture Edgar Degas/ Auguste Rodin	Printing – mixed media Melanie Yazzi
Y6	Drawing Hundertwasser	Painting Lubiana Himid	Sculpture Henry Moore/ Barbara Hepworth	Textiles Dia de Los Muertos



**DT  
EYFS**

Reception	<u>My environment and me</u> Food	<u>Special times and special places</u> Structures Textiles	<u>Same and different</u> Food Structures	<u>Lifecycles</u> Food Structures	<u>In my garden</u> Mechanisms Food	<u>People in my community</u> Mechanisms Structures
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**KS1**

Y1	Mechanisms- Sliders and Levers	Food- Preparing fruit and vegetables	Structures- Freestanding structures
Mini food	Overnight oats		
Y2	Mechanisms- Wheels and Axels	Food- Preparing fruit and vegetables	Textiles- Templates and Joining Techniques
Mini food	Berry banana split		

**LKS2**

Y3	Shell Structures	Electrical Systems- Circuits and Switches	Textiles- 2D shapes to a 3D product
Mini food	Hot sandwich		
Y4	Levers and Linkages (Mechanical Systems)	Hydraulics & Pneumatics	Cooking and Nutrition (Healthy and Varied Diet)
Mini food	Fruit pie		

**UKS2**

A	Frame Structures	Food and Nutrition (Celebrating Culture and Seasonality)	Mechanical Systems - Pulleys or Gears
Mini food	Fruit taquito		
B	Electrical Systems -More Complex Switches and Circuits	CAMS	Textiles – Combining different shapes
Mini food	Locro		



**MFL**

**KS1**

Year	AUTUMN		SPRING		SUMMER	
1	Greetings Songs, Counting Bears	Bonfire Night, Feliz Navidad	Epiphany, Animal Magic	Farm Animals	Weather Summer Sunshine	Sea Creatures
2	Harvest time, Superheroes, European Day of Languages	Halloween, Body Parts, Nativity Story	Birthdays, Mr Gumpy	Plant Pot Story Easter songs	Minibeasts Summer Sunshine	Gingerbread Man Story

**KS2**

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
3	A new start	The calendar & celebrations	Animals	Colour	Fruit	Picnic
4	School	Local Area	Family	Body Parts	Feelings & Jungle Animals	Weather
5	School Subjects	Animals (& reinforce numbers/days of the week/months)	Healthy Eating & The market	Clothes	Space	The Beach
6	School subjects	Animals (& reinforce numbers/days of the week/months)	Healthy Eating & The market	Clothes	Space	The Beach

**PE  
EYFS**

<b>Reception</b>	<b>Fundamental movement skills and stability</b>	<b>Dance Gymnastics</b>	<b>Net and Wall Games Athletics</b>
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**KS1**

<b>Year</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>1</b>	<b>Athletics Inclusive Sports</b>	<b>Football Tag Rugby</b>	<b>Dance Gymnastics</b>	<b>Pickleball Volleyball</b>	<b>Kwik Cricket Softball</b>	<b>Disc Golf Skittle Bowl</b>
<b>2</b>	<b>Athletics Inclusive Sports</b>	<b>Football Tag Rugby</b>	<b>Dance Gymnastics</b>	<b>Pickleball Volleyball</b>	<b>Kwik Cricket Softball</b>	<b>Disc Golf Skittle Bowl</b>

**KS2**

<b>Year</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>3</b>	<b>Athletics OAA</b>	<b>Football Tag Rugby</b>	<b>Dance Gymnastics</b>	<b>Tennis Volleyball</b>	<b>Cricket Softball</b>	<b>Boules Ultimate Frisby</b>
<b>4</b>	<b>Athletics OAA</b>	<b>Football Tag Rugby</b>	<b>Dance Gymnastics</b>	<b>Tennis Volleyball</b>	<b>Cricket Softball</b>	<b>Boules Ultimate Frisby</b>
<b>5</b>	<b>Athletics OAA</b>	<b>Football Tag Rugby</b>	<b>Dance Gymnastics</b>	<b>Tennis Volleyball</b>	<b>Cricket Softball</b>	<b>Crown Green Bowls Tri-golf</b>
<b>6</b>	<b>Athletics OAA</b>	<b>Football Tag Rugby</b>	<b>Dance Gymnastics</b>	<b>Tennis Volleyball</b>	<b>Cricket Softball</b>	<b>Crown Green Bowls Tri-golf</b>

**Swimming**

## Music

### KS1 Music Overview

Year	AUTUMN		SPRING		SUMMER	
1	Exploring pulse and rhythm	Exploring duration	Exploring pitch	Exploring timbre, tempo and dynamics	Exploring sounds	Exploring instruments and symbols
2	Exploring pulse and rhythm		Exploring pitch		Exploring sounds	

### KS2 Music Overview

Year	AUTUMN	SPRING	SUMMER
3	Exploring musical arrangements – Texture	Exploring Sounds – 'Playing a picture'	Exploring melody and lyrics – Writing jingles
4	Exploring musical arrangements – Using pentatonic scales	Exploring Sounds – Creating soundscapes	Exploring melody and lyrics – Raps and rhymes
5	Exploring musical arrangements – Creating a rondo	Exploring musical arrangements – Creating a rondo	Exploring melody and lyrics – Part-song performance
6	Exploring musical arrangements – Exploring Rounds	Exploring Sounds – Gamelan/Samba	Exploring melody and lyrics – Song Writing

PSHE

KS1 PSHE Overview

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	<p><b>Relationships</b> (Families and Friend ships) <i>Roles of different people</i></p>	<p><b>Relationships</b> (Safe relationships/ respecting ourselves and others) <i>Recognising privacy, staying safe/How behaviour affects others</i></p>	<p><b>Living in the wider world</b> (Belonging to a community) <i>What rules are</i></p>	<p><b>Living in the wider world</b> (Media literacy and digital resilience, Money and Work) <i>Using the internet/devices/strengths and interests, jobs in the community</i></p>	<p><b>Health and Wellbeing</b> (Physical Health and Mental Wellbeing) <i>Keeping healthy/hygiene routines</i></p>	<p><b>Health and Wellbeing</b> (Growing and changing, Keeping Safe) <i>What makes us unique/ how rules and age restrictions help us</i></p>
2	<p><b>Relationships</b> (Families and Friend ships) <i>Making friends</i></p>	<p><b>Relationships</b> (Safe relationships/ respecting ourselves and others) <i>Managing Secrets</i></p>	<p><b>Living in the wider world</b> (Belonging to a community) <i>Recognising things in common and differences</i></p>	<p><b>Living in the wider world</b> (Media literacy and digital resilience, Money and Work) <i>The internet in everyday life What money is; needs and wants</i></p>	<p><b>Health and Wellbeing</b> (Physical Health and Mental Wellbeing) <i>Why sleep is important</i></p>	<p><b>Health and Wellbeing</b> (Growing and changing, Keeping Safe) <i>Growing older; naming body parts/ Safety in different environments</i></p>

KS2 PSHE Overview

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
3	<p><b>Relationships</b> (Families and Friend ships) <i>What makes a family</i></p>	<p><b>Relationships</b> (Safe relationships/ respecting ourselves and others) <i>Personal boundaries/ Recognising respectful behaviour</i></p>	<p><b>Living in the wider world</b> (Belonging to a community) <i>The values of rules and laws</i></p>	<p><b>Living in the wider world</b> (Media literacy and digital resilience, Money and Work) <i>How the internet is used; assessing information online/ different jobs and skills</i></p>	<p><b>Health and Wellbeing</b> (Physical Health and Mental Wellbeing) <i>Health choices and habits/ Risks and hazards</i></p>	<p><b>Health and Wellbeing</b> (Growing and changing, Keeping Safe) <i>Growing older; naming body parts/ Personal strengths and achievement/ Risks and hazards</i></p>
4	<p><b>Relationships</b> (Families and Friend ships) <i>Positive friendships; including online</i></p>	<p><b>Relationships</b> (Safe relationships/ respecting ourselves and others) <i>Responding to hurtful behaviour/Respecting differences and similarities</i></p>	<p><b>Living in the wider world</b> (Belonging to a community) <i>What makes a community; Shared responsibilities</i></p>	<p><b>Living in the wider world</b> (Media literacy and digital resilience, Money and Work) <i>How data is shared and used/ Making decisions about money</i></p>	<p><b>Health and Wellbeing</b> (Physical Health and Mental Wellbeing) <i>Maintaining a balanced lifestyle</i></p>	<p><b>Health and Wellbeing</b> (Growing and changing, Keeping Safe) <i>Physical and emotional changes in puberty; external genitalia, personal hygiene/ Medicines and household products</i></p>
5	<p><b>Relationships</b> (Families and Friend ships) <i>Managing friendships and peer influence</i></p>	<p><b>Relationships</b> (Safe relationships/ respecting ourselves and others) <i>Physical contact, feeling safe/ Responding respectfully to a wide range of people</i></p>	<p><b>Living in the wider world</b> (Belonging to a community) <i>Protecting the environment</i></p>	<p><b>Living in the wider world</b> (Media literacy and digital resilience, Money and Work) <i>How information online is targeted</i></p>	<p><b>Health and Wellbeing</b> (Physical Health and Mental Wellbeing) <i>Healthy sleep habits, sun safety, medicines, vaccinations</i></p>	<p><b>Health and Wellbeing</b> (Growing and changing, Keeping Safe) <i>Personal identity, recognising individual qualities/Keeping safe in different situations</i></p>
6	<p><b>Relationships</b> (Families and Friend ships) <i>Attraction to others, romantic relationships</i></p>	<p><b>Relationships</b> (Safe relationships/ respecting ourselves and others) <i>Recognising and managing pressure/ Expressing opinions</i></p>	<p><b>Living in the wider world</b> (Belonging to a community) <i>Valuing diversity, challenging discrimination</i>  <b>Raising Aspirations- I Am A Star, What Will I Become</b></p>	<p><b>Living in the wider world</b> (Media literacy and digital resilience, Money and Work) <i>Evaluating media sources; sharing things online/Influences and attitudes to money</i> <b>Raising Aspirations- Star Jobs, Star Gazing</b></p>	<p><b>Health and Wellbeing</b> (Physical Health and Mental Wellbeing) <i>What affects mental health, managing change, bereavement</i> <b>Raising Aspirations- Reach for the Stars, Plan For The Future</b></p>	<p><b>Health and Wellbeing</b> (Growing and changing, Keeping Safe) <i>Human reproduction and birth, managing transition/ Keeping personal information safe, drug use and laws</i></p>

## Computing

Year	AUTUMN		SPRING			SUMMER
1	E-Safety	Programming 1: Moving a robot	Using technology to create digital paintings and texts			Programming 2: Introduction to animation
			Tech all around us	Digital writing	Digital Painting	
2	E-Safety	Programming 1: Introduction to quizzes	Using IT to create memories			Programming 2: Robot algorithms
			IT around us	Photography	Pictograms	

Year	AUTUMN		SPRING			SUMMER
3	E-Safety	Programming 1: Events and actions	How to create a network: An animated story			Programming 2: Sequencing music
			Inputs, processes and outputs	Animation	Animation	
4	E-Safety	Programming 1: Repetition shapes	Fake news: a real story			Programming 2: Repetition in games
			What is a network?	Editing images	Editing audio	
5	E-Safety	Programming 1: Selection in quizzes	Advertising a new logo			Programming 2: Sensing
			Sharing information	Vector drawing	Video editing	
6	E-Safety	Programming 1: Variables in games	Web design: 3D structures			Programming 2: Selection in physical computing
			Communication	Web page creation	3D Modelling	

RE

EYFS

Reception	My Environment & Me	Special Times & Special Places	Same and Different (Special stories)	Lifecycles ( <i>Special Times</i> )	In My Garden ( <i>Special Places</i> )	People in our Community ( <i>Special People</i> )
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KS1

Y1	Christianity: God Why do Christians say that God is a father?	Christianity: Jesus Why is Jesus special to Christians?	Islam Why do Muslims believe it is important to obey God?	Christianity: Church How might some people show that they 'belong' to God?	Hindu Dharma What do Hindus believe about God?	Exploration: Belonging
Y2	Christianity: God Does how we treat the world matter?	Christianity: Jesus Why do Christians say Jesus is the 'light of the world'?	Islam How might belief about creation affect the way people treat the world?	Christianity: The Church What unites the Christian community?	Hindu Dharma How might people express their devotion?	Exploration: The nature of God

LKS2



Y3	Christianity: God How and why have people served God?	Christianity: Jesus What does it mean to be a disciple of Jesus?	Islam Why is the prophet Muhammad (pbuh) an example for Muslims?	Christianity: Church What do Christians mean by the Holy Spirit?	Hindu Dharma Why is family an important part of Hindu life?	Exploration: People of faith
Y4	Hindu Dharma What might a Hindu learn through celebrating Diwali?	Christianity: God How and why might Christians use the Bible?	Christianity: Church What does 'love your neighbour' really mean?	Christianity: Jesus Is sacrifice an important part of religion?	Islam Why do Muslims fast during Ramadan?	Exploration: Special food

## UKS2

Y5	Christianity: God How and why have people served God?	Christianity: Jesus What does it mean to be a disciple of Jesus?	Islam Why is the prophet Muhammad (pbuh) an example for Muslims?	Christianity: Church What do Christians mean by the Holy Spirit?	Hindu Dharma Why is family an important part of Hindu life?	Exploration: People of faith
Y6	Hindu Dharma What might a Hindu learn through celebrating Diwali?	Christianity: God How and why might Christians use the Bible?	Christianity: Church What does 'love your neighbour' really mean?	Christianity: Jesus Is sacrifice an important part of religion?	Islam Why do Muslims fast during Ramadan?	Exploration: Special food

