



**EdisonLearning Connected Curriculum Map™ (2017)**

**Early Years Foundation Stage – Overview for two years (Updated in line with National Changes 2012)**

|                  | TERM 1                                                                                                                   |                                          | TERM 2                                                                                                                    |                                                                       | TERM 3                                                                                        |
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| YEAR A           | <b>All About Me</b>                                                                                                      |                                          | <b>Bears</b>                                                                                                              |                                                                       | <b>Ground, Air, Water</b>                                                                     |
| 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<br>Speaking and listening                                                     |
|                  | <b>My Body, Keeping Healthy, Senses, My Day and My Night, My Home, Celebrations and Festivals</b>                        |                                          | <b>Going on a Bear Hunt, Whatever next? Wild Bears, Peace at Last, Thread Bear, Goldilocks*</b>                           |                                                                       | <b>Jack and the Beanstalk, Underground, On the Ground, Air, On the Water, Under the Water</b> |
| YEAR B           | <b>Autumn at School</b>                                                                                                  |                                          | Animals                                                                                                                   |                                                                       | <b>Journeys</b>                                                                               |
| 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<br>Speaking and listening                                                     |
|                  | <b>Introducing Me, Harvest Fruit and Bread, Autumn, Colour – Elmer* / Rainbows, Special things and times, Christmas.</b> |                                          | <b>Animals at home, Farm animals, Wild animals, Animal patterns, Noah’s Ark, Life Cycles, Dinosaurs, Chinese New Year</b> |                                                                       | <b>How we get to our school, Transport, Holidays, Stories about journeys, space, pirates</b>  |

Developing the Global Dimension in your Curriculum

Ancient Greeks



## EdisonLearning Key Stage 1 Connected Curriculum™ Key Stage 1 - Years 1&2 (Learning Units with a slight subject focus)

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

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| Yr2 | <p><b>Can Party Food be Healthy?</b><br/> <i>“Which materials would make good party decorations?”</i></p> <p><b>(Science and Design &amp; Technology)</b><br/> <b>Science:</b></p> <ul style="list-style-type: none"> <li>Y1/2 Science<br/> Everyday Materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Plan a party lunch for the class</li> <li>Prepare healthy party foods</li> <li>Design and make a party hat or party decorations</li> </ul> <p><b>(1.2 we are tv chefs)</b></p> | <p><b>Pride in Place</b><br/> <b>What do we like about our place? What makes us proud of our place?</b><br/> <b>(History and Geography)</b></p> <p>Buildings, shops, homes, streets and spaces<br/> <b>The Great Fire of London Sept 2 1666</b></p> <p><b>(2.3 We are photographers)</b></p> | <p><b>What is the best way for Mrs Armitage to travel?</b><br/> <b>(Science and Design &amp; Technology)</b></p> <p>Investigating toy vehicles<br/> Tool skills<br/> Making a prototype chassis<br/> Design a vehicle<br/> Make the vehicle<br/> Evaluate the finished product</p> <p><b>Technical knowledge</b><br/> 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><b>Science Y2</b><br/> 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><b>(2.5 we are detectives)</b></p> | <p><b>Where do Bong trees grow?</b> (<i>The Owl and the Pussy Cat</i>)<br/> (Arts) Art, poetry, dance<br/> Sketch book<br/> Line, texture<br/> Poetry<br/> Choral speaking<br/> Observational drawing<br/> Composition<br/> Dance<br/> <b>Sig Ind Edward Lear</b></p> <p><b>(2.2 We are games testers)</b></p> | <p><b>What makes us like other animals?</b><br/> <b>(Science &amp; Geography)</b><br/> Y2 Science<br/> Living things and their habitats<br/> Plants<br/> Animals including Humans<br/> <b>Jane Goodall</b> and chimp behaviour<br/> <b>Dian Fossey</b> gorillas<br/> <b>Miriam Rothschild</b> fleas<br/> <b>Charles Darwin</b> and <b>David Attenborough</b> educating the general public<br/> Geography - Location of creatures in hot and cold areas, mountains, deserts, oceans, jungles, forests, lakes</p> <p><b>(2.6 we are zoologists)</b></p> | <p><b>How did families have fun in the past?</b><br/> <b>The Seaside (Geography and History)</b><br/> Robert Stephenson railway networks and The Rocket<br/> George Hudson the Railway King 1800-1871<br/> Local railway line builders – Morton Peto and Lowestoft; George Tomline and Felixstowe<br/> Sir Peter Hesketh Fleetwood and Fleetwood</p> <p><b>(2.4 We are researchers)</b></p> |  |



EdisonLearning Key Stage 2 Connected Curriculum™

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

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

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| <p>Year 4</p> | <p><b>How do I see? How do I hear?</b><br/> <i>Context</i><br/> Y3/4 Science<br/> Light &amp; Sound<br/> Working scientifically</p> <p><b>(4.3 we are musicians)</b></p>                                                                       | <p><b>Why do we speak English at school? Where did English come from?</b><br/> (History, Geography and Drama)<br/> <b>Overview</b> of the Romans, Anglo-Saxons and Vikings arrival and settlement of the British Isles.<br/> <b>Depth</b> study of a local example of one of them.<br/> <b>Stories</b> selected from Boudica, Sutton Hoo, Augustine, Alfred the Great, Bede</p> <p><b>(4.1 we are software developers)</b></p> | <p><b>Should we stop eating chocolate?</b><br/> <i>Chocolate</i><br/> D&amp;T design, make, evaluate<br/> Market research<br/> Design chocolate product make and evaluate<br/> Analysis, design and making packaging<br/> Evaluation<br/> cooking &amp; nutrition – know where food comes from<br/> <b>Y4 Science States of Matter</b><br/> Working scientifically</p> <p>Origins of Chocolate – Mayan and Aztec societies and the spread to Europe<br/> Biography in a bag – Cadbury and Fry</p> <p><b>(4.5 we are co-authors)</b></p> | <p><b>From a Railway Carriage*</b><br/> <i>Poetry, art, music, dance</i><br/> Group discussion detail of poem<br/> Practise &amp; rehearse choral speaking of the poem<br/> Freeze frame - view from the carriage<br/> Passengers on the train<br/> Choral performance<br/> Read the poem<br/> Create success criteria for poem<br/> Comparison with other 'railway' poems<br/> Guided writing - creating a class poem<br/> Write own poem Railway pictures - reading images<br/> View from a railway carriage<br/> Design the train of the future Exploring rhythms<br/> Creating a soundtrack<br/> Music performance<br/> Creating movement pattern<br/> Creating a sequence of movement to soundtrack<br/> Dance performance</p> <p><b>(4.2 we are toymakers)</b></p> |  | <p><b>What happens inside us?</b><br/> Y3/4 Science<br/> <b>Y3/4 Animals including humans</b><br/> Working scientifically</p> <p><b>(4.4 we are html editors)</b></p>                                  | <p><b>European Regional Study</b><br/> Denmark or Germany or Holland or Italy or Norway. What is it like there?</p> <p>Geography physical and human characteristics of a country</p> <p><b>(4.6 we are meteorologists)</b></p> |  |
| <p>Year 5</p> | <p><b>What is it made of?</b><br/> <i>Mysterious Materials</i><br/> <i>Context</i> Testing materials for companies<br/> Y5 Science<br/> Properties and changes to materials<br/> Working scientifically</p> <p><b>(5.3 we are artists)</b></p> | <p><b>Why would someone build a castle in England? Why don't we build them now?</b><br/> (History)<br/> <b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b><br/> Sig indiv: William of Normandy and 1066+, Edward 1<sup>st</sup></p>                                                                                                                        | <p><b>Fairground</b><br/> D&amp;T design, make, evaluate<br/> Shaky hand tester<br/> Fairground ride<br/> Use of commercial construction kits<br/> Technical knowledge<br/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>                                                                                                                                   | <p><b>The Highwayman*</b><br/> <i>Poetry, art &amp; Dance</i><br/> Learn the poem<br/> Opinion line - villain or hero?<br/> Freeze frame<br/> Performance Read poem - first impressions, unfamiliar words<br/> What's the story?<br/> Sequence and storyboard<br/> Hot seating<br/> Character profiles<br/> Features of the poem<br/> Describe the characters using metaphor and simile<br/> Tell the story<br/> Letters</p>                                                                                                                                                                                                                                                                                                                                             |  | <p><b>Do we make the most of what's right on our doorstep?</b><br/> Y5 Science<br/> <b>Y5 Living things and their habitats</b><br/> <b>Y5 animals including humans</b><br/> Working scientifically</p> | <p><b>Who are we? Why do I live here? UJK and Duluth USA</b><br/> <b>Comparative North American regional study with The Great Lakes Basin – Lake Superior and Duluth, Minnesota</b></p>                                        |  |

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|        |                                                                                                                                                                                                                           | 1272-1307<br><br><b>(5.4 we are web designers)</b>                                                                                                                                                                                                                                                           | <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<br/>Y6 Electricity<br/>Y6 Light<br/>Y5 Forces<br/>Working scientifically<br/>Biography in a bag – Newton</p> <p><b>(5.1 we are game developers)</b></p> | <p>Explore the story in modern day setting and script performance<br/>Chalk and charcoal doorways<br/>Charles Keeping's illustrations<br/>Illustrate a line of the poem<br/>Figure drawing<br/>3D representation of a character<br/>Soundtrack with illustrations<br/>Exploring percussion instruments<br/>Creating a soundtrack<br/>Performance Imaginative movement<br/>Performance</p> <p><b>(5.5 we are bloggers)</b></p>                                                                                                                                                                             |  | <b>(5.2 we are cryptographers)</b>                                                     | <b>(5.6 we are architects)</b>                                                                                                  |  |
| Year 6 | <p><b>What's out there?</b><br/><i>Out of This World</i><br/>Y5 Science<br/>Earth &amp; Space<br/>Working scientifically<br/>Y5 Forces</p> <p>Biography in a bag - Copernicus</p> <p><b>(6.1 we are app planners)</b></p> | <p><b>Has there ever been a better time to live here?</b><br/>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)<br/><b>Possible aspects:</b> political, military, economic, social</p> <p><b>(6.3 We are market researchers)</b></p> | <p><b>Why do some creatures no longer exist?</b> (<i>not D&amp;T see Summer 2</i>)<br/><i>Context</i> David Attenborough's Big Egg</p> <p>Y6 Science<br/>Evolution &amp; inheritance<br/>Geography – islands<br/>Madagascar &amp; the Gallapagos<br/><i>Why was Charles Darwin the most dangerous man in England in 1859?</i><br/>Biography in a bag<br/>Darwin</p> <p><b>(6.4 we are interface designers)</b></p>    | <p><b>The Lady of Shalott*</b><br/><i>Poetry art dance</i><br/>Reading images<br/>Freeze frame<br/>Empathy for the Lady of Shalott<br/>Hot seating<br/>Choral speaking<br/>Choral performance<br/>Exploring settings<br/>Enquiry questions<br/>Explore structure of the poem<br/>Write poem/prose<br/>Fantasy images<br/>Illuminated manuscripts<br/>Develop fantasy image to ink and wash<br/>Listen to Pavanes<br/>Create a Pavane<br/>Explore musical instruments<br/>Learning Pavane step<br/>Learning/creating the dance<br/>Perform the Pavane</p> <p><b>(6.5 We are mobile app developers)</b></p> |  | <b>The Great UK Geographical Challenge</b><br><br><b>Regions of the United Kingdom</b> | <p><b>Mini-enterprise</b><br/>D&amp;T design<br/>make evaluate<br/>Pupil choice</p> <p><b>(6.2 we are project managers)</b></p> |  |
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|  | <b>Let's Go Round Again</b><br>– Year 6 Science revisit<br>Y6 Electricity & Light | Y5/6 Animals<br>including humans | Y6 Living things and their<br>habitats |  | → |  |
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