

## Mersey Park Primary School Curriculum Overview

| Term/  | Mersey Park  | Maths   | Literacy   | History  | Geography  | Art   | DT   | Computing   | Science  | PSHE  | RE   | Music   | PE  | MFL   |
|--|--|---|--|--|--|---|--|---|--|---|--|---|---|---|
| Торіс  | Themes   |   |  |  |  |   |  |   |  |   |  |   |   |   |
| Autumn 1<br>Travels<br>Around<br>Egypt<br>Ancient<br>Egypt | Democracy - BV<br>Attendance<br>Healthy Mind and<br>Body - Self-Esteem<br>Growth Mindset<br>Healthy Eatiing      | Place Value<br>Addition,<br>Subtraction,<br>Multiplication and<br>Division<br>BIDMAS  | Narrative – Before<br>Sunrise<br>Character/Setting<br>description – Before<br>Sunrise<br>Discussion/Debate | Study of sources –<br>primary ad secondary<br>Egyptian hierarchy –<br>pharaohs, Tutankhamun<br>Legacies- astronomy<br>Hieroglyphics – Rosetta<br>Stone<br>Construction of Pyramids<br>River Nile and trade<br>Tombs, Afterlife, Gods,<br>wars<br>Mummification<br>Howard Carter<br>Daily Life, Jewellery,<br>Battles | Locate Egypt on World Map<br>Locate key places within<br>Egypt<br>Human and physical<br>features - landmarks<br>Trade links, tourism<br>Climate<br>Population<br>Importance of the River Nile<br>Natural resources and land<br>use<br>6 figure grid references   | Photo Opportunity<br>Craft and Design-link to<br>Science Light<br>Develop personal<br>imaginative responses to<br>a design brief, using<br>independent research<br>Justify choices made<br>during a design process,<br>explain how the work of<br>creative practitioners<br>have influenced their<br>final outcome        | Design, make<br>and evaluate a<br>main course:<br>-fajita<br>-stirfry<br>-skewer | IT: Use of Different<br>Software - Creating<br>Formula in Excel<br>Learn how to organise<br>data and make<br>calculations using the<br>application Microsoft<br>Excel.  | Working Scientifically<br>Light: how light travels, why<br>we see shadows  | Jigsaw - Being me<br>in my world<br>Meet the Brain  | The concept of a spirit<br>and soul. Mother Earth<br>and the idea of<br>spirituality in different<br>religions.<br>Meditation<br>Ethics/Values/Issues<br>Beliefs and Questions<br>Stories and People | Charanga: Model<br>Music Curriculum<br>Developing Melodic<br>Phrases<br>How does music<br>bring us together?  | Invasion Games –<br>Football<br>Gymnastics<br>(balances, travels,<br>jumps)<br>Swimming | Revise and develop<br>greetings<br>Telling the time<br>(o'clock, half past,<br>quarter past and<br>quarter to)<br>Revise school routines<br>and subjects<br>Likes and dislikes<br>Writing a letter -<br>introduce themselves,<br>share information<br>about a typical school<br>day and subject |
| Autumn 2<br>Ancient<br>Egypt                               | Remembrance<br>Rule of Law - BV<br>Anti-bullying<br>Attendance<br>Resilience<br>Healthy Mind and<br>Body - Sleep | Fractions   | Narrative – Skellig<br>Newspaper report -<br>Skellig   |  |  |   |  | Computer Science:<br>Programming Skills -<br>Using Variables<br>Learn what variables are<br>and how to use them<br>when programming,<br>using the application<br>Scratch 3.0.   | Working Scientifically<br>Electricity: the effect of<br>number of cells on lights<br>and buzzers in a circuit,<br>drawing simple circuits<br>using symbols               | Celebrating<br>icity: the effect of<br>uer of cells on lightsCelebrating<br>difference<br>(including anti-<br>bullying)the Christmas story. The<br>spirituality of Christmas.Structure and Fouzzers in a circuit,<br>ng simple circuitsCelebrations<br>bullying)Communities<br>Stories and PeopleHow does music<br>connect us with<br>past? | Structure and Form<br>How does music<br>connect us with our  | Dance –<br>Contemporary<br>Water Theme<br>Gymnastics<br>(apparatus and<br>floor work)   | christmas traditions  |   |
| Spring 1<br>Water-<br>Rivers                               | Attendance<br>Liberty - BV<br>Growth Mindset<br>Anti-<br>bullying/Cyber-<br>bullying                             | Decimals<br>Percentages<br>Fractions  | Narrative – The Lost<br>Whale<br>Letter – The Lost<br>Whale  | st Flood prevention, pollution   | Bodies of water - oceans,<br>seas, rivers, brooks, lakes,<br>streams<br>Human and Physical impact<br>on bodies of water<br>The Water Cycle- revision<br>World Rivers, climate zones,<br>climate change,<br>Trade via water, tourism,<br>imports, exports<br>impact of water on the<br>development of settlements | Portraits- Science<br>Evolution<br>Painting and Mixed media<br>Manipulating paint and<br>painting techniques to<br>suit a purpose, making<br>choices based on their<br>experiences<br>Working in a sustained<br>way over several sessions<br>to complete a piece.   | Design, make<br>and evaluate<br>bridges – jinks<br>frames and<br>pulleys.        | Computer Science:<br>Programming Project -<br>Program for an Audience<br>Create an animation<br>using the application<br>Scratch 3.0.   | Working Scientifically<br>Evolution and Inheritance:<br>explain how living things are<br>different now to those<br>millions of years ago,<br>adaptation, offspring       | Jigsaw - Dreams<br>and Goals<br>Anti-Bullying<br>Week<br>(Cyber bullying)<br>Ariel Trust<br>Skills to Resist<br>Radicalisation<br>Modules 1, 2 & 3<br>Appreciate  | sacrifice in different<br>religions.<br>Jainism<br>Ethics/Values/Issues<br>Stories and People<br>Lifestyles  | Gaining Confidence<br>through<br>Performance<br>How does music<br>improve our world?  | Invasion games -<br>Netball   | Revise food and<br>introduce drink<br>Euros (Numbers 1 –<br>1000)<br>Being in a restaurant<br>Hobbies - past,<br>present and future<br>Writing a letter -<br>sharing hobbies  |
| Spring 2<br>Water-<br>Flooding<br>and Erosion              | Healthy Mind and<br>Body – Peer<br>pressure<br>Respect and<br>Tolerance – BV<br>Attendance                       | Measure<br>Area, Perimeter,<br>Volume<br>Algebra<br>Ratio and<br>Proportion<br>Angles | Non-chronological<br>report – whales<br>Persuasive Writing –<br>Environmental                              |  | Flooding- disaster relief,<br>flood protection,<br>management and defence<br>Coastal erosion<br>Impact of climate change<br>and pollution prevention<br>Rural and urban areas  | Artist Study<br>Painting and Mixed<br>Media<br>Analysing and describing<br>the elements of other<br>artists work e.g. the<br>effect of colour or<br>composition<br>Create collage in<br>response to a stimulus.   |  | IT: Media - Plan and<br>Compose Music<br>Learn how to compose<br>music and how to record<br>and edit a simple<br>podcast.<br>Digital Literacy:<br>Learn about copywriting<br>and using someone else's<br>work responsibly |  | Jigsaw - Healthy<br>Me<br>Relate  | The last supper, betrayal,<br>denial, The crucifixion –<br>sacrifice.<br>The Resurrection<br>Ethics/Values/Issues<br>Stories and People<br>Beliefs and Questions                                     | Exploring Notation<br>Further<br>How does music<br>teach us about our<br>community?   | Racquet Games -<br>Tennis   |   |
| Summer 1<br>Water-<br>Local Study                          | Personal Safety<br>Attendance<br>e-safety<br>Healthy Mind and<br>Body – body image                               | Revision<br>SATs  | Goldilocks – Formal<br>Police Report   | Local history- water. Port<br>at Parkgate<br>Changes to bodies of<br>water around Wirral<br>Industry, tourism, trade   | Local Rivers and brooks<br>Wirral - map work<br>River Mersey and Dee<br>Trade links<br>Impact of water on the<br>development of settlements<br>(Parkgate)<br>Visit: Hilbre Island  | Working collaboratively<br>on a larger scale  |  | Computer Science: How<br>Things Work - How Data<br>is Stored<br>Learn and explore how<br>data is transferred and<br>received  | Working Scientifically<br>Animals including Humans:<br>the circulatory system,<br>healthy lifestyles, how<br>nutrients and water are<br>transported around our<br>bodies | Jigsaw -<br>Relationships<br>Ariel Trust<br>Safe Skills<br>Modules 3 & 4<br>Engage  | Buddhism. The 4 noble<br>truths.<br>Peace and non-violence.<br>Know how some<br>Buddhists live in the<br>modern world Beliefs and<br>Questions<br>Stories and People<br>Communities                  | Charanga: Original<br>Scheme<br>Music and Me  | Swimming<br>Striking and<br>fielding -<br>Rounders                                      | Clothes shopping<br>Decimal numbers<br>(money)<br>Describing themselves<br>and others - clothes<br>and adjectives<br>(colours)<br>Shopping (Prices and<br>questions)  |
| Summer 2<br>Stone Age<br>to Iron Age                       | Attendance<br>Growth Mindset<br>Change and<br>Transition<br>New Beginning<br>Fair play                           | Word Problems<br>and Reasoning  | Non- chronological<br>report – Skara Brae<br>Poetry  | Study of sources – mainly<br>secondary<br>Tribal leaders and wars<br>Stonehenge Hillforts<br>Druids<br>Skara Brae<br>The Copper child- mining.<br>Agriculture, fire, tools,<br>wheels, metal work<br>Agricultural trade<br>Introduction of laws  | Skara Brae<br>Stonehenge<br>Hillforts<br>Mining in the Stone age to<br>Iron Age<br>Population<br>Trade and transport<br>Agriculture<br>Visit: Conway   | Making Memories<br>Sculpture and 3D<br>Uses personal plans and<br>ideas to design and<br>construct more complex<br>sculptures and 3D forms.<br>Combine materials and<br>techniques appropriately<br>to fit with ideas.<br>Confidently problem-<br>solve, edit and refine to<br>create desired effects and<br>end results. | Design, make<br>and evaluate a<br>pencil case for<br>high school.                | IT: Design - HTML<br>Learn how to use HTML<br>coding to program a<br>webpage<br>Digital Literacy:<br>Learn about fake news<br>and how it can be used as<br>click bait.  | Working Scientifically<br>Living Things and Their<br>Habitats: classify plants and<br>animals based on<br>characteristics  | Changing Me<br>(including Sex<br>education)   | Religious Leaders and<br>Beliefs- from all religions<br>studied. Similarities and<br>differences<br>Communities<br>Ethics/Values/Issues<br>Lifestyles<br>Beliefs and Questions                       | Charanga: Original<br>Scheme<br>Reflect, Rewind and<br>Replay –<br>Western Classical<br>Music<br>Mozart<br>Nitin Sawhey<br>History of music<br>timeline | Athletics<br>OAA – Conway   |   |



