

**2022-2023**  
**First Curriculum Cycle Year**



Personal, Social &  
Emotional development

BEING ME IN MY WORLD

I can explain why my class is a happy and safe place to learn.

I can explain why my behaviour can have an impact in the people in my class.

Key Questions/ Learning Hooks

Mildred from Bewilderwood want to go on holiday. She would like to visit the Norfolk Broads.

Find out all about the local Trinity Broads and visit Barton Turf.

Make information leaflets to tell Mildred what she can do on the Broads.

**Science** (Animals, including humans)

Y1 Learning about parts of the Human body and our senses.

Y2 The needs of humans and babies growing into adults.

**Learning about a part of our locality.**

Looking at the Trinity Broads, through maps and photographs.

*(Focus Ormesby/Rollesby/Filby Broad)*

**Our own History.**

How were the Broads made?

Compare how the boats on the broads have changed.  
(compare Wherries and Broads Cruisers).

Topic Theme:

Getting to know  
you, Getting to  
know all about  
you! (humans)

All A'Broad!  
(The Norfolk  
Broads)

Awe & Wonder:

EYFS: Exploring our school area and getting to know our school grounds.

KS1: Exploring our local area, visiting Barton Turf.

Art & Design

Famous artist: Pablo Picasso.

Portrait painting

Style – Cubism, 'Weeping Woman'.

Design, make & evaluate:  
A model sail boat in the style of a Wherry.

RE

Harvest.

How does a celebration bring a community together?

How do Christians belong to their faith family?

ICT:

EYFS: Exploring uses of technology.

KS1: We are Photographers.

(Taking better photos.)

Personal, Social &  
Emotional development

CELEBRATING DIFFERENCE

I can tell you some ways that I am different and similar to the people in my class and why this makes us special.

I can say what bullying is and what I can do about it.

Key Questions/ Learning  
Hooks

The Elves need their own shoes.

Which materials will be suitable to create a pair of shoes fit for the elves?

(criteria: - attractive  
- waterproof  
- sturdy sole.)

**Science**

(Materials)

Learn about the properties of materials by ... *designing & building a house for the pigs.*

Y1 identify, describe, group & compare materials and their properties.

Y2 Suitability of materials and changing the shape of solid materials.

Topic Theme:

**Traditional Tales  
(The Elves and the  
Shoemaker)**

**Can you design  
and make a shoe  
for an elf?**

Awe & Wonder:

EYFS: & KS1:

Traditional Tale dress up day and activities.

Art & Design

Working with clay. Creating our own Diwali lamps.

EYFS - exploring clay.

Y1 – pinch pots

Y2 – Coil pots.

ICT:

EYFS: Exploring uses of technology.

KS1: We are Painters.  
(Illustrating an e-book.)

Design, make & evaluate:  
Our own Little Pigs House.

RE

Diwali/Christingle.

Why is light important to Christians and Hindus?

Christmas.

What does the nativity story teach us about Jesus?

Personal, Social & Emotional development

## DREAMS & GOALS

I can set myself a challenge and talk about how I will achieve it.

I can work as a group to achieve a task and talk about how we succeeded.

### **Geography**

7 Continents and 5 oceans. Use atlases & globes.  
Recognise human and physical features of these continents.

*Create your own travel plans for The Snail and the Whale.*

### **Science**

(Animals, including Humans)

Learn about animals from each of the 7 continents

Y1 Animal classification groups and the structure of these animals.  
Identify carnivores, herbivores and omnivores.

Y2 Compare living, dead & never been alive. Look at how animals are suited to their habitats. Learn about animal lifecycles and food chains.

### Key Questions/ Learning Hooks

The Snail and the Whale have been travelling the globe.

Plot out the journey they have taken so far.

Then plan for them their next adventure and the sights and animals they will see.

### Topic Theme:

**Lift Wanted  
Around the World  
(continents & animals)**

### Awe & Wonder:

EYFS & KS1:

Visit from the animals from Africa Alive.

### Art & Design

Famous artist: Vincent VanGogh.

Landscape painting 'Starry Night'.

### ICT:

EYFS: Start to learn our own unique logins.

KS1: We are Treasure Hunters.

(Writing algorithms, using programmable toys)

### RE

Why do people have different views about the idea of God?  
(Christianity/Hinduism/Judaism/Islam)

Personal, Social & Emotional development

HEALTHY ME

I can find out how to keep my body safe and healthy.

I can talk about a healthy balanced diet and know how medicines can be good for my body.

**Geography**

7 Continents and 5 oceans. Use atlases & globes.  
Recognise human and physical features of these continents.

*Choose our own continent to inspire our restaurant.*

**ICT**

Filming the steps of a recipe.

*We are TV chefs*

**Food Technology**

Planning and preparing our own dishes to serve to our parents from our chosen continent.

Key Questions/ Learning Hooks

Children become their own restaurant owners and TV chefs.

They choose their own continent, produce table settings, art work and a menu to wow their parents with.

They film themselves producing the food.

Topic Theme:

**My World Kitchen  
(continents & TV chefs/food tech.)**

Awe & Wonder:

EYFS & KS1:  
Preparing food for our families to come in and enjoy during an open afternoon.

ICT:

EYFS: start to learn log ins. Using programmable toys.

KS1: We are TV chefs.  
(Filming a recipe.)

Art & Design

Drawing techniques.  
Learn to draw a range of animals.

RE

Why does Easter matter to Christians?  
Why are symbols and artefacts important to some people?  
(Christianity/Judaism)

**Food Technology**

Prepare dishes thinking of a healthy and varied diet.



Personal, Social & Emotional development

RELATIONSHIPS

I can say why some people are special to me and can show how I appreciate them.

I can talk about what makes me feel comfortable/uncomfortable in relationships. I know who to talk to if I'm worried.

Key Questions/ Learning Hooks

Write a newspaper article to tell Ormesby about the mysterious item that has crashed on our school field!

Help Beegu our new resident alien to settle into his new environment.

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are researchers. (Researching and presenting a topic.)

**History**

First flights into space and the moon landing.

Lives of significant individuals, Buzz Aldrin, Tim Peake, Neil Armstrong and Helen Sharman.

Topic Theme:

Beegu  
'The Space Landing'  
(Famous astronauts)

Awe & Wonder:

EYFS & KS1:

A mysterious object lands on the school field.

An Alien has come to visit and

Art & Design

Create our own VanGogh – Starry Night style ... Space painting.

RE

How did the Universe come to be?  
Compare Hindu and Christian creation stories.

Design Technology

Design, make and evaluate –  
Bottle rockets  
Or Moon buggies.

Personal, Social & Emotional development

CHANGING ME

I can talk about how I've changed since I was a baby and name the parts of my body.

I know how boys and girls are different and understand that parts of my body are private.

Key Questions/ Learning Hooks

We have to stop Mr Body from developing our school grounds.

We need to prove that there is life within our nature areas and on our school field.

We then need to present our findings to Mr Body and convince him to stop the developers!!

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are microbiologists.  
(Collecting data about minibeasts)

**Science**

(Plants)

Identify a range of plants found in our school grounds.  
Find out about the parts of plants and what they need to grow.

Y1 Identify a range of plants in our school environment, including flowering plants, deciduous and evergreen trees.

Y2 How do seeds and bulbs grow?

Topic Theme:

**Mr Body – Save our School Grounds**

**(Mr Body wants to concrete over our school grounds – we need to save our nature areas and field!)**

Awe & Wonder:

EYFS/KS1:

Mr Body – a developer writes to the children to state his intentions for the school grounds.

He revisits towards the end of the term to begin the building works, we have to persuade him to stop!

Art & Design

Famous artist: Matisse  
'Snail'

Create our own collage of a minibeast we have found in our grounds.

Design Technology

Design, make and evaluate our own Minibeast hotels.

RE

How does a celebration bring a community together?

Eid al Adha

What does it mean to belong to the Muslim community?

**2023-2024**  
**Second Curriculum Cycle**  
**Year**





Personal, Social &  
Emotional development

BEING ME IN MY WORLD

I can explain why my class is a happy and safe place to learn.

I can explain why my behaviour can have an impact in the people in my class.

Key Questions/ Learning Hooks

Aliens want to visit Earth in disguise! What do they need to look like?

Children are in role as travel agents, advertising holidays in two local contrasting seaside locations.

In addition: when would they prefer to visit Gt Yarmouth – now or then?

**Science** (Animals, including humans)

Y1 Learning about parts of the Human body and our senses.

Y2 The needs of humans and babies growing into adults.

**Learning about a part of our locality.**

Looking at coastal features, through maps and photographs.

*(Compare Great Yarmouth and Winterton)*

**Our own History.**

Lighthouses. Comparing seaside Holidays present/past *(Victorian times)*.

Topic Theme:

**Marvellous Me!  
(humans)**

**Oh I do love to be  
beside the  
seaside.  
(our coast)**

Awe & Wonder:

Whole school:

Exploring our senses with Asda, fruit tasting.

EYFS: Exploring our school area and getting to know our school grounds.

KS1: Exploring our local beach. (weather permitting) (Winterton or Hemsby)

Art & Design

Famous artist: Pablo Picasso.

Portrait painting

Style – Cubism, 'Weeping Woman'.

Design, make & evaluate:  
A lighthouse model for Marcel the Lighthouse Keeper.

RE

Harvest.

How does a celebration bring a community together?

How do Christians belong to their faith family?

ICT:

EYFS: Exploring uses of technology.

KS1: We are Photographers.

(Taking better photos.)

Personal, Social &  
Emotional development

CELEBRATING DIFFERENCE

I can tell you some ways that I am different and similar to the people in my class and why this makes us special.

I can say what bullying is and what I can do about it.

Key Questions/ Learning Hooks

The Three Little Pigs need a house that will stand up to the Big Bad Wolf.  
Which materials will be suitable to stand up to the huff and puff test (wind)?

(Exten: to stand up to the elements – wind & rain.)

**Science**

(Materials)

Learn about the properties of materials by ... *designing & building a house for the pigs.*

Y1 identify, describe, group & compare materials and their properties.

Y2 Suitability of materials and changing the shape of solid materials.

Topic Theme:

**Traditional Tales  
(The Three Little Pigs)**

**Can you build a house to stand up to the BIG BAD WOLF?**

Awe & Wonder:

EYFS: & KS1:  
Traditional Tale dress up day and activities.

Art & Design

Working with clay. Creating our own Diwali lamps.

EYFS - exploring clay.

Y1 – pinch pots

Y2 – Coil pots.

ICT:

EYFS: Exploring uses of technology.

KS1: We are Painters.  
(Illustrating an e-book.)

Design, make & evaluate:  
Our own Little Pigs House.

RE

Diwali/Christingle.  
Why is light important to Christians and Hindus?

Christmas.  
What does the nativity story teach us about Jesus?

Personal, Social & Emotional development

## DREAMS & GOALS

I can set myself a challenge and talk about how I will achieve it.

I can work as a group to achieve a task and talk about how we succeeded.

### Geography

7 Continents and 5 oceans. Use atlases & globes.  
Recognise human and physical features of these continents.

*Create your own travel brochure for your favourite continent.*

### Science

(Animals, including Humans)

Learn about animals from each of the 7 continents

*Would you rather be a Panda or a Grizzly?*

Y1 Animal classification groups and the structure of these animals.

Identify carnivores, herbivores and omnivores.

Y2 Compare living, dead & never been alive. Look at how animals are suited to their habitats. Learn about animal lifecycles and food chains.

### Key Questions/ Learning Hooks

Children are in role as zookeepers, tasked with setting up the perfect enclosure for an animal from each continent.

### Topic Theme:

**Bear in the World.  
Part (1)  
(continents & animals)**

### Awe & Wonder:

EYFS & KS1:

Visit from the animals from Africa Alive.

### Art & Design

Famous artist: Vincent VanGogh.

Landscape painting 'Starry Night'.

### ICT:

EYFS: Start to learn our own unique logins.

KS1: We are Treasure Hunters.

(Writing algorithms, using programmable toys)

### RE

Why do people have different views about the idea of God?

(Christianity/Hinduism/Judaism/Islam)

Personal, Social & Emotional development

HEALTHY ME

I can find out how to keep my body safe and healthy.

I can talk about a healthy balanced diet and know how medicines can be good for my body.

### **Geography**

7 Continents and 5 oceans. Use atlases & globes.  
Recognise human and physical features of these continents.

*Create your own travel brochure for your favourite continent.*

### **Science**

(Animals, including Humans)

Learn about animals from each of the 7 continents

*Would you rather be a Panda or a Grizzly?*

Y1 Animal classification groups and the structure of these animals.  
Identify carnivores, herbivores and omnivores.

Y2 Compare living, dead & never been alive. Look at how animals are suited to their habitats. Learn about animal lifecycles and food chains.

### Key Questions/ Learning Hooks

Children are in role as zookeepers, tasked with setting up the perfect enclosure for an animal from each continent.

### Topic Theme:

**Bear in the World.  
Part (2)  
(continents & animals)**

### Awe & Wonder:

EYFS & KS1:  
Preparing food for our families to come in and enjoy during an open afternoon.

### Art & Design

Drawing techniques.  
Learn to draw a range of animals.

### ICT:

EYFS: start to learn log ins. Using programmable toys.

KS1: We are TV chefs.  
(Filming a recipe.)

### Food Technology

Prepare dishes thinking of a healthy and varied diet.

### RE

Why does Easter matter to Christians?  
Why are symbols and artefacts important to some people?  
(Christianity/Judaism)

Personal, Social & Emotional development

RELATIONSHIPS

I can say why some people are special to me and can show how I appreciate them.

I can talk about what makes me feel comfortable/uncomfortable in relationships. I know who to talk to if I'm worried.

Key Questions/ Learning Hooks

Oh no! Some pages of Samuel Pepys' diary have been burned in the great fire! Children use what they have learned about the fire from other sources to write the missing pages explaining what happened.

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are researchers. (Researching and presenting a topic.)

**History**

The Great Fire of London.  
Lives of significant individuals,  
Samuel Pepys  
King Charles

*Explore these roles during the time of the fire...*

*We are painters*

*We are bakers*

*We are writers*

*We are firefighters*

*A Day in the life of a (Stuart) child.*

Topic Theme:

**London's Burning  
(The Great Fire of London)**

Awe & Wonder:

EYFS:

Visiting Firefighters and engine. (other job roles in our community)

KS1: Day in the Life of a Stuart.

Visiting Firefighters .  
Sharing our Topic presentations with our families.

Art & Design

Portraits from the past.  
Drawing and painting portraits of others.

RE

How did the Universe come to be?  
Compare Hindu and Christian creation stories.

Food Technology

Baking the recipe that was cooking at the time of the fire.



Personal, Social & Emotional development

CHANGING ME

I can talk about how I've changed since I was a baby and name the parts of my body.

I know how boys and girls are different and understand that parts of my body are private.

Key Questions/ Learning Hooks

Something or someone is doing something in our school grounds! Plants and flowers are not growing as they should – or might not in the future. Use evidence/clues to find out what is happening. Grow seeds/plants to be sure they know what they need. It turns out a witch has been living in our science shed. She has been trying to make potions with plants but did not know how to grow them or look after them.

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are botanists. (Collecting data about trees)

**Science**

(Plants)

Identify a range of plants found in our school grounds. Find out about the parts of plants and what they need to grow.

Y1 Identify a range of plants in our school environment, including flowering plants, deciduous and evergreen trees.

Y2 How do seeds and bulbs grow?

Topic Theme:

Into the Woods

(Our resident friendly witch is on holiday in the Bird Hide!)

Awe & Wonder:

EYFS:

KS1: The Friendly Witch leaves us letters and tasks to complete to help her solve problems/mysteries.

Art & Design

Famous artist:  
Andy Goldsworthy.  
Land art.

RE

How does a celebration bring a community together?  
Eid al Adha  
What does it mean to belong to the Muslim community?

Food technology/Design

We are potion makers.  
Making smoothies/trifles for the resident witch.



**2024-2025**  
**Third Curriculum Cycle Year**



Personal, Social & Emotional development

BEING ME IN MY WORLD

I can explain why my class is a happy and safe place to learn.

I can explain why my behaviour can have an impact on the people in my class.

Key Questions/ Learning Hooks

A medieval knight has travelled to the future and is shocked by how Norwich castle looks today...

Try to explain to him how and why things have changed.

Choose if you think it would've been better to live in Norwich Castle in the past or today. Convince the knight whether he should stay or travel back in time. Hold a medieval feast.

**Science** (Animals, including humans)

Y1 Learning about parts of the Human body and our senses.

Y2 The needs of humans and babies growing into adults.

**Learning about a part of our locality.**

Looking at villages and Our nearest city – Norwich.  
(Looking at aerial maps and creating our own.)

**Our own History.**

Castles. Comparing the present/past looking at Norwich Castle.

(Norman times).

Topic Theme:

**Funny Bones!**  
**(humans)**

**Down the dark,**  
**dark street.**  
**(Norwich Castle)**

Awe & Wonder:

Whole school:

Exploring our senses with Asda, fruit tasting.

EYFS: Exploring our school area and getting to know our school grounds.

KS1: Trip to Norwich Castle.

Art & Design

Famous artist: Andy Warhol.

Printing

'Marilyn Monroe'.

Design, make & evaluate:

Our own printing tile to create a repeated print like Andy Warhol.

RE

Harvest.

How does a celebration bring a community together?

How do Christians belong to their faith family?

ICT:

EYFS: Exploring uses of technology.

KS1: We are

Photographers.

(Taking better photos.)

Personal, Social &  
Emotional development

CELEBRATING DIFFERENCE

I can tell you some ways that I am different and similar to the people in my class and why this makes us special.

I can say what bullying is and what I can do about it.

Key Questions/ Learning Hooks

Y2 The Evil Pea has escaped in the classroom, how will we protect the playtime snacks? Design our own Super-Veggie and Pea trap!

Y1 We need our own superhero. What kind of cape will he/she need?

**Science**

(Materials)

Learn about the properties of materials by ... *designing & making a superhero cape for their own super veggie!*

Y1 identify, describe, group & compare materials and their properties.

Y2 Suitability of materials and changing the shape of solid materials.

Topic Theme:

**Superheroes  
(Who is your hero?)**

**Can you create a superhero cape?**

Awe & Wonder:

EYFS: & KS1:  
Superhero dress up day and activities.

Art & Design

Working with clay. Creating our own Diwali lamps.

EYFS - exploring clay.

Y1 – pinch pots

Y2 – Coil pots.

Design, make & evaluate:  
Our own Superhero cape.

ICT:

EYFS: Exploring uses of technology.

KS1: We are Storytellers.  
(produce a talking e-book.)

RE

Diwali/Christingle.  
Why is light important to Christians and Hindus?

Christmas.  
What does the nativity story teach us about Jesus?

Personal, Social & Emotional development

DREAMS & GOALS

I can set myself a challenge and talk about how I will achieve it.

I can work as a group to achieve a task and talk about how we succeeded.

**Geography**

UK, Countries and Capital Cities. Use atlases & globes. Recognise human and physical features of these countries. Study a contrasting non-European area and compare to our locality. Fairhaven and The Rainforest.

**Science**

(Animals, including Humans)  
Identify and compare a range of animals that live in our school/local habitat and the rainforest.  
Y1 Animal classification groups and the structure of these animals. Identify carnivores, herbivores and omnivores.  
Y2 Compare living, dead & never been alive. Look at how animals are suited to their habitats. Learn about animal lifecycles and food chains.

Key Questions/ Learning Hooks

What animals live in our school grounds?  
How can we help them survive the winter?

Would you rather live in a woodland habitat or a rainforest habitat?  
Create a diormama of your chosen habitat/microhabitat.

Topic Theme:

The Animals of Ormesby Wood.  
*(based on the Animals of Farthing Wood)*

*(UK, countries and Capital cities)*

Awe & Wonder:

EYFS & KS1:  
Revamp our own nature area.

How can we help the Ormesby animals survive the winter?  
Creating our own bird feeders and microhabitats.  
Owl visit.

Art & Design

Famous artist: Monet.

Landscape painting  
'Monet's Garden'.

RE

Why do people have different views about the idea of God?  
(Christianity/Hinduism/Judaism/Islam)

ICT:

EYFS: Start to learn our own unique logins.  
KS1: We are Explorers (Programming on screen)

Personal, Social & Emotional development

HEALTHY ME

I can find out how to keep my body safe and healthy.

I can talk about a healthy balanced diet and know how medicines can be good for my body.

### Geography

Name and locate the 5 oceans.

Use atlases & globes and compass directions to navigate maps.

*Use geographical vocabulary to name human and physical features*

### Science

(Animals, including Humans)

Identify and compare a range of animals that live in our local coastal habitats and the oceans of the World.

Y1 Animal classification groups and the structure of these animals. Identify carnivores, herbivores and omnivores.

Y2 Compare living, dead & never been alive. Look at how animals are suited to their habitats. Learn about animal lifecycles and food chains.

### Key Questions/ Learning Hooks

“Darling it’s better down where it’s wetter! Under the Sea!”

“The human world, it's a mess

Life under the sea  
Is better than anything they got up there”

Discuss the song lyrics, where would life be better?

### Topic Theme:

**Under the Sea  
(5 oceans & animals)**

### Awe & Wonder:

EYFS & KS1: Trip to the Sea Life Centre

Easter Café – sharing easter treats and activities with our families.  
(Maths themed)

### Art & Design

Dioramas, creating a ‘shoe box’ habitat to show a habitat from the full Spring term... Uk woodland/rainforest/ Nature area microhabitats/ ocean/coastal

### Food Technology

Prepare dishes thinking of a healthy and varied diet.

### ICT:

EYFS: start to learn log ins. Using programmable toys.

KS1: We are games testers.  
(exploring how computer games work.)

### RE

Why does Easter matter to Christians?  
Why are symbols and artefacts important to some people?  
(Christianity/Judaism)



Personal, Social & Emotional development

RELATIONSHIPS

I can say why some people are special to me and can show how I appreciate them.

I can talk about what makes me feel comfortable/uncomfortable in relationships. I know who to talk to if I'm worried.

Key Questions/ Learning Hooks

Mystery box, containing modern and olden day nursing equipment.

What job role is this for?  
What is the equipment?  
Is it past or present?  
How do we know?

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are detectives. (Collecting Clues.)

**History**

Changes over time...

Lives of Significant Individuals, Florence Nightingale, Mary Seacole and Edith Cavell

*Compare nursing in the past with nursing today. Link to COVID events and how medicine has changed over time.*

International Nurses Day – 12.5.22

Topic Theme:

Emergency,  
Emergency.  
(Nurses and Hospitals)

Awe & Wonder:

EYFS:

Visiting Nurses, Doctors & Dentists. (other job roles in our community)

KS1: Career day.

What would we like to be when we grow up? Share our aspirations for our future careers.

Art & Design

Collage art work to show the Hindu and Christian creation stories.

RE

How did the Universe come to be?  
Compare Hindu and Christian creation stories.



Personal, Social & Emotional development

CHANGING ME

I can talk about how I've changed since I was a baby and name the parts of my body.

I know how boys and girls are different and understand that parts of my body are private.

Key Questions/ Learning Hooks

Who can grow the tallest beanstalk/sunflower?

**Science**

(Plants)

Identify a range of plants found in our school grounds. Find out about the parts of plants and what they need to grow.

Y1 Identify a range of plants in our school environment, including flowering plants, deciduous and evergreen trees.

Y2 How do seeds and bulbs grow?

Topic Theme:

Jack and the Beanstalk.

(Ormesby Village Show – grow a beanstalk! Or fruit/veg plants)

Awe & Wonder:

EYFS:

KS1: Ormesby Village Show.

Sell plants, Bird crafts, etc.

Art & Design

Famous artist:

Henry Moore.

Sculptures for our Wildlife area.

RE

How does a celebration bring a community together?

Eid al Adha

What does it mean to belong to the Muslim community?

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are botanists. (Collecting data about flowering plants)

Design & Technology

Creating our own bird hides/ bird feeders, etc. To sell at our Ormesby Village Show.