



Waterside Primary School Whole School Curriculum Overview

Nursery Curriculum Overview



Unit Title	Me and My World	Celebrations	Bears	Come Outside	Amazing Animals	Special People
Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Sing a large repertoire of songs</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p> <p>Develop their pronunciation</p>	<p>Develop their communication.</p> <p>Develop their pronunciation</p>	<p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use longer sentences of four to six words</p> <p>Use a wider range of vocabulary.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
	PSED	<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Play with one or more other children.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs.</p>	<p>Show more confidence in new social situations.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Talk with others to solve conflicts.</p>

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Physical Development (Fine)	<p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Continue with developing fine motor</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Continue with developing fine motor</p>	<p>Continue with developing fine motor</p>
Physical Development (Gross)	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p>	<p>Choose the right resources to carry out their own plan</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Match their developing physical skills to tasks and activities in the setting</p>	<p>Continue with developing gross motor</p>

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Literacy (Decoding)	<p>Understand that print has meaning.</p> <p>Understand that we read English from left to right.</p> <p>Develop their phonological awareness beginning to identify everyday sounds (environmental sounds).</p> <p>Develop an understanding of initial sounds and recognise words with the same initial sound.</p>		<p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p>	<p>Continue to practise decoding skills</p>	<p>Continue to practise decoding skills</p>
Literacy (Comprehension)	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Know the names of the different parts of a book</p>	<p>Understand that print can have different purposes</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>
Literacy (Writing)	<p>Use some of their print and letter knowledge in their early writing</p>		<p>Write some letters accurately</p>		<p>Write some or all of their name</p>	<p>Continue to practise writing skills</p>
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identifies the patterns around them.</p> <p>Use informal language</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>

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Unit Title	Me and My World	Celebrations	Bears	Come Outside	Amazing Animals	Special People
Understanding the World (Geography)	Talk about what they see, using a wide vocabulary.		Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Show interest in different occupations	Show interest in different occupations
Understanding the World (History)	Begin to make sense of their own life-story		Begin to make sense of their own life-story and family's history.		Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.
Understanding the World (Science)	Talk about what they see, using a wide vocabulary Use all their senses in hands-on exploration of natural materials.		Explore collections of materials with similar and/or different properties. Explore how things work. Talk about the differences between materials and changes they notice	Plant seeds and care for growing plants. Understand the key features of the life cycle an animal.	Understand the key features of the life cycle of an animal.	Explore how things work. Explore and talk about different forces they can feel.
Understanding the World (RE)	Notice differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.				Notice differences between people
Understanding the World (PSHE)	Notice differences between people. Continue developing positive attitudes about the differences between people.	Notice differences between people. Continue developing positive attitudes about the differences between people.		Begin to understand the need to respect and care for the natural environment and all living things.	Begin to understand the need to respect and care for the natural environment and all living things.	

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Expressive Arts and Design (Art)	Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Explore colour and colour-mixing.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.		Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
Expressive Arts and Design (D&T)	Explore different materials freely, to develop their ideas about how to use them and what to make.		Develop their own ideas and then decide which materials to use to express them.		Join different materials and explore different textures	
Expressive Arts and Design (Music)	Listen with increased attention to sounds Remember and sing entire songs.		Sing the pitch of a tone sung by another person ('pitch match').	Respond to what they have heard, expressing their thoughts and feelings	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Expressive Arts and Design (Play)	Take part in simple pretend play, using an object to represent something else even though they are not similar		Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	

Reception Curriculum Overview



Unit Title	Me and My World	Festivals	It's Cold Outside	Spring into Life	Once upon a time	Amazing Adventures
Communication and Language	Learn new vocabulary. Use new vocabulary through the day.	Ask questions to find out more and to check they understand what has been said to them.	Connect one idea or action to another using a range of connectives.	Describe events in some detail. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	
	Understand how to listen carefully and why listening is important. Develop social phrases. Engage in story times. Learn rhymes, poems, and songs. Listen carefully to rhymes and songs, paying attention to how they sound.	Articulate their ideas and thoughts in well-formed sentences Listen to and talk about stories to build familiarity and understanding.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
PSED	See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs. - personal hygiene Identify and moderate their own feelings socially and emotionally Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian		Show resilience and perseverance in the face of challenge Think about the perspectives of others. Express their feelings and consider the feelings of others. Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian		Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	

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Physical Development (Fine)	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		Develop the foundations of a handwriting style which is fast, accurate and efficient.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	
Physical Development (Gross)	<p>Revise and refine the fundamental movement skills they have already acquired: Running, walking, jumping, hopping, climbing, Skipping</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p> <p>Know and talk about the different factors that support their overall health and wellbeing: Regular Physical exercise</p>	<p>Revise and refine the fundamental movement skills they have already acquired: crawling, rolling, climbing, balancing</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

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Literacy (Decoding)	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
Literacy (Comprehension)	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>		<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	
Literacy (Writing)	<p>Form lower-case</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	
Mathematics	<p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>Subitise. To 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise to 10</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise to 10</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare length, weight and capacity.</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

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Understanding the World (Geography)	<p>Draw information from a simple map.</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>		<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map</p> <p>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
Understanding the World (History)	<p>Comment on images of familiar situations in the past</p>				<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	
Understanding the World (Science)	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		<p>Explore the natural world around them.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>

Reception Curriculum Overview



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Understanding the World (RE)	Understand that some places are special to members of their community.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.			ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Recognise that people have different beliefs and celebrate special times in different ways.
Understanding the World (PSHE)	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Talk about members of their immediate family and community ELG: Talk about the lives of the people around them and their roles in society.			ELG: Talk about the lives of the people around them and their roles in society.	ELG: Talk about the lives of the people around them and their roles in society.

Reception Curriculum Overview



Unit Title	Me and My World	Festivals	It's Cold Outside	Spring into Life	Once upon a time	Amazing Adventures
Expressive Arts and Design (Art)	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them.				Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used	
Expressive Arts and Design (D&T)		Create collaboratively, sharing ideas, resources and skills.				
Expressive Arts and Design (Music)	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.				Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
Expressive Arts and Design (Play)		Develop storylines in their pretend play Watch and talk about dance and performance art, expressing their feelings and responses				Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher.

Year 1 Curriculum Overview



Subject	Units of work											
Writing	Goldilocks and the 3 Bears		Owl Babies		This is the Bear		Lost & Found		Jack and the Beanstalk		Hello Lighthouse	
Reading/Phonics	Phase 3/4 review Phase 5 /ai/ /ow/ /oi/ /ee/		Phase 5		Phase 5		Phase 5		Phase 5		Phase 5	
Maths	Place value	Addition & Subtraction	Place Value	Addition & Subtraction	Place Value	Length & Height	Mass & Volume	Multiplication & Division	Fractions	Geometry	Place value	Measurement
Geography	Living in a City		Living in the Countryside		Where are we?		Seasonal Changes		Living by the Sea		Working Hard	
History	The Past: Local Area		The Past: Local People		Queen Elizabeth		Stories about the past		Stories of Rulers		Ships and Seafarers through time	
Science	Human Body & Sense		Animal Groups		Autumn to Winter		Everyday Materials		Spring to Summer		Plants	
RE	Christianity: Looking after the world		Christianity: Gifts		Christianity: Jesus the King		Christianity: Friendship		Judaism: Shabbat		Judaism: Chanukah	
Computing	Computing fundamentals		Online Safety		Grouping and sorting		Lego Builder		Maze Explorer		Animated story book	
Art/DT	Spirals		Fabric Faces		Exploring Watercolour		Dips and Dippers		Making Birds		Moving Pictures	
Music	My Musical Heartbeat		Dance, Sing, Play!		Exploring Sounds		Learning to Listen		Having fun with improvisation		Let's Perform Together	
PE	Movement / Yoga		Playground Games / Gymnastics		Team Games/ Multi skills		Athletics/ Fitness		Hockey Skills/ Forest School		Athletics / Outdoor Activities	
PSHCE	Families and Friendships	Safe Relationships	Respecting ourselves	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Wellbeing	Growing and Changing	Keeping Safe			

Year 2 Curriculum Overview



Subject	Units of work											
Writing	Little Red Riding Hood		Owl afraid of the dark		Invisible		Paddington		The worst witch		Greta and the Giant	
Reading/Phonics	Review Phase 5		Bridge to spelling		Bridge to spelling		Spelling Units		Spelling Units		Spelling Units	
Maths	Place value	Addition & Subtraction	Shape	Money	Multiplication and Division	Length & Height	Mass, capacity and temperature	Fractions	Time	Statistics	Position and direction	Consolidation
Geography	Living in the mountains		Visiting new places		Nature all around us		Our world		Weather in our world		Looking after our world	
History	The past London		The Great Change makers		Queen Victoria		Victorian Lives		Stone Age		The Neolithic Age	
Science	Living things and their habitats		Living things and their habitats		Animals including humans		Animals including humans		Plants		Use of everyday material	
RE	Christianity: Is it possible to be kind all the time		Christianity: Why did God give Jesus the world?		Christianity: Is it true that Jesus came back to life?		Islam: Does praying at regular intervals everyday help Muslims in their life?		Islam: Does going Mosque give Muslims a sense of belonging?		Islam: Does completing Hajj make a person a better person?	
Computing	Computing fundamentals		Online Safety		Spreadsheets		Questioning		Effective Searching		Coding	
Art/DT	Explore and Draw		Explore the world through Monoprint		Be an Architect		Fabric Bunting		Sensational Salads		Pirate Paddy's packed lunch problem	
Music	Pulse, Rhythm and pitch		Playing in an orchestra		Inventing a musical story		Recognising different sounds		Exploring Improvisation		Our big concert	
PE	Team games/ Gymnastics		Invasion games (football)/ Yoga		Invasion Games (Basketball)/ adventurous activities forest school		Athletics/ Fitness		Dance/ Multi skills		Dance / Outdoor Activities	
PSHCE	Families and Friendships	Safe Relationships	Respecting ourselves	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Wellbeing	Growing and Changing	Keeping Safe			

Year 3 Curriculum Overview



Subject	Units of work											
Writing	Hansel and Gretel		Peter Pan		Oliver				Cliffhanger		Sheep Pig	
Reading	Rocky and the Wolf Cub Awesome Animals/Human Skeleton Rocky Runs Away Hunter Gathers/GFOL Pirate Adventure Christmas in Halloween Town/Marley's Ghost				My School Days Edmund Hilary Exploring Caves Rumpelstiltskin/Elves and the Shoemaker King Midas and the Golden Touch/Boy who cried wolf				Arctic/Atlantic Ocean A Voyage of Discovery How do we mummify?/ Why do we have 4 seasons?			
Maths	Place Value	Addition Subtraction	Addition Subtraction	Multiplication and Division	Multiplication and Division	Length and Perimeter	Fractions	Mass and Capacity	Fractions	Money	Time	Shape and Statistics
Geography	Rivers		Mountains		Settlements		Agriculture		Volcanoes		Climate and Biomes	
History	Ancient Egypt		Cradles of Civilisation		Indus Valley		Persia and Greece		Ancient Greece		Alexander the Great	
Science	Animals Including Humans				Light		Forces and Magnets		Plants		Rocks and Soils	
RE	A Hindu Story – Rama and Sita		More Hindu Stories		Hindu Traditions		Judaism: Abraham, Isaac and Jacob		Judaism: Joseph, Moses and the Exodus		Judaism: Samuel, Saul, David and the Kingdom	
Computing	Computing Fundamentals		Online Safety		Emails		Touch Typing Simulations		Coding		Presentation using PowerPoint	
Art/DT	Gestural Drawing with charcoal		Juggling Balls		Cloth, Thread, Paint		Edible Garden		Telling Stories		Mechanical Posters	
Music	Writing Music Down		Playing in a Band		Compose Using Your Imagination		More Musical Styles		Enjoying Improvisation		Opening Night	
PE	Forest School/Football		Fitness/Hockey		Yoga/Swimming		Gymnastics/Swimming		Outdoor Adventure/Athletics		Rounders/Multi Skills	
PSHCE	Families and Friendships	Safe Relationships	Respecting ourselves	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Wellbeing	Growing and Changing	Keeping Safe			

Year 4 Curriculum Overview



Subject	Units of work											
Writing	The Lost Happy Endings		Charlotte's Web		Journey to Johannesburg		Journey to Johannesburg		The Firework Makers Daughter		The boy at the back of the class	
Reading/Phonics	Dog Alert How to be an explorer		Apollo and Cassandra The Bronze Age		Beowulf Biomes of the world		Rat Island Orangutans and Spider		The rainforest doesn't talk River Trent		Storyteller of the sky Storm at sea	
Maths	Place value	Addition and Subtraction	Measurement	Multiplication and division A	Multiplication and division B	Length & Perimeter	Length and Perimeter	Fractions	Decimals	Money	Time	Geometry
Geography	The Rhine and the Mediterranean		Population		Coastal processes and landforms		Tourism		Earthquakes		Deserts	
History	The Roman Republic		The Roman Empire		Roman Britain		Christianity in three empires		Arabia and early Islam		Cordoba city of light	
Science	Animals including humans		Electricity		States of Matter		States of Matter		Sound		Living things and their habitats	
RE	A Hindu story		More Hindu stories		Living with Hindu traditions		Christianity: Friendship		Judaism		Judaism	
Computing	Computing fundamentals		Online Safety		Effective Searching		Logos		Animation		Making music	
Art/DT	Storytelling through drawing		Exploring pattern		Festival Feasts		The Great Bread Bake Off		The Great Bread Bake Off			
Music	Musical Structures		Exploring feelings when you play		Compose with your friends		Feelings through music		Expression and improvisation		The show must go on!	
PE	Fitness		Forest school		Outdoor adventurous activities		Multi skills		Yoga and Swimming		Gymnastics	
PSHCE	Families and Friendships	Safe Relationships	Respecting ourselves	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Wellbeing	Growing and Changing	Keeping Safe			
Latin	Meet the family		Food, glorious food		Work, work, work		The best days of your life		Romans and Britons		Off to town!	

Year 5 Curriculum Overview



Subject	Units of work											
Writing	Rumaysa		Goodnight Mister Tom		The Wizard of Oz		The Wizard of Oz		Varjak Paw		Holes	
Reading/Phonics	Flamma the Gladiator/Boudicca Sharks Kura's Story Wind in the Willows Jabberwocky/The Walrus and the Carpenter				Creatures in Danger Refugees Pandora's Box/King Midas Railway Children How are Rivers and Volcanoes Formed				Highwayman Romeo and Juliet Legend of Ragnar			
Maths	Place value	Addition & Subtraction	Multiplication & Division	Fractions	Multiplication & Division	Fractions	Decimals and Percentages	Perimeter and area Statistics	Shape	Position and Direction	Decimals	Negative numbers Measurement
Geography	Why is California so thirsty?		Oceans		Migration		North and South America		The Amazon		Interconnected Amazon	
History	The Round City: Baghdad		Anglo-Saxon Britain		Lady of the Mercians		Norse Culture		Changing rulers, changing worlds		Local Area Study – Pre War	
Science	Forces		Earth and Space		Properties and Changes of Materials		Properties and Changes of Materials		Living Things and Their Habitats		Animals Including Humans	
RE	Christianity: The family of Jesus		Christianity: The birth of Jesus		Christianity: The life and teachings of Jesus		Christianity: The death and resurrection of Jesus		Christianity: The message that Jesus spreads		Islam: Ramadan	
Computing	Computing fundamentals		Online Safety		Word Processing		Databases		Coding		Game Creator	
Art/DT	Typography & Maps		Super Seasonal Cooking		Fashion Design		Automata Animals		Architecture: Dream Big or Small		Felt Phone Cases	
Music	Melody and Harmony in Music		Sing and play in different styles		Composing and Chords		Enjoying musical styles		Freedom to improvise		Battle of the bands!	
PE	Swimming / Yoga		Swimming / Gymnastics		Netball / Fitness		Football / Forest School		Kwik Cricket / Outdoor Adventure		Athletics / Multiskills	
PSHCE	Families and Friendships	Safe Relationships	Respecting ourselves	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Wellbeing	Growing and Changing	Keeping Safe			

Year 6 Curriculum Overview



Subject	Units of work											
Writing	The Girl of Ink & Stars		War Horse		Wonder		Creative Writing		Orange in No Man's Land		Macbeth	
Reading/Phonics	Treasure Island Rainforests at Risk		The Queen's Spy Explorers		Petronas Reptiles		In their shoes: life as a Victorian maid		King Lear		Into the hinterland	
Maths	Place value	Four operations Geometry	Fractions and Decimals	Decimals Measure	Measure Ratio	Percentages Geometry	Algebra Geometry	Measure Statistics	Consolidation	SATs	Transition	Transition
Geography	Energy and Climate Change		Rivers		Mountains		Agriculture		Climate & Biomes		The Peak District	
History	Local Area study - Stoke- on-Trent through time		Cradles of Civilisation		Indus Valley Civilisation		Persia and Greece		Alexander the Great		Christianity in 3 empires	
Science	Animals including Humans: Circulatory System		Evolution and Inheritance		Light		Electricity		Living Things and Their Habitats		Animals including Humans: Diet and Exercise	
RE	Christianity 1: The family of Jesus		Christianity 2: The birth of Jesus		Christianity 3: The life and teachings of Jesus		Christianity 4: The death and resurrection of Jesus		Christianity 5: The message of Jesus spreads		Islam 1: Ramadan	
Computing	Computing Fundamentals		Online Safety		Spreadsheets/Blogging		Networks		Spreadsheets - Excel		Understanding Binary	
Art/DT	2D Drawing to 3D Making		Global Foods		Activism		Marbulous Structures		Shadow Puppets		Programming Adventures	
Music	Music and Technology		Developing Ensemble Skills		Creative Composition		Musical Styles Connect Us		Improvising with Confidence		Farewell Tour	
PE	Dance/Mult skills		Dance/ Outdoor Adventures		Hockey/Gymnastics		Netball/Yoga		Rounders/Fitness		Kwik Cricket/Forest School	
PSHCE	Families and Friendships	Safe Relationships	Respecting ourselves	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Wellbeing	Growing and Changing	Keeping Safe			