



At Moorlands Primary Academy, we follow the National Curriculum Programmes of Study for English and Maths. In EYFS and KS1 we follow the Letters and Sounds programme of teaching the principles and practice of high quality phonics. The other main component of our curriculum is the Edison Curriculum. This is a creative, fully engaging and dynamic curriculum, which offers both depth and balance. It offers rich opportunities for cross-curricular work and there are clear links to our English and Maths curriculum. This is a new curriculum for the school, as of September 2015. As time goes on, it will be customised to be even more pertinent to our local context, as well as developing a global dimension.

If you wish to find out more about the curriculum please contact your child's class teacher or visit <http://edisonlearning.net/school-improvement-tools/primary-curriculum/>



EdisonLearning Connected Curriculum Map™ (2015)

EdisonLearning Early Years Foundation Stage Connected Curriculum

Early Years Foundation Stage –

	TERM 1	TERM 2	TERM 3
YEAR A	All About Me	Bears	Ground, Air, Water
	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
	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



EdisonLearning Key Stage 1 Connected Curriculum™

Key Stage 1 - Years 1&2

(Match to Switched on Computing ½ termly units. To be Introduced 2015)

LUs currently in development

	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 1/2 Year 1	<p>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 Y Everyday Materials Animals including humans</p> <p>(1.1 we are treasure hunters)</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. Explore and use mechanisms -wheels and axles - in their products.</p> <p>Science 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>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</p> <p>(1.4 we are collectors)</p>	<p>Developing the Global Dimension in your Curriculum</p>	<p>Why is water so precious? (Science) Science Plants Animals including Humans Seasonal Changes Significant Individuals: Dr John Snow 1854, Joseph Bazalgette 1858 London</p> <p>(1.3 we are painters)</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>	<p>Ancient Greeks</p>



Where did it happen? When did it happen? History and Geography in the news – ongoing LU Y1/2						
Yr1/2 Year 2	<p>Can Party Food be Healthy? "Which materials would make good party decorations?"</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>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 Plants Animals including humans Seasonal change</p> <p>(1.6 we are celebrating)</p>	<p>What can we learn about our world from stories?(including Wales, Scotland and Ireland) (D&T & Science) Design, make, evaluate – Textiles & Card Science 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)</p>	<p>Where do Bong trees grow? (The Owl and the Pussy Cat*) (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>What makes us like other animals? (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>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</p> <p>(2.1 we are astronauts)</p>

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	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 3/4 Year 1	<p>How does electricity work? <i>Bright Sparks: Context 3 Pigs & being an electrician</i> Y3/4 Science Electricity Forces & Magnets Working Scientifically Sig ind - Biography in a bag Edison</p> <p>(3.4 we are network engineers)</p>	<p>Why do we speak English at school? Where did English come from? (History, Geography and Drama) 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>Let's go on an adventure. Would we like to visit Guatemala? (Geography, History and D&T) Guatemala City and the Lowlands region Mayan civilisation AD900 and <i>What was happening here at this time?</i> Alfred the Great, Athelstan D&T design, make evaluate Puppets (Maya mythology – creation stories links between people and their environment) 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 Food & nutrition tasting south American food</p> <p>Y 3/4 Science</p> <p>Forces & Friction Measuring forces Pulling objects (Air resistance Y5) Working scientifically</p> <p>(3.5 we are communicators)</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>Are bugs important? Science Y3/4 Animals including humans Y3 Plants Y4 Living things and their habitats Working scientifically</p> <p>(3.2 we are bug fixers)</p>	<p>European Regional Study 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>(4.6 we are meteorologists)</p>



<p>Year 3/4 Year 2</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>Who were the greatest builders in the world? Overview: First civilisations Comparison Stone Age, Bronze Age and Iron Age in Britain with Ancient Egyptians Depth: Middle Kingdom 1550-1000 BC Event: the discovery of Lindow Man, the bog body</p> <p>(2.5 we are detectives/ 3.3 we are presenters)</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>The Games Children Play* <i>Dance, art and poetry, music</i> Breughel Quick figure sketches Quick life drawings Class composition Music Listening, Appreciating, Responding Building the dance Performing the dance</p> <p>(3.1 we are programmers)</p>		<p>What happens inside us? Y3/4 Science Y3/4 Animals including humans Working scientifically</p> <p>(4.4 we are html editors)</p>	<p>How can we make living here better for everyone? Town Planners Science Y3 Rocks?? Stories of New Towns and Model Villages– Telford, Peterlee, Bournville, Saltair, Milford, Port Merion, New Lanark, Poundbury Ghost Towns: American West, Libya, Namibia, Angola (3.6 we are opinion pollsters)</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>(5.3 we are artists)</p>	<p>Why would someone build a castle in England? Why don't we build them now? (History) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Sig indiv: William of Normandy and 1066+, Edward 1st 1272-1307</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>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems</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 Features of the poem Describe the characters using metaphor and simile Tell the story Letters Explore the story in</p>		<p>Do we make the most of what's right on our doorstep? Y5 Science Y5 Living things and their habitats Y5 animals including humans Working scientifically</p> <p>(5.2 we are</p>	<p>Who are we? Why do I live here? UJK and Duluth USA Comparative North American regional study with The Great Lakes Basin – Lake Superior and Duluth, Minnesota</p>



		<p>(5.4 we are web designers)</p>	<p>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>(5.1 we are game developers)</p>	<p>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>(5.5 we are bloggers)</p>		<p>cryptographers)</p>	<p>(5.6 we are architects)</p>	
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<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? (not D&T see Summer 2) <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>The Great UK Geographical Challenge</p> <p>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: **Ancient Greeks**
Subject Foci : **History and Geography**

Every four years whole school - Ancient Greece