



Aycliffe Drive Primary School

Curriculum Overviews

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English Reading Curriculum Overview

		Autumn	Spring		Summer		
Key Stage 1							
Cycle A	HT 1	Year 1 texts: Fiction: My camera Curly is Hungry Dick and his Cat I will get you Non-fiction: Animal babies What is the same	Year 2 texts: Fiction: The Pirates Next Door The Snail and the whale	Year 1 texts: Fiction: Korka the Mighty Elf The Perfect Pizza Baba Yaga Rumpelstiltskin Non-fiction: How music is made A home for Bonnie	Year 2 texts: Fiction: The Magic Finger The Last Wolf	Year 1 texts: Fiction: Mantu the Elephant Rollercoaster Beauty and the Beast Non-fiction: Magnets The Ice Cream Factory	Year 2 texts: Fiction: Mr Majeika Gorilla
	HT 2	Year 1 texts: Fiction: Curly to the rescue Where's our car? Cook, Pot, Cook! Right for Me Non-fiction: Senses Bug boy – slug picnic	Year 2 texts: Fiction The Owl who was afraid of the Dark Poetry Twas the Night Before Christmas	Year 1 texts: Fiction: Chloe the Chameleon A Hot Surprise The Frog Prince How the Bear lost his tail Non-fiction: Is it a fruit? Where do all the Puddles go?	Year 2 texts: Fiction The Proudest Blue Non -Fiction London Tower Power/Story of the Titanic Poetry Rain Dance	Year 1 texts: Fiction: Rabbit's Birthday Surprise Jumping Jack How Anansi got his Stories The tale of Little Red Riding Hood Non-fiction: Pedal Power Peanuts	Year 2 texts: Fiction: Nim's Island Poetry Chocolate Cake Poem Non –fiction India/Seasides
Cycle B	HT 1						
	HT 2						
Lower Key Stage 2							
Cycle A	HT 1	Year 3 texts: Fiction George's Marvellous Medicine	Year 4 texts: Fiction Bill's New Frock	Year 3 texts: Fiction The Worst Witch all at Sea	Year 4 texts: Fiction Zombierella: fairytales gone bad	Year 3 texts: Fiction Olga Da Polga	Year 4 texts: Fiction The Last Firefox
	HT 2	Year 3/4 texts: Fiction: The Sheep Pig	Year 3/4 texts: Fiction Stig of the Dump	Year 3 texts: Non-Fiction Stone Age to Celts Study Book - CGP Poetry Crayon Poem by James Carter	Year 4 texts: Non-Fiction Africa Amazing Africa Poetry Poetry for a green and Blue Planet	Year 3 texts: Non-Fiction Spotlights: Ancient Greeks - Charles Freeman Poetry Dogs With Human Names by Matt Goodfellow	Year 4 texts: Non-Fiction Skygazing Poetry New and Collected poems
Cycle B	HT 1						
	HT 2	Year 3/4 texts: Non-Fiction	Year 3/4 texts: Non-Fiction Prehistoric peoples & texts from the Active Learn pupil book Poetry Bright Bursts of colour	Year 3/4 texts: Non-Fiction Earth Shattering Events & Explore! Ancient Greeks Poetry Poems from Michael Rosen's book of Very Silly Poems & Poems for Year 4 (Pie Corbett)			
Upper Key Stage 2							
Cycle A	HT 1	Year 5 texts: Fiction Coming to England Poetry Comparing 'From the Railway Carriage' and 'Where Go the Boats' by Robert Louis Stevenson	Year 6 texts: Fiction Danny The Champion of the World Non-Fiction – Burns Night/Marton Luther King Poetry Fire Work Night – Enid Blyton	Year 5 texts: Fiction Warhorse Poetry Humpty Dumpty – The Truth	Year 6 texts: Fiction Horowitz Horror Poetry If – Rudyard Kipling	Year 5 texts: Fiction Who Let the Gods Out Poetry The Magic Box by Kit Wright -The Dings & The Dongs by Megan G -Smelling Rats by Pie Corbett -Daffodils by William Wordsworth	Year 6 texts: Fiction Holes Poetry Lady of Shallot-Tennyson
	HT 2	Year 5 texts: Non-Fiction The Wonder Garden Fiction Harry Potter and the Philosopher's Stone	Year 6 texts: Fiction Skellig	Year 5 texts: Non-Fiction Horrible Histories – Vicious Vikings Fiction Goodnight Mr Tom	Year 6 texts: Fiction Black Beauty Non-Fiction New Year Celebrations	Year 5 texts: Fiction Wreck of the Zanzibar Poetry Amazing Muslims Who Changed The World by Burhana Islam	Year 6 texts: Fiction Picture book- Shaun Tan Non-Fiction Fairtrade

Cycle B	HT 1			
	HT 2			

English Writing Curriculum Overview

		Autumn		Spring		Summer	
Key Stage 1							
Cycle A	HT 1	Year 1 Stories in familiar settings <i>Knuffle Bunny</i> Free Verse Poetry <i>Purple is</i>	Year 2 Stories in familiar settings <i>Dogger</i> Free Verse Poetry <i>Purple is</i>	Year 1 Traditional Tales <i>Rapunzel</i> Contemporary Poetry <i>Senses</i>	Year 2 Traditional Tales <i>Rapunzel</i> Contemporary Poetry <i>Monster and dinosaur poems</i>	Year 1 Fantasy How to catch a star Books from other cultures and traditions Cinnamon	Year 2 Fantasy <i>How to catch a star</i> Books from other cultures and traditions <i>Last Stop on market Street</i>
	HT 2	Year 1 Modern fiction <i>Diary of a Wombat</i>	Year 2 Modern fiction <i>Diary of a Wombat</i>	Year 1 Stories with Predictable Phrases <i>Farmer Duck</i>	Year 2 Recurring literary language <i>That Rabbit belongs to Emily Brown</i>	Year 1 Instructions Monsters: An Owner's Guide Free verse Poetry Into the blue	Year 2 Instructions <i>Monsters: An Owner's Guide</i> Free verse Poetry <i>Into the Blue</i>
Cycle B	HT 1	Year 1 Modern Fiction <i>Voices in the Park</i> Classic Poetry <i>The Quangle Wangle's Hat</i>	Year 2 Modern Fiction <i>Voices in the Park</i> Classic Poetry <i>Owl and the Pussycat</i>	Year 1 Stories in familiar settings <i>Paddington</i> List poetry <i>Ten things in a wizard's pocket</i>	Year 2 Stories in familiar settings <i>Paddington</i> Non-chronological report <i>London</i>	Year 1 Fairy stories <i>Goldilocks</i> Books from other cultures and traditions <i>Last stop on Market Street</i>	Year 2 Fairy stories <i>Goldilocks</i> Books from other cultures and traditions <i>Last stop on Market Street</i>
	HT 2	Year 1 Information texts <i>Big Machines</i>	Year 2 Information texts <i>Owls</i>	Year 1 Non-chronological report <i>London</i> Stories with predictable phrases <i>Ravenous Beast</i>	Year 2 Recurring literary language <i>Emily Brown</i> List poetry <i>Ten things in a wizard's pocket</i>	Year 1 Free verse Poem <i>One silver speck</i> Instructions <i>How to wash a Woolly Mammoth</i>	Year 2 Instructions <i>How to wash a Woolly Mammoth</i> List Poem <i>A list for Happiness</i>
Lower Key Stage 2							
Cycle A	HT 1	Year 3 Modern Fiction <i>The Last Garden</i> Non Fiction <i>Africa Amazing Africa</i> Plays <i>The Tempest</i> Fairy Stories/Trad. Tales <i>War and Peas</i>	Year 4 Modern Fiction <i>The Last Garden</i> Non Fiction <i>Africa Amazing Africa</i> Plays <i>The Tempest</i> Fairy Stories/Trad. Tales <i>War and Peas</i>	Year 3 Classic Fiction <i>The Lion, the Witch and the Wardrobe</i> Contemporary Poetry <i>New and Collected Poems</i>	Year 4 Classic Fiction <i>The Lion, the Witch and the Wardrobe</i> Contemporary Poetry <i>New and Collected Poems</i>	Year 3 Non Fiction <i>Beware of Boys</i> Form Poetry <i>Bright bursts of colour</i> Modern Fiction <i>Flotsam</i>	Year 4 Non - Fiction <i>Beware of Boys</i> Form Poetry <i>Bright bursts of colour</i> Modern Fiction <i>Flotsam</i>
	HT 2	Year 3 Fairy Stories/Trad. Tales <i>Aesop's Fables</i> Modern Fiction <i>Polar Express</i> Classic Poetry <i>A visit from St Nicholas</i>	Year 4 Fairy Stories/Trad. Tales <i>Aesop's Fables</i> Modern Fiction <i>Polar Express</i> Classic Poetry <i>A visit from St Nicholas</i>	Year 3 Modern Fiction <i>Leon and the Place Between</i> Stories from Another Culture <i>The Rain Player</i>	Year 4 Modern Fiction <i>Leon and the Place Between</i> Stories from Another Culture <i>The Rain Player</i>	Year 3 Myths and Legends <i>The Romans: Gods, Emperors and Doormice & Romulus and Remus and the Stolen Wives</i> Modern Fiction <i>Escape from Pompeii</i>	Year 4 Myths and Legends <i>The Romans: Gods, Emperors and Doormice & Romulus and Remus and the Stolen Wives</i> Modern Fiction <i>Escape from Pompeii</i>
Cycle B	HT 1	Year 3 Fairy Stories and Traditional Tales <i>The Three little Wolves and the Big Bad Pig</i> Contemporary Poetry <i>Down Behind the Dustbin</i>	Year 4 Fairy Stories and Traditional Tales <i>Cinderella and Art Deco Love Story</i> Contemporary Poetry <i>Overheard on the Salt Marsh</i>	Year 3 Modern Fiction <i>Tuesday</i> Stories from Another Culture <i>Cinnamon</i>	Year 4 Modern Fiction <i>Tuesday</i> Stories from Another Culture <i>Cinnamon</i>	Year 3 Non-Fiction <i>Earth Shattering Events</i> Plays <i>A Midsummer's Nights Dream</i>	Year 4 Non-Fiction <i>Earth Shattering Events</i> Plays <i>A Midsummer's Nights Dream</i>
	HT 2	Year 3 Modern Fiction <i>Fortunately the Milk</i> Non-Fiction <i>Until I Met Dudley</i>	Year 4 Modern Fiction <i>Fortunately the Milk</i> Non-Fiction <i>Until I Met Dudley</i>	Year 3 Classic Fiction <i>The Pied Piper</i> Classic Poetry <i>Jim, A Cautionary Tale</i>	Year 4 Classic Fiction <i>The Pied Piper</i> Classic Poetry <i>The Pied Piper Poem</i>	Year 3 Non-Fiction <i>The Ever Changing Earth</i> Modern Fiction <i>Sparky</i>	Year 4 Non-Fiction <i>The Ever Changing Earth</i> Modern Fiction <i>Sparky</i>
Upper Key Stage 2							
Cycle A	HT 1	Year 5 Myths and Legends <i>Beowulf</i> Poetry <i>The Listeners</i>	Year 6 Fiction Myth and Legend <i>Robin Hood</i> Instructional and Explanation Text	Year 5 Balanced Arguments Poetry Life Doesn't Frighten Me	Year 6 Recount Shackleton's Journey Contemporary Poetry <i>Poems from a Green and Blue Planet</i>	Year 5 Explanation Text Training Manual Poetry <i>Cinquains</i> Traditional Fairy Tales	Year 6 Fiction From Lit. Heritage <i>Jungle Book or Just So Stories</i> Kipling Non-fiction <i>Persuasive Texts</i>
	HT 2	Year 5 Biography <i>Mary Anning</i> Modern Fiction <i>Harry Potter and the Philosopher's Stone</i>	Year 6 Classic Poetry <i>The Walrus and the Carpenter</i> Fiction Modern <i>Harry Potter and the Goblet of Fire</i>	Year 5 Newspaper Reports Literacy Heritage <i>Goodnight Mr Tom</i>	Year 6 Stories from another culture <i>Cloud Tea Monkeys</i> Non-fiction Non Chronological Reports	Year 5 <i>Blackberry Blue</i> by Jamila Gavin Playscript <i>The Tempest</i>	Year 6 Contemporary poems Poetry <i>Take one poem</i> Or Playscript <i>Romeo and Juliet</i>
Cycle B	HT 1						
	HT 2						

English Phonics and Spelling Curriculum Overview

	Autumn	Spring	Summer	
Key Stage 1				
Cycle A	HT 1	Year 1 See Floppy Phonics Overview Year 2 Year 1 review: short 'oo', 'ai', 'oi', 'ee', 'igh', 'oa', 'ou', 'ear', 'ore' and 'are'. 'oy', 'ir', 'ue', 'or', 'ew', 'oe', 'au', 'ur', 'wh' and 'ph'. New learning: 'ey', 'or', 'ar', 'a', 'o', 'wr', 'kn', 'gn', 'ge', 'dge', 'c', 'y', 'ies'. Present tense 'ing', past tense 'ed'	Year 1 See Floppy Phonics Overview Year 2 'y', 'ies', 'le', 'el', '	Year 1 See Floppy Phonics Overview Year 2 'ness', 'ment', 'full', 'less', 'zhur', 'shur' (s),
	HT 2		al', 'il', 'ed', 'er', 'est', 'ing', 'y', Contractive apostrophes.	Compound words Homophones Near homophones 'tion', Possessive apostrophes Words from across the curriculum
Cycle B	HT 1			
Cycle B	HT 2			
Lower Key Stage 2				
Cycle A	HT 1	Year 3 Year 2 review: 'ed', 'ing', 'er', 'est', 'ness', 'ment', 'full', 'ness', New learning: 'i' spelt 'y', 'u' spelt 'ou', Year 4 Year 3 review Contractive apostrophes Suffixes (vowel letters)	Year 3 Prefix review Prefix 'super' Prefix 'anti', 'sub'. Prefix 'auto' Suffix 'ly' Year 4 Plurals Possessive apostrophes 'ous'	Year 3 Prefix 'in' Prefix 'il' and 'im' Prefix 'ir' Prefix 'inter' Year 4 'sh' spelt 'ch' 'gue' 'que' 's' spelt 'sc'
	HT 2	Year 3 'ei', 'eigh', 'ey', prefix 'un', prefix 'dis', prefix 'mis', prefix 're'. Word families Year 4 'sion' 'tion' 'ssion' Suffix 'ation' 'cian'	Year 3 Suffix 'ly' (le) Suffix 'ally' Suffix 'ation' Double consonants Split digraphs – long vowel sounds Year 4 'sure', 'ture' 'k' spelt 'ch' 's' spelt 'c' 'ough' Unstressed vowels	Year 3 Homophones and near homophones Words from cross the curriculum Suffixes (vowel letters) 'sion' and 'tion' Year 4 Homophones and near homophones 'un', 'dis', 'mis' and 're' Words from across the curriculum
Cycle B	HT 1			
Cycle B	HT 2			
Upper Key Stage 2				
Cycle A	HT 1	Year 5 Year 4 spelling review 'ough' letter strings 'cious' 'tious' Year 6 Year 5 spelling review 'ant', 'ance', 'ancy' 'ent', 'ence', 'ency', 'ant', 'ance', 'ancy' hyphens	Year 5 'able' 'able' and 'ably' 'able' 'ible' and 'ibly' Year 6 'i' before 'e' rule Homophones and near homophones 'ous' endings	Year 5 'ate', 'ise', 'ify', 'en' Verb prefixes Homophones and near homophones Year 6 'ei' 'eigh' 'ey' 'tial' 'cial' 'ation' 'sion' 'ssion' 'tion' 'ough' Suffix 'ly'
	HT 2	Year 5 'cial' 'tial' Homophones (nouns and verbs) Double consonants Unstressed vowels and consonants Year 6 Suffixes (vowel letters) Scientific vocabulary Words from across the curriculum 'c' makes the 's' sound Suffixes and prefixes	Year 5 Homophones and near homophones Silent letters 'b' 'k' Scientific vocabulary 'i' spelt 'y' Year 6 Prefixes 'super' 'anti' 'sub' Prefixes 're' 'il' 'im' Prefixes 'auto' 'un' 'dis' 'u' spelt 'ou' 'y' makes the 'i'	Year 5 Homophones and near homophones Homophones and words that are often confused 'ant', 'ance', 'ancy' 'ent', 'ence' 'ency', 'ant', 'ance', 'ancy' Suffix (vowel letters) Year 6 'que' 'sc' 'tious' 'cious' 'ch' 'que' 'sure' 'ture' Unstressed vowels
Cycle B	HT 1			
Cycle B	HT 2			

Maths Curriculum Overview

	Autumn	Spring	Summer
Key Stage 1			
HT 1	<ul style="list-style-type: none"> Addition and Subtraction Strategies for Rehearsal Positional Language and Sequencing Subitising – Leading to More and Fewer Number Magnitude, Estimation and Comparison Place Value – Making Ten(s) and Some More Time – Estimating, Sequencing and Comparing 	<ul style="list-style-type: none"> Geometry 1 Regrouping to Add and Subtract Strategy Choices for Addition and Subtraction Problem Solving with Addition and Subtraction Doubling and Halving 	<ul style="list-style-type: none"> Money Fractions Problem Solving – All Four Operations Time – Turns and Telling the Time
	HT 2	<ul style="list-style-type: none"> Additive Reasoning – the Understanding and Language of Operations Part Whole Equality and Comparison Measures – Length, Height and Mass 	<ul style="list-style-type: none"> Multiplication – Counting, Multiples and Repeated Addition Multiplication – Number of Groups, Group Size and Product Division – Sharing and Grouping Problem Solving with Multiplication and Division
Lower Key Stage 2			
HT 1	<ul style="list-style-type: none"> Number and Place Value Reasoning 1 Additive Reasoning 1 – Mental Addition Additive Reasoning 2 – Mental Subtraction 	<ul style="list-style-type: none"> Adding and Subtracting Fractions Geometric Reasoning 2 – Properties of 2-D shape Additive Reasoning 3 – Formal Written Addition and Subtraction Spatial Reasoning 1 – Perimeter 	<ul style="list-style-type: none"> Number and Place Value Reasoning 2 – Decimals Measurement Reasoning 1 – Comparing, Estimating and Calculating with Measures Measurement and Statistical Reasoning 2 – Time, Timetables and Time Graphs Operational Reasoning – Understanding and Applying the Four Operations
	HT 2	<ul style="list-style-type: none"> Multiplicative Reasoning 1 – Building Fact Recall Proportional Reasoning 1 – Scaling, Comparison and Fractions Geometric Reasoning 1 – Angles and Lines 	<ul style="list-style-type: none"> Statistical Reasoning 1 – Scaling Multiplicative Reasoning 2 – Multiplicative Laws and Area Multiplicative Reasoning 3 – Formal Written Multiplication and Division
Upper Key Stage 2			
HT 1	<ul style="list-style-type: none"> Number and Place Value Reasoning Multiplicative Reasoning 1 (Multiply and Divide by Powers of Ten) Additive Reasoning 1 Number Properties Reasoning Multiplicative Reasoning 2 (Multiplication) 	<ul style="list-style-type: none"> Geometric Reasoning 1 Proportional Reasoning 1 (Percentages) Multiplicative Reasoning 4 (Division) Spatial Reasoning 1 (Area and Perimeter) Fraction Reasoning 2 (Multiplying and Dividing with Fractions) 	<p>Pre Year 6 SATs</p> <ul style="list-style-type: none"> Statistical Reasoning 1 Roman Numerals, Time and Revision
	HT 2	<ul style="list-style-type: none"> Fraction Reasoning 1 Multiplicative Reasoning 3 (Division) <p>Algebraic Reasoning 1</p>	<ul style="list-style-type: none"> Fraction Problem Solving Spatial Reasoning 2 (Volume) Proportional Reasoning 2 (Ratio and Scaling) Reasoning (Angles and Translation)

Science Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1	Animals Including Humans: Amazing Me!	Everyday Materials Brilliant Builders	Animals Including Humans Wild And Wonderful Creatures
	HT 2	Seasonal Changes Wild Weather	Plants Growing Things	Living Things And Their Habitats Food Chains
Cycle B	HT 1	Everyday Materials Brilliant Builders	Seasonal Changes Weather Art	Animals Including Humans People And Their Pets
	HT 2	Everyday Materials Exploring Changes	Plants Art And Nature	Living things and their habitats. Habitats And Homes.
Lower Key Stage 2				
Cycle A	HT 1	Animals, Including Humans (Y3 Nc)	States Of Matter (Yr4 Nc)	Living Things And Their Habitats (Y4 Nc)
	HT 2	Forces – Magnets (Yr3 Nc)	Light (Yr3 Nc)	
Cycle B	HT 1	Rocks, Fossils And Soils (Y3 Nc)	Animals Including Humans (Yr4 Nc) (Digestion, Teeth And Foods Chains)	Plants (Y3 Nc)
	HT 2	Electricity (Yr4)	Sound (Yr4 Nc)	
Upper Key Stage 2				
Cycle A	HT 1	All Living Things And Their Habitats (Yr5 Nc)	Materials And Their Properties (Yr5 Nc)	Animals Including Humans (Yr5 Nc)
	HT 2	Earth And Space (Yr5 Nc)		Forces (Yr5 Nc)
Cycle B	HT 1	All Living Things And Their Habitats (Yr6 Nc)	Electricity (Yr6 Nc)	Animals Including Humans (Yr6 Nc)
	HT 2	Evolution And Inheritance (Yr6 Nc)	Light (Yr6 Nc)	

History Curriculum Overview

	Autumn	Spring	Summer	
Key Stage 1				
Cycle A	HT 1	Christopher Columbus and Amelia Earhart Key question: Who crossed the Atlantic, how, and why? Key concepts: Voyage Disciplinary Learning: Using sources to find out about the past.	Titanic Key question: Why did the Titanic sink and how did it make travel safer in the future? Key concepts: Voyage, civilisation Disciplinary Learning: cause and consequence, sources, and evidence.	The Three Queens Key question: What are the similarities, differences, and changes in continuity within the reigns of the three Queens? Key concepts: Civilisation, Leadership, Empire Disciplinary Learning: historical significance, change and continuity, sources, and evidence.
	HT 2			
Cycle B	HT 1	Guy Fawkes and the Gun Powder Plot Key question: Where does bonfire night originate from and how has it changed over time? Key concepts: Monarchy, invasion Disciplinary Learning: continuity and change.	London/The Great Fire of London Key question: Why did the Great Fire of London start and what effect did it have? Key concepts: civilisation Disciplinary Learning: historical significance, sources, and evidence.	Seaside Key question: How have seaside resorts changed over time? Key concepts: civilisation, voyage Disciplinary Learning: sources and evidence, similarity, and difference.
	HT 2			
Lower Key Stage 2				
Cycle A	HT 1	Local History of Hemel Hempstead Key question: How has Hemel changed over time? Key concepts: Settlement, civilisation Disciplinary Learning: Interpreting sources, similarity and difference.	Anglo Saxons Key question: Why did the Anglo Saxons invade and where did they settle? Key concepts: Civilisation, leadership, settlement Disciplinary Learning: similarity and difference, cause and consequence, chronology.	Roman invasion of Britain Key question: Why did the Romans invade Britain and what impact did they have? Key concepts: Invasion, voyage, leadership, settlement, civilisation, empire Disciplinary Learning: historical significance, change and continuity, interpreting sources, chronology.
	HT 2			
Cycle B	HT 1	Elizabethan England Key question: What was it like to live in Elizabethan England? Key concepts: civilisation, leadership Disciplinary Learning: similarity and difference, interpreting sources.	Stone Age to Iron Age Key question: How did Britain change between the beginning of the Stone Age and the end of the Iron Age? Key concepts: settlement, civilisation Disciplinary Learning: similarity and difference, using artefacts to draw conclusions, interpreting sources.	Life in Ancient Greece Key question: What was it like to live in Ancient Greece and what did the Ancient Greeks achieve? Key concepts: civilisation, leadership, settlement, empire Disciplinary Learning: using artefacts to draw conclusions, interpreting sources, similarity and difference.
	HT 2			
Upper Key Stage 2				
Cycle A	HT 1	Ancient Egypt Key question: What can we learn from the Ancient Egyptians and what were their key achievements? Key concepts: civilisation, leadership, settlement, empire Disciplinary Learning: Using evidence to build a true picture.	Benin (West Africa) 900 - 1300 Key Question: How did Benin society develop and differ from Anglo Saxons? Key Concepts: civilisation, leadership, settlement Disciplinary Learning: Using evidence to build a true picture, interpreting sources.	Local History Key Question: What have been the main influences in local history? Key Concepts: Settlement, civilisation Disciplinary Learning: Using evidence to build a true picture, interpreting sources.
	HT 2			
Cycle B	HT 1	Blitz Key question: What happened in the Blitz and how do we know? Key concepts: Invasion, leadership Disciplinary Learning: chronology, cause, and consequence.	Vikings Key Question: Why did the Vikings invade and where did they settle? Key Concepts: Invasion, settlement Disciplinary Learning: Similarity and difference, interpreting sources.	Islamic Civilisation Key Question: What are some of the significant discoveries and concepts developed by early Islamic scholars? Key Concepts: Civilisation, empire, leadership Disciplinary Learning: similarity and difference, interpreting sources.
	HT 2			

Geography Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1			
	HT 2	Where in the world are we? Key Enquiry Question: Where in the world are we? Key Vocabulary and Concepts: oceans, continents, capital city, country, the United Kingdom, Northern Ireland, England, Wales, Scotland, globe, north, south, east, west, equator, pole Map skills and field work: globes, local scale maps	Ghana – Accra (capital) Key Enquiry Question: Where is Ghana and what is it like? Key Vocabulary and Concepts: continents, similarities and differences, country, season and weather, equator, village, town, city Map skills and field work: collect data for temperature and rainfall, maps and globes	India Key Enquiry Question: Why do tigers live in India? Key Vocabulary and Concepts: weather, temperature, equator, poles, continents, oceans Map skills and field work: world map, globes
Cycle B	HT 1			
	HT 2	Local Geography Study – Aycliffe Drive Primary and Grovehill Key Enquiry Question: Where is Aycliffe Drive Primary School? Key Vocabulary and Concepts: Grovehill, town, Hemel Hempstead, shop, house, road, forest, hill, valley, left and right Map skills and field work: local maps and images, Google earth, globes	London Key Enquiry Question: Where is London and what is it like? Key Vocabulary and Concepts: City, river, Thames, north, south, east, west, office Map skills and field work: Google earth, globe, maps	Southend Seaside Key Enquiry Question: How is Southend different from Grovehill? Key Vocabulary and Concepts: port, harbour, differences and similarities, sea and ocean, shop, house, beach Map skills and field work: comparing towns, maps, aerial images.
Lower Key Stage 2				
Cycle A	HT 1			
	HT 2	Local Geography Study – Hemel Hempstead Key Enquiry Question: Where is Hemel Hempstead? Key Vocabulary and Concepts: Land use, Grovehill, Hemel Hempstead, town, shop, house, road, valley, hill, human, physical Map skills and field work: Local maps, local images, google earth, globes, soundscapes, collect traffic data.	Central America/Rainforests Key Enquiry Question: Where does chocolate come from? Key Vocabulary and Concepts: rainforest, country, season, weather, trade, town, village, city, population Map skills and field work: atlas, globe, google earth,	Climate/Weather Key Enquiry Question: What is weather anyway? Key Vocabulary and Concepts: weather, climate, biomes, equator, latitude, longitude, climate change, similarities, and differences Map skills and field work: Globe, atlas
Cycle B	HT 1			
	HT 2	Coasts Key Enquiry Question: How are our coasts changing? Key Vocabulary and Concepts: coast, sea, ocean, beach, erosion, cliff, coastal management Map skills and field work: locate coastal areas on a map, google earth – virtual field trip.	Mountains and Volcanoes Key Enquiry Question: Where do mountains and volcanoes come from? Key Vocabulary and Concepts: mountain, volcano, tectonic plates, eruption, igneous, sedimentary Map skills and field work: Atlas, globe, google earth.	Greece Key Enquiry Question: Where is Greece and what is it like? Key Vocabulary and Concepts: Greece, climate, weather, shop, house, road Map skills and field work: Google Earth, globes, atlas, comparing countries, collect data on population, collect data for temperature and rainfall.
Upper Key Stage 2				
Cycle A	HT 1			
	HT 2	Rivers – including The Mississippi. Key Enquiry Question: How are rivers formed and why do people live near them? Key vocabulary and Concepts: Rivers, Water cycles, erosion, deposition, features of a river system (mouth, source etc.) , trade, energy, dams Map skills and field work: Atlases and digital maps	Asia – including Indian subcontinent. Key Enquiry Question: What is similar and different about a Country in Asia compared to the UK? Key Vocabulary and Concepts: Asia, continent, similarities, differences Map skills and field work: Atlases and digital maps	Trade and Economics: including South America and Trade Links Key Enquiry Question: What products are imported from South America? Key Vocabulary and Concepts: import, export, products, trade, trade links Map skills and field work: Atlases and digital maps
Cycle B	HT 1			
	HT 2	Europe (Eastern Europe focus) – Capital Cities and Rivers (Chernobyl) Key Enquiry Question: Can you name a capital city and river in Europe? Key vocabulary and Concepts: Landscapes, climates, European Countries, regions, capital cities, Map skills and field work: Atlases and digital maps	Our Changing World – The Human and Physical impact of geological change Key Enquiry Question: What is the human and physical impact of geological change? Key vocabulary and Concepts: plate tectonics, earthquakes, volcano, tsunami Map skills and field work: Atlases and digital maps	Energy and the Environment – Enough for Everyone Key Enquiry Question: How is our energy use changing the environment? Key Vocabulary and Concepts: Global, warming, environment, energy, renewable, non-renewable, power, food Map skills and field work: Atlases and digital maps

Art Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1	Type: Printing/pop art Topic/Artist: Roy Lichtenstien/Andy Warhol Context: pop art/printed design Vocabulary: colour, pattern, texture, shape, form, repeating Media: Poster paint, felt tip pen	Type: Sculpture (clay) Topic/Artist: Henry Moore Context: abstract people structures Skill/Knowledge: moulding, pinching, texture Vocabulary: mould, pinch, texture, sculpt, tool Media: clay, 3d sculpture	Type: drawing/ expressionism Topic/Artist: Vincent Van Gogh Context: Starry Night Vocabulary: blending, layering, outline, technique Media: oil pastels
	HT 2			
Cycle B	HT 1	Type: Digital art/Portraits/ cubism Topic/Artist: Picasso Context: abstract portraits Vocabulary: bold, zoom, enlarge, proportion, exaggerate	Type: Drawing/ naïve Topic/Artist: Lowry/Stephen Wiltshire Context: famous landmarks Vocabulary: bold, texture Media: pencil (Hb, 2b) charcoal, pastel, water colour paint	Type: Mixed media- collage Topic/Artist: Natalie Pascoe Context: Seaside's Vocabulary: design, collage, construct, pattern, texture Media: paint, fabric, sand
	HT 2			
Lower Key Stage 2				
Cycle A	HT 1	Type: observational drawing/portraits Topic/Artist: Da Vinci Context: self portrait Vocabulary: line, shade, texture, proportion Media: pencil (2b), pen, colour pencil	Type: Observational drawing Topic/Artist: Rainforest and Central America Context: Jaguar Pictures Vocabulary: Texture, proportion, shading, line, sketching Media: Pencil (2b), colouring pencil	Type: Painting Topic/Artist: Colour Theory/Gary Bullock Context: Sgraffito Vocabulary: Primary colour, Secondary Colours, Underpaint, pattern, texture Media: Poster Paint
	HT 2			
Cycle B	HT 1	Type: Printing Topic/Artist: Woodcut style printing Context: Elizabethan Woodcuts Vocabulary: print, block, etch, relief, negative Media: potato print, foam sheets, eggs	Type: Painting/ Digital Painting Topic/Artist: Bob Ross Context: Painting mountains Vocabulary: Blend, smudge, wash, foreground, background, horizontal, vertical Media: Water colour, Poster Paint, Digital	Type: Clay 3d Sculpture Topic/Artist: Ancient Greeks Context: Ancient Greek Terracotta Figures Vocabulary: proportion, pigment, sculpt, mould, form Media: Clay and paint
	HT 2			
Upper Key Stage 2				
Cycle A	HT 1	Type: Painting and Colour/ drawing and sketching Topic/Artist: Ancient Egyptian Context: Hieroglyphic/ harvest paintings Vocabulary: media, perspective, proportion, composition, pattern, compliment, contrast, line, tone, narrative Media: Pencil, Brusho dye, paint	Type: 3D work Topic/Artist: Anglo Saxons Context: clay pots and sculptures Vocabulary: Coil, pinch, slabs, wedging, scoring, leather-hard, kneading, impress Media: Clay and paint	Type: Digital photography Topic/Artist: Ansel Adams Context: Black and white/possibly colour landscape photography Vocabulary: contrast, saturation, complements, red eye, mood, imagery, filters, cropping, resizing, rotating, hue, sharpness etc..... Media: camera, digital editing software
	HT 2			
Cycle B	HT 1	Type: Drawing and Sketching Topic/Artist: landscape perspective. Using vanishing points – look at various artists that show perspective in their composition. Context: Creating perspective in drawing Vocabulary: vanishing point, composition, point perspective, converge, horizon line, background, foreground, middle ground, proportion, dimensional, overlapping, illusion Media: sketching pencils, pen cross- hatching, Extension: possibly leading to using acrylic paint.	Type: Painting and Colour Topic/Artist: Frieda Kahlo Context: Portraits Vocabulary: cultural, portrait, pose, composition, texture, aesthetic, expressive, complementary, contrasting, emotive Media: colour paper collage, water- based tube paints and possibly canvas boards.	Type: Printing Topic/Artist: Alifia Khan Context: Islamic geometric art Vocabulary: impressed, engraved, relief, ornate, well balanced, tessellated, geometric, intricate, concentric, tessellated, geometric, intricate, concentric, well-balanced. indentation, pressure, technique, develop, intricate, adapting, application, repetition, symmetry Media: lino boards, screen printing paints
	HT 2			

DT Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1			
	HT 2	<p>Mechanisms: Making story books Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.</p> <p>Textiles: Pouches (Christmas theme) Introduction to sewing. Pupils make their own template, accurately cut their fabric, and sew a basic running stitch.</p>	<p>Cooking: Smoothies Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</p> <p>Textiles: Puppets Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairy-tale. Develop technical skills of cutting, gluing, stapling and pinning.</p>	<p>Structures: Windmills Construct a windmill to complete a request from a user. Develop an understanding of different types of windmills, how they work and their key features. Begin to use technical skills such as making evenly spaced cuts and adding weight to ensure a successful structure.</p>
Cycle B	HT 1			
	HT 2	<p>Mechanisms: Making a moving monster After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.</p>	<p>Cooking: Balanced diet Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.</p>	<p>Structures: Baby Bear's chair Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand-new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.</p>
Lower Key Stage 2				
Cycle A	HT 1			
	HT 2	<p>Mechanisms: Pneumatic toys Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.</p>	<p>Structures: Pavilions Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</p>	<p>Digital world: Wearable technology Design, code, and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.</p>
Cycle B	HT 1			
	HT 2	<p>Cooking: Adapting a recipe Work in groups to adapt a simple biscuit recipe, to create a biscuit suited to a chosen target audience. They ensure that their creation comes within a given budget of overheads and ingredients.</p>	<p>Electrical system: Torches Pupils apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria.</p>	<p>Textiles: Cross stitch and applique Introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué. Pupils apply their knowledge to the design, decoration and assembly of their own cushions</p>
Upper Key Stage 2				
Cycle A	HT 1			
	HT 2	<p>Textiles: Stuffed toys Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.</p>	<p>Structures: Bridges After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.</p>	<p>Mechanical systems: Making a pop-up book Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.</p>
Cycle B	HT 1			
	HT 2	<p>Electrical systems: Steady hand game Design and create a steady hand game, use nets to create the bases and apply knowledge of electrical circuits to build an operational circuit with a buzzer that completes the circuit when the handle makes contact with the wire.</p>	<p>Digital world: Navigating the world Program a navigation tool to produce a multifunctional device for trekkers. Combine 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software.</p>	<p>Cooking and nutrition: Come dine with me Research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' and write a favourite recipe.</p>

Computing Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1	Strand: Computing systems and networks Unit: Technology around us Objectives: Recognising technology in school and using it responsibly.	Strand: Programming Unit: Moving a robot Objectives: Writing short algorithms and programs for floor robots and predicting program outcomes.	Strand: Creating media Unit: Digital writing Objectives: Using a computer to create and format text, before comparing to writing non-digitally.
	HT 2	Strand: Creating media Unit: Digital painting Objectives: Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.	Strand: Data and information Unit: Grouping data Objectives: Exploring object labels, then using them to sort and group objects by properties.	Strand: Programming Unit: Programming animations Objectives: Designing and programming the movement of a character on screen to tell stories.
Cycle B	HT 1	Strand: Computing systems and networks Unit: Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Strand: Programming Unit: Robot algorithms Creating and debugging programs and using logical reasoning to make predictions.	Strand: Creating media Unit: Digital music Objectives: Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.
	HT 2	Strand: Creating media Unit: Digital photography Objectives: Capturing and changing digital photographs for different purposes.	Strand: Data and information Unit: Pictograms Objectives: Collecting data in tally charts and using attributes to organise and present data on a computer.	Strand: Programming Unit: Programming quizzes Objectives: Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Lower Key Stage 2				
Cycle A	HT 1	Strand: Computing systems and networks Unit: The internet Objectives: Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Strand: Programming Unit: Sequencing sounds Objectives: Creating sequences in a block-based programming language to make music.	Strand: Creating media Unit: Desktop publishing Objectives: Creating documents by modifying text, images, and page layouts for a specified purpose.
	HT 2	Strand: Creating media Unit: Audio production Objectives: Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Strand: Data and information Unit: Branching databases Objectives: Building and using branching databases to group objects using yes/no questions.	Strand: Programming Unit: Events and actions in programs Objectives: Writing algorithms and programs that use a range of events to trigger sequences of actions.
Cycle B	HT 1	Strand: Computing systems and networks Unit: Connecting computers Objectives: Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Strand: Programming Unit: Repetition in shapes Objectives: Using a text-based programming language to explore count-controlled loops when drawing shapes.	Strand: Creating media Unit: Photo editing Objectives: Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.
	HT 2	Strand: Creating media Unit: Stop-frame animation Objectives: Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Strand: Data and information Unit: Data logging Objectives: Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Strand: Programming Unit: Repetition in games Objectives: Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Upper Key Stage 2				
Cycle A	HT 1	Strand: Computing systems and networks Unit: Systems and searching Objectives: Recognising IT systems in the world and how some can enable searching on the internet.	Strand: Programming Unit: Selection in physical computing Objectives: Exploring conditions and selection using a programmable microcontroller.	Strand: Creating media Unit: Introduction to vector graphics Objectives: Creating images in a drawing program by using layers and groups of objects.
	HT 2	Strand: Creating media Unit: Video production Objectives: Planning, capturing, and editing video to produce a short film.	Strand: Data and information Unit: Flat-file databases Objectives: Using a database to order data and create charts to answer questions.	Strand: Programming Unit: Selection in quizzes Objectives: Exploring selection in programming to design and code an interactive quiz.
Cycle B	HT 1	Strand: Computing systems and networks Unit: Communication and collaboration Objectives: Exploring how data is transferred by working collaboratively online.	Strand: Programming Unit: Variables in games Objectives: Exploring variables when designing and coding a game.	Strand: Creating media Unit: 3D modelling Objectives: Planning, developing, and evaluating 3D computer models of physical objects.
	HT 2	Strand: Creating media Unit: Webpage creation Objectives: Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Strand: Data and information Unit: Introduction to spreadsheets Objectives: Answering questions by using spreadsheets to organise and calculate data.	Strand: Programming Unit: Sensing movement Objectives: Designing and coding a project that captures inputs from a physical device.

French Curriculum Overview

	Autumn	Spring	Summer	
Lower Key Stage 2				
Cycle A	HT 1	Unit 1: Describing me and others in class <ul style="list-style-type: none"> in Haiti in France Key Ideas: Talking about being <ul style="list-style-type: none"> essential verb: être - to be, adjective agreement for masculine/feminine Yes/ no questions with raised intonation 	Unit 4: Saying what I and others do <ul style="list-style-type: none"> In class/French club At home Menton Carnival/Nice Carnival Key Ideas: Talking about doing <ul style="list-style-type: none"> Infinitive – regular –er verbs (singular) Definite articles – mon, ma, ton, ta “de” for possession 	Unit 8: Describing things & people <ul style="list-style-type: none"> Mother’s day At the zoo Tintin Favourites/birthdays Key ideas: talking about being(2) <ul style="list-style-type: none"> Postnominal adjectives agreement Subject pronouns – il, elle – meaning “it” Noun + préféré(e) Avoir meaning “be” for age & states
	HT 2			
Cycle B	HT 1	Unit 2: Saying what I and others have <ul style="list-style-type: none"> At home With friends Key Ideas: Talking about having <ul style="list-style-type: none"> essential verb: avoir- to have Indefinite, singular articles and gender Talking about identifying <ul style="list-style-type: none"> C'est un/une... Intonation questions with quoi? 	Unit 5: Saying what I & others like <ul style="list-style-type: none"> Family & friends At home/travelling Key Ideas: Talking about liking/preferring <ul style="list-style-type: none"> Essential verb: aimer - to like, préférer - to prefer Conjunctions – et (and), mais (but), aussi (also) Unit 6: Saying how many and describing things <ul style="list-style-type: none"> My monster Key Ideas: Talking about more than one <ul style="list-style-type: none"> Essential verb: il y a – there is/there are Plural indefinite article – des Regular plural marking on nouns (-s) Unit 7: Revision <ul style="list-style-type: none"> Easter Key Ideas: revisit	Unit 9: Expressing likes & saying what I & others do <ul style="list-style-type: none"> At school Friendship/end of term show Key Ideas: Talking about liking doing <ul style="list-style-type: none"> 2 verb structures: aimer + infinitive, détester + infinitive Plural definite articles – les (the) Unit 11 <ul style="list-style-type: none"> The Hungry Caterpillar (rouge) Un poème (jaune) Key Ideas: revisit key ideas
	HT 2			
Upper Key Stage 2				
Cycle A	HT 1	Unit 1: describing me & others (bleu) Interactions (green) <ul style="list-style-type: none"> Back to school in France/Haiti Teachers/online exchange Dates, birthdays/dates, festivals & concerts Key Ideas: talking about being (we, you(all), they) <ul style="list-style-type: none"> Essential verb: ÊTRE (nous, vous, ils, elles) Adjective agreement for m/f plural (as complement to verb) 	Unit 4: Saying what I & others do <ul style="list-style-type: none"> Christmas activities/activities in school New Year in France & Haiti/Quebec Carnival 1st January in Haiti/La Fête des Lumières La Fête des Rois/La Chandeleur Mardi Gras Key Ideas: talking about doing (we, you (all), they) <ul style="list-style-type: none"> Regular –er verbs (plural) Des + Plural nouns (-s) Plural nouns (-eux/aux, al-aux) Est-ce que questions Negation: n’/ne...pas Negation: il n’y a pas de 	Unit 7: Saying what I & others do <ul style="list-style-type: none"> Activities at home/at the kite festival A surprise party/a weekend at home Weather Sports & instruments Key Ideas: talking about doing (I, you, s/he) <ul style="list-style-type: none"> Essential verb: FAIRE – to do, to make (je, tu, il, elle) Il fait (weather) Faire de (sports), jouer de (instruments) Est-ce que questions + wh words
	HT 2	<ul style="list-style-type: none"> Raised intonation +WH-word questions 		
Cycle B	HT 1	Unit 2t: saying what I & others have (bleu) Interactions (green) <ul style="list-style-type: none"> In school/describing town & village Comparing schools & homes/comparing Physical description/celebrities Key Ideas: talking about having <ul style="list-style-type: none"> Essential verb: avoir – to have (nous, vous, ils, elles) Pre- and postnominal adjectives 	Unit 5: Saying where you’re going and what there is there <ul style="list-style-type: none"> Describing school/town & village In Canada/in Haiti Key Ideas: talking about going <ul style="list-style-type: none"> Essential verb: ALLER – to go, going (je, tu, il, elle) Simple & continuous present Où est-ce que questions Prepositions à (at, in, to) 	Unit 8: Expressing likes & actions <ul style="list-style-type: none"> What we do/want, would like to do What we like/dislike doing Food for a picnic/at a café Key Ideas: talking about doing (we, you (all), they) <ul style="list-style-type: none"> Essential verb: FAIRE – to have, having (nous, vous, ils, elles) 2-verb structures: vouloir (veux, veut, voudrais, voudrait) Partitive du, de la, de l’, des)
	HT 2	Unit 3: Revision <ul style="list-style-type: none"> Christmas in Haiti (bleu) Canada (vert) Key Ideas: revision <ul style="list-style-type: none"> Christmas in Haiti (b) Canada (v) 	Unit 6: Revision <ul style="list-style-type: none"> Easter Key Ideas: revisit key ideas	Unit 9: Revision <ul style="list-style-type: none"> Ton Christ est juif poem/Dans Paris poem Key Ideas: revisit key ideas

Music Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1	Unit: Round and Round Unit Theme: Pulse, rhythm and pitch in different styles of music Style of main song: Bossa Nova Instrumental Parts: Key: D minor Notes: D, F, C, E, G & A	Unit: I Wanna Play in a Band Unit Theme: Playing together in a band Style of main song: Rock Instrumental Parts: Key: D Notes: D, F, C & G	Unit: Friendship Song Unit Theme: A song about being friends Style of main song: Pop Instrumental Parts: Key: C Notes: C, E, G, A, B, D & F
	HT 2			Take one Tune: Whole School project – focus on one piece of music to consolidate music skills learned this year and produce work for a performance.
Cycle B	HT 1	Unit: Rhythm in the way we walk & The Banana Rap Unit Theme: Pulse, rhythm and pitch, rapping, dancing and singing. Style of main song: Reggae (Singing unit): Focus on singing skills (pitch, rhythm, performance)	Unit: In the Groove Unit Theme: How to be in the groove with different styles of music. Style of main song: Blues, Baroque, Latin, Bhangra, Folk, Funk Instrumental Parts: Key: C Notes: C, D, G & A	Unit: Hands, Feet, Heart Unit Theme: South African music Style of main song: Afropop, South African Instrumental Parts: Key: G Notes: G, A, C, B, E & F
	HT 2			Take one Tune: Whole School project – focus on one piece of music to consolidate music skills learned this year and produce work for a performance.
Lower Key Stage 2				
Cycle A	HT 1	Unit: Three Little Birds Unit Theme: Reggae and animals Style of main song: Reggae Instrumental Parts: Key: G Notes: G, A, C, D, E & Bb	Unit: The Dragon Song Unit Theme: Music from around the world, celebrating our differences and being kind to one another Style of main song: A pop song that tells a story Instrumental Parts: Key: G Notes: G, A, B, C, D, E & F	Unit: Bringing Us Together Unit Theme: Disco, friendship, hope and unity Style of main song: Disco Instrumental Parts: Key: C Notes: C, G & A
	HT 2			Take one Tune: Whole School project – focus on one piece of music to consolidate music skills learned this year and produce work for a performance.
Cycle B	HT 1	Unit: Mamma Mia Unit Theme: ABBA's music Style of main song: Pop Instrumental Parts: Key: G Notes: G, A, B & C	Unit: Lean on me Unit Theme: Soul/Gospel music and helping one another Style of main song: Gospel Instrumental Parts: Key: C Notes: C, F, E, G, A, B & D	Unit: Blackbird Unit Theme: The Beatles, equality and civil rights Style of main song: The Beatles/pop Instrumental Parts: Key: C Notes: C, B, G, A, D, E & F
	HT 2			Take one Tune: Whole School project – focus on one piece of music to consolidate music skills learned this year and produce work for a performance.
Upper Key Stage 2				
Cycle A	HT 1	Unit: Happy Unit Theme: Being Happy! Style of main song: Pop/Neo Soul Instrumental Parts: Key: D (mixolydian on A) Notes: A, G, B, C, D & E	Unit: The Fresh Prince of Bel-Air Unit Theme: Old-School Hip-Hop Style of main song: Old-School Hip-Hop Instrumental Parts: One note: A Notes: A, D, G, C, E & F	Unit: Reflect, Rewind & Replay Unit Theme: The history of music, look back and consolidate your learning Style of main song: Classical Instrumental Parts: This unit gives the opportunity to revise all notes, games, improvisation techniques and composition skills taught this year to consolidate learning.
	HT 2			Take one Tune: Whole School project – focus on one piece of music to consolidate music skills learned this year and produce work for a performance.
Cycle B	HT 1	Unit: Livin' On A Prayer Unit Theme: Rock Anthems Style of main song: Rock Instrumental Parts: Key: G Notes: G, A, B, D, E, F# & C	Unit: Classroom Jazz 2 Unit Theme: Jazz, Improvisation and Composition Style of Main Song: Bacharach and Blues Instrumental Parts: Key: C and Blues in C	Unit: Music and Me Unit Theme: Create your own music inspired by your identity and women in the music industry Style: Hip Hop, Classical, Electronic, Soul, Contemporary Instrumental Parts: This unit gives the opportunity to revise all notes, games, improvisation techniques and composition skills taught this year to consolidate learning.
	HT 2			Take one Tune: Whole School project – focus on one piece of music to consolidate music skills learned this year and produce work for a performance.

PE Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1	<ul style="list-style-type: none"> Health and Wellbeing Running (locomotion) 	<ul style="list-style-type: none"> Feet 1 (Ball Skills) Wide Narrow Curled (Gymnastics) 	<ul style="list-style-type: none"> Jumping (locomotion) Rackets, Bats and Balls
	HT 2	<ul style="list-style-type: none"> Heroes (Dance) Hands 1 (Ball Skills) 	<ul style="list-style-type: none"> The Zoo (dance) Hands 2 (Ball Skills) 	<ul style="list-style-type: none"> Games for Understanding (attack and defence) Team Building
Cycle B	HT 1	<ul style="list-style-type: none"> Health and wellbeing Dodging (locomotion) 	<ul style="list-style-type: none"> Feet (ball skills) Linking (gymnastics) 	<ul style="list-style-type: none"> Rackets, Bats and Balls Jumping (locomotion)
	HT 2	<ul style="list-style-type: none"> Mr Candy's Sweet Factory (Dance) Hands (ball skills) 	<ul style="list-style-type: none"> Hands (ball skills) Explorers (dance) 	<ul style="list-style-type: none"> Team Building Games for Understanding
Lower Key Stage 2				
Cycle A	HT 1	<ul style="list-style-type: none"> Rugby Gymnastics Swimming (Hawthorn) 	<ul style="list-style-type: none"> Netball Swimming (Willow) 	<ul style="list-style-type: none"> Cricket Swimming (Laurel)
	HT 2	<ul style="list-style-type: none"> Gymnastics Dance Swimming (Hawthorn) 	<ul style="list-style-type: none"> Netball Rugby Dance Swimming (Willow) 	<ul style="list-style-type: none"> Athletics Cricket
Cycle B	HT 1	<ul style="list-style-type: none"> Rugby Gymnastics Swimming (Hawthorn) 	<ul style="list-style-type: none"> Netball Swimming (Willow) 	<ul style="list-style-type: none"> Cricket Swimming (Laurel)
	HT 2	<ul style="list-style-type: none"> Gymnastics Dance Swimming (Hawthorn) 	<ul style="list-style-type: none"> Netball Rugby Dance Swimming (Willow) 	<ul style="list-style-type: none"> Athletics Cricket
Upper Key Stage 2				
Cycle A	HT 1	<ul style="list-style-type: none"> Rugby Health related exercise 	<ul style="list-style-type: none"> Hockey Leadership 	<ul style="list-style-type: none"> Cricket Orienteering
	HT 2	<ul style="list-style-type: none"> Basketball Gymnastics 	<ul style="list-style-type: none"> Tennis Dance 	<ul style="list-style-type: none"> Rounders Athletics
Cycle B	HT 1	<ul style="list-style-type: none"> Rugby Health related exercise 	<ul style="list-style-type: none"> Hockey Leadership 	<ul style="list-style-type: none"> Cricket Orienteering
	HT 2	<ul style="list-style-type: none"> Basketball Gymnastics (sequences) 	<ul style="list-style-type: none"> Tennis Dance (Carnival) 	<ul style="list-style-type: none"> Rounders Athletics

PSHE Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1	<p>Year 1</p> <ul style="list-style-type: none"> explain why my class is a happy and safe place to learn. give different examples where I or others make my class happy and safe <p>Year 2</p> <ul style="list-style-type: none"> explain why my behaviour can impact on other people in my class. compare my own and my friends' choices and can express why some choices are better than others. 	<p>Year 1</p> <ul style="list-style-type: none"> explain how I feel when I am successful and how this can be celebrated positively. say why my internal treasure chest is an important place to store positive feeling <p>Year 2</p> <ul style="list-style-type: none"> explain how I played my part in a group and the parts other people played to create an end product. explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	<p>Year 1</p> <ul style="list-style-type: none"> explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like <p>Year 2</p> <ul style="list-style-type: none"> explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
	HT 2	<p>Year 1</p> <ul style="list-style-type: none"> tell you some ways that I am different and similar to other people in my class, and why this makes us all special. explain what bullying is and how being bullied might make somebody feel. <p>Year 2</p> <ul style="list-style-type: none"> explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. 	<p>Year 1</p> <ul style="list-style-type: none"> explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. give examples of when being healthy can help me feel happy <p>Year 2</p> <ul style="list-style-type: none"> explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<p>Year 1</p> <ul style="list-style-type: none"> compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. explain why some changes I might experience might feel better than others. <p>Year 2</p> <ul style="list-style-type: none"> use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. explain why some types of touches feel OK and others don't. tell you what I like and don't like about being a boy/ girl and getting older and recognise that other people might feel differently to me.
Lower Key Stage 2				
Cycle A	HT 1	<p>Year 3</p> <ul style="list-style-type: none"> explain how my behaviour can affect how others feel and behave. explain why it is important to have rules and how that helps me and others in my class learn. explain why it is important to feel valued <p>Year 4</p> <ul style="list-style-type: none"> explain why being listened to and listening to others is important in my school community. explain why being democratic is important and can help me and others feel valued 	<p>Year 3</p> <ul style="list-style-type: none"> explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. explain how these feelings can be stored in my internal treasure chest and why this is important. <p>Year 4</p> <ul style="list-style-type: none"> plan and set new goals even after a disappointment. explain what it means to be resilient and to have a positive attitude. 	<p>Year 3</p> <ul style="list-style-type: none"> explain how my life is influenced positively by people I know and also by people from other countries. explain why my choices might affect my family, friendships and people around the world who I don't know. <p>Year 4</p> <ul style="list-style-type: none"> recognise how people are feeling when they miss a special person or animal. give ways that might help me manage my feelings when missing a special person or animal.
	HT 2	<p>Year 3</p> <ul style="list-style-type: none"> describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. <p>Year 4</p> <ul style="list-style-type: none"> tell you a time when my first impression of someone changed as I got to know them. also explain why bullying might be difficult to spot and what to do about it if I'm not sure. explain why it is good to accept myself and others for who we are. 	<p>Year 3</p> <ul style="list-style-type: none"> Identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. express how being anxious/ scared and unwell feels. <p>Year 4</p> <ul style="list-style-type: none"> recognise when people are putting me under pressure and can explain ways to resist this when I want to. identify feelings of anxiety and fear associated with peer pressure. 	<p>Year 3</p> <ul style="list-style-type: none"> explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. <p>Year 4</p> <ul style="list-style-type: none"> summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. explain some of the choices I might make in the future and some of the choices that I have no control over. offer some suggestions about how I might manage my feelings when changes happen
Upper Key Stage 2				
Cycle A	HT 1	<p>Year 5</p> <ul style="list-style-type: none"> compare my life with other people in my country and explain why we have rules, rights, and responsibilities to try and make the school and the wider community a fair place. explain how the actions of one person can affect another and can give examples of this from school and a wider community context. <p>Year 6</p>	<p>Year 5</p> <ul style="list-style-type: none"> compare my hopes and dreams with those of young people from different cultures. reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. <p>Year 6</p> <ul style="list-style-type: none"> explain different ways to work with others to help make the world a better place. 	<p>Year 5</p> <ul style="list-style-type: none"> compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. apply strategies to manage my feelings and the pressures I may face to use technology in ways

HT 2	<ul style="list-style-type: none"> explain how my choices can have an impact on people in my immediate community and globally. empathise with others in my community and globally and explain how this can influence the choices I make. 	<ul style="list-style-type: none"> explain what motivates me to make the world a better place. 	<p>that may be risky or cause harm to myself or others.</p> <p>Year 6</p> <ul style="list-style-type: none"> Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.
	<p>Year 5</p> <ul style="list-style-type: none"> explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour <p>Year 6</p> <ul style="list-style-type: none"> explain ways in which difference can be a source of conflict or a cause for celebration. show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<p>Year 5</p> <ul style="list-style-type: none"> explain different roles that food and substances can play in people's lives. also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. <p>Year 6</p> <ul style="list-style-type: none"> explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	<p>Year 5</p> <ul style="list-style-type: none"> explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. also summarise the process of conception. express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. <p>Year 6</p> <ul style="list-style-type: none"> describe how a baby develops from conception through the nine months of pregnancy, and how it is born. recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

RE Curriculum Overview

		Autumn	Spring	Summer
Key Stage 1				
Cycle A	HT 1	The Natural World - Objectives: - identify aspects of the natural world that they find wonderful. - what Christians, Jews and Muslims believe about how the world was made. - how Christians, Jews and Muslims show they are thankful for the natural world.	Asking questions - Objectives: - who God is. - what the effect we have on each other, and the world is. - how we feel when someone dies. - what is important to us.	Special Places - Objectives: - why Christians go to church. - what you would find in a church. - to discover a local church through online visit/school trip.
	HT 2	Light - Objectives: - why light is important in everyday life. - how light is used in Diwali (Hinduism), Hannukah (Judaism), and Christmas (Christianity).	Easter - Objectives: - the story of Palm Sunday and why it is an important part of the Easter story. - the story of Zacchaeus and why it is important to Christians.	Religious People – Objectives: - the important people in the lives of religious people/groups. - why it is necessary to have leaders of religious communities.
Cycle B	HT 1	Belonging - Objectives: - which groups you belong to. - welcoming babies into a family. - what it means to belong to different faiths.	Signs and symbols - Objectives: - what signs and symbols we see in religions and what they mean. - how signs and symbols are used in Christianity. - how signs and symbols are used in Islam.	Special Books - Objectives: - what is meant by a special book and identify books which are special to us. - the Bible, Qur'an and Torah and why they are important.
	HT 2	The Christmas story - Objectives: - the Wise Men and why they are important in the Christmas story. - the giving of gifts.	Easter - Objectives: - why Easter is important to Christians.	Religious Stories - Objectives: - understand some of the stories that are important to religious people.
Lower Key Stage 2				
Cycle A	HT 1	Christianity and Islam - Objectives: - reflect on what we already know about Christians and Muslims. - Muhammad (PBUH) - how Muhammad was protected by Allah. - how the life of Muhammad affects Muslims today. - how Allah can be described.	Jesus - Objectives: - What Jesus' life was like. - what stories Jesus told us. - what Jesus did and the impact it had. - how Jesus overcame temptation.	Rules - Objectives: - what rules Muslims follow. - what rules Christians follow. - if giving to charity helps our neighbours and how.
	HT 2	Christmas Angels - Objectives: - the Angel Gabriel through paintings, songs and poems.	Easter - Objectives: - how Christians celebrate Easter.	Special places - Objectives: - what meaning and significance are attached to special places and sacred spaces.
Cycle B	HT 1	Christianity, Hinduism and Sikhism - Objectives: To reflect on what we already know about Hindus and Sikhs. - what Hindus teach their children about God. - that there is one God who takes many forms. - why a Shrine is important to some Hindus. - what actions are symbolic in an act of worship in some Hindu homes.	Christianity and Sikhism - Objectives: - where I belong. - the 5 Ks and why they are an important part of Sikhism. - Guru Gobind Singh. - how Sikhs welcome new babies.	Special Books - Objectives: - what makes a special book a sacred book. - why the Bible is sacred for Christians. - what the sacred book for Sikhs is. - what the sacred book for Hindus is.
	HT 2	Advent - Objectives: - how Advent is celebrated around the world. - how Christmas is celebrated around the world.	Food - Objectives - why it is important to share food. - how food is shared as part of Sikh worship. - how food is shared as part of Christian worship. - how Jesus shared the last supper.	Religious Stories - Objectives: - some religious stories and what we can learn from them.
Upper Key Stage 2				
Cycle A	HT 1	Christianity and Judaism - Objectives: To reflect on what we already know about Christianity and Judaism. - what rules I follow and why. - how Jewish rules of living affect everyday life.	Christianity and Judaism - Objectives: - who the key figures in the Jewish tradition are. - the story of Esther Purim. - the Seder meal and why it is important to Jewish people.	Authority Figures - Objectives: - what characteristics authority figures have. - which the most important Jewish and Christian groups in your area are. - which questions religions try to provide answers for.
	HT 2	Light - Objectives: - how light makes people feel. - what light signifies for me. - how light is symbolic in some religious festivals.	Holy Week - Objectives - what happened to Jesus over the course of Holy Week. - what happened to Jesus over the last days of his life. - what Passover and Easter have in common.	Creation - Objectives: - how people think the world began. - how Jews celebrate the creation.
Cycle B	HT 1	Christianity and Buddhism - Objectives: - reflect on what we already know about Christianity and Buddhism. - how Christians live their lives. - how Buddhists live their lives. - what is important about the Buddha. - how Buddhists try to follow the Buddha's example.	Religion through Art - Objectives: - how and why Christians and Buddhists express their faith in art, drama and song. - how this enriches their lives. - meditation and its impact and benefits on Buddhists.	The Environment - Objectives: - what God might be like. - what Christians believe about God. - how humans exercise responsibility for the environment and for living creatures.
	HT 2	Sacred and Secular - Objectives: - what the difference is between a sacred and secular Christmas. - what a Christian thinks Christmas is supposed to be about. To reflect on whether Christmas should be banned for people who are not Christian.	How is the life of Jesus relevant today? - Objectives: - why Christians remember the life of Jesus at Easter.	Suffering - Objectives: - if desire can cause suffering. - why there is suffering in the world. - how you can overcome evil and promote goodness.