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|  | **Moorhill Primary School**  **Long Term Overview**  **Year 1** |  |

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|  | | **AUTUMN 1** | | | | | | | |  | | **AUTUMN 2** | | | | | | |  | **SPRING 1** | | | | | |  | **SPRING 2** | | | | | | |  | **SUMMER 1** | | | |  | **SUMMER 2** | | | | | | |
|  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| En | | Rubys Worry  Ruby's Worry: A Big Bright Feelings Book  Little Red Riding Hood  Little Red Riding Hood: Amazon.co.uk ... Labelling  Invitation  Character description  Recount  Sequencing | | | | | | | |  | | Pumpkin Soup by Helen Cooper  https://m.media-amazon.com/images/I/51lR6KxKQAL._SX497_BO1,204,203,200_.jpg  Poem – November Night Countdown by Moira Andrew  Sequencing  Recount  Instructions – how to make pumpkin soup  Learn and recite poetry  Countdown poem | | | | | | |  | Lost and Found by Oliver Jeffers  Lost and Found: Oliver Jeffers: Amazon.co.uk: Jeffers, Oliver, Jeffers,  Oliver: 9780007150366: Books  Fact file (non-chronological report)  Narrative  Postcards | | | | | |  | Biscuit Bear by Mini Grey  Biscuit Bear Sequencing  Recount  Instructions – how to make a Biscuit Bear  Leaflet about the circus | | | | | | |  | The Snail and the Whale by Julia Donaldson  The Snail and the Whale 20th Anniversary Edition  Description of the sea  Sequencing  Recount  Post cards from a different place  New adventure | | | |  | Grandads Island by Benji Davies  Grandad's Island: Benji Davies  Poem – Please do not feed the animals by Robert Hull  [https://childrens.poetryarchive](https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/) .org/poem/please-do-not-feed-the-animals/  Sequencing  Recount  Diary (Syd’s point of view)  Factual description | | | | | | |
| Ma | | Place value | | | | | | | |  | | Addition and subtraction  Shape | | | | | | |  | Place value  Addition and subtraction | | | | | |  | Place value  Length and height  Mass and volume | | | | | | |  | Multiplication and division  Fractions | | | |  | Position and direction  Place value  Money  Time | | | | | | |
| Sc | | Everyday Materials | | | | | | | |  | | Seasonal Change | | | | | | |  | Animals including humans (Keeping fit) | | | | | |  | Plants | | | | | | |  | Animals including humans | | | |  | Animals including humans  We are scientists | | | | | | |
| RE | | Does God want Christians to look after the world? | | | | | | | |  | | What gift would I have given Jesus if I had been born in my town, not in Bethlehem? | | | | | | |  | Was it always easy for Jesus to show friendship? | | | | | |  | Why was Jesus welcomed like a king or celebrity on Palm Sunday? | | | | | | |  | Is Shabatt important to Jewish children? | | | |  | Does celebrating Chanukah make Jewish children feel close to God? | | | | | | |
| So | | Respecting ourselves and others  Safe relationships | | | | | | | |  | | Families and friendships | | | | | | |  | Belonging to a community  Media literacy and digital resilience | | | | | |  | Money and work | | | | | | |  | Physical health and mental wellbeing | | | |  | Growing and changing  Keeping safe | | | | | | |
| PE | | Orienteering-teamwork  Gymnastics-balance and agility | | | | | | | |  | | Games-throw and catch  Gymnastics-performance | | | | | | |  | Games-ball games  Games-exploring space | | | | | |  | Games-balance and agility  Games-sequence and performance | | | | | | |  | Handball -attacking and defending  Games-running and jumping | | | |  | Forest school-OAA  Forest school  Handball-running and jumping  Balance and agility  Throwing | | | | | | |
| AD | |  | | | | | | | |  | Drawing: Make your mark | Craft: Woven wonders | | | | | | |  |  | | | | | |  | Sculpture: 3D – Paper Play | | | | | | |  |  | | | |  | Painting and mixed media: Colour splash | | | | | | |
| DT | Structures: constructing a windmill | Mechanisms: Making a moving story | | | | | | | |  | |  | | | | | | |  | Textiles: Puppets | | | | | |  |  | | | | | | |  | Food technology: Smoothies | | | |  |  | | | | | | |
| C | | Digital Literacy – word processing | | | | | | | |  | | Online safety – managing online safety, security and passwords | | | | | | |  | Online relationships | | | | | |  | Programming – using programmable toys | | | | | | |  | Online bullying | | | |  | Digital Literacy – drawing, video and photos. | | | | | | |
| G | | Living in cities | | | | | | | |  | | Living in the countryside | | | | | | |  | The seasons change | | | | | |  | Where are we? | | | | | | |  | Living by the sea | | | |  | Working hard | | | | | | |
| H | | The Past: Local Area | | | | | | | |  | | The Past: Local people | | | | | | |  | Queen Elizabeth II | | | | | |  | Stories about the past | | | | | | |  | Stories of 6 famous rulers (before 1800) | | | |  | Ships and seafarers through time. | | | | | | |
| Music | | Keeping the pulse (My favourite things) | | | | | | | |  | | Tempo (Theme: Snail and mouse) | | | | | | |  | Dynamics – the seaside | | | | | |  | Sound patterns (Theme: Fairy tales) | | | | | | |  | Pitch (Theme: superheroes) | | | |  | Musical symbols (under the sea). | | | | | | |
| Other | |  | | | | | | | |  | |  | | | | | | |  |  | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |

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|  | **Moorhill Primary School**  **Long Term Overview**  **Year 2** |  |

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|  | | **AUTUMN 1** | | | | | | | |  | | **AUTUMN 2** | | | | | | |  | **SPRING 1** | | | | | |  | **SPRING 2** | | | | | | |  | **SUMMER 1** | | | |  | | **SUMMER 2** | | | | | | |
|  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 |  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| En | | Toys in Space by Mini Grey    Posters, recount, description, speech bubbles.  The bear and the piano    Narrative  Information poster. | | | | | | | |  | | The great fire of London.  Emma Adams    Speech bubbles  Warning posters  Comparative sentences  Stardust  Jeanne Willis and Bryony May Smith    Narrative | | | | | | |  | George and the dragon    Narrative – legend    Lights on Cotton Rock-Narrative. | | | | | |  | Everything big cats – national Geographic  Non chronological reports  Lighthouse Keeper’s lunch  .  Narrative, diary, recipe | | | | | | |  | The day the crayons quit by Oliver Jeffers    Letters  Narrative | | | |  | | Traction man is here by Mini Grey    Character and setting descriptions  Reports  Poetry- If I were in Charge of the World. | | | | | | |
| Ma | | Place value  Addition and subtraction | | | | | | | |  | | Addition and subtraction  Shape | | | | | | |  | Money  Multiplication and division | | | | | |  | Length and height  Mass, capacity and temperature | | | | | | |  | Fractions  Time | | | |  | | Statistics  Position and direction | | | | | | |
| Sc | | Everyday Materials | | | | | | | |  | | Plants | | | | | | |  | Animals including Humans | | | | | |  | Animals including humans | | | | | | |  | Living things and their habitats | | | |  | | Living things and their habitats  We are scientis | | | | | | |
| RE | | Is it possible to be kind to everyone all of the time? | | | | | | | |  | | Why did God give Jesus to the world? | | | | | | |  | Does praying at regular intervals every day help a Muslim in his/her everyday life? | | | | | |  | Is it true that Jesus came back to life again? | | | | | | |  | Does going to a mosque give a Muslim a sense of belonging? | | | |  | | Does completing a Hajj make a person a better Muslim? | | | | | | |
| So | | Respecting ourselves and others.  Safe relationships | | | | | | | |  | | Families and friendships | | | | | | |  | Belonging to a community  Media literacy and digital resilience | | | | | |  | Money and work  Career focus on health and social care | | | | | | |  | Physical health and mental wellbeing | | | |  | | Growing and changing  Keeping safe | | | | | | |
| PE | | Orienteering-teamwork  Gymnastics-mirroring and balancing | | | | | | | |  | | Games-object control  Gymnastics-sequence and performance | | | | | | |  | Games-ball games  Dance-balance and agility | | | | | |  | Dodgeball-target sports  Dance-performance | | | | | | |  | Tag rugby-attacking and defending  Athletics-running and jumping | | | |  | | Forest schools-OAA  Forest school  Fitness-running and jumping  Balance and agility  Throwing | | | | | | |
| AD | Craft and design: Map it out |  | | | | | | | |  |  |  | | | | | | |  | Painting and mixed  media: Life in  colour | | | | | |  |  | | | | | | |  | Sculpture and 3D: Clay houses | | | |  |  | Drawing: Tell a story | | | | | | |
| DT |  | Cooking:  Balanced diet | | | | | | | |  | Cooking:  Balanced diet | Structures: Baby bear's chair | | | | | | |  |  | | | | | |  | Mechanisms:  Fairground wheel | | | | | | |  |  | | | |  | Mechanisms:  Making a moving monster |  | | | | | | |
| C | | Online relationships | | | | | | | |  | | Making videos | | | | | | |  | Online reputation and information | | | | | |  | Data handling | | | | | | |  | Privacy and security | | | |  | | Programming – scratch jnr | | | | | | |
| G | | Living in the mountains | | | | | | | |  | | Nature all around us | | | | | | |  | Visiting new places | | | | | |  | Weather in our world | | | | | | |  | Looking after our world | | | |  | | Changing our world | | | | | | |
| H | | Life in London in later Stuart England (1600 – 1714) | | | | | | | |  | | Great change-makers of the world | | | | | | |  | Queen Victoria And the Victorian period. | | | | | |  | Children’s lives in Victorian times | | | | | | |  | The Stone age | | | |  | | Bronze age and Iron age | | | | | | |
| Music | | Call and response song (Theme: Animals) | | | | | | | |  | | Instruments – Musical storytelling (Theme: Traditional stories | | | | | | |  | Singing: On this Island | | | | | |  | Dynamics (Theme: Space) | | | | | | |  | Structure: Myths and legends | | | |  | | Musical me | | | | | | |
| Other | |  | | | | | | | |  | |  | | | | | | |  |  | | | | | |  |  | | | | | | |  |  | | | |  | |  | | | | | | |

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|  | **Moorhill Primary School**  **Long Term Overview**  **Year 3/ 4 2024 / 2025** |  |

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|  | **AUTUMN 1** | | | | | | | | |  | **AUTUMN 2** | | | | | | | |  | **SPRING 1** | | | | | |  | **SPRING 2** | | | | | | |  | **SUMMER 1** | | | |  | **SUMMER 2** | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | | 6 | 7 | 8 |  | 1 | 2 | 3 | | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| En | Narrative focus  Chaperon Rouge – description and narrative  Aladdin – narrative - traditional tale. | | | | | | | | |  | Instructional writing – recipes  Until I met Dudley – Roger McGough and Chris Riddell – explanation text  The whale - Ethan and Vita Murrow | | | | | | | |  | Diary writing – Love that dog  Flotsam - narrative | | | | | |  | Information text – animals.  The ultimate book of knowledge  Beowulf – narrative with a dilemma | | | | | | |  | Pigeon impossible – report  The tear thief – Carol Ann Duffy | | | |  | Poetry – kennings  Non chronological report – deserts  Rivers – where on Earth – Susie Brooks | | | | | | |
| Ma | Place value  Addition and subtraction | | | | | | | | |  | Multiplication and division A  Area (Y4) | | | | | | | |  | Multiplication and division B  Length and perimeter | | | | | |  | Fractions A  Mass and capacity  Decimals (Y4) | | | | | | |  | Fractions B  Money  Decimals (Y4) | | | |  | Time  Shape  Statistics  Position and direction (Y4) | | | | | | |
| Sc | Sound(4) | | | | | | | | |  | Electricity (Y4) | | | | | | | |  | States of matter (Y4) | | | | | |  | Animals including humans (Y4) | | | | | | |  | Animals including humans (Y4) | | | |  | Living things and their habitats (Y4)  We are scientists | | | | | | |
| RE | The Family of Jesus | | | | | | | | |  | The Birth of Jesus | | | | | | | |  | Life and Teaching of Jesus | | | | | |  | Death and Resurrection of Jesus | | | | | | |  | Message of Jesus Spreads | | | |  | Ramadan | | | | | | |
| So |  | | | | | | | | |  |  | | | | | | | |  |  | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| PE |  | | | | | | | | |  |  | | | | | | | |  |  | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| AD |  | | Drawing: growing artists | | |  |  | | |  | | |  |  | | | | | | | |  | Craft and design:  Ancient Egyptian  scrolls | | | | | | | |  |  | | | | |  | Sculpture and 3D:  Abstract shape and  space | | | | | | | | |
| DT | Cooking and nutrition: Eating seasonally | |  | | |  |  | | |  | | |  | Digital world: Wearable technology | | | | | | | |  |  | | | | | | | |  | Structures: Constructing a castle | | | | |  |  | | | | | | | | |
| C | Online relationships | | | | | | | | |  | Online reputation | | | | | | | |  | Programming using logo | | | | | |  | Online bullying, privacy and security | | | | | | |  | Multi media – using hyperlinks | | | |  | Copyright and ownership  Data handling | | | | | | |
| G | Rhine and Mediterranean | | | | | | | | |  | Population | | | | | | | |  | Coastal processes and landforms | | | | | |  | Tourism | | | | | | |  | Earthquake | | | |  | Deserts | | | | | | |
| H | The Roman Republic | | | | | | | | |  | The Roman Empire | | | | | | | |  | Roman Britain | | | | | |  | Christianity in three empires (300 – 600CE) | | | | | | |  | Islamic civilisations 1 – Arabia and early Islam | | | |  | Islamic civilisations 2 – The rise of Islam | | | | | | |
| Other |  | | | | | | | | |  |  | | | | | | | |  |  | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |

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|  | **Moorhill Primary School**  **Long Term Overview**  **Year 3/4/ 2025 2026** |  |

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|  | **AUTUMN 1** | | | | | | | | |  | **AUTUMN 2** | | | | | | | | | |  | **SPRING 1** | | | | | | | |  | **SPRING 2** | | | | | | |  | **SUMMER 1** | | | |  | **SUMMER 2** | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | 8 |  | 1 | 2 | 3 | | 4 | 5 | | | 6 | 7 |  | 1 | 2 | | 3 | | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| En | Hansel and Gretel – Antony Brown – traditional tale – narrative  Mega city – Literacy shed - description | | | | | | | | |  | Tuesday – David Wiesner – narrative  Instructional writing  Explanations  Kick – Mitch Johson  Persuasive letters | | | | | | | | | |  | Dragon Rider – Cornelia Funke – speech in narrative  Diary writing | | | | | | | |  | Hercules – narrative with a dilemma  Information text – non chronological writing | | | | | | |  | The saga of Biorn – Literacy shed – recount  Poetry | | | |  | Report  Macbeth – Shakespeare  narrative | | | | | | |
| Ma |  | | | | | | | | |  |  | | | | | | | | | |  |  | | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| Sc | Rocks(Y3) | | | | | | | | |  | Light(Y3) | | | | | | | | | |  | Forces and magnets(Y3) | | | | | | | |  | Animals including humans(Y3) | | | | | | |  | Plants(Y3) | | | |  | Plants(Y3)  We are scientists | | | | | | |
| RE |  | | | | | | | | |  |  | | | | | | | | | |  |  | | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| So |  | | | | | | | | |  |  | | | | | | | | | |  |  | | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| PE |  | | | | | | | | |  |  | | | | | | | | | |  |  | | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| AD | Drawing: Power prints | | | |  |  |  | | | |  | |  |  | | | Painting and mixed  media: Light and  dark | | | | | | |  | |  | | | | | | | |  |  | | | | | |  | Craft and design:  Fabric of nature | | | | | | | | |
| DT |  | | | |  |  | Structure: Pavillions | | | | Cooking: Adapting a recipe | |  |  | | | |  | | | | | |  | | Mechanical  systems: Making a  slingshot car | | | | | | | |  | Electrical systems: Torches | | | | | |  |  | | | | | | | | |
| C | Online reputation | | | | | | | | |  | Data handling | | | | | | | | | |  | Online relationships and bullying | | | | | | | |  | Digital literacy – manipulating shapes | | | | | | |  | Managing information online | | | |  | Digital Literacy – creating an animation | | | | | | |
| G |  | | | | | | | | |  |  | | | | | | | | | |  |  | | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| H |  | | | | | | | | |  |  | | | | | | | | | |  |  | | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| Other |  | | | | | | | | |  |  | | | | | | | | | |  |  | | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |

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|  | **Moorhill Primary School**  **Long Term Overview**  **Year 5/6 2024 / 2025** |  |

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|  | **AUTUMN 1** | | | | | | | |  | **AUTUMN 2** | | | | | | |  | **SPRING 1** | | | | | | |  | **SPRING 2** | | | | | | |  | **SUMMER 1** | | | | |  | | **SUMMER 2** | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | | 3 | 4 |  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| En | Francis (Film unit 10 Lessons)  Diaries and Blogs (Non-fiction 10 lessons)  No Ballet Shoes in Syria (Fiction 26 lessons) | | | | | | | |  | The Watertower (picture book 30 lessons)  Alma (film unit 10 lessons)  NB Read Wonder in R4P | | | | | | |  | Wonder (fiction 15 lessons)  Formal Letters (non-fiction 10 lessons)  Dracula’s Whitby (film unit 10 lessons) | | | | | | |  | Beowulf (fiction 10 lessons)  Poetry - TBC | | | | | | |  | Darwin’s Dragons (fiction 20 lessons) | | | | |  | | The Barnabus Project (picture book 20 lessons)  Hamlet (playscript 10 lessons)  Faded (film unit 10 lessons) | | | | | | |
| Ma | Place value  Addition and subtraction  Four operations (Y6) | | | | | | | |  | Multiplication and division A  Fractions A and B (Y6)  Converting units | | | | | | |  | Multiplication and division B  Fractions B  Ratio (Y6)  Algebra (Y6) | | | | | | |  | Decimals and percentages  Perimeter and area  Fractions, decimals and percentages (Y6)  Area, perimeter and volume (Y6)  Statistics | | | | | | |  | Shape  Position and direction | | | | |  | | Decimals  Negative numbers  Converting units  Volume | | | | | | |
| Sc | Living things and their habitats(Y6) | | | | | | | |  | Animals including humans (Y6) | | | | | | |  | Light (Y6) | | | | | | |  | Electricity (Y6) | | | | | | |  | Evolution and Inheritance (Y6) | | | | |  | | Evolution and Inheritance (Y6)  We are scientists | | | | | | |
| RE | Life and Teaching of Jesus | | | | | | | |  | Death and Resurrection of Jesus | | | | | | |  | How the Message of Jesus Spread | | | | | | |  | Ramadan | | | | | | |  | Stories the Prophets | | | | |  | | Living Muslim Traditions | | | | | | |
| So | Respecting Ourselves and Others | | | | | | | |  | Safe Relationships  Families and Friendships | | | | | | |  | Belonging to a community | | | | | | |  | Digital Resilience  Money and Work | | | | | | |  | Physical Health and Well Being | | | | |  | | Changing and Growing  Keeping Safe | | | | | | |
| PE |  | | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | | |  | |  | | | | | | |
| AD |  | | | | | | | |  | Sculpture and 3D: Interactive installation | | | | | | | |  |  | | | | | | |  | Drawing: I need space | | | | | | | |  |  | | | |  | Craft and design: Architecture | | | Painted and mixed media: Portraits | | | |
| DT | Electrical systems: Doodlers | | | | | | | |  |  | | | | | | | |  | Cooking and Nutrition: Developing a recipe | | | | | | |  |  | | | | | | | |  | Mechanical Systems: Making a popup book | | | |  |  | | | | | | |
| C | Y5 E-Safety Online Relationships  Y6 Online Relationships, Online Bullying | | | | | | | |  | Y5 Control -Lego Mindstorm  Y6 – Privacy and Security  Y6 Data Handling | | | | | | |  | Y5 E-safety Privacy & Security  Y6 – E-safety Managing Online Information | | | | | | |  | Y5 Online Bullying  Data Handling  Y 6 Copyright and ownership | | | | | | |  | Y5 E-safety Copyright and Ownership  Y 6 Programming Scratch | | | | |  | | Y5 Managing online information.  Y5 multi-media  Y6 Multimedia | | | | | | |
| G | Coastal Processes and Landform | | | | | | | |  | Tourism | | | | | | |  | Earthquakes | | | | | | |  | Deserts | | | | | | |  | Why is California so Thirsty? | | | | |  | | Oceans | | | | | | |
| H | Roman Britain | | | | | | | |  | Christianity in Three Empires | | | | | | |  | Arabia and Early Islam | | | | | | |  | Cordoba | | | | | | |  | Round City Baghdad | | | | |  | | Anglo-Saxon Britain | | | | | | |
| MFL | Portraits | | | | | | | |  | Meet my French Family | | | | | | |  | Clothes – getting dressed in France | | | | | | |  | French Weather and the Water Cycle | | | | | | |  | Exploring the French Speaking world | | | | |  | | Planning a French Holiday | | | | | | |
| Mus |  | | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | | |  | |  | | | | | | |
| Other |  | | | | | | | |  | TRIP: Lichfield Cathedral | | | | | | |  |  | | | | | | |  | TRIP: Mosque visit | | | | | | |  |  | | | | |  | | TRIP: Staffordshire Hoard Museum | | | | | | |

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|  | **Moorhill Primary School**  **Long Term Overview**  **Year 5/6 2025-2026** |  |

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|  | **AUTUMN 1** | | | | | | | |  | **AUTUMN 2** | | | | | | |  | **SPRING 1** | | | | | | |  | **SPRING 2 (5 weeks)** | | | | | | |  | **SUMMER 1 (6 weeks)** | | | |  | **SUMMER 2** | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 | |  | 1 | 2 | 3 | 4 | 5 |  |  |  | 1 | 2 | 3 | 4 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| En | Bright storm (fiction novel 10 lessons)  Eye of the Storm (film unit 10 lessons)  Journalistic Writing (10 lessons) | | | | | | | |  | Children of Winter (fiction novel 20 lessons) | | | | | | |  | Film unit  Non-fiction)  Rose Blanche by Roberto Innocenti    Description  recount | | | | | | |  | Black Powder (fiction novel 20 lessons)  Jurassic Park – Michael Crichton instructions  Adventure narrative | | | | | | |  | Thornhill  Description and diary writing | | | |  | Midsummer’s nights dream | | | | | | |
| Ma | Place value  Addition and subtraction  Four operations (Y6) | | | | | | | |  | Multiplication and division A  Fractions A and B (Y6)  Converting units | | | | | | |  | Multiplication and division B  Fractions B  Ratio (Y6)  Algebra (Y6) | | | | | | |  | Decimals and percentages  Perimeter and area  Fractions, decimals and percentages (Y6)  Area, perimeter and volume (Y6)  Statistics | | | | | | |  | Shape  Position and direction | | | |  | Decimals  Negative numbers  Converting units  Volume | | | | | | |
| Sc | Earth and Space (Y5) | | | | | | | |  | Forces (Y5) | | | | | | |  | Properties and changes of materials (Y5) | | | | | | |  | Living things and their habitats(Y5) | | | | | | |  | Living things and their habitats(Y5) | | | |  | Animals Including Humans (Y5) | | | | | | |
| RE | Christian traditions and practices | | | | | | | |  | Buddhism 1 | | | | | | |  | Buddhism 2 | | | | | | |  | Sikhis | | | | | | |  | Synoptic overview of the origins of two major families of religion | | | |  | Changing religion in England over time. | | | | | | |
| So | Respecting Ourselves and Others | | | | | | | |  | Safe Relationships  Families and Friendships | | | | | | |  | Belonging to a community | | | | | | |  | Digital Resilience  Money and Work | | | | | | |  | Physical Health and Well Being | | | |  | Changing and Growing  Keeping Safe | | | | | | |
| PE |  | | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |
| AD | Craft and design: Photo opportunity | | | Painting and mixed media: Artist study | | |  |  | | | | | | | |  | Drawing: Make my  voice heard | | | | | | |  |  | | | | | | | |  |  | | | |  | Sculpture and 3D :  Making memories - | | | | | | |
| DT |  | | | | | | | |  | Textiles:  Waistcoats | | | | | | |  |  | | | | | | |  | Structure:  Playgrounds | | | | | | |  | Digital world:  Navigating the  world | | | |  |  | | | | | | |
| C | Y5 E-Safety Online Relationships  Y6 Online Relationships, Online Bullying | | | | | | | |  | Y5 Control -Lego Mindstorm  Y6 – Privacy and Security  Y6 Data Handling | | | | | | |  | Y5 E-safety Privacy & Security  Y6 – E-safety Managing Online Information | | | | | | |  | Y5 Online Bullying  Data Handling  Y 6 Copyright and ownership | | | | | | |  | Y5 E-safety Copyright and Ownership  Y 6 Programming Scratch | | | |  | Y5 Managing online information.  Y5 multi-media  Y6 Multimedia | | | | | | |
| G | Y5 unit  Migration | | | | | | | |  | Y5  North and South America | | | | | | |  | Y5 unit  The Amazon | | | | | | |  | Y5 unit  Interconnected Amazon | | | | | | |  | Y6  Energy and climate change | | | |  | Y6  Ethiopia | | | | | | |
| H | Y5 unit  Vikings in Britain 1 | | | | | | | |  | Y5 unit  Norse culture | | | | | | |  | Y5 unit  Vikings in Britain 2 | | | | | | |  | Y5 unit  The Maya | | | | | | |  | Y6  London and migration through time.  (Medieval London) | | | |  | Y6  London and migration through time  (Tudors) | | | | | | |
| MFL | French transport | | | | | | | |  | In My French House | | | | | | |  | French Music and Celebrations | | | | | | |  | Verbs in a French Week | | | | | | |  | Visiting a town in French | | | |  | French Sports and the Olympics | | | | | | |
| Other |  | | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | | | | |  |  | | | |  |  | | | | | | |

Y5 / 6 2026 – 2027 – see Opening Worlds plan for 26 – 27 year