



School Curriculum

2020 – 2022

Our Curriculum Intent

At Surfleet Primary School, our thematic-based curriculum, with a clear focus on individual subjects, has been developed as part of Keystone Academy Trust Curriculum developments. Our intention has been driven by the desire to:

Create a world-class mastery curriculum, facilitated by quality first teaching, which holds the ambition that every child has the opportunity to become a master of learning and develop a deep knowledge and understanding of all subjects contained therein.

Surfleet celebrates its own identity within the Academy Trust. Our curriculum has been designed with the following principles: it is personalised around what our children need, most importantly reflecting the background and experience of our pupils; it is outward-facing, setting learning in local and global contexts wherever possible; it celebrates diversity to emphasises unity and it is rooted in authenticity and context so that learning is relevant, purposeful and sequenced, because we want children to know certain things at certain points of their life.

To enable the children of Surfleet Primary School to achieve a confident and positive attitude to lifelong learning, through high levels of curiosity, concentration and enjoyment, our curriculum:

- Is aspirational – our intention is to make children aware of the opportunities available to them now and in the future.
- Develops oracy –our intention is to equip children with effective communication skills and language knowledge so they can access all opportunities available to them.
- Develops cultural understanding – our intention is to support children to be aware of the diverse cultures that exist within modern Britain and the wider world, both now and in the past.
- Broadens horizons – our intention is to provide children with an in depth knowledge of their own locality and heritage and compare this to other localities, national and international, to deepen their own understanding and tolerance

In summary, our children will learn more, know more, remember more, enjoy more and develop more academically, spiritually, socially and emotionally. Thus, enabling them to be resilient and confident in all challenges within learning and life. Our children will then be the best versions of themselves in all aspects of modern life today.

	Class 1 Year A	Class 1 Year B	Class 2 Year A	Class 2 Year B	Class 3 Year A	Class 3 Year B	Class 3 Year C
Autumn 1	This Is Me!	Marvellous Me!	Pre-historic Britain	The Rise of the Romans	Farming and the Fens	Invaders & Settlers	The Victorians
Autumn 2	Bright Lights, Big City	Heroes	Pre-historic Britain	Romanisation	Farming and the Fens	Invaders & Settlers	The Victorians
Spring 1	Space	Chinese New Year	Arctic Explorers	Passport to Europe	Environmental Explorers	Destination Earth	Global Trade
Spring 2	Farming and Exciting Eggs	Dinosaur Planet!	Blue Planet	Extreme Earth	Environmental Explorers	Destination Earth	Stargazers
Summer 1	Oh I do like to be beside the seaside	Under the Sea	Going on Safari	The Anglo-Saxon Settlers	World War II	Hola Mexico	Greece is the Word
Summer 2	Carnival Time!	Explorers and Moving On!	Tomb Raiders	Towers & Turrets	World War II	History of Chocolate	Greece is the Word

Reception Long Term Overview 2020-21

Term Title: Wow Event:	Term 1 8 Weeks <i>This is Me!</i> XXXXXXXXXXXXXXXXXX	Term 2 7 Weeks <i>Bright Lights, Big City</i> XXXXXXXXXXXXXXXXXX	Term 3 6 Weeks <i>Space</i> XXXXXXXXXXXXXXXXXX	Term 4 6 Weeks <i>Farming & Exciting Eggs</i> XXXXXXXXXXXXXXXXXX	Term 5 6 Weeks <i>Oh I do like to be beside the seaside</i> XXXXXXXXXXXXXXXXXX	Term 6 7 Weeks <i>Carnival</i> XXXXXXXXXXXXXXXXXX
Weekly Focus	<ol style="list-style-type: none"> Settling in Who am I? My Feelings My Family My House Our Friends & Growth Mindset School in the Autumn Surfleet in Autumn 	<ol style="list-style-type: none"> Fireworks Where is London? What is there to explore in London? Ferocious Fire New and Old Houses Nativity What is Christmas? 	<ol style="list-style-type: none"> What happened at Christmas? How do we travel to space? What is space like? The Planets The Sun and Moon How do we get home? 	<ol style="list-style-type: none"> Who lives on the farm? Chicks! Animals and their babies The Three Little Pigs The Three Little Pigs Planting and Growing 	<ol style="list-style-type: none"> Where have you been on holiday? What might we discover at the beach? What can you discover in the sea? What will you pack in your suitcase? Seaside near us- Hunstanton/Skegness How do we keep healthy (sun safety)/ looking after the beach? 	<ol style="list-style-type: none"> What is a carnival? Where is Brazil? The Amazon Rainforest The Amazon Rainforest Costumes and music Rio carnival Our Last Week
Key Texts [Fiction, Non-Fiction, Poetry]	<p>We're Going on a Bear Hunt</p> <p>Little Red Riding Hood</p>	<p>Instructional Text Examples</p> <p>Katie Morag goes to London</p> <p>Paddington Bear</p> <p>Crackle! Spit! By Marie Thom</p> <p>Bonfire Night by Sara Fox</p>	<p>Grand Day Out</p> <p>How to Catch a Star</p> <p>Man on the Moon</p> <p>Beegu</p> <p>Peace at Last</p> <p>Space Non-Fiction texts</p>	<p>The Three Little Pigs</p> <p>The gigantic turnip</p> <p>Lifecycle of a chick</p>	<p>What the Ladybird Heard at the seaside</p> <p>Storm Whale</p> <p>Non- Fiction books about sea animals</p>	<p>Handa's surprise</p> <p>Hummingbird</p> <p>Non- Fiction books about rainforest animals</p> <p>Non- Fiction books about Brazil</p> <p>Maps/atlases</p>
English [Comprehension, Word Reading, Writing]	<p>Making marks with meaning and purpose</p> <p>Copying the letters in their name</p> <p>Beginning to copy letters to represent initial sounds</p> <p>Ascribing meaning to marks – asking what have you written? What does it say? Annotating work</p> <p>Handwriting patterns</p>	<p>Writing recognisable letters to give meaning (CVC words)</p> <p>Writing their name in a recognisable way</p> <p>Handwriting letters</p> <p>Focused writing tasks</p> <p>Phase 2 Sounds</p> <p>Children to independently read VC words and develops more confidence with</p>	<p>To write simple phonetically plausible words independently</p> <p>To write their name with increasing accuracy.</p> <p>Gain familiarity with capital letters</p> <p>Phase 3 Sounds</p> <p>Children to begin to recognise digraphs in words.</p>	<p>To write simple sentences</p> <p>To use basic punctuation</p> <p>To begin to write a simple story</p> <p>To begin to write their surname</p> <p>Phase 3 Sounds</p> <p>Children to begin to independently read phase 3 words.</p>	<p>To write simple stories</p> <p>To write their full name</p> <p>To be aware of and begin to use narrative features</p> <p>Phase 3 Sounds</p> <p>Children are able to read phase 3 words independently.</p> <p>Children are able to read most of the phase 3 tricky</p>	<p>To write extended sentences and phrases using and</p> <p>Writing sentences using CL/FS and finger spaces.</p> <p>Phase 4 Sounds</p> <p>Children are beginning to be able to read CCVC, CVCC and CCVCC words. They are able to</p>

	<p>Name recognition – self registration, finding name card to copy, tray and peg names</p> <p>Phase 2 Sounds</p> <p>Children to begin to read VC and CVC words. Begin to recognise phase 2 tricky words.</p> <p>Pink Book Band</p> <p>Sharing of familiar stories and rhymes as a whole class. Modelling reading in reading corners of classroom. (This is to continue all year)</p> <p>Listening to stories and other books. Able to answer simple questions about what they have heard. Make comments on characters and events – relating to own experiences. Joining in with repeated phrases.</p>	<p>CVC words. Can read and recognise most phase 2 tricky words.</p> <p>Red Book Band</p> <p>Guided Reading; small group shared reading, to begin to develop understanding of events in stories.</p> <p>Stories/books used to gather information about different celebrations.</p> <p>Discussions in small groups and as a class about what we have read. Parts of a story – beginning, middle and end. Actions of characters and making predictions. Retelling stories using props and puppets.</p>	<p>Children are able to recall the alphabet and understand the difference between letter names and sounds with confidence.</p> <p>Yellow Book Band</p> <p>Guided Reading; using the set scheme</p> <p>children to begin to read some words and sentences alongside shared reading.</p> <p>Sequencing stories and making predictions / discussing why something happened.</p> <p>Comparing characters in stories – similarities and differences.</p> <p>Non-Fiction book about Space to find out facts.</p>	<p>Children to begin to recognise phase 3 tricky words.</p> <p>Yellow Book Band</p> <p>Guided Reading;</p> <p>Children to independently read from the phonetic book.</p> <p>Re-read books to build up their confidence and fluency</p> <p>Revisiting key stories read so far – retelling them in correct order/sequence using language from the stories.</p> <p>Answering simple questions about stories that have read and books read to them.</p> <p>Non-fiction books lined to farming/tractors/chicks</p> <p>Following instructions of looking after chicks</p> <p>Understanding punctuation when reading, reading with expression</p>	<p>words and is beginning to spell them with support.</p> <p>Yellow Book Band</p> <p>Guided Reading;</p> <p>Children to independently read from the phonetic book.</p> <p>Re- telling stories in correct order/sequence using language from the stories and then considering an alternative ending.</p> <p>Reading with expression and using their change in voices.</p> <p>To look at blurbs at what the can tell us.</p> <p>Non-fiction books linked to the seaside/sea animals/beach animals looking at key vocabulary e.g. contents, title, blurb, index, glossary.</p> <p>Being able to say the name of the letter as well as the sound.</p>	<p>write these words with support.</p> <p>Children are able to read and spell some polysyllabic words.</p> <p>Children can independently read and write a range of phase 2 and 3 tricky words.</p> <p>They are beginning to recognise, read and write phase 4 tricky words.</p> <p>Blue Book Band</p> <p>Guided Reading;</p> <p>Children are independently reading books and demonstrating what has been read to them through activities.</p> <p>Simple comprehension questions to check understanding.</p> <p>Reading with fluency.</p> <p>Retell favourite stories and state why.</p> <p>Saying if they liked/dislike the book and why?</p> <p>Non-fiction books about animals/Brazil answering questions about animals/Brazil.</p> <p>Demonstrating an understanding of a story and the structure by sequencing.</p>
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<p>Phonics For Detailed plans see Phonics Content Document</p>	<p>Phase 1 Phase 2 Pink Book Band</p>	<p>Phase 1 Phase 2 Red Book Band</p>	<p>Phase 3 Yellow Book band</p>	<p>Phase 3 Yellow Book Band</p>	<p>Phase 3 Yellow Book Band</p>	<p>Phase 4 Blue Book Band</p>
<p>Maths (see Additional Plan)_ [Number, Numerical Patterns]</p>	<p>Numbers to 5 Subitising to 5 Number bonds to 5 Counting to 5 (forwards & backwards) Compare objects up to 5 2D shapes / Weight</p>	<p>Numbers to 5 Subitising to 5 Number bonds to 5 Counting to 10 (forwards & backwards) Compare objects up to 5 Patterns</p>	<p>Numbers to 10 Number bonds to 10 Counting to 15 (forwards & backwards) Compare objects up to 10 Sharing patterns 2D Shape / 3D shapes</p>	<p>Numbers to 10 Recap Subitising to 5 Number bonds to 10 Counting to 20 (forwards & backwards) Compare objects up to 10 Time Positional Language</p>	<p>Numbers to 20 Recap number bonds to 10 to include doubles Counting to 25 (forwards & backwards) Doubles to 10 patterns Sharing patterns One more/less Time-dates Length</p>	<p>Numbers to 20 Counting beyond 25 (forwards & backwards) Counting in 10's Odds and evens Problem solving Patterns – Carnival (Patterns from different cultures) Money</p>
<p>Communication and Language [Listening, Attention and Understanding, Speaking]</p>	<p>Introduce and reinforce listening behaviours and a routine Model listening in different situations Saying children’s name before an instruction Share stories and poems with repeated refrains for children to join in with Develop social phrases e.g. Good Morning, How are you? Encouraging children to talk about their experiences – families, friends, likes and dislikes Turn taking and recognising differences between themselves and others – with a partner, in</p>	<p>Use new vocabulary through the day Continue to model listening behaviours and routines Build on following daily instructions Share books and stories from different cultures Identifying firework sounds – watch videos, use instruments etc Listen to and talk about stories for familiarity and understanding Continue to turn take and value speaking and listening. Modelling sentences ... Show children how to use language for negotiating, by saying “May I...?”,</p>	<p>Using language to imagine or recreate roles in the role play / outdoor area / small world. Responding to stories by suggesting an outcome, predicting action/character feelings Make time for children to tell each other stories Ask and answer questions about stories Retelling and sequencing stories. Listening for sounds that are the same. Encourage asking questions to clarify their understanding.</p>	<p>Share stories, ask and answer questions about facts about farm animals. Identifying noises and sounds from different animals / environments (Farm). Listening to recordings of their friends = can they identify who it is? Hold conversations about farm animals and machinery – sorting and discussions – giving explanations. Begin to use connectives to connect one idea to another Hold conversations about areas of interest. Explain, predict and speculate about stories</p>	<p>Listening and responding to well-known stories- re telling them and acting out in the role. To listen carefully to poems and rhymes paying attention to regular rhythm patterns. Listen to non- fiction books paying attention to key vocabulary. Using props to make up their own stories. Answer questions about what do stories have in common. Talk about patterns in stories- model thinking aloud. Answering how and why questions about stories.</p>	<p>Listening and responding to fact information about Rainforest animals and Brazil. Listen to instructions by other adults (transition) Asks questions to support their understanding. Predict about what will happen next in a story or what a character might do next. Explain what a character has done in a story and why they might have done that. Answer questions relating to Rainforest animals from non-fiction texts.</p>

	<p>a small group and class where appropriate. Use longer sentences of 4-6 words – adult model sentence starter if necessary</p>	<p>“Would it be all right...?”, “I think that ...” and “Will you...?” “Please can I ...?” in your interactions with them. Explore new vocabulary linked to Bonfire Night, Christmas Discuss why things might happen?</p>	<p>Engage in non-fiction books. Responding and following instructions Using story language in play to retell a narrative. Act out the stories using props. Adult model and make explicit (First, Then, Next etc) Retelling space stories Use key vocabulary from topic / texts</p>	<p>and character’s actions. Predict endings and actions. Model – I think that because ... Asking questions. Give opportunities for children to present ideas and observations (chicks) – talking about changes. Model appropriate ways to speak to different audiences. Key vocabulary from topic/texts Model asking and answering questions.</p>	<p>Retell a story verbally with some exact repetition and some words adapted by themselves. Key vocabulary from topic/texts. Problem solve through talking and coming up with ideas to solve it model ‘it might be’ ‘you could’ ‘because’. To sue complete sentences in everyday talk model sentence starters.</p>	<p>Following instruction on trips. Using Vocabulary linked to Rainforest animals and Brazil. Discussions as a whole class about favourite things this year- model how to extend someone’s answer for yourself. Talk about Rainforest animals from non-fiction books using the vocabulary within the book.</p>
<p>PSED [Self-Regulation, Managing Self, Building Relationships]</p>	<p>Following simple 1 step instructions Support in role play, adult used to model play, games encouraging turn taking Working in small groups – pass teddy round so children know whose turn it is to speak</p>	<p>Working towards simple goals Select and use activities and resources with help when needed Use of jobs Understanding rules when in local area Joining in with some assemblies.</p>	<p>Following simple 2 step instructions To understand how to listen carefully Beginning to understand the routine and rules of different assemblies Changing for PE independently</p>	<p>Development of further feelings linked to relationships Express their feelings using descriptive vocabulary Identify their feelings and begin to moderate them socially and emotionally.</p>	<p>Following complex instructions. Show resilience- children to reflect and self-evaluate themselves. Understanding the rules for school trips Healthy food choices. Able to be independent with toileting on trips.</p>	<p>Feelings over transition Understanding of expectations during school events Recognising success Positive attachments to adults and friendships with peers</p>

<p>SCARF</p>	<p>Understanding class rules and school rules Beginning to understand assembly expectations Changing for PE with support Putting on their coats independently Set expectations for children to look after their belongings Getting to know our class members Begin to make new class friends and trust adults Become more outgoing with unfamiliar people in the safe context of their setting Starting to understand rules of the resources and areas</p> <p>Me and My Relationships</p>	<p>Changing for PE with support Beginning to understand zips Independence with toileting. Begin to understand how others may be feeling Have developed small friendship groups Trust one key adult Beginning to share in some areas of the classroom</p> <p>Valuing Difference</p>	<p>Zips with support Beginning to make further friendships with different children – building constructive and respectful relationships Trusting adults in own classroom Sharing of favourite resources inside and outside</p> <p>Keeping Myself Safe</p>	<p>Able to follow high expectations for assemblies no matter who is delivering Independently zips up coat Modelling concern and respect for others, living things and environment Developed positive friendships with peers across year groups Trusting adults across the school Ability to share new resources with others without argument Show resilience and perseverance in the face of challenge</p> <p>Rights and Responsibilities</p>	<p>Sun safety- how to keep themselves safe. Positive relationships on the playground with older children Able to resolve conflicts with others. To Share and listen carefully to each other asking questions about what a friend has said. Children to discuss how other people may feel0 use of books to describe how characters may feel in situations.</p> <p>Being my best</p>	<p>Work and play cooperatively and take turns with others Shows sensitivity to their own and to others' needs Uses partners to talk through ideas and develop ideas after discussion. Ask appropriate questions to other children.</p> <p>Growing and changing</p>
<p>Physical Development [Gross Motor Skills, Fine Motor Skills]</p>	<p>Space Negotiation using different movements Gross Motor Activities; Use large muscle movements Dominant Hand Funky finger activities linked in all areas – using scissors, doing up buttons, using pegs Scissors skill activities Pencil control activities to develop pencil grip. Handwriting and letter formation. Variety of mark</p>	<p>Fundamental Movement skills including equipment Space Negotiation using different movements Independence with toileting. Fine motor activities, threading a repeating pattern Pencil Grip (four finger and thumb grip) Scissor Skills Variety of writing / mark making materials</p>	<p>Gymnastics: demonstrate balance and coordination Posture on the carpet and at a table Pencil Grip (tripod grip) Scissor Skills Small tools;</p>	<p>Dance: move energetically, such as dancing Pencil Grip (tripod grip) Scissor Skills Small tools; Chopping skills for a sandwich – using a range of tools safely and confidently</p>	<p>Games: Move energetically; negotiate space and obstacles Create obstacle courses Ball skills Pencil Grip (dynamic tripod grip) Scissor Skills Small tools; skills from making food fr a picninc Talk about healthy eating. Sun safety, traveling safety</p>	<p>Games: Move energetically; negotiate space and obstacles Moving in time to music. Combine different movements that are quick. Pencil Grip (dynamic tripod grip) Scissor Skills Small tools; sowing needles, threading</p>

	<p>making activities – large scale outside and small scale e.g. glitter, trays of rice, gloop Variety of writing / mark making materials Playdough – cake cases, cutters / rolling pins etc</p>	<p>Playdough – cake cases, cutters / rolling pins etc Small tools;</p>				
<p>UTW [Past and Present, People Culture and Communities, The Natural World] RE [Need to check against ELG people and cultures]</p>	<p>Recognising chronological events that happened before they were born Talk about members of their immediate family and community Senses and Body Parts Describing Autumn Myself [Introduce people who belong to a religious group]</p>	<p>Comment on images of familiar of situations in the past – homes (Pudding Lane) Explore the diversity of modern Britain Explore collections of materials with similar and/or different properties Melting & Freezing liquids – changing states of matter What do Christians believe God is like?</p>	<p>Comparing Wallace and Gromit to a real-life astronaut Comparing life in China and England with use of maps Seasonal Change / Weather - Winter Who do Christians believe made the world?</p>	<p>Maps linked to farms Real life observations (Chicks) / Lifecycles Discuss care of animals Plants Farming – what farmers do for us – role/importance of a farmer. Make links back to Harvest time in Autumn Why do Christians put a cross in the Easter garden?</p>	<p>Comment on images of familiar of situations in the past – homes (seaside pictures) Describing our school environment through seasons. Recognise that people have different beliefs-Islam. Draw pictures of the natural world- seaside pictures. Natural processes boat floating on water link to seaside. Natural and manmade environments naming specific features linked to the seaside. God- Islam</p>	<p>Recognise some similarities and differences between life in this country and life in Brazil. Draw simple maps. Look at Ariel views of the school setting and the setting of Rio. Recognise that people celebrate in different ways – Rio carnival Recognise different environments specific features linked to the amazon rainforest. Our Beautiful World [Introduce stories about creation and some beliefs about the natural world]</p>
<p>Expressive Arts [Creating with Materials, Being Imaginative and Expressive]</p>	<p>Self Portraits with colour mixing including showing different emotions (Inside Out) Recount narratives: Bear Hunt Charanga – Me!</p>	<p>Junk Model Houses (small world cities) Firework Pictures Christmas crafts Charanga – My Stories Christmas songs Express their feelings and responses</p>	<p>Creating a rocket / moon buggy Charanga – Everyone Develop storylines in their pretend play</p>	<p>Outdoor Art Handprint and finger print chicks Making an Easter basket Acting out the stories during provision Adapt the stories: traditional tales</p>	<p>Food for a picnic. Creating seaside pictures crating seaside pictures with natural materials collected from the seaside. Working together to made a big seaside picture. Charanga – Big bear funk</p>	<p>Textiles- making costumes/headwear for a carnival. Express their ideas and feelings into a costume. Look at how to join materials.</p>

				Charanga – Our World	Music/theatre performances- punch and Judy style.	Adapt the story of Handas surprise. Charanga – Reflect, rewind and realx Explore and engage in carnival music.
Classroom Environment [Indoor Role-Play Area Outdoor Area]	Home Corner, Phonics tuff trays, body labelling, magnetic letters matching to names, nursery rhyme role plays (wheels on the bus, 5 speckled frogs, hickory dickory dock, Old McDonald had a farm, Miss Polly had a dolly) Outdoor house – as a real house /Builders role play Mud Kitchen – modelled as real kitchen Water & sand area Gross motor movements	London small world Postcards Suitcases – city break Travel agents Tourist shop Paddington Role Play – kitchen / cafe Bonfire Boat Role Play Bonfire/firework – chalk drawings Santa’s Grotto!	Rocket role play area Space suits NASSA Space Station Order the planets Write a letter to a person in Space Designing their own alien Alien underpants counting Lists – what do you take to space? Outdoor space station CVC words on rockets Mars Sand Pit Alien words Star counting	Farm Farm Animals Farm Shop The Three Little Houses – houses Opportunities to build their own houses Animals and their babies Matching activities outside for animals and their babies Mud Kitchen – healthy food recipes Gardening – planting their own seeds	Souvenir shop Healthy Food shop as well as Ice cream shop/fish and chip shop Kitchen crating healthy meals. Sea Animals Exercise Role Play Packing their own suitcase. Exercise stations – stopwatches Mud Kitchen – healthy food recipes. Own beach with animals in the water. Den Building/ screen building for windy day at the seaside.	Amazon rainforest small world. Role-play costume store. Handas surprise role play- fruit and veg shop. Handas surprise small world. Mud kitchen Brazilian recipes. Making costumes. Rio carnival re-enactment. Music instruments. Gardening picking and eating fruit/vegetables.

Year 1 Long Term Overview 2020-21 (YEAR A)

Term 1 – TOPIC – Being Me In My World

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Labels, lists and captions Recounts Bear Hunt Familiar settings Little Red Riding Hood	Phase 4 Revision of Phase 3 sounds	Number: Place Value (within 10) Number: Addition & Subtraction (within 10)	The Human Body & Senses Seasonal Change (Autumn)	Purple Mash Unit 1,1 Online Safety and Exploring Purple Mash	Sketching / Painting & Colour Mixing – Self Portraits	History of Me Fieldwork – School & Surfleet	Charanga – Me!	Me and My Relationships	Ball Skills	LAS Unit Myself

Term 2 – TOPIC – Bright Lights, Big City!

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Poetry Crackle! Spit! Narrative Katie Morag in London Instructions Paddington Making a Marmalade sandwich	Phase 5a	Geometry: Shape Number: Place Value (within 20)	Everyday Materials Day Length		Pudding Lane – Structures	Capital cities and the four parts of the UK and Surrounding Seas The Great Fire of London	Charanga – My stories!	Valuing Difference	Netball Dance	God UC 1.1 What do Christians believe God is like?

Term 3 – TOPIC – Space

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Visual Literacy A Grand Day Out Information Texts Space Non-Fiction	Phase 5b	Number: Addition & Subtraction (within 20) Number: Place Value (within 50)	Everyday Materials Seasonal Change (Winter)	Purple Mash Unit 1.8 Spreadsheets / Unit 1.9 Technology beyond School	Moon Buggies - Mechanisms	Locate Continent of America Significant Individuals – Neil Armstrong & Tim	Charanga – Everyone	Keeping Myself Safe	Dance Gymnastics	Creation UC 1.2 Who do Christians believe made the world?

						Peake (include female astronaut)				
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Term 4 – TOPIC – Farming and Exciting Eggs

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Traditional Tales – The Three Little Pigs Explanations How to hatch an egg	Phase 5b/c	Measurement: Length and Height Measurement: Weight and Volume	Plants Common Animals Seasonal Change (Spring)		Andy Goldsworthy – Outdoor Art	Aerial Photographs/ Physical & Human Features (using basic geographical vocabulary) Local Farming	Charanga – Our World	Rights and Responsibilities	Gymnastics OAA	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?

Term 5 – TOPIC – Oh I do like to be near the seaside

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Non-Chronological Reports Seasides Narrative Light House Keeper's Lunch Sensory Poems Seaside Senses	Phase 5c	Number: Multiplication & Division Number Fractions	Plants Seasonal Change (Summer)	Unit 1.7 Coding	Food for a Picnic Still Painting - Food	Place Knowledge of small area of UK (Seaside location) Seasides in the Past	Charanga – Big Bear Funk	Being My Best	Tennis Football	LAS Compulsory God - Islam

Term 6 – TOPIC – Carnival Time!

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - SCARF	PE	RE
Newspaper Report Carnival Diary entry Themed Event Narrative	Screening Check Preparation Phase 5c	Number: Place Value (within 100) Measurement: Money	Animals Day Length		Textiles – Carnival Flag / Costume	Place Knowledge – Non European Study Brazil	Charanga – Reflect, Rewind and Replay	Growing and Changing	Athletics	LAS Unit Our Beautiful World

The Humming Bird	Y1 Spelling Rules	Measurement: Time				Continents and Oceans				
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*Seasonal Change and associated weather ongoing all year / **Seasonal and daily weather patterns ongoing all year

Year 1 Long Term Overview 2020-21 (YEAR B)

Term 1 – TOPIC – Marvellous Me

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Labels, lists and captions Recounts Text needed Familiar settings The Gruffalo	Phase 4 Revision of Phase 3 sounds	Number: Place Value (within 10) Number: Addition & Subtraction (within 10)	The Human Body & Senses Hygiene Seasonal Change (Autumn)	Purple Mash Unit 1,1 Online Safety and Exploring Purple Mash	Giuseppe Arcimboldo- Fruit/veg portraits Collage	History of Me Fieldwork – School & Surfleet	Charanga – Hey you!	Me and My Relationships	Ball Skills	LAS Unit Special people to me.

Term 2 – TOPIC –Heroes!

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Narrative Supertato Instructions Making a Supertato Puppet Christmas Poetry	Phase 5a	Geometry: Shape Number: Place Value (within 20)	Changes of state (EYFS) Day Length		Textiles-creating a Supertato puppet	Local history study significant events / people / place in own locality	Charanga – Rhythm in the way we walk/Banana rap	Valuing Difference	Netball Dance	LAS Unit Our special books.

Term 3 – TOPIC – Chinese New Year

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Information Texts Lanterns and firecrackers- a Chinese story.	Phase 5b	Number: Addition & Subtraction (within 20)	Everyday Materials		Chinese food. Paper techniques origami	Place Knowledge China study	Charanga – In the Groove	Keeping Myself Safe	Dance Gymnastics	Creation UC F1 Why is the word God

Narrative The Run Away Wok		Number: Place Value (within 50)	Seasonal Change (Winter)		Lanterns	Locational Knowledge Continents and Oceans				significant to Christians?
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Term 4 – TOPIC –Dinosaur Planet!

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Non-chronological Report Dinosaurs Dinosaur poetry Narrative Harry and the Dinosaurs Go Wild	Phase 5b/c	Measurement: Length and Height Measurement: Weight and Volume	Animals including Humans (Common Animals) Seasonal Change (Spring)	Unit 1.3 - Pictograms	Dinosaur Sculptures	Continents and oceans Mary Anning	Charanga – Round and round.	Rights and Responsibilities	Gymnastics OAA	LAS Unit Community-Islam

Term 5 – TOPIC –Under the Sea

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE
Narrative The rainbow fish Newspaper report The Storm Whale	Phase 5c	Number: Multiplication & Division Number Fractions	Animals including Humans Seasonal Change (Summer)		Moving pictures	Physical and Human Features / oceans	Charanga – Your imagination	Being My Best	Tennis Football	LAS Unit Places of worship

Term 6 – TOPIC – Explorers and moving on!

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - SCARF	PE	RE
Narrative Snail and the Whale	Screening Check Preparation	Number: Place Value (within 100)	Plants Day Length	Unit 1.4 – Lego Builders	Painting and Sketching	Geographical skills and fieldwork	Charanga – Reflect, Rewind and Replay	Growing and Changing	Athletics	LAS Unit Places of worship

Diary Explorer's diary Explanation How does an Axel work?	Phase 5c Y1 Spelling Rules	Measurement: Money Measurement: Time			(Toys in the Past)	Toys in the Past (Toy Cars?)				
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Year 2/3 Long Term Overview 2020-21 (YEAR A)

Term 1 – TOPIC – Pre-historic Britain

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Narrative – Character Stone Age Boy Instructions Persuasion Ugg	Place Value / Addition and Subtraction	Uses of everyday materials		Sculpture – Stone Age Art / Lion Man Sculpture (Designer) (Comparing sculptures over time)	Changes in Britain from the Stone Age to the Iron Age (KS2)	Charanga – Hands, Feet, Heart	Me and My Relationships	Capture the Castle Basketball	LAS Being Human - Islam	

Term 2 – TOPIC – Pre-historic Britain

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Familiar Settings Into the Forest Persuasion Whole Class Reading Hansel & Gretel	Addition and Subtraction / Multiplication	Rocks	Purple Mash Unit 3.2 Online Safety	Ingredients – Stone Age Cooking Stone Age Sketching	Changes in Britain from the Stone Age to the Iron Age (KS2)	Charanga – Glockenspiel Stage 1	Valuing Difference	Football Gymnastics	LAS Life Journey - Islam	La Jolie Ronde - Numbers to 10 - Yes/No - Greetings - Christmas

Term 3 – TOPIC – Arctic Explorers

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Letter Writing The Last Polar Bears	Division / Statistics / Measurement –	Living Things and Habitats		Painting - Warm and Cold Colour Mixing	Physical & Human Geography (Cold Places)	Charanga – I Wanna Play in a Band	Keeping Myself Safe	Chukball Dance	God / Incarnation	La Jolie Ronde - Classroom Instructions



Newspaper Reports Kennings Whole Class Reading <i>The Ice Palace</i>	Length and Height				Geographical Fieldwork Skills – Compass Directions KS1				UC 2a.3 (core and digging deeper) What is the Trinity?	- Ask for and give name - Ask for and state age
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Term 4 – TOPIC – Blue Planet

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Information Texts <i>Rivers</i> Explanations <i>The Rhythm of the Rain</i> Formal Letter <i>Harry Saves the Ocean</i>	Geometry / Fractions	Plants	Purple Mash Unit 2.1/3.1 Coding	Bridges – Structures	Rivers & Water Cycle (KS2) Locational Knowledge / Physical Geography (soil, valley, vegetation)_	Charanga – The Dragon Song	Rights and Responsibilities	Netball Gymnastics	Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?	La Jolie Ronde - Colours - Easter lessons - French Culture (river)

Term 5 – TOPIC – Going on Safari

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Poetry <i>The Sun is Laughing</i> Non-Chronological Reports <i>African Animals</i> Narrative <i>Lila and the Secret of Rain</i> Whole Class Reading <i>The Hunter</i>	Measurement Time / Four Operations (Y3) Problem Solving (Y2)	Animals including Humans		Collage	Physical & Human Geography (Hot Places) KS1 Locational Knowledge (Continents and Oceans)	Charanga – Friendship	Being My Best	OAA Tennis	Salvation UC 1.5 (core) Why does Easter matter to Christians?	La Jolie ronde - Names of fruit - Food items

Term 6 – TOPIC – Tomb Raiders

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Recounts <i>Literacy Shed</i> Narrative <i>Egyptian Cinderella</i>	Measurement – Mass, Capacity, Temperature	Working Scientifically Focus	Purple Mash Unit 2.5	Levers – Mechanisms	The achievements of the earliest	Charanga – Reflect, Rewind and Replay	Growing and Changing	Athletics Rounders	LAS Additional	La Jolie Ronde - Days of the week

Myths Isis and Osiris W/C Reading Flat Stanley: The Great Egyptian Grave Robbery	Y3 – Fraction recap and consolidation including SSM / Y2 – General consolidation and investigations		Effective Searching		civilizations – Ancient Egyptians (KS2)				Big Questions (including Christianity) [What does it mean to live a good life?]	- Months of the Year
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Year 2/3 Long Term Overview 2020-21 (YEAR B)

Term 1 – TOPIC – The Rise of the Romans

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Narrative Romans on the Rampage Persuasion Poetry W/C Reading A Roman Adventure	Place Value / Addition and Subtraction	Animals including Humans	Purple Mash Unit 3.4 Touch Typing	Romans Mosaics (Collage)	The Roman Empire and its impact on Britain (KS2)	Charanga – Let Spirit Fly	Me and My Relationships	Tennis Hockey	LAS Compulsory God – Hinduism/ Islam	

Term 2 – TOPIC – Romanisation

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Roman Myths Non-Chronological Reports So You Think You've Got it Bad: A Kid's Life in Ancient Rome	Addition and Subtraction / Multiplication	Animals including Humans		Textiles – Roman Purse?	Romanisation of Britain – what did the Romans leave for us? (KS2)	Charanga – Ho, Ho, Ho	Valuing Difference	Netball Dance	LAS Compulsory God – Hinduism/ Islam	La Jolie Ronde - Numbers to 10 - Yes/No - Greetings - Christmas

Term 3 – TOPIC – Passport to Europe

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Narrative Madeline Ludwig Bemelmans	Division / Statistics / Measurement –	Light	Purple Mash Unit 3.5 - Emails	European Artist – Sketching & Painting	Locational and directional language – KS1	Charanga - Three Little Birds	Keeping Myself Safe	Chukball Gymnastics	LAS Additional	La Jolie Ronde - Classroom Instructions



Cultural Poetry	Length and Height				Office, Port & Harbour Place Knowledge – Region of a European Area Campania region of Italy KS2				Thankfulness (including Christianity)	- Ask for and give name - Ask for and state age - French Culture
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Term 4 – TOPIC – Extreme Earth

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Recount Escape from Pompeii Newspaper Reports Whole Class Reading Pebble in my Pocket	Geometry / Fractions	Forces and Magnets		Structures – something to survive an earthquake!	Human and Physical Geography – Earthquakes & Volcanoes (KS2)	Charanga – Zoo Time	Rights and Responsibilities	Football Dance	LAS Additional Thankfulness (including Christianity)	La Jolie Ronde - Colours - Easter lessons

Term 5 – TOPIC – The Saxon Settlers

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Legends King Arthur Information Texts The Saxons	Measurement Time / Four Operations (Y3) Problem Solving (Y2)	Plants	Purple Mash Unit 2.8 Presenting Ideas	Printing	Britain’s settlement by Anglo-Saxons and Scots (KS2)	Charanga – Bringing Us Together	Being My Best	OAA Tag Rugby	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’?	La Jolie ronde - Names of fruit - Food items

Term 6 – TOPIC – Towers and Turrets

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
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Narrative The King Who Banned the Dark Instructions	Measurement – Mass, Capacity, Temperature Y3 – Fraction recap and consolidation including SSM / Y2 – General consolidation and investigations	Working Scientifically Focus		Ingredients for a banquet	Events beyond Living Memory / Significant Person – Castles William the Conqueror 1066	Charanga – Reflect, Rewind and Replay	Growing and Changing	Athletics Cricket	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?	La Jolie Ronde - Days of the week Months of the Year.]
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Year 4/5/6 Long Term Overview 2020-21 (YEAR A)

Term 1 – TOPIC – Farming and The Fens

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Setting Description/ Narrative/ Newspaper report Nowhere Emporium Year 6 Narrative / Setting Description / Letter Malamander	<u>Year 4</u> Place Value / Addition & Subtraction <u>Year 5</u> Place Value / Addition & Subtraction / Statistics <u>Year 6</u> Place Value / Four operations	Animals, including humans	Purple Mash Coding	Sketching	Place Knowledge & Geographical skills and fieldwork The Fens (Map work)	Charanga – Happy	Me and My Relationships	Capture the Castle Basketball	LAS Additional Big Questions – Why do we celebrate?	

Term 2 – TOPIC – Farming and The Fens

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Year 4/5 Diary/ Informal letter/ Persuasion Stormbreaker Year 6 Biography / Explanation / Legend / Mystery Malamander	<u>Year 4 & 5</u> Length & Perimeter / Multiplication & Division <u>Year 6</u> Fractions / Position and Direction	Living and their Habitats		Ingredients	Local History Study – How farming has changed in the area over time?	Charanga – Classroom Jazz 1	Valuing Difference	Football Gymnastics	LAS Compulsory – Hinduism / Islam	-

Term 3 – TOPIC – Environmental Explorers

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Year 4/5 Instructions/ Non-Chro' reports/ Poetry The Explorer Year 6 Diary / Narrative / Character Description / Instructions Kensuke's Kingdom	Year 4 Multiplication & Division / Area / Fractions Year 5 Multiplication & Division / Fractions Year 6 Decimals / Percentages / Algebra / Converting Units	States of Matter	Online Safety	Printing – Andy Warhol	Locational Knowledge – Key topographical features, and land use patterns; and understand how some of these aspects have changed over - time.	Charanga – Glockenspiel 2	Keeping Myself Safe	Chukball Dance	LAS Compulsory – Hinduism / Islam	La Jolie Ronde - Numbers to 10 - Yes/No - Greetings - Classroom Instructions - Ask for and give name - Ask for and state age

Term 4 – TOPIC – Environmental Explorers

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Year 4/5 Narrative/ Persuasion/ Discussion Journey to the River Sea Year 6 Non-chronological Report / Newspaper / Persuasive Poster Kensuke's Kingdom	Year 4 & 5 Fractions / Decimals Year 6 Perimeter, Area & Volume / Ratio / Statistics	Properties and Changes of Materials	Online Safety	Structures	Rainforests and Deforestation Climate Zones / Biomes / Vegetation Belts	Charanga – Mamma Mia	Rights and Responsibilities	Netball Gymnastics	Creation UC 21.1 (core) What do Christians learn from the creation story?	La Jolie Ronde - Colours - Names of fruit - Food items - Easter lessons - French Culture

Term 5 – TOPIC – World War II

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Year 4/5 Report/Recount Description/ Playscript The Silver Sword Year 6 Explanation / Formal Letter Goodnight Mister Tom	Year 4 Decimals / Money / Time Year 5 Decimals / Properties of Shape Year 6 Properties of Shape / Consolidation	Properties and Changes of Materials	Effective Searching	Painting – silhouettes Include reference to a Great Artist (tbc)	WWII – A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Charanga – Black Bird	Being My Best	OAA Tennis	LAS Additional Pilgrimage	La Jolie ronde - Days of the week - Months of the Year - Parts of Body

Term 6 – TOPIC – World War II

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
Year 4/5 Discussion/ Formal letter/ Narrative <i>The Silver Donkey</i> Year 6 Narrative / Playscripts <i>Goodnight Mister Tom</i>	Year 4 Statistics / Properties of Shape / Position & Direction Year 5 Position & Direction / Converting Units / Volume Year 6 Consolidation, investigations and preparation for KS3	Electricity	Effective Searching	Textiles – Teddies	WWII ‘A Child’s War’ – Evacuation (Local links / Anne Frank’s diary)	Charanga – Reflect, Rewind, Replay	Growing and Changing	Athletics Rounders	LAS Additional Pilgrimage	La Jolie Ronde - Zoo - Animals - Verbs / Quantifier s / Adjectives

Year 4/5/6 Long Term Overview 2020-21 (YEAR B)

Term 1 – TOPIC – Invaders & Settlers

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 Place Value / Addition & Subtraction Year 5 Place Value / Addition & Subtraction / Statistics Year 6 Place Value / Four operations	Light	Coding	Collage – Roman Mosaics	The Roman Empire and its impact on Britain / Britain’s settlement by the Anglo- Saxons	Charanga – Don’t Stop Believing	Me and My Relationships	Tennis Hockey	LAS Compulsory Being Human – Hinduism / Islam	

Term 2 – TOPIC – Invaders & Settlers

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 & 5 Length & Perimeter / Multiplication & Division Year 6 Fractions / Position and Direction	Sound	Coding	Structure – A Viking Longboat	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Charanga – Classroom Jazz 2	Valuing Difference	Netball Dance	LAS Compulsory Being Human – Hinduism / Islam	-

Term 3 – TOPIC – Destination Earth

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 Multiplication & Division / Area / Fractions Year 5 Multiplication & Division / Fractions Year 6 Decimals / Percentages / Algebra / Converting Units	Forces	3D Modelling	Peter Thorpe – Space Art Gears and Pulleys	Locational Knowledge – Latitude / Longitude / Tropics / Time Zones etc	Charanga – Glockenspiel 3	Keeping Myself Safe	Swimming Gymnastics	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians?	-

Term 4 – TOPIC – Destination Earth

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 & 5 Fractions / Decimals Year 6 Perimeter, Area & Volume / Ratio / Statistics	Animals including Humans	Online Safety	Sculpture – Mountains	Human & Physical Geography – Mountains (Europe)	Charanga – Dancing in the Street	Rights and Responsibilities	Swimming Dance	UC 2b.4 (core) Was Jesus the Messiah?	

Term 5 – TOPIC – Hola Mexico

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 Decimals / Money / Time Year 5 Decimals / Properties of Shape Year 6 Properties of Shape / Consolidation	Living and Things and their Habitats	Text Adventures	Textiles (Mexican Art)	Locational knowledge / Place Knowledge – Region within South America (Mexico)	Charanga – You've Got a Friend	Being My Best	OAA Tag Rugby	LAS Additional Expressing Beliefs through the Arts	-

Term 6 – TOPIC – History of Chocolate

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL

	<p>Year 4 Statistics / Properties of Shape / Position & Direction</p> <p>Year 5 Position & Direction / Converting Units / Volume</p> <p>Year 6 Consolidation, investigations and preparation for KS3</p>	Revision States of Matter & Materials	Text Adventures	Ingredients	Mayan Civilisation	Charanga – RRR	Growing and Changing	Athletics Cricket	LAS Additional Expressing Beliefs through the Arts	
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Year 4/5/6 Long Term Overview 2020-21 (YEAR C)

Term 1 – TOPIC – The Victorians

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	<p>Year 4 Place Value / Addition & Subtraction</p> <p>Year 5 Place Value / Addition & Subtraction / Statistics</p> <p>Year 6 Place Value / Four operations</p>	Evolution and Inheritance	Coding	Cam Mechanisms	Changing power of Monarchs – Queen Victoria	Charanga – Livin’ on a Prayer	Me and My Relationships	Capture the Castle Basketball	God UC 2b.1 (core) What does it mean if God is loving and holy?	

Term 2 – TOPIC – The Victorians

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	<p>Year 4 & 5 Length & Perimeter / Multiplication & Division</p> <p>Year 6 Fractions / Position and Direction</p>	Electricity	Coding	Electrical Toy	Inventors and Industrial Revolution in the Victorian Era	Charanga – Glockenspiel 3	Valuing Difference	Football Gymnastics	LAS Additional – Do you believe God to be good?	-

Term 3 – TOPIC – Global Trade

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 Multiplication & Division / Area / Fractions Year 5 Multiplication & Division / Fractions Year 6 Decimals / Percentages / Algebra / Converting Units	Living things and their habitats	Online Safety	Collage / Silhouette linked to Fairtrade	Human Geography – Economic Activity including trade links, and the distribution of natural resources	Charanga – New Year Carol	Keeping Myself Safe	Swimming Dance	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary ?	-

Term 4 – TOPIC – Stargazers

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 & 5 Fractions / Decimals Year 6 Perimeter, Area & Volume / Ratio / Statistics	Earth & Space	Spreadsheets	Painting	Geographical skills and fieldwork	Charanga – Lean on Me	Rights and Responsibilities	Swimming Gymnastics	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary	

Term 5 – TOPIC – Greece is the Word

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Year 4 Decimals / Money / Time Year 5 Decimals / Properties of Shape Year 6 Properties of Shape / Consolidation	Light	Databases and Networks	Sculpture	Ancient Greece – a study of Greek life and the achievements and their influence on the western world	Charanga – Music and Me	Being My Best	OAA Tennis	LAS Compulsory Life Journey – Hinduism / Islam	-

Term 6 – TOPIC – Greece is the Word

English	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE – SCARF	PE	RE	MFL
	Statistics / Properties of Shape / Position & Direction Year 5 Position & Direction / Converting Units / Volume Year 6 Consolidation, investigations and preparation for KS3	Animals and Humans	Databases and Networks	Greek Architects and Designers	Ancient Greece – a study of Greek life and the achievements and their influence on the western world	Charanga - RRR	Growing and Changing	Athletics Rounders	LAS Compulsory Life Journey – Hinduism / Islam	

Key Stage One - National Curriculum Statutory Requirements

Class One / Class Two

SCIENCE

Year 1 Statutory Requirements

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Yr A Terms 4 & 5 / Yr B Term 6)
- identify and describe the basic structure of a variety of common flowering plants, including trees (Yr A Terms 4 & 5 / Yr B Term 6)

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Yr A & B Terms 4)
- identify and name a variety of common animals that are carnivores, herbivores and omnivores (Yr A & B Terms 4)
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) (Yr A T6 / Year B Term 5)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Yr A&B Term 1)

Everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made (Yr A Term 2 & 3 / Yr B Term 3)
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Yr A Term 2 & 3 / Yr B Term 3)
- describe the simple physical properties of a variety of everyday materials (Yr A Term 2 & 3 / Yr B Term 3)
- compare and group together a variety of everyday materials on the basis of their simple physical properties (Yr A Term 2 & 3 / Yr B Term 3)

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons (Yr A&B Term 1, 3, 4, 5)
- observe and describe weather associated with the seasons and how day length varies (Yr A & B Term 2 & 6)

Year 2 Statutory Requirements

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive (Year A Term 3)
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Year A Term 3)
- identify and name a variety of plants and animals in their habitats, including microhabitats (Year A Term 3)
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Year A Term 3)

Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants (Year A Term 4/ Year B Term 5)
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Year A Term 4/ Year B Term 5)

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults (Year A Term 5 / Year B Autumn Term)

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Year A Term 5 / Year B Autumn Term))
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Year A Term 5 / Year B Autumn Term))

Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Year A Term 1)
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Year A T1)

GEOGRAPHY

Locational knowledge

- name and locate the world's 7 continents and 5 oceans (Year A Term 3 & 6 / Year B Term 3 & 4 / Year A Term 5)
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Year A Term 2)

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Year A Term 5), and of a small area in a contrasting non-European country (Year A Term 6 / Year B Term 3)

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom (Ongoing) and the location of hot (Year A Term 5) and cold areas of the world in relation to the Equator and the North and South Poles (Year A Term 3)
- use basic geographical vocabulary to refer to: (Year A Term 4/5/6 & Year B Term 5)
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, (Year A Term 4) season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Year B Term 3)

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (Year A Term 2 / Year B 3 & 4)
- use simple compass directions (north, south, east and west) and (Year A Term 3) locational and directional language [for example, near and far, left and right], (Year B Term 6) to describe the location of features and routes on a map (Year B Term 3)
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Year A Term 4)
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (Year A & B Term 1)

HISTORY

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Changes within living memory (Year A Term 1 & 5 / Year B Term 1 & 6) – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (Year A Term 2 / Year B Term 6) [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Year A Term 3 / Year B Term 4) [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality (Year A Term 4 / Year B Term 2)

COMPUTING (Purple Mash Curriculum Outline)

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

ART

Pupils should be taught:

- to use a range of materials creatively to design and make products (Year A Term 6)
- to use drawing (Year A Term 1 & 5 / Year B Term 6 / Year A Term 2 / Year B Term 3), painting (Year A Term 1 & 5 / Year B Term 6 / Year A Term 3 / Year B Term 3) and sculpture (Year B Term 4 / Year A Term 1) to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture (Year A Term 6), line, shape, (Year B Term 1) form and space about the work of a range of artists (Year A Term 1), craft makers and designers (Year A Term 4 / Year A Term 1), describing the differences and similarities between different practices and disciplines, and making links to their own work

DT

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles (Year B Term 2 / Year B Term 2) and ingredients (Year A Term 5 / Year B Term 3 / Year A Term 2 / Year B Term 6), according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures (Year A Term 4 / Year B Term 4), exploring how they can be made stronger, stiffer and more stable (Year A Term 2)
- explore and use mechanisms [for example, levers (Year A Term 6), sliders, Year B Term 5 wheels and axles Year A Term 3]] in their products

MUSIC (Charanga Curriculum Outline)

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

PE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key Stage Two - National Curriculum Statutory Requirements

Class Two/ Class Three

SCIENCE

Y3 - Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Year A Term 4/ Year B Term 5)
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Year A Term 4/ Year B Term 5)
- investigate the way in which water is transported within plants (Year A Term 4/ Year B Term 5)
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Year A Term 4/ Year B Term 5)

Y3 - Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Year A Term 5 / / Year B Autumn Term)

- identify that humans and some other animals have skeletons and muscles for support, protection and movement (Year A Term 5 // Year B Autumn Term)

Y3 - Rocks

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Year A Term 2)
- describe in simple terms how fossils are formed when things that have lived are trapped within rock (Year A Term 2)
- recognise that soils are made from rocks and organic matter (Year A Term 2)

Y3 - Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light (Year B Term 3)
- notice that light is reflected from surfaces (Year B Term 3)
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Year B Term 3)
- recognise that shadows are formed when the light from a light source is blocked by an opaque object (Year B Term 3)
- find patterns in the way that the size of shadows change (Year B Term 3)

Y3 - Forces and magnets

- compare how things move on different surfaces (Year B Term 4)
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance (Year B Term 4)
- observe how magnets attract or repel each other and attract some materials and not others (Year B Term 4)
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Year B Term 4)
- describe magnets as having 2 poles (Year B Term 4)
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing (Year B Term 4)

Y4 - Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways (Year A Term 2 / Year B Term 5 / Year C Term 3)
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Year A Term 2 / Year B Term 5 / Year C Term 3)
- recognise that environments can change and that this can sometimes pose dangers to living things (Year A Term 2 / Year B Term 4 / Year C T3)

Y4 - Animals, including humans

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans (Year A Term 1 / Year B Term 4 / Year C Term 6)
- identify the different types of teeth in humans and their simple functions (Year A Term 1 / Year B Term 4 / Year C Term 6)
- construct and interpret a variety of food chains, identifying producers, predators and prey (Year A Term 1 / Year B Term 4 / Year C Term 6)

Y4 - States of matter

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases (Year A Term 3 / Year B Term 6)
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (Year A Term 3 / Year B Term 6)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (Year A Term 3 / Year B Term 6)

Y4 - Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating (Year B Term 2 / Year C Term 5)
- recognise that vibrations from sounds travel through a medium to the ear (Year B Term 2 / Year C Term 5)
- find patterns between the pitch of a sound and features of the object that produced it (Year B Term 2 / Year C Term 5)
- find patterns between the volume of a sound and the strength of the vibrations that produced it (Year B Term 2 / Year C Term 5)
- recognise that sounds get fainter as the distance from the sound source increases (Year B Term 2 / Year C Term 5)

Y4- Electricity

Pupils should be taught to:

- identify common appliances that run on electricity (Year A Term 6 / Year C Term 2)
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Year A Term 6 / Year C Term 2)
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (Year A Term 6 / Year C Term 2)
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Year A Term 6 / Year C Term 2)
- recognise some common conductors and insulators, and associate metals with being good conductors (Year A Term 6 / Year C Term 2)

Y5 - Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Year A Term 2 / Year B Term 5 / Year C Term 3)
- describe the life process of reproduction in some plants and animals (Year A Term 2 / Year B Term 5 / Year C Term 3)

Y5 - Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age (Year A Term 1 / Year B Term 4 / Year C Term 6)

Y5 - Properties and changes of materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets (Year A Term 4 & 5 / Year B Term 6)
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Year A Term 4 & 5 / Year B Term 6)
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Year A Term 4 & 5 / Year B Term 6)
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

- demonstrate that dissolving, mixing and changes of state are reversible changes (Year A Term 4 & 5 / Year B Term 6)
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda (Year A Term 4 & 5 / Year B Term 6)

Y5 - Earth and space

Pupils should be taught to:

- describe the movement of the Earth and other planets relative to the sun in the solar system (Year C Term 4)
- describe the movement of the moon relative to the Earth (Year C Term 4)
- describe the sun, Earth and moon as approximately spherical bodies (Year C Term 4)
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Year C Term 4)

Y5 - Forces

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Year B Term 3)
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Year B Term 3)
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (Year B Term 3)

Y6 - Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Year A Term 2 / Year B Term 5 / Year C Term 3)
- give reasons for classifying plants and animals based on specific characteristics (Year A Term 2 / Year B Term 5 / Year C Term 3)

Y6 - Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Year A Term 1 / Year B Term 4 / Year C Term 6)
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year A Term 1 / Year B Term 4 / Year C Term 6)

- describe the ways in which nutrients and water are transported within animals, including humans (Year A Term 1 / Year B Term 4 / Year C Term 6)

Y6 - Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Year C Term 1)
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year C Term 1)
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (Year C Term 1)

Y6 - Light

Pupils should be taught to:

- recognise that light appears to travel in straight lines (Year B Term 1 / Year C Term 5)
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (Year B Term 1 / Year C Term 5)
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (Year B Term 1 / Year C Term 5)
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (Year B T1 / Year C T5)

Y6 - Electricity

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Year A T6 / Year C Term 2)
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (Year A Term 6 / Year C Term 2)
- use recognised symbols when representing a simple circuit in a diagram (Year A Term 6 / Year C Term 2)

GEOGRAPHY

Locational knowledge

- locate the world's countries, (Year A Term 5 / Year B Term 3) using maps to focus on Europe (including the location of Russia) (Year B Term 3 / Year B Term 4) and North and South America, concentrating on their environmental regions, key physical (Year A Term 4 / Year B Term 3) and human characteristics, countries, and major cities (Year B Term 5)
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Year A Term 4) (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (Year A Term 3)
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, (Year A Term 3 & 5 / Year B Term 3) the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, (Year A Term 3/5) the Prime/Greenwich Meridian and time zones (including day and night) (Year B Term 3)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Year A Term 1), a region in a European country, (Year B Term 3) and a region in North or South America (Year B Term 5)

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, (Year A Term 4) rivers, mountains (Year B Term 4), volcanoes and earthquakes, (Year B Term 4) and the water cycle (Year A Term 4)
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Year C Term 3)

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Year A Term 3 & 5 / Year C Term 4)
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Year A Term 1 / Year C Term 4)
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Year A Term 1 / Year C Term 4)

HISTORY

Statutory Requirement	Examples (non-statutory)
Changes in Britain from the Stone Age to the Iron Age (Year A Autumn Term)	<ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
The Roman Empire and its impact on Britain (Year B Autumn Term)	<ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Britain’s settlement by Anglo-Saxons and Scots (Year B Term 5)	<ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time	<ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England

of Edward the Confessor (Year B Autumn Term)	<ul style="list-style-type: none"> • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066
A local history study (Year A Term 2)	<ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Year A Summer Term / Year C Autumn Term)	<ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, (Year A Term 6) The Shang Dynasty of Ancient China	
Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year C Summer Term)	
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 (Year B Term 6); Benin (West Africa) c. AD 900-1300	

COMPUTING (Purple Mash Curriculum Overview)

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

ART

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas (Ongoing)
- to improve their mastery of art and design techniques (Year B Term 1 & 5 / Year A Term 3 / Year B Term 1 / Year B Term 5 / Year C Term 3), including drawing (Year A Term 2 / Year B Term 3 / Year A Term 1), painting (Year A Term 3 / Year B Term 3 / Year A Term 5 / Year C Term 4) and sculpture (Year A Term 1 / Year B Term 4 / Year C Term 5) with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists (Year B Term 3 / Year A Term 3 / Year B Term 3), architects and designers in history (Year A Term 1 / Year C Term 6)

DT

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles (Year B Term 2 / Year A Term 6) and ingredients (Year A Term 2 / Year B Term 6 / Year A Term 2 / Year B Term 6), according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Year A Term 4 / Year B Term 4 / Year A Term 4 / Year B Term 2)
- understand and use mechanical systems in their products [for example, gears, pulleys, (Year B Term 3) cams (Year C Term 1), levers (Year A Term 6) and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (Year C Term 2)
- apply their understanding of computing to program, monitor and control their products

MUSIC (Charanga Curriculum Overview)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cancelled due to COVID-19 Pandemic	Cancelled due to COVID-19 Pandemic				

LANGUAGES (La Jolie Ronde Progression Document)

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages.