



Non-Core Curriculum Overview of Topics 2022-24

Subject and Topic	EYFS	Year 1/2 (A)	Year 1/2 (B)	Year 3/4 (A)	Year 3/4 (B)	Year 5/6 (A)	Year 5/6 (B)
Art	<p>Painting Explores what happens when they mix colours Experiments with colour</p> <p>Drawing Create simple representations of events, people and objects Chooses particular colours to use for a purpose</p> <p>Sculpture Manipulates materials to achieve planned effect</p>	<p>Unit 1: Painting (Paul Klee)</p> <p>Unit 2: Drawing (A.A Milne)</p> <p>Unit 3: Print and Patterns (William Morris, Henri Matisse)</p>	<p>Unit 1: 3D Modelling (Andy Goldsworthy)</p> <p>Unit 2: Landscapes (Constable, Monet, Van Gogh, Hockney, O’Keefe)</p> <p>Unit 3: LS Lowry</p>	<p>Unit 1: Cave Painting</p> <p>Unit 2: Painting (Monet)</p> <p>Unit 3: Sculpture (Tim Noble, Sue Webster, Guerra de la Paz Collective)</p>	<p>Unit 1: Drawing & Collage (John Stezaker)</p> <p>Unit 2: Drawing & Sculpture</p> <p>Unit 3: Printing & Mixed Media (Katsushika Hokusai, James Green, Atta Kwami)</p>	<p>Unit 1: Painting (Stephanie Peters)</p> <p>Unit 2: Drawing/Digital</p> <p>Unit 3: Sculpture (Anthony Gormley, El Anatsui, Nnenna Okore)</p>	<p>Unit 1: Drawing, Collage & Mixed Media (William Turner)</p> <p>Unit 2: Screen Printing (Pablo Picasso, Franz Marc, Arne Olav Gurvin Fredriksen)</p> <p>Unit 3: Local Artist</p>
Design and Technology	<p>Materials Manipulates materials to achieve planned effect Understands that different media can be combined to create new effects Experiments to create different textures</p> <p>Construction Constructs with a purpose in mind using a variety of resources</p>	<p>Unit 1: Materials</p> <p>Unit 2: Food</p> <p>Unit 3: Construction</p>	<p>Unit 1: Food</p> <p>Unit 2: Mechanisms</p> <p>Unit 3: Textiles</p>	<p>Unit 1: Construction</p> <p>Unit 2: Mechanism</p> <p>Unit 3: Food</p>	<p>Unit 1: Textiles</p> <p>Unit 2: Mechanisms</p> <p>Unit 3: Materials</p>	<p>Unit 1: Mechanisms</p> <p>Unit 2: Textiles</p> <p>Unit 3: Food</p>	<p>Unit 1: Construction</p> <p>Unit 2: Materials</p> <p>Unit 3: Food</p>



Non-Core Curriculum Overview of Topics 2022-24

<p>Geography</p>	<p>Seasons (Notice Board Daily)</p> <p>Weather (Notice board daily)</p> <p>Where we live (belonging)</p> <p>Ask questions about their world</p>	<p>Unit 1: The Local Area (North East) - making comparisons</p> <p>Unit 2: Uk - capital cities and events</p> <p>Unit 3: Seven Continents and Oceans</p>	<p>Unit 1: The Coast (UK) (local)</p> <p>Unit 2: The Weather (the UK)</p> <p>Unit 3: Arctic Adventures (Seven Continents and Oceans)</p>	<p>Unit 1: Gateshead - (Including Mapping 4 figure)</p> <p>Unit 2: The United Kingdom - counties (Including Mapping 4 figure)</p> <p>Unit 3: Europe - Countries, weather patterns</p>	<p>Unit 1: Rainforests - South America (Including Mapping 4 figure)</p> <p>Unit 2: The Water Cycle</p> <p>Unit 3: Where Food Comes from</p>	<p>Unit 1: Rivers of the World</p> <p>Unit 2: Mapping (Including Mapping 6 figure, longitude and latitude)</p> <p>Unity 3: Trading and Economics</p>	<p>Unit 1: The World we Live in - Human impact</p> <p>Unit 2: Volcanoes and Earthquakes</p> <p>Unit 3: Mountains of the World (Including Mapping 6 figure)</p>
<p>Recommended books to support</p>	<p>Leaf Man</p> <p>Tree</p> <p>The Leaf Thief</p>	<p>Unit 1: The Wind Blew by Pat Hutchins</p>	<p>Unit 1: A River by Marc Martin</p>		<p>Unit 1: The Jungle Book Flotsam by David Wiesner</p> <p>Unit 1: One Day on our Blue Planet: In the Rainforest Ella Bailey</p>		<p>Unit 1: Floodland by Marcus Sedgwick</p> <p>Unit 2: Escape from Pompeii by Christina Balit</p>



Non-Core Curriculum Overview of Topics 2022-24

History	<p>Ourselves</p> <p>Looking at family, special people in our lives.</p> <p>Timeline of own life (ourselves topic)</p> <p>Events in own lives(past and present). Birthdays etc</p>	<p>Unit 1: The Gunpowder Plot (1600)</p> <p>Unit 2: Kings and Queens (Today and 1900)</p> <p>Unit 3: Great Explorers (1900 - to date)</p>	<p>Unit 1: Travel and Transport (1900)</p> <p>Unit 2: Historic Females (1800) Mary Anning and Grace Darling comparison</p> <p>Unit 3: The Great Fire of London and Gateshead (1600)</p>	<p>Unit 1: The Railways (1800)</p> <p>Unit 2: Gateshead - Local History study (1500)</p> <p>Unit 3:Crime and Punishment (1000)</p>	<p>Unit 1: Anglo Saxons and Scots (400)</p> <p>Unit 2: Anglo Saxons and Vikings (400)</p> <p>Unit 3: Shang Dynasty (1600BC)</p>	<p>Unit 1: Romans (2000BC)</p> <p>Unit 2: Egyptians(3000BC)</p> <p>Unit 3:Mayans (4000BC)</p>	<p>Unit 1: Greeks (6000BC)</p> <p>Unit 2: Stone Age to Iron Age (8000BC)</p> <p>Unit 3: World War 2</p>
Recommended books to support		<p>Unit 2: The Paperbag Princess by Robert Munsch</p>	<p>Unit 1:You wouldn't want to be Guy Fawkes - Fiona Macdonald</p> <p>Unit 2: Charlie and the Great Fire of London by Sue Finnie</p>	<p>Unit 2: The Secret Diary of Kitty Cask - Smugglers Daughter - Philip Ardagh & Jamie Littler</p>	<p>Unit 1/2: King Arthur and the knights of the round table by Marcia Williams</p>	<p>Unit 2:The Chocolate Tree: A Mayan Folktale</p>	<p>Unit 1: Stone Age Boy</p> <p>Unit 2:Greek Gods and Heroes by Sylvie Baussier</p>
RE	<p>Autumn 1 Harvest as a special time – The creation story – Christian Harvest</p> <p>Autumn 2 Divali as a special time for Hindus</p> <p>Christmas as a special time – The Christmas story –</p>	<p>Unit 1: What is God</p> <p>Unit 2: Why are gifts given at Christmas?</p> <p>Unit 3: Why is Jesus special to Christians?</p> <p>Unit 4: What can we learn from the Easter story</p>	<p>Unit 1: What can we learn from the Christian Harvest festival and the Jewish festival of Sukkot?</p> <p>Unit 2 : How and why is light important at Christmas?</p>	<p>Unit 1: How do followers of Hinduism live? Identity of Hinduism</p> <p>Unit2 : How and why is advent important to Christians?</p> <p>Unit 3: What do the stories of Jesus tell</p>	<p>Unit 1: What can we learn from the lives of well-known Christians?</p> <p>Unit 2 : Why do Christians call Jesus the light of the World?</p> <p>Unit 3: What is the</p>	<p>Unit 1: What are the key Christian values? Christian Beliefs and Practices</p> <p>Unit 2: What are the themes of Christmas?</p> <p>Unit 3: What effect did Jesus have on the</p>	<p>Unit 1: How do Muslims celebrate their faith?</p> <p>Unit 2: What do the gospels tell us about the birth of Jesus?</p> <p>Unit 3: How does the faith of people influence how they</p>



Non-Core Curriculum Overview of Topics 2022-24

	<p>Ways Christians celebrate e.g. singing carols</p> <p>Special Books – The Bible as a special book for Christians</p> <p>Spring 1 Special People – Jesus as special to Christians; stories about Jesus e.g. calming the storm, walking on water Special Times –</p> <p>Spring 2 Easter story – How Christians celebrate in church e.g. Easter Garden</p> <p>Summer 1 Belonging Christian baptism Raksha Bandhan Christian wedding Jewish wedding (Can continue into summer 2)</p>	<p>Unit 5: What can we learn about Christianity by visiting a Church?</p>	<p>Unit 3: Why are Holy books special?</p> <p>Unit 4: How do Christians celebrate Easter?</p> <p>Unit 5: What values do Christians live by? Christian Values</p>	<p>us about him?</p> <p>Unit 4: Why did Peter and the disciples not stand by Jesus?</p> <p>Unit 5: What can we learn from key religious figures?</p>	<p>significance of a church to Christians and a mosque to muslims?</p> <p>Unit 4: Jesus Ministry Why is the Last Supper so important to Christians?</p> <p>Unit 5: Christian festivals How do Christians celebrate?</p>	<p>people he met?</p> <p>Unit 4: What role did Judas play?</p> <p>Unit 5: What can we learn about Islam from The Qu’ran?</p> <p>Unit 6: How do muslims celebrate?</p>	<p>are remembered?</p> <p>Unit 4: How do followers of Christianity live? (Easter)</p> <p>Unit 5: What are the links between the Holy trinity and the Trinity and Trimurti?</p>
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Non-Core Curriculum Overview of Topics 2022-24

<p>Science</p>	<p>Seasons (Notice Board Daily)</p> <p>Weather (Notice board daily)</p> <p>Health and self care- Understand the need for healthy food.</p> <p>Plants and animals -Make observations of plants and animals and talk about changes. Link to spring topic.</p> <p>Materials- Explores a variety if materials</p>	<p>Unit 1/Onwards: Seasonal Changes John James Symons- Invented own version of the rain gauge</p> <p>Unit 2: Animals Linda Brown - American biologist Carl Hagenbeck - invented the first zoo Linda Brown Buck - american biologist, 2004 nobel prize winner</p> <p>Unit 3: Everyday Materials Ole Kirk Christianson- Inventor of Lego</p> <p>Unit 4: Plants Charles Darwin Links to Kew Gardens</p> <p>Unit 5: Forces John Walker - Stockton on Tees - Inventor of the friction match</p> <p>Unit 6: Light Joseph Swann from Low Fell Gateshead</p>	<p>Unit 1: Electricity Charles F. Brush -Pioneer in the field of wind energy</p> <p>Unit 2: Living Things Rachel Carson- Scientist who studied ocean habitats</p> <p>Unit 3: Animals Jane Goodall - expert on chimpanzees</p> <p>Unit 4: Plants Tim Smith - founder of the Eden Project</p> <p>Unit 5: Materials Charles Macintosh- Inventor of waterproof fabric</p>	<p>Unit 1: Plants George Washington Carver- American agricultural scientist</p> <p>Unit 2: Light Percy Shaw - road safety, cats eye</p> <p>Unit 3: Forces - Eric Laithwaite inventor of Maglev technology</p> <p>Unit 4: Animals Washington Sheffield- invented toothpaste</p> <p>Unit 5: Rocks Mary Anning-English Palaeontologist</p>	<p>Unit 1: Sound Dr Maria Witek- Music Researcher and Live Coder</p> <p>Unit 2: Electricity Joseph Swan - Lightbulb- Inventor of lightbulb</p> <p>Unit 3: Animals Steve Irwin- zookeeper, conservationist, wildlife expert and environmentalist</p> <p>Unit 4: Living Things David Attenborough- Biologist and Natural historian</p> <p>Unit 5: States of Matter Lord Kelvin - devised Kelvin scale</p>	<p>Unit 1: Living Things and Habitats Carl Linneaus-Swedish Botanist</p> <p>Unit 2: Forces and Movement Sir Isaac Newton-</p> <p>Unit 3: properties and changes of Materials Heston Marc Blumenthal - British Chef - pioneer of multi sensory cooking</p> <p>Unit 4: Earth and Space Tim Peake- European Space Agency Astronaut Neil deGrasse Tyson- American Astrophysicist</p> <p>Unit 5: Animals</p>	<p>Unit 1: Living Things Eva Crane- Bee expert</p> <p>Unit 2: Evolution and Inheritance Charles Darwin-Naturalist, Geologist and Biologist Richard Dawkins-British Evolutionary Biologist</p> <p>Unit 3: Electricity William Armstrong- World's first hydroelectric power station</p> <p>Unit 4: Animals James Watson-Molecular Biologist- DNA Shimna Yamanaka- Japanese Stem cell researcher</p> <p>Unit 5: Light Thomas Edison-American Inventor of incandescent light bulb</p>
<p>Recommended books to support</p>		<p>Unit 1: Froggy Day by Heather Pindar</p>	<p>Unit 4: Jim and the Beanstalk by Raymond Briggs</p>	<p>Unit 2: This little pebble by Anna Claybourne</p>	<p>Unit 3: The Animals of Farthing Wood by Colin Dunn</p>	<p>Unit 1: Cosmic by Frank Cottrell Boyce Homework on Pluto by Lou Treleven</p>	<p>Unit 2: Pig Heart Boy by Malorie Blackman</p>
<p>Spanish</p>				<p>Unit 1: Describing me and others</p>	<p>Unit 1: Describing me and others</p>	<p>Unit 1: Describing me and others</p>	<p>Unit 1: Describing me and others</p>



Non-Core Curriculum Overview of Topics 2022-24

				<p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others do</p> <p>Unit 4: Saying how many and describing things</p> <p>Unit 5: Describing things and people</p> <p>Unit 6: Expressing likes and saying what I and others do</p>	<p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others do</p> <p>Unit 4: Saying how many and describing things</p> <p>Unit 5: Describing things and people</p> <p>Unit 6: Expressing likes and saying what I and others do</p>	<p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others have</p> <p>Unit 4: Saying where you are going and what there is there</p> <p>Unit 5: Saying what activities I and others do</p> <p>Unit 6: Saying what I and others like/dislike, want and have to do</p>	<p>Unit 2: Saying what I and others have</p> <p>Unit 3: Saying what I and others have</p> <p>Unit 4: Saying where you are going and what there is there</p> <p>Unit 5: Saying what activities I and others do</p> <p>Unit 6: Saying what I and others like/dislike, want and have to do</p>
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Non-Core Curriculum Overview of Topics 2022-24

Subject and Topic	Reception	Year 1/2	Year 1/2	Year 3/4	Year 3/4	Year 5/6	Year 5/6
PE	Unit 1: Fundamental Movements Unit 2: Fundamental Movements Unit 3: Modified team games Unit 4: Modified team games Unit 5: Multi-skills Unit 6: Multi-skills	Unit 1: Fundamental Movements Unit 2: Attacking & Defending Team Games Unit 3: Multi-skills Unit 4: Net and wall games Unit 5: Striking and fielding Unit 6: Athletics and fitness	Unit 1: Fundamental Movements Unit 2: Attacking & Defending Team Games Unit 3: Multi-skills Unit 4: Net and wall games Unit 5: Striking and fielding Unit 6: Athletics and fitness	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football	Unit 1: Attacking & defending invasion games Unit 2: Attacking & defending invasion games Unit 3: Net and Wall games Unit 4: Striking and fielding Unit 5: Athletics and fitness Unit 6: Football



Non-Core Curriculum Overview of Topics 2022-24

<p>Music</p>	<p>Begin to build a repertoire of songs</p> <p>Children sing songs and make music</p> <p>They represent their ideas through music</p> <p>Autumn 1: Unit 1: Me</p> <p>Autumn 2: Singing for Christmas nativity</p> <p>Spring 1; Unit 3: My stories</p> <p>Spring 2: Unit 4: Everyone</p> <p>Summer 1: Unit 5: Our World</p> <p>Summer 2:</p>	<p>Autumn 1: Unit 1: Hey You!</p> <p>Autumn 2: Singing and playing instruments for Christmas play</p> <p>Spring 1 & 2: Unit 4: Round and Round</p> <p>Summer 1 & 2: Unit 5: Your Imagination</p>	<p>Autumn 1: Unit 1: Hands, Feet, Heart</p> <p>Autumn 2: Singing and playing instruments for Christmas play</p> <p>Spring 1 & 2: Unit 3: I wanna play in a band</p> <p>Summer 1 & 2: Unit 5: Friendship Song</p>	<p>Autumn 1: Unit 1: Glockenspiel Stage 1</p> <p>Autumn 2: Singing and playing instruments for Christmas play</p> <p>Spring 1 & 2: Unit 3: Stop!</p> <p>Summer 1 & 2: Unit 5: Bringing Us Together</p>	<p>Autumn 1: Unit 1: Glockenspiel Stage 2</p> <p>Autumn 2: Singing and playing instruments for Christmas play</p> <p>Spring 1 & 2: Unit 3: Three Little Birds</p> <p>Summer 1 & 2: Unit 4: Lean on Me</p>	<p>Autumn 1: Unit 3: Make you feel my love</p> <p>Autumn 2: Singing and playing instruments for Christmas play</p> <p>Spring 1 & 2: Unit 2: Classroom Jazz 1</p> <p>Summer 1: Unit 4: The Fresh Prince of Bel Air</p> <p>Summer 2: Singing and playing instruments for play / performance</p>	<p>Autumn 1: Unit 1: Happy</p> <p>Autumn 2: Singing and playing instruments for Christmas play</p> <p>Spring 1 & 2: Unit 2: Classroom Jazz 2</p> <p>Summer 1: Unit 4: You've Got a Friend</p> <p>Summer 2: Singing and playing instruments for play / performance</p>
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Non-Core Curriculum Overview of Topics 2022-24

	Unit 6: Big Bear Funk						
RSHE	Unit 1: Being me in My World Unit 2: Celebrating difference Unit 3: Dreams and Goals Unit 4: Healthy Me Unit 5: Relationships Unit 6: Changing Me	Unit 1: Being me in My World Unit 2: Celebrating difference Unit 3: Dreams and Goals Unit 4: Healthy Me Unit 5: Relationships Unit 6: Changing Me	Unit 1: Being me in My World Unit 2: Celebrating difference Unit 3: Dreams and Goals Unit 4: Healthy Me Unit 5: Relationships Unit 6: Changing Me	Unit 1: Being me in My World Unit 2: Celebrating difference Unit 3: Dreams and Goals Unit 4: Healthy Me Unit 5: Relationships Unit 6: Changing Me	Unit 1: Being me in My World Unit 2: Celebrating difference Unit 3: Dreams and Goals Unit 4: Healthy Me Unit 5: Relationships Unit 6: Changing Me	Unit 1: Being me in My World Unit 2: Celebrating difference Unit 3: Dreams and Goals Unit 4: Healthy Me Unit 5: Relationships Unit 6: Changing Me	Unit 1: Being me in My World Unit 2: Celebrating difference Unit 3: Dreams and Goals Unit 4: Healthy Me Unit 5: Relationships Unit 6: Changing Me
Computing	These objectives will be covered	Unit 1a: Computing systems and	Unit 1b: Computing systems and	Unit 1a: Computing systems and	Unit 1b: Computing systems and	Unit 1a: Computing systems and	Unit 1b: Computing systems and



Non-Core Curriculum Overview of Topics 2022-24

	<p>during child initiated play and teacher led time in the computer suite</p> <p>Knows how to operate simple equipment (turns on and uses cd player)</p> <p>Knows that information can be retrieved from computers</p> <p>Completes a simple computer programme (this will also be the IWB)</p> <p>Recognises a range of technology is used in home and schools</p> <p>Ongoing - online safety.</p>	<p>networks - Technology around us</p> <p>Unit 2a: Creating media - Digital painting</p> <p>Unit 3a: Programming A - Moving a robot</p> <p>Unit 4a: Data and information - Group data</p> <p>Unit 5a: Creating media - Digital writing</p> <p>Unit 6a: Programming B - Programming animation</p> <p>Ongoing - online safety.</p>	<p>networks - Information technology around us</p> <p>Unit 2b: Creating media - Digital photography</p> <p>Unit 3b: Programming A - Robot algorithms</p> <p>Unit 4b: Data and information - Pictograms</p> <p>Unit 5b: Creating media - Digital music</p> <p>Unit 6b: Programming B - Programming quizzes</p> <p>Ongoing - online safety.</p>	<p>networks - Connecting computers</p> <p>Unit 2a: Creating media - Stop frame animation</p> <p>Unit 3a: Programming A - Sequencing sounds</p> <p>Unit 4a: Data and information - Branching databases</p> <p>Unit 5a: Creating media - Desktop publishing</p> <p>Unit 6a: Programming B - Events and actions in programs</p> <p>Ongoing - online safety.</p>	<p>networks - The internet</p> <p>Unit 2b: Creating media - Audio production</p> <p>Unit 3b: Programming A - Repetition in shapes</p> <p>Unit 4b: Data and information - data logging</p> <p>Unit 5b: Creating media - Photo editing</p> <p>Unit 6b: Programming B - Repetition in games</p> <p>Ongoing - online safety.</p>	<p>networks - Systems and searching us</p> <p>Unit 2a: Creating media - Video production</p> <p>Unit 3a: Programming A - Selection in physical computing</p> <p>Unit 4a: Data and information - Flat-file database</p> <p>Unit 5a: Creating media - Introduction to vector graphics</p> <p>Unit 6a: Programming B - Selection in quizzes</p> <p>Ongoing - online safety.</p>	<p>networks - Communication and collaboration</p> <p>Unit 2b: Creating media - Webpage creation</p> <p>Unit 3b: Programming A - Variables in games</p> <p>Unit 4b: Data and information - Introduction to spreadsheets</p> <p>Unit 5b: Creating media - 3D modelling</p> <p>Unit 6b: Programming B - Sensing movement</p> <p>Ongoing - online safety.</p>
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