



Year R Curriculum Overview

| EYFS Area of Learning | ELG | Year R | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------------------|-------------------------|----------------------|---|--|--|--|---|---|
| | | | All about me | Fairy Tales | Countries | Toys | Down on the Farm | Mini-Beasts |
| Literacy | Comprehension | READING Key Texts | <p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>Know that a book has a Beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> | <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets pictures from book or role-play.</p> | <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p> | <p>Retell stories in the correct sequence, draw on language patterns of stories</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> | <p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry).</p> | <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> |
| | Word Reading | | Phonics (RWI) | Read single-letter Set 1 sounds | Read all Set 1 sounds; blend sounds into words orally | Blend sounds to read words; read short Ditty stories | Read Red Storybooks | Read Green Storybooks; read some Set 2 sounds |
| | Writing | WRITING | RWI: Letter formation | RWI: Letter formation | Red Ditty Books – story sentences | Red Ditty Books – story sentences | RWI: Green fiction books build a sentence narrative RWI: Green non-fiction books explanation | RWI: Green fiction books build a sentence narrative RWI: Green non-fiction books recount |
| Physical Development | Fine Motor Skills | | To know which hand to write with. To use a dominant hand. | To begin to use anticlockwise movement and retrace vertical lines | To know how to use scissors effectively. | To handle tools, objects, construction and malleable materials safely and with increasing control. | To show good control and coordination in large and small movements | To know how to handle a range of equipment and tools effectively. |
| | Gross Motor Skills | PE | Fundamentals 1 | Gymnastics | Games | Fundamentals 2 | Dance | Ball Skills |
| Communication and Language | Listening and attention | | Understand how to listen carefully and why listening is important. | Engage in story times. | Listen to and talk about select non-fiction to develop a deep familiarity with new knowledge and familiarity. | Develop new knowledge through listening to these books | Listen to and stories to build familiarity and understanding | Listen attentively during discussions as a group as well as 1:1 |
| | Understanding | | To know familiar songs | To know different traditional stories. | To know about different celebrations. | I understand 'why' questions and respond appropriately to them. | I can ask questions about stories that have been read to me and I have read. | I can ask questions in discussions when 1:1, in small groups and larger class discussions. |

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| | Speaking | | To describe different story and non-fiction text | To begin to talk about why things happen using new vocabulary learnt. | To talk confidently about why things happen using new vocabulary learnt. | To engage in meaningful conversations with other | To be able to give facts about a specified subject | To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | |
| Mathematics | Number | Maths | <p>Identify when a set can be subitised and when counting is needed.</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers.</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p> <p>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.</p> <p>Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.</p> <p>Compare sets of objects by matching.</p> <p>Begin to develop the language of 'whole' when talking about objects which have parts.</p> | | <p>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.</p> <p>Begin to identify missing parts for numbers within 5.</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.</p> <p>Focus on equal and unequal groups when comparing numbers.</p> <p>Understand that two equal groups can be called a 'double' and connect this to finger patterns.</p> <p>Sort odd and even numbers according to their 'shape'.</p> <p>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.</p> <p>Order numbers and play track games.</p> <p>Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p> <p>Compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p>Continue to identify when sets can be subitised and when counting is necessary.</p> <p>Develop conceptual subitising skills including when using a rekenrek.</p> | | <p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p> <p>Compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p>Continue to identify when sets can be subitised and when counting is necessary.</p> <p>Develop conceptual subitising skills including when using a rekenrek.</p> | | |
| | Numerical Patterns | | | | | | | | |

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| Expressive Arts and Design | Creating with Materials | DT | FABRIC Create a fabric puppet of themselves and their friends. Identify their key facial features. | COOKING Make fairy cakes for a fairy tale picnic. Follow visual prompts to weigh, mix and decorate cakes. | FABRIC Make bunting that represents and celebrates colours from around the world. Explore textures and colours. Find ways to attach different resources to fabric. | MECHANISMS Explore toys that use push and pull mechanisms. Make their own toy boats and find ways to make them sail faster. | STRUCTURE Draw different animals and choose a favourite to make a model of. Work together as a class to create a farm yard. | COOKING Using a variety of fruit and vegetables, children will create a healthy snack in the shape of a mini-beast. |
| | Being Imaginative and Expressive | Art | DRAWING Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. ARTIST: Piet Mondrian, Picasso | SCULPTURE Explore architecture and building using a variety of materials. Final Piece – Create Your Own Fairy Tale Castle / Palace ARTIST: Buildings of the world, Frank Gehry | PRINTING Explore World Art's Repeating Patterns. Children will use a variety of materials to create their own prints and repeating patterns ARTIST: World Art: African Art, Islamic geometric patterns found in the Middle East, Navajo blankets in North America, and stained-glass windows in western European religious buildings | PAINTING Children will explore the work of Yayoi Kusaama and create their own spotty pictures ARTIST: Yayoi Kusaama own spotty picture | COLLAGE Children will explore the use of colour and Steven Brown's work. Children will create collages of farm animals using a range of materials ARTIST: Steven Brown, Megan Coyle | SCULPTURE Explore the work of James Brunt using the natural world to create mini-beast sculptures ARTIST: James Brunt |
| | | | Music | Musical Focus: Rhymes, poems & songs Music Express Units: Who Shall I be today? | Musical Focus: Singing, playing, listening, responding, moving to music Music Express Units: When snowflakes fall | Musical Focus: Singing, playing, listening, responding, moving to music Music Express Units: Beyond the stars | Musical Focus: Singing, playing, listening, responding, moving to music Music Express Units: Amazing African animals | Musical Focus: Singing, playing, listening, responding, moving to music Music Express Units: Do you see dinosaurs? |
| Understanding the World | Past and Present | History | Who am I? | What sort of monarch would I be? | What celebrations do we enjoy in our setting? | How have toys changed over the last 150 years? | What do we wear at different times of the day? | Why should we look after our local environment? |
| | People, Culture and Communities | Geography | Who am I? | What would my Kingdom be like? | Where do people live? | What does Spring look like? | What happens on a farm? | In which environment do minibeasts thrive best? |

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| | | RE | CREATION Why is the word 'God' so important to Christians? | OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas? | NEW TESTAMENT STORIES Which stories are special and why? | SALVATION Why do Christians put a cross in an Easter Garden? | WORLD FAITH STORIES Which stories are special and why? Islam, Judaism | WORLD FAITH STORIES Which stories are special and why? Hindu Darma, Sikhi |
| | | Computing | Barefoot for Early Years Busy Bodies | Barefoot for Early Years Awesome Autumn | Barefoot for Early Years Winter Warmers | Barefoot for Early Years Boats Ahoy | Barefoot for Early Years Springtime | Barefoot for Early Years Summer Fun |
| | | The Natural World | Science | Keeping myself clean and healthy (changing seasons) | Materials | Freezing and melting (Changing Seasons) | Investigations | Plants and animals (Seasonal change) |
| Personal, Social and Emotional Development | Self-Regulation | PSHE | My Feelings | Building relationships: Special relationships | Managing self: Taking on challenges | Self-regulation: Listening & following instructions | Building relationships: My family & friends | Managing self: My well-being |
| | Managing Self | | | | | | | |
| | Building Relationships | | | | | | | |

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| RRSA | Understanding the rights of a child | Article 1 Definition of a child Everyone under 18 has rights | Article 7 Name and Nationality I have the right to a name and to belong to a country. | Article 2 No Discrimination All children have rights. | Article 9 Keeping families together I have the right to live with a family who cares for me. | Article 28 Access to education I have the right to an education. | Article 31 Rest, Play, Culture, Arts I have the right to relax and play. |
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Year 1 Curriculum Overview

| Year 1 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|------------------------------|--|--|---|---|---|--|
| READING Key Texts | F: Last Stop on Market Street by Matt De La Pena NF: Toys and Games (Ways Into History) by Sally Hewitt | F: The Way Back Home by Oliver Jeffers P: Firework Night by Jane Considine | F: Wombat Goes Walkabout by Michael Morpurgo NF: Ice Planet Adventure Park | F: The Storm Whale by Benji Davis NF: When I am by Myself by Eloise Greenfield | F: The Train Ride by June Crebbin NF: Our Trip to the Woods | Grandad's Island by Benji Davis NF: On Safari by Jane Considine |
| WRITING | Fiction: Story Narrative Non-Fiction: Non-Chronological Report | Fiction: Science Fiction Narrative Non-Fiction: Poetry | Fiction: Adventure Narrative Non Fiction: Persuasive Leaflet | Fiction: Story Narrative Non-Fiction: Poetry | Fiction: Story Narrative Non-Fiction: Recount | Fiction: Adventure Narrative Non-Fiction: Travel Journal / Information Text |
| MATHS | Place value Addition & Subtraction | Addition & Subtraction Shape | Place value Addition & Subtraction | Place Value Length & Height Mass and Volume | Multiplication & Division Fractions Position & Direction | Place Value Money Time |
| SCIENCE | Seasonal Changes (Physics) Everyday materials (Chemistry) | Seasonal Changes (Physics) Everyday materials (Chemistry) | Seasonal Changes (Physics) Animals, including humans (Biology) | Seasonal Changes (Physics) Animals, including humans (Biology) | Seasonal Changes (Physics) Animals, including humans (Biology) | Seasonal Changes (Physics) Plants (Biology) |
| RE | GOD: What do Christians believe God is like? | INCARNATION: Why does Christmas matter to Christians? | GOSPEL: What is the Good News that Jesus brings? | SALVATION: Why does Easter matter to Christians? | JUDAISM: Who is Jewish and what do they believe? | JUDAISM: Who is Jewish and what do they believe? |
| PSHE | Family and Relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| HISTORY | Geography What is our country like? Focus: UK countries, capitals and seas | History Changes within living memory: How has the life of a child changed? | Geography Wherever Next? Focus: Poles and Equator? | History Significant historical events, people, and places in their own locality: How has Egerton school changed since Victorian times? | Geography What is my location like? Focus: Local Environment (School grounds) | History Events beyond living memory that are significant nationally or globally: How did castles develop over time? |
| GEOGRAPHY | | | | | | |
| DT | | | | | | |
| ART | ART: Printing Create a surreal self portrait | DT: Sliders & Levers Pop up and sliding pictures | ART: Painting Work collaboratively to create a painted collage | DT: Preparing foods Sandwiches | ART: Collage Produce a layered collage of my local area | DT Freestanding Structures: Castle |
| PE | Ball Skills Target Games | Dance Fundamentals | Gymnastics Invasion Games | Gymnastics Net and Wall Games | Striking and Fielding Games Fitness | Athletics Sending and Receiving |
| MUSIC | | | | | | |
| COMPUTING | COMPUTING Computing: Computing systems and networks – laptops Computing Safety & Security | MUSIC Musical Focus: Exploring Sounds Music Express Unit 4: Weather Musical Focus: Performance Christmas Performance | COMPUTING Computing: Creating media – laptops Computing Safety & Security | MUSIC Musical Focus: Pitch Music Express Unit 12: Water Musical Focus: Beat Music Express Unit 8: Pattern | COMPUTING Computing: Programming - laptops Computing Safety & Security | MUSIC Musical Instrument: Ocarina |
| RRSA | Article 5 Family guidance as children grow | Article 8 Identity | Article 3 Best interests of the child | Article 4 Making rights real. | Article 6 Life, survival and development | Article 19 Protection from violence |
| Forest School | | | | | Why is Egerton Forest School important? | |



Year 2 Curriculum Overview

| Year 2 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|--------------------------|---|--|--|--|---|---|
| READING Key Texts | Fiction: Little Red Reading Hood by Lucy Rowland P: If I Were in Charge of the World by Judith Viorst | Fiction: Stardust by Jeanne Willis Non-Fiction: How to Make a Bird Feeder by Jane Considine | fiction: The Owl who was afraid of the Dark by Jill Tomlinson Non-Fiction: The Day the Crayons Quit by Drew Darwell | fiction: The Building Boy by Ros Montgomery and David Litchfield Non-Fiction: Malala's Magic Pencil by Malala Yousafzai | Fiction: George and the Dragon by Christopher Wormell Non-Fiction: Big Cats by Jane Considine | Fiction: The Crow's Tale by Naomi Howarth Non-Fiction: Habitats - based on the book What's Where on Earth Atlas' by Dorling Kindersley |
| WRITING | Fiction: Traditional Narrative Poetry | Fiction: Story Narrative Non-Fiction: Instructions | Fiction: Adventure Narrative Non-Fiction: Biography | fiction: Adventure Narrative Non-Fiction: Persuasive Letter | Fiction: Historical Narrative Non-Fiction: Non-Chronological Report | Fiction: Fable Narrative Non-Fiction: Explanation Text |
| MATHS | Place value Addition & Subtraction | Addition & Subtraction Shape | Money Multiplication & Division | Length & Height Mass, Capacity & Temperature | Fractions Time | Statistics Position & Direction |
| SCIENCE | Living things and their habitats / Plants (Biology) Uses of everyday materials (Chemistry) | Living things and their habitats / Plants (Biology) Uses of everyday materials (Chemistry) | Living things and their habitats / Plants (Biology) Animals including humans (Biology) | Living things and their habitats / Plants (Biology) Animals including humans (Biology) | Living things and their habitats / Plants (Biology) Uses of everyday materials (Chemistry) | Living things and their habitats Plants (Biology) |
| RE | CREATION: Who made the world? | INCARNATION: Why does Christmas matter to Christians? DIGGING DEEPER | GOSPEL: What is the Good News that Jesus brings? DIGGING DEEPER | SALVATION: Why does Easter matter to Christians? DIGGING DEEPER | ISLAM: Who is a Muslim and what do they believe? | HINDU DARMA: Who is a Hindu and what do they believe? |
| PSHE | Family and Relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| HISTORY | GEOGRAPHY: What is the weather in our country like? Focus: Characteristics of UK cities, weather and directions. | HISTORY: Why do we wear poppies on Remembrance Day? | GEOGRAPHY: What do they grow in India? Focus: Contrasting location | HISTORY: Emily Davison, Rosa Parks & Malala: How did they use their voice to make a change? | GEOGRAPHY: What is my village like? Focus: Egerton | HISTORY: Changes within living memory: How has migration changed Britain? |
| GEOGRAPHY | | | | | | |
| DT | Art: Sculpture Produce a flower sculpture | DT: Templates & Joining Fabric Glove Puppets | Art: Drawing Produce a drawing that visually represents their hopes and dreams | DT: Wheels and Axles Design a vehicle | Art: Painting Produce a painting that captures the feeling of a place that is familiar to them | DT: Preparing Food Preparing healthy kebabs |
| ART | | | | | | |
| PE | Ball Skills Target Games | Dance Fundamentals | Gymnastics Invasion Games | Gymnastics Net and Wall Games | Striking and Fielding Games Fitness | Athletics Sending and Receiving |
| MUSIC | COMPUTING Computing: Computing systems and networks – laptops Computing Safety & Security | MUSIC Musical Focus: Pitch Music Express: Animals Musical Focus: Performance Christmas Performance | COMPUTING Computing: Computing programming - tablets Computing Safety & Security | MUSIC Musical Instrument: Ocarina Computing Safety & Security | MUSIC Musical Focus: Exploring Sounds Music Express: Weather Musical Focus: Beat Music Express: Toys Computing Safety & Security | COMPUTING Computing: Computing data and information - laptops Computing Safety & Security |
| COMPUTING | | | | | | |
| RRSA | Article 29 Aims of education | Article 19 Protection from violence | Article 16 Protection of Privacy | Article 15 Setting up or joining groups | Article 10 Contact with parents across countries | Article 30 Minority culture language and religion |
| FOREST SCHOOL | What impact does the weather have on Forest School? | | | | | |



Year 3 Curriculum Overview

| Year 3 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|------------------------------|---|--|--|--|--|--|
| READING Key Texts | F: The Secret of Black Rock by Joe Todd-Stanton NF: Street beneath My Feet by Charlotte Gullain and Yuval Zommer | F: Stone Age Boy by Satoshi Kitamura NF: Skara Brae by Dawn Finch | F: Flood by Alvaro F. Villav NF: Skeletons and Muscles by Ben Hoare (JC text) | F: Wolves in the Wall by Neil Gaiman NF: The Journal of Iliona – A Young Slave by Richard Platt | F: The incredible book eating boy by Oliver Jeffers (JC text) P: The Colour Collector by Nicholas Solis | F: The Blue Umbrella by Pixar Animation Studios NF: The Gardener by Sarah Stewart |
| WRITING | Fiction: Adventure Narrative Non-Fiction: Explanation | Fiction: Story Narrative Non-Fiction: Persuasion - Holiday Brochure | Fiction: Tragedy Narrative Non-Fiction: Explanation | Fiction: Suspense Narrative Non-Fiction: Recount - Diary | Fiction: Comedy Narrative Non-Fiction: Poetry | Fiction: Romance Narrative Non-Fiction: Letter |
| MATHS | Place value Addition & Subtraction | Addition & Subtraction Multiplication & Division | Multiplication & Division Length & Perimeter | Fractions Mass and Capacity | Fractions Money Time | Time Shape Statistics |
| SCIENCE | Rocks and Soils Plants | Rocks and Soils Animals including humans | Animals including humans Plants | Forces and Magnets | Light | Plants |
| RE | PEOPLE OF GOD What is it like to follow God? | SIKHISM What is important for Sikh people? INCARNATION (2 LESSONS) | INCARNATION What is the Trinity? CORE LEARNING | SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING | KINGDOM OF GOD When Jesus left, what was the impact of Pentecost? | SIKHISM How do Sikh people worship and celebrate? |
| PSHE | Family and Relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| HISTORY | GEOGRAPHY: UK study: What would we see if we sailed around the edge of the UK? | HISTORY: How did the discovery of metal transform life in prehistoric Britain? | GEOGRAPHY: Why does Italy shake, rattle and roar? | HISTORY: What did the Romans do for us? | GEOGRAPHY: Local study: Why is Kent/Egerton so special? | HISTORY: Ancient Egypt How much did the Ancient Egyptians achieve? |
| GEOGRAPHY | | | | | | |
| DT | ART: Sculpture Produce a sculpture inspired by the natural world | DT: Shell structures Stone age/ Iron age houses | ART: Collage Produce a mosaic of an inspirational place | DT: Healthy & Varied diet Roman recipe/ Italian Pizzas | ART: Printing Produce a pop art portrait | DT: Levers & Linkages Make a Shaduf |
| ART | | | | | | |
| PE | Tag Rugby Ball Skills | Fitness Dance | Netball Yoga | Tennis Gymnastics | Cricket Basketball | Rounders Athletics |
| COMPUTING | Connecting Computers - laptops | Computing Safety & Security | Programming - laptops | Computing Safety & Security | Creating media – tablets | Computing Safety & Security |
| MUSIC | FRENCH Phonetics 1&2 I'm Learning French | MUSIC Musical Instrument: Recorder | FRENCH Animals | MUSIC Musical Focus: Performing Music Express: Poetry Musical Focus: Performance Easter Service Production | FRENCH Fruits | MUSIC Musical Focus: Composition Music Express : Environment Musical Focus: Beat Music Express: Time |
| FRENCH | | | | | | |
| RRSA | Article 12 Respect for children's views | Article 24 Health, Water, Food, Environment | Article 17 Access to Information | Article 42 Everyone must know children's rights | Article 26 Social and economic help | Article 14 Freedom of thought of religion |
| FOREST SCHOOL | | | What is nutritious at Forest School? | | | |



Year 4 Curriculum Overview

| Year 4 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----------------------------|---|--|--|--|---|--|
| READING Key Texts | F: The BFG by Roald Dahl P: Still I Rise by Maya Angelou | F: The Lost Thing by Shaun Tan NF: School BBC Radio – The Plague/Sutton Hoo | F: The Iron Man by Ted Hughes NF: Ban on Social Media for Under 13s (JC Unit) | F: The Great Chocoplot NF: National Parks of the USA - Should we feed animals at National Parks by Katie Siber | F: Float by Daniel Miyares NF: Once upon a Raindrop by James Carter | F: Journey NF: Gut Garden by Katie Brosan |
| WRITING | Fiction: Adventure Narrative Poetry | Fiction: Fantasy Narrative Non-Fiction: Play Script | Fiction: Sci-Fi Narrative Non-Fiction: Website Article | Fiction: Mystery Narrative Non-Fiction: Debate | Fiction: Story Narrative Non-Fiction: Procedure - script | Fiction: Adventure Narrative Non-Fiction: Explanation |
| MATHS | Place value Addition & Subtraction | Area Multiplication & Division | Multiplication & Division Length & Perimeter Fractions | Fractions Decimals | Decimals Money Time | Shape Statistics Position & Direction |
| SCIENCE | Living things and their habitats States of Matter | Living things and their habitats States of Matter Sound | Living things and their habitats Sound | Living things and their habitats Electricity | Electricity Living things and their habitats | Animals including humans |
| RE | CREATION What do Christians learn from the Creation story? | INCARNATION What is the Trinity? | GOSPEL What kind of world did Jesus want? | SALVATION: Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER | HINDUISM What does it mean to be a Hindu in Britain today? | UNIVERSAL: Why do some people think that life is a journey and what significant experiences mark this? |
| PE | Tag Rugby Fundamentals | Hockey Yoga | Dodgeball Gymnastics | Tennis Dance | Cricket OAA | Rounders Athletics |
| PSHE | Family and Relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| HISTORY | GEOGRAPHY: Europe What can we discover about Europe? | HISTORY: How did the Anglo-Saxons change Britain? | GEOGRAPHY: Cities. Could Ashford ever become a city? | HISTORY: How should we remember the Vikings? | GEOGRAPHY: World What are the wonderful things about this world? | HISTORY: What did the Ancient Greeks ever do for us? |
| GEOGRAPHY | | | | | | |
| DT | ART: Drawing - Produce a sketch of a food item you enjoy eating | DT: Healthy & Varied diet Design and make a healthy meal for the BFG | ART: Painting - Produce a repeated print inspired by nature | DT: Simple circuits & switches Create a city scene/ picture to include bulbs, switches and buzzers | ART: Sculpture Produce a sculpture using the natural objects found around the school | DT: Pneumatics Design and make a moving animal |
| ART | | | | | | |
| MUSIC | FRENCH Phonetics 1&2 Presenting Myself | MUSIC Musical Focus: Sounds Music Express: Exploring Sounds Musical Focus: Pitch Music Express: Around the World | FRENCH What is the Date? | MUSIC Musical Focus: Performing Music Express: Food & Drink Musical Focus: Performance Easter Service Production | FRENCH Ice-Creams | MUSIC Musical Instrument: Recorder |
| FRENCH | | | | | | |
| COMPUTING | Computing Safety & Security (Project Evolve) | Creating media – laptops Audio Production | Computing Safety & Security (Project Evolve) | Computing systems and networks – laptops The Internet | Computing Safety & Security (Project Evolve) | Data and information – laptops Data Logging |
| RRSA | Article 18 Responsibility of Parents | Article 23 Children with Disabilities | Article 41 Best Law for children applies | Article 20 Children without families | Article 25 Review of child's placement | Article 22 Refugee Children |
| Forest School | | | | | | How has the Forest School environment changed over time? |



Year 5 Curriculum Overview

| Year 5 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|--------------------------|--|--|--|---|---|---|
| READING Key Texts | F: The Nowhere Emporium by Ross MacKenzie P: The Malfeasance by Alan Bold | F: Rose Blanche by Ian McEwan NF: Emperor Penguins | F: One Small Step by Taiko Studios (video clip) NF: Mars Transmission Journal | F: The Secret Diary of Thomas Snoop by Philip Ardagh NF: Hatshepsut – Fantastically Great Women Who Made History by Kate Pankhurst | F: The Explorer by Katherine Rundell NF: Plastic Pollution by Jane Considine | P: The Most Dangerous Animal in the World by Valerie Bloom NF: Kick by Mitch Johnson |
| WRITING | Fiction: Mystery Narrative Poetry | Fiction: Historical Narrative Non-Fiction: Non Chronological Report | Fiction: Adventure Narrative Non-Fiction: Journal / Script | Fiction: Historical Narrative Non-Fiction Biography | Fiction: Adventure Narrative Non-Fiction: Speech | Poetry Non-Fiction: Persuasive Letter |
| MATHS | Place value Addition & Subtraction Multiplication & Division | Multiplication & Division Fractions | Multiplication & Division Fractions Decimals & Percentages | Decimals & Percentages Perimeter & Area Statistics | Shape Position & Direction Decimals | Decimals Negative Numbers Converting Units Volume |
| SCIENCE | Properties of Materials | Forces | Earth and Space | Changes of Materials | Living things and their habitats | Animals including humans |
| RE | GOD: What does it mean if God is loving and holy? | INCARNATION: Was Jesus the Messiah? | PEOPLE OF GOD: How can following God bring freedom and justice? | SALVATION: What did Jesus do to save human beings? | JUDAISM: What does it mean to be Jewish in Britain today? | ISLAM: What does it mean to be a Muslim in Britain today? (Part 1) |
| PE | Tag Rugby Yoga | Hockey Gymnastics | Netball Dance | Tennis OAA | Cricket Swimming | Swimming Athletics |
| PSHE | Family and Relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| HISTORY | GEOGRAPHY: Land Use – Farming Where does the UK get its food from? | HISTORY: What were the causes and impact of World War II? | IMPACT ON THE LANDSCAPE Why does the land around the planet consist of so many different shapes? | A local history study What evidence remains in our local area of the reign of the Tudor King Henry VIII? | RAINFORESTS Why are rainforests so important? | HISTORY: Why did the Ancient Benin Empire appeal to people in Europe at the time and why are the bronzes still the subject of debate? |
| GEOGRAPHY | | | | | | |
| DT | ART: Collage Produce a collage self portrait | DT: Textiles Make do and mend | ART: Sculpture Produce a space themed sculpture | DT: Pulley or Gears Drawbridges for castles | ART: Painting Produce a watercolour of an animal in the jungle | DT: Food Celebrating culture and seasonality |
| ART | | | | | | |
| MUSIC | FRENCH Phonetics 1 to 3 Family | MUSIC Musical Instrument: Ukulele | FRENCH Do you have a pet? | MUSIC Musical Focus: Listening Music Express: Solar System | FRENCH At the Cafe | MUSIC Musical Focus: Structure Music Express: Life Cycles |
| FRENCH | | | | | | |
| COMPUTING | Computing Safety & Security | Creating media – laptops Vectors | Computing Safety & Security | Computing systems and networks - laptops | Programming – crumbles and laptops | Computing Safety & Security |
| RRSA | Article 21 Children who are adopted | Article 38 Protection in War | Article 33 Protection from Harmful drugs | Article 39 Recovery and Reintegration | Article 13 Sharing Thoughts Freely | Article 32 Protection from Harmful Work |
| Forest School | | What items around the Forest School area can I reuse? | | | | |



Year 6 Curriculum Overview

| Year 6 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|------------------------------|---|---|---|---|---|--|
| READING Key Texts | F: The Firework Maker's Daughter by Philip Pullman P: Hope-O-Potomus by Greg James and Chris Smith | F: Hansel & Gretel by Neil Gaiman NF: How we lived in Ancient Times by Ben Hubbard | F: A Monster Calls by Patrick Ness NF: Highwayman by Alfred Noyes | F: Tyger by SF Said NF: Greta by Greta Thunberg | F: Thornhill by Pam Smy NF: The Origin of Species by Sabina Radeva P: Moth by Isabel Thomas | Pandora Discovery Short Video clip |
| WRITING | Fiction: Fantasy Narrative Diary entry Poetry | Fiction: Alternative Fairy Tale Narrative Non-Fiction: Timeline with explanations | Fiction: Horror Narrative Fiction: Recount Non-Fiction: Newspaper Report | Fiction: Adventure Narrative Non-Fiction: Speech | Fiction: Mystery Narrative Non-Fiction: Newspaper Non-Fiction: Explanation | Fiction: Sci-Fi Narrative Non-Fiction: Non Chronological Report |
| MATHS | Place value Addition & Subtraction Multiplication & Division | Fractions Converting Units | Ratio Algebra Decimals | Fractions Decimals & Percentages Area, Perimeter & Volume Statistics | Shape Position & Direction | Themed projects, consolidation & problem solving |
| SCIENCE | Animals including humans | Electricity | Light | Living things and their habitats | Evolution and Inheritance | Science Review and assessment |
| RE | GOSPEL What would Jesus do? | KINGDOM OF GOD What kind of King is Jesus? | ISLAM What does it mean to be a Muslim in Britain today? | SALVATION What difference does the Resurrection make for Christians? | CREATION Creation and Science: conflicting or complementary? | UNIVERSAL Is it better to express your beliefs in art and architecture or through charity and generosity? |
| PE | Tag Rugby Fitness | Hockey Gymnastics | Dodgeball Yoga | Tennis Dance | Cricket Basketball | Rounders Athletics |
| PSHE | Family and Relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| HISTORY | GEOGRAPHY: North And South America Study How are the regions of North and South America similar and different? | HISTORY: How have approaches to crime and punishment changed through the ages? | HISTORY: Early Islamic civilization What significant achievements were made by the early Islamic civilization? | | GEOGRAPHY: Island study: Why is it important to save and preserve the Galapagos Islands? | |
| GEOGRAPHY | | | | | | |
| DT | ART: Painting Produce A Piece of Street Art that Expresses a Personal View | DT: Textiles Design and make a bag using CAD | ART: Printing Produce A Geometric Print | DT: Electrical systems Making a nightlight/ alarm for animals to protect from prey | ART: Drawing Produce a coloured pencil drawing of a local landscape | DT: Celebrating culture and Seasonality Tea Party |
| ART | | | | | | |
| MUSIC | FRENCH Phonetics 1 to 4 My Home | MUSIC Musical Focus: Performance Music Express: World unite | FRENCH What is the weather? | MUSIC Musical Instrument: Ukulele | FRENCH Healthy Lifestyles | MUSIC End of Year Production |
| FRENCH | | | | | | |
| COMPUTING | Computing Safety & Security | Creating media – laptops 3D modelling | Computing Safety & Security | Programming – laptops Micro:bit | Data – laptops Spreadsheets | Computing Safety & Security |
| RRSA | Article 35 Prevention of Sale and Trafficking | Article 40 Children who break the law | Article 37 Children in Detention | Article 34 Protection from sexual abuse | Article 11 Protection from kidnapping | Article 36 Protection from Exploitation |
| FOREST SCHOOL | | | | What Forest School knowledge can I use to keep myself safe in my local area? | | |