



## Year 1 Curriculum Overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Writing</b> (including texts used)	<p><b>Poetry: 1wk</b> Poems to Perform - Julia Donaldson</p> <p><b>Retelling narrative: 2wks</b> The Lonely Beast – Chris Judge</p> <p><b>Developing Description: 3wks</b> Lost in the Toy Museum – David Lucas</p> <p><b>Developing Sentence Structure: 1wk</b> Little Red / Rapunzel – Bethan Woollvin</p> <p><b>Character and plot: 2wks</b> Beegu – Alexis Deacon</p> <p><b>Writing About Real Life: 2wks</b> The Big Book of the UK – Imogen Russel Williams</p>	<p><b>Developing Narrative Structure: 2wks</b> Stanley’s Stick – John Hegley</p> <p><b>Writing to inform: 2wks</b> Look Up! – Nathan Byron</p> <p><b>Developing Punctuation: 2wks</b> Traction Man is Here – Mini Grey (<i>Poetry Link - Daydreams and Jellybeans - Alex Wharton &amp; Katy Riddell</i>)</p> <p><b>Fairy Tales: 3wks</b> Mixed Up Fairy Tales - Hilary Robinson &amp; Nick Sharratt Billy and the Beast - Nadia Shireen</p> <p><b>Writing Reports :2wks</b> Here We Are – Oliver Jeffers</p>	<p><b>Creating Descriptions: 2wks</b> Journey – Aaron Becker</p> <p><i>Poetry Link - Out &amp; About: The First Book of Poems - Shirley Hughes</i></p> <p><b>Recounts: 2wks</b> Nimesh the Adventurer – Ranjit Singh On the Way Home - Jill Murphy</p> <p><b>Creating an Interview &amp; Fact files: 2wks</b> Ada Twist: Scientist, Iggy Peck: Architect, Rosie Revere: Engineer – Andrea Beaty</p> <p><b>Writing Letters: 2wks</b> Where the Wild Things Are - Maurice Sendak</p> <p><b>Instructions: 1wk</b> The Cook &amp; The King – Julia Donaldson</p> <p><b>Writing About Real Events: 2wks</b> All About Year 1! Meesha Makes Friends – Tom Percival</p>
<b>Phonics - Reading</b>	<b>Little Wandle Letters and Sounds Revised</b> Daily story time	<b>Little Wandle Letters and Sounds Revised</b> Daily story time	<b>Little Wandle Letters and Sounds Revised</b> Daily story time
<b>Maths</b>	<b>White Rose</b>	<b>White Rose</b>	<b>White Rose</b>
<b>Science</b>	<p><b>Plants</b> Identifying and naming common plants and describing basic structures</p> <p><b>Seasonal changes</b> Observing changes across four seasons and describing associated weather</p>	<p><b>Everyday materials</b> Distinguishing objects from the material it’s made from, and describing simple properties</p> <p><b>Consolidation and Review</b></p>	<p><b>Animals</b> Identifying and naming fish, amphibians, reptiles, birds and mammals; carnivores, herbivores and omnivores</p> <p><b>Humans</b> Human body parts and senses</p>
<b>History</b>	<p><b>What was life like for people in the past? [Aut 2]</b> An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time</p>	<p><b>How did people travel in the past?</b> The development of transport by land, sea, air and space and the roles of key individuals</p>	<p><b>Where did people live in the past?</b> How homes looked different in the past, using pictures and videos</p>
<b>Geography</b>	<p><b>Here I am [Aut 1]</b> Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p><b>Where we are</b> Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p><b>There you are</b> Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in <b>Kenya</b></p>

Computing (Teach Computing)	Online Safety - EFACW <u>Computing systems and networks</u> Technology around us <u>Creating media</u> Digital painting	Online Safety - EFACW <u>Programming</u> Moving a robot <u>Data and information</u> Grouping data Link to - science – Everyday materials	Online Safety - EFACW <u>Creating media</u> Digital writing <u>Programming</u> Introduction to animation DT – Moving pictures
Art	I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian	Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee	The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Frances Hatch Leonardo Da Vinci
Design Technology and Food	Food - Eat a Rainbow [Aut2] Preparing a colourful fruit salad and crudites.	Moving Pictures Using simple linkages (levers) to make a moving picture for someone at home.	Outdoor Space Designing an outdoor space and creating a 3D model to share the design.
Religion and World Views	How do people show they belong? Why does Christmas matter to Christians	Who made the world What questions does the story or creation make us ask?	Why are symbols/artefacts important to Jewish families during Shabbat? How do Christians show God is important to them?
P.S.H.E (Jigsaw Scheme of work)	Being Me in My World 'Who am I and how do I fit?' Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships Changing Me Coping positively with change
School Values	Resilience & Kindness	Tolerance & Cooperation	Respect & Fairness
P.E	Gymnastics & Basketball Multi-skills & Gymnastics	Dance & Football Multi-skills & Orienteering	Athletics & Cricket Athletics & Tennis
Music (Alex)	Voice, instruments, listening, creating and combining	Voice, instruments, listening, creating and combining	Voice, instruments, listening, creating and combining
Educational Enrichment and Parent Partnerships  These are added to during the year.	Weekly Garden School House Events Remembrance Day, Christmas Concert <i>Enrichment weeks. Trips/visiting speakers.</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops	Weekly Garden School House Events World Book Day, Internet Safety Day, Number Day, Spring Concert <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops	Weekly Garden School House Events - Sports Day, <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops

## Year 2 Curriculum Overview

	Autumn	Spring	Summer
<b>Writing (including texts used)</b>	<p style="text-align: center;"><b>Poetry: 1wk</b> Thinker: My Puppy Poet and Me - Eloise Greenfield</p> <p style="text-align: center;"><b>Instructions: 2wks</b> The Disgusting Sandwich – Gareth Edwards</p> <p style="text-align: center;"><b>Creating Narrative: 3wks</b> Lubna and Pebble – Wendy Meddour</p> <p style="text-align: center;"><b>Personal Narratives: 2wks</b> The Proudest Blue – Ibtihaj Muhammad</p> <p style="text-align: center;"><b>Developing Punctuation: 1wk</b> Don't Let the Pigeon Drive the Bus! - Mo Willems</p> <p style="text-align: center;"><b>Writing letters: 2wks</b> Paddington's Post – Michael Bond</p>	<p style="text-align: center;"><b>Persuasion: 3wks</b> The King Who Banned the Dark - Emily Haworth Booth</p> <p style="text-align: center;"><b>Writing to Entertain: 2wks</b> The Dragon Machine <i>Poetry Link - Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters</i></p> <p style="text-align: center;"><b>Writing about Real Life: 1wk</b> What Do Grown Ups Do All Day? – Virginie Morgand</p> <p style="text-align: center;"><b>Writing Instructions: 1wk</b> How to Babysit a Grandma – Jean Reagan</p> <p style="text-align: center;"><b>Writing a Fact file: 2 wks</b> Monstrous Book of Monsters &amp; Dragon World - Johnny Duddle &amp; Aleksei Bitskoff</p> <p style="text-align: center;"><b>Inventing Narratives: 2wks</b> The Night Gardener – The Fan Brothers</p>	<p style="text-align: center;"><b>Developing Description: 2 wks</b> The Tunnel – Anthony Browne <i>Poetry Link - An Emotional Menagerie – The School of Life</i></p> <p style="text-align: center;"><b>Recounts: 2wks</b> Augustus &amp; His Smile – Catherine Rayner</p> <p style="text-align: center;"><b>Developing Vocabulary: 2wks</b> Never Smile at a Monkey - Steve Jenkins</p> <p style="text-align: center;"><b>Developing Persuasive Language: 2 wks</b> The Promise – Nicola Davies Wangari's Trees of Peace – Jeanette Winter</p> <p style="text-align: center;"><b>Writing to Inform: 2 wks</b> Africa, Amazing Africa - Atinuke</p> <p style="text-align: center;"><b>Narrative: 1wk</b> The Midnight Fair – Gideon Sterer</p>
<b>Reading</b>	Texts listed above. Small Group Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.
<b>Maths</b>	White Rose	White Rose	White Rose
<b>Science</b>	<p style="text-align: center;"><b>Plant growth</b> Plants grow from seeds, and require water, light and a suitable temperature</p> <p style="text-align: center;"><b>Needs of animals</b> Animals need water, food and air to survive and to have offspring</p>	<p style="text-align: center;"><b>Uses of everyday materials</b> Comparisons of an object's material with its use; impact of bending, twisting on solid objects</p> <p style="text-align: center;"><b>Living things &amp; their habitats</b> Basic introduction to habitats and micro-habitats, and simple food chains</p>	<p style="text-align: center;"><b>Solids, liquids and gases</b> Understanding how the same substances can exist as solids, liquids and gases</p> <p style="text-align: center;"><b>Consolidation and review</b></p>
<b>History</b>	<b>Local history: community &amp; family</b> Exploring how our community has changed over time through one lens like food or music	<b>Great Fire of London [Spr 2]</b> Life in London 1660s, and the causes and effects of the Great Fire of London	<b>Comparison of explorers</b> The similarities and differences between the lives of Sacagawea and Michael Collins
<b>Geography</b>	<b>Mini Mappers</b> Studying the human and physical geography of the local area with an introduction to scale and fieldwork	<b>Hot and cold deserts [Spr 1]</b> Locating hot and cold deserts, and identifying common physical and human features	<b>Rivers, seas and oceans</b> Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas
<b>Computing (Teach Computing)</b>	<b>Online Safety - EFACW</b> <u>Computing systems and networks</u> <b>Information Technology around us</b> <u>Creating media</u> <b>Digital photography</b>	<b>Online Safety - EFACW</b> <u>Programming</u> <b>Robot algorithms</b> <u>Data and information</u> <b>Pictograms</b> Science – Living things and their habitats	<b>Online Safety - EFACW</b> <u>Creating media</u> <b>Making music</b> <u>Programming</u> <b>Introduction to quizzes</b>

<b>Art</b>	<p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid, The Boyle Family</b> [History, Geography, RW]</p>	<p>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth, Pablo Picasso</b> [English, option of History]</p>	<p><b>Water</b></p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai, David Hockney, Claude Monet</b> [Geography]</p>
<b>Design Technology</b>	<p><b>Food – Salads [Aut2]</b></p> <p>Preparing healthy, balanced salads that include proteins.</p>	<p><b>Wheels &amp; Axles [Spr2]</b></p> <p>An engineering project to design a buggy that rolls straight and smoothly.</p>	<p><b>Glove Puppets</b></p> <p>Creating props to tell a story to children in EYFS</p>
<b>Religion and World Views</b>	<p>Where is religion in our local community? What does it mean to be free?</p>	<p>What do stories from the bible reveal about what God is like? Why does Easter matter to Christians?</p>	<p>What do our senses tell us about Hindu worship? How do celebrations give Hindus a sense of belonging?</p>
<b>P.S.H.E (Jigsaw Scheme of work )</b>	<p><b>Being Me in My World</b> 'Who am I and how do I fit?'</p> <p><b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p><b>Healthy Me</b> Being and keeping safe and healthy</p>	<p><b>Relationships</b> Building positive, healthy relationships</p> <p><b>Changing Me</b> Coping positively with change</p>
<b>School Values</b>	<b>Resilience &amp; Kindness</b>	<b>Tolerance &amp; Cooperation</b>	<b>Respect &amp; Fairness</b>
<b>P.E</b>	Gymnastics & Basketball Multi-skills & Gymnastics	Dance & Football Multi-skills & Orienteering	Athletics & Cricket Athletics & Tennis
<b>Music (Alex)</b>	Voice, instruments, listening, creating and combining	Voice, instruments, listening, creating and combining	Voice, instruments, listening, creating and combining
<p>Educational Enrichment and Parent Partnerships</p> <p><b>These are added to during the year.</b></p>	<p>Weekly Garden School House Events</p> <p>Remembrance Day, Christmas Concert <i>Enrichment weeks. Trips/visiting speakers.</i></p> <p>Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>	<p>Weekly Garden School House Events</p> <p>World Book Day, Internet Safety Day, Number Day, Spring Concert <i>Enrichment weeks. Trips/visiting speakers</i></p> <p>Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>	<p>Weekly Garden School House Events - Sports Day, <i>Enrichment weeks. Trips/visiting speakers</i></p> <p>Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>

### Year 3 Curriculum Overview

	Autumn	Spring	Summer
<b>Writing (including texts used)</b>	<b>Poetry: 1wk</b> Jabberwocky – Lewis Carroll <b>Developing Description: 3wks</b> Once Upon an Ordinary School Day - Colin McNaughton <b>Instructions: 2wks</b> Instructions – Neil Gaiman <b>Writing to Inform: 2wks</b> Day of the Dinosaurs –Steve Brusatte <b>Developing Dialogue: 3wks</b> Stone Age Boy - Satoshi Kitamura	<b>Investigating Viewpoint: Twisted Fairy Tales: 2wks</b> The True Story of the Three Little Pigs - Jon Scieszka <b>Discussion: Fairy Tale Crimes: 2wks</b> Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries -David Levinthal <b>Reporting: 2wks</b> Fairy Tale Crimes <b>Fact Files: 2wks</b> This is How We do It – Matt Lamothe <b>Traditional Fables: 3wks</b> <i>Poetry Link</i>	<b>Creating Atmosphere: 4wks</b> Escape From Pompeii –Cristina Balit <i>Poetry link</i> <b>Writing to Inform: 2wks</b> Earth Shattering Events – Robin Jacobs <b>Writing to Persuade: 2wks</b> Adverts & Reviews Izzy Gizmo –Pip Jones <b>Letter Writing for Different Purposes &amp; Audiences: 3wks</b> The Day The Crayons Quit –Drew Daywalt
<b>Reading</b>	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.
<b>Maths</b>	White Rose	White Rose	White Rose
<b>Science</b>	<b>Rocks</b> Comparisons of types of rocks and how fossils are formed <b>Light</b> Relationship between light and how we see; the formation of shadows	<b>Living organisms</b> The role of muscles and skeletons; the importance of nutrients <b>Plants</b> The key features of flowering plants and what they need to survive	<b>Forces &amp; motion</b> Introducing pushes and pulls; opposing forces, and balanced forces <b>Friction &amp; magnetism</b> Contact and non-contact forces, including friction and magnetism
<b>History</b>	<b>European history: Prehistoric Britain [Aut 2]</b> How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age	<b>African history: Ancient Egypt</b> The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire	<b>European history: Ancient Greece [Sum 2]</b> The contributions made by the city-states of Ancient Greece, and how these are influence our lives today
<b>Geography</b>	<b>United Kingdom [Aut 1]</b> Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in <u>one region</u>	<b>Investigating mountains and volcanoes</b> Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere	<b>Looking at Europe [Sum 1]</b> Comparing the human and physical features of the Alps, Lake District, Bournemouth and the Amalfi Coast, and exploring the impact of tourism in these areas
<b>Computing (Teach Computing)</b>	<b>Online Safety - EFACW</b> <u>Computing systems and networks</u> <b>Connecting computers</b> <u>Creating media</u> <b>Animation</b>	<b>Online Safety - EFACW</b> <u>Programming</u> <b>Sequence in music</b> <u>Data and information</u> <b>Branching databases</b>	<b>Online Safety - EFACW</b> <u>Creating media</u> <b>Desktop publishing</b> Geography – Looking at Europe <u>Programming</u> <b>Events and actions</b>
<b>Art</b>	<b>Cave Painting</b> Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. <b>Pablo Picasso. [History link]</b>	<b>Fairy Tale Crimes</b> Using clay to produce a collaborative visual representation of a fairy tale crime. <b>Anthony Browne, Quentin Blake</b> <b>[English link]</b>	<b>Mythology [History link]</b> Representations of mythological stories by artists from different eras. Introduction of key terms: traditional, modern, contemporary. <b>Paulo Uccello, Edward Burne-Jones, The Singh Twins</b>

<b>Design Technology</b>	<b>Picture Frames [Aut1]</b> Picture frames that would be made and sold in a commercial context	<b>Keeping it Contained</b> A solution for users who struggle to keep possessions safe in their bag	<b>Food - Sandwiches and Packed Lunches: [Sum1]</b> Making sandwiches with a balance of proteins fats & carbohydrates.
<b>Religion and World Views</b>	What is the Bible? What is the Trinity? How is symbolism used to express the Trinity?	How do people make moral decisions? Where do Islamic beliefs come from?	How do Muslims express their belief in their daily lives? Is it reasonable to believe God is omnipotent and omnipresent?
<b>P.S.H.E (Jigsaw Scheme of work )</b>	<b>Being Me in My World</b> 'Who am I and how do I fit?' <b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this <b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships <b>Changing Me</b> Coping positively with change
<b>School Values</b>	<b>Resilience &amp; Kindness</b>	<b>Tolerance &amp; Cooperation</b>	<b>Respect &amp; Fairness</b>
<b>P.E</b>	Gymnastics & Skittleball Netball & Gymnastics	Dance & Badminton Basketball & Orienteering	Athletics & Cricket Athletics & Tennis
<b>Music (Alex)</b>	Play and perform Improvise and compose music	Listen with attention to detail and recall sounds Use and understand staff and other musical notation	Appreciate and understand a wide range of live and recorded music Develop an understanding of the history of music
Educational Enrichment and Parent Partnerships  <b>These are added to during the year.</b>	Weekly Garden School House Events Remembrance Day, Christmas Concert <i>Enrichment weeks. Trips/visiting speakers.</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops	Weekly Garden School House Events World Book Day, Internet Safety Day, Number Day <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops	Weekly Garden School House Events - Sports Day, <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops

## Year 4 Curriculum Overview

	Autumn	Spring	Summer
<b>Writing (including texts used)</b>	<p style="text-align: center;"><b>Poetry: 1wk</b> Poems Aloud - Joseph Coelho</p> <p style="text-align: center;"><b>Instructional Writing: Building With Lego: 2wks</b> Chop, Sizzle Wow: The Silver Spoon Comic Book – Tara Stevens</p> <p style="text-align: center;"><b>Developing Description: 3wks</b> The Building Boy – Ross Montgomery</p> <p style="text-align: center;"><b>Writing To Inform: 3wks</b> Dragonology: The Complete Book of Dragons – Dugald Steer,</p> <p style="text-align: center;"><b>Writing Short Stories: 2wks</b> The Story Shop: Stories for Literacy – Nikki Gamble Puffin Book of Stories for 8 Year Olds’ By Wendy Cooling</p>	<p style="text-align: center;"><b>Creating Narrative: Traditional Tales: 3wks</b> Usborne’s Illustrated Arabian Nights</p> <p style="text-align: center;"><b>Dual Purpose Writing: 3wks</b> David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/Emily Hawkins</p> <p style="text-align: center;"><b>Creating Narrative: 2wks</b> The Great Kapok Tree –Lynn Cherry (2 weeks)</p> <p style="text-align: center;"><b>Persuasion: Save the Rainforest: 3wks</b> Rainforest Rough Guide - Paul Masson <i>Poetry Link: There’s a ‘Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon</i></p>	<p style="text-align: center;"><b>Writing to Entertain: Personal Recounts 3wks</b> Quick! Let’s Get Out of Here - Michael Rosen <i>Poetry Link</i></p> <p style="text-align: center;"><b>Discussion: 3wks</b> This or That? – Pippa Goodheart</p> <p style="text-align: center;"><b>Author Study: 3wks</b> Nicola Davies</p> <p style="text-align: center;"><b>Biography: 2wks</b> Inventors: Incredible stories of the world's most ingenious inventions –Robert Winston</p>
<b>Reading</b>	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.
<b>Maths</b>	White Rose	White Rose	White Rose
<b>Science</b>	<p style="text-align: center;"><b>Classifying organisms</b> Introduction to classifying animals and their environment</p> <p style="text-align: center;"><b>Food &amp; digestion</b> The human digestive system and simple food chains</p>	<p style="text-align: center;"><b>Particle model and states of matter</b> States of matter in relation to particle arrangement</p> <p style="text-align: center;"><b>Sounds</b> Relationship between strength of vibrations and volume of sound</p>	<p style="text-align: center;"><b>Electricity</b> Simple series circuits</p> <p style="text-align: center;"><b>Properties of materials</b> Considering physical and chemical properties</p>
<b>History</b>	<p style="text-align: center;"><b>North American history: Ancient Maya</b> Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p style="text-align: center;"><b>Asian history: Early Islamic Civilisation</b> The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p style="text-align: center;"><b>European history: Local History</b> Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?</p>
<b>Geography</b>	<p style="text-align: center;"><b>Brazil</b> Locating lines of longitude and latitude; understanding Brazil’s physical features and climate, and its human settlements</p>	<p style="text-align: center;"><b>Rainforests</b> Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>	<p style="text-align: center;"><b>Earthquakes and human settlements</b> Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>
<b>Computing (Teach Computing)</b>	<p style="text-align: center;"><b>Online Safety - EFACW</b> <u>Computing systems and networks</u> <b>The internet</b> <u>Creating media</u> <b>Audio editing</b></p>	<p style="text-align: center;"><b>Online Safety - EFACW</b> <u>Programming</u> <b>Repetition in shapes</b> <u>Data and information</u> <b>Data logging</b> Science – States of matter</p>	<p style="text-align: center;"><b>Online Safety - EFACW</b> <u>Creating media</u> <b>Photo editing</b> <u>Programming</u> <b>Repetition in games</b></p>

<b>Art</b>	<b>Clay</b> Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. <b>Yayoi Kusama</b>	<b>Tropical Rainforest</b> Exploring use of watercolours to create a collaged response to the work of artists studied. <b>Abel Rodriguez, Henri Rousseau</b> [Geography link]	<b>My Favourite Things</b> Looking at objects from the British Museum using <i>This or That</i> by Pippa Goodhart. Drawing a still life based on personal possessions/treasures. <b>Links to local area. Pippa Goodhart, Joseph Cornell</b> [English link]
<b>Design Technology</b>	<b>Food – Soups: [Aut2]</b> Cooking vegetables and grains and combining into healthy soups.	<b>Pulleys</b> Using pulleys and levers to create a video that shares a message.	<b>Mood Lighting: [Sum2]</b> Using nets and circuits to programme lighting
<b>Religion and World Views</b>	What do we mean by truth? What does sacrifice mean?	How do people think about poverty, justice and self-sacrifice? How do people contribute to society?	How have events in history shaped Islamic diversity? How has religion and belief shaped our local area?
<b>P.S.H.E</b> (Jigsaw Scheme of work )	<b>Being Me in My World</b> 'Who am I and how do I fit?' <b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this <b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships <b>Changing Me</b> Coping positively with change
<b>School Values</b>	<b>Resilience &amp; Kindness</b>	<b>Tolerance &amp; Cooperation</b>	<b>Respect &amp; Fairness</b>
<b>P.E</b>	Gymnastics & Skittleball Netball & Gymnastics	Dance & Badminton Basketball & Orienteering	Athletics & Cricket Athletics & Tennis
<b>Music</b> (Alex)	Play and perform Improvise and compose music	Listen with attention to detail and recall sounds Use and understand staff and other musical notation	Appreciate and understand a wide range of live and recorded music Develop an understanding of the history of music
<b>MFL</b>	Spanish	Spanish	Spanish
Educational Enrichment and Parent Partnerships  <b>These are added to during the year.</b>	Weekly Garden School House Events Remembrance Day, Christmas Concert <i>Enrichment weeks. Trips/visiting speakers.</i> Freshwater Theatre Company in school – Drama workshop Ancient Mayans Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops	Weekly Garden School House Events World Book Day, Internet Safety Day, Number Day <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read Curriculum workshops	Weekly Garden School House Events - Sports Day, <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Curriculum Workshops



## Year 5 Curriculum Overview

	Autumn	Spring	Summer
<b>Writing</b> (including texts used)	<b>Poetry: 1wk</b> Rhythm and Poetry - Karl Nova <b>Character &amp; Setting: 3wks</b> Painting A Picture with Words <b>Writing To Inform &amp; Discuss: 2wks</b> Comparative writing What's The Difference – Emma Strack <b>Creating a New Chapter: 3wks</b> The Invention of Hugo Cabret – Brian Selznick <b>Explanations: 2wks</b> The Way Things Work –David Macaulay	<b>Creating Recounts: 2wks</b> Shackleton's Journey – William Grill <b>Creating Pace and Tension in Narrative: 3wks</b> Varjak Paw – S F Said <b>Writing to Entertain: 3wks</b> Cloud Busting – Malorie Blackman <i>Poetry Link</i> <b>Writing Biographies: 2wks</b> Survivors – David Long	<b>Writing Narrative: 2wks</b> The Water Tower – Gary Crew <b>Writing To Inform: 2wks</b> Real Life Mysteries – Susan Martineau <b>Discussion: 2wks</b> Real Life Mysteries – Susan Martineau <b>Narrative &amp; Poetry: Playing With Words: 3wks</b> Varmints – Helen Ward The Rabbits – John Marsden <i>Poetry Link -The Lost Words - Robert Macfarlane</i> <b>Persuasion: 2wks</b> Global Warming
<b>Reading</b>	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.
<b>Maths</b>	White Rose	White Rose	White Rose
<b>Science</b>	<b>Separating mixtures</b> Identifying and separating mixtures; difference between reversible and non-reversible changes <b>Energy</b> Introducing the concept of energy stores and energy transfers, and relating this to prior knowledge	<b>Life cycles</b> Life cycles of a mammal, amphibian, insect and bird, and some reproduction processes <b>Human development</b> Human development to old age	<b>Light</b> How light travels and is reflected, and how this allows us to see <b>Further classification</b> Further classification of living organisms based on characteristics
<b>History</b>	<b>European history:</b> <b>Ancient Rome</b> The development of the Roman Empire, how it changed over time, how changes affected people differently	<b>European history: Roman Empire in Britain</b> The Roman conquest of Britain, and how the Romans maintained power in Britannia	<b>Global history: Quest for knowledge [Sum 2]</b> An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge
<b>Geography</b>	<b>Investigating world trade</b> Understanding the distribution of the world's natural resources and these are traded between places across the world	<b>Investigating water</b> Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn	<b>Climate across the world [Sum 1]</b> Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming
<b>Computing</b> (Teach Computing)	<b>Online Safety - EFACW</b> Computing systems and networks <b>Sharing information</b> Creating media <b>Video editing</b>	<b>Online Safety - EFACW</b> Programming <b>Selection in physical computing</b> Data and information <b>Flat file databases</b>	<b>Online Safety - EFACW</b> Creating Media <b>Vector drawing</b> Programming <b>Selection in quizzes</b>
<b>Art</b>	<b>Illustration</b> Developing a visual response to a text. Looking at comic strips, children's book illustrations and graphic novels. <b>Marjane Satrapi, Mel Tregunning, Paula Rego</b> [English link]	<b>Journeys</b> Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. <b>William Grill, Mona Hatoum, [English link]</b>	<b>Sculpture</b> Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. <b>Mark Hearld, Jackie Morris</b>

<b>Design Technology</b>	<b>Interactive Display: [Aut2]</b> Interactive information display for a context decided by pupils.	<b>Food - Sauces: [Spr2]</b> Building foundational cooking skills with a range of staple sauces.	<b>Flat Pack</b> Designing a flat pack toy or model that can be sold for construction by users.
<b>Religion and World Views</b>	How are Hindu beliefs expressed in artefacts and worship? How does scripture help Hindus understand Dharma?	How do Buddhists explain suffering in the world? How have events in history shaped Christian diversity?	How has belief in Jesus as the Messiah impacted art and music? Is belief in God rational?
<b>P.S.H.E (Jigsaw Scheme of work )</b>	<b>Being Me in My World</b> 'Who am I and how do I fit?' <b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this <b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships  <b>Changing Me</b> Coping positively with change
<b>School Values</b>	<b>Resilience &amp; Kindness</b>	<b>Tolerance &amp; Cooperation</b>	<b>Respect &amp; Fairness</b>
<b>P.E</b>	Gymnastics & football Tag Rugby & Hockey	Dance & Badminton Netball & Orienteering	Athletics & Cricket Athletics & Rounders
<b>Music (Alex)</b>	Play and perform Improvise and compose music	Listen with attention to detail and recall sounds Use and understand staff and other musical notation	Appreciate and understand a wide range of live and recorded music Develop an understanding of the history of music
<b>MFL</b>	Spanish	Spanish	Spanish
Educational Enrichment and Parent Partnerships  (To be added to during the year)	Weekly Garden School House Events Remembrance Day, Christmas Concert <i>Enrichment weeks. Trips/visiting speakers.</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops	Weekly Garden School House Events World Book Day, Internet Safety Day, Number Day <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops	Weekly Garden School House Events - Sports Day, <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops

Year 6 Curriculum Overview

	Autumn	Spring	Summer
Writing (including texts used)	<p><b>Poetry: 1wk</b> Poetry Please :The Seasons – Various; If All The World Were -Joe Coelho</p> <p><b>Creating Narrative: Quest: 2wks</b> How To Train Your Dragon – Cressida Cowell</p> <p><b>Informative Writing: 3wks</b> Experimenting with Formality &amp; Voice Fantastic Beasts and Where to Find Them – JK Rowling</p> <p><b>Creating a New Chapter: 3wks</b> SeaBEAN – Sarah Holding</p> <p><b>Persuasion: 2wks</b> Reducing Waste Campaign</p>	<p><b>Multi-text Storytelling: 4wks</b> The Arrival – Shaun Tan <i>Poetry Link - ‘On The Move’ - Michael Rosen</i></p> <p><b>Biographies: 2wks</b> Little Leaders - Vashti Harrison</p> <p><b>Discussion: 3wks</b> What Is Right &amp; Wrong? – Michael Rosen &amp; Annemarie Young</p> <p><b>Narrative Non-fiction: 3wks</b> Moth – An Evolution Story – Isabel Thomas Fox – A Life Cycle Story – Isabel Thomas</p>	<p><b>Modern Retellings: Shakespeare: 3wks</b> Mr. William Shakespeare’s Plays - Marcia Williams</p> <p><b>Journalism: 3wks</b> Critical Literacy &amp; Bias</p> <p><b>Class Anthology: 3wks</b> Book of Hopes – Katherine Rundell <i>Poetry Link</i></p> <p><b>Fact or Fiction: 2wks</b> History’s Mysteries - National Geographic Kids</p>
Reading	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.
Maths	<b>White Rose</b>	<b>White Rose</b>	<b>White Rose</b>
Science	<p><b>Electricity</b> Investigating variations in series and parallel circuits, and how electricity is generated</p> <p><b>Evolution</b> Fossils; introduction to the idea that adaptation may lead to evolution</p>	<p><b>Light</b> How light travels and is reflected, and how this allows us to see</p> <p><b>Further classification</b> Further classification of living organisms based on characteristics</p>	<p><b>Functions of the human body</b> Human circulatory system; transport of nutrients within the body</p> <p><b>Physical and chemical changes</b> Identifying physical and chemical changes</p>
History	<b>European history: Settlement by Anglo-Saxons [Aut 1]</b> Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons	<b>European history: Viking invasions [Spr 2]</b> Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation	<b>Global history: Power, empire and democracy</b> A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today
Geography	<b>Improving the environment [Aut 2]</b> Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment	<b>On the move [Spr 1]</b> Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK	<b>I am a geographer</b> Posing questions, completing fieldwork and presenting a geographical investigation
Computing (Teach Computing)	<p>Online Safety - EFACW</p> <p><u>Computing systems and networks</u></p> <p><b>Communication</b></p> <p><u>Creating media</u></p> <p><b>Webpage creation</b></p>	<p>Online Safety - EFACW</p> <p><u>Programming</u></p> <p><b>Variables in games</b></p> <p><u>Data and information</u></p> <p><b>Spreadsheets</b></p>	<p>Online Safety - EFACW</p> <p><u>Creating Media</u></p> <p><b>3D modelling</b></p> <p><u>Programming</u></p> <p><b>Sensing</b></p> <p>Science – Functions of the human body</p>

Art	<p><b>Recycled Materials</b> Using plastic waste to create an installation about the natural world. <b>Ifeoma Anyaeji, Serge Attukwei, Clotey Veronika, Richterová Katherine Harvey</b> [Geography, Science links]</p>	<p><b>Displacement</b> Looking at the concept of displacement through the work of artists who have been refugees. Options available for an alternative where this will be too sensitive a topic. <b>Judith Kerr, Frank Auerbach, Kurt Schwitters</b> [Geography link]</p>	<p><b>Global Connections</b> Considering the impact of the British Empire on art and British society. Global influence on art Collaborative outcome celebrating diversity. <b>Yinka Shonibare, Lubaina Himid, Sonia Boyce</b> [History link]</p>
Design Technology	<p><b>Head Coverings: [Aut1]</b> Made to measure hats and head coverings for a context decided by pupils.</p>	<p><b>Sustainable Systems: [Spr1]</b> Identifying a need and designing a sustainable solution at a system level.</p>	<p><b>Food - Savoury Snacks: [Sum1]</b> Cooking and baking filled pastries and other balanced picnic snacks.</p>
Religion and World Views	<p>Why is the resurrection significant for Christians? Are religion and science in conflict?</p>	<p>In what diverse ways do Hindus build a sense of community? What do philosophers teach us about life's purpose?</p>	<p>How is an understanding of life's purpose reflected in peoples lives?</p>
P.S.H.E (Jigsaw Scheme of work )	<p><b>Being Me in My World</b> 'Who am I and how do I fit?' <b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this <b>Healthy Me</b> Being and keeping safe and healthy</p>	<p><b>Relationships</b> Building positive, healthy relationships  <b>Changing Me</b> Coping positively with change</p>
School Values	<p><b>Resilience &amp; Kindness</b></p>	<p><b>Tolerance &amp; Cooperation</b></p>	<p><b>Respect &amp; Fairness</b></p>
P.E	<p>Gymnastics &amp; football Tag Rugby &amp; Hockey</p>	<p>Dance &amp; Badminton Netball &amp; Orienteering</p>	<p>Athletics &amp; Cricket Athletics &amp; Rounders</p>
Music (Alex)	<p>Play and perform Improvise and compose music</p>	<p>Listen with attention to detail and recall sounds Use and understand staff and other musical notation</p>	<p>Appreciate and understand a wide range of live and recorded music Develop an understanding of the history of music</p>
Educational Enrichment and Parent Partnerships  (To be added to during the year)	<p>Weekly Garden School House Events Remembrance Day, Christmas Concert <i>Enrichment weeks. Trips/visiting speakers.</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>	<p>Weekly Garden School House Events, School Journey World Book Day, Internet Safety Day, Number Day <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>	<p>Weekly Garden School House Events - Sports Day, Junior Citizen, End of Year 6 Celebrations <i>Enrichment weeks. Trips/visiting speakers</i>  Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Leavers Celebrations, Curriculum Workshops</p>