

Our Creative Curriculum Framework consists of:

Whole School

Our Whole School Topic Overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	London's Transport	Mother Nature's Perfect Pastimes	Once Upon a Time...	Enter the Elephant	Gardens Galore	Holidays
Year 2	London Landmarks	Castles and Shields	The Great Fire of London	Where in the World Am I?	A Day's Life	Terrific Inventions!
Year 3	My Art Star Gallery	Simple Stone Age & Craft Cells	John Apple	Midday Moments	Industries A-Z	Sandwich & Mincepies
Year 4	Famous Faces	The Viking: Five and Six	Never Nuts	The Ancient Egyptians	Dinosaurs and Droids	Backed Forward (The Anglo Saxons)
Year 5	Changing Months	Rain! (The Black Death)	Science & the Stars	Greeny Grecks	Out of This World	Wonders of the World!
Year 6	Real London Lives	Shakespeare and Showmanship	Thinking Like the Victorian Age	Looking East	Miss M. Reed	On This Day in History...

Our Coverage Document showing how we cover the National Curriculum in Science and the Foundation Subjects

Year	Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily Technology	To generate, develop, model and communicate their ideas through talking, drawing, modelling, mock-ups and, where appropriate, information and communication technology (Design)	✓	✓	✓	✓	✓	✓
	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Make)	✓	✓	✓	✓	✓	✓
	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Make)	✓	✓	✓	✓	✓	✓
	To evaluate and refine a range of existing products (Evaluate)	✓	✓	✓	✓	✓	✓
Food	To explore and evaluate a range of existing products (Evaluate)	✓	✓	✓	✓	✓	✓
	To evaluate their ideas and products against design criteria (Evaluate)	✓	✓	✓	✓	✓	✓
	To build structures, exploring how they can be made stronger, stiffer and more stable (Technical)	✓	✓	✓	✓	✓	✓
	To explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products (Technical)	✓	✓	✓	✓	✓	✓

Year Groups

Our Yearly Topic Overviews showing what our pupils learn about in each half termly topic

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	Li	Li	Li	Li	Li	Li
Maths	Counting, addition, subtraction, multiplication, division, fractions, decimals	Number, addition, subtraction, multiplication, division, fractions, decimals	Number, addition, subtraction, multiplication, division, fractions, decimals	Number, addition, subtraction, multiplication, division, fractions, decimals	Number, addition, subtraction, multiplication, division, fractions, decimals	Number, addition, subtraction, multiplication, division, fractions, decimals
RE	Creation	Incarnation	Life after Death	Jesus	Ascension	Second Coming
Science	Properties of Matter	States of Matter	Light	Sound	Electricity	Magnets
Topic	London's Transport	Mother Nature's Perfect Pastimes	Once Upon a Time...	Enter the Elephant	Gardens Galore	Holidays
History	Medieval Times	Victorian Times	World War I	World War II	Modern Times	Future Times
Geography	Local Area	UK	Europe	World	Space	Environment
DT	Design and Technology	Design and Technology	Design and Technology	Design and Technology	Design and Technology	Design and Technology
Art	Art	Art	Art	Art	Art	Art
Dance	Dance	Dance	Dance	Dance	Dance	Dance
Music	Music	Music	Music	Music	Music	Music
PE	PE	PE	PE	PE	PE	PE
Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Computing	Computing	Computing	Computing	Computing	Computing	Computing
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE

Our Yearly Assessment Overviews showing how we assess Science, RE and the Foundation Subjects

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Outcomes & Assessment Criteria	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Half Termly Topics

Our detailed Topic Overviews showing specific learning objectives and suggested teaching activities

Topic	Learning Objectives	Teaching Activities	Order of Teaching
Holidays	Use the five senses, writing information texts, writing postcards in rows	Cross Curricular: Using the five senses, writing information texts, writing postcards in rows	Order of Teaching
Geography	Where in the UK is London?	On could talk about holidays and what they are. They could share where they have been on holiday and where they would like to go. They could talk about why people might want to go on holiday, especially people who live in London. They should learn to find London on a simple map and see how far it is from the seaside they are going to learn about.	1 (Week 1) Literacy (writing lesson-recounts)
Art	Make a sand painting of a summer holiday scene using collage.	On list things you would see, taste, touch, etc. on holiday in a summer scene. On use sand as a basis for their painting and protect from and use a wide range of other materials and art supplies to complete their sand painting. What objects would stand out using collage? (Ice lollies, boats, etc.) What would be best to create appearance of water? (Watercolour paints) (pens) What could we use to create the look and feel of the sea? (Sand)	2 (Week 1) Literacy (writing lesson-recounts)

Our Success Criteria which guide the pitch of our lessons and show the standard we expect our pupils to achieve

Year	Term	Topic	Success Criteria
Year 3	Term 1	Decorating famous sculptures	Can I make a sculpture using clay and something I own other materials? (e.g. Henry Moore, Barbara Hepworth)
Learning from arts	Can I respond to their work by saying what I like best and why?	✓	
Getting ideas	Can I replicate their work? (e.g. modelling?)		
Developing an idea	Can I explain and describe the process of their work? (e.g. modelling?)		
Evaluating	Can I compare my work with other materials to create texture? (e.g. modelling?)		
Year 3	Term 2	Clay Sculpture	Can I make a sculpture using clay and something I own other materials? (e.g. Henry Moore, Barbara Hepworth)
Learning from arts	Can I respond to their work by saying what I like best and why?	✓	
Getting ideas	Can I replicate their work? (e.g. modelling?)		
Developing an idea	Can I explain and describe the process of their work? (e.g. modelling?)		
Evaluating	Can I compare my work with other materials to create texture? (e.g. modelling?)		

