

## EdisonLearning Connected Curriculum Map™ (2017 LLS version)

EdisonLearning Early Years Foundation Stage Connected Curriculum

### Early Years Foundation Stage – Overview for two years

	TERM 1		TERM 2		TERM 3
YEAR A	<b>All About Me</b>		<b>Bears</b>		<b>Ground, Air, Water</b>
Focus Learning & Life Skill	<b>Learning together</b> (Learning with Others)	<b>It's up to me!</b> (Developing Independence & Responsibility)	<b>Becoming a better learner</b> (Improving own Learning and Performance)	<b>Knowing me, knowing you!</b> (Developing Sense of Self Worth & Understanding of Self and Others)	<b>Think, Think, Think!</b> (Thinking Skills) <b>Speaking and listening</b>
	<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 Learning & Life Skill	<b>Learning together</b> (Learning with Others)	<b>It's up to me!</b> (Developing Independence & Responsibility)	<b>Becoming a better learner</b> (Improving own Learning and Performance)	<b>Knowing me, knowing you!</b> (Developing Sense of Self Worth & Understanding of Self and Others)	<b>Think, Think, Think!</b> (Thinking Skills) <b>Speaking and listening</b>
	<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					Why are the Ancient Greeks so significant for us?

EdisonLearning Key Stage 1 Connected Curriculum™

**Key Stage 1 - Years 1&2 (Learning Units with a slight subject focus)**

(Match to *Switched on Computing* ½ termly units)

	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks		
<b>Focus Learning &amp; Life Skill</b>	<b>LLS Unit - Learning together</b> (Learning with Others)	<b>LLS Unit – It’s up to me!</b> (Developing Independence & Responsibility)	<b>LLS Unit – Becoming a better learner</b> (Improving own Learning and Performance)	<b>LLS Unit – Knowing me, knowing you!</b> (Developing Sense of Self Worth & Understanding of Self and Others)	<b>LLS Unit – Think, Think, Think!</b> (Thinking Skills)	<b>LLS Unit - Speaking and Listening</b>		
	6 weeks	6 weeks	9 weeks	3 weeks	6 weeks	6 weeks		
<b>What’s the weather like today? Seasonal Change — ongoing Learning Unit Y1/2</b>								
Yr 1	<p><b>Why do we play with different toys as we grow older? (History &amp; Science)</b> Childhood and technological change, toys and games. Sig Indiv: <b>Biography in a Bag -Ole Kirk Christiansen and LEGO</b> Science Y1 Everyday Materials 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> School building and grounds, Key human and physical features of its environment. Comparison with Morocco, Marrakesh - features and climate Science Y1 Plants Animals including humans 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> Design, make, evaluate – Textiles &amp; Card Science Y1 Everyday 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</p> <p><b>(1.5 we are story tellers)</b></p>	<p><b>Starry Night* (Arts) Art, music,dance</b> Line drawing Colour mixing blue and yellow Colour mixing - tones Van Gogh Listening to compositions Dance Exploring instruments 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> Science Y1 Plants Animals including Humans Seasonal Changes Significant Individuals: <b>Biography in a Bag - Dr John Snow 1854, Joseph Bazalgette 1858 London</b></p> <p><b>(1.3 we are painters)</b></p>	<p><b>Where will we go for a great day out?</b> Our Great Exhibition <b>(History, Geography)</b> Education, railway journeys, The Great Exhibition Sig Indivs: Thomas Edison, Elizabeth Fry, Isambard Brunel, Richard Branson Geography: Routes and London</p> <p><b>(2.1 we are astronauts)</b></p>	<p><b>Why are the Ancient Greeks so significant for us?</b></p>

Where did it happen? When did it happen? History and Geography in the news – ongoing LU Y1/2						
Yr2	<p><b>Can Party Food be Healthy?</b>  <i>“Which materials would make good party decorations?”</i></p> <p><b>(Science and Design &amp; Technology)</b>  <b>Science:</b></p> <ul style="list-style-type: none"> <li>Y1/2 Science  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>  <b>What do we like about our place? What makes us proud of our place?</b>  <b>(History and Geography)</b></p> <p>Buildings, shops, homes, streets and spaces  <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>  <b>(Science and Design &amp; Technology)</b></p> <p>Investigating toy vehicles  Tool skills  Making a prototype chassis  Design a vehicle  Make the vehicle  Evaluate the finished product</p> <p><b>Technical knowledge</b>  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>  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>)  (Arts) <i>Art, poetry, dance</i></p> <p>Sketch book  Line, texture  Poetry  Choral speaking  Observational drawing  Composition  Dance  Sig Ind Edward Lear</p> <p><b>(2.2 We are games testers)</b></p>	<p><b>What makes us like other animals?</b>  <b>(Science &amp; Geography)</b>  Y2 Science  Living things and their habitats  Plants  Animals including Humans  <b>Jane Goodall</b> and chimp behaviour  <b>Dian Fossey</b> gorillas  <b>Miriam Rothschild</b> fleas  <b>Charles Darwin and David Attenborough</b> educating the general public  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>  <b>The Seaside (Geography and History)</b>  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><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) see following sheets**

## 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	6 weeks	6 weeks	6 weeks	6 weeks		
Focus Learning & Life Skill	LLS Unit - Learning together (Learning with Others)	LLS Unit – It’s up to me! (Developing Independence & Responsibility)	LLS Unit – Becoming a better learner (Improving own Learning and Performance)	LLS Unit – Knowing me, knowing you! (Developing Sense of Self Worth & Understanding of Self and Others)	LLS Unit – Think, Think, Think! (Thinking Skills)	LLS Unit - Speaking and Listening		
	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, plus Biography in a Bag – Mary Anning Y3/4								
Subject Focus	Science Focus	History focus	Technology & Science focus	Arts focus	Developing the Global Dimension in your Curriculum	Science focus	Geography focus	Why are the Ancient Greeks so significant for us?
Year 3	<p><b>How does electricity work?</b> <i>Bright Sparks:</i> Context 3 Pigs &amp; being an electrician  <b>Y3/4 Science</b>                      Electricity                      Forces &amp; Magnets                      Working Scientifically                      Biography in a Bag - Edison                        (3.4 we are network engineers)</p>	<p><b>Who were the greatest builders in the world?</b>                      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                      Biography in a Bag Zaha Hadid (or Y6)                        (2.5 we are detectives/                      3.3 we are presenters)</p>	<p><b>Let’s go on an adventure. Would we like to visit Guatemala?</b>                      (Geography, History and D&amp;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&amp;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 &amp; nutrition                      tasting south American food                        Y 3/4 Science                        Forces &amp; Friction                      Measuring forces                      Pulling objects                      (Air resistance Y5)                      Working scientifically</p>	<p><b>The Games Children Play*</b>                      Dance, art and poetry, music                      Breughel                      Quick figure sketches                      Quick life drawings                      Class composition                      Music Listening, Appreciating,                      Responding Building the dance                      Performing the dance                        (3.1 we are programmers)</p>		<p><b>Are bugs important?</b>                      Science Y3/4                      Animals including humans                      Y3 Plants                      Y4 Living things and their habitats                      Working scientifically                        (3.2 we are bug fixers)</p>	<p><b>How can we make living here better for everyone?</b>                      Town Planners                      Science Y3                      Rocks??                      Stories of New Towns and Model Villages–                      Telford, Peterlee, Bournville, Saltaire, Milford, Port Merion, New Lanark, Poundbury                      Ghost Towns:                      American West, Libya, Namibia, Angola                      (3.6 we are opinion pollsters)</p>	

			(3.5 we are communicators)				
Year 4	<b>How do I see? How do I hear?</b> <i>Context</i> Y3/4 Science Light & Sound Working scientifically  (4.3 we are musicians)	<b>Why do we speak English at school? Where did English come from?</b> (History, Geography and Drama) <b>Overview</b> of the Romans, Anglo-Saxons and Vikings arrival and settlement of the British Isles. <b>Depth</b> study of a local example of one of them. <b>Stories</b> selected from Boudica, Sutton Hoo, Augustine, Alfred the Great, Bede  <b>Biography in a Bag Malala Yousafzai</b>  (4.1 we are software developers)	<b>Should we stop eating chocolate?</b> <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 <b>Y4 Science States of Matter</b> Working scientifically  Origins of Chocolate – Mayan and Aztec societies and the spread to Europe Significant individuals – Cadbury and Fry  (4.5 we are co-authors)	<b>From a Railway Carriage*</b> <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 (4.2 we are toymakers)	<b>What happens inside us?</b> Y3/4 Science Y3/4 Animals including humans Working scientifically  (4.4 we are html editors)	<b>European Regional Study</b> Denmark or Germany or Holland or Italy or Norway. What is it like there?  Geography physical and human characteristics of a country  <b>Biography in a Bag Mary Anning (or Y5)</b>  (4.6 we are meteorologists)	
Year 5	<b>What is it made of?</b> <i>Mysterious Materials</i> <i>Context</i> Testing materials for companies Y5 Science Properties and changes	<b>Why would someone build a castle in England? Why don't we build them now?</b> (History) <b>A study of an</b>	<b>Fairground</b> D&T design, make, evaluate Shaky hand tester Fairground ride Use of commercial construction kits Technical knowledge	<b>The Highwayman*</b> <i>Poetry, art &amp; Dance</i> Learn the poem Opinion line - villain or hero? Freeze frame Performance Read poem - first impressions, unfamiliar words	<b>Do we make the most of what's right on our doorstep?</b> Y5 Science Y5 Living things and their habitats	<b>Who are we? Why do I live here? UJK and Duluth USA</b> <b>Comparative North American regional study</b>	

	<p>to materials Working scientifically <b>(5.3 we are artists)</b></p>	<p><b>aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b> Sig indiv: William of Normandy and 1066+, Edward 1<sup>st</sup> 1272-1307</p> <p><b>(5.4 we are web designers)</b></p>	<p>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 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 <b>Biography in a bag – Newton</b></p> <p><b>(5.1 we are game developers)</b></p>	<p>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 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 <b>(5.5 we are bloggers)</b></p>		<p>Y5 animals including humans Working scientifically <b>(5.2 we are cryptographers)</b></p>	<p><b>with The Great Lakes Basin – Lake Superior and Duluth, Minnesota</b></p> <p><b>Biography in a Bag Mary Anning (or Y4)</b></p> <p><b>(5.6 we are architects)</b></p>	
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Year 6	<p><b>What's out there?</b> <i>Out of This World</i> Y5 Science Earth &amp; Space Working scientifically Y5 Forces</p> <p><b>Biography in a bag - Copernicus</b></p> <p>(6.1 we are app planners)</p>	<p><b>Has there ever been a better time to live here?</b> A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <b>Possible aspects:</b> political, military, economic, social</p> <p>(6.3 We are market researchers)</p>	<p><b>Why do some creatures no longer exist? (not D&amp;T see Summer 2)</b> <i>Context</i> David Attenborough's Big Egg</p> <p>Y6 Science Evolution &amp; inheritance Geography – islands Madagascar &amp; the Gallapagos <i>Why was Charles Darwin the most dangerous man in England in 1859?</i> <b>Biography in a bag Darwin</b></p> <p>(6.4 we are interface designers)</p>	<p><b>The Lady of Shalott*</b> <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 Pavanes 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><b>The Great UK Geographical Challenge</b></p> <p><b>Regions of the United Kingdom</b></p> <p>(6.6 we are marketers)</p>	<p><b>Mini-enterprise</b> D&amp;T design make evaluate Pupil choice</p> <p><b>Biography in a Bag Zaha Hadid (or Y3)</b></p> <p>(6.2 we are project managers)</p>
	<p><b>Let's Go Round Again – Year 6 Science revisit</b> Y6 Electricity &amp; Light</p>	<p>Y5/6 Animals including humans</p>	<p>Y6 Living things and their habitats</p>			
	<p><b>Interfaith Explorers</b> Additional LU &amp; online resources</p>	<p>Explore the links between the 3 Abrahamic faiths</p>	<p>Judaism, Christianity, Islam There is more that unites than divides us</p>	<p>A transition LU for Y5/6 in preparation for the move to a bigger more diverse community</p>	<p>'I can appreciate why other people believe in different things to me'</p>	<p>Designed to promote mutual respect through greater understanding</p>





**Whole School Connected Unit:** **Developing the Global Dimension**  
**Subject Foci :** **History, Geography, Citizenship**

For use, at the school's discretion, as a launch pad across the whole school to give the curriculum a greater global dimension – includes teacher input as preparation for delivery.

**Whole School Connected Unit:** **Ancient Greeks**  
**Subject Foci :** **History and Geography**

Every four years whole school - Ancient Greece

**Learning & Life Skills (LLS) Learning Units** (Previously - Core Learning Skills)

**Learning Together** (Learning with Others) FS & KS1 KS2

**It's Up to Me** (Developing Independence and Responsibility) FS & KS1 KS2

**Becoming a Better Learner** (Improving Own Learning & Performance) FS & KS1 KS2

**Knowing Me, Knowing You** (Developing a Sense of Self Worth, Understanding of Self and Others) FS & KS1 KS2

**Think, Think, Think!** (Thinking Skills) FS & KS1 KS2

**Speaking and Listening** FS & KS1 KS2

***How Do I? NEW Additional LU 2017***

*Primary*

*\* Please refer to our acknowledgments in the EdisonLearning Learning Units.*