

St Giles Academy



Curriculum Overview

2022 to 2023

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significant Events	Autumn	Remembrance Day - Inter Faith Week - World Children's Day - Black History Month - Harvest - Week - Roald Dahl Week - Anti-Bullying Week					
	Spring	International Mother Language Day - FairTrade Fortnight - Justice Week - World Book Day - British Science Week - International School Meals Day - Water Day - Mothers Day					
	Summer	Cultural Diversity Day - International Astronomy Day - Walk to School Week - UNICEF day of change - World Environment Day - Fathers Day - World Refugee Day - World Music Day - Sports Day - Sports Week					
Art	Autumn 1	Collage Experimenting with textures	Drawing Layering and tones	Drawing Pencil grades, tones and texture	Printing Varying colours and materials	Sculpture Experimenting with combining materials	Collage Combine pattern, tone and shape
	Autumn 2	Printing Designing a printing block	Sculpture Creating a sculpture	Printing Two colour prints			Sculpture Create work open to interpretation
	Spring 1	Drawing Shapes and thickness	Collage Varying materials and their choices	Painting Creating a wash	Collage Ceramic mosaics: combining visual and tactile qualities	Painting Creating colours to expressing emotions	Painting Explain own style and techniques
	Spring 2				Drawing Organise line, tone, shape and colour. Show reflections	Printing Accuracy with different materials	
	Summer 1	Sculpture Texture and shapes with different tools	Painting Mixing secondary colours	Sculpture Adding texture and shape	Sculpture Sculpting clay	Collage Combining various materials and ceramics	Drawing Communicating emotions
	Summer 2	Painting Thick and thin strokes	Printing Pressing, rolling, rubbing, stamping	Collage Mosaics and montages	Painting Mixing colours Create mood and feeling	Drawing Represent figures / forms in movement, with reflections.	Printing Overprinting
Computing	Autumn 1	E-Safety - Staying Safe Knowing what should be private	Researching E safety - staying safe Using a search engine	Researching E safety - staying safe Effective searches	Researching E safety - staying safe Reliability of searches	Researching E safety - staying safe Searches, networks and social media	Researching E safety - staying safe Adapting searches
	Autumn 2						Using programmes Collecting, analysing and evaluating data.
	Spring 1	Digital content E-safety - cyberbullying Creating, opening and saving documents	Digital content E-safety - cyberbullying Beginning to word process and altering text	Digital content E-safety - cyberbullying Emails and attachments	Digital content E-safety - cyberbullying Filming and Green Screens	Digital content E-safety - cyberbullying Backgrounds and Green Screens	Digital content E-safety - cyberbullying Graphical techniques
	Spring 2				Graphics Editing for effect	Graphics Filters and airbrushing - Manipulating images	
	Summer 1	Programming E-Safety - Gaming Programming Bee Bots, algorithms and simple instructions	Programming & Digital Content E-Safety - Gaming Importing images and recording	Programming E-Safety - Gaming Creating algorithms and logical reasoning	Programming E-Safety - Gaming Simple programming - algorithms and sequencing	Programming E-Safety - Gaming Programmes that control simulations and physical systems.	Programming E-Safety - Gaming Algorithms for sorting and searching
	Summer 2		Programming: Gaming/E-Safety Creating simple programs				
Design Technology	Autumn 1	Designing with words and pictures	Using drawings and notes to records ideas	Developing designs with sketches	Research, development and prototypes	Designs for particular audiences using annotated sketches, detailed plans and presentations.	Designs with mechanisms and computer based tools
	Autumn 2						
	Spring 1	Making focus: Using a variety of tools Joining materials	Making focus: Using a variety of tools Stronger structures, wheels and axles	Making focus: Using a variety of tools Combining materials for fixed and moving joints	Making focus: Using a variety of tools Modifying approaches	Joining and combining a range of materials, including various techniques for wood	
	Spring 2						
	Summer 1	Preparing food and healthy diets	Improving products	Identifying strengths and areas to develop	Meeting the design brief and varied diets	Cooking savoury dishes	Various savoury dishes and evaluating the product
	Summer 2						

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English (Overview)	Autumn 1	The Three Little Pigs (Sentences using 'I' from the pig's point of view) Goldilocks and the Three Bears (instructions and wanted poster)	Handa's Surprise (Instructions) The Ugly Five (setting and recount)	The Frog Prince (Description) Meerkat Mail (Informal Letter) Man on the Moon (Diary)	How Do Lighthouses Work? (Explanation) The Red Prince (Narrative)	The Boy at the Back of the Class (Character Description) Shackleton's Journey (News report)	Alex Rider: Stormbreaker (Persuasive Letter and information text) Mary and Frankenstein (Story opener)
	Autumn 2	Beegu (Letter) Aliens Love Panta Claus (Description)	Jack and the Beanstalk (Narrative and recount)	Grandad's Island (Narrative) The Fourth Wise Man (Diary)	Rosie revere Engineer (advert and biography) Peter and the Wolf (Description)	Harry Potter and the Philosopher's Stone (Setting description and alternative ending) The Polar Express (Persuasion)	Wisp (Diary) Snowman's journey (Poetry)
	Spring 1	Little Red Riding Hood (Narrative) The Gingerbread Man (Recount)	Grace Darling biographies (letter) The LighthouseKeepers Lunch (Diary and recount)	Hansel and Gretel by Rachel Isadora (Narrative) Stone-Age Boy Non-chronological report)	Arthur and the Golden Rope (Description) The Land of Neverbelieve (Non-chronological report)	Skellig (Balanced argument) The Rough Faced Girl (Narrative)	Twilight (News report, alternative ending and balanced argument)
	Spring 2	The Queen's Hat (Poetry) Lost and Found (Letter)	Traction man (Narrative) Please Mrs Butler (Performance Poetry)	Journey (Narrative) Quest (Informal Letter) Poetry Week	Mufaro's Beautiful Daughters (Recount) Stig of the Dump (Narrative)	Street Child (Diary) The Snow Leopard (Myth)	Poetry Week Holes (Setting description and non-chronological report)
	Summer 1	Poetry Week Giraffes can't dance (Narrative) Oliver's Vegetables (Recount)	Poetry Week Actual Size (Description) David Attenborough (Biography) Vlad and the Great Fire of London (Recount and diary entry)	The Frog Prince Continued (Character description) The Secret of the Black Rock (Recount)	Poetry Week The Highwayman (Character Description and Newspaper report) The Rabbits (Letter)	Poetry Week The Hunger Games (Persuasive letter and narrative)	Wonder (Character description, character viewpoint and epilogue) Letters from the Lighthouse (informal letter and setting description)
	Summer 2	How to Catch a Star (Recount) Counting Katherine (letter)	The True Story of the Three Little Pigs (Letter)	Roald Dahl's Revolting Recipes (Advert and Information Text) The Lost Happy Endings (Informal letter)	Mr Stink (Biography and Narrative)	Hurricane (Non-chronological report) Romeo and Juliet (Narrative)	The Tower (Diary) Macbeth (Persuasive speech)
English (Reading Words)	Ongoing	Apply phonic knowledge to decode Respond with correct sound to graphemes for all 40+ phonemes Blend sounds in unfamiliar words containing GPCs already taught Read common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable Read words with contractions and understand role of apostrophe Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency	Continue to apply phonic knowledge to decode until reading is fluent Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes Read words containing common suffixes Read further common exception words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Read further exception words Note unusual correspondence between spelling and sound	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Read further exception words Note unusual correspondence between spelling and sound	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

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English (Reading Composition)	Ongoing	<p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense</p> <p>Discuss significance of titles/events</p> <p>Predict and infer based on what they know and the text</p> <p>Take turns to explain their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Discuss sequence of events in books</p> <p>Read a wider range of fairy stories, traditional tales and recognise simple recurring language</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense</p> <p>Make predictions and inferences</p> <p>Ask and answer questions</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Take turns in high-quality discussions about what they have heard/read</p> <p>Retrieve and record information from non-fiction</p>	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Make reasoned predictions of what might happen clearly derived from details both stated and implied</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p>	<p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p>

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English (Grammar and Punctuation)	Ongoing	<p>Leave spaces between words</p> <p>Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark</p> <p>Use "and" to join words and clauses</p> <p>Use capital letter for names of people, places, days of the week and pronoun</p>	<p>Use commas in lists</p> <p>Use apostrophes for the contracted form</p> <p>Use apostrophes for singular possession</p> <p>Use sentences with different forms: statements, commands, questions and exclamations</p> <p>Use expanded noun phrases</p> <p>Use present/past tense including progressive</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but)</p> <p>Use some features of Standard English</p>	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Use present perfect verb tense (I have seen)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Express time, place and cause using prepositions (before, after, during, in, because of)</p> <p>Punctuate direct speech with inverted commas</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophe for plural possession</p> <p>Punctuate direct speech with inverted commas</p> <p>Know the difference between Standard/non-Standard English</p>	<p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Indicate parenthesis using brackets, dashes and commas</p> <p>Use commas to clarify meaning/avoid ambiguity</p> <p>Use expanded noun phrases for accuracy</p>	<p>Use active/passive voice for effect</p> <p>Use perfect form to indicate time/cause</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list and mark boundaries between clauses</p> <p>Use semi-colons in a longer list and to mark boundaries between clauses</p> <p>Punctuate bullet points consistently</p> <p>Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</p>
English (Plan, draft, edit and evaluate)	Ongoing	<p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Plan/say aloud what they are going to write, sentence by sentence</p> <p>Write down key ideas/words/vocabulary</p> <p>Evaluate own writing with teacher/other pupils</p> <p>Re-read for sense and verb tense consistency</p> <p>Proof-read for errors in spelling, grammar and punctuation</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p>	<p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>	<p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>

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English (Language and vocabulary)	Ongoing	<p>Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing</p> <p>Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</p> <p>Change meaning of adjectives/verbs using prefix un</p>	<p>Recognise and use simple recurring literary language in stories and poems</p> <p>Discuss and clarify meanings of new words, making links to known vocabulary</p> <p>Use drama and role-play to identify with and explore characters</p> <p>Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs</p>	<p>Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)</p> <p>Create characters, setting and plot</p> <p>Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <p>Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses</p> <p>Discuss words and features of texts that capture the reader's interest</p>	<p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Evaluate how authors use language and consider effect on the reader</p>	<p>Identify formal/informal structures eg question tags, subjunctive form</p> <p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Evaluate how authors use language and consider effect on the reader</p>
English (Text Structure and features)	Ongoing	<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p>	<p>Draw on a wide range of stories, poems, plays and information books and understand their features</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring language and discuss favourite words and phrases</p> <p>Understand the structure of non-fiction books</p> <p>Write for different purposes including narratives (real and fictional), real events and poetry</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Organise paragraphs around a theme</p> <p>Build cohesion within a paragraph</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Organise paragraphs around a theme</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text</p>

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English (Transcription)	Ongoing	<p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un-</p> <p>Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Sit correctly at table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p>	<p>Learn alternative spelling phonemes</p> <p>Spell common exception words, contractions and homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join and know which are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>	<p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>
French	Autumn 1			CH OU ON OI and Salutations	Seasons	In the classroom	QU, GNE, ç, EN, AN
	Autumn 2			Colours and Numbers	Transport	Do you have a pet?	Habitats
	Spring 1			Animals	Shapes	The date	At school
	Spring 2			Musical Instruments	Presenting myself	The weather	
	Summer 1			Fruits	Family	Clothes	Healthy lifestyles
	Summer 2			Parts of the body	My home	The Olympics	The weekend
Geography	Autumn 1	The United Kingdom and our local environment. Physical features	Making comparisons of physical and human features in the local area and another country. Weather in the UK.	Political regions. Food, routes, settlements and points of a compass.	Maps, atlases and digital technologies. Grid references. Interpreting simple data.	North America. Positional References: latitude, longitude, equator. Natural resources	South America. Timezones. Biomes and vegetation belts and climate change.
	Autumn 2						
	Spring 1						
	Spring 2						
	Summer 1	How are animals different around the World? Continents and oceans	There's a World out there! Capital cities	UK counties and cities. Topographical similarities/differences and reading maps.	Rivers, coasts and mountains. The water cycle. Fieldwork.	Natural disasters. Measuring and interpreting data.	Fieldwork: using tools accurately. Following routes and researching themes.
	Summer 2						
History	Autumn 1						
	Autumn 2						
	Spring 1	Kings and Queens Sequencing events with pictures.	Florence Nightingale and Grace Darling Offering opinions and facts	Stone Age to Iron Age Understand BC and AD Duration of periods on a timeline	The Romans Understanding settlers and invaders Primary / secondary sources	Ancient Egyptians Comparing historical sources What is a legacy?	Crime and Punishment Identifying events, connections and analysing trends.
	Spring 2						
	Summer 1	The Space Race Asking who, where and when questions.	The Great Fire of London Explore how events affect people	Anglo Saxons Pose own questions about events	The Vikings Impact of historical events	Ancient Greece Impact on the modern world and political systems.	World War Two Methods of historical enquiry. Different points of view.
	Summer 2						

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Mathematics	Autumn 1	Number - Place value (within 10)	Number - Place value Number - Addition and Subtraction	Number: Place Value; Addition and Subtraction	Number - Place Value Number - Addition and Subtraction	Number - Place Value Number - Addition and Subtraction	Number - Place value Number- Addition, Subtraction, Multiplication and Division
	Autumn 2	Number - Addition and Subtraction (within 10) Geometry - shape consolidation	Addition and Subtraction Geometry - shape	Number: Multiplication and Division	Measurement - Area Number - Multiplication and Division Consolidation	Number - Multiplication and Division Number- Fractions A	Number - Fractions A and B Measurement - Converting Units
	Spring 1	Number: Place value (within 20), Number: Addition and Subtraction (within 20)	Measurement: Money Number: Multiplication and Division - Statistics	Number: Multiplication and Division Measurement: Length and Perimeter	Number - Multiplication and Division Measurement - Length and Perimeter	Number - Multiplication and Division Number - Fractions B	Number- Ration Number - Algebra Number - Decimals
	Spring 2	Number: Place value (within 50), Measurement: Length & Height, Measurement: Mass & Volume	Measurement: Length and Height Measurement - Mass, temperature and capacity	Number: Fractions Measurement - Mass and Capacity	Number - Fractions and Decimals	Number - Decimals and Percentages Measurement - Perimeter and area Statistics	Number - Decimals, Fractions and Percentages Measurement - Area, perimeter and volume Statistics
	Summer 1	Number: Multiplication & Division, Number: Fractions, Geometry - position and direction	Statistics Number - Fractions Geometry - Position and Direction	Number: Fractions Measurement - Money Measurement - Time	Number - Decimals Measurement - Money Measurement - Time	Geometry - Shape Geometry -- Position and Direction Number - Decimals	Geometry - Shape Geometry - Position and direction
	Summer 2	Number: Place value to 100, Time, Money	Problem Solving Measurement - Time	Geometry - Shape Statistics Consolidation	Consolidation Geometry - Shape Statistics Geometry - Position and Direction	Number - Negative numbers Measurement - Converting Units Measurement - Volume	Consolidation, themed projects and problem solving
Music	Autumn 1	Ourselves: Exploring Sounds Number: Beat through movement	Ourselves: Exploring sounds Toys: Beat	Environment: Composition Building: Beat	Poetry: Performance Environment: Composition	Our Community: Performance	World Unite: Step, Dance Performance
	Autumn 2	Animals - Pitch Weather: Exploring sounds	Our Land: Exploring sounds Our bodies: Beat	Sounds: Exploring sounds Poetry: Performance	Sounds: Exploring sounds Recycling: Structure	Solar System: Listening	Journeys: Song, Cycle Performance
	Spring 1	Machines: Beat Seasons: Pitch	Animals: Pitch Number: Beat	China: Pitch Time: Beat	Building: Beat Around the World: Pitch	Life Cycles: Structure	Growth: Street Dance
	Spring 2	Our School: Exploring sounds Pattern: Beat	Storytime: Exploring sounds Seasons: Pitch	In the Past: Pitch Communication: Composition	Ancient Worlds: Structure Singing Spanish: Pitch	Keeping Healthy: Beat	Roots: Mini musical performance
	Summer 1	Storytime: Exploring sound Our Bodies: Beat	Weather: Exploring sounds Pattern: Beat	Human Body: Structure Singing French: Pitch	Communication: Composition Time: Beat	At the Movies: Composition	Class Awards: Award show performance
	Summer 2	Travel: Performance Water: Pitch	Water: Pitch Travel: Performance	Ancient Worlds: Structure Food and Drink: Performance	In the Past: Notation Food and Drink: Performance	Celebration: Performance	Moving on: Performance
Physical Education	Autumn 1	Invasions Games	Invasions Games	Football Dodgeball	Tag-Rugby Swimming	Football Dodgeball	Football Netball
	Autumn 2	Net/Wall Games	Net/Wall Games	Basketball Hockey	Swimming Basketball	Basketball Hockey	Dodgeball Tag-Rugby
	Spring 1	Dance	Dance Bending, twisting and stretching.	Dance Gymnastics	Dance Swimming	Dance Gymnastics	Dance Gymnastics
	Spring 2	Fitness/Gymnastics	Fitness/Gymnastics Bending, twisting and stretching.	Fitness Tennis	Swimming Gymnastics	Badminton Volleyball	Fitness Tennis
	Summer 1	Striking/Fielding	Striking/Fielding	OAA Cricket	OAA Cricket	OAA Cricket	OAA Cricket
	Summer 2	Athletics	Athletics	Athletics Rounders	Athletics Rounders	Athletics Rounders	Athletics Rounders

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE	Autumn 1	What is the same and different about us? (relationships)	What makes a good friend? (relationships)	How can we be good friends? (relationships)	What strengths, skills and interests do we have? (Health and wellbeing)	What makes up a person's identity? (Health and wellbeing)	How can we keep healthy as we grow? (Health and wellbeing)
	Autumn 2	Who is special to us? (relationships)	What is bullying? (relationships)	What keeps us safe? (Health and wellbeing)	How do we treat each other with respect? (relationships)	What decisions can people make with money? (Living in the wider world)	
	Spring 1	What helps us stay healthy? (Health and wellbeing)	What jobs do people do? (Living in the wider world)	What are families like? (Relationships)	How can we manage our feelings? (Health and wellbeing)	How can we help in an accident or emergency? (Health and wellbeing)	How can the media influence people? (Living in the wider world) E-Safety
	Spring 2	What can we do with money? (Living in the wider world)	What helps us to stay safe? (Health and wellbeing) E-Safety	What makes a community? (Living in the wider world)	How will we grow and change? (Health and wellbeing)	How can friends communicate safely? (Relationships) E-Safety	
	Summer 1	Who helps to keep us safe? (Health and wellbeing)	What can help us grow and stay healthy? (Health and wellbeing)	Why should we eat well and look after our teeth?	How can our choices make a difference to others and the environment? (Living in the wider world)	How can our choices make a difference to others and the environment? (Living in the wider world)	What will change as we become more independent? How do friendships change as we grow? (Relationships)
	Summer 2	How can we look after each other and the world? (Living in the wider world)	How do we recognise our feelings? (Health and wellbeing)	Why should we keep active and sleep well? (Health and wellbeing)		How can we manage risk in different places? (Health and wellbeing) E-Safety	
Religious Education	Autumn 1	Births as a celebration (Christianity/Islam)	Islam How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith?	Hinduism Introduction to Hinduism. How are deities and key figures described in Hindu sacred texts and stories?	Christianity How is Christian belief expressed collectively?	Christianity How do Christians show they belong?	Islam and Sikhism How do teachings guide the way Muslims and Sikhs act in the world?
	Autumn 2	Christianity Christian celebrations (focus on Christmas)	Christianity Old Testament - understanding God	Hinduism Diwali, how Hindus show they belong?	Hinduism How is Hindu worship expressed personally and collectively?	Christianity What do the symbols in the story of the baptism of Jesus reveal about the nature of God?	Islam and Sikhism How are beliefs expressed in practice?
	Spring 1	Christianity Stories of the New Testament -Jesus focus	Islam What does the Quran say about how Muslims should treat others and live their lives?	Christianity What visual symbols and symbolic acts can be seen in a Christian church?	Christianity How do symbols in the Bible help a Christian to relate to God?	Hinduism How do Hindus reflect their faith in the way they live?	Christianity and Judaism How does worship and celebration build a sense of community?
	Spring 2	Christianity What does the Bible say about how Christians treat others?	What do Christians and Muslims do to express their beliefs?	Christianity In what way does the Bible teach Christians to treat others?	Forgiveness - Christianity, Islam, Hinduism and introduction to Judaism		Christianity and Judaism How might language within worship express belief?
	Summer 1	Creation and natural world - Christianity, Islam and Buddhism	Islam Which celebrations are important to Muslims? -Eid focus	Islam How is Muslim worship expressed collectively?	Islam How do Muslims show they belong?	Islam How does Muslim worship and celebration build a sense of community?	Buddhism and Hinduism How does worship and celebration build a sense of community?
	Summer 2	What does it mean and why does it matter to belong? Christianity and Islam.	Thankfulness - link to Christianity and Islam and introduce Hinduism	Pilgrimage - example of Christian, Hindu and Islam pilgrimage and introduction to Sikh religion	Islam What does the Quran teach Muslims about how they should treat others?	Expressing belief through the arts - e.g. Antoni Gaudi	Buddhism and Hinduism What is a good life?
Science	Autumn 1	Seasonal changes Changes in the weather	Living things and their habitats What they need to live.	Animals, including humans Skeletons and muscles	Living Things Identifying living things using guides and keys.	Properties and changes of materials Reversible and irreversible changes. Chemists and creating new materials.	Evolution and Inheritance
	Autumn 2	Plants Types and parts of plants.			Animals including Humans The digestive system Food chains		Living things and their habitats Classification System
	Spring 1	Everyday materials Materials and their properties	Use of everyday materials Changing materials by squashing, bending, twisting and stretching.	Rocks and Soils Classifying types of rocks. Formation of soil.	Sound Vibrations, pitch and volume	Animals including Humans Growth and development. Puberty.	Light How light travels and the eye.
	Spring 2			Plants and Flowers Structures and functions.	Electricity Series circuits and components.	Living things and their habitats Lifecycles and reproduction.	Animals including Humans Human circulatory system.
	Summer 1	Animals, including humans Naming familiar animals and their body parts.	Animals, including humans Basic needs, nutrition and growth.	Light Reflections and Shadows	States of Matter How materials change.	Forces Resistance, friction, levers and pulleys.	Electricity The effects of changing components in a series circuit.
	Summer 2		Plants Germination and what plants need to grow.	Magnets and Forces Magnetic materials, friction and investigations		Earth and Space The Solar System and the planets.	