

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Nursery | | | | | | |
|---|--|--|---|---|---|--|
| Area Of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Theme Possible Themes/Interests/ Lines of Enquiry | <u>Marvellous Me</u> | | <u>Extraordinary Eggs</u> | <u>Plants and growth</u> | Let's work (People who help us) Puppets | <u>Water Water Everywhere</u> |
| Communication and Language Listening Attention Understanding Speaking | The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | |
| Physical Development www.earlymovers.org.uk suggested activities for physical development skills in walking running jumping balancing throwing and catching | <u>PE Mr Chantler</u> <u>Focus</u> <u>Ball work</u> <u>Rolling, bouncing</u> | <u>PE Mr Chantler</u> <u>Focus</u> <u>Balance work</u> <u>Movement</u> <u>Spatial awareness</u> | <u>P.E Mr Chantler</u> <u>Focus</u> <u>Group Activities</u> <u>Games</u> | <u>P.E Mr Chantler</u> <u>Focus</u> <u>Throwing and Catching</u> | <u>PE Mr Chantler</u> <u>Focus</u> <u>Skipping</u> | <u>PE Mr Chantler</u> <u>Focus</u> <u>Running</u> |
| | <u>Gross Motor-</u> Core strength and Coordination- walk, run, jump, balance, throw, catch, and ride wheeled toys Children have access to: Hoops, balls large and small ,tennis rackets, beanbags, bikes, sand-pit with a variety of sand-toys , large wooden blocks, wheeled toys Balance planks obstacle courses Embankment digging soil on the embankment, moving bark-chip, Gardening activities. Gross Motor- Developing Free flow outside children have access to: Hoops, balls large and small ,tennis rackets, beanbags, bikes, sand-pit with a variety of sand-toys , large wooden blocks, wheeled toys | | | <u>Fine motor :</u> Manipulative skill activities for fine motor skill development such as play dough Messy play Smaller beads introduced. Smaller and thinner paint brushes introduced. Small Lego introduced as an afternoon activity. <ul style="list-style-type: none"> Mark making - scribbling and drawing with thick crayons, chalk, 'painting' with water and chalks outside Adult led activities increase and encourage the use of scissors and tape as the children become ready | | |

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|--|--|---|--|---|--|---|
| Personal, Social and Emotional Development | Build constructive and respectful relationships. Manage their own needs. Express their feelings and consider the feelings of others. | | See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. | Express their feelings and consider the feelings of others . Show resilience and perseverance in the face of challenge. Think about the perspectives of others. | | |
| Literacy | <p><u>Fiction</u> Stick man We're going on a bear hunt</p> <p><u>Non Fiction</u> Harvest (Go to sleep little hedgehog)</p> | <p><u>Fiction</u> Polar Bear Polar Bear Smile Crocodile The snail on the whale</p> <p><u>Non Fiction</u> We are family The Rama Sita story Nativity Story</p> | <p><u>Fiction</u> The little red hen A squash and a squeeze The hungry caterpillar The Tiger wo comes to Tea (fits in with Chinese New Year 2022) Non Fiction Information about China 10 currant buns</p> | <p><u>Non Fiction</u> 10 seeds Stanley's stick Dr Seuss's ABC Animal alliteration Plant a little seed</p> | <p><u>Fiction</u> Topsy and Tim go to the dentist/doctors Zog Lima and the red hot chilli</p> | <p><u>Non Fiction</u> Reference books DK selection</p> |
| Phonics | Aspect 1: Environmental Sounds Aspect 2: Instrumental Sounds Autumn 2: 1a | | 1b Aspect 3: Body Percussion Aspect 4: Rhythm and Rhyme | 1c Aspect 5: Alliteration Aspect 6: Voice Sounds | 1d Aspect 7: Oral Blending and Segmenting | Consolidation of 1a, 1b, 1c, 1d Introduce 2a |
| Maths | Counting up to 5 Subitise up to 3 Link numerals and amounts to 5 | Solve real world problems to 5 More and fewer Recite numbers past 5 Experiment with their own marks and symbols | Counting past 5 Solve real world problems to 5 Make comparisons between objects related to size height and length | Counting past 5 Patterns Capacity | Subitising More and fewer Experiment with their own marks and symbols | Capacity Describe familiar routes Positional language |

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|----------------------------|--|---|--|--|--|--|--|
| Understanding The World | <u>Past and Present</u> Begin to make sense of their own life-story and family's history. Family focus A Growing Story | <u>People, Culture and Communities</u> India Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Links to Diwali | <u>People, Culture and Communities</u> China Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. links to Chinese New Year | <u>People, Culture and Communities</u> Continue to develop positive attitudes about the differences between people. | <u>People, Culture and Communities</u> Show interest in different occupations. (Police dentist fire officers builders) | <u>People, Culture and Communities</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| | <u>The Natural World</u> Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. | <u>The Natural World</u> Explore and talk about different forces they can feel. Explore how things work. Discovery Box | <u>The Natural World</u> Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. | | <u>The Natural World</u> Talk about the differences between materials and changes they notice. | <u>The Natural World</u> Explore and talk about different forces they can feel. Explore how things work. Discovery Box | |
| | Embankment learning Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Talk about what they see, using a wide vocabulary. | | | | | | |
| | Weekly cooking - Talk about the differences between materials and changes they notice. | | | | | | |
| Expressive Arts and Design | <u>Music Focus Mr Tang</u> -Use large-muscle movements (ie. action songs, can you stretch up high) -Listen with increased attention to sounds | <u>Music Focus Mr Tang</u> -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs -Remember and sing entire songs | <u>Music Focus Mr Tang</u> -Sing the pitch of a tone sung by another person -Sing a large repertoire of songs | <u>Music Focus Mr Tang</u> -Play instruments with increasing control to express their feelings and ideas (glock) | <u>Music Focus Mr Tang</u> -Create their own songs, or improvise a song around one they know (bungalow, copycat, cherry pie) | <u>Music Focus Mr Tang</u> -Play instruments with increasing control to express their feelings and ideas (ukulele) | |

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|--|---|--|---|---|--|--|
| <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> | <p>-Learn how to find and use the drawing and painting resources.</p> <p>-Learn how to mix powder paints.</p> <p>-Learn how to use scissors safely</p> <p>-</p> | <p>- Create Christmas decorations and a Christmas card</p> | <p>-Be able to make recognisable models in play dough and clay</p> | <p>-Use collage to create a picture of a plant complete with labelled parts.</p> <p>-Be able to use scissors with purpose, correctly and safely</p> | <p>-Be able to draw to illustrate a story read to them or that they have made up</p> | <p>-Create a self-portrait using paint</p> |
| <p>Philosophy 4 Children</p> | <p>Would you rather?</p> <p>ELG: Communication and language</p> <p>ELG: Personal, social & emotional development</p> | | <p>Animals in the nursery</p> <p>ELG: Communication and language</p> <p>ELG: Understanding the World</p> | | <p>Playdough People</p> <p>ELG: Communication and language</p> <p>ELG: Expressive arts and design</p> | |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Reception | | | | | | |
|---|---|--|--|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Theme Possible Themes/Interests/Lines of Enquiry | <u>Me and My World</u> | <u>Let's Celebrate</u> | <u>Superheroes</u> | <u>The Story Teller</u> | Ready Steady Grow Plant lifecycles Human and animal growth | <u>All Around the World</u> <u>(Journeys Transport Food)</u> |
| Communication and language Listening Attention Understanding Speaking | The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures | | | | | |
| Physical Development | <u>PE Mr Chantler</u> Basic movement and spatial awareness. Sending and receiving skills (rolling) | <u>PE Mr Chantler</u> Running skills using space successfully. Changing speed and direction. Learn the basic skill to catch a large ball. | <u>P.E Mr Chantler</u> To be able to climb onto and off different equipment using alternate feet and balanced. | <u>P.E Mr Chantler</u> Passing a large ball using their feet, working individually or with a partner | <u>PE Mr Chantler</u> Observes the effects of different activities on their bodies. Aiming and throwing skills. | <u>PE Mr Chantler</u> Consolidating and recapping the skills and abilities learnt throughout the year |
| | <u>Gross Motor Skills</u> Core strength and Coordination- walk, run, jump, balance, throw, catch, and ride wheeled toys <u>Fine Motor Skills</u> Manipulative skill activities for fine | <u>Gross Motor Skills</u> Core strength and Coordination- walk, run, jump, balance, throw, catch, and ride wheeled toys <u>Fine Motor Skills</u> Manipulative skill activities for fine | <u>Gross Motor Skills</u> Core strength and Coordination- walk, run, jump, balance, throw, catch, and ride wheeled toys <u>Fine Motor Skills</u> Develop their small motor skills so that | <u>Gross Motor Skills</u> Core strength and Coordination- walk, run, jump, balance, throw, catch, and ride wheeled toys <u>Fine Motor Skills</u> Develop their small motor skills so that | <u>Gross Motor Skills</u> Core strength and Coordination- walk, run, jump, balance, throw, catch, and ride wheeled toys <u>Fine Motor skills</u> Develop the foundations of a | <u>Gross Motor Skills</u> Core strength and Coordination- walk, run, jump, balance, throw, catch, and ride wheeled toys <u>Fine Motor skills</u> Develop the foundations of a |

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|--|--|--|---|---|---|---|
| | motor skill development grasp development activities | motor skill development pencil grasp letter formation | they can use a range of tools competently, safely and confidently. | they can use a range of tools competently, safely and confidently. | handwriting style which is fast, accurate and efficient | handwriting style which is fast, accurate and efficient |
| Personal Social Emotional Development | Wellbeing: Identifying our emotions | Confidence: Inner confidence | Mental Health: Feelings: happiness, sadness, anger, fear | Relationships: - Families - Consent | Citizenship: Choices, communities and rules | Diversity: What makes us special |
| Literacy | Fiction The Gruffalo Brown Bear Brown Bear Where's My Teddy The Little Red Hen (Poetry) Autumn Leaves There's A Worm At The Bottom Of The Garden Row Row Row Your Boat Hey Diddle Diddle. | Fiction Dipal's Diwali So Much There's Going To Be A Baby Yitzi And The Giant Menorah Kipper's Birthday The Snowman Pick A Pine Tree | Fiction Supertato Eliot Midnight Superhero Superworm Juniper Jupiter Even Superheroes Have Bad Days | Fiction The Elves And The Shoemaker The Gingerbread Man The Runaway Chappati Three Billy Goat's Gruff Nursery rhymes (Past and Present Focus texts) A house that once was Our House | Fiction Jack and The Bean stalk Oliver's vegetables Oliver's Milkshake Errol's Garden Yucky Worms | Fiction Elmer Handa's surprise Once Upon a Jungle Oliver who Travelled far and wide We all went on safari A counting Journey Through Tanzania Non Fiction British Museum Around the World |
| Monster Phonics | Instrumental Environmental sounds 2a s, a, t, p l,n m, d, g o, c, k, ck e ,u, r | 2b h, b f, ff, l, ll, ss j, v, w, x y, z, zz, qu ch, sh, th(v), th, ng long oo ar | 3a oo (u) ow ee ur ai or | 3b oa er igh air oi ear, ure | 4a (wk1 wk2) Blending Segmenting cvc words to read spell and write sentences (wk3-4) Blending Segmenting CCVC CVCC (wk5-6) Blending | 4b (wk7 wk8) blending and segmenting cvc+ polysyllabic words to read spell and write sentences and words (wk9 wk10) blending and segmenting CCVCC CCCVC CCCVCC |

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|---|---|---|---|--|--|---|
| | | | | | Segmenting CVCC +CCVC, CCCVCC words to read spell and write sentences | to read spell and write sentences and words. (wk11 wk12) blending and segmenting CVC + combinations to read spell and write sentences and words |
| Maths | counting , ordering subitise Link the number symbol (numeral) with its cardinal number value | counting , ordering subitise Link the number symbol (numeral) with its cardinal number value. | Compare Numbers 1 more 1 less Counting beyond 10 | Numerical Patterns Odds evens and doubles Explore the composition of numbers to 10. Continue counting beyond 10 | Explore the composition of numbers to 10. Number bonds Subtraction facts | Explore the composition of numbers to 10. Number bonds Subtraction facts |
| Understanding the world Throughout the year the children begin to understand the effect of changing seasons on the natural world around them through Embankment visits | <u>Past and present</u> Name and describe people who are familiar to them. (Past and present) <u>Past and Present</u> My Two Grannies Talk about members of their immediate family and community. <u>The Natural World</u> Explore natural processes Magnets | <u>People, Culture and Communities</u> Diwali Hanukah Birthdays <u>People, Culture and Communities</u> Harvest Features of Locality school and Embankment <u>The Natural World</u> Explore natural processes Ice melting | <u>People, Culture and Communities</u> What makes a hero? | Past and Present A house that once was Our House by Paul Rogers story to talk about past and present who might have lived there ? <i>Comment on images of familiar situations in the past</i> <u>The Natural World</u> Changing states of matter through cooking. | <u>The Natural World</u> Plants and animals | People, Culture and Communities Compare and contrast life in this country and life in other countries. Recognise some environments that are different to the one in which they live. People, Culture and Communities Draw information from a simple map (story maps) |

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| | | | | | | |
|--|--|--|---|---|---|---|
| <p>Expressive arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> | <p><u>Drawing</u></p> <p>Begin to use a variety of drawing tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use drawings to tell a story Investigate different lines <ul style="list-style-type: none"> <input type="checkbox"/> Encourage accurate drawings of people. <p><u>Collaborative work</u></p> <p><u>Fireworks</u></p> | <p><u>Texture</u> (textiles, sand</p> <p>Handling, manipulating and enjoying using materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sensory experience <input type="checkbox"/> Simple collages <input type="checkbox"/> simple weaving <p><u>Collaborative work</u></p> <p><u>Christmas decorations</u></p> | <p><u>Colour</u></p> <p>Experimenting with and using primary colours</p> <ul style="list-style-type: none"> <input type="checkbox"/> Naming <input type="checkbox"/> mixing (not formal) <input type="checkbox"/> Learn the names of different tools that bring colour <input type="checkbox"/> Use a range of tools to make coloured marks on paper <p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh,</p> | <p><u>Form Sculpture</u></p> <p>Handling, feeling, enjoying and manipulating materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constructing <input type="checkbox"/> Building and destroying <input type="checkbox"/> Shape and model <p>Joining</p> <p>Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools.</p> | <p><u>Printing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubbings <input type="checkbox"/> Print with variety of objects found materials, fruit/veg, <input type="checkbox"/> Print with block colours <p>repeating patterns</p> | <p><u>Pattern</u> (paint, pencil,)</p> <p>-repeating patterns</p> <ul style="list-style-type: none"> <input type="checkbox"/> irregular painting patterns <input type="checkbox"/> Simple symmetry <p style="text-align: center;">Joan Miro</p> |
| <p>Music</p> <p>Being Imaginative and Expressive</p> | <p><u>Music Mr Tang</u></p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p><u>Music Mr Tang</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | <p><u>Music Mr Tang</u></p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p><u>Music Mr Tang</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> | <p><u>Music Mr Tang</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p><u>Music Mr Tang</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> |
| <p>Philosophy 4 Children</p> | <p>Elmer</p> <p>ELG: Communication and language</p> <p>ELG: Literacy (comprehension)</p> <p>ELG: Understanding the World</p> | | <p>Royal Invitations</p> <p>ELG: Communication and language</p> <p>ELG: Personal, social & emotional development</p> <p>ELG: Expressive arts and design</p> | | <p>Rainbow Fish</p> <p>ELG: Communication and language</p> <p>ELG: Literacy (comprehension)</p> <p>ELG: Understanding the World</p> | |

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| Year 1 | | | | | | |
|---------|--|---|---|--|---|---------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | <p style="text-align: center;"><u>Fiction</u></p> <p>Character Descriptions: The Highway Rat by Julia Donaldson and Rainbow Fish (Description of animals in the book including their appearance and personality)</p> <p>Retelling: Little Red and the Very Hungry Lion by Alex T Smith (Retelling the story)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Recount: Diwali Lanterns (Write a recount about work carried out on Diwali lanterns)</p> <p>Instructions: Everyday actions (Instructions for making a jam sandwich)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Descriptive Poetry: (Write a bonfire night poem)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Retelling: Greta and The Giants by Zoe Tucker (Retelling of story)</p> <p>Retelling: Katie in London by James Mayhew (Retelling of story)</p> <p>Diary Writing: Toby and the Great Fire of London by Margaret Nash and Jane Cope (Personal diary entries for different days of the fire)</p> <p>Retelling: Polar Bear, Polar Bear, What do you hear? by Bill Martin Jr (Retelling changing animal, adjectives, verbs)</p> <p>Retelling: A Dark, Dark Tale by Ruth Brown (Retelling changing setting and adjectives)</p> <p>Retelling: We're Going on a Lion Hunt by David Axtell and We're Going on a Bear Hunt by Michael Rosen (Retelling changing settings and using onomatopoeia)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Information Text: Katie in London by James Mayhew (Information report on London landmarks)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Rhyming Couplets: Dr. Seuss I will Read poem by Theodor Seuss Geisel and The End by AA Milne (Write own poem using rhyming couplets based on Seuss)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Recount: A school wide orchestrated event (Write a recount of event)</p> <p>Descriptive and Imaginative Writing: Until I Met Dudley by Roger McCough (Write a fantasy explanation text)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Invitations: The Tiger Who Came to Tea by Judith Kerr (Invitation to a birthday party)</p> <p>Postcards: The Tiger Who Came to Tea by Judith Kerr (Postcards from child whilst on holiday)</p> <p>Explanation Texts: Until I Met Dudley by Roger McCough (Write an explanation text on life cycles)</p> <p>Persuasive Advert: Dear Tooth Fairy by Alan Durant (Make an advert for toothpaste or poster persuading children to brush teeth)</p> <p style="text-align: center;"><u>Story Stimuli</u></p> <p>Child's own choice: A picture/Quote/Video (Children write two stories based on two different stimuli)</p> | |
| Maths | Numbers to 10 Part-whole within 10 Addition and subtraction to 10 | Addition and subtraction to 10 2D and 3D shapes Numbers to 20 | Addition within 20 Subtraction within 20 Numbers to 50 | Introducing length and height Introducing weight and volume | Multiplication Division Halves and quarters Position and direction | Numbers to 100 Time Money |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 1 | | | | | | |
|--|---|---|--|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Seasonal changes and Weather (Lessons completed on this throughout the year) | Everyday Materials | Animals including Humans (The Body) | Animals including Humans (Animals) | Plants | Plants |
| Personal, Social and Health Education (PSHE) | Wellbeing: Mindfulness | Confidence: Self-love and insecurities | Mental Health: Feelings: worry, loss, grief, gratitude | Physical Health: Healthy food choices and oral health | Citizenship: - Safety - Environment | Diversity: -Cultural diversity -Gender stereotypes |
| Relationship and Sex Education (RSE) | | | | Relationships: Friendship | | |
| Religious Education | What Responsibility Has God Given People For Taking Care of Creation? | Why are saints important to Christians? Nativity Characters "Which Character Are You? Why Are You Important?" | Judaism: What Is It Like To Live as a Jew? | What are God's rules for living: The 10 commandments Salvation: Why is Easter the most important festival for Christians? | Islam: What does it mean to be a Muslim? | Why is it good to listen to and remember the stories Jesus told? The parables of Jesus |
| Geography | | Our World | | | People and Places | |
| History | | | Great Fire of London | Toys and Games | | I do like to be beside the seaside |
| Art and Design | Self Portraits | | | 3-D Sculpture | Printing | |
| Design and Technology | | Photo Frames | Moving Vehicles | | | Food: A Healthy Sandwich |
| Computing | | | Online safety Maze Explorers | Lego builders Technology outside of school | Pictograms Spreadsheets | Coding |
| Physical Education | Ball Skills | Gymnastics. | Gymfit Circuits | Multi-Skills. | Throwing & Catching (field games) | Active Athletics |
| Music | Violin Drumming | Violin Drumming | Violin Drumming | Violin Drumming | Violin Dancing | Violin Dancing |
| French | Je me presente | Food for snacks | La Chandeleur | Parts of the face | My Garden, Insects | Transport |
| Philosophy 4 Children | Monster at school Naughty-o-meter ELG: Communication and language ELG: Personal, social & emotional development ELG: Understanding the World | Pen person We found a hat ELG: Communication and language ELG: Expressive arts and design ELG: Understanding the World | Robot who came to school I Want A Friend ELG: Communication and language ELG: Literacy (comprehension) ELG: Understanding the World | Safe or dangerous Albert Bare Necessities | Safe or dangerous Albert Bare Necessities | What makes me me? Yellow hats and blue hats Beautiful oops book |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 2 | | | | | | |
|---------|---|--------------------------------------|--|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | <p align="center"><u>Fiction</u></p> <p>Retelling: Collection of fairy tales: Once Upon a World Diverse series by Chloe Perkins Retelling of chosen story)</p> <p>Narrative-Problem and Solution: The Incredible Book Eating Boy by Oliver Jeffers (Retell story adding own details about books eaten)</p> <p>Diary Writing: The Way Back Home by Oliver Jeffers (Diary entry written from the boy's perspective of the events of the day)</p> <p align="center"><u>Non-Fiction</u></p> <p>Recount: Recount of school trip.</p> <p>Review: A balanced review of school trip including positives and negatives.</p> <p>Instructions: The Incredible Book Eating Boy by Oliver Jeffers (Instructional text aimed at Henry)</p> <p align="center"><u>Poetry</u></p> <p>Own Sound Poem: Collins Street Sounds</p> | | <p align="center"><u>Fiction</u></p> <p>Retelling: Bog Baby by Jeanne Willis (Retelling of story)</p> <p>Retelling: The Storm Whale by Benji Davies (A retelling of the story)</p> <p>Diary Entry: Winnie in Space by Valerie Thompson and Korky Paul (Children to write a diary entry from the perspective of Wilbur)</p> <p align="center"><u>Non-Fiction</u></p> <p>Letter writing: The New Small Person by Lauren child (Letter from Elmore to a friend).</p> <p>Information Text: Bog Baby by Jeanne Willis (An information text written for school magazine about Bog Babies)</p> <p>Recount: Day/activity on the embankment Recount of the day/activity)</p> <p align="center"><u>Poetry</u></p> <p>A List Poem: Shopping list and Treasure Chest (A list poem)</p> | | <p align="center"><u>Fiction</u></p> <p>Recount: A school wide orchestrated event (Write a recount of event)</p> <p>Retelling: Grandad's Island by Benji Davies (Retelling of the story)</p> <p>Recount: Child's own experience (Anecdote of a funny or memorable experience of the child's own)</p> <p align="center"><u>Non-Fiction</u></p> <p>Postcard: Gregory Cool by Caroline Binch (Children to pretend they are Gregory and write a postcard home to his family)</p> <p>Persuasive advert: Gregory Cool by Caroline Binch (Poster of leaflet advertising a tropical holiday e.g. island in the Caribbean)</p> <p align="center"><u>Poetry</u></p> <p>Repetitive Poetry: Lila and the Secret of Rain by David Conway and Jude Daly (Children to write as if they were sitting round the fire in a Kenyan village)</p> <p align="center"><u>Story Stimuli</u></p> <p>Child's own choice: A picture/Quote/Video (Children write two stories based on two different stimuli)</p> | |
| Maths | Place value within 100 Addition and subtraction | Money Multiplication and division | Multiplication and division Statistics | Length and height Properties of shapes Fractions | Position and direction Problem solving and efficient methods | Time Weight, volume and temperature |

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| Year 2 | | | | | | |
|--|---|--|--|---|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Plants (observe growth throughout the year) | Animals including humans | Everyday materials | Everyday materials | Living things and their habitats | Living things and their habitats |
| Personal, Social and Health Education (PSHE) | Wellbeing: Personal choices to improve our mental health | Confidence: Self-belief in difficult times | Mental Health: Feelings: anxiety, envy, determination, empathy | Physical Health: - Where our food comes from - Exercise | Citizenship: - Economic equality and fairness - How to engage in debate | Diversity: - Freedom to live without discrimination - The power of our words |
| Relationship and Sex Education (RSE) | | | | Relationships: Secrets, boundaries, and keeping safe | | |
| Religious Education | Why did Jesus teach the Lord's prayer as the way to pray? | Who Is the Saint of Our School? / What's the Story of Our School Name? Where Is The Light of Christmas? | Judaism: Why Are They Having a Jewish Party? | What is the story of Noah really all about? How do symbols help us understand the meaning of Easter? | Islam: What is the best way for a Muslim to show commitment to God? | Why do Christians make and keep promises before God? |
| Geography | | | | Australia | Our Local Area | St Lucia |
| History | Game Changers | Nurturing Nurses | Explorers | | | |
| Art and Design | Painting | | | Textiles | Collage | |
| Design and Technology | | Money Containers | Junk Modelling | | | Food: Fruit Salad |
| Computing | Online safety Effective searching | Coding | Making music Presenting ideas | Creating Pictures | Questioning | Spreadsheets |
| Physical Education | Ball Skills | Gymnastics | Gymfit Circuits | Multi-Skills | Throwing & Catching | Active Athletics |
| Music | Singing Drumming | Singing Nativity Production Drumming | Glock Drumming Note reading | Glock Drumming Note Reading | Ukulele Drumming | Ukulele Drumming |
| French | Myself and Food | My Family and Christmas Traditions | Winter | Colour and Size adjectives | My Pets | Fruits |
| Philosophy 4 Children | Good idea Bad idea Picture activity Alive and not alive | The Dot book The Happiness Shirt (parts 1 and 2) | The Magic Ring and the Red Switch Everyone can learn to ride a bicycle Not now Bernard | Tusk Tusk What's the Big Idea (Friendship) Could a computer replace? | Frog and Toad Cookies Choice and Responsibility Problem pet | Duck & Rabbit illusion Frog and Toad Dragons and Giants Kindness |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 3 | | | | | | |
|---------|---|---|--|-----------------------------------|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | <p align="center"><u>Fiction</u></p> <p>Narrative- Moral Fables: The Orchard Book of Aesop’s Fables by Michael Morpurgo (Write your own fable with a moral)</p> <p>Narrative- Spooky Adventures: The Storm by Kevin Crossley Holland (Retell chapter 5-8)</p> <p>Narrative- funny story: Ellie and the Cat By Malorie Blackman (Narrator turns into the cat)</p> <p align="center"><u>Non-Fiction</u></p> <p>Information Report: Zoo Trip and animal information books (information report about an animal)</p> <p>Informal Letter: Ellie and the Cat by Malorie Blackman (Letter from Ellie to grandmother)</p> <p align="center"><u>Poetry</u></p> <p>Haiku Poetry: Study of Romans in humanity (Write own Haiku on the subject of Romans)</p> | | <p align="center"><u>Fiction</u></p> <p>Retelling: Brave and the Fox by Nicola Davies (Retelling of story)</p> <p>Alternative Narrative: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas (Children write a retelling of a well known tale using same principles of this story- flipping the good and bad characters)</p> <p>Narrative- Adventure Story: Escape from Pompeii by Christina Balit (Children write an escape story from a natural disaster)</p> <p align="center"><u>Non-Fiction</u></p> <p>Persuasive Speech: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p> <p>Book Review: Escape from Pompeii by Christina Balit (Write book review for the school magazine)</p> <p>Recount: School trip (Write a recount detailing events of the trip)</p> | | <p align="center"><u>Fiction</u></p> <p>Recount: A school wide orchestrated event (Write a recount of event)</p> <p>Writing Narrative- Story: Voices in the Park by Anthony Browne (When the children next meet)</p> <p align="center"><u>Non-Fiction</u></p> <p>Persuasive Letter: Voices in the Park by Anthony Browne (Letter from one of the characters to persuade their parents to let them return to the park)</p> <p>Explanation Text: How things are made (Explanation of how a bicycle or similar mechanical device works)</p> <p align="center"><u>Poetry</u></p> <p>Poetry: Selection of performance poets including Michael Rosen (Write a performance poem using Michael Rosen as inspiration)</p> <p align="center"><u>Mixed Genre</u></p> <p>Child’s own choice: A picture/Quote/Video (Children write two pieces in two weeks where they have the freedom to choose their own text type)</p> | |
| Maths | Place value within 1000 Addition and subtraction | Addition and subtraction Multiplication and division | Multiplication and division Money | Statistics Length Fractions | Fractions Time | Angles and properties of shapes Mass |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 3 | | | | | | |
|--|--|--|--|---|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Animals including humans | Animals including humans | Rocks | Light | Plants | Forces and magnets |
| Personal, Social and Health Education (PSHE) | Wellbeing: Growth mindset and setting goals | Character Building: Foundations for building a good character Confidence: Self-esteem | Mental Health: Happiness | Physical Health: Fitness | Citizenship: Democracy, rules, rights and responsibilities | Diversity: Immigration |
| Relationship and Sex Education (RSE) | | | | Relationships: Identifying the different relationships we have | | |
| Religious Education | What Is The Bible's 'Big Story' and What Does It Reveal About Having Faith in God? | Why is Remembrance important? How Do Advent and Epiphany Show Us What Christmas Is REALLY About? | Judaism: What Does It Mean To Be A Jew? | How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? Who is the most important person in the Easter story? | Buddhism: What is Buddhism? | Who is Jesus? (I amstatements) |
| Geography | The UK | | | Volcanoes | South America | |
| History | | The Roman Empire | Roman Britain | | | Britain from the Stone Age to the Iron Age |
| Art and Design | | Printing | | Drawing | | 3-D Sculpture |
| Design and Technology | Structures: Bridges | | Food: Scone Based Pizza | | Mechanisms: Moving Monsters | |
| Computing | Online safety Touch-typing | Email and email safety | Branching databases | Spreadsheets Graphing | Simulation | Coding |
| Physical Education | Invasion Games | Gymnastics Irish Dancing | Gymfit Circuits | Striking & Fielding | Nimble Nets | Athletics |
| Music | Trumpet Drumming | Trumpet Drumming | Recorder Drumming Note Reading | Recorder Drumming Note reading | Composition Dancing | Composition Dancing |
| French | The colours and French breakfast | Myself and my family | Parts of the body | Pets | Fruits | Buying an ice-cream |
| Philosophy 4 Children | Odd one out Colour feelings Piano stairs | The three robbers Rooting For You People and animals | Is it a lie? Naughty land (get children to reflect on what naughty is) Eating and Health | Cleversticks Gorilla Choice Vs Not a Choice | Bring in a favourite toy & 1 you don't play with anymore Fishing with Sam Difference | Micropig as a pet This Moose Belongs to Me The Girl Who Never Made Mistakes |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 4 | | | | | | |
|---------|---|--|---|-----------------------|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | <p style="text-align: center;"><u>Fiction</u></p> <p>Narrative- Issues and dilemmas: Way Home by Gregory Roberts (Write a sequel to the story)</p> <p>Narrative- Adventure/Mystery: Secrets of a Sun King by Emma Carroll (Continue story from chapter 4 onwards)</p> <p>Narrative- Dramatic Adventure: The Whale by Ethan and Vita Murrow (Write a scene from the story)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Autobiography: Way Home by Gregory Roberts (Shane reflecting on his childhood on the streets)</p> <p>Newspaper Report: Secrets of a Sun King by Emma Carroll (Tell the story of the chariot race and king's injury in chapter 7 p.80 onwards)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>4 Syllable Poetry: January by John Updike (Write own poem on a different month to January following same rules as Updike)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Retelling: The Secret of Black Rock by Joe Todd Stanton (Retell the story)</p> <p>Narrative- Myths and Legends: Beowulf by Michael Morpurgo (Children write their own myth or saga around Anglo-Saxon mythology)</p> <p>Playscripts: Easter Story- Look at variety of playscripts (Write a playscript for the Easter Story)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Instructions: Instructions by Neil Gaiman (Write instruction in the style of Neil Gaiman)</p> <p>Persuasive Letter: Beowulf by Michael Morpurgo (Letter written from Beowulf's mum to him persuading him to either a) go and attack the evil monster Grendel or b) not to go and risk his life)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Performance and Writing: Wicked World by Benjamin Zephaniah (Poem about London in the style of Benjamin Zephaniah)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Narrative- Adventure: The Firework Maker's Daughter by Philip Pullman (Children write own journey story based on Lila's journey to Mount Merapi)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Newspaper Report: A school wide orchestrated event (Write a newspaper report)</p> <p>Diary Entry: The Firework Maker's Daughter by Philip Pullman (Choose character from book- Chulak, Lila or Hamlet- and write a few days' entries from the story)</p> <p>Persuasive Leaflet: The Firework Maker's Daughter by Philip Pullman (Leaflet about animals in captivity)</p> <p>Discussion Text: The Firework Maker's Daughter by Philip Pullman (Children to write a discussion piece on whether fireworks should be banned?)</p> <p style="text-align: center;"><u>Mixed Genre</u></p> <p>Child's own choice: A picture/Quote/Video (Children write two pieces in two weeks where they have the freedom to choose their own text type)</p> | |
| Maths | Place value – 4-digit numbers Addition and subtraction | Measure – perimeter Multiplication and division | Multiplication and division Measure – area Fractions | Fractions Decimals | Decimals Money Time | Statistics Geometry – angles and 2D shapes Geometry – position and direction |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 4 | | | | | | |
|--|---|--|--|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Living things and their habitats (Focus on habitats) | States of matter | Sound | Electricity | Animals including humans | Living things and their habitats (Climate change) |
| Personal, Social and Health Education (PSHE) | Wellbeing: Gratitude | Character Building: 'Good' and 'bad' citizens Confidence: Recognising self-esteem and confidence in others (including well known figures) | Mental Health: - Normalising positive and negative emotions - How to use positive self-talk | Physical Health: Sleep and mood | Citizenship: Managing money and where money comes from | Diversity: Disability/differently-abled people Puberty: Girls taught about periods (1 lesson) |
| Relationship and Sex Education (RSE) | | | | Relationships: - Empathy and understanding - Violence in relationships (friendships) | | |
| Religious Education | How did belief in God affect the actions of people from the Old Testament | What are the beatitudes and what do they mean to Christians? What Do Christians mean by Peace at Christmas? | Hinduism: What is the importance of symbolism, beliefs and teaching in Hinduism? | Do fame and Christian faith go together? How Does Holy Communion Build A Christian Community? | Hinduism: What does it mean to be a Hindu? | Why is liturgy important to many Christians? |
| Geography | Egypt and the River Nile | | | | North America | USA (Including earthquakes) |
| History | | Ancient Egypt | The Anglo-Saxons | The Vikings | | |
| Art and Design | Painting | | Collage | | | Textiles |
| Design and Technology | | Food: Bread | | Structures: Musical Instruments | Electrical: Torches | |
| Computing | Online safety Effective searching | Coding | Writing for different audiences | Hardware investigations Animation | Spreadsheets | Logo |
| Physical Education | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
| Music | Recorder/Steel Pans | Recorder/Steel Pans | Composition/Steel Pans | Composition/Steel Pans | Recorder/Steel Pans | Recorder/Steel Pans |
| French | Transport and days of the week | Weather and months of the year | Going to the doctor | My home | Shops | Buying food for a picnic |
| Philosophy 4 Children | The Paper Dolls It couldn't be done Wants Vs Needs | Where the wild things are The story of Adam & Eve Friends forever | Is this a poem? Lying activities Not a stick | House and Home April Fool Are we too safe? | Ballet Vs Football CCTV spoof letter Inventions | Fun and Games Good Luck/Bad Luck Pinocchio |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| | | Year 5 | | | | | |
|---------|--|---|--|--|--------------------------------------|--|---|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | | <p style="text-align: center;"><u>Fiction</u></p> <p>Narrative- Atmosphere: The Iron Man by Ted Hughes (Narrative scene)</p> <p>Narrative- Tension and Adventure: The Explorer by Katherine Rundell (Narrative scene based on first scene in book. Introduce characters on plane and describe the crash)</p> <p>Diary Entry: The Explorer Katherine Rundell (2 or 3 day entry based from 'River' chapters onwards. Children can choose to entirely invent one day if confident)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Newspaper Report: The Iron Man by Ted Hughes (Children write a newspaper report on the dragon coming down)</p> <p>Newspaper Editorial- Persuasion: The Explorer by Katherine Rundell (Editorial article for quality newspaper written by Fred as an adult arguing that it is important to leave areas of the planet unexplored and untouched)</p> <p style="text-align: center;"><u>Poetry</u></p> <p> kennings Poems: The Explorer by Katherine Rundell (Kenning poem on the Amazon rainforest or a specific part of the Amazon)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Retelling: Hurricane by David Wiesner (Children to retell the story)</p> <p>Narrative- Adventure and Tension: Floodland by Marcus Sedgwick (Narrative scene using first 3-4 chapters of the book as inspiration)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Information Text: Floodland by Marcus Sedgwick (Children to write an information text about a famous river)</p> <p>Letter Writing- Formal: The Lost Words by Robert Macfarlane & Jackie Morris (To write a formal letter to government arguing that poetry should remain on the curriculum)</p> <p>Literary Biography: Radiant Child by Javaka Steptoe (A literary biography of one of three types of lives written in the style of Radiant Child)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Acrostic Spell Poetry: The Lost Words by Robert Macfarlane & Jackie Morris (To write their own acrostic style poem based upon the word that they chose)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Narrative- Adventure: Street Child by Bernie Doherty (Children write a story of a child living in an orphanage and going on a journey to London)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Newspaper Report: A school wide orchestrated event (Write a newspaper report)</p> <p>Persuasive Leaflet: Street Child by Bernie Doherty (Children to write a leaflet persuading authorities to abolish workhouses)</p> <p>Discussion Text: Teacher/class choice of current affairs issue (Children to write a formal balanced argument debating both sides of an issue)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Performance Poetry: Walking with my Iguana Bob Moses (Write your own performance poem inspired by Walking with my Iguana)</p> <p style="text-align: center;"><u>Mixed Genre</u></p> <p>Child's own choice: A picture/Quote/Video (Children write two pieces in two weeks where they have the freedom to choose their own text type)</p> | |
| Maths | | Place value within 100,000 Place value within 1,000,000 Addition and subtraction | Graphs and tables Multiplication and division Measure – area and perimeter | Multiplication and division Fractions | Decimals and percentages Decimals | Geometry – properties of shapes Geometry – position and direction | Measure – converting units Measure – volume and capacity |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 5 | | | | | | |
|--|--|--|--|---|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Earth and Space | Forces | Living things and their habitats | Properties and changes of materials | Properties and changes of materials | Animals including humans |
| Personal, Social and Health Education (PSHE) | Diversity: Racism | Confidence: Body confidence and appearance | Mental Health: Empathy and listening | Physical Health: Sugar | Citizenship: - Road and rail safety - First aid - Risk-taking | |
| Relationship and Sex Education (RSE) | | | | Relationships: Managing conflict | | Puberty and Sex: Physical and emotional changes and how to stay healthy during puberty |
| Religious Education | What Do the Miracles of Jesus Teach? | What can we learn from wisdom? How Do Art and Music Convey Christmas? | Sikhism: What do Sikhs believe? | “What Do the Monastic Traditions Within Christianity Show Us About Living In Community?” What happens in churches during Lent and at Easter? | Sikhism: What does it mean to be a Sikh? | Understanding faith in.... |
| Geography | | | Rivers | The River Thames | | |
| History | Ancient Greece | Ancient Greece | | | Victorian London | Princess Frederica |
| Art and Design | 3-D Sculpture | | Printing | | Drawing | |
| Design and Technology | | Food: A Healthy Soup | | Mechanism: Cam Toys | | Structures: Shelters |
| Computing | Online safety Concept maps | 3D Modelling | Spreadsheets | Databases | Game Creator | Coding |
| Physical Education | Invasion Games | Gymnastics | Gymnfit Circuits | Striking & Fielding | Nimble Nets | Athletics |
| Music | Ukulele/Steel Pans | Ukulele/Steel Pans | Composition/Steel Pans | Composition/Steel Pans | Ukulele/Steel Pans | Ukulele/Steel Pans |
| French | Sports and Hobbies | Seasons and what I wear | Music and instruments | Meals and what I eat and don't eat | Paris and around the town | Packing for a beach holiday |
| Philosophy 4 Children | Is it wrong to..? What is music? Who turned on my phone? | Boys and girls Fairest teacher of them all Elephant Art | Graffiti tree Pandora's Box What's on your mind? | Pollock Art The Orange Seller Superman | People and Animals Praying Robots and Humans | Ship of friends Apologies Bike theft |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 6 | | | | | | |
|---------|--|--|--|--|--|------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | <p style="text-align: center;"><u>Fiction</u></p> <p>Narrative- Building Tension: The Boy in the Girl's bathroom by Louis Sachar (Write the scene where Bradley hands his homework in, from tossing and turning in bed the night before through to where he screws up his work)</p> <p>Narrative- Using Different Text Types: Orphans of the Tide by Struan Murphy (A retelling of the scene where Seth emerges from the Whale and the introduction of Hargrath. Children encouraged to invent their own characters)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Informal Letter: The Boy in the Girl's Bathroom (Children write letter from Carla Davis to Jeff persuading him to remain Bradley's friend)</p> <p>Biography: The Boy in the Girl's Bathroom by Louis Sachar (A biography imagining Bradley went on to be famous in some capacity)</p> <p>Discussion Text: Orphans of the Tide by Struan Murphy (A formal piece to discuss whether or not the inquisition is a good or bad thing)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>War Poetry: A selection of WW1 poets such as Owen Sassoon and Vira Brittain (A WW1 poem inspired by these poets)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Retelling: The Day War Came by Nicola Davies (Retelling of the journey child undertakes)</p> <p>Narrative- Adventure: The Giant's Necklace by Michael Morpurgo (Writing inspired by scene involving Cherry at the beach)</p> <p>Diary Entry: The Promise by Nicola Davis (Children to write a diary over 3 days as the homeless character from the story)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Newspaper Report: The Giant's Necklace by Michael Morpurgo (Newspaper report on Cherry going missing)</p> <p>Newspaper Editorial: The Giant's Necklace by Michael Morpurgo (Children to write an editorial on whether we should curtail our children's independence)</p> <p>Information Leaflet: The Promise by Nicola Davis (Children to write a charity leaflet on homelessness)</p> | | <p style="text-align: center;"><u>Fiction</u></p> <p>Narrative- Spooky Story: The Wedding Ghost by Leon Garfield (Children write their own ghost story based on the book)</p> <p>Narrative- Humorous Tale: St George and the Dragon picture (Children write an invented narrative that ends with the picture)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Newspaper Report: A school wide orchestrated event (Write a newspaper report)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Personification Poetry: Variety of poets (Write own piece of personification poetry based on stationary)</p> <p style="text-align: center;"><u>Mixed Genre</u></p> <p>Child's own choice: A picture/Quote/Video (Children write two pieces in two weeks where they have the freedom to choose their own text type)</p> | |
| Maths | Place value within 10,000,000 Four operations | Fractions Geometry – position and direction | Decimals Percentages Algebra | Measure – imperial and metric measures Measure – perimeter, area and volume Ratio and proportion | Geometry – properties of shapes Problem solving | Statistics |

CURRICULUM OVERVIEW BY YEAR GROUP 2021-22

| Year 6 | | | | | | |
|--|--|--|--|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Light | Evolution and Inheritance | Animals including humans | Living things and their habitats | Electricity | Forensics or Sports Science |
| Personal, Social and Health Education (PSHE) | Wellbeing: Kindness | Confidence: Social media and the digital world | Mental Health: - Bullying - Coping strategies | Physical Health: Drugs and alcohol | Citizenship: - Anti-social behaviour - Resolving conflicts | Diversity: Gender identity, gender stereotypes, sexuality and homophobia |
| Relationship and Sex Education (RSE) | | | | Relationships: Sexual harassment and how to seek help Personal boundaries Seeking help | | |
| Religious Education | The journey of life and death | Should every Christian go on a pilgrimage? How Would Christians Advertise Christmas To Show What Christmas Means Today? | Buddhism: What Does It Mean To Be a Buddhist? | The Contemporary Anglican Church. How Does The Christian Festival of Easter Offer Hope? | How has the Christian message survived for over 2000 years? | Rules and Responsibilities – Who Decides? Version b |
| Geography | | | Asia | | France | Wales |
| History | World War 1 | World War 1 | | Early Islamic Civilizations | | |
| Art and Design | Painting | | Collage | Textiles | | |
| Design and Technology | | Textiles – Sewing: Slippers | | | Food: Savoury Filled Pasta | Electrical: Fairgrounds |
| Computing | Online safety Networks | Quizzing | Spreadsheets | Coding | Text Adventures | Blogging |
| Physical Education | Invasion Games | Gymnastics | Gymfit Circuits | Striking & Fielding | Nimble Nets | Athletics |
| Music | Class Band/Steel Pans | Class Band/Steel Pans | Composition/Steel Pans | Composition/Steel Pans | Class Band/Steel Pans | Class Band/Steel Pans Summer Production |
| French | In my school bag | School subjects and expressing preferences | My daily routine In my school bag | At the restaurant | European countries and travel | A trip to the beach |
| Philosophy 4 Children | Lucy and the real number. Becky's bright idea (Parts 1 & 2) | I am everyone Here & Elsewhere Consequences | Friendship activities Bullying activities The Test | Nomological Dangler poem Tolerance Big Red Button | Kant's box The perfect school Dove Beauty | The Wronger poem Fairness Switch it off |