

Year 1 - Year 6

Curriculum

- Our curriculum celebrates diversity and promotes equity so that Rossmere children grow to become responsible, respectful and accepting citizens who make a positive contribution to their community and the wider world
- Our curriculum prepares our children for life beyond Rossmere.
- Our curriculum enriches children's education through exciting and ambitious real and imagined experiences



Science at Rossmere

Explore. Question. Make Sense

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|--|--|--|--|
| 1 | The human body Seasonal change | Everyday materials Seasonal changes | Seasonal changes Planting A Animals | Sustainability - Caring for the planet Seasonal changes Planting B | Plants Planting C | Sustainability - Cooking and growing Seasonal changes |
| 2 |  Animal needs for survival Humans – importance of exercise | Materials – plastic Sustainability - plastic | Plants (dark and light) | Living things and their habitats Plants (light and dark) | Plants (bulbs and seeds) Growing up (offspring) |  Bulbs and seeds Growing up Sustainability - Wildlife |
| 3 | Animals inc. humans Skeletons and movement | Rocks Fossils Soils | Nutrition and diet Sustainability – food and waste | Light | Plants A Plants B | Forces and magnets Sustainability – biodiversity |
| 4 | Living things and their habitats - group and classify living things Data collection A | States of matter | Sound Data collection B | Electricity Sustainability - Energy | Data collection C Animals inc. humans Habitats Sustainability – deforestation | Animals inc humans – Digestive System Food chains |
| 5 | Forces | Earth in space Sustainability global warming |  Properties and changes of materials | Animals inc. humans Living things and their habitats Life cycles | Animals inc. humans Life cycles Reproduction A and B | Reversible and irreversible changes Sustainability plastic pollution |
| 6 | Living things and their habitats | Electricity Sustainability – renewable energy | Light Sustainability What is light pollution? | Animals inc. humans The circulatory system Diet drugs lifestyle | Variation Adaptation | Evolution and inheritance – fossils Themed Project (yr 7 ready) |

Art and Design at Rossmere

Inspired . Skilful. Diverse

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|--|---|---|----------|
| 1 | Mark making - observational drawings of pumpkins <i>Wassily Kandinsky</i> <i>Renata Bernal</i> <i>Ily Bolotowsky</i> |  | Painting and mixed media - making secondary colours <i>Clarice Cliff</i> | | Sculpture and 3D art - paper sculpting <i>Marco Balich</i> <i>Samantha Stephenson</i> <i>Louise Bourgeois</i> | |
| 2 | Drawing - using charcoal and mixed media to draw expressions on faces <i>Quentin Blake</i> | | Painting - further colour mixing Creating texture with paint Creating collage <i>Romare Bearden</i> | | Sculpture and 3D - pinch pots, joining clay and making clay tile houses <i>Rachel Whiteread</i> <i>Ranti Bam</i> | |
| 3 | Painting and mixed media - prehistoric painting using charcoal Drawings of the caves of Chauvet | | Sculpture and 3D - card structures based on playground equipment Abstract shape and space <i>Anthony Caro</i> <i>Ruth Asawa</i> |  | Drawing - shading and blending Tones Frottage Creating abstract botanical art <i>Maud Purdy</i> <i>Carl Linneus/Charles Darwin</i> <i>Georgia O'Keefe</i> | |
| 4 | Drawing - pencils and charcoal tones Printing Wax resist Proportion <i>Ed Ruscha</i> | | Painting - tints and shades Daubing, stippling and pointillism Still life compositions <i>Paul Cezanne</i> |  | Sculptures and 3D Soap sculptures Working with wire Creating art with recycled materials <i>Magdelena Odundo</i> | |

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| | Alberton Giacometti Fernando Botero Henri Matisse | | Clara Peeters Audrey Flack | | El Anatsui Sokari Doyuglas-Kamp Barbara Hepworth Jaume Plensa | |
| 5 | | Drawing - retrofuturism Drawing in different styles, print making and uturistic images Teis Albers Karen Rose |  | Painting - self portraits Printing, photo compositions Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent Van Gogh Frida Kahlo Maggie Scott | | Sculpture - make own mini installation sculpture in a box Cai Guo-Qiang |
| 6 | | Drawing - experimental mark making Chiaroscuro technique Symbolic imagery Street art Dan Fenelon Diego Rivera Leonardo Da Vinci | | Painting - analysing famous paintings and mixed media/artist study David Hockney Paula Rego John Singer Sargent Fiona Rae Lubaina Hamid | | Sculpture and 3D Cardboard relief memory sculpture Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell |

Computing at Rossmere

Responsible . Independent . Prepared

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|---|-----------|---|----------|----------|----------|
| Autumn 1 | iAlgorithm | iPrograml | iProgram | iProgram | iProgram | iProgram |
| Autumn 2 | iDraw  | iSearch | iSimulate  | iData | iDraw | iNetwork |
| Spring 1 | iProgram | iAnimate | iNetwork | iAnimate | iCrypto | iData |
| Spring 2 | iWrite | iPub | iData | iMail | iWeb | iLearnAI |
| Summer 1 | iData | iDo Mail | iConnect | iProgram | iModel | iApp |
| Summer 2 | iProgram | iProgram | iPodcast | iProgram | iProgram | iModel |

Design and Technology at Rossmere

Ambitious. Diverse . Create

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|---|--|--|---|
| 1 | | Design, make and evaluate an enclosure for a book story character to live in | | Design and make a card with a slider and a lever | | Design and make fruit kebabs |
| 2 | | Design, make and evaluate vegetable soup | | Design, make and evaluate a wheeled vehicle | | Design, make and evaluate finger puppets using a simple running stitch |
| 3 | | Sewing - design, make and evaluate a bag for the wild robot. | | Design, make and evaluate wraps to take to the Lake District | | Design, make and evaluate an information books about settlements using a lever and linkage system |
| 4 | | Design, make and evaluate a healthy pizza to share at a Christmas party | | Design, make and evaluate an illuminated sign for a bedroom | | Design, make and evaluate a Jack-in-the Box for a younger child that has a pneumatic system |
| 5 | Design, make and evaluate a moving toy that uses a cam | | Design, make and evaluate an embroidered pattern to embellish a bag used to store an electronic device (a phone). | | Design, make and evaluate a seasonal healthy berry trifle. | |

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|---|---|--|--|--|---|--|
| 6 | Design, make and evaluate a vegetarian chilli | | Design, make and evaluate an electrical toy that uses recycled parts | | Design, make and evaluate a toy vehicle with gears and pulleys. | |
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History at Rossmere

Enriching . Diverse . Inquisitive

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|---------------------------------------|--|---|---------------------------------------|
| 1 | | How am I making history? | | How have toys changed? | | How was school different in the past? |
| 2 | | Is there only one King Charles? | | How have explorers changed the world? |  | How did we learn to fly? |
| 3 | Would you prefer to live in the Stone Age, Bronze Age or Iron Age? |  | Why did the Romans settle in Britain? | | How difficult was it to invade and settle in Britain? (Anglo-Saxons) | |
| 4 | Were the Vikings raiders, traders or settlers? |  | How have children's lives changed? | | What did the Egyptians believe? | |
| 5 | What did the Greeks ever do for us? | | Why do we still remember Henry VIII? | | How has crime and punishment changed over time? | |
| 6 | | How did the Maya civilisation compare to the Anglo-Saxons? | | What was the impact of WW2 on the people of Britain? | | |

Geography at Rossmere

Passionate . Active . Inquisitive

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|--|--|---|---|
| 1 | What is it like here? | | Where in the UK do we live? | | What are the physical and human features of our town, Hartlepool? |  |
| 2 | Are all continents the same? | | Why is the UK interesting? | | How is New York city different to Hartlepool town? |  |
| 3 | | How are mountains formed and why do earthquakes occur? |  | Why is the lake district a national park? | | How are volcanoes made and why? |
| 4 | | Are all climate zones the same? |  | Is South America the same from North to South, East to West? | | How do Rivers and their features shape our local area? |
| 5 |  | Are all settlements the same in the NE, Hart village, Hartlepool town and Middlesbrough city? | | Where is Madrid and what features does it have? | | What shapes the coast and how are coastal features formed? |
| 6 | Are all deserts the same across the world? | | | | Where does our energy come from? | |

Physical Education at Rossmere

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|---|--|----------------|--------------------------------------|
| 1 | Dance | Fundamental movement skills 1 | Gymnastics | Athletics | Invasion games | Striking and fielding |
| 2 | Fundamental movement skills 2 | Gymnastics - spinning, turning and twisting | Target games 3 | Fundamental movement skills 3 | Dance | Striking and fielding games skills 2 |
| 3 | Invasion games skills 3 | Dance | Gymnastics – linking movements together | Tennis  | Cricket | Athletics |
| 4 | Hockey | Gymnastics - rolling | Dance | skipping | Tag rugby | Athletics |
| 5 | Basketball | Swimming | Gymnastics – matching, mirroring and contrast | OAA | Athletics | Rounders |
| 6 | Football  | Gymnastics - counter balance and counter tension | Dance | Netball | Athletics | OAA |

Inclusive . Active . Perform



RE at Rossmere

Respect. Appreciate. Inquisitive

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|----------|--|----------|--|----------|
| 1 | Who are the main Gods in religion? | | How was the world created? | | What does religion tell us about being caring? | |
| 2 | How do people talk to God? | | Where do people talk to God? | | Who are some of the important people in different religions? | |
| 3 | What is scripture and is it important? | | Is water symbolic? | | How is fire used within different religions? | |
| 4 | What are religious morals? | | How do religions show commitment? | | Who was Jesus? | |
| 5 | Why doesn't Christianity always look the same? | | Why does religion look different around the world? | | Why are some places significant to believers? | |
| 6 | Why is there suffering? | | What happens when we die? | | Statutory Unit: What do we know about Christianity? | |

PSHE at Rossmere

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |

Respect . Healthy . Issues





MFL at Rossmere

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|-----------------|--------------------|----------------------|--------------------|-------------------|---------------------|
| 3 | All about me | Songs and games | Celebrations | Portraits | The four friends | Growing things |
| 4 | All aboard | Pocket money | Tell me a story | Our sporting lives | Brown Bear | What's the weather? |
| 5 | Enjoy your meal | I am the Music Man | On the Way to School | I like your Style | The Four Seasons | The Planets |
| 6 | Our school | Our world | At the café | Now and then | At the theme park | What's in the news? |



Music at Rossmere

Listen . Compose . Perform

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|--|---|---|---|---|
| 1 | Listening to hip hop. Pitch, rhythm, pulse Singing - Heads, shoulders, knees and toes | Listening to classical music Pitch, rhythm, pulse Singing – Christmas songs | Listening to funk Pitch, rhythm, pulse with non-percussive instruments. Introduction to notation as dots. Singing – If you're happy and you know it. | Listening to Latin Pitch, rhythm and pulse with non-percussive instruments. Follow pictures and symbols. Singing - Hush little baby | Listening to film scores Pitch, rhythm and pulse with non percussive instruments. Follow symbols. Invent own symbols. Singing – up and down | Listening to pop. Pitch, rhythm and pulse with non-percussive instruments. Follow symbols. Invent own symbols. Singing – Alice the Camel |
| 2 | Listening to South African music Pitch, rhythm, pulse Singing - | Listening to Classical Christmas tracks Pitch, rhythm, pulse Singing composition | Listening to rock music Pitch, rhythm, pulse, dynamics, tempo with percussion instruments Singing composition | Listening to reggae Pitch, rhythm, pulse, dynamics, tempo with percussion instruments Singing composition | Listening to friendship music Pitch, rhythm, pulse, dynamics, tempo with percussion instruments Crochets, quavers, dot notation Singing | Listening to classical music Pitch, rhythm, pulse, dynamics, tempo with percussion instruments Crochets, quavers, dot notation Singing |
| 3 | Listening to classical Pitch, rhythm, pulse with untuned instruments Singing – Home is where the heart is | Listening to New Orleans Jazz Pitch, rhythm, pulse with untuned instruments Singing – when the saints go marching in and Christmas songs | Listening to reggae Glockenspiels stage 1 Dot notation Singing - Three Little Birds | Listening to rock Glockenspiels stage 1 Dot notation Twist and Shout – The Beatles | Listening to disco Glockenspiels stage 1 Staves, lines, clef, crochets and paired quavers Singing – Bringing us together | Listening to gospel Glockenspiels stage 1 Staves, lines, clef, crochets and paired quavers Singing – Michael Row the Boat |

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| 4 | <p>Listening to country Understand minims, crochets, paired quavers and rests. singing in unison – Do re mi/ Frere Jacques</p> | <p>Listening to duets Understand minims, crochets, paired quavers and rests. Singing in wider range of unison - When the saints go marching in</p> | <p>Listening to classical Staff notation Using glockenspiels (Stage 2) Singing in rounds – Kookaburra sits Singing in rounds/partners When the saints/Swing low sweet chariot</p> | <p>Listening to soul Staff notation Using glockenspiels (Stage 2) Singing – Lean on me (Charanga) Singing in rounds – London's Burning</p> | <p>Listening to The Beatles Combine known rhythmic notation with letter names to create short pentatonic phrases Using glockenspiels (Stage 2) Singing Blackbird Singing in rounds - One Bottle of Pop and Don't Throw Your Junk in My Backyard (4/4)</p> | <p>Listening to Bhangra Combine known rhythmic notation with letter names to create short pentatonic phrases. Use glockenspiels (Stage 2) Singing in rounds Canoe Song (4/4) and Land of the Silver Birch" (6/8)</p> |
| 5 | <p>Listening to rock Understanding semi breves, minims, crochets, crochet rests, paired quavers, semi quavers. Singing Living on a prayer/Ghost Parade</p> | <p>Listening to jazz Understanding semi breves, minims, crochets, crochet rests, paired quavers, semi quavers. Singing Get on Board/Christmas carols and songs</p> | <p>Listening to pop ballads Understanding triads and chords Using recorders (Charanga lessons) Singing Make you feel my</p> | <p>Listening to Hip Hop Understanding triads and chords Using recorders (Charanga lessons) Singing Fresh Prince of Bel Air</p> | <p>Listening to Motown Understanding diatonic scales Singing Dancing in the Street</p> | <p>Listening to classical Understanding diatonic scales Singing songs in rounds</p> |
| 6 | <p>Listening to songs with the theme of happiness Understand all notes /rests from Y5 Sing – Happy by Pharrell Williams</p> | <p>Listen and compare traditional V modern Christmas songs Understand all notes /rests from Y5 Sing from a choice of songs</p> | <p>Listen to ukulele music Understanding block chords Learn the Ukulele Sing from a choice of ukulele songs</p> | <p>Listen to songs that are in simple time/compound time/syncopated time Understanding pitch notation within an octave Understanding block chords Learn the Ukulele Sing a song from the choice (simple, compound, syncopated)</p> | <p>Listen to classical Learn the Ukulele Play 4 part rhythm cards Understand the pentatonic scale Sing a song from the choice (simple, compound, syncopated)</p> | <p>Listen to folk music Compose a ternary piece Learn the Ukulele Sing from a choice of folk songs</p> |

