**Curriculum Overview – Nursery**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading:** Dear Zoo – Rod CampbellNursery Rhymes**Writing:** Mark Making with different tools and equipment | **Reading:** Owl Babies – Martin Waddell**Writing:** ‘Squiggle While You Wiggle’ and Take Your Pencil for a Walk. | **Reading:** Goldilocks and the 3 Bears – Traditional Tale**Writing:** Giving meaning to marks, introduce RWI letter patterns | **Reading:** We’re Going on a Bear Hunt – Michael Rosen**Writing:** Story maps, RWI letter formation | **Reading:** Supertato – Sue Hendra**Writing:** Name writing, ongoing RWI letter formation | **Reading:** The Tiger Who Came to Tea – Judith Kerr**Writing:** Writing signs and labels. |
| **Maths** | Reciting numbers to 5, matching & sorting | Reciting numbers to 5, matching, sorting & comparing | Reciting numbers to 10, pattern | Reciting numbers to 10, pattern, language of shape | Working with numbers to 5, language of measure | Working with numbers to 10, positional language |
| **Science** | Animals including Humans: Differences/similarities in children’s appearance. How humans change over time. Animal names/characteristics (Dear Zoo) | Light, sound, earth, space**:** Autumn weather, seasonal changesPlants**:** Autumn walk looking at changes to treesAnimals, including. humans**:** Nocturnal animals | Materials: Best house building materials, vocab to describe materialsLight, sound, earth, space:Winter weather, seasonal changes. | Light, sound, earth, space:descriptions of weather linked to ‘We’re Going on a Bear Hunt’. Animals, including. Humans**:** Different varieties of bears | Plants**:** Planting seeds, change over time, naming main parts of plantAnimals, incl. Humans**:** Farm animals & their babies | Animals, incl. Humans**:** Wild animals & farm animals – comparison Materials**:** Raw & cooked vegetables, combining materialsLight, sound, earth, space: Summer weather, seasonal changes |
| **RE** | **Ongoing throughout the year.**To begin to know what special means to me. Each person is unique.To begin to know what is special to us. Religions of personal significance. Special days, objects, places.To begin to know how we show what is special to us. Festivals and celebrations – who celebrates them and how they are celebrated. |
| **Geography** | Local Geography – Wibsey: Representing real places and things in real life. |
| **History** | Learn how I’ve changed over timeOngoing: Knowledge, chronology, historical enquiry, knowledge and interpretation skills  |
| **Art and design** | Drawing: colours and marks  | Collage: (Christmas trees)  | Painting: colour mixing, painting tools  | Sculpture: Salt dough hearts | Print: fruit and vegetables  | Collage: tigerArtist: Rousseau  |
| **Computing** | The Early Years computing curriculum is delivered through Mini Mash. Mini Mash is an interactive virtual classroom from Purple Mash, that allows children to explore, learn and create in a safe online space. In each of the seven EYFS learning areas, children explore the interactive environment with a wide range of tools, access their favourite activities and discover new ones. |
| **Design and technology** | Experimenting and building with blocks | Cooking and NutritionMake a sandwich | Cutting skills | Introduce woodwork benchHammer and nails | Woodwork bench saws and screwdrivers | Woodwork bench Create objects |
| **Music****Linked to Phase 1 Letters & Sounds** | Joining in with singing familiar rhymesExploring sounds | PulseLearning & singing Christmas songs | Pitch: high, low, middle | Dynamics: soft & loudCopying rhythms | Exploring how sounds can be changed | Making up own songs & rhythms |
| **PE** | **Ongoing throughout the year.****Gymnastics/Dance:** Balancing and moving body in different ways demonstrating increasing spatial awareness.**Games:** Kicking, throwing, catching, patting and pushing a large ball.**Athletics:** Running safely, adjusting speed and direction. Jumping and land appropriately. Throwing a large ball.Trikes, balance bikes, scooters |
| **Languages** |  |  |  |  |  |  |
| **WSFL** | Coping with life – Understanding right and wrong actions | Effective decision making – Say what you think is good or bad. | Coping with life – Understanding right and wrong actions.Understanding rights & responsibilities – Say if something is fair or unfair. | Coping with life – recognising safe people. | Developing a healthy lifestyle – Recognise foods that are healthy. | Coping with life – Recognise safe search engines. |
| **BLP** | Collaboration | Collaboration | ImitationCollaboration | ImitationCollaboration | QuestioningImitationCollaboration | QuestioningImitationCollaboration |

**Curriculum Overview – Reception**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading**: Monkey Puzzle by Julia Donaldson**Writing:** Name writing, labelling, letter formation | **Reading**: Worried Arthur by Joan Stimson and Nativity Story**Writing:** Lists, letters, cards, poetry, simple sentences | **Reading**: Traditional Tales – Little Red Riding Hood and the Gingerbread Man**Writing:** Story maps, writing stories | **Reading**: You Can’t Scare a Princess – Gillian Rogerson**Writing:** Lists, labels, captions, wanted posters, questions, postcards | **Reading**: Superworm – Julia Donaldson**Writing:** Instructions, writing non-fiction, labelling, story writing | **Reading**: Snail and the Whale – Julia Donaldson**Writing:** Postcards, lists, captions, diary, story writing |
| **Maths** | Ongoing – counting songs. Number recognition. Number of the week. Introduce Numicon | Ongoing – counting songs. Number recognition. Number of the week. 1 more/ 1 less, comparing two numbers, ordering numbers SSM – repeated pattern, wrapping paper, 2D shapes, weight-weighing Busy Bear’s birthday presents  | **Ongoing-** Counting songs. Number recognition. Number of the week. Ordering numbers.Ordinal language- first, second, last- Chinese New Year.Addition and subtraction, doubling. Measures- length and height | **Ongoing-** Counting songs. Number recognition. Number of the week. Ordering numbers. Sharing and halvingEstimatingMoney2D/3D shapes | **Ongoing-** Counting songs. Number recognition. Ordering numbers. Addition, subtraction | **Ongoing-** Counting songs. Number recognition. Number of the week. Ordering numbers, problem solving.2D/ 3D shapes, money. |
| **Science** | Naming different animals (Monkey Puzzle). Naming and labelling body parts. Using senses- what do we smell with? Healthy and unhealthy food..Autumn- Weather changeDays of the week. | Seasons- Winter. Months in the year- New Year Celebrations, light and dark | Materials: Baking- noticing changePlants: Talk about the growth of a beanstalk | Floating and sinkingSigns of spring | Growth and change, similarities and differences between animals and mini beasts, life cycles. Minibeast habitats. | Seasons: summer |
| **RE** | **Ongoing throughout the year.**To know what special means to me. Each person is unique.To know what is special to us. Religions of personal significance. Special days, objects, places.To know how we show what is special to us. Festivals and celebrations – who celebrates them and how they are celebrated. |
| **Geography** | Local Geography – Wibsey:Beginning to understand that there are geographical similarities and differences in relation to places nearby. |  |  |  |  |
| **History** | Life changes  | Past celebrations |  | Compare objects from the past  |  | The seasidePast holidays |
| **Art and design** | Painting- explore colour mixing (drawing portraits)  | Painting/ drawing/ collage- Xmas crafts/xmas cards, Sculpture- salt dough decorations | Painting- Colour and Texture. Artist: Georges Seurat | Drawing- (Observational drawings of the signs of spring)Combine materials for different effects. | Sculpture- Clay minibeastsLarge scale snails Artist: Henri Matisse | Painting/drawing/ sculpture-Using media and materials in different ways.  |
| **Computing** | The Early Years computing curriculum is delivered through Mini Mash. Mini Mash is an interactive virtual classroom from Purple Mash, that allows children to explore, learn and create in a safe online space. In each of the seven EYFS learning areas, children explore the interactive environment with a wide range of tools, access their favourite activities and discover new ones. |
| **Design and technology** | Introduce DT shelves | Cutting skills | Cooking and nutrition | Structures | Make a minibeast | Make modes of transport |
| **Music** | Familiar songs and Rhymes | Nativity | Exploring Instruments | Pitch | Introduce RhythmicPatterns | Introduce RhythmicPatterns |
| **PE** | **Ongoing throughout the year.****Gymnastics/Dance:** Balancing and moving body in different ways demonstrating increasing spatial awareness.**Games:** Kicking, throwing, catching, patting and pushing a large ball.**Athletics:** Running safely, adjusting speed and direction. Jumping and land appropriately. Throwing a large ball.Balance bikes & scooters  |
| **Languages** |  |  |  |  |  |  |
| **WSFL** | Coping with life (e-safety) – Developing a healthy lifestyle. Managing relationships – Talk about family and friendships.  | Effective decision making – What to buy at the supermarket. | Understanding rights & responsibilities – Understanding consequences, making the right choice.  | Coping with life – Understanding the role of money. | Coping with life – Developing a healthy life style. | Coping with life (e-safety) – Building on success and shared goals |
| **BLP** | Collaboration | Collaboration | ImitationCollaboration | QuestioningImitationCollaboration | Listening & EmpathyQuestioningImitationCollaboration | Listening & EmpathyQuestioningImitationCollaboration |

**Curriculum Overview – Year 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading:** Oliver’s Vegetables – Vivian French**Writing:** Labels, lists and captions. | **Reading:** After the Storm – Nick Butterworth**Writing:** Retell, letter, simple sentence structures | **Reading:** The Three Little Pigs – Traditional Tales**Writing:** Retell, letter, wanted poster | **Reading:** Jasper’s Beanstalk – Nick Butterworth The Tiny Seed – Eric Carle**Writing:** Retell, innovation | **Reading:** Giraffes Can’t Dance – Giles Andreae**Writing:** Retell, Animal fact sheet, recount | **Reading:** Polar Opposites – Erik Brooks**Writing:** Retell, innovation, Animal fact sheet |
|  **Maths** | Place valueAddition and subtraction (within 10) | Place value (within 20) | Addition and subtraction (within 20) Geometry: Shape  | Place value (within 50)Measures length/height, weight, capacity  | Multiplication and divisionFractionsPlace value (within 100) | Geometry: position and directionMeasurement: money, time |
| **Science** | Animals, including humans - The Human body The 5 senses | Seasonal Changes | Everyday Materials | Plants | Animals, including humans– carnivores, herbivores, omnivores.Mammals, amphibians, fish, birds |
| **RE** | To begin to know what different people believe about God. (C, I, Hu)Beliefs, holy books comparison | To begin to know what is special to faith communities. Visit church and mosqueSpecial days, objects, places.Celebrations – weddings, baptisms | To begin to know how believers show what they believe. Religious stories -parables, stories with a message. Symbols – art – rainbows – hope. Islamic patterns |
| **Geography** |  | Seasonal change and weatherWhat changes do we see in our country with each season? |  |  | Hot and cold areas of the world Weather / climate |
| **History** |  |  | Life in a home |  |  |  |
| **Art and design** | Drawing- line Printing- repeating patterns with fruit and vegetables | Drawing- line (zentangle leaf) Sculpture- Cut and roll, use tools to add texture. (clay leaf) Artist: Andy Goldsworthy  | Drawing- line and shape. Artist: Paul klee | Painting- Primary/secondary colours.Artist: Van Gogh  | Collage- cut, tear, glue, sort and arrange materials(African animals)  | Painting- warm and cold colours.Drawing- line, shape, colour own work neatly (penguins)  |
| **Computing** | E safety. Technology outside of school | Grouping and sorting. Pictograms | Lego builders Maze explorers | Animated story books | Coding | Spreadsheets |
| **Design and technology** | Cooking and Nutrition: fruit salad |  | Structures Build a house |  | Mechanisms Moving animals  |  |
| **Music** | Exploring pulse and rhythm | Nativity | Exploring duration using percussion instruments | Exploring Pitch and Dynamics | Exploring instrumentsand symbols | Exploring instrumentsand symbols |
| **PE** | **Games:** throwing & catching skills**Dance:** The Enormous Turnip, The Rescue Party | **Gymnastics:** spatial awareness**Dance:** Diwali, Fireworks | **Gymnastics:** balancing**Dance:** Winter, Building Together | **Games:** kicking skills**Gymnastics:** hopping, jumping for distance & height | **Athletics:** spatial awareness, throwing balls for distance**Games:** throwing & catching skills | **Athletics:** hopping & jumping, running**Games:** kicking, throwing & catching |
| **Languages** |  |  |  |  |  |  |
| **WSFL** | Developing a healthy lifestyle. Goal settings. Managing finances.  | Coping with life. Effective decision making. Managing finances  | Managing RelationshipsCommunicating clearly | Understanding the rights & responsibilities. | The art of thinking. Managing finances. | Engaging with community. Managing media. Managing finances. |
| **BLP** | PerseveranceCollaboration | NoticingPerseverance | Listening & empathy Noticing | Questioning Listening & empathy | Imitation Questioning  | CollaborationImitation |

**Curriculum Overview – Year 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading:** Super Daisy – Kes Grey**Writing:**  Character Description Non-chronological reportInstructions Re-tell  | **Reading:** Toby and the Great Fire of London – Margaret NashSamuel Pepys’ Diary**Writing:**  RecountComparative reportNewspaper Report | **Reading:** Coming Home – Michael Morpurgo**Writing:** Retell, Instructions and a Report | **Reading:** Way Back Home – Oliver JeffersHow to Catch a Star – Oliver Jeffers**Writing:** Retell, Diary and a Newspaper report | **Reading:** The BFG – Roald Dahl**Writing:** Character Description and Recipe | **Reading:** Where the Wild Things Are – Maurice Sendak**Writing:** Retell, Setting Description and a Recount. |
| **Maths**  | Place valueAddition and subtraction  | Money Multiplication and division | Multiplication and divisionFractionsShape  | ShapeTimeStatistics | Measurement – length, capacity, weight, temperatureStatistics  | Position and direction  |
| **Science** | Animals, including humans  | Materials: Uses of everyday materials | Living things and their habitats Catch up -Identify and name a variety of common animals and eating habits (Yr1) | Living things and their habitats Science Week | Materials focus: recyclingAnimals, including humans focus: healthy eating | PlantsCatch -up - Identify a variety of wild and common garden plants (Yr1)Basic structure of plants and trees (Yr1) |
| **RE** | To know what different people believe about God. (C, I, H, Hu)Beliefs, holy books comparisonLight and Dark | To know what is special to faith communities. Visit Hindu Mandir Special days, objects, places. Ceremonies – beginnings and endings | To know how believers show what they believe. Stories – CreationArt - symbols |
| **Geography** | Study of a small area of the UK – Wibsey:Recognising features of countries and cities.Noticing similarities and differences. |  | Study of a small area of a contrasting non-European country - India – Chembakoli:Noticing similarities and differences. |  |  |  |
| **History** |  | Great Fire of London | Explorers |  |  |
| **Art and design** | Painting- colour mixingArtist: Kandinsky | Collage- use different materials (GFOL)Drawing- textures, patterns(GFOL)Artist: Samuel Rolle |  | Printing- use printing blocks/coiled string  | Sculpture- coiling (clay pots)  | Drawing- tone using coloured pencilsArtist: Georgia O’Keefe |
| **Computing** | Coding | Online safetySpreadsheets | Questioning | SearchingCreating pictures | Creating picturesMaking music | Presenting ideas |
| **Design and technology** |  | Cooking and NutritonPizza |  | Mechanisms Moon Buggies |  | Textiles Class Patchwork |
| **Music** | Rhythmic patterns | NativityInstrument- Glockenspiel | Exploring Duration | Using Tembre, Tempo and Dynamics | Exploring instruments and symbols/Pitch | Looking at notation |
| **PE** | **Games:** throwing & catching skills**Gymnastics:** spatial awareness | **Gymnastics:** spatial awareness, hopping, jumping for height & distance | **Gymnastics:** controlled movements | **Games:** kicking skillsDance: Space  | **Athletics:** spatial awareness, throwing using correct technique**Games:** throwing & catching skills | **Athletics:** running, hopping, jumping**Games:** kicking, throwing & catching |
| **Languages** | PhoneticsCore vocabulary | GreetingsIntroductionsNumbers 1-10 | Colours | Animals | Fruits | Story telling – The Hungry Caterpillar |
| **WSFL** | Developing a healthy lifestyle  | Cultural development. Understanding rights & responsibilities Understanding the law | Social development – Role model, rules, expectations and consequences.  | Art of thinking.  | Social development. Goal setting. Communicating clearly. | Social Development. Defining gender and sex. Understanding rights & responsibilities. Effective decision making.  |
| **BLP** | Imagining and Managing Distractions  | AbsorptionImagining | Managing DistractionsAbsorption | Imagining Absorption | ImaginingManaging DistractionsAbsorption  | ImaginingManaging DistractionsAbsorption |
| Throughout the year dual lessons to focus on – Collaboration, perseverance, Questioning, Imitation, Listening and Empathy, Noticing |

**Curriculum Overview – Year 3**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading:** Charlie and the Chocolate Factory – Roald Dahl**Writing:** Setting Description, Diary, Letter to Explain | **Reading:** Gulliver’s Travels – Jonathan Swift**Writing:**  Diary, Non-chronological Report, Letter to persuade | **Reading:** The Cut-Throat Celts – Terry Deary**Writing:**  Story opener (using speech), Non-chronological report, Narrative | **Reading:** Romans on the Rampage – Jeremy Strong**Writing:**  Letter, Information text, Narrative | **Reading:** Harry Potter and the Philosopher’s Stone – J. K. Rowling**Writing:**  Diary, Newspaper report, Character Description | **Reading:** Escape from Pompeii – Christina Balit**Writing:**  Poetry, Non-chronological report, Narrative |
| **Maths**  | Place value  | Addition and subtraction  | Fractions, Statistics  | Geometry properties of shape  | Multiplication and division | Measurement  |
| **Science** | Animals including humans | Animals including humans | Light and Shadow | Plants | Rocks and soilsPlants | Magnets and Forces |
| **RE** | To know what different people believe about God. (C, I, J, B, Hu)Beliefs, holy books comparisonRight and wrong | To begin to know how faith communities demonstrate what is sacred. Visit church and synagogue Rules and routines/ religion and rituals. People of faith – prophets, gurus. | To begin to know how do believers use symbolism to show their beliefs.Symbols - community |
| **Geography** |  | BarcelonaEuropean Study:Notice similarities and differences between a Mediterranean & British location. |  |  |  | Volcanoes and earthquakes:Can explain the relationship between volcanoes / earthquakes and settlements. |
| **History** |  |  | Celts | Romans |  |
| **Art and design** |  | Collage- mosaicArtist: Antoni Gaudi  | Drawing- shading/light/shadowArtist: Giorgio Morandi |  | Sculpture- clay magical creatures  | Painting- volcanoes Escape from Pompeii(Christina Balit) |
| **Computing** | Coding | Esafety | SpreadsheetsTouch typing | Email | Branching databases | SimulationsGraphing |
| **Design and technology** | Structures Chocolate bar packaging | Cooking and nutritionSpanish Food |  |  |  | Mechanisms Levers and Linkages |
| **Music** | Charanga Let your spirit FlyInstrument – Glockenspiel | ChristmasInstrument – Glockenspiel | Instrument- Ukuleles | Easter ProductionInstruments – UkulelesWill cover Rhythm | Instruments- RecordersWill cover reading music, Notation and value | Instruments- Recorders |
| **PE** | **Games:** Dodge Ball**Dance:** Charlie & the Chocolate Factory | **Gymnastics:** spatial awareness & balance**Dance:** Flamenco  | **Gymnastics:** apparatus | **Games:** Corner Football | **Games:** striking and fielding  | **Athletics:** running over markers, jumping, running, javelin,  |
| **Languages** | Pets Email project | Body parts | Barcelona and artists (1) Gaudi and Miró Shapes and Colours | Barcelona and artists(2) PicassoFaces | Musical instruments | The Romans |
| **WSFL** | Managing relationships | Engaging in the community  | Understanding the rights & responsibilities  | Art of thinking | Developing a healthy lifestyle. Lifestyle choices  | Managing finances Understanding the role of money, managing money |
| **BLP** | Capitalising, Imagining and Managing Distractions | Planning and Perseverance  | Revising and Imitating  | Capitalising, Noticing and Listening & Empathy  | Planning, Absorption and Questioning  | Revising and Collaboration  |

**Curriculum Overview – Year 4**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading:** The Water Horse – Dick King-Smith**Writing:** Informal Letter, Diary Entry and Explanation Text | **Reading:** Street Child – Berlie Doherty**Writing:** Persuasive Letter, Newspaper Report and Poetry | **Reading:** The Explorer – Katherine Rundell**Writing:** Setting Description, Persuasive Writing and Recount | **Reading:** The Explorer – Katherine Rundell**Writing:** Narrative, Explanation Text and Informal Letter | **Reading:** Beowulf – Michael Morpurgo**Writing:** Narrative, Persuasive Letter and Comparative Report | **Reading:** Secrets of a Sun King by Emma Carroll**Writing:** Poetry, Narrative and Newspaper Report |
| **Maths**  | Operations: Place value/addition and subtraction | Operations: Multiplication and division | Fractions  | Measurement (including time) | Geometry  | Statistics  |
| **Science** | States of Matter (Water) | Electricity | Living things and their habitatsCatch-up - Plants and living things – (Year 3 catch up) | Animals including humans | Sound | Sound |
| **RE** | To know what different people believe about God. (C, I, S, H, W).Beliefs, holy books comparison. Peace | To know how faith communities demonstrate what is sacred. Visit gurdwara Food and fasting. Commitment | To know how believers use symbolism to show their beliefs.Symbols - imagery |
| **Geography** |  |  | South American Study - Amazon Rainforest(Biomes and vegetation belts) | UK & Europe:Geographical similarities and differences in UK, Europe and South America. |  |  |
| **History** | Saltaire(Local Study) |  |  | Anglo-Saxons and Scots | Egyptians |
| **Art and design** | PaintingArtist: David Hockney  | Printing- relief printing(Victorian wallpaper)Artist: William Morris | Drawing- Artist: Emily Dove)  |  |  | Sculpture- join, shape, add texture (Canopic jars)  |
| **Computing** | Coding | E Safety | Spreadsheets | Writing for different audiences | LogoAnimation | Effective searchingHardware investigation |
| **Design and technology** |  |  |  |  | Cooking and Nutrition Anglo Saxon Feast |  |
| **Music** | Wider opportunitiesBrass and Woodwind | Wider opportunitiesBrass and WoodwindChristmas | Wider opportunitiesBrass and Woodwind | Wider opportunitiesBrass and WoodwindEaster Production | Wider opportunitiesBrass and Woodwind | Wider opportunitiesBrass and Woodwind |
| **PE** | **Games:** Bench Ball | **Gymnastics:** moving & balancing in different ways, sequences | **Gymnastics:** apparatus, jumping for distance & height **Dance:** Samba | **Games:** Football | **Games:** Rounder’s  | **Athletics:** running over obstacles, jumping, running, chest pushes |
| **Languages** | School subjects (1)Opinions | School subjects (2)Time  | Food (1) Breakfast | Food (2) At the café | South America cultural project  | Habitats |
| **WSFL** | Emotional and mental health wellbeing, Resilience  | Managing relationships, Effective decision making, Coping with life, Engaging with the community  | Coping with life. Managing media  | Understanding rights & responsibilities.  | Communicating clearly. Effective decision making. Art of thinking  | Goal setting, Engaging in the community, managing relationships – types of relationships/marriage |
| **BLP** | Reasoning, Perseverance, Imitation | Collaboration, Questioning, Making Links, Noticing | Perseverance, Imagining, Absorption, Imitating  | Revising, Planning, Reasoning | Absorption, Reasoning, Managing Distractions | Revising, Planning, Capitalising |

**Curriculum Overview – Year 5**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading:** The Railway Children – E. Nesbit**Writing:** Letter, Setting Description and Persuasive Leaflet | **Reading:** George’s Secret Key to the Universe – Lucy and Stephen Hawking**Writing:** Persuasive Letter, Narrative and Poetry | **Reading:** Viking Boy – Tony Bradman**Writing:** Newspaper Report, Diary Entry and Non-Chronological Report | **Reading:** Floodland - Marcus Sedgwick**Writing:** Informal Letter, Poetry and Narrative | **Reading:** Secrets of a Sun King - Emma Carroll**Writing:** Narrative, Biography and Comparative Report | **Reading:** Mythologica – Dr Stephen Kershaw**Writing:** Non-Chronological Report and Greek Myth |
| **Maths**  | Number – Place value and addition and subtraction | Number – multiplication and divisionFractions – including decimals and percentages  | Fractions (including decimals and percentages) | Measurement  | Geometry – position and directionGeometry – properties of shape  | Geometry – properties of shape Statistics  |
| **Science** | Forces | Earth and SpaceCatch-up -Year 4 Sound | Properties and changes of materials Catch-up - Year 4 Animals including humans (digestive system) | Living things and their habitats | Animals including humans |
| **RE** | To begin to know why there are different beliefs about God. Beliefs, holy books comparison. Forgiveness & Hope | To begin to know why certain people, places and times are sacred. Visit Buddhist temple Pilgrimages. Influential and inspirational figures – Malala Yousafzi, Greta Thunberg, | To begin to know why people need to express their beliefs.Worship |
| **Geography** | Land use(inc. types of settlements)Yorkshire and the Humber- Wakefield |  |  | Rivers:The importance of rivers on human activity now and in the past. |  |
| **History** |  |  | Vikings |  | Egyptians | Ancient Greeks |
| **Art and design** | Drawing- pencil technique and perspective (railway artwork)  | Collage- overlapping, overlaying (space)  |  | Painting/drawing (landscapes)- colour mixing, foreground/background, perspective. Artist: Jacob Pierneef | Drawing- reflection Artist: Monet | Sculpture-carving. (Greek pottery)Artist: Barbara Hepworth  |
| **Computing** | Coding | E safetySpreadsheets | Databases | Coding | 3D modelling | Concept mapping |
| **Design and technology** | MechanismsMaking a catapult |  | TextilesViking purse/wallet |  |  | Cooking and NutritionGreek Banquet |
| **Music** | Wider opportunities Brass and WoodwindInstruments- Boomwhackers – Rhythmic patterns | Wider opportunities Brass and WoodwindInstruments-Boomwhackers Christmas | Wider opportunities Brass and WoodwindInstruments-Keyboard/Notation | Wider opportunities Brass and WoodwindInstruments-Keyboard/Composition | Wider opportunities Brass and WoodwindInstruments- Jumbie Jams | Wider opportunities Brass and WoodwindInstruments Ukuleles/ICT linksEnd of Year Production |
| **PE** | **Games:** Netball **Swimming** | **Gymnastics:** work in partners, sequences**Dance:** Street dance Antarctic **Swimming** | **Gymnastics:** apparatus – independently & with partner, jumping**Swimming** | **Games:** Football**Swimming** | **Games:** Singles Cricket**Orienteering/Outdoor Adventurous activity****Swimming** | **Athletics:** running over obstacles, speed & distance, long jump, shot putt**Swimming** |
| **Languages** | FamilyEmail Project | The weekend | Story telling – Fuera de aqui horrible monstruo verde | Project – story writing | Space | Space holiday |
| **WSFL** | Healthy lifestyle  | Anti-bullying  | Coping with life, Healthy lifestyle, managing media | Understanding rights & responsibilities. | Effective decision making, goal setting, Art of thinking | Managing relationships (RSE) |
| **BLP** | Collaboration, Perseverance and Questioning | Absorption, Managing Distractions and Planning | Noticing, Imagining and Reasoning | Listening and Empathy, Meta-Learning and Distilling | Capitalising, Making Links and Meta-Learning | Imitation, Revising and Distilling  |

**Curriculum Overview – Year 6**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English –****Reading -Focus texts****Writing – Form, purpose, audience** | **Reading:** Kensuke’s Kingdom – Michael Morpurgo**Writing:** Discursive, Diary Entry and Non-Chronological Report | **Reading:** Survival Skills: Mountains – Bear Grylls**Writing:** TBC | **Reading:** Percy Jackson and the Lightning Thief – Rick Riordan**Writing:** Letter, Narrative and Diary | **Reading:** Percy Jackson and the Lightning Thief – Rick Riordan**Writing:** Non-Chronological Report, Recount and Comparative Report  | **Reading:** Letters from the Lighthouse – Emma Carroll**Writing:** Recount, Diary and Letter | **Reading:** Diary of Anne Frank**Writing:** Biography, Diary and Explanation Text |
| **Maths** | Number – Place value  | Number – addition, subtraction, multiplication and division | Number – fractions, decimals and percentagesMeasurement  | Measurement Geometry and statistics  | Ratio and proportionAlgebra SATs revision | Transition programme  |
| **Science** | Evolution and Inheritance | Living things and their habitatsYear 5 catch up- Living Things and their Habitats. | Animals, including humans | Light | ElectricityYear 5 catch up – properties of materials/changes | Electricity |
| **RE** | To know why there are different beliefs about God.Beliefs, holy books comparison. Eternity | To know why certain people, places and times are sacred. Visitor: Humanist speaker Sacred writings. Freedom, fairness and justice | To know why people need to express their beliefs.Identity |
| **Geography** |  | Mountains:Physical and climatic features shape man’s interaction with places |  |  | Trade links:Physical and human activity can change the landscape and environment over time. |  |
| **History** | Egyptians (2020/21) |  | Ancient Greeks(2020/21) |  | WWII |
| **Art and design** | Drawing- apesDrawing/painting (The wave)Artist: Hokusai |  | Sculpture- Greek Busts  |  | Sculpture- wire and Modroc (war memorial)Artist: Antony GormleyDrawingArtist: Christopher Nevinson | Printing- leavers t-shirt  |
| **Computing** | Coding | E safetySpreadsheets | Blogging | Text adventures | Networks | Quizzing, Code |
| **Design and technology** |  | Structures Building a shelter | Cooking and Nutrition Greek Dishes |  | Electrical SystemsLighthouse structure |  |
| **Music** | Instruments- Boomwhackers/Pulse and rhythm | Instruments- BoomwhackersChristmas | Charanga – Lean on me - Instrument – Glockenspiel | Instruments – Ukuleles | Body percussion/Rhythm | End of Year Performance |
| **PE** | **Games:** Basket Ball | **Gymnastics:** sequences using floor & apparatus, jumping | **Gymnastics:** analyse & modify performance using ipads**Dance:** Street DanceGrease is the Word | **GamPoes:** Hockey, Football (drop kick) | **Games:** Quick Cricket | **Athletics:** running for speed & distance, triple jump, throwing, analyse & modify performance using iPads |
| **Languages** | My schoolEmail project | Transport – Getting to school | World War 2 | A tour of my city | Story telling – El monstruo de coloresWrite a colour poem | Project – Lift the flap animal descriptionQuerido Zoo |
| **WSFL** | Healthy lifestyle choices, Goal Setting Understanding rights & responsibilities  | Coping with life, Effective decision making.  | Engaging with the community, Coping with life, Healthy lifestyle choices  | Mental Health  | Communicating clearly, Managing relationships (RSE) | Art of thinking, Coping with life, Managing media.  |
| **BLP** | Managing Distractions, Meta-Learning, Interdependence and Absorption | Reasoning, Making Links, Imitation and Planning | Distilling, Revising, Imagining and Interdependence  | Capitalising and Noticing  | Perseverance, Questioning and Interdependence  | Collaboration and Listening and Empathy |