Whole school curriculum yearly overview

## Autumn term

|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| PSED | Being Me in My World |  |  |  |  |  |  |
|  | Celebrating Differences |  |  |  |  |  |  |
| Maths | Getting to know you. Just like me. | . Place value <br> . Addition and subtraction within 10. | Place value. <br> . Addition and subtraction. | Place value <br> Addition and subtraction | Place value. <br> . Addition and subtraction. | Place value. <br> Addition and subtraction. <br> Statistics. | . Place value . Addition, subtraction, multiplication, and division. |
|  | Its me 123. Light and dark. | Geometry. <br> Place value within 20. | Addition and subtraction. <br> Money. <br> . Multiplication and division. | . Addition and subtraction . Multiplication and division. | Length and perimeter. Multiplication and division. | . Multiplication and division. . Perimeter and area. | Fractions. <br> . Position and direction, |
| English | 1st half term - Writing to entertain |  |  |  |  |  |  |
|  | $2^{\text {nd }}$ half term - Writing to inform |  |  |  |  |  |  |
| Science | Materials <br> Forest School - animals, hibernation, seasons | Materials | Materials | Rocks and soils | State of matter | Properties and changes of materials | Evolution |
| DT | Materials and structures | Structures | Textiles | Textiles | Mechanisms | Food | Food |
| History | Who am I? <br> Settlement (community) | Changes within living memory (Toys) | Mary Seacole | Stone Age | Britain's settlement by AngloSaxons and the Scots | Ancient Greece | History- Kingdom of Benin |
| Geography | Who am I and where am I in my world? <br> Seasons <br> Senses <br> Space and their environment | School, local area Physical and human features in my environment | Continents- <br> Landmarks <br> Russia/Crimea and the UK | Land use and topography -local area/changes in settlement focus (Stone Age and the Wrekin) | Natural Disasters <br> -Processes <br> -Settlement <br> (Link to science-states of matter) | Climate and Greece (Eastern Europe) <br> Comparison to the UK <br> Maps - Forest School | Trade and economics (slave trade) |
| Computing | Digital Literacy | Digital Literacy | Digital Literacy | Digital Literacy | Digital Literacy | Digital Literacy | Digital literacy |
| Art | Drawing | Drawing | Drawing | Drawing | Drawing | Drawing | Drawing |


| Music | Vocals | Vocals | Instruments | Instruments | Instruments | Orchestra | Orchestra |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| RE | Myself: Who am I? | Creation + Thanksgiving. | Respect for everyone. | Diwali | Does a beautiful world mean there is a wonderful God? | Temptation: What can we learn from Christians and Muslims? | Words of Wisdom from Sikhs, Muslims and Christians. (Local Gurdwara visit) |
| PE | Multi-skills | Autumn 1 <br> (Indoor)- Creative movement (gymnastics) <br> (Outdoor)- Invasion games- <br> (hockey) <br> Autumn 2 <br> (Indoor)- Creative movement <br> (dance) <br> (Outdoor)- Invasion games (Tag <br> Rugby) | Autumn 1 <br> (Indoor)- Creative movement (gymnastics) (Outdoor)- Invasion games- (hockey) <br> Autumn 2 <br> (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby) | Autumn 1 <br> (Indoor)- Creative movement (gymnastics) (Outdoor)- Invasion games- (hockey) <br> Autumn 2 <br> (Indoor)- Creative movement (dance) (Outdoor)- Invasion games (Tag Rugby) | Autumn 1 <br> (Indoor)- Creative movement (gymnastics) <br> (Outdoor)- Invasion games(hockey) <br> Autumn 2 <br> (Indoor)- Creative movement (dance) <br> (Outdoor)- Invasion games (Tag Rugby) | Autumn 1 <br> (Indoor)-Creative movement (gymnastics) <br> (Outdoor)- Invasion games- <br> (hockey) <br> Autumn 2 <br> (Indoor)- Creative movement (dance) <br> (Outdoor)- Invasion games <br> (Tag Rugby) | Autumn 1 <br> (Indoor)- Creative movement (gymnastics) <br> (Outdoor)- Invasion games- <br> (hockey) <br> Autumn 2 <br> (Indoor)- Creative movement (dance) <br> (Outdoor)- Invasion games <br> (Tag Rugby) |
| MFL |  |  |  | Spanish Traditions and Culture <br> Spanish phonics (Year 3) <br> Spanish Colours and how <br> to count up to 10 in <br> Spanish <br> Traditional Tales in Spanish | Spanish Traditions and Culture Spanish phonics (Year 3) Spanish Colours and how to count up to 10 in Spanish Traditional Tales in Spanish | Spanish Traditions and Culture <br> Spanish phonics (Year 3) Spanish Colours and how to count up to 20 in Spanish Traditional Tales in Spanish | Spanish Traditions and Culture <br> Spanish phonics (Year 3) Spanish Colours and how to count up to 20 in Spanish Traditional Tales in Spanish |
| Spring term |  |  |  |  |  |  |  |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| PSED | Dreams and Goals |  |  |  |  |  |  |
|  | Healthy Me |  |  |  |  |  |  |
| Maths | . Alive in 5 Growing 678. | . Addition and subtraction within 20. <br> Place value within 50 . | Multiplication. Statistics. | . Multiplication and division <br> . Money. <br> . Statistics | Multiplication and division. . Area. | Multiplication and division. .Fractions | Decimals. <br> Percentages. <br> . Algebra. |
|  | Building 9 and 10. | Length and height. <br> Weight and volume. | Properties of shapes. Fractions. | Statistics. <br> Length and perimeter. <br> Fractions | Fractions. Decimals. | . Fractions. <br> Decimals and percentages. | . Perimeter, area and volume. <br> Converting units. . Ratio. |
| English | $1^{\text {st }}$ half term - Writing to entertain |  |  |  |  |  |  |


| Science | Growing Changes | Animals inc humans <br> Forest School - seasons | Living things, habitats. | Light forces/magnets | Sound/electricity | Earth and Space/forces | Light/Electricity |
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| DT | Nutrition and health. | Food | Food | Structures | Electrical Systems | Mechanisms/Electrical Systems (Crumble Coding) | Mechanisms/Electrical Systems (Crumble Coding) |
| History | Where do I live? | Local study-mining <br> Forest School - Cinderloo, | Local study- Miners and industry leading to Cinderloo protest | Local study- Who was Thomas Palin? | Local study- Cinderloo and wider protests | William Penny Brookes and the Olympics - TRIP To Much Wenlock | Power and monarchychronological study 1066 until now |
| Geography | Where do I live? - local study <br> Telford and the seaside | Change through time Physical and human features in countryside and towns Forest School - local area/maps | Fieldwork- OS maps and compasses <br> Maps with keys | Land use in Shropshire and Wales <br> -Rivers | Fieldwork- reasons to settle -migration and movement of people | Sustainability and plastics in our world (eco-systems + biomes) | Biomes/Climate Change/Sustainable living |
| Computing | Computer Science | Computer Science | Computer Science | Computer Science | Computer Science | Computer Science | Computer Science |
| Art | Sculpture | Sculpture | Sculpture | Sculpture | Sculpture | Sculpture | Sculpture |
| Music | Vocals | Vocals | Instruments | Instruments | Instruments | Orchestra | Orchestra |
| RE | Who celebrates what and how? | Special stories | Symbols of belonging. <br> (Christian Church visit) | Living in Harmony. | Why do some people think Jesus is inspiring? | Values: What can we learn from Christians and Religion? | Expressing spiritual beliefs about God through the Arts. |
| PE | Multi-skills | Spring 1 <br> (Indoor)- Net and Wall Games (badminton) <br> (Outdoor)- Invasion games- <br> (football) <br> Spring 2 <br> (Indoor)- Fitness (circuits) <br> (Outdoor)- Invasion games <br> (Basketball) | Spring 1 <br> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football) <br> Spring 2 <br> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball) | Spring 1 <br> (Indoor)- Net and Wall Games (badminton) (Outdoor)- Invasion games- (football) <br> Spring 2 <br> (Indoor)- Fitness (circuits) (Outdoor)- Invasion games (Basketball) | Spring 1 <br> (Indoor)- Net and Wall Games (badminton) <br> (Outdoor)- Invasion games(football) <br> Spring 2 <br> (Indoor)- Fitness (circuits) <br> (Outdoor)- Invasion games <br> (Basketball) | Spring 1 <br> (Indoor)- Net and Wall <br> Games (badminton) <br> (Outdoor)- Invasion games- <br> (football) <br> Spring 2 <br> (Indoor)- Fitness (circuits) <br> (Outdoor)- Invasion games <br> (Basketball) | Spring 1 <br> (Indoor)- Net and Wall <br> Games (badminton) <br> (Outdoor)- Invasion games- <br> (football) <br> Spring 2 <br> (Indoor)- Fitness (circuits) <br> (Outdoor)- Invasion games <br> (Basketball) |
| MFL |  |  |  | Spanish Phonics (Year 3) <br> Spanish greetings <br> Animals in Spanish <br> Grammar <br> Indefinite Articles | Spanish Phonics (Year 4) <br> Present ourselves in Spanish <br> Habitats in Spanish <br> Grammar <br> Nouns | Spanish Phonics (Year 4) <br> My home in Spanish <br> Planets in Spanish <br> Grammar <br> Regular verbs | Spanish Phonics (Year 4 and <br> 5) <br> At the weekend in Spanish <br> A Healthy lifestyle in Spanish <br> Grammar <br> Adjectival agreement |

## Summer term

|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PSED | Relationships |  |  |  |  |  |  |
|  | Changing Me |  |  |  |  |  |  |
| Maths | To 20 and beyond. First, then, now. | . Multiplication and division. <br> . Fractions <br> Geometry - position and direction | Length and height. <br> Position and direction. | Fractions. Time. | Decimals. <br> Money. <br> Time | . Decimals. <br> . Properties of shapes. <br> . Geometry - position and direction.. | Statistics. <br> . Properties of shape. |
|  | Find my pattern. On the move. | . Place value within 100. <br> . Money. <br> . Time. | . Time. <br> Mass, capacity and temperature. | . Properties of shape. <br> . Mass and capacity. | . Statistics. <br> . Properties of shape. <br> . Geometry - position and direction. | ```. Measurement - converting units. .Volume``` | . Consolidation and themed projects. |
| English | $1^{\text {st }}$ half term - Writing to entertain |  |  |  |  | $1^{\text {st }}$ half term - Writing to discuss |  |
|  | $2^{\text {nd }}$ half term - Writing to inform |  |  |  |  |  |  |
| Science | 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 | Animals inc humans/living things, circulatory system |
| DT | Structures <br> Mechanisms | Mechanisms | Mechanisms | Food | Food | Structures | Textiles |
| History | 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 |
| Geography | Locational knowledge of farms in my local area | 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) | Coast to Coast- case studies in |
| Computing | Information Technology | Information Technology | Information Technology | Information Technology | Information Technology | Information Technology | Information Technology |
| Art | Painting | Painting | Painting | Painting | Painting | Painting | Painting |
| Music | Vocals | vocals | Instruments | Instruments | instruments | Orchestra | Orchestra |
| RE | Festivals: How are they celebrated? <br> (Local church Visit) | I wonder...? | Holy Words: Why do religious people love their scriptures? | Is life like a journey? | Keeping the 5 pillars of Islam. (Local Mosque visit) | Christian Aid and Islamic Relief: Can they change the world? | What will make our community more respectful? |
| PE | Multi-skills | Summer 1 | Summer 1 | Summer 1 | Summer 1 | Summer 1 | Summer 1 |


|  | Athletics <br> Net and Wall Games (Tennis) <br> Summer 2 <br> Striking and Fielding (Cricket) <br> Striking and Fielding (Rounders) | Athletics <br> Net and Wall Games (Tennis) <br> Summer 2 <br> Striking and Fielding (Cricket) <br> Striking and Fielding (Rounders) | Athletics <br> Net and Wall Games (Tennis) <br> Summer 2 <br> Striking and Fielding (Cricket) <br> Striking and Fielding (Rounders) | Athletics <br> Net and Wall Games (Tennis) <br> Summer 2 <br> Striking and Fielding (Cricket) <br> Striking and Fielding <br> (Rounders) | Athletics <br> Net and Wall Games (Tennis) <br> Summer 2 <br> Striking and Fielding (Cricket) <br> Striking and Fielding <br> (Rounders) | Athletics <br> Net and Wall Games (Tennis) <br> Summer 2 <br> Striking and Fielding (Cricket) <br> Striking and Fielding <br> (Rounders) |
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| MFL |  | We are learning Spanish | Spanish Phonics (Year 3) <br> Ancient Britain inn Spanish <br> Ice Cream in Spanish <br> Grammar <br> Definite article | Spanish Phonics (Year 4) <br> Ancient Romans in Spanish <br> How to order in Spanish 'At the <br> Café' <br> Grammar <br> Regular verbs | Spanish Phonics (Year 5) <br> Vikings in Spanish <br> Clothes in Spanish <br> Grammar <br> Irregular verbs | Spanish Phonics (Year 6) <br> Tudors in Spanish <br> Me in my world in Spanish <br> Grammar <br> Possessive adjectives |

