

# Whole school curriculum yearly overview

## Autumn term

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PSED</b>	Being Me in My World						
	Celebrating Differences						
<b>Maths</b>	. Getting to know you. . Match, sort and compare . Talk about measure and pattern.	. Place value . Addition and subtraction within 10.	. Place value. . Addition and subtraction.	. Place value . Addition and subtraction	. Place value. . Addition and subtraction.	. Place value. . Addition and subtraction.	. Place value . Addition, subtraction, multiplication, and division.
	. Its me 1 2 3. . circles and triangles. . 1 2 3 4 5 . Shapes with 4 sides	. Geometry. . consolidation	. Addition and subtraction. . Shape	. Addition and subtraction . Multiplication and division A	. Measurement – Area . Multiplication and division A	. Multiplication and division A . Fractions A	. Fractions A . Fractions B . Measurement – converting units.
<b>English</b>	Daily phonics sessions, learning transcription skills alongside taught phonemes and graphemes.	1 <sup>st</sup> half term – Writing to entertain			1st half term - Writing to inform		
		2 <sup>nd</sup> half term - Writing to entertain					
<b>Science</b>	<b>Autumn 1 and 2</b>	<b>Autumn 1 and 2</b>	<b>Autumn 1</b>	<b>Autumn 1 and 2</b>	<b>Autumn 1 and 2</b>	<b>Autumn 1 and 2</b>	<b>Autumn 1 and 2</b>
	Materials  Forest School – animals, hibernation, seasons	Materials	Materials	Rocks and soils	State of matter	Properties and changes of materials	Evolution
<b>DT</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>
	Materials and structures	Structures	Textiles	Textiles	Mechanisms	Food	Food
<b>History</b>	<b>Autumn 1 and 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 1</b>	<b>Autumn 1</b>	<b>Autumn 1 a</b>	<b>Autumn 1</b>
	Who am I?  Settlement (community)	Changes within living memory (Toys)	Mary Seacole	Stone Age	Britain’s settlement by Anglo-Saxons and the Scots	Ancient Greece	History- Kingdom of Benin
<b>Geography</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>
	Who am I and where am I in my world? Seasons Senses Space and their environment	School, local area Physical and human features in my environment	Continents- Landmarks Russia/Crimea and the UK	Land use and topography -local area/changes in settlement focus (Stone Age and the Wrekin)	Natural Disasters -Processes -Settlement  (Link to science-states of matter)	Climate and Greece (Eastern Europe) Comparison to the UK  Maps – Forest School	Trade and economics (slave trade)

	Settlement (community)						
<b>Computing</b>	<b>Autumn 1 and 2</b> Digital Literacy	<b>Autumn 1 and 2</b> Digital Literacy	<b>Autumn 1 and 2</b> Digital Literacy	<b>Autumn 1 and 2</b> Digital Literacy	<b>Autumn 1 and 2</b> Digital Literacy	<b>Autumn 1 and 2</b> Digital Literacy	<b>Autumn 1 and 2</b> Digital literacy
<b>Art</b>	<b>Autumn 1 - Drawing</b>						
<b>Music</b>	Vocals	Vocals	Instruments	Instruments	Instruments	Orchestra	Orchestra
<b>RE</b>	<b>Autumn 1</b> What makes people special? <b>Autumn 2</b> What is Christmas?	<b>Autumn 1 and 2</b> What do Christians believe about God? <b>Autumn 2</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Autumn 1 and 2</b> Is it possible to be kind to everyone all of the time? <b>Autumn 2</b> Why do Christians believe God gave Jesus to the world?	<b>Autumn 1</b> Is Shabbat important to Jewish children? <b>Autumn 2</b> Has Christmas lost its true meaning?	<b>Autumn 1</b> Does visiting the synagogue help Jewish children feel closer to God? <b>Autumn 2</b> What is the most significant part of the nativity story for Christians today?	<b>Autumn 1</b> What is the best way for a Jew to lead a good life? <b>Autumn 2</b> Is the Christmas story true?	<b>Autumn 1</b> How do Jewish beliefs, teachings and stories impact on daily life? <b>Autumn 2</b> How significant is it Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?
<b>PE</b>	Multi-skills	<b>Autumn 1</b>  (Indoor)- Creative movement (gymnastics) (Outdoor)- Invasion games- (hockey)  <b>Autumn 2</b>  (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby)	<b>Autumn 1</b>  (Indoor)- Creative movement (gymnastics) (Outdoor)- Invasion games- (hockey)  <b>Autumn 2</b>  (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby)	<b>Autumn 1</b>  (Indoor)- Creative movement (gymnastics) (Outdoor)- Invasion games- (hockey)  <b>Autumn 2</b>  (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby)	<b>Autumn 1</b>  (Indoor)- Swimming (Outdoor)- Invasion games- (hockey)  <b>Autumn 2</b>  (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby)	<b>Autumn 1</b>  (Indoor)- Creative movement (gymnastics) (Outdoor)- Invasion games- (hockey)  <b>Autumn 2</b>  (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby)	<b>Autumn 1</b>  (Indoor)- Creative movement (gymnastics) (Outdoor)- Invasion games- (hockey)  <b>Autumn 2</b>  (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby)
<b>MFL</b>				<b>Autumn 1</b>  Spanish Traditions and Culture Spanish phonics (Year 3)  <b>Autumn 2</b>  Spanish Colours and how to count up to 10 in Spanish	<b>Autumn 1</b>  Spanish Traditions and Culture Spanish phonics (Year 3)  <b>Autumn 2</b>  Spanish Colours and how to count up to 10 in Spanish  Traditional Tales in Spanish	<b>Autumn 1</b>  <i>Spanish Day</i>  Spanish Traditions and Culture Spanish phonics (Year 3)  <b>Autumn 2</b>  Spanish Colours and how to count up to 20 in Spanish	<b>Autumn 1</b>  <i>Spanish Day</i>  Spanish Traditions and Culture Spanish phonics (Year 3)  <b>Autumn 2</b>  Spanish Colours and how to count up to 20 in Spanish

				Traditional Tales in Spanish		Traditional Tales in Spanish	Traditional Tales in Spanish
<b>Spring term</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>PSED</b>	Dreams and Goals						
	Healthy Me						
<b>Maths</b>	. Alive in 5 . Mass and capacity . Growing 6 7 8	. Place value within 20. . Addition and subtraction within 20.	. Money . Multiplication and division	. Multiplication and division B . Length and perimeter	. Multiplication and division B . Length and perimeter	. Multiplication and division B . Fractions B	. Ratio . Algebra. . Decimals
	. length, height and time . Building 9 and 10 . Explore 3D shapes.	. Place value within 50. . Length and height. . Mass and volume.	. Length and height. . Mass, capacity and temperature	. Fractions A . Mass and capacity	Fractions. . Decimals A	. Decimals and percentages. . Perimeter and area . Statistics	. Fractions, decimals and percentages. . Area, perimeter and Volume. . Statistics
<b>English</b>	Daily phonics sessions, learning transcription skills alongside taught phonemes and graphemes.	1 <sup>st</sup> half term – Writing to inform			1 <sup>st</sup> half term – Writing to persuade		
		2 <sup>nd</sup> half term – Writing to entertain				2 <sup>nd</sup> half term – Writing to inform	
<b>Science</b>	<b>Spring 1 and 2</b>	<b>Spring 1 and 2</b>	<b>Spring 1 and 2</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>
	Growing Changes	Animals inc humans  Forest School - seasons	Living things, habitats.	Light forces  <b>Spring 2</b> Magnets	Electricity  <b>Spring 2</b> Sound	Earth and Space  <b>Spring 2</b> Forces	Light  <b>Spring 2</b> Electricity
<b>DT</b>	<b>Spring 1 and 2</b>  Nutrition and health.	<b>Spring 2</b> Mechanisms	<b>Spring 2</b>  Food	<b>Spring 1</b>  Food	<b>Spring</b>  Electrical Systems	<b>Spring 1</b>  Mechanisms/Electrical Systems	<b>Spring 2</b>  Mechanisms/Electrical Systems (Crumble Coding)
<b>History</b>	<b>Spring 1</b>  Where do I live?	<b>Spring 1</b>  Local study-mining  Forest School – Cinderloo,	<b>Spring 1</b>  Local study- Miners and industry leading to Cinderloo protest	<b>Spring 1</b>  Local study- Who was Thomas Palin?	<b>Spring 2</b>  Local study- Cinderloo and wider protests	<b>Spring 1</b>  William Penny Brookes and the Olympics – TRIP To Much Wenlock	<b>Spring 1 and 2</b>  Power and monarchy-chronological study 1066 until now

<b>Geography</b>	<b>Spring 1</b> Where do I live? – local study Telford and the seaside	<b>Spring 1</b> Fieldwork- Forest School – local area/maps Changes to settlements- Physical and human features in countryside and towns	<b>Spring 1</b> Fieldwork- OS maps and compasses Maps with keys	<b>Spring 1</b> Fieldwork- Land use in Shropshire and Wales -Rivers	<b>Spring 1</b> Fieldwork- Reasons to settle -migration and movement of people	<b>Spring 1</b> Sustainability and plastics in our world (eco-systems + biomes)	<b>Spring 1</b> Biomes/Climate Change/Sustainable living
<b>Computing</b>	<b>Spring 1</b> Computer Science	<b>Spring 1</b> Computer Science	<b>Spring 1</b> Computer Science	<b>Spring 1</b> Computer Science	<b>Spring 1</b> Computer Science	<b>Spring 1</b> Computer Science	<b>Spring 1</b> Computer Science
<b>Art</b>	<b>Spring 1</b> Painting	<b>Spring 2</b> Painting	<b>Spring 2</b> Painting	<b>Spring 2</b> Painting	<b>Spring 1</b> Painting	<b>Spring 1</b> Painting	<b>Spring 1</b> Painting
<b>Music</b>	Vocals	Vocals	Instruments	Instruments	Instruments	Orchestra	Orchestra
<b>RE</b>	<b>Spring 1</b> Celebrations. <b>Spring 2</b> What is Easter?	<b>Spring 1</b> Who is God to Muslims? <b>Spring 2</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Spring 1</b> How important is Mohammed to Muslims? <b>Spring 2</b> How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Spring 1</b> How important is the Qur'an to Muslims? <b>Spring 2</b> What is 'good' about Good Friday?	<b>Spring 1</b> Does praying at regular intervals help Muslims in their everyday lives? <b>Spring 2</b> Is forgiveness always possible for Christians?	<b>Spring 1</b> What is the best way for a Muslim to lead a good life? <b>Spring 2</b> How significant is it for Christians to believe that God intended Jesus to die?	<b>Spring 1</b> What is the best way for a Muslim to show commitment to God? <b>Spring 2</b> Is Christianity still a strong religion over 2000 years after Jesus was on Earth?
<b>PE</b>	<i>Multi-skills</i>	<b>Spring 1</b> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football)  <b>Spring 2</b> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball)	<b>Spring 1</b> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football)  <b>Spring 2</b> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball)	<b>Spring 1</b> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football)  <b>Spring 2</b> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball)	<b>Spring 1</b> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football)  <b>Spring 2</b> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball)	<b>Spring 1</b> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football)  <b>Spring 2</b> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball)	<b>Spring 1</b> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football)  <b>Spring 2</b> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball)
<b>MFL</b>				<b>Spring 1</b> Spanish Phonics Spanish greetings  <b>Spring 2</b>	<b>Spring 1</b> Spanish Phonics Present ourselves in Spanish  <b>Spring 2</b>	<b>Spring 1</b> Spanish Phonics About my home in Spanish  <b>Spring 2</b>	<b>Spring 1</b> Spanish Phonics About clothes in Spanish  <b>Spring 2</b>

				Grammar Indefinite articles	Grammar nouns in Spanish	Grammar regular verbs in Spanish	Grammar Possessive adjectives in Spanish
<b>Summer term</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>PSED</b>	Relationships						
	Changing Me						
<b>Maths</b>	. To 20 and beyond. . How many more? . Manipulate, compose and decompose	. Multiplication and division. . Fractions . Geometry – position and direction	. Fractions . Time	. Fractions B . Money . Time.	. Decimals B . Money. . Time	. Shape. . Geometry – position and direction. . Decimals	. Shape. . Position and direction
	. Sharing and grouping . Visualise, build and map . Make connections	. Place value within 100. . Money. . Time.	. Statistics . Position and direction . Consolidation	. Shape. . Statistics . Consolidation	. Consolidation . Shape. . Statistics . position and direction.	. Negative numbers . Converting units . Volume	. Consolidation and themed projects.
<b>English</b>	Daily phonics sessions, learning transcription skills alongside taught phonemes and graphemes.	1 <sup>st</sup> half term – Writing to inform				1 <sup>st</sup> half term - Writing to entertain	
		2 <sup>nd</sup> half term – Writing to entertain				2 <sup>nd</sup> half term – Writing to discuss	
<b>Science</b>	<b>Summer 1 and 2</b>	<b>Summer 1 and 2</b>	<b>Summer 1 and 2</b>	<b>Summer 1 and 2</b>	<b>Summer 1 and 2</b>	<b>Summer 1 and 2</b>	<b>Summer 1 and 2</b>
	Plants Life cycles	Seasons/plants	Plants/Animals inc humans	Plants/Animals inc humans	Animals inc humans/living things, habitats	Animals inc humans/living things, habitats	<b>Forest school link</b>  Animals inc humans/living things, circulatory system
<b>DT</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 1 and 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Structures Mechanisms	Food	Mechanisms	Structures	Food	Structures	Textiles
<b>History</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1 and 2</b>	<b>Summer 1</b>
	Farming- settlement	Florence Nightingale	The Great Fire of London	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon Edward the Confessor	Ancient Egypt/ art/culture/beliefs	Local study- Charles III And the English civil war
<b>Geography</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Farms and farming	The UK, weather, and climate change	London and Buenos Aires (The UK and Argentina)	UK Forests and South American Rainforests	Latitude and Longitude -South America and Spanish across the world	Rivers (the water cycle and erosion)	Human and physical geography in the future

<b>Computing</b>	<b>Summer 1 and 2</b> Information Technology	<b>Summer 1 and 2</b> Information Technology	<b>Summer 1 and 2</b> Information Technology	<b>Summer 1 and 2</b> Information Technology	<b>Summer 1 and 2</b> Information Technology	<b>Summer 1 and 2</b> Information Technology	<b>Summer 1 and 2</b> Information Technology
<b>Art</b>	<b>Summer 2</b> Mixed media	<b>Summer 2</b> Mixed media	<b>Summer 2</b> Mixed media	<b>Summer 2</b> Mixed media	<b>Summer 2</b> Mixed media	<b>Summer 2</b> Mixed media	<b>Summer 1 and 2</b> Mixed media
<b>Music</b>	Vocals	Vocals	Instruments	Instruments	Instruments	Orchestra	Orchestra
<b>RE</b>	<b>Spring 1</b> What can we learn from stories? <b>Spring 2</b> What makes places special?	<b>Spring 1</b> How important is the prophet Muhammad to Muslims? <b>Spring 2</b> Who is God to Sanatanis?	<b>Spring 1</b> Who is God to the Jews? <b>Spring 2</b> Why do Sanatanis use symbols?	<b>Spring 1</b> Could Jesus heal people? Did He perform miracles or was there some other explanation? <b>Spring 2</b> Does visiting the Ganges make a person a better Sanatani?	<b>Spring 1</b> Do people need to go to church to show they are Christians? <b>Spring 2</b> What do some deities tell Sanatanis about God?	<b>Spring 1</b> What is the best way for a Christian to show commitment to God? <b>Spring 2</b> What is the best way for a Sanatani to lead a good life?	<b>Spring 1</b> Is anything ever eternal? <b>Spring 2</b> Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?
<b>PE</b>	Multi-skills	<b>Summer 1</b> Athletics Net and Wall Games (Tennis)  <b>Summer 2</b> Striking and Fielding (Cricket) Striking and Fielding (Rounders)	<b>Summer 1</b> Athletics Net and Wall Games (Tennis)  <b>Summer 2</b> Striking and Fielding (Cricket) Striking and Fielding (Rounders)	<b>Summer 1</b> Athletics Net and Wall Games (Tennis)  <b>Summer 2</b> Striking and Fielding (Cricket) Striking and Fielding (Rounders)	<b>Summer 1</b> Athletics Net and Wall Games (Tennis)  <b>Summer 2</b> Striking and Fielding (Cricket) Striking and Fielding (Rounders)	<b>Summer 1</b> Athletics Net and Wall Games (Tennis)  <b>Summer 2</b> Striking and Fielding (Cricket) Striking and Fielding (Rounders)	<b>Summer 1</b> Athletics Net and Wall Games (Tennis)  <b>Summer 2</b> Striking and Fielding (Cricket) Striking and Fielding (Rounders)
<b>MFL</b>			<b>Summer 2</b> We are learning Spanish	<b>Summer 1</b> Spanish Phonics Animals in Spanish  <b>Summer 2</b> Grammar Definite articles in Spanish	<b>Summer 1</b> Spanish Phonics The classroom in Spanish  <b>Summer 2</b> Grammar Personal Pronouns	<b>Summer 1</b> Spanish Phonics Ancient Romans in Spanish  <b>Summer 2</b> Grammar Irregular verbs in Spanish	<b>Summer 1</b> Spanish Phonics consolidation Planets in Spanish  <b>Summer 2</b> Grammar Adjectival agreements in Spanish