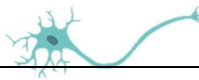




# The Shelford Curriculum: Topic Threads and Neurons



Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>
Reception	<b>Marvellous Me</b> <i>Identity and belonging</i>	<b>Tell us a Story</b> <i>Story telling - Nativity</i>	<b>It's Freezing Here!</b> <i>Our local and global Environment</i>	<b>Yuck or Yummy</b> <i>Empathy in understanding each other's preferences</i>	<b>Growing and Changing</b> <i>Observation of changes</i>	<b>Magnificent Machines</b> <i>How does it work?</i>
Y1	<b>Shelford Stars</b> <i>Identity and belonging, my story so far</i>		<b>Wonderful Weather</b> <i>Is the weather the same all over the world?</i>	<b>Terrific Toys</b> <i>What were our Grandparents' toys like?</i>	<b>Let's Explore</b> <i>What do I wonder about our world?</i>	
Y2	<b>The Great Fire of London</b> <i>Identity of our country</i>	<b>Heroes and Heroines</b> <i>Inspirational stories</i>	<b>Chinese New Year</b> <i>International comparisons</i>	<b>Chocolate</b> <i>How trade impacts communities</i>	<b>Look at that beanstalk grow!</b> <i>Growth and changes in plants and fairytales</i>	<b>Seaside</b> <i>Is the sea actually blue?</i>
Y3	<b>What occurred in 1066?</b> <i>Identity of our country</i>	<b>Inverness</b> <i>How does Cambridge Compare? Our locality's story – another locality's story</i>	<b>Mighty Mountains</b> <i>Why is Cambridge Flat? Physical geography comparisons</i>	<b>Stone, Bronze and Iron Ages</b> <i>Communities here long ago</i>	<b>The History of our Victorian School</b> <i>How has our school grown and changed?</i>	<b>Who lives here?</b> <i>How do needs link to habitats?</i>
Y4	<b>The Romans</b> <i>Who were they and how did they change Britain?</i>		<b>Europe</b> <i>How does life vary across our continent?</i> <b>Ancient Egypt</b> <i>How did Ancient Egypt change over time?</i>	<b>The Boy at the Back of the Class</b> <i>How can we build a community where all are welcome?</i>	<b>Cambridgeshire</b> <i>How have we grown with the land over time?</i>	<b>Planet Earth</b> <i>What can we do to help look after our world and all its inhabitants?</i>
Y5	<b>Space – Star Gazers</b> <i>Explore Earth and Beyond</i>		<b>Life on the Nile</b> <i>Physical geography</i>	<b>Egyptology</b> <i>Empathy of contrasting beliefs and approaches</i>	<b>Ancient Greece</b> <i>Growth of the Greek Empire</i>	<b>The Olympics</b> <i>Why did the Olympics start?</i>
Y6	<b>HMS Beagle – Why did it go where it went?</b> <i>The story of human and animal identity</i>	<b>The Maya Civilisation – What is the significance of their legacy?</b> <i>Marvellous tales of history, mystery &amp; modern day.</i>	<b>The Anglo Saxons – Where did the Anglo Saxons settle and how do we know?</b> <i>Studying settlements made by the Saxons and Scots.</i>	<b>The Vikings – fearsome raiders or farmers and traders; are we fair to the Vikings?</b> <i>Understanding communities that settled here long ago.</i>	<b>Black and British</b> <i>How have attitudes changed over time?</i>	



# The Shelford Curriculum: Science Threads and Neurons



The Science Big Ideas are:						
Observing over Time	Pattern Seeking		Identifying and Classifying	Comparative and Fair Testing	Research	
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>
YR	<b>Humans</b>	<b>Animals, excluding humans Living things and their habitats</b>	<b>Animals, excluding humans Living things and their habitats Materials, including changing materials</b>	<b>Materials, including changing materials Humans Plants</b>	<b>Animals excluding humans Living things and their habitats Plants</b>	<b>Materials, including changing materials Electricity Forces Earth and Space</b>
Y1	← <b>Seasonal Changes / Weather</b> (including weekly Forest Friday Sessions) →					
	<b>Animals including Humans</b>		<b>Materials</b>		<b>Plants</b>	
Y2	<b>Materials and their properties</b>		<b>Animals including Humans</b>		<b>Plants</b>	<b>Living things and their habitats</b>
Y3	<b>Animals including humans Nutrition, skeletons, muscles</b>	<b>Sound</b>	<b>Forces and Magnets</b>	<b>Rocks and Fossils</b>	<b>Living things and habitats</b>	
Y4	<b>Animals including humans Digestion &amp; Teeth</b>	<b>States of Matter</b>	<b>Light and Shadows</b>	<b>Electricity</b>	<b>Plants</b>	<b>Climate science and biodiversity</b>
Y5	<b>Earth and Space Forces</b>		<b>Living things and their habitats Animals including Humans Life cycles, stages and reproduction</b>		<b>Properties of materials</b>	<b>Changes of materials</b>
Y6	<b>Evolution and Inheritance</b>		<b>Light</b>	<b>Electricity</b>	<b>Animals including Humans Circulation, nutrition and water transportation in humans and animals</b>	<b>Living things and their habitats Classification</b>



# The Shelford Curriculum: **History** Threads and Neurons



## The History Big Ideas are:

The History Big Ideas are:							
Chronology		Civilisations and Empires		Compare and Connect		Artefacts and Sources	Influence of People
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>	
Reception	Family background Changes from baby to child	Festivals, celebrations and traditions in history	N/A	N/A	Life Cycles / growing and changing	Inventions in history	
Y1	Changes within living memory; history of my locality		Changes within living memory; history through objects as artefacts		The lives of significant individuals in the past who have contributed to national and international achievements: Christopher Columbus vs. Neil Armstrong		
Y2	<b>Great Fire of London</b> Changes within living memory: Events beyond living memory that are significant nationally	<b>Heroes and Heroines</b> Changes within living memory: Lives of significant individuals in the past who have contributed to national and international achievements		<b>History of Chocolate and John Cadbury</b> Changes within living memory: Lives of significant individuals who have contributed to national and international achievements		<b>Seaside Holidays in the Past</b> Changes within living memory.	
Y3	A significant turning point in British History			Changes in Britain from the Stone Age to the Iron Age	A local history study: School life in Victorian times		
Y4	The Roman Empire and its impact on Britain	Roman communities	Ancient Egyptians	Personal history of refugees	A local history study: Fens, changes in technology over time		
Y5	Star Gazers Space Travel Development		Achievements of the Ancient Egyptian civilization		Ancient Greek life and achievements and influence on the western world	History of the Olympic Games History of the host city/continent (Adapt for Winter Olympics/Commonwealth Games/ European Championships)	
Y6	Darwin in Context	A non-European society that contrasts with British history - Maya Civilization c.AD 900	Britain's Settlement by Anglo Saxons and Scots	Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor	A significant turning point in British history: Brilliant Britain – changes and developments since WW2		



# The Shelford Curriculum: **Geography** Threads and Neurons



The Geography Big Ideas are:						
Physical and Human Features		Significant Places	Interpreting Data	Communicating Data	Fieldwork	
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>
Reception	Where I live	Seasonal Changes	Caring for our environment, the weather outside, polar regions and Kenya – hot/cold regions	Fairtrade Food tasting	Animal Habitats	N/A
Y1	Human features; local fieldwork Use basic geographical vocabulary to identify key physical and human features (see specific terminology); use aerial photos and plan perspectives to recognise landmarks and human and physical features		Use world maps, atlases and globes to name and locate the world's seven continents and five oceans; Identify seasonal and daily weather patterns in UK and location of hot and cold areas in world in relation to Equator and poles		Understand geographical similarities and differences – human and physical geography – small area UK and small area non-European country	
Y2	<b>Our Country</b> Use world maps, atlases and globes to name, locate and identify characteristics of the 4 countries and capital cities of UK and surrounding area; use simple compass directions and locational and directional language to describe location of features and routes on a map of the UK and surrounding area		<b>Let's go to China!</b> Understand geographical similarities and differences – human and physical geography – small area UK and small area non-European country	<b>Magical Mapping</b> Locational Knowledge Use basic geographical vocabulary to identify key physical and human features (see specific terminology) Use simple fieldwork and observational skills to study geography of school and grounds and key human and physical features of surrounding environment; use aerial photos and plan perspectives to recognise landmarks and human and physical features; devise simple map; use and construct basic symbols in a key		<b>Beside the Seaside</b> Human and Physical Geography Geographical Skills and Fieldwork
Y3		Contrasting cities; Mapping (use maps, atlases, globes, digital/computer, Understand geographical similarities and differences through the study of human and physical geography of a region in the UK; name and locate counties and cities within the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns, and	Major mountain ranges in the World, the location and names of the 7 continents Types of settlements and land use, 4 figure grid references, comparison of geographical similarities and differences between Shelford and the Himalayas	Types of settlements and land use and understand how some of these aspects have changed over time		Physical and human features of our local area, OS maps including symbols and keys, sketch maps-drawing a map of our route to school and a map of the playground, orienteering games using sketch maps of the playground, 8 points of the compass

		understand how some of these have changed over time				
Y4	Mapping Settlements (use maps, atlases, globes, digital/computer; 8 points of a compass, 4-figure grid references, OS maps including symbols and keys)	Volcanoes	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country; use maps to locate European countries, concentrating on their environmental regions, key physical and human characteristics including major cities, and key topographical features and land use patterns, and understand how some of these have changed over time; economic activity including trade links	Migration	Local geography, land use and trade, flooding Use fieldwork to observe, measure, record and present human and physical features in local area using range of methods, including sketch maps, plans and graphs and digital technologies	Distribution of natural resources including energy, food, minerals and water; climate zones, biomes and vegetation belts
Y5	Mapping (use maps, atlases, globes, digital/computer; 8 points of a compass, 6-figure grid references, OS maps including symbols and keys) to locate use maps to locate (USSR and) Russia, contrast cities, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns, and understand how some of these have changed over time		Rivers, Water Cycles		Economic activity including trade links  Distribution of natural resources including energy, food, minerals and water; climate zones, biomes and vegetation belts	Human & Physical features Locational knowledge Use fieldwork to observe, measure, record and present human and physical features in local area using range of methods, including sketch maps, plans and graphs and digital technologies
Y6	South America Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night)	North America Earthquakes Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America; use maps to locate countries (maps, atlases, globes, digital/computer; 8 points of a compass, 6-figure grid references, OS maps	Types of settlements and land use; understand how some of these have changed over time		UK – Economic activity including trade links /human & physical features/commonwealth	

	climate zones, biomes and vegetation belts	including symbols and keys), concentrating on their environmental regions, key physical and human characteristics including major cities, and key topographical features and land use patterns, and understand how some of these have changed over time; economic activity including trade links		
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# The Shelford Curriculum: Art Threads and Neurons



The Art Big Ideas are:

The Art Big Ideas are:						
Generating Ideas		Making	Evaluation		Knowledge & Understanding	Artists & Craftspeople
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class	Identity	Our Story So Far	Our Environment: Local and Global	Community – Empathy	Growth and Changes	Curiosity
Reception	Drawing- pumpkins Printing- hands, conkers, corks	Collage- natural art, leaf crowns, rainbows, fireworks Sculpture- clay tiles, junk modelling	Drawing and painting- icy scenes, story characters, cross hatching Gauguin	Printing- gragons Collage/textiles- igloo, snowman Sculpture – playdough fruit, clay narwahl	Drawing and painting vehicles and machines Printing- trains and rockets Van Gogh - Irises	Collage and textiles- chicks, vehicles Sculpture- hen houses, boats, playdough plants
Y1	Drawing + Painting Picasso: Self-portraits		Andy Warhol: Printing	Drawing – children’s illustrators	Collage and Textiles Goldsworthy: Nature Sculpture	Textiles-Tie-dye + Sewing Digital Media: Kandinsky
Y2	Sparks and Flames Drawing, Painting, Sculpture	Colour Chaos Collage and Painting Mondrian, Rothko, Klee, Pollock, Delaunay, Kandinsky	Landscapes and Cityscapes Painting, Drawing Monet, Van Gogh, Metzinger	Joan Miró Drawing, Painting, Sculpture	Earth Art Painting, Sculpting, Weaving and Collage	Under the Sea Textiles (Weaving, Decoration Batik) Klimt (Tree of Life, Adele Block-Bauer, The Kiss) Gunta Stolz!
Y3	Autumn Art Portraits Close observation drawing of autumn leaves, fruits and veg, Paul Cezanne still life	Scottish art sculpture-Loch Ness Monsters Painting a repeated tartan pattern, Steven Brown Mc Coo’s	Mountain Art Drawing-Hokusai- Mount Fuji, perspective- colour mixing, neo-impressionism landscapes, collage – mountain animals	Stone Age Art Drawing- cave paintings Sculpture- grooved ware pots	Victorian Art Textiles- Victorian sampler William Morris Observational drawing Making printing tiles Artist Kehinde Wiley	Famous buildings Who lives here? Gaudi, Hundertwasser
Y4	Sculpture Roman pottery Drawing/architecture- Architecture Roman columns in chalk and charcoal?	Mixed media-mosaics	Drawing Henri Matisse (self- portraits - oil pastels and cut outs)	Printing on Textiles? Islamic geometric patterns?	Painting- Fenland produce still life Paul Cezanne Technique- shadow, complimentary colours	Sculpture-Andy Goldsworthy
Y5	Lucien Rudaux - Observational art Peter Thorpe – Space Abstract Art Painting	Katie Paterson	Textiles/printing?	Painting- cartouches and tomb paintings	Sculpture- Ancient Greek pottery	Drawing-Olympian Movements Artist(s): Tomoko Konoike Naoki Urasawa (Manga) Shinro Ohtake (Painter)
Y6	Observational sketching inspired by Darwin’s animals	Mayan cave paintings and mask Frida Khalo portraits	Drawing Illuminated letters and weaving		Art movements since WW2 Architects: Norman Foster? Anish Kapoor- sensory boxes (see twinkl)? Lucien Freud- portraits?	

	Printing- making string collographs of animals?			Sculpture – <b>Grayson Perry</b> pots/pets? Props for school play
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# The Shelford Curriculum: DT Threads and Neurons



The DT Big Ideas are:						
Design		Make		Evaluate	Technical Knowledge	Cooking and Nutrition
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>
Reception	Join construction pieces to build and balance Use tools for a purpose Combining Media and Materials Cookery		Construct with a purpose in mind Select and use simple tools and techniques for shape, assemble and join materials		Experiment with colour, design, texture, form and function Represent ideas, thoughts and feelings through DT Designing and investigating moving parts	
Y1	<b>Cooking and Nutrition</b> - Fruit Faces		<b>Structures</b> : Windmills	<b>Textiles</b> : Glove Puppets	<b>Mechanisms</b> : Moon Buggies	
Y2	Building Tudor Houses Baking Bread <b>Mechanisms</b> : Making Fire Engines (adapted)	<b>Textiles</b> : Pouches		Evaluate, Create, Revise- Chocolate Bars (adapted)	<b>Structures</b> : Baby Bear's Chair	<b>Cooking and Nutrition</b> : A Balanced Diet
Y3	<b>Structures</b> : Constructing a Castle	<b>Textiles</b> : 2D to a 3D product-designing a Christmas stocking (adapted)	<b>Mechanical Systems</b> : Pneumatic Toys- making a moving monster	Investigating – Making 3 different pop-up folds, designing and making a pop-up Easter card	<b>Cooking and Nutrition</b> : Eating Seasonally	<b>Digital world</b> : Electronic Charm
Y4	<b>Structures</b> : Aqueducts (adapted)		<b>Cooking and Nutrition</b> : Adapting a Recipe		<b>Electrical Systems</b> : Torches	<b>Textiles</b> : Fastenings
Y5	<b>Mechanical Systems</b> : Mars Rovers (adapted)		<b>Cooking and Nutrition</b> : What could be healthier?	<b>Structures</b> : Building Bridges	<b>Digital world</b> : Monitoring devices	
Y6	<b>Mechanical Systems</b> : Automata Toys		<b>Electrical Systems</b> : - Steady Hand Game		<b>Cooking and Nutrition</b> : Soup and Bread	



# The Shelford Curriculum: RE Threads and Neurons



The RE Big Ideas are:						
Symbols and their significance		Making sense of texts	Understanding the impact	Make connections		Awareness of worldviews/communities - beliefs & actions
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>
Reception	Ourselves, our families and our communities: Where do we belong?	<b>Incarnation Unit</b> F2 Why do Christians perform Nativity plays at Christmas.	Special Books: What can we learn from stories? 1	<b>Salvation Unit</b> F3 Why do Christians put a cross in an Easter garden.	<b>God Unit</b> F1 Why is the word God so important to Christians?	
Y1	<b>Creation Unit</b> 1.2 Who made the world? Core	<b>Incarnation Unit</b> 1.3 Why does Christmas matter to Christians? Core	<b>God Unit</b> 1.1 What do Christians believe God is like? Core	<b>Salvation Unit</b> 1.5 Why does Easter matter to Christians? Core	<b>Sikhism</b> How does the Khalsa influence the lives of Sikh families?	
Y2	<b>Creation Unit</b> 1.2 Who made the world? Digging Deeper	<b>Incarnation Unit</b> 1.3 Why does Christmas matter to Christians? Digging Deeper	<b>God Unit</b> 1.1 What do Christians believe God is like? Digging Deeper	<b>Salvation Unit</b> 1.5 Why does Easter matter to Christians? Digging Deeper	<b>Sikhism</b> How do the stories from the gurus and the concept of seva affect Sikh children?	
Y3	<b>God Unit</b> 2a.1 What do Christians learn from the creation story?	<b>People of God Unit</b> What is it like to follow God?	<b>Incarnation</b> What is the Trinity?	<b>Salvation Unit</b> 2a.5 Why do Christians call the day Jesus died 'Good Friday'? Core	<b>Islam</b> Why is prayer important to Muslims and not to some people?	
Y4	<b>Gospel Unit</b> 2a.4 What kind of world did Jesus want?	<b>Creation Unit</b> 2a.3 What do Christians learn from the creation story? Deeper	<b>Salvation Unit</b> 2a.5 Why do Christians call the day Jesus died 'Good Friday'? Deeper	<b>Kingdom of God Unit</b> 2a.6 When Jesus left, what was the impact of Pentecost?	<b>Judaism</b> Judaism; what is important to Jews about being part of God's family?	
Y5	<b>God Unit</b> 2b.1 What does it mean if God is holy and loving?	<b>People of God Unit</b> 2b.3 How can following God bring freedom and justice?	<b>Gospel Unit</b> 2b.5 What would Jesus do?	<b>Salvation Unit</b> 2b.6 What did Jesus do to save human beings?	<b>Hinduism</b> What can the stories and images of deities tell us about Hindu beliefs about God?	
Y6	<b>Creation Unit</b> 2b.2 Creation and Science: conflicting or complementary?	<b>Incarnation Unit</b> 2b.4 Was Jesus the Messiah?	<b>Salvation Unit</b> 2b.7 What difference does the resurrection make for Christians?	<b>Kingdom of God Unit</b> 2b.8 What kind of king is Jesus?	<b>Buddhism</b> What does it mean to be a Buddhist?	

# The Shelford Curriculum: **Computing** Threads and Neurons

The Computing Big Ideas are:						
Digital Literacy		Information Technology	Computation		Digital Systems	Programming
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Identity	Our Story So Far	Our Environment: Local and Global	Community – Empathy	Growth and Changes	Curiosity
Re	Look what I can do (using equipment Telling stories (taking photos and videos)		What can you see? (Recording discoveries) Exploring the world (using mini mash)		What can I find out? (using technology) How do things work? (exploring and experimenting)	
Y1	Online Safety Exploring Purple Mash Grouping and Sorting	Pictograms Technology Outside School	Lego Builders Maze Explorers	Animated Storybooks: Lost Toys	Coding	Spreadsheets
Y2	Computing systems and networks – IT around us	Creating media – Digital Photography	Creating media – Making music	Data and information - Pictograms	Programming A – Robot algorithms	Programming B – An introduction to quizzes
Y3	Computing systems and networks – Connecting computers	Creating media – desktop publishing	Programming A – Sequence in music (Coding)	Creating media - animation	Data and Information – Branching databases	Programming B – Events and actions (Coding)
Y4	Online Safety Hardware Investigators	Animation: Logo	Effective Searching Spreadsheets	Writing for different audiences	Coding	
Y5	Computing systems and networks - Systems and searching	Creating media – Introduction to vector graphics	Programming A – Selection in physical computing	Programming B – Selection in quizzes	Data and information – Flat-file databases	Creating media - Video production
Y6	6.2 Online Safety	6.4 Blogging	6.1 Coding	6.5 Text Adventures	6.3 Spreadsheets	6.6 Networks

# The Shelford Curriculum: **Music** Threads and Neurons

The Music Big Ideas are:						
Exploring and composing		Listening & Appraising	Performing	Musical elements	Music in context	
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>
Reception	Topic songs and rhymes / Nativity Production / <b>Traditional Christmas Music</b>		Topic songs and rhymes / Parents presentation / <b>'The Snowman'</b>		Topic songs and rhymes	
Y1	Ourselves: Exploring Sounds Our Bodies: Beat	Nativity	Seasons: Pitch Weather: Exploring Sounds	Storytime: Exploring Sounds Number: Beat	Animals: Pitch Pattern: Beat	Travel: Performance Machines: Beat
Y2	<b>Ourselves:</b> Exploring Sounds (ME) <b>Number:</b> Beat (ME)	<b>Nativity Storytime:</b> Exploring Sounds (ME)	<b>Travel:</b> Performing (ME) <b>Pattern:</b> Beat (ME)	<b>Animals:</b> Pitch (ME) <b>Our Bodies:</b> Beat (ME)	<b>Our Land:</b> Exploring Sounds (ME) <b>Weather:</b> Exploring Sounds (ME)	<b>Water:</b> Pitch (Year 1) (ME) <b>Water:</b> Pitch (Year 2) (ME)
Y3	<b>In the Past:</b> Pitch (ME) <b>Human Body:</b> structure (ME)	<b>Animal Magic:</b> exploring sounds (old ME)	<b>Exploring singing games:</b> Identifying rhythm patterns (old ME)	<b>Singing French:</b> Pitch (ME)	<b>Environment:</b> composition (ME) <b>Painting with sound:</b> composition (old ME)	<b>Building:</b> beat (ME) <b>Food and Drink:</b> performance (ME)
Y4	Poetry (ME), recorders	'Mars, the Bringer of War' (Holst) (BBC), recorders	Singing Spanish (ME), 'Great' European composers	Communication (ME), Around the World (ME)	Environment (ME), Traditional Fenland songs	Recycling (ME), Film Music
Y5	Solar System	At the Movies	Keeping Healthy	Our Community	Life Cycles	Celebration
Y6	Unit 4 Roots	Unit 2 Journeys	Unit 1 World Unite	Unit 5 Class Awards	Unit 3 Growth	Unit 6 Moving On

# The Shelford Curriculum: PE Threads and Neurons

The PE Big Ideas are:

The PE Big Ideas are:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class	<b>WHOLE SCHOOL Identity</b>	<b>WHOLE SCHOOL Our Story So Far</b>	<b>WHOLE SCHOOL Our Environment: Local and Global</b>	<b>WHOLE SCHOOL Community – Empathy</b>	<b>WHOLE SCHOOL Growth and Changes</b>	<b>WHOLE SCHOOL Curiosity</b>
Reception	Ring games Exploring Outdoors Balanceability	Balanceability Dance: Dance till you drop	Gymnastics: Jumping Jacks and Rock and Roll	Gymnastics: Gym in the Jungle	Games: Best of Balls	Games: Olympics Swimming
Y1	Shelford Mile + Fundamentals				Shelford Mile + Tennis	
	Athletics	Dance: Ourselves	Gymnastics: Jumping Jacks	Dance: Toys	Gymnastics: Rolling	Swimming
Y2	<b>Dance:</b> Great Fire of London <b>Circuit Training</b>	<b>Dance:</b> The Gunpowder Plot <b>Multi-Skills:</b> Throwing and Catching	<b>Gymnastics:</b> Cityscapes and Landscapes <b>Invasion Games</b>	<b>Multi-Skills:</b> Target Games <b>Invasion Games</b>	<b>Dance:</b> Plants <b>Gymnastics:</b> Traditional Tales	<b>Swimming</b>
Y3	Striking and fielding Netball	Gymnastics and small equipment Country dancing	Invasion games Gymnastics	Racket and ball skills Stone Age dance	Athletics Outdoor Adventurous	Swimming
Y4	Invasion games & gym 1	Gym 2 & dance 1	Dance 2	Net games & outdoor games	Net games & athletics	Swimming
Y5	Fitness Drills Yoga	Football Dance	Gymnastics	Ancient Egyptians played tennis!	Olympic Athletics!	<b>Gala!</b> Swimming
Y6	Tag Rugby	Hockey//Pok a Tok	Dance	Gymnastics/Goalball	Maypole	Swimming



# The Shelford Curriculum: PSHCE Threads and Neurons



The PSHE Big Ideas are:

The PSHE Big Ideas are:							
My relationships		My Health		My Body	My Safety	My Community	
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>	
Reception	<i>Beginning and belonging (not part of new statutory framework)</i>	My family and Friends (including anti bullying week) My emotions	Me and my world	Identities and diversity	My body and growing up	Healthy lifestyles Keeping safe (drug education)	
Y1	<i>Beginning and belonging (not part of new statutory framework)</i>	Anti-bullying (including anti bullying week) Family and friends	Personal safety <b>Digital lifestyles- new unit</b>	Diversity and communities	SRE Drug education	<i>Managing change (not part of new statutory framework)</i>	
Y2	Rights, rules and responsibilities	Anti-bullying (including anti bullying week) My emotions	Managing Safety and Risk <b>Digital lifestyles- new unit</b>	Working together	SRE Drug education	Healthy lifestyles	
Y3	<i>Beginning and belonging (not part of new statutory framework)</i>	Anti-bullying (including anti bullying week) Family and friends	Personal safety	Diversity and communities	Digital Lifestyles Drug education	SRE <i>Managing change (not part of new statutory framework)</i>	
Y4	Rights, rules and responsibilities	Anti-bullying (including anti bullying week) My emotions	Managing Safety and Risk <b>Digital lifestyles- new unit</b>	Working together	SRE Drug education	Healthy lifestyles	
Y5	<i>Beginning and belonging (not part of new statutory framework)</i>	Anti-bullying (including anti bullying week) Family and friends	Managing Safety and Risk <b>Digital lifestyles - new unit</b>	Diversity and communities	SRE Drug education	<i>Managing change (not part of new statutory framework)</i>	
Y6	Rights, rules and responsibilities	Anti-bullying (including anti bullying week) My emotions	Personal Safety/ <b>Digital lifestyles- new unit</b>	Working Together	Healthy Lifestyles/RSE/ Drugs education		



# The Shelford Curriculum: MFL Threads and Neurons



The MFL Big Ideas are:

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Phonics		Grammar		Vocabulary		Cultural Capital	Songs, Stories & Rhymes
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>	
Reception	← Simple Songs and Rhymes →						
Y1							
Y2							
Y3	Describing me and others	Saying what I and others have	Saying what I and others do	Saying how many and describing things	Describing things and people	Expressing likes and saying what I and others do	
Y4	Numbers and birthdays	Birthday and Christmas celebrations	Shapes and positions	Parts of the face and body	Families and pets	Description and story telling	
Y5	Numbers, food and drink		Sports and giving opinions		Making music		
Y6	Weather	Geographical features	Where we live	Festivals	Holidays	French Breakfast	



# The Shelford Curriculum: English Topic Links Threads and Neurons



## The English big ideas are:

Reading KS1	Phonemic Awareness	Phonics	Fluency	Vocabulary development	Reading comprehension
Reading KS2	Vocabulary	Infer	Predict	Retrieve & Explain	Summarise
Writing	Spelling	Handwriting	Composition	Vocabulary	Punctuation & Grammar
Speaking	Clear	Loud	Interesting	Pace	Vocabulary
Listening	Shared attention	Body language	Eye Contact	Related responses	Listening time/reflection

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>
Reception	<p><b>Communication, Language and Literacy</b> Talk about a special skill; speaking and listening. Books linked with starting school, ourselves, keeping healthy, senses, body parts and Autumn. Role play Planning and reviewing our activities</p> <p><b>Stories:</b></p>	<p><b>Communication, Language and Literacy</b> <i>Pumpkin Soup / We're Going On A Bear Hunt / The Rainbow Fish / The Christmas Story:</i> Listening to stories, recreating stories (using small world equipment and drama), retelling stories / sequencing stories, showing understanding of characters. Reading own stories Creating lists and recipes / character posters and descriptions; applying phonic knowledge to writing</p> <p><b>Stories:</b></p>	<p><b>Communication, Language and Literacy</b> Understanding and responding to the main parts of a story e.g. 'The Snowman'. Acting out their own stories – developing expressive vocabulary Non-fiction; Exploring Antarctica and The Arctic; animals and ways of life</p> <p><b>Stories:</b></p>	<p><b>Communication, Language and Literacy</b> Listening to stories, recreating stories, using small world - 'The Gingerbread Man'/'The Runaway Chapatti'/'Handa's Surprise'/'Oliver's Vegetables'/'Oliver's Fruit Salad'. Sequencing stories, showing understanding of characters. Writing and acting out stories, writing poems, lists and labels</p> <p><b>Stories:</b></p>	<p><b>Communication, Language and Literacy</b> Listening to stories, recreating stories, using small world - 'The Tiny Seed / Jack and the Beanstalk' / Jasper's Beanstalk / The Little Red Hen / Chicken Licken / Rosie's Walk Sequencing stories, showing understanding of characters. Writing and acting out stories, writing poems, lists and labels Exploration of non-fiction texts e.g. Egg to chick / Tadpole to Frog / Seed to sunflower</p> <p><b>Stories:</b></p>	<p><b>Communication, language and literacy</b> Comparing fiction and non-fiction texts Listening to stories, recreating stories, using small world - Sequencing stories, showing understanding of characters. Writing and acting out stories, writing poems, lists and labels</p> <p><b>Stories:</b></p>
Y1	Traditional Stories – The Enormous Turnip, The Gingerbread Man, Cinderella, Jack and the Beanstalk Instruction writing – Fruit Faces			Julia Donaldson	Africa - Handa's Surprise, Handa's Hen, Brining the Rain to Kapiti Plain, We All Went on Safari	Space – Whatever Next, Beegu, Here Come The Aliens, Five Little Fiends, Alien's Love Underpants, I'm Coming to Get You



Y2	<b>Non-Fiction-Diary Entry</b> The Great Fire of London Jane Considine	<b>Non-Fiction-Biography</b> Grace Darling Jane Considine	<b>Narrative-Traditional Tale</b> The Magic Paintbrush Jane Considine	<b>Narrative-Adventure</b> Charlie and the Chocolate Factory Jane Considine	<b>Narrative-Traditional Tale with a Twist</b> Little Red Reading Hood Jane Considine	<b>Non-Fiction-Humorous Poem</b> Desk Diddler Jane Considine
Y3	Jane Considine unit- The Incredible book Eating Boy Creating a non-fiction page about castles, recount of class trip	Playscript -eye- witness account of Loch Ness monster, Letters to and from Father Christmas	Mountain adventure stories, instructions on how to climb a mountain.	Jane Considine unit- Stone Age Boy	Dragon poems, retelling the legend of St George and the Dragon Jane Considine non - fiction unit- robot dog	Aesop's fables- link to animals habitats Jane Considine unit- Star in the Jar
Y4	Newspapers based on Roman events <i>The Thieves of Ostia?</i>	Roman time travel stories <i>Escape from Pompeii?</i>	Travel brochure (writing to inform)	<i>The Boy at the Back of the Class</i>	Fenland ghost stories <i>The River Singers?</i>	Persuasive letters & adverts <i>This morning I met a whale?</i>
Y5	Cosmic Frank Cottrell Boyce and Steven Lenton Fiction - Cosmic Adventure Story Non-Fiction - Autobiography	Cosmic Frank Cottrell Boyce and Steven Lenton A Galaxy of Her Own: Amazing Stories of Women in Space Non-Fiction – Mars Transmission Burwell House News Scripts	Secrets of Sun King Egyptian Creation; Egyptian Myths; Heirglyphs Non-Fiction – Hatshepsut Biography	Secrets of Sun King The Malfeasance by Alan Bold – Poetry (JC) Non-fiction - Non- chronological report – Emperor Penguins (JC)	Who Let the Gods Out? Greek Myths Greek Mythology – fables, legends & Myths Theseus and the Minotour	Who Let the Gods Out? Non-fiction: persuasive letter (JC) but edit to link to Olympic topic. Non-fiction – Speech: Plastic Pollution (JC)
Y6						



# The Shelford Curriculum: **Maths Topic Links** Threads and Neurons



The Maths Big Ideas are:						
Fluency		Problem Solving		Reasoning	Methods (CPA)	Application
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Identity</b>	<b>Our Story So Far</b>	<b>Our Environment: Local and Global</b>	<b>Community – Empathy</b>	<b>Growth and Changes</b>	<b>Curiosity</b>
Reception			Understanding of the idea of temperatures		Understanding of the idea of measurement / comparing sizes	
Y1			Temperature			
Y2			Chinese number system		Measurement / comparing sizes	
Y3	Dates and years		Measuring 100m in the playground	BC and AD dates on a timeline	Victorian arithmetic	Tree passports- collecting measurements for the trees in the playground
Y4	Roman Numerals, Water clocks					
Y5			Egyptian Number system		Greek numerals	Speed, measurement, time
Y6	Number: Place Value/Four operations	Fractions/ Geometry	Number: Decimals/Percentages/ Algebra	Measurement: Converting Units /Perimeter, Area & Volume Number: Ratio	Geometry: Properties of Shapes Problem Solving	Statistics/Investigations



# The Shelford Curriculum: Internationalism Threads and Neurons



The Internationalism Big Ideas are:

		Identity	Society	Empathy	Respect	Equality
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Identity	Our Story So Far	Our Environment: Local and Global	Community – Empathy	Growth and Changes	Curiosity
Reception	<b>Marvellous Me</b> <i>Identity and belonging – family backgrounds, communities</i>	<b>Tell us a Story</b> <i>Story telling - Nativity Exploring festivals and celebrations</i>	<b>It's Freezing Here!</b> <i>UK Seasons Hot and cold places Different cultures</i> <b>SDG13SDG14SDG15</b>	<b>Yuck or Yummy</b> <i>Empathy in understanding each other's preferences</i> Fairtrade <b>SDG2SDG3</b>	<b>Growing and Changing</b> <i>Observation of changes, animals and habitats</i> <b>SDG3</b>	<b>Magnificent Machines</b> <i>How does it work? Exploring and comparing different cultures; developing respect and tolerance</i>
Y1						
Y2	<b>The Great Fire of London</b> <i>Empathy and understanding the impact of the fire.</i>	<b>Think Positive (PSHE)</b> <i>Understanding other's feelings and emotions.</i> <b>SDG3 SDG17</b>	<b>Chinese New Year</b> <i>International comparisons</i>	<b>Chocolate</b> <i>Understanding how trade impacts communities.</i> <b>SDG2 SDG17</b>	<b>Look at that beanstalk grow!</b> <i>Growth and changes in plants.</i> <b>SDG15</b>	<b>Seaside</b> <i>Respecting the seaside environment (plastic pollution).</i> <b>SDG14</b>
Y3	<b>RE: Creation-</b> how can Christians be good stewards of the environment? <b>SDG14, SDG15</b> <b>Science Nutrition:</b> What is a balanced diet? Eating healthily to ensure healthy lives <b>SDG3</b>	<b>A different place- Inverness-</b> the physical and human geography similarities and differences between Cambridge and the Highlands of Scotland- journey from oil industry to renewables e.g. wave energy <b>SDG7</b> Sending Christmas cards to penpals in France	<b>Mighty Mountains-</b> the physical and human geography similarities and differences between Cambridge and the Kumaon region in the Himalayas- looking at the differences in education <b>SDG4</b> <b>How mountain tourism impacts</b> How tourism impacts on mountain environments: restore and promote sustainable use of mountains <b>SDG15</b> Writing to penpals in France	<b>PSHE:diversity and Communities</b> Gender equality <b>SDG5</b>	<b>Science: Habitats-</b> Look at habitats and support sustainable use of sea and land to support biodiversity <b>SDG14, SDG15</b>	<b>Science: habitats</b> <b>SDG14, SDG15</b>

Y4	Empires and invasions (Romans)		Different cultures across out continent (Europe)	Refugees, belonging, open or closed borders ( <i>The Boy at the Back of the Class</i> ) SD16, SD10, SD4		The global impact of climate change and how countries can work together to find solutions SD7, SD11, SD12, SD13, SD14, SD15
Y5	<b>Space</b> Germany – rocket development during WW2	<b>Space</b> Space Race US USSR	<b>Life on the Nile</b> Physical geography - Egypt SD14	<b>Egyptology</b> Empathy of contrasting beliefs and approaches - Egypt	<b>Ancient Greece</b> Growth of the Greek Empire - Greece	<b>The Olympics</b> Why did the Olympics start? - Competing Olympic Countries - Greece - Japan 2021 SD5, SD16
Y6	<b>HMS Beagle – Evolution &amp; Inheritance</b> South America (Music unit links with Africa) SD4, SD15, SD10	<b>Maya Civilization</b> North America	<b>Saxons</b> Germany & Southern Scandinavian	<b>Vikings</b> Scandinavia	<b>Brilliant Britain</b> SD3, SD5	

Class Teachers – Please can you link the Sustainable Development Goals into your International topics. See: <https://www.globalgoals.org/>

Please colour code this grid using the SDG colours. Look at <https://www.britishcouncil.org/school-resources/find/classroom> for some ideas for international activities linked to the SDGs to use in your topics and add to our ISA action plan. Thank you!

## Explicit links to Promoting Equality, Diversity and Inclusion

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Identity	Our Story So Far	Our Environment: Local and Global	Community – Empathy	Growth and Changes	Curiosity
Reception	<i>My family / our families</i>  <i>Exploring our identity</i>  <i>PSHE unit – beginning and belonging</i>	<i>Kindness Week (inc. Antbullying foci)</i>		<i>PSHE unit – diversity</i>	<i>Study other faiths throughout the year as festivals occur.</i>	
Y1	<i>Protected characteristics of identity</i>  <i>PSHE unit – beginning and belonging</i>	<i>Kindness Week (inc. Antbullying foci)</i>		<i>PSHE unit – diversity</i>	<i>Exploring the identity of a different country</i>	<i>RE – Sikhism</i>
Y2		<i>Heroes and Heroines with a diverse lens, including challenging prejudice</i>  <i>Kindness Week (inc. Antbullying foci)</i>	<i>Cultural traditions – Chinese New Year</i>			<i>RE – Sikhism</i>
Y3	<i>British Black artist Arthur Timothy</i>  <i>PSHE unit – beginning and belonging</i>  <i>Lead Harvest Service and collections</i>	<i>Black History Month- Maggie Aderin Pocock- space scientist</i>  <i>Kindness Week (inc. Antbullying foci)</i>	<i>Way of life in Kumaon region of the Himalayas</i>	<i>PSHE unit – diversity</i>	<i>Black artist Kehinde Wiley</i>	<i>RE - Islam</i>
Y4		<i>Kindness Week (inc. Antbullying foci)</i>		<i>The Boy at the Back of the Class – exploring the journey of a refugee</i>		<i>RE - Judaism</i>
Y5	<i>PSHE unit – beginning and belonging</i>	<i>Black History Month - Mae Jemison Astronaut</i>  <i>Kindness Week (inc. Antbullying foci)</i>	<i>Secrets of a Sun King (racism in 1920s London)</i>	<i>PSHE unit – diversity</i>	<i>Black and British topic</i>	<i>RE - Hinduism</i>

Y6	<i>PSHE Rights &amp; Responsibilities</i>	<i>Remembrance Service</i> <i>Kindness Week (inc. Antibullying foci)</i>		<i>English– Wonder (disability)</i>	<i>English - Letters from the Lighthouse (refugees)</i> <i>History – Windrush</i>	<i>English – Can You See Me (autism)</i> <i>RE – Buddhism</i>
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