



EdisonLearning Connected Curriculum Map™

EdisonLearning Early Years Foundation Stage Connected Curriculum

Early Years Foundation Stage – Overview for two years

	TERM 1		TERM 2		TERM 3
YEAR A	All About Me		Bears		Ground, Air, Water
Focus Core Skill	Learning with Others	Developing Independence & Responsibility	Improving own Learning and Performance	Developing a Sense of Self Worth and Understanding of Self and Others	Thinking Skills Speaking and listening
	My Body, Keeping Healthy, Senses, My Day and My Night, My Home, Celebrations and Festivals		Going on a Bear Hunt, Whatever next? Wild Bears, Peace at Last, Thread Bear, Goldilocks*		Jack and the Beanstalk, Underground, On the Ground, Air, On the Water, Under the Water
YEAR B	Autumn at School		Animals		Journeys
Focus Core Skill	Learning with Others	Developing Independence & Responsibility	Improving own Learning and Performance	Developing a Sense of Self Worth and Understanding of Self and Others	Thinking Skills Speaking and listening
	Introducing Me, Harvest Fruit and Bread, Autumn, Colour – Elmer* / Rainbows, Special things and times, Christmas.		Animals at home, Farm animals, Wild animals, Animal patterns, Noah’s Ark, Life Cycles, Dinosaurs, Chinese New Year		How we get to our school, Transport, Holidays, Stories about journeys, space, pirates
Developing the Global Dimension in your Curriculum					Ancient Greeks

Key Stage 1 - Years 1&2 (Learning Units with a slight subject focus)

(Match to Switched on Computing ½ termly units)

 LUs currently in development

	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks		
Core Skill	CLS Unit - Learning with Others	CLS Unit – Developing Independence & Responsibility	CLS Unit - Improving own Learning and Performance	CLS Unit – Developing Sense of Self Worth & Understanding of Self and Others	CLS Unit – Thinking Skills	CLS Unit - Speaking and Listening		
	6 weeks	6 weeks	9 weeks	3 weeks	6 weeks	6 weeks		
What's the weather like today? Seasonal Change — ongoing Learning Unit Y1/2								
Yr 1	Why do we play with different toys as we grow older? (History & Science) Childhood and technological change, toys and games. Sig Indiv: Ole Kirk Christiansen and LEGO Science Y1 Everyday Materials Animals including humans (1.1 we are treasure hunters)	Hello, I am new here; Bonjour, je suis nouveau ici (Geography and Science) School building and grounds, Key human and physical features of its environment. Comparison with Morocco, Marrakesh - features and climate Science Y1 Plants Animals including humans Seasonal change (1.6 we are celebrating)	What can we learn about our world from stories?(including Wales, Scotland and Ireland) (D&T & Science) Design, make, evaluate – Textiles & Card Science Y1 Everday Materials distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal change Geography -Find and locate the countries and capitals on world map, globe and Google Earth (1.5 we are story tellers)	Starry Night* (Arts) Art, music,dance Line drawing Colour mixing blue and yellow Colour mixing - tones Van Gogh Listening to compositions Dance Exploring instruments Rhymes leading to singing (1.4 we are collectors)	Developing the Global Dimension in your Curriculum	Water World (Science) Science Y1 Plants Animals including Humans Seasonal Changes Significant Individuals: Dr John Snow 1854, Joseph Bazalgette 1858 London (1.3 we are painters)	Where will we go for a great day out? Our Great Exhibition (History, Geography) Education, railway journeys, The Great Exhibition Sig Indivs: Thomas Edison, Elizabeth Fry, Isambard Brunel, Richard Branson Geography: Routes and London (2.1 we are astronauts)	Ancient Greeks

Where did it happen? When did it happen? History and Geography in the news – ongoing LU Y1/2						
Yr2	<p>Can Party Food be Healthy? <i>“Which materials would make good party decorations?”</i></p> <p>(Science and Design & Technology) Science:</p> <ul style="list-style-type: none"> Y1/2 Science Everyday Materials <p>Technology:</p> <ul style="list-style-type: none"> Plan a party lunch for the class Prepare healthy party foods Design and make a party hat or party decorations <p>(1.2 we are tv chefs)</p>	<p>Pride in Place What do we like about our place? What makes us proud of our place? (History and Geography)</p> <p>Buildings, shops, homes, streets and spaces The Great Fire of London Sept 2 1666</p> <p>(2.3 We are photographers)</p>	<p>What is the best way for Mrs Armitage to travel? (Science and Design & Technology)</p> <p>Investigating toy vehicles Tool skills Making a prototype chassis Design a vehicle Make the vehicle Evaluate the finished product</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms - wheels and axles - in their products.</p> <p>Science Y2 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Sig Indiv: John MacAdam, John Dunlop, Charles Macintosh</p> <p>(2.5 we are detectives)</p>	<p>Where do Bong trees grow? (<i>The Owl and the Pussy Cat</i>) (Arts) Art, poetry, dance Sketch book Line, texture Poetry Choral speaking Observational drawing Composition Dance Sig Ind Edward Lear</p> <p>(2.2 We are games testers)</p>	<p>All Creatures Great and Small* (Science & Geography) Y2 Science Living things and their habitats Plants Animals including Humans Jane Goodall and chimp behaviour Dian Fossey gorillas Miriam Rothschild fleas Charles Darwin and David Attenborough educating the general public Geography - Location of creatures in hot and cold areas, mountains, deserts, oceans, jungles, forests, lakes</p> <p>(2.6 we are zoologists)</p>	<p>How did families have fun in the past? The Seaside (Geography and History) Robert Stephenson railway networks and The Rocket George Hudson the Railway King 1800-1871 Local railway line builders – Morton Peto and Lowestoft; George Tomline and Felixstowe Sir Peter Hesketh Fleetwood and Fleetwood</p> <p>(2.4 We are researchers)</p>



EdisonLearning Key Stage 2 Connected Curriculum™

Key Stage 2 – Years 3, 4, 5 & 6 (Learning Units with subject focus) see following sheets

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EdisonLearning Key Stage 2 Connected Curriculum™

Key Stage 2 – Years 3, 4, 5 & 6 (Learning Units with subject focus) see following sheets

	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	
Focus Core Skill	CLS Unit – Learning with Others	CLS Unit - Developing Independence & Responsibility	CLS Unit - Improving own Learning and Performance	CLS Unit – Developing Sense of Self Worth & Understanding of Self and Others	CLS Unit – Thinking Skills	CLS Unit - Speaking and Listening	
	6 weeks	6 weeks	9 weeks	3 weeks	6 weeks	6 weeks	
Where did it happen? When did it happen? History and Geography in the news – ongoing LU Y3-6							
Subject Focus	Science Focus	History focus	Technology & Science focus	Arts focus	Developing the Global Dimension in your Curriculum	Science focus	Geography focus
Year 3	<p>How does electricity work? <i>Bright Sparks:</i> Context 3 Pigs & being an electrician</p> <p>Y3/4 Science</p> <p>Electricity</p> <p>Forces & Magnets</p> <p>Working Scientifically</p> <p>Sig ind - Biography in a bag Edison</p> <p>(3.4 we are network engineers)</p>	<p>Who were the greatest builders in the world?</p> <p>Overview: First civilisations</p> <p>Comparison Stone Age, Bronze Age and Iron Age in Britain with</p> <p>Ancient Egyptians</p> <p>Depth: Middle Kingdom 1550-1000 BC</p> <p>Event: the discovery of Lindow Man, the bog body</p> <p>(2.5 we are detectives/ 3.3 we are presenters)</p>	<p>Let's go on an adventure. Would we like to visit Guatemala?</p> <p>(Geography, History and D&T)</p> <p>Guatemala City and the Lowlands region</p> <p>Mayan civilisation AD900 and <i>What was happening here at this time?</i></p> <p>Alfred the Great, Athelstan</p> <p>D&T design, make evaluate Puppets (Maya mythology – creation stories links between people and their environment)</p> <p>Technological knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products - levers and linkages</p> <p>Food & nutrition</p> <p>tasting south American food</p> <p>Y 3/4 Science</p> <p>Forces & Friction</p> <p>Measuring forces</p> <p>Pulling objects (Air resistance Y5)</p> <p>Working scientifically</p> <p>(3.5 we are communicators)</p>	<p>The Games Children Play*</p> <p><i>Dance, art and poetry, music</i></p> <p>Breughel</p> <p>Quick figure sketches</p> <p>Quick life drawings</p> <p>Class composition</p> <p>Music Listening, Appreciating, Responding</p> <p>Building the dance</p> <p>Performing the dance</p> <p>(3.1 we are programmers)</p>		<p>Creepy Crawlies Science Y3/4</p> <p>Animals including humans</p> <p>Y3 Plants</p> <p>Y4 Living things and their habitats</p> <p>Working scientifically</p> <p>(3.2 we are bug fixers)</p>	<p>How can we make living here better for everyone?</p> <p>Town Planners</p> <p>Science Y3</p> <p>Rocks??</p> <p>Stories of New Towns and Model Villages–</p> <p>Telford, Peterlee, Bournville, Saltaire, Milford, Port Merion, New Lanark, Poundbury</p> <p>Ghost Towns:</p> <p>American West, Libya, Namibia, Angola</p> <p>(3.6 we are opinion pollsters)</p>

<p>Year 4</p>	<p>How do I see? How do I hear? <i>Context</i> Y3/4 Science Light & Sound Working scientifically</p> <p>(4.3 we are musicians)</p>	<p>Why do we speak English at school? Where did English come from? <i>(History, Geography and Drama)</i> Overview of the Romans, Anglo-Saxons and Vikings arrival and settlement of the British Isles. Depth study of a local example of one of them. Stories selected from Boudica, Sutton Hoo, Augustine, Alfred the Great, Bede</p> <p>(4.1 we are software developers)</p>	<p>Should we stop eating chocolate? <i>Chocolate</i> D&T design, make, evaluate Market research Design chocolate product make and evaluate Analysis, design and making packaging Evaluation cooking & nutrition – know where food comes from Y4 Science States of Matter Working scientifically</p> <p>Origins of Chocolate – Mayan and Aztec societies and the spread to Europe Biography in a bag – Cadbury and Fry</p> <p>(4.5 we are co-authors)</p>	<p>From a Railway Carriage* <i>Poetry, art, music, dance</i> Group discussion detail of poem Practise & rehearse choral speaking of the poem Freeze frame - view from the carriage Passengers on the train Choral performance Read the poem Create success criteria for poem Comparison with other 'railway' poems Guided writing - creating a class poem Write own poem Railway pictures - reading images View from a railway carriage Design the train of the future Exploring rhythms Creating a soundtrack Music performance Creating movement pattern Creating a sequence of movement to soundtrack Dance performance</p> <p>(4.2 we are toymakers)</p>		<p>Our Inner Space Y3/4 Science Y3/4 Animals including humans Working scientifically</p> <p>(4.4 we are html editors)</p>	<p>A regional study within Italy or Germany or Holland or Denmark</p> <p>(4.6 we are meteorologists)</p>
<p>Year 5</p>	<p>What is it made of? <i>Mysterious Materials</i> <i>Context</i> Testing materials for companies Y5 Science Properties and changes to materials Working scientifically</p>	<p>Why would someone build a castle in England? Why don't we build them now? <i>(History)</i> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in</p>	<p>Fairground D&T design, make, evaluate Shaky hand tester Fairground ride Use of commercial construction kits Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>The Highwayman* <i>Poetry, art & Dance</i> Learn the poem Opinion line - villain or hero? Freeze frame Performance Read poem - first impressions, unfamiliar words What's the story? Sequence and storyboard Hot seating Character profiles</p>		<p>Our Place Y5 Science Y5 Living things and their habitats Y5 animals including humans Working scientifically</p>	<p>Why do I live here? Why do people come here to live? Why do people leave where they were born? Comparative North American regional study with The Great</p>

		<p>the locality. Sig indiv: William of Normandy and 1066+, Edward 1st 1272-1307</p>	<p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>Y5/6 Science Y6 Electricity Y6 Light Y5 Forces Working scientifically Biography in a bag – Newton</p>	<p>Features of the poem Describe the characters using metaphor and simile Tell the story Letters Explore the story in modern day setting and script performance Chalk and charcoal doorways Charles Keeping's illustrations Illustrate a line of the poem Figure drawing 3D representation of a character Soundtrack with illustrations Exploring percussion instruments Creating a soundtrack Performance Imaginative movement Performance</p>			<p>Lakes Basin – Lake Superior and Duluth, Minnesota</p>	
	(5.3 we are artists)	(5.4 we are web designers)	(5.1 we are game developers)	(5.5 we are bloggers)		(5.2 we are cryptographers)	(5.6 we are architects)	

<p>Year 6</p>	<p>What's out there? <i>Out of This World</i> Y5 Science Earth & Space Working scientifically Y5 Forces</p> <p>Biography in a bag - Copernicus</p> <p>(6.1 we are app planners)</p>	<p>Has there ever been a better time to live here? A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Possible aspects: political, military, economic, social</p> <p>(6.3 We are market researchers)</p>	<p>Why do some creatures no longer exist? (<i>not D&T see Summer 2</i>) <i>Context</i> David Attenborough's Big Egg</p> <p>Y6 Science Evolution & inheritance Geography – islands Madagascar & the Gallapagos <i>Why was Charles Darwin the most dangerous man in England in 1859?</i> Biography in a bag Darwin</p> <p>(6.4 we are interface designers)</p>	<p>The Lady of Shalott* <i>Poetry art dance</i> Reading images Freeze frame Empathy for the Lady of Shalott Hot seating Choral speaking Choral performance Exploring settings Enquiry questions Explore structure of the poem Write poem/prose Fantasy images Illuminated manuscripts Develop fantasy image to ink and wash Listen to Pavaues Create a Pavane Explore musical instruments Learning Pavane step Learning/creating the dance Perform the Pavane</p> <p>(6.5 We are mobile app developers)</p>		<p>Together we can... The Great UK Geographical Challenge Regions of the United Kingdom</p> <p>(6.6 we are marketers)</p>	<p>Mini-enterprise D&T design make evaluate Pupil choice</p> <p>(6.2 we are project managers)</p>	
	<p>Let's Go Round Again – Year 6 Science revisit Y6 Electricity & Light</p>	<p>Y5/6 Animals including humans</p>	<p>Y6 Living things and their habitats</p>			<p>→</p>		



Whole School Connected Unit: **Developing the Global Dimension**
Subject Foci : **History, Geography, Citizenship**

For use, at the school's discretion, as a launch pad across the whole school to give the curriculum a greater global dimension – includes teacher input as preparation for delivery.

Whole School Connected Unit: **Ancient Greeks**
Subject Foci : **History and Geography**

Every four years whole school - Ancient Greece

Learning Units (Core Learning Skills)

Learning with Others	FS & KS1	KS2
Developing Independence & Responsibility	FS & KS1	KS2
Improving own Learning and Performance	FS & KS1	KS2
Developing Sense of Self Worth & Understanding of Self and Others	FS & KS1	KS2
Thinking Skills	FS & KS1	KS2
Speaking and Listening	FS & KS1	KS2

** Please refer to our acknowledgments in the EdisonLearning Learning Units.*