



Long Term Breadth Map

(key content of the curriculum, taught using the threshold concepts (key learning objectives), alongside milestone indicators)

Class	Science	Art and Design	DT	Computing	Geography	History	Music	RE	PE
Sticklebacks Overarching Topic Titles: Fire and Ice/No place like home/Secret Garden	<p>Plants</p> <ul style="list-style-type: none"> Observe and describe growth and conditions for growth. <p>Habitats</p> <ul style="list-style-type: none"> Look at the suitability of environments and at food chains. <p>Animals and humans</p> <ul style="list-style-type: none"> Look at growth, basic needs, exercise, food and hygiene. <p>Materials</p> <ul style="list-style-type: none"> Identify, name, describe, classify and compare properties and changes. Look at the practical uses of everyday materials. 	<p>Drawing</p> <p>Painting</p> <p>Sculptures</p> <p>Knowledge of artists</p>	<p>Structures</p> <p>Food</p>	<p>E-safety</p> <p>Scratch linked to wider curriculum where possible – see Essentials Curriculum</p> <p>Application of ICT skills across the curriculum.</p>	<p>UK Weather and climate</p> <p>Compare aspect to non-European Country</p> <p>Continents and oceans.</p>	<p>Significant people from world history</p> <p>Key events from the past</p> <p>Locally/nationally /globally</p>	<p>Sing, play, listen, compose</p>	<ul style="list-style-type: none"> Study the main stories and feasts of Christianity. Judaism – festivals and everyday life 	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>



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Seahorses	<p>Plants</p> <ul style="list-style-type: none"> Observe and describe growth and conditions for growth. Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. <p>Habitats</p> <ul style="list-style-type: none"> Look at the suitability of environments and at food chains. Look at nutrition of humans and animals. <p>Animals and humans</p> <ul style="list-style-type: none"> Look at growth, basic needs, exercise, food and hygiene. <p>Materials</p> <ul style="list-style-type: none"> Identify, name, describe, classify and compare properties and changes. Look at the practical uses of everyday materials. <p>Rocks and fossils</p> <ul style="list-style-type: none"> Compare and group rocks and describe the formation of fossils. <p>Light</p> <ul style="list-style-type: none"> Look at sources, seeing, reflections and shadows. <p>Forces and magnets</p> <ul style="list-style-type: none"> Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. Look at poles, attraction and repulsion. 	<p>Artists</p> <p>Architects</p> <p>Designers</p> <p>Printing</p> <p>Textiles</p> <p>Collage</p> <p>Painting</p> <p>Drawing</p>	<p>Complex structures – strengthen/ stiffen</p> <p>Food</p> <p>Mechanical systems – gears, cams, pulleys,</p> <p>Food</p>	<p>E-safety</p> <p>Scratch linked to wider curriculum where possible – see Essentials Curriculum</p> <p>Application of ICT skills across the curriculum.</p>	<p>UK - geographical characteristics and comparisons</p> <p>Rivers</p> <p>Water cycle</p> <p>Settlements</p>	<p>Stone/Iron Age</p> <p>Ancient Greece</p> <p>Themes?</p> <p>Daily Life</p> <p>Leisure and entertainment</p> <p>Crime and punishment</p> <p>Legacies of culture</p> <p>Legacies</p> <p>Power</p> <p>Wealth and Poverty</p>	<p>Sing, play, listen, compose</p> <p>Notation and history of music genres and composers</p>	<p>Christianity – Creation, God, Jesus</p> <p>Judaism beliefs, festivals and celebrations</p>	<ul style="list-style-type: none"> Competitive games (football, netball, rounders cricket, hockey, basketball, tag-rugby, badminton and tennis) Gymnastics activities. Athletics activities. Perform dances. Outdoor and adventurous activity challenges both individually and within a team.



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Stingrays	<p>Animals and Humans</p> <ul style="list-style-type: none"> • Look at the digestive system in humans. • Look at teeth. <p>All Living Things</p> <ul style="list-style-type: none"> • Identify and name plants and animals • Look at classification keys. • Look at the life cycle of animals and plants, including food-chains. <p>States of matter</p> <ul style="list-style-type: none"> • Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle. <p>Sound</p> <ul style="list-style-type: none"> • Look at sources, vibration, volume and pitch. <p>Electricity</p> <ul style="list-style-type: none"> • Look at appliances, circuits, lamps, switches, insulators and conductors. 	<p>Artists</p> <p>Architects</p> <p>Designers</p> <p>Printing</p> <p>Textiles</p> <p>Collage</p> <p>Painting</p> <p>Drawing</p>	<p>Complex structures – strengthen/stiffen</p> <p>Food</p> <p>Mechanical systems – gears, cams, pulleys, Food</p>	<p>E-safety</p> <p>Scratch linked to wider curriculum where possible – see Essentials Curriculum</p> <p>Application of ICT skills across the curriculum.</p>	<p>Non UK - geographical characteristics and comparisons</p> <p>Rivers</p> <p>Water cycle</p> <p>Settlements</p> <p>Europe-geographical characteristics and comparisons</p> <p>Mountains, Volcanoes, Earthquakes</p>	<p>Romans</p> <p>Ancient Greece</p> <p>Themes?</p> <p>Daily Life</p> <p>Leisure and entertainment</p> <p>Crime and punishment</p> <p>Legacies of culture</p> <p>Legacies</p> <p>Power</p> <p>Wealth and Poverty</p>	<p>Sing, play, listen, compose</p> <p>Notation and history of music genres and composers</p>	<p>Christianity – Creation, God, Jesus</p> <p>Judaism beliefs, festivals and celebrations</p>	<ul style="list-style-type: none"> • Competitive games (football, netball, rounds cricket, hockey, basketball, tag-rugby, badminton and tennis) • Gymnastics activities. • Athletics activities. • Perform dances. • Outdoor and adventurous activity challenges both individually and within a team.



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Sharks Overarching Topics: Evolve/Crime and Punishment/Diversity	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution. • Look at changes to the human skeleton over time. <p>Animals and Humans</p> <ul style="list-style-type: none"> • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals • Look at the human circulatory system <p>All Living Things</p> <ul style="list-style-type: none"> • Look at classification of plants, animals and micro-organisms. • Look at reproduction in plants and animals, and human growth and changes. • Look at the effect of diet, exercise and drugs. <p>Light</p> <ul style="list-style-type: none"> • Explain how light appears to travel in straight lines and how this affects seeing and shadows. <p>Electricity</p> <ul style="list-style-type: none"> • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. 	<p>Artists Architects Designers Printing Textiles Collage Painting Drawing</p>	<p>Computing to control products Food</p>	<p>E-safety</p> <p>Scratch linked to wider curriculum where possible – see Essentials Curriculum</p> <p>Application of ICT skills across the curriculum.</p>	<p>North and South America - geographical characteristics Settlements and land use, and comparison with the region Geographical Zones and biomes Coastlines Geographical changes over time – human and physical</p>	<p>Bagdhad AD900 Ancient Greece</p> <p>Crime and punishment</p>	<p>Sing, play, listen, compose Notation and history of music genres and composers</p>	<p>Christianity – Creation, God, Jesus Judaism beliefs, festivals and celebrations</p>	<ul style="list-style-type: none"> • Competitive games (football, netball, rounds cricket, hockey, basketball, tag-rugby, badminton and tennis) • Gymnastics activities. • Athletics activities. • Perform dances. • Outdoor and adventurous activity challenges both individually and within a team.