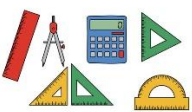




"Where dreams are realised,
and success is celebrated."

Curriculum Overview 2024 - 2025

Autumn Term

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English 	A narrative using the phonic and sentence structure methods we have learnt. Narrative focus: STARFISH Elmer The Gingerbread Man King and King The Nutcracker The Nativity Story Share a selection of traditional tales that we are familiar with. Understand what a sentence and simple punctuation is. Be able to retell stories and events from what we have learnt. Develop our phonic and key word knowledge.	Non-chronological report about Queen Victoria. Diary from the perspective of a child in the Victorian Era. Narrative of Cinderella. Instructions for how to make the perfect cup of tea. Read 'The Street Child' as a whole class text. Read a variety of informative, non-fiction texts on the Victorian era. Discover the works of Charles Dickens.	Using the book 'Stone Age Boy' to create our own narrative and a diary extract. Persuasive writing based on our class novel Charlie and the Chocolate Factory. Create fact files based on The Stone Age period. Read a variety of informative texts and non-fiction texts to research The Stone Age period.	Read Beowulf as whole class text. Graphic poem. Read a variety of informative, non-fiction texts about the Vikings and Anglo-Saxons. Create a narrative based on Beowulf. Can I write a newspaper report based on the discoveries at Sutton Hoo? Can I create a diary entry from the perspective of a Northumbrian monk during and Viking raid?	Read Goodnight Mr. Tom as our class novel. Read eye-witness accounts from soldiers. Read a variety of informative, non-fiction texts about WW2. Read and listen to famous War poets. Diary from the perspective of a soldier. A letter from the battlefield. A rousing speech as an Allied leader. A non-chronological report on WW2. Create a persuasive text to encourage others to join the fight.	Read 'There's a pharaoh in our bath' as a whole class text. Read a variety of non-fiction books; primary sources such as newspaper articles; internet researching and texts on crime and punishment. STARS Values write: Mummification process instructions. Myth based on the Egyptian Gods. Persuasive text about visiting Egypt. Newspaper about the discover of Tutankhamun.
Maths 	Place value (within 10) Addition and subtraction (within 10) Shape	Place Value Addition and subtraction Shape	Place Value Addition and subtraction Multiplication and Division	Place Value Addition and Subtraction Area Multiplication and Division We will also be continuing with daily MAD (Making A Difference) times and FAST Maths to develop speed and accuracy in times tables.	Place Value Addition and Subtraction Multiplication Division Fractions	Place Value Addition, subtraction, multiplication, and division Fractions Converting units
History 	Look into our histories. Explore how we have celebrated past birthdays. Discover how they change for our parents/grandparents. Go further back in history and learn about the Tudors and how they celebrated.	Discover the life and reign of Queen Victoria and compare to Queen Elizabeth II. Explore events beyond living memory including Queen Victoria's Coronation. Study the life of DH Lawrence with link to Victorian Eastwood.	Learning about the life and times of the Stone Age. Different periods of The Stone Age. Research into the animals around in prehistoric times. Cave paintings Investigate Skara Brae	Research the impact that the Vikings had on Great Britain. Compare and contrast the lives of the Vikings and those of the Anglo-Saxons. Did the Vikings settle in Nottinghamshire?	Recognise the legacy of WWI and war throughout history. Consider the impact of the War on the world. Identify the legacy of the War. Explore the roles of different individuals.	Create an Egyptian timeline. Explore the family tree of Egyptian pharaohs. Research the discovery of Tutankhamen. Research the mummification process. Identify symbols and hieroglyphics and crack the code.

	Focus on Henry VIII and his 6 wives.				Consider the events of the six different years of the War. Recognise the impact of the War on evacuees Consider how the local area was affected by World War Two.	Learn about the Egyptian hierarchy including the different roles within the civilisation. Identify why the Egyptian era came to an end.
Geography 	Look into the local environment. Where do we live? What can we find in Eastwood? Where are our favourite places to go? Walk around Eastwood to visit local landmarks and the church. Learn how the buildings and landscapes have changed since Tudor times. Learn the four countries of the UK.	Explore our local railway and other transport links. Study the location of Eastwood in respect to London.	Use maps to follow the journeys of tribes during the Stone Age Period. Locate Stonehenge and other surviving monuments on a UK map.	Consider Sutton Hoo and the burial ground. Whilst considering the location and its importance to the Vikings.	Recognise the annexation of Germany at the end of the War. Consider why Britain proved difficult to invade. Plot army invasions on maps of Europe. Consider the natural resources available to different countries.	Locate Egypt on a world map. Identify geographic features in Egypt. Recognise the importance of the River Nile. Identify human and physical features of Egypt. Compare modern day and ancient Egypt.
Art 	Create self-portraits. Jazz time by Chidi Okoye. Gateway to Cornwall by John Dyer. Tudor Coats of Arms. Tudor Rose. Fireworks for Bonfire Night.	Study the artist William Morris, looking at patterns and symmetry. Discover Victorian architecture and compare to our buildings today. Study the work of Nottingham architect Watson Fothergill.	Looking at Cave Paintings and the stories told through Art. Use our sketchbooks to explore different textures and sketching techniques.	Look at Norse Art. Hand draw a longship. Create our own piece of art based on the Bayeux Tapestry. Create a piece of Byzantine mosaic. Rennie Mackintosh - designs.	Utilise the Tate Modern to critique artwork from the 1940s. Create a mural of London. Create a sculptured interpretation of Eastwood's War Memorial. Create silhouette artwork.	Design an Egyptian god/goddess using own portraits as a starting point. Design a poster for an Egyptian city.
Science 	Use the 5 senses to explore the local environment. Recognise that we can identify things through touch, smell, taste, sight and hearing. Recognise parts of the human body and their functions.	Identify which materials are used to make different objects. Identify different conductors and insulators. Investigate which material is the best at absorbing the force of an impact. Explore which materials float and sink.	Animals including humans, needs the right types and amount of nutrition and that they get nutrition from what they eat. Animals and humans have skeletons and muscles for support, protection and movement. Forces and Magnets - compare how things move on different surfaces. Describe the poles and whether they will attract or repel.	Digestion- Can I investigate what happens to my food as it passes through the different stages of the digestive system? Living things and their environment - What do living things need to be able to survive?	Creating periscopes for submarines (light and reflection). Creating circuits to model codes (light and electricity). Phases of the Moon used by pilots (Earth and Space). Utilise different materials to create our own 'Blackouts' (materials).	Exploring light and how it travels. Compare and give reasons for variations in how components function. Make a working circuit and draw it using the correct symbols. Explore the strengths of magnets and record the findings in a graph.
DT	Create self-portraits. Jazz time by Chidi Okoye. Gateway to Cornwall by John Dyer. Tudor Coats of	Study the artist William Morris, looking at patterns and symmetry. Discover Victorian architecture and	Design and make a prehistoric shelter - Forest School. Create a biscuit Stonehenge.	Plan, design and make Anglo-Saxon jewellery from clay.	Utilise the Tate Modern to critique artwork from the 1940s. Create a mural of London.	Make authentically decorated jewellery inspired by Ancient Egyptian Jewellery.

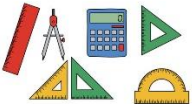
	Arms: Tudor Rose: Fireworks for Bonfire Night.	compare to our buildings today. Study the work of Nottingham architect Watson Fothergilli.			Create a sculptured interpretation of Eastwood's War Memorial. Create silhouette artwork.	
RE 	Who celebrates what and why? Pupils will learn about annual celebrations in Christianity and Judaism.	What makes some people inspiring to others? Pupils will learn some stories of Moses for example: The baby in the bullrushes; The Prince who runaway; The burning Bush; The parting of the Red Sea; and The 10 commandments; they will find out about Moses as a great leader for Jewish people; They will learn some stories about Jesus and Saint Peter; They will find out about St. Peter as a Christian leader; They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; The difference they have made; A non-religious leader makes a good point of comparison.	What difference does it make to be a Christian? How Christian people's beliefs about God, Jesus and the world, impact on their lives; We will learn about Bible stories that lie behind celebrations (Christmas, Easter, Pentecost and Harvest); They will learn about contemporary practices in relation to these four festivals.	Christianity; Music and Worship: What can we learn? Different examples of music from a Christian community; explored as forms of spiritual expression and worship; Songs include: Christmas Carols, a famous hymn and the Halleluiah chorus.	What is expected of a person in following a religion or belief? Religious content will include the deeper meanings of celebrations of Christmas, Easter, Pentecost and Eucharist; The way Christians use some examples of Bible text to guide them in facing life challenges; the role of Christian community in helping people to live a good life; and the pupil's reflections on Christian uses of ideas such as Trinity, forgiveness and inspiration; (STARs)	What can we learn by reflecting on words of wisdom from religions UN worldviews? What do sacred texts on other sources about God, the world and human life? History link - past architecture and historical facts about religious culture.
Computing 	Computing systems and Networks Creating media - digital painting	What is IT? Computing networks Digital Media - Photography taking photographs	Systems and networks - how do devices work? Multimedia and word processing - creating media making a picture move	Digital media - make a podcast Using the internet safely recap	Multimedia and word processing Using the internet	Internet and collaboration - Internet addresses Learning how a website is constructed and building own webpage.
RHE/Citizenship	Learn about ourselves and the impact we can have on the people around us; Discuss the difference between right and wrong; Look into crime and punishment during the Tudor times; As Philosophical	As Citizens we will: Learn about ourselves and the impact we can have on the people around us; Discuss the difference between right and wrong; Look into crime and punishment during the Tudor times; As	Understand the value of rules and laws; Understand our own strengths and achievements	Consider the impact on religious beliefs; Make comparisons between Paganism and Christianity; Consider how burials were performed.	Analyse the viewpoints of different individuals and groups; Recognise persecution and prejudice across the War; Visit the Holocaust Museum in Nottingham.	Analyse how we can learn lessons from the past and apply them today; . Take a virtual tour of a Victorian Workhouse.

	Thinkers we will: Would you rather have lots of friends at your birthday party or lots of presents? If you were King, what rules would you make? Should the Gingerbread man run away or stay and be eaten?	Philosophical Thinkers we will: Would you rather have lots of friends at your birthday party or lots of presents? If you were King, what rules would you make? Should the Gingerbread man run away or stay and be eaten?			Consider the impact of the War on the local area eg: through Kenneth Sharpe's account.	
Music 	Introducing beats, find the pulse, thinking about music tells stories from the past, learn about rhythm and pitch, use instruments to create some drama	Singing songs - Gospel and jazz Listen and appraise the piece of music - Bolero by the composer Ravel. Listening for repeated patterns in music. Composing using a graphic score. Learn about the different family of instruments	Developing notation skills. Thinking of how music brings us closer together. Listen, appraise and respond to different music genres. Play recorders and Glocks.	How does music bring us together? To understand and learn about crescendo and decrescendo. Find the pulse Play instruments - recorder, glocks	Revisiting learning of instruments and how they are played, such as the ukulele. Learning notes and piecing these together effectively. Learning to play in an ensemble.	How does music bring us together? How does music connect us to our past? We will doing ukulele instrumental lessons, listen and respond to several pieces identifying the structure of the song. Understanding the pulse and what is the music style.
PE 	To support our health and well-being we will: Copy dance moves. Gymnastics. Begin to work alone/with someone to make a sequence of shapes and travels. Climb safely, showing some shapes and balances when climbing.	To support our health and well-being we will: Copy dance moves. Dance Copy, remember and perform a simple sequence showing body control and rhythmical timing. Fundamentals To change direction when moving at speed. Show hopping, a jumping movements and balance and co-ordination when static and moving at a slow speed.	To support our health and well-being, we will be focusing on: Dance - Respond to music in time and rhythm to show like / unlike actions. Gymnastics - Using apparatus and floor movements to combine arm actions with skips, leaps, steps, jumps and spins in travel. Know principles of balance and apply them.	To support our health and well-being we will: Dance. Create a sequence using direction, travel, stillness, moods and feelings to create a dance routine within small groups.	To support our health and well-being, we will be focusing on: Teamwork Ball skills Throwing Catching Control	To support our health and well-being, we will be focusing on: Teamwork Ball skills Throwing Catching Control
French 			Understand and use some greetings in French. Understand and ask some simple questions in French: 'What is your name?' 'How old are you?' 'How are you?' Say in French what your name is, how old you are and how you feel. Name some members of your family in French. Count numbers from 1 to 10 in French and use numbers to count items.	On Y'Va! Name some places where French is spoken and find them on a map. Understand simple sentences in French about the weather. Say and write in French what the weather is like. Recognise the days of the week in French. Understand simple sentences in French about how someone travels. Say in French where you go and how you travel.	Identify, say and write some items of food and drink in French. Understand and give simple opinions of food and drink in French. Talk and write in French about healthy and unhealthy foods. Identify and describe sandwich fillings, ice cream flavours and pizza toppings in French and say which ones you prefer.	Name some places at school in French and say where they are. Say what you do at different places around school. Understand and say the time in French (on the hour, half past, quarter past/to, minutes past/to). Say and write some school subjects in French. Understand and give descriptions of people in French.

			Copy the pronunciation of some French words Pronounce the French r sound correctly Recognise some sounds that are special to French: j, ère, u	Build longer sentences using the French words for 'and' and 'but' Identify silent letters at the end of French words and pronounce these words correctly L'argent de poche Understand, say and write the French words for some toys Understand, say and write numbers 1 to 30 in French Ask and say in French how much something costs Identify likes, dislikes and simple opinions and ask questions in French Say in French what someone else likes and dislikes Understand and learn by heart a simple poem in French and write your own poem in French Read aloud a simple poem in French using correct pronunciation and intonation Identify masculine and feminine nouns in French Use the correct French words for 'the' and 'a'	Order some food and drink in French in a café Use the French words for 'and', 'but' and 'also' to make longer sentences Identify and use the French for 'it is', 'they are', 'the', 'a' and 'some' Identify and use the correct forms of some French adjectives Pronounce the French a, an/am and au/eau sounds correctly Use your knowledge of French sounds to complete a rhyme in French and say it aloud Say in French which types of music you like and don't like, and ask others what they like Say and write in French which musical instruments you play and don't play, and ask others what they play Identify which instruments other people play Understand and express simple opinions in French about music and musical instruments Understand an email in French about music, and write a reply in French Identify the two French words for 'you' and know when to use them Understand and use some polite expressions in French Take part in a role play in French to buy a CD Identify masculine and feminine nouns in French and understand how they	Name the continents and some countries in French and say which continent a country is in Name some French-speaking countries Talk and write in French about the geography and wildlife of countries and continents Describe in French the weather and climate of different countries Write a postcard in French describing weather, climate, geography and wildlife and giving your opinion Identify and correctly pronounce the French nasal an sound
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					affect other words in a sentence Identify and correctly pronounce the French u and ou sounds	
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Spring Term

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English 	Share a selection of traditional tales that we are familiar with. Understand what a sentence and simple punctuation is. Be able to retell stories and events from what we have learnt. Develop our phonic and key word knowledge. As Authors we will write a: A narrative using the phonic and sentence structure methods we have learnt. A focus on capital letters, finger spaces and punctuation. An improvement in simple grammar and spelling. Main focus: The Snow Bear Passports Post cards List writing Fact file	Writing: To write a non-chronological report about the Wright Brothers. Narrative - Town Mouse Country Mouse Two-sided debate - is it better to live in a town or the countryside? Narrative - The owl who was afraid of the dark. Reading: To read a range of Beatrix Potter stories linked to the countryside. Non-fiction text about people who work outside, including gardeners and park keepers.	Using the book 'Someone swallowed Stanley' to create our own narrative. - We will be writing a persuasive letter to the supermarket asking them to use less packaging on their produce. Reading: As Readers we will: - Recognising different forms of poetry, reading them aloud using tone, intonation, volume and actions	Read share 'The Explorer' as a class novel. Read a variety of informative, non-fiction texts about the Amazon and Peru. As Authors we will: Create an auto biography based on Juliette Kopaki. We will write a persuasive letter to the president of Brazil. We will write a narrative based on the catch. We will write a non-chronological report based on the Amazon	Discovering stories from the Americas Explanation texts based on the Amazon Rainforest Traditional Tales from the Ancient Civilisations Persuasive texts about human impact on the environment Poems from the Americas Non-fiction report about one country	Read a variety of non-fiction books, primary sources such as newspaper articles, internet researching and diary entries. Darwin's Biography, Darwin's diary, Evolution descriptive narrative Narrative written from the perspective of an animal. Animal description from discoveries on the Galapagos. Letter write to the university documenting Darwin's finds and experiences.
Maths 	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume	Money: Counting in pence and pounds. Make the same amount with coins and notes. Compare amounts of money. Make a pound. Find change. Multiplication and division: Make equal groups. Use arrays, 2s, 5s and 10s timetable Doubling and halving. Division. Length and height: Measure in CM and Metres. Compare and order.	Place Value Addition and subtraction Multiplication and Division	Multiplication and Division Perimeter and Length Fractions Decimals We will also be continuing with daily MAD (Making A Difference) times and FAST Maths to develop speed and accuracy in times tables.	Multiplication Division Fractions Decimals Percentages Perimeter Area Statistics	Ratio Algebra Decimals Fractions, decimals and percentages. Area, perimeter and volume. Statistics

		Lengths and heights: Mass, Capacity and Temperature: Measure in g, kg/ml and L. Compare volume and capacity				
History 	Look at local changes within Eastwood, for example: shops changing, new signs etc. History of Ice Explorers: Ernest Shackleton- Anglo-Irish Antarctic explorer. Research polar expeditions within children's living memory.	The Wright Brothers: we will be learning about the history of flying; why. The Wright Brothers are so important in the history of flight. How air travel has changed. How advancements in technology have changed flying across history. The influence of the moon landing on flight	Looking at changes over time within the UK coastline and rivers as a result of erosion. Investigate the UK floods of 2007 and discuss how those events impacted people including: socially, economically and environmentally. Link to local flooding- Moorgreen.	Research the history of Peru. We will consider how the Incas live, religious beliefs, social structure and inventions, including the quipu. We will look at historical remains such as Macha Picchu	Ancient Mayan Civilization The Age of Exploration The impact of the Gold Rush How ideas have adapted and changed over time.	The life and importance of Charles Darwin. Journey on the HMS Beagle. Identifying primary and secondary sources and comparing credibility.
Geography 	Learn all about the Arctic landscape and its similarities and differences to Eastwood. Focus on how the weather is different and what this means for the people's way of life in the Arctic. Compare and contrast the physical and human features of both the Arctic and Eastwood. Learn the 7 continents of the world.	Town verses countryside: We will compare our local area to the countryside. Identify human and physical features of our local area. Locate Eastwood, Nottinghamshire and England on a map - use google maps to identify human and physical features. Brazil: Human and physical features of Brazil with a focus of Rio DeGennaro. Identify similarities and differences between Eastwood and Rio DeGennaro - use google maps to local Rio DeGennaro, Brazil and South America.	Naming and locating countries, cities and regions of the UK. -Look at the river Trent and how it's use has changed over time. -We will locate and track the river Trent from source to sea. To understand the water cycle.	Look at the location of the Amazon and Peru and if deforestation is real, are there any benefits or disadvantages. We will look at the structure of the rainforest and its inhabitants. We are going to look at the vegetation belts of Peru food growth avocados. Look at how Iceland supermarket has banned palm oil (Eastwood link)	An Expedition to the Amazon Rainforest The Physical Geography of North and South America Human Geography of the United States	Follow Darwin's journey on a world map, plotting the different counties. Focus on the key physical and human characteristics. Revisit the compass points, ordnance survey maps, 6 figure grids, Equator, Longitude, Latitude, Tropics of Cancer/Capricorn, Hemispheres and climate zones. Explore Biomes including physical and human features. Locate mountain ranges.
Art 	Research the Inuit artist Kenojuak Ashevak. Key skills to be developed: Colour mixing Investigating textures To talk about like and dislikes	We will be looking at different flowers and produce still life drawings to show textures. Colour mixing to produce leaf prints. Look at the artwork of Beatrix Potter to see how animals and plants are used within artwork.	Explore the work of the artist - Katsusushika Hokusai. We will be focusing on 'The Great Wave'. We will experiment with different shades of blue, take one part of the picture to focus on line and detail and use different materials to print creating different textures.	Use our sketchbooks to explore and experiment with colour with a focus on the Aztec Inca Statues. We will express our likes and dislikes through annotations.	Landscape Art inspired by the Amazon Rainforest Pop Art by famous artists such as Andy Warhol	Use different sketching techniques to compare finch beak shapes (linked to Darwin's discoveries). Develop own style through developing line, tone, texture and pattern.

Science 	Learn about different types of materials and what they are best used for. Look at ice, water and gas and how they are changed into each other. Look at the Arctic landscape and how it is changing due to the world heating up.	Animals including humans; we will learn about animals and their offspring, the life cycle of a human, life cycles of other animals, what animals and humans need to survive and how to stay healthy. Living thing and their habitats; we look at if it alive, dead or never been alive, different habitats and conditions, herbivores, carnivores and omnivores, simple food chains.	Rocks - compare and group together rocks based on their appearance and properties. - Describe how fossils are formed. - Identify layers of soil. Light - Reflection - Shadows - formations, patterns, shape and size.	Living things and their habitats (Classification): We will recognise that living this can be grouped in a variety of ways. Explore and use classification keys to help to group, identify and name a variety of living things in their local and wider environments. We will recognise that environments can change. Changes of State: We will compare and group materials by solids, liquids and gases. We will observe changes in materials as they are heated and cooled. Identify the part played by evaporation and condensation in the water cycle.	Look at changes in materials. Recognise the differences between materials. Understand reversible and irreversible changes. Undertake experiments	
DT 	Research the Inuit artist Kenojuak Ashevak. Key skills to be developed: Colour mixing Investigating textures To talk about like and dislikes	To create high rise buildings to withstand different weather conditions. Explore different building materials and how they are suitable to different locations. Evaluate the success of each building and how it could be improved.	Construct your own river model for water to flow through, labelling different features of a river.	Use our understanding of seasonality, knowing how ingredients are grown and the process they go through we will create a micro-habitat of the rainforest	Landscape Art inspired by the Amazon Rainforest Pop Art by famous artists such as Andy Warhol	
RE 	How do we care for others, and why does this matter? Exploring characteristics such as kindness, generosity and sharing. Their uniqueness in a family and in a community. Our wonderful world, how can we care for living things on earth. Festival celebrations such as: Easter and Chinese New Year	Discover the ten plagues to recognise the importance of kindness. The story of the birth of Moses. Learning about the 10 commandments. Creating your own 10 commandments. Easter Story - we will explore the days leading to Jesus death and acknowledging the importance to Christians. Knowing that Easter is important for new life and beginnings.	How do religious families and their communities practise their faith? Beliefs and practices of prayer in different religions	How do people express their religions and spiritual ideas on a pilgrimage? We will learn about pilgrimages and religious journeys from different religions such as Islam, Hinduism, and Christianity. we will find out details about and reasons for the ritual and practises on pilgrimages.	How do people's beliefs about God, the world and others of an impact on their lives? Pupils will learn about different ideas and forms of expression in relation to beliefs about God in Muslim and Hindu life. They will reflect on their own responses to Hindu and Muslim text an expression in creative arts and architecture.	Pupils will learn about spiritual concepts of justice, fairness, compassion and responsibility. They will learn about at least two examples of major faith-based global Aid and Development charities. Examples could be Islamic relief, Christian Aid, Save the Children. Geography link - world religions and world issues.
Computing	Moving a robot - Beebots	Multimedia programming - Beebots	Multimedia and word processing - introduction to scratch	Programming and modelling - recap year 3 (using Turtle Academy/Wickeditor)	Programming and modelling (Crumble Kit)	Programming and using variables in games

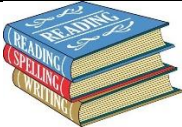
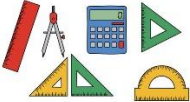
	Data and information grouping information	Data and information - pictograms	Recording Data - recap year 2 data handling	Recording data using graphs (Data loggers)	Creating a paper-based data base	Collecting data - information and data spreadsheets
RHE/Citizenship 	Debate on whether polar bear should be kept in zoos or left in the wild. Conversations about Global Warming and the effect it is having on The Arctic. How can we help the animals in The Arctic? What can we do to help the planet? Look at the similarities between the Inuit way of life, and the way we live our lives here in Eastwood.	We will look at the importance of learning to love yourself but also others. How to help others in the community, including local charities. Understanding that as a class we are all different but we fit together. Knowing the different ways in showing friendship. Identifying hurting others and knowing how to deal with hurt.	Too Much Selfie isn't healthy. Showing love and kindness to others, not only how this makes that person feel but how it also makes you feel. -Don't hold on to what's wrong. What forgiveness means and developing trust in friendships.	Consider the impact of deforestation on the world and the impact on the tribes of the Amazon.	Analyse the viewpoints of different individuals within different communities. Recognise the impact that humans are having on the world today. Recognise our differences and how we can change to support others.	Analyse how we can learn lessons from the past and apply them today.
Music 	How does music make the world a better place? Recognising tempo, explore how music makes you feel. Discuss pitch, thinking of low and high sounds in nature and relate this to music.	We will be looking at single notes on recorders and ukulele. Follow a give sequence to give a repeated rhythm. Discuss the tempo of different pieces of music. Find and hold a pulse. Appreciate and enjoy a piece of music.	Thinking about how music can make the world a better place. - emotions in music. Use percussion instruments to create our own rhythm. Perform compositions using Crotchet / Quaver and playing these at different tempos. Play 3-4 notes on a recorder.	Developing pulse and groove through improvisation. We will discuss how music can improve our world. We will be creating simple melodies together, using the composing and music notepad on Charanga to make our own music.	Learning to play chords on an instrument. Learning to identify notes. Learning to play in an ensemble.	
PE 	To support our health and well-being we will: Dancers from around the world. Develop the ability to dance imaginatively, change speed, level and direction. Invasion games. Begin to compete in small, sided games.	To support our health and well-being, we will be focusing on: Dances from around the world - children to explore and perform dance actions showing more clarity, shape and expression. Invasion Games - perform some dribbling skills with hands and feet space, pass a ball accurately, combine stopping, pick up/collect and send ball accurately and make simple	To support our health and well-being, we will be focusing on: - Hockey. We will identify space to move into and show a clear target to receive a pass, mark another player and begin to attempt interceptions. - Cricket - play in a tournament and work as a team, using tactics in order to beat another team. Throw and catch under pressure. Use fielding skills to stop the	Hockey: We will identify space to move into and show a clear target to receive a pass, mark another player and begin to attempt interceptions. Cricket: To be able to use a range of fielding techniques. To throw and catch with a partner giving them a target to aim for.	To support our health and well-being we will: Exploring new games and rules, such as cricket. Improving our hand-eye co-ordination skills with bat and field sports. Continuing to develop teamwork skills. Perform fluent dances with characteristics, specific skills and movement patterns in response to a variety of different dance styles and eras.	To support our health and well-being we will: Hockey: Use speed, changing of direction and Indian dribbling to advance towards team's goals. Use a range of passing knowing which one depending on the distance of the pass. Cricket: To use the correct bowling technique consistently. To apply with consistency standard cricket rules in a

		decisions about when/where to move in game to receive	ball effectively. Learn batting control.			variety of different styles of games. Dances: Children to create and perform dances in a variety of styles using a range of controlled movements and patterns.
French 			On fait la fête • understand the question 'When is your birthday?' in French • say in French which month your birthday is in • name the months of the year in French and put them into the correct order • say 'happy birthday' in French • understand some simple questions in French about hobbies and activities • say and write some simple sentences in French about hobbies and activities • join French sentences using the French word for 'and' • identify a pronoun and a verb in French • pronounce the French an sound correctly Portraits • understand, name and write colours in French • name some parts of the body in French • understand simple descriptions of faces in French • describe facial features in French: 'I have brown hair.' 'He has green eyes.' • ask a simple question in French about facial features: 'Does she have blue eyes?' • identify a noun and an adjective in French • use the correct word order for nouns and adjectives in French • identify the French words for 'the' • recognise and correctly say the French eu sound	Raconte-moi une histoire! understand and respond to some spoken and written instructions in French understand, say and write numbers in multiples of 10 up to 100 in French count in multiples of 10 up to 100 in French use strategies to remember French words read and understand a familiar fairy tale in French write short, simple sentences in French using a noun and an adjective identify and use masculine and feminine forms of some French adjectives identify and correctly pronounce the French qu sound and the nasal an, en and on sounds Vive le sport! understand, say and write the names of some foods and drinks in French and say which foods and drinks you like say and write in French whether items of food and drink are healthy or unhealthy talk and write in French about the sports you do say what you do on different days of the week to keep fit	Understand and say the letters of the alphabet in French, and spell in French identify and name some places in a town in French Ask in French where a place is Respond to and give simple directions in French Understand and give a more detailed route description in French Understand and say some clock times in French (on the hour and half past the hour) Identify some examples of liaison in French and pronounce them correctly Identify and correctly pronounce the French r sound Cope when you don't understand or don't know something in French	Name some places in a town in French Give your opinion in French about supermarket shopping compared with other places to shop Explain in French the location of places in a town Understand and give information in French about what a town was like in the past compared with what it is like today Describe clothes in French including colour, and give your opinion of clothes Name some fairground rides in French Understand and give opinions in French about fairground rides Explain in French why I like or don't like fairground rides

				understand other people talking in French about food and sports use the correct verbs and other word forms when talking and writing in French about sports identify and correctly pronounce the French nasal on sound read aloud a simple French rhyme using your knowledge of French sounds change some of the words of a French rhyme to help you write your own rhyme in French		
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Summer Term

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Share a selection of traditional tales that we are familiar with. Be able to read decodable texts and talk about what we have read.	Writing: Narrative: Jack and the Beanstalk Letter to persuade Jack to return giants belongings.	Retell the Roman Myth Jupiter and The Bee. The Diary of a Roman Soldier.	Read and share A journey back to freedom as a class novel. Read a variety of informative, non-fiction texts	Read positively, affirming stories aimed at supporting ideas of mental health.	Read 'Final Year' as a whole class text. Read a variety of non-fiction books, primary sources such as newspaper.

	Sight read the first 100 key words. Become familiar with the next 200 key words. Get ready for the year 1 phonics screening. A narrative using the phonic and sentence structure methods we have learnt. A focus on capital letters, finger spaces and punctuation. An improvement in simple grammar and spelling. Use the conjunction 'and' to connect sentences. Main focus: The Gruffalo Superworm The Light House Keepers Lunch	Debate: should all homework be given online? Non-chronological report about Tim Berners-Lee. A range of non-fiction texts about cyber bullying and online safety. A range of fiction texts with technology links including Spy Dog.	A recount of the life and times of Boudicca A biography of Joe Wickes Amazon	about slavery and acceptance of each other. Create a diary entry based on a child slave. We will write a 1-sided debate stating why enslavement is wrong We will write a narrative based on the life of a ship's captain and his feelings about his job.	Non-fiction texts to broaden our ideas of the Ancient Greeks. Fantasy stories set in other worlds and ages. A myth based upon the story of Medusa. The myth and meaning behind the story of Icarus. A set of instructions on how to create a develop a Greek salad.	articles, diaries and internet researching. Narrative - the destruction of Pompeii Write a letter from Pliny to Rectina. Non-chronological Report about Volcanoes Narrative - traditional tale. Debate: What are the pros and cons of living near a volcano?
Maths 	Multiplication and Division Fractions Position and direction Place value (within 100) Money Time	Time: O'clock, half past, quarter past and quarter to. Tell the time, past and to the hour. Tell the time in 5-minute intervals. Minutes in an hour. Hours in a day. Fractions: Equal and unequal parts. Half, quarter and 3 quarters. Finding the whole and counting in fractions up to a whole. Statistics: Tally charts. Block diagrams. Pictograms. Tables. Position and direction. Language of position. Describe movement and turns. Shape patterns with turns.	Fractions Money Time Shape Statistics	Decimals Money Time Shape Statistics Position and Direction We will also be continuing with daily MAD (Making A Difference) times and FAST Maths to develop speed and accuracy in times tables.	Shape Position Direction Decimals Negative Numbers Converting Units Volume	Shape Position and direction Problem solving Budgeting Create line and bar graphs linked to working scientifically. Calculate across time zones.
History	Learn about the Grace Darling and how her bravery saved so many people.	Tim Berners-Lee Alexander Graham Bell - understand the history and development of the telephone.	Roman myths and how they were told as a way to explain the world around.	Research the history slavery and the impact it had on the British Empire. We will research the size of the	Develop our understanding of the ancient Greeks and how they lived their lives.	Carry out an in-depth study of Pompeii focusing on the eruption and the discovery of the ruins.

	Look into the RNLI and how it helps people keep safe. Research different women of history and how they have helped others.	Explore the creation of the internet and the impact it had on everyday life. Discover his background and explore how the World Wide Web became possible. How life was different without the internet. Discover music, toys, schools and technology of the past and modern day.	The life and events in the periods of powerful Roman Emperors Claudius and Julius Caesar. The life of a Roman Soldier. The life and events of Boudicca	British empire and why Britain wanted the land We will research William Wilberforce and his involvement in the abolition of the slave trade	The importance of the Olympic Games and how it represented important figures. The importance of democracy and power of the people. The different gods and goddesses and their roles in Greek society. The importance of philosophy and thinking and how this impacts the modern world.	Recognise the importance of the suffrage movement in the U.K. Identify key figures and their importance in British history. Recognise how the past has impacted our lives today.
Geography 	Be able to show the UK coast on a map. Compare present day seaside towns with those from the past. Look at the physical and human features of a coastal town. Be able to say and use the compass points North, East, South and West.	We will be looking at China. Locating China and Asia on a map. Human and physical features of China. Compare schools in China to the UK. Export and import. Locate continents of the world and 5 oceans.	Use maps of Europe and the UK to follow the Roman Invasion. What facilities or classes are available locally to support a healthy lifestyle? Can you create a map showing an obstacle course or physical challenge circuit around school to promote a healthy lifestyle?	Look at the slave trading routes - transatlantic triangulation. We will consider what was gained from the three points. We will recap the tropics of cancer and Capricorn locating them on a map and globe. Be able to locate and discuss the northern and southern hemispheres. We will make comparisons by looking for similarities and differences of human and physical features of the Caribbean, Africa, UK (South West).	Recognise the importance of the Mediterranean Sea. Recognise and name countries situated around the Mediterranean and consider the importance of the Sea to these places.	Identify volcanoes around the world. Learn about the Ring of Fire. Describe key aspects of a volcano and earthquakes. Examine how volcanoes and earthquakes impact the lives of people.
Art 	Use a range of materials to create a seaside picture. Design, draw and collage our own lighthouse. Work with clay to create our own sea creature.	Discover the work of David Hockney. Explore how he uses digital mediums to create artwork which looks like it has been created using paint. Use the Sketches app to create a piece of digital artwork linked to the country China. Understand how to 'zoom' into details on an object.	Compare still life works of Paul Cezanne and Henri Matisse. Use a range of media to create still life drawings looking carefully into light and shade	Create posters considering the message we want to present e.g. saving the planet. Looking at different poster styles and compare which are more effective and why? We will use different mediums - paint, digital and drawing.	Identify pottery throughout history, including those created by the ancient Greeks. Annotate and share ideas about Greek pottery. Plan and design our own Greek pots. Utilise clay to mould and shape our creations. Recognise patterns and styles used to decorate Greek-style pots.	
Science	Learn about plants and what they need to grow. To know the differences between evergreen and	We will be learning about plants. Parts of the plant and their functions. Life cycle of a plant. Seeds and bulbs.	Plants Identify and describe the functions of plants and explore what they need for life and growth.	Look at sound and what it is, whilst identifying how sound is made and making	Revisit our learning from across the year. Recognise changes in materials and how these can	The circulatory system. Making a working circuit and explore the effect the

	deciduous trees. Plant, grow and study our own sunflower seed.	Trees – how are they different to plants? Growing conditions. How are plants adapted to their environment?	Plant lifecycles Investigate how water is transported within plants.	the association between vibrations. Find patterns between pitch and features of the object produced it. Look at patterns between volume and the strength of vibrations	be reversed and are irreversible, too.	cells have on the bulb brightness. . Investigate and record how exercise can affect the heart. Recognise the impact of diet, exercise, drugs and lifestyle on the way our body's function. Describe how nutrients and water are transported within animal, including humans. Revisit units from the previous years for KS2 science assessments.
DT 	Use a range of materials to create a seaside picture. Design, draw and collage our own lighthouse. Work with clay to create our own sea creature.	Chinese banquet: Create a healthy Chinese food item to be included in a Chinese banquet. It must include a range of vegetables and be cooked in a healthy way.	We will design and create a Roman sandal. -Look at and recreate Roman Mosaic. Recreate pots from the Roman era, looking at shape and detail using clay as a medium.	Use our understanding to work as part of a team to design and make and evaluate slave ship.	Identify pottery throughout history, including those created by the ancient Greeks. Annotate and share ideas about Greek pottery. Plan and design our own Greek pots. Utilise clay to mould and shape our creations. Recognise patterns and styles used to decorate Greek-style pots.	Design and create pizzas in line with Italian tradition. Learn different sewing techniques.
RE 	Stories about Jesus and what we can learn from them. In what ways are churches and synagogues important to believers	Learn about belonging to a family. Understand what family is and how it provides love and support. Discuss the different relationships we have and the importance of showing respect and kindness. Learning the story of creation for both Christians and Jews. How are they similar and different? Learn the importance of the Sabbath and its significance in the Jewish teachings. The understand the Jewish ideas about Humanity and the natural world.	Where, how and why do people worship? How religious buildings express key ideas about belief and worship. Become familiar with stories from Christian gospels on the life, teachings, and examples of Jesus.	Why do some people think like as a journey? Pupils will learn keyways in which Christians and Muslims see life as a journey. Children will gather information about key moments marked by rituals such as christenings.	What is expected of a person in following a religion or belief? Religious content will include the deeper meanings of celebrations of Christmas, Easter, Pentecost and Eucharist. The way Christians use some examples of Bible text to guide them in facing life challenges the role of Christian community in helping people to live a good life, and the pupil's reflections on Christian uses of ideas such as Trinity, forgiveness and inspiration. (STARs)	What contributions do religions make to local life in Nottingham City, Nottinghamshire, including where we live in Eastwood? Pupils will learn about the statistics of world religions in local area, the county, region, nation and world. They will learn about at least two examples of interfaith cooperation. RHSE link

Computing 	Word processing (writing link story) Programming animations	Creating media making music Scratch recap and programming quizzes	Programming and making an object move Digital media - Making a presentation	Multimedia and word processing (English) - changing digital images photo-editing Recap - using loops recap Turtle Academy (using scratch for shapes)	Drawing using digital tools - creating media Exploring conditions - Programming	Creating media 3D modelling Programming using Micro-Bits
RHE/Citizenship 	Know the rules for keeping safe, especially when using roads. Know that families can be different and that they should carer for each other in different ways. Learn how to ask for help when things aren't quite right.	Ensure we know how to use the internet safely, and promote this safety with others. Recognise the importance of not telling lies and know when the how to help others who are finding this difficult. Knowing how to self-regulate my emotions and help others to do the same. Recognise the emotions of others and know when to help or step away.	Be thinking about what keeps both our bodies and our minds healthy. Having a positive body image. Road safety	Consider the impact of enslavement and the rights of people, we will look at laws and are they fair to people or all regardless of race, religion, ethnicity or gender. To be able to resolve differences by looking at alternatives. Consider social and moral dilemmas that we come across in life. Be aware that families may be different from our own. Embrace the importance of respecting others even if they are different from ourselves	Learn of how to appreciate ourselves and those around us. • To develop an understanding of first-aid principles and when it could be important to use these. • To develop an understanding of the emergency services and when it may be needed. • Learn how to keep ourselves safe in different situations. • To learn of ways to respond to difficult situations in our local community. • To develop an understanding of how families are different across the world.	The importance of self-respect being proud of where they come from and what they have achieved and how it links to their own happiness. Prepare for change, boundaries, friendships and how the body changes/puberty. Develop an awareness of mental health and where to get advice. Take part in the DARE program, exploring emotions, feelings, drugs, illegal substances, alcohol, peer pressure.
Music 	Having fun with improvisation. Dynamics. Play on instruments to the pulse. Body percussion. Create art from sounds. Read a story 'Where going on a bear hunt' create sounds with instruments.	Appreciating and enjoying music including the soundtrack from E.T. Learning to use digital programs to create music. Learn the sounds of different instruments and recognise them in an ensemble.	Music genres - Jazz, Panda, extravaganza and Hip Hop. Emotion through music. Compose using a graphic score. Perform and record performances.	Connecting notes to feelings. Listening and responding to music. Learn about texture in music. Music for occasions. Find out facts about a famous composer	Showcasing our knowledge and understanding of musical notes through performances with instruments. Learning of music around the world.	How does music shape our life? How does music connect us to the environment? We will be learning three songs each half-term, that have a message of our world. We are going to be trying some song, write structure, play instruments (recorders and glocks) and discuss texture of music (children drumming to two different rhythms at the same time)
PE	To support our health and well-being we will: In dance change rhythm, level, speed, and direction.	To support our health and well-being, we will be focusing on: Athletics	To support our health and well-being, we will be focusing on:	To support our health and well-being we will: Dance. Respond imaginatively to stimuli related to character/	To support our health and well-being, we will be focusing on: • Showcasing bat and field skills through	

	Invasion games Begin to follow some simple rules. Throw under arm, bounce, and catch a ball with a partner. Kick/ stop a ball, using a confident foot whilst static. Run straight and on a curve and sidestep with correct technique.		Dance - Respond to music expressing a variety of moods and feelings. Athletics - Running in different speeds and directions. - Understand relay and passing the baton -Compete in mini competitions, recording and scores.	music/ story. Striking and fielding: Children will take part and learn the principles suitable for attacking defending in games such as cricket, rounders and tennis.	sports such as Scatterball, cricket and rounders. . Developing our understanding of how healthy lifestyles can support our well-being. . Developing our track and field skills and awareness.	
French 			Les quatre amis Understand the French words for some animals and name some animals in French Understand simple sentences in French about an animal's colour and the way it moves Understand and respond to the question 'What colour...?' in French Say in French what colour an animal is and how it moves Identify masculine and feminine nouns in French Identify and use the French words for 'he', 'he', 'she' and 'it' . use strategies to work out the meaning of words Understand a story in French and use your knowledge of French sounds to read it aloud Pronounce the French ou and eu sounds correctly Ca pousse Understand, say and write the words for some fruits and vegetables in French Ask simple questions in French to find out what someone likes and doesn't like Understand someone saying in French what they like and don't like	Le Carnaval des Animaux Ask what time it is in French Understand, say and write some clock times in French Ask someone in French where they live and say where you like Understand simple spoken and written descriptions of some animals in French, including their characteristics, habitat and diet Talk and write in French about the habitat and diet of some animals Describe in French the characteristics of some animals Identify and use the masculine and feminine forms of some French adjectives Use the French words for 'and' and 'but' to make longer sentences Identify and correctly pronounce the French oi sound Quel temps fait-il? Understand, say and write the names of some clothes in French Say and write in French what you are wearing	Name the four seasons in French and say which season is your favourite Describe the weather in French and say what the weather is like in different seasons Say and write in French which month and season your birthday is in Ask someone in French when their birthday is Understand and respond to a short text in French about when someone's birthday is and the weather at that time of year Understand and respond to a poem in French about springtime Use a wordbank and a writing frame to help you write your own version of the poem in French Understand and respond to a story about the seasons, and write a short, simple text in French about the characters in the story Use adjectives to compare opposites Identify and correctly pronounce the letter i in different letter strings Name in French the eight planets in the solar system.	Name some food and drink in French, including containers and packaging Ask politely for food and drink in French and say whether you would like a large or small portion and what flavour you would like Ask and say in French how much something costs Understand 24-hour clock times in French Give times in French using the 24-hour clock Understand a French TV guide, and ask and say in French what time TV programmes are on Exchange opinions in French about TV programmes and agree on what to watch explain your own and someone else's opinion in French

			Say in French what you like and don't like Use the French word for 'much' or 'a lot' to show how much you like or dislike something Use some French expressions to give a simple opinion Recognise the French on sound and pronounce it correctly	Ask in French what the weather is like Talk and write in French about what the weather is like Talk and write in French about suitable clothes for different weather conditions Ask and say the date in French Ask someone in French when their birthday is Say in French the date of your birthday Identify and correctly pronounce the French au/eau/o sound Use your knowledge of French sounds to read aloud simple poems in French	the dwarf planet Pluto; and the Sun and Moon Talk and write in French about the location, colour, size and other features of the planets Understand and respond to a longer, more detailed description of the solar system in French Use sentence-building cards and other support to help you talk and write more accurately and in more detail in French Identify some different parts of speech in French, such as nouns, adjectives, verbs, conjunctions and prepositions Identify some features of French sentence structure and use them in your speaking and writing Identify and correctly pronounce the French u sound	
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