YEAR 3 CURRICULUM OVERVIEW

	Autumn Term 1 *Ancient Britain* 	**Autumn Term 2** *Brazil* 	**Spring Term 1** *Active Planet* 	**Spring Term 2** *Italy* 	**Summer Term 1** *Ancient Greece* 	**Summer Term 2** *Ancient Greece* 
Writing	**Text Type: Narrative** **Context: Stone Age Boy** Children to write an adventure in the Stone Age. (2 weeks) **Fiction** **Text Type: Instructions** **Context: Stone Age Boy** Children to write instructions on how to hunt in the Stone Age. (2 weeks) **Non-Fiction** **Text Type: Narrative (focus on dialogue)** **Context: Cave Baby** Children to write an additional section of the story. (2 weeks) **Fiction**	**Text type: Non-chronological report** **Context: Rainforest animals** Children to explore animals of the rainforest and write a report. (3 weeks) **Non-Fiction** **Text type: Persuasive Letter** **Context: Endangered animals** Children to write a letter to the president of Brazil about the importance of protecting animals' habitats. (3 weeks) **Non-Fiction** **Text Type: Poetry** **Context: Rainforests** Children to write a poem about a rainforest animal following a given rhyme scheme. (1 week) **Fiction**	**Text Type: Informal Letter** **Context: Pen Pals** Children to write letters between pen pals from two different countries. (3 weeks) **Non-Fiction** **Text Type: Recount (diary)** **Context: Disaster Strikes** Children to write a recount of the events and experience of a natural disaster in the first person. (3 weeks) **Realistic Fiction**	**Text Type: Persuasion** **Context: Holiday Brochure** Children to explore the features of this text type and write holiday brochures encouraging visitors to a holiday destination. (3 weeks) **Non-Fiction** **Text Type: Narrative** **Context: The Nightmare Man** Children will use this Pie Corbett short story to explore how authors build suspense before writing their own version. (3 weeks) **Fiction**	**Text Type: Narrative** **Context: Greek Myths** Children to rewrite the myth of Theseus and the Minator before writing their own version of a Greek quest myth. (3 weeks) **Fiction** **Text Type: Non-Chronological Report** **Context: Greek Gods** Children to write reports about Greek Gods. (3 weeks) **Non-Fiction**	**Text Type: Recount (diary)** **Context: Arachne and Athena** Children to write a recount of the events of this myth in the first person from alternative perspectives. (3 weeks) **Non-Fiction** **Text Type: Narrative** **Context: Whole School Writing** Children across the school will be giving the same stimulus to produce their own piece of writing from. (2 weeks) **Fiction**

Reading	**Text: Charlie Changes into a Chicken** **Text type: Narrative** Children will learning reading skills focussing on their prediction, summarising, inference and comprehension skills as well as discussing the author's use of language. **Text: You Can Grow Your Own Food** **Text type: Non-Fiction** Children will be introduced to several reading skills such as making predictions, answering retrieval comprehension questions and understanding the features of the text type. They will also be introduced to asking their own questions to develop their understanding.	**Text: The Worst Witch** **Text type: Fiction** Children will predict, ask their own questions and ask questions of a partner. They will also answer comprehension questions using their inference skills and show their understanding of the characters by hot seating. **Linking with the topic Brazil** **Text: Rainforest** **Text type: Non-Fiction** Children will develop their reading skills by asking and answering questions about life in the rainforest using the information in the text.	**Linking with the topic Active Planet** **Text: Escape from Pompeii** **Text type: Realistic Narrative** Children will be reading the text and summarising the story. They will answer inference questions and complete a character description. The children will also use dictionaries and thesauruses to explore the vocabulary used in the text. **Text: Nothing to See Here Hotel** **Text type: Narrative** Children will be revising their reading skills and summarising by creating a family tree of the characters. The children will also use dictionaries and thesauruses to explore the vocabulary used in the text and will consider an alternative ending.	**Text: You Can Save the Planet** **Text type: Non-Fiction** Children will be consolidating several reading skills such as making predictions, answering retrieval comprehension questions and understanding the features of the text type. They will also create an information leaflet using ideas from the text. **Text: Journey** **Text type: Fiction** Children will be using this picture book develop their questioning and inference skills. They will also be explaining their opinions using the images in the text.	**Text: The Truth Pixie** **Text type: Fiction** Children will listen to and read this narrative poem. They will use these techniques to develop their reading skills: prediction, understanding the characters, summarising, rehearsing and performing. **Linking with the topic Ancient Greece** **Text: The Lion's Slave** **Text type: Narrative** Children read this first person story about life in the time of the Ancient Greeks and summarise the key points. They will then rehearse and perform a part of the story in a group.	**Linking with the topic Ancient Greece** **Text: Beasts of Olympus – Steeds of the Gods** **Text type: Narrative** Children will have time to read this chapter book, fully immersing themselves with the characters and the story, which is linked to their learning about what the Greeks believed about the Gods. They will consolidate the reading skills they have been taught this year and show their understanding of these concepts by writing a blurb, creating a new front cover and continuing the story to a new conclusion.

Maths	**Place Value** Children revisit and consolidate their learning on numbers to 100 before moving on to numbers to 1,000. Children will develop their understanding of the number of hundreds, tens and ones each number is made up of. They will explore their position on a number line, estimate, compare and order numbers to 1,000. **Addition and Subtraction** Throughout this block children build on their knowledge from Year 2, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges. They will consolidate their number bonds, spot patterns and make connections between numbers, estimate, make decisions and use the inverse operations. **Multiplication and Division** Children will begin by consolidating their understanding of multiplication as equal groups and division as sharing and grouping. They will revisit multiples of 2, 5 and 10 before moving onto developing their knowledge, understanding and fluency of the 3, 4 and 8-times tables.	**Multiplication and Division** Children will build on their knowledge from Autumn term by exploring related calculation facts and reasoning about multiplication. They will learn to multiply a 2-digit number by a 1-digit number with exchanges. They will create links between multiplication and division before learning to divide a 2-digit number by a 1-digit number, including with remainders. **Length and Perimeter** Children will build on their knowledge of centimetres and metres before being introduced to millimetres. They will consider choosing the most appropriate unit of measure. Children will begin to convert between centimetres and meters and centimetres and millimetres. Children will compare, order, add and subtract lengths. They will be introduced to perimeter and use the skills they have developed to measure the perimeter of shapes before learning how to calculate the perimeter. **Fractions** Children will develop their understanding of the parts of a fraction as well as how this relates to the whole amount. They will compare and order unit and non-unit fractions. They will learn to place fractions on scales and number line. Children will be introduced to equivalent fractions using number lines and bar models. **Mass and Capacity** Children will practice reading scales before measuring mass in grams and kilograms and capacity and volume using millilitres and litres. They will consider the relationship between these different units of measure. Children will compare, add and subtract mass, capacity and volume.	**Fractions** Children will build on their knowledge of fractions from Spring term by learning to add and subtract fractions. They will explore partitioning the whole before finding fractions of amounts. They will use the knowledge they have gained to engaging in reasoning questions about fractions of amounts. **Money** Children will revise their knowledge of pound and pence and the relationship between the two, before converting amounts. Children will add and subtract money, including finding change. **Time** Children use Roman numerals to 12 to tell the time on analogue clocks, both to 5 minutes and 1 minute. They will read digital clocks using a.m. and p.m. They will learn the relationship between years, months and days as well as days and hours. Children will explore and calculate durations of time in hours, minutes and seconds. They will consider appropriate units of measure and solve problems with time. **Shape** Children will recognise angles as describing the size of a turn. They will explore and compare acute, obtuse and right angles. Children will learn to draw lines accurately with a ruler and understand horizontal, vertical, parallel and perpendicular lines. They will name, describe, make and draw 2-D and 3-D shapes. **Statistics** Children will interpret and draw pictograms and bar charts. They will collect data to construct their own. They will be introduced to two-way tables.

Science	**Animals including humans** Children learn about bones, muscles and the function of the skeleton. They also start to classify animals, look at the different food groups and how to eat healthily.	**Forces and magnets** Children learn about the strength of different magnets, poles of the magnets and how through these poles, magnets will attract and repel. They also classify different materials based on their levels of magnetism.	**Rocks** Children learn about where rocks are found and investigate the properties in order to classify the different types of rock. They also learn how rocks turn into fossils.	**Plants** Children learn about the plant life cycle and what plants need in order to grow. They investigate how water is transported by dying water and dissecting stems.	**Light** Children learn that light travels in straight lines. They investigate shadows and how the size changes dependent on the distance from the light source. They also look at reflection and understand that without light, we get darkness.	**Investigations** Children carry out a variety of fair test experiments which link to the previous Science topics and also across the curriculum in order to prove or disprove a variety of hypotheses.
Computing	**Digital Literacy** The children will learn the basics of logging onto a computer. They will also understand how to open and save a file as well as being able to use the basic functions of a keyboard.	**Digital Literacy: Word** The children will learn how to manipulate text within Word making use of many of the tools. They will demonstrate their knowledge and understanding by creating a document which includes elements of all the skills they have learned.	**Keeping Safe Online** Children to know how to use the internet safely and create a fact file on an animal of the rainforest.	**Digital Literacy: Emails** The children will learn what emails are and how to use them. They will learn how to structure and how to attach media to an email.	**Coding – Scratch Basics** The children will learn what coding is and why and how it is used in so many different aspects of life. They will also learn how to use Scratch and how to use commands to program an object.	**Coding - Scratch** The children develop their understanding of coding by designing, writing and debugging a sprite in Scratch. They develop the skills of sequencing and working with variables and various forms of inputs and outputs.
History	**Ancient Britain** Children learn about the period in history from the Stone Age through the Bronze Age to the Iron Age. They learn about how the people lived during these ages and where they fit on the timeline of British history.				**Ancient Greece** Children learn about where Ancient Greece fits on the timeline of World history and make links with the same time period in Britain. They also use atlases to place Greece on a World Map. They learn about the lives of people who lived in Ancient Greece and compare and contrast that with modern day life. The children will understand the impact of the Trojan War on Ancient Greece and how democracy was founded in Athens. They will also be able to explain how the Ancient Olympics and famous Greeks influence the modern world.	

Geography		**Brazil** Children learn how to use maps to locate topographical features, biomes, vegetation belts and cities. They will also learn about the human and physical geography of a region and investigate how its land use has changed.	**Active Planet** The children will understand tectonic plates, how they cause earthquakes and the impact of these. They will also be able to explain how volcanoes are formed and how their eruptions impact on land use. They will also complete a fieldwork comparison of the local area.	**Italy** Children learn how touse maps to locate topographical features, biomes, vegetation belts and cities. They will also learn about the human and physical geography of a regionand investigate how its land use has changed.		
RE		**Christianity: Believing** Investigation into what role models/leaders are and the influence they have on the wider society. The children will learn, through using a Bible, about how and why Christians celebrate Christmas and how the teachings of Jesus affect the way Christians live.		**Christianity: Behaving** To be able to retell the story of Passover and to understand the Ten Commandments. To explain how Christians respond to local, national and worldwide disasters and needs.	**Christianity: Belonging** Identify the key practices of a faith and some of the differences between denominations or sects. (Catholics and Protestants) Understand the meaning of Lent and the resurrection of Jesus as well as what Christians believe about life after death.	
PSHE	**Relationships** The children will learn about different types of family and the relationships within them. They will also learn about respect and how to demonstrate their understanding of it.		**Mental Health** The children learn what mental health is and the range of emotions felt by humans. They will also learn about themselves as individuals and how to recognise when they feel unsafe.			**Physical Health** The children will learn about the benefits of an active lifestyle. They will know how to keep safe in the sun and the importance of sleep and a healthy diet. They will know why you might make an emergency call.

Art		**Brazil Collage** Children will learn about the artwork of Frida Khalo. They will learn the different techniques of collage before creating their own in her style using paint and layered paper.			**Sketching 2D** The children will be taught various sketching skills andwill apply these in different ways. They will learn about proportion and scale and use them to create a sketch.	**Watercolour Landscapes** Children will draw on previous learning and develop their skills. They will learn the different techniques of using a viewfinder, colour washing and adding detail with ink.
Design Technology	**Neolithic Shelters** Children will learn about different shelters in Ancient Britain and will design and make their own version ofa Neolithic shelter.		**Weather Gauges** The children will learn about a variety of tools used to measure weather. They will then follow instructions to make their own before testing and evaluating their effectiveness.	**Mini Greenhouses** The children will learn about different types of greenhouse. They will then design, build and evaluate their own version.		
French	**All About Me** The children will learn how to great each other and say how they feel. They will also learn how to count from 1-12 and be able to name nouns and use their colours to describe them.	**Milo's Rainforest Adventure** The children will understand and narrate a story about Milo and his adventures in the rainforest. They will link this learning to our rainforest topic and write a story book about the animals you can find there.	**Responding to stories** The children will continue to learn about colours linking in with last term's Art work on Frida Khalo. They will also learn the French names for familiar parts of the body.	**In My Town** The children will learn the names of shops and buildings using dictionaries to identify whether they are masculine or feminine nouns. They will present their information as a triorama.	**The Hungry Caterpillar** The children will learn the days of the week and the names of fruits. They will also be able to retell the story of The Hungry Caterpillar in French.	**The Things We Like** The children will continue their learning of numbers up to 20. They will learn to talk about the things they like, including flavours of ice cream and their favourite types of storybook. We will read "J'aime les livres" by Anthony Brown.
Music	**Singing** The children will explore pitch using their voices and learn singing techniques. They will learn to create harmonies and	**Little Train of Caipira** The children will link their rainforest learning to music by composing soundscapes using body percussion. They will learn about the composer	**Tuned percussion** The children will be exploring pitch in steps and leaps, learn how to correctly play tuned percussion and read visual scores. Pupils will	**Anna Meredith** The children will be learning about the work of the composer and creating their own percussion with a focus on rhythm.	**Samba** The children will learn where Samba music originated and will explore the syncopated rhythms working towards creating a multi-layered	**Beethoven** The children will explore the famous musical motifs in Beethoven's 5th symphony with a focus on pitch and rhythm.

	explore tempo and dynamics.	Heitor Villa-Lobos and learn to read rhythms.	experience playing in a musical ensemble.		ensemble using Samba instruments.	
PE	**Gymnastics and Outdoor Adventurous Activities** The children will learn how to use their gross and fine motor skills accurately. They will also participate in outdoor activities designed to promote team-building skills.	**Dance and Multi-Skills** The children will learn about spatial awareness and how keeping fit is good for your health. The children will learn how to move in time with music in a variety of styles.	**Badminton and Netball** The children will work on coordination and footwork skills in order to be able to compete in these games.	**Gymnastics and Fielding Skills** The children will practise using their gross and fine motor skills accurately. They will also learn how to field in preparation for playing cricket and baseball.	**Athletics** The children will learn the skills required to compete in the different athletic disciplines.	**Tennis and Health Related Fitness** The children will develop their spatial awareness skills in order to compete in tennis. They will also be able to link exercise to other subjects such as Science when they learn about their muscles and bones.
Games	**Hockey and Football** The children will learn the skills required, using the correct equipment to compete in these invasion games.		**Tag Rugby and Basketball** The children will learn the skills required, using the correct equipment to compete in these invasion games.		**Cricket and baseball** The children will learn the skills to enable them to compete in cricket and baseball. They will be able to explain the similarities and differences between the skills required for both.	
Enrichment		**Ranger Stu** **External provider** The children will have a visit from Ranger Stu who will introduce them to some of the animals which live in the rainforests of the world.	**Field Study** **In house provision** The children will complete a local field study to consolidate their science learning about rocks.	**St. George's Church** The children will visit the church to learn about the different Christian festivals and celebrations and how they are celebrated. They will also refer back to their RE learning and discuss different parables.	**Greek Week** **In house provision** The children have the opportunity to learn more about the food and culture of Ancient Greece. They will taste Greek food and learn about Greek writing and participate in our own Mini Olympics. **Stowe Gardens** Children visit Stowe to complete observational drawings of the architecture.	**Caldecotte Residential** **External provider** This is an optional residential visit that focuses on team building and independence skills.

YEAR 4 CURRICULUM OVERVIEW 2024 – 2025

	Autumn Term 1 *The Romans* 	**Autumn Term 2** *Polar Explorers* 	**Spring Term 1** *The Mayans* 	**Spring Term 2** *The Victorians* 	**Summer Term 1** *Location, Location, Location* 	**Summer Term 2** *Rivers* 
Writing	**Text Type: Narrative** **Context: The Captive Celt** Children to write a 1st person narrative **Fiction** **Text type: Persuasive leaflet** **Context: Roman gladiators** Children to write to persuade boys to join the Roman Army **Non-Fiction** **Text type: Explanation Text** **Context: Roman Mosaics** Children to write a text explaining the how to create a Roman Mosaic and the history behind the,.	**Text Type: Narrative** **Context: Lost & Found** Children to write a descriptive narrative to accompany the story. **Fiction** **Text type: Recount (diary)** **Context: Lily and the Snowman** Children to write a diary entry exploring the feelings of Lily based on the animation **Non-Fiction**	**Text type: Persuasion** **Context: Charlie and the Chocolate Factory** Children to write a persuasive leaflet about visiting a chocolate factory **Non-Fiction** **Text type: Description** **Context: Charlie and the Chocolate Factory** Children to write a 3rd person description. **Fiction**	**Text Type: Recount (letter)** **Context: The Railway Children** Children to use extracts from the updated film to help them write a letter from the perspective of Bobby. **Non-Fiction** **Text Type: Suspense Narrative** **Context: The Railway Children** Children to use the 'Flag Waving Scene' extract to write a suspense narrative from the perspective of Bobby. **Fiction**	**Text Type: Narrative** **Context: Paddington Bear** Children to write a 1st narrative based on Paddington's arrival to the UK. **Fiction** **Text Type: Persuasive Writing** **Context: Wanted!** Children to write a persuasive advert to hire a dragon-hunter. **Non-Fiction**	**Text Type: Explanation Text** **Context: Water Cycle** Children to write a text explaining the water cycle. **Non-Fiction** **Text Type: Narrative** **Context: Whole School Writing** Children across the school will be giving the same stimulus to produce their own piece of writing from. (2 weeks)

	Non-Fiction					
Reading	**Text: Captive Celt** **Text Type: Fiction** This texts present characters from various aspects of Roman life and help children to understand the Roman period of history. **Text: What did the Ancient Romans do for me? and What did the Romans do for us?** **Text Type: Non-Fiction** These non-fiction texts are based around how this ancient civilisation has impacted society today. **Text: Autumnal Poetry** **Text Type: Poetry** Children study autumnal poetry to support their understanding of composing poetry and as well analysing the language used.	**Text: A Matter of Life and Death** **Text Type: Non-Fiction** This non-fiction text are based around historical events in the Polar regions to support their understanding of the region and its dangers. **Text: The Last Bear** **Text Type: Fiction** This book is based around a young girl and her father who move to the Artic Circle to conduct research whilst there the young girl discovers the effect of Global Warming on the poles. **Text: Arctic Dreams** **Text Type: Poetry** Children study winter themed poetry to support their understanding in writing and about how poets produce and construct verses.	**Text:** **Chocolate Chaos and ChocBot Charge** **Text Type: Fiction** These Project X texts are based around the topic of chocolate to link to their work on the Mayans **Text: The Chocolate Connection** **Text Type: Non-Fiction** This non-fiction text provides factual information around the sourcing, production and distribution of chocolate.	**Text: Hard Times** **Text Type: Non-Fiction** This text provides factual information about the Victorian era, focusing on the lives of children. **Text: The Sewer Sleuth** **Text Type: Fiction** This story asked the children to compare many differences between the Victorians and today whilst making predictions about character behaviour and responses. **Text: Oliver Twist** **Text Type: Fiction** These differentiated versions of the story give children the opportunity to explore the life of a Victorian child and compare how it differs from their life.	**Text: Paddington** **Text Type: Fiction** The children will get a taster of the story by reding the first few chapters describing Paddington's arrival in the UK. **Text: The Big Book of the UK** **Text Type: Non-Fiction** Information text about all things UK! **Text: City Sounds After Dark** **Text Type: Poetry** Childre will study this poem describing a big city after dark to support their understanding of poetic features.	**Text: This Morning I Met a Whale – Michael Morpurgo** **Text Type: Fiction** This novel is based around the ocean to allow children to develop their understanding of characters and plot. **Text: The River Singers** **Text Type: Fiction** This novel is based around the animals in a river and their adventures. **Text: The Wind in the Willows** **Text Type: Play script** Children will read and perform the play script.

Maths	**Place Value** Children will revisit and consolidate their understanding of numbers to 1,000 before extending their learning further to number up to 10,000. They will represent and partition numbers before finding 1, 10, 100 or 1,000 more of less. Children will place and estimate numbers on a number line as well as compare, order and round them. Building on their knowledge of Roman numeral in Year 3, children will learn L represent 50 and C represents 100. **Addition and Subtraction** Children will revisit adding and subtracting in 1s, 10s, 100s and 1,000s. They will develop efficient methods for adding and subtracting two 4-digit numbers with exchanges. Children will learn how to estimate answers as well as develop checking strategies. **Area** Children will learn what is mean by the mathematical term 'area'. By counting squares, they will be able to find the area of shapes, makes shapes with a given area and compare areas. **Multiplication and Division** Children will begin by revisiting multiples of 3 before linking this learning to the 6 and 9 times table. They will explore the times tables, their division facts and how to multiply and divide by 6 and 9. They will extend this learning to the 7, 11 and 12 times tables. Children will develop their understanding of multiplying by 1 and 0, as well as dividing a number by 1 and itself. Children will learn to multiply 3 numbers.	**Multiplication and Division** In this unit, children will explore and use factor pairs. They will multiply and divide by 10 and 100. They will use related facts to makes connections between multiplication and division. Children will use the formal written method to multiply 2- and 3-digit numbers by a 1-digit number. They will develop strategies to divide 2- and 3-digit numbers by a 1-digit number. Children will explore correspondence problems to find all possible combinations. **Length and Perimeter** Children will be introduced to kilometres (km) and explore equivalent lengths. They find perimeter on a grid before calculating the perimeter of rectangles and rectilinear shapes, including missing lengths. Children will learn to find the perimeter or regular and irregular polygons. **Fractions** Children will consolidate their understanding of the whole before counting beyond 1. They will learn to partition, compare and order mixed numbers. They will be introduced to improper fraction and convert between them and mixed numbers. Children will add two or more fractions and add fractions to mixed numbers. They will learn to subtract two fractions, subtract from whole amounts and from mixed numbers. **Decimals** Children will look at tenths and hundredths as fractions and decimals and then explore their position on a place value chart. They will use this knew knowledge to divide 1- and 2-digit numbers by 10 and 100.	**Decimals** Children will use tenths and hundredths to make wholes. They will partition, compare and order decimals and round them to the nearest whole number. They will learn the decimals equivalents for halves and quarters. **Money** Children will write money using decimals and convert between pound and pence. They will compare, estimate, calculate and solve problems with money. **Time** Children will recap the relationship between a year (including leap years), a month, a week and a day and that between seconds, minutes and hours. They will convert between analogue and digital times and to from and from the 24-hour clock. **Shape** Children will understand angles as turns, identifying, comparing and ordering them. They will explore the properties of different triangles, quadrilaterals and polygons. They will find lines of symmetry and complete symmetrical figures. **Statistics** Children will read, draw and interpret bar charts and pictograms, solving compare, sum and difference problems using the data. Children will be introduced to line graphs for the first time. **Position and Direction** Children will learn to describe and plot coordinates in the first quadrant. They will draw 2-D shapes on a grid and learn to translate them.

Science	**Animals including Humans** The children will be looking at the digestive system, human and animal teeth and their uses. They will carry out an investigation to look at the impact of different liquids on teeth. Finally, they develop their knowledge of food chains, including the creation and ordering of them using the correct scientific vocabulary.	**Sound** Children will be exploring sound. They will look at the effect of distance on sound, volume and pitch. They will observe and describe patterns between the pitch of a sound and design a test to investigate sound proofing.	**Electricity** Children will be learning about appliances that run on electricity. They will learn to build and draw circuits contain different electrical components and investigate which materials are insulators or conductors of electricity.	**Sustainability and Conservation** Children will explore a variety of different impacts that humans have on our environment. Children will learn about different types of energy and how we can reduce our usage. The children will also learn about deforestation, air and water pollution.	**Living things & their habitats** Children will learn to identify what makes something 'living'. They will learn to classify vertebrates and invertebrates by using classification keys. They will also look at exploring a range of habitats and presenting the impact of environmental changes.	**States of Matter** Children will learn about solids, liquids and gases, heating and cooling, ice, water and steam and know and understand the scientific terminology of condensation and evaporation. They create an investigation to explore changes of state and research the temperature at which materials change state
Computing	**E-Safety – Don't Fall for Fake** Children will begin to understand what phishing is, how to respond to suspicious activity and identify credible sources.	**Digital Literacy - Computer Basics** The children explore keyboard functions and how to organise and navigate complex filing systems.	**Programming – Scratch Maths Quiz** This unit builds upon the children's previous knowledge of sequencing, selection and repetition in programs as well as working with variables.	**Digital Literacy- CAD** This unit is about using a computer aided design programme to assist in packaging design. The children develop the skills of collecting, analysing, evaluating and presenting data and information.	**Digital Literacy- PowerPoint**. The children use this software to organise, design and present information.	**Programming – TBC**
French	**All about me** The children will start by revising the key phonic (French) sounds from Year 3. They will learn the names of members of the family, read and understand a	**Birthdays** The children will develop their counting skills (up to 30) and learn how to say when their birthday is. They will compare key dates and celebrations in the	**Link with a French School** The children will be introduced to the French school link and will read and understand letters from French children. They	**The things we are good at doing** The children will develop their written skills by using verbs and adverbs to construct a paragraph and a short booklet	**Descriptions** The children will practise their dictionary skills to extend their vocabulary and learn about the gender of nouns. They will read and understand	**Responding to stories** The children will read the story "Grand Monstre Vert" and learn about the position of adjectives. They will read the story "Berthe et Ses

	short text and then apply their knowledge to write a short paragraph to introduce their families.	UK and France and design their own invitation to a party.	will then write their own responses to send to France.	about their own preferences and strengths.	descriptions of monsters and will learn how to describe themselves.	Amis" and create a new character for the story, applying all the skills and learning from this term.
PE and Games	Badminton Games: Football / OAA, HRF and Cross Country	Dance Games: Netball / Basketball	Gymnastics Games: Handball / Tag Rugby	Volleyball Games: Tennis / Targeting (Dodgeball/ Rocketball/ Boccia/ Archery)	Athletics Games: Athletics TRACK & FIELD / Multi skills (Coaching & Officiating)	Cycling Games: Baseball / Rounders /Cricket
History	**<u>The Romans</u>** Children will be involved in a study of the invasion of Britain, including the strengths of the Roman Army and how they defended their empire. The children will learn about Boudicca's rebellion, Hadrian's Wall and the impact of Roman roads then and now.		**<u>The Mayans</u>** The children learn about Mayan culture, customs and beliefs and compare these to British history. They continue to develop their understanding of chronology by placing key events on a timeline. They answer historical questions by using a range of sources and looking at their number system, discoveries and buildings.	**<u>The Victorians- A Local Study</u>** Using the backdrop of the local area of Wolverton, the children will learn about some of the key events in Victorian times and the impact of these changes. We will explore what it was like to live and work in Victorian Wolverton by using a range of historical sources.		

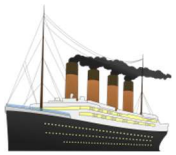
Geography		**Polar Explorers** A study of both Polar Regions, key geographical features, animals, climate, latitude & longitude, compass points and survival.			**Location, Location, Location** The children complete a study of the UK, locating key towns and cities, geographical features, climate and land use. This study measures and records the human features within our local area and includes a comparison of how this land change has developed over the last 100 years.	**Rivers** The children develop their geographical understanding by locating rivers all over the world Furthermore, they develop their knowledge of the main parts of a river system. They use fieldwork to observe and measure the physical geography of the local area and then write up their findings.
RE		**Hinduism**: **Believing** The children will look at the main beliefs of Hinduism, including Hindu Gods and symbols. They will demonstrate their understanding of different holy books and places of worship. The children will ask questions and learn about how and why religious and spiritual ideas are expressed in the ways that they are.		**Hinduism: Behaving** The children will be developing their knowledge of how religious families and communities practice the faith of Hinduism. They will understand the importance of worship, daily rituals, pilgrimage and how Hindus use the teachings of parables to influence daily life.	**Hinduism: Belonging** The children will look at how Hindus use their teachings to support their daily lives including life cycles and marriage. They will explore and discuss a range of Hindu festivals and the importance of these.	
PSHE	**Relationships** The children will identify their own family, how friendships		**Mental Health** The children will discuss and recognise how to express and talk			**Physical Health** The children will learn about the importance and benefit of a

	make them feel and look at healthy, supportive relationships. They will also look at the definition of bullying and identifying the different types.		about their emotions by using a varied vocabulary of words. They will also be able to apply this when talking about others' feelings. The children will explore what sorts of boundaries are appropriate in friendships with peers and others and identify who to talk to when they need support.			healthy diet. They will learn about how they can find out this information to choose a healthy diet as well as learning about good dental hygiene. The children will also learn some basic first-aid.
Art	**<u>Mosaics</u>** The children will be using their knowledge of the Romans to support the creation of a repeating pattern in the style of a Roman mosaic using a variety of mediums. The children will also learn about the history behind mosaics.	**<u>Chalks</u>** The children will study the work of Lindsey Dahl and use her work as an inspiration for their final piece. The children will learn different techniques when using chalk. Putting all this together, they will create a final piece based on the Northern Lights.	**<u>3D Model – Clay</u>** The children will study traditional Mayan stelae. They will look at the key design features and structures. They will explore the different methods, techniques and tools to join clay and add detail. Children will then design, make and evaluate their own stelae against success criteria.			
Design Technology				**<u>Building Bridges/ Victorian Tea Party</u>** Linking to their work in History, the children will explore the different bridges built during the Victorian	**<u>Packaging Design</u>** The children will look at a range of packaging available in the UK. Linking to the text of Paddington, the children will design and	**<u>Motorised Airboats</u>** The children will begin this unit by looking at the science behind floating. The children will develop their design to solve a

				era. They will learn how to create and build a truss bridge against a success criteria. The effectiveness of this design is then evaluated. The children also learn about the nutritional impact of traditional Victorian dishes and plan, design and create a range of Victorian tea party items.	make their own sandwich wrapper. They will evaluate their product against the success criteria.	problem and will generate, develop, model and communicate ideas through discussion, annotated sketches and cross-sectional diagrams. Linking to their work in Science, the children will use electrical systems in their boats to produce a motor powered airboat.
Music	**Singing** Children will be using their voices with increasing accuracy, fluency and control. They will be listening to music with attention to detail and recalling sounds with accuracy. They will also be looking at using and understanding musical notations	**An introduction to Keyboards.** Pupils will learn to read pitched notation and combine this with fundamental keyboard skills to play Amazing Grace. They will learn about the pentatonic scale, melody, drones and music with 3 beats in a bar.	**Enigma Variations** Children will be building their musical skills on pitched instruments by play musical motifs and use the dimensions of music to create a mood for a character. They will compose a short phrase as part of a musical ensemble.	**An introduction to Ukulele** Pupils will learn to play the ukulele. They will learn to play the 4 strings with different strumming patterns and rhythms and play and sing songs using thumb strum, finger strumming and banjo picking.	**Djembe** Children will be developing their ability to play tones and develop rhythms in unison building to a djembe arrangement of music. They will explore texture and structure in music as they compose their own djembe phrase.	**Indian Music** Pupils will listen to Indian music and learn about traditional instruments. They will learn to play a rag and tal on pitched and unpitched percussion instruments.
Enrichment	**Roman Day** **External provider** Children have the opportunity to learn about Roman soldiers and gladiators, try on replica costumes and observe and handle replica items.	**Polar Explorer Day** **In house provision** Children will take part in a variety of immersive activities linked to our Polar Explorers topic. They will create blubber gloves, try on clothes designed for the Polar regions and discover	**Chocolate Day** **In house provision** Children to use their knowledge of Mayan chocolate to create truffles and hot chocolate using ingredients to replicate traditional Mayan chocolate tastes.	**Victorian Week** Wolverton Walk and Victorian Day **In house provision** The walk around the community highlights key Victorian buildings and their historical usage, uncovers ruins of important buildings	**Residential - Aylmerton** **External provider** This is an optional residential visit that focuses on a coastal study. **Best of British Week** **In house provision**	**River Trip** **External provider** With the Park's Trust, we will walk to the River Ouse to explore and learn all about our local river systems.

	Maths and Science Day **In house provision** Children explore their understanding of Maths and Science through a variety of engaging investigations. .	what it might be like to explore the Polar Regions.		and how the town was built up and developed. During our Victorian Day, the children will have the opportunity to experience a Victorian school day.	The children will explore all things 'British' and will finish the week with a 'Best of British Day'. We will have a Paddington Picnic with out DT creations.	

YEAR 5 CURRICULUM OVERVIEW

	Autumn Term *Asia - Pakistan* 	**Autumn Term 2** *Ancient Egypt – Myths & Legends* 	**Spring Term 1** *The Titanic* 	**Spring Term 2** *Earth & Space* 	**Summer Term 1** *Anglo Saxons* 	**Summer Term 2** *Mountains* 
Writing	**Text Type: Description** **Context: Karachi Market** Children to write a setting description based on Karachi Market in Pakistan. **Fiction** **Text type: Persuasive Letter** **Context: Child Labour** Children to write a persuasive letter to a celebrity asking for their help to stop child labour. **Non-Fiction** **Text Type: Non-Chronological Report** **Context: Pakistan** Children to write an information text about Pakistan. **Non-Fiction**	**Text type: Narrative** **Context: The Nowhere Emporium/The Appearing Pyramid** Children to write their own narratives about mysterious buildings that seem to appear from nowhere and disappear as quickly as they arrived! **Fiction** **Text Type: Description** **Context: The Lion, the Witch and the Wardrobe/Howard Carter** Children to write descriptions about making startling discoveries. **Fiction**	**Text Type: NCR** **Context: The Titanic** Children to write reports about the experience and accommodation of different classes on board the Titanic. **Non-Fiction** **Text Type: Persuasive Argument** **Context: Unfair privilege** Children to write arguments to persuade important, influential leader to ensure fair systems are in place for all. **Non-Fiction**	**Text Type: Recount** **Context: Transmission from Mars/WALL-E** Children to write a radio transmissions from space recounting their thoughts, feelings and experiences about their mission. **Non-fiction** **Text Type: Narrative** **Context: The Lighthouse/ La Luna** Children to write 3rd person narratives based short film animations. **Fiction**	**Text type: Narrative** **Context: Beowulf** Children to rewrite the legend of 'Beowulf', choosing their own alternative ending. **Fiction** **Text Type: Non – Chronological Report** **Context: Sutton Hoo/Pandora** Children to write reports about new discoveries and what was found there. **Non-fiction**	**Text Type: Description** **Context: Mountains** Children to write a setting description based on a mountain setting. **Fiction** **Text type: Recount (diary) Context: Mountains** Children to a diary entry linked to an extract from 'The Man who Brought a Mountain'. **Non -fiction** **Text Type: Narrative** **Context: Whole School Writing** Children across the school will be giving the same stimulus to produce their own piece of writing from. **Fiction**

Reading	**Text: Malala's Magic Pencil** **Text Type: Fiction and non-fiction** Children will explore Malala's Magic Pencil to help them develop empathy. Children will also read a fact file about Malala Yousafzai to help them understand more about her inspirational acts. **Text: Once Upon an Eid.** **Text type: Fiction** Children will explore extracts from Once Upon and Eid to help enhance their understanding of events during Eid. Children will look at differing perspectives and empathy. **Text: Asia** **Text type: Non-fiction** Children will explore non-fictions texts to understand more about Asia (in particular Pakistan).	**Text: The Rabuneagle and The Sneaglgator** **Text Type: Non-Fiction** These non-fiction texts explore mythical creatures which will link to our writing about myths and mythical creatures. **Text: The Search for Tutankhamun and Tutankhamun's Gold** **Text Type: Non-Fiction** These non-fiction texts will enhance the children's understanding about the finding of King Tut's tomb. **Text: Myths & Legends** **Text Type: Fiction** Children will read a story linked to our topic of Myths & Legends and understand the change in character.	**Text: Survivor** **Text Type: Fiction** Children will explore the story of Jimmy and Omar as they explore The Titanic for the first time. They will explore different perspectives, changes in character and answer retrieval and inference questions based on the book.	**Text: Jazz Harper – Space Explorer.** **Text Type: Fiction** Children will explore the story of Jazz and her friends as they adventure into space. They will explore how the friendship develops throughout the novel and identify the different viewpoints of each character.	**Text: Beowulf** **Text Type: Fiction** To link with our topic of Anglo Saxons and to enhance our writing, children will read the story of Beowulf where they will explore Anglo Saxon life. They will develop an understanding of how characters perspectives change as events occur.	**Text: The Man Who Brought a Mountain** **Text Type: Fiction** To link with our topic of Mountains and to enhance our writing, children will read the story 'The Man Who Brought a Mountain'. They will explore how characters have to make choices, the consequences of these choices and environmental issues linked to mountains and tourism. **Text: Mountains** **Text Type: Poetry** Children will read the poem about Mountains and use these to compare and contrast characters and themes. They will also compare these different poems.

Maths	**Place Value** Children will secure their understanding of the place value of numbers up to 10,000 before moving onto numbers up to100,000 and 1,000,000. This will include reading and writing the numbers, finding 10/100/1,000/10,000/100,000/1,000,000 more or less, partitioning numbers, placing them on a number line, comparing, ordering and rounding. Children will also extend their learning of Roman numeral in Year 4 to 1,000 and the symbols D (500) and M (1,000). **Addition and Subtraction** Children will consider mental strategies when adding and subtracting. They will add and subtract numbers with more than four digits and rounding to check their answers. Children will perform inverse operations, solve multi-step problems, compare calculations and find missing numbers. **Multiplication and Division** In this block, children will explore multiples, factors, prime numbers, square numbers and cube numbers. They will multiply and divide by 10, 100 and 1,000. **Fractions** Children will learn to recognise and find equivalent fractions. They will convert improper fractions to mixed numbers and vice versa. They will compare and order fractions both less and greater than 1. Children will add and subtract unit and non-unit fractions as well as mixed numbers.	**Multiplication and Division** Children will build on their multiplication skills by multiplying 2-, 3- and 4-digit numbers by a 2-digit number. Children will look at efficient methods of division. They will use short division to divide a 4-digit number by a 1-digit number, including remainders. They will use their learning to solve multiplication and division problems. **Fractions** Children will learn to multiply unit fractions, non-unit fractions and mixed numbers by a single integer. They will calculate a fraction of a quantity, learn to calculate fractions of amount and explore finding the whole from a given fraction. Finally, children will explore fractions as operators. **Decimals and Percentages** Children will consolidate their learning from Year 4 with decimals up to 2 decimal places. They will use this understanding to start making links between equivalent fraction and decimals, looking first at tenths and hundredths before moving onto thousandths. Working with decimals up to 3 decimals places, children will order, compare and round to the nearest whole number and to 1 decimal place. Children will be introduced to percentages and explore their connection to fractions and decimals, including their equivalencies. **Perimeter and Area** Children will calculate the perimeter of rectangles, rectilinear shapes and polygons. They will calculate the area of rectangles and extend this knowledge to compound shapes. Children will also need to estimate the area of non-rectilinear shapes on a square grid. **Statistics** Using given data, children will plot and draw lines graphs. They will read and interpret line graphs,	**Shape** Children will be introduced to degrees as a unit of measure. They will classify acute, obtuse and right angles and estimate the size of an angle. Using a protractor, children will accurately measure and draw angles up to 180°. Children will calculate angles around a point and on a straight line. They will consider different strategies for calculating missing lengths and angles in shapes. They will explore regular and irregular polygons and 3-D shapes. **Position and Direction** Working within the first quadrant, children will read, plot and translate coordinates. They will explore lines of symmetry and practise reflecting shapes in the horizontal and vertical mirror lines. **Decimals** Children will add decimals both within and across 1. They will develop efficient strategies for adding and subtracting decimals and learn how to add and subtract decimals with different numbers of decimal places. They will explore decimal sequences, multiply and divide by 10, 100 and 1,000 and use this knowledge to find missing numbers. **Negative Numbers** Children will be introduced to negative numbers and learn to count through zero in 1s as well as multiples. They will compare and order negative numbers as well as find the difference. **Converting Units** Building on prior knowledge, children convert between gram and kilograms, millilitres and litres and millimetres, centimetres and metres. They will explore converting between metric and imperial units. They will convert with units of time, including calculating with timetables.

			tables and timetables. They will explore two-way tables, including calculating missing values.		**Volume** Using cubes, children will explore, compare, and estimate using cubic centimetres.	
Science	**Forces** Children will learn about gravity, air resistance and water resistance. They will then explore how levers, pulleys and gears work.	**Materials** Children will learn about different materials through hands on experiments. They will group materials based on a variety of properties including electrical and thermal conductivity. Children will explore how to create a mixture and whether reactions are reversible and irreversible based on their properties.		**Earth and Space** Children will learn about how planets move in Solar System, they will explore night and day and understand the vast difference in size of the planets.	**Living Things and their Habitats** Children will explore the life cycles of animals and plants, they will identify the differences in life cycles and develop an understanding in how plants reproduce.	**Animals and Humans** Children will create a timeline to indicate stages of growth in humans. They will also explore reproduction in animals.
Computing	**E-safety** Children will explore how to use the internet safely. They will develop their understanding of how to seek help online by discussing how, why and when to report something.	**Digital Literacy: Computer Basics** Children will explore how to use basic computer functions effectively through the use of folder organisation and internet searching.	**Scratch Boat Race** Children will recap how to use the programme Scratch. They will then learn how to use sequencing and debugging tools to create a game.	**Search Engines** Children will explore how search engines work. They will develop their understanding of how to effectively use search engines for research purposes.	**Programming - Crumbles** Children will be introduced to methods of programming crumbles. They will design different solutions to problems and debug any problems or errors.	**Digital Literacy: Publisher** Children will explore the functions of the page design tab and choose appropriate templates. They will combine this learning to create a year group chosen project.
History		**Ancient Egypt** Children will explore artefacts which tell us more about what it would be like in Ancient Egypt. They will further develop their understanding of chronology and how the Egyptians fit into Ancient History.	**The Titanic** Children will study a period of modern history – the sinking of the Titanic. They will explore what it would have been like on board, understand the main events of the sinking and explore the impact this had.		**The Anglo-Saxons** Children will explore the Anglo-Saxons' journey to Britain, why they came to Britain and the effect it had on Britain. They will further develop their understanding of where this fits into British History.	
Geography	**Asia** Children will complete a country study of Pakistan. They will look at key cities, topographical features, biomes, vegetation belts, human impact,			**USA** Children will complete a country study of Florida. They will look at key cities, topographical features, biomes, vegetation belts, human impact, changes over time and natural resources.		**Mountains** Children will locate mountains from around the world. They will understand how mountains are formed and the human impacts on mountains. Children will complete

	changes over time and natural resources.					fieldwork within the local area during this topic.
RE		**Islam (Believing)** Children will develop an understanding of the Islamic values and commitments.		**Islam (Behaving)** Children will discuss what Muslims believe is good and bad behaviour. They will look at the importance of pilgrimages to Muslims. Children will explore how Muslims respond to local, national and international needs.	**Islam (Belonging)** Children will develop an understanding of where Muslims go to worship, important festivals for the Islamic faith and Islamic beliefs about life after death.	
PSHE	**Relationships** Children will develop an understanding of family difficulties, friendship issues and how do deal with these. Children will recognise who and who not to trust and understand the importance of self-respect.		**Mental Health** Children will begin to identify when feelings are becoming unsafe, how to respond to these and where to go for help. They will also learn simple self-care techniques and how to identify the triggers if others need support.			**Physical Health** Children will develop an understanding of the risks associated with an inactive lifestyle and substance misuse. They will also learn about healthy meals and personal hygiene.
Art		**The Egyptians (Picasso)** Children will design and make their own Egyptian Mask using Modroc which is inspired by Picasso's style of art.		**Earth and Space (Andy Warhol)** Children will design and draw an aspect of the Solar System using oil pastels. They will use Andy Warhol as inspiration for their work.	**Self Identify (Njideka Akunyili Crosby and Thandiwe Muriu)** Children will design and create their own abstract self-portrait that represents their identity. The will use acrylic paint to colour their portraits.	

Design Technology	**Sewing** Children will explore how bags are made. They will learn simple sewing techniques in order to create their own bag.		**Bread** Children will explore the variety of bread products currently on the market before making their own bread roll.			**Moving Toys** Children will explore the market of moving toys. They will then design and make their own moving toy.
PE/Games	In PE, children will develop their posture, flexibility and floor moves in gymnastics. In Games, children will begin to develop and consolidate their dribbling and shooting skills in hockey and football.	In PE, children will develop their posture, flexibility and stamina in dance and understand shooting and footwork in netball. In Games, children will continue to develop and consolidate their dribbling and shooting skills in hockey and football.	In PE, children will develop their serve as well as their forehand and backhand in Badminton. They will also begin to learn to ride a bike confidently. In Games, children will start to develop their tackling and defending skills in tag rugby and develop their offensive and defensive skills needed in basketball.	In PE, children will continue to build on their gymnastics moves and will learn the key areas of health related fitness. In Games, children will continue to develop their tackling and defending skills in tag rugby and develop their offensive and defensive skills needed in basketball.	In PE, children will develop a variety of athletic sports including running, throwing and jumping. In Games, children will develop their fielding and striking skills in rounders and applying these skills to full games	In PE, children will develop their serve as well as their forehand and backhand in tennis and they will develop their problem solving and team work skills in OAA. In Games, children will continue to develop their striking and fielding skills in rounders and cricket and apply these skills to games.
French	**Animals** Children will learn how to describe pets and farmyard animals. They will learn how to ask and answer questions about their pets and will write short sentences with opinions and conjunctions. Children's learning will be aided by the book 'Aboie, Georges'.	**Animals** Children will study a text about animals and develop their independent reading skills. They will identify features in a sentence and begin to write their own paragraphs about animals.	**Fruits** Children will learn how to describe fruits referring to their colour and size. They will develop their use of conjunctions to develop opinions and create their own French poem. Children's learning will be linked to the book 'Dix Petites Graines'.	**The Planets** To link with our topic of Earth and Space, children will learn the names of the planets in French and describe them referring to size, colour and order from the sun. They will also look at whether the planets are rocky or gas and the amount of moons and/or rings they have. Children will begin to develop their use of description and present their learning in the form of a concertina book.	**Responding to a Story** Children will read the story 'Berthe fait une pizza' to introduce the topic. They will practise sorting food items into gender and continue to consolidate their use of dictionaries. Children will look at a French pizza menu and design their own pizza. To consolidate their learning, they will write their own instructions for making a pizza.	**At the Snack Bar** To extend children's learning of food items, they will describe which foods they like and dislike, understand a snack menu and prices and make their own menu. To consolidate their learning, they will perform a short role play. Children's learning will be supported by the story 'Bon Appetit Monsieur Lapin'.
Music	**Singing**	**Saint-Saens Carnival of the Animals.**	**The Titanic**	**The Planets Suite**	**Keyboards**	**Chair Drumming**

	Pupils will learn to sing with increasing musical control, expression and confidence. They will learn to sing a song by the Pentatonix and add body percussion rhythms.	Pupils will listen to different themes from the Carnival of the Animals and compare them by listening to and discussing the dimensions of music. They will develop their instrumental skills when they learn to play melodies and phrases and then use these skills when they work in an ensemble to compose their own theme for a chosen animal.	Pupils will learn about the different music that differing social classes listened to on The Titanic. They will learn to play the melody believed to have been played by a string quartet as The Titanic sank. They will look at how stringed instruments work and how they were used to play both classical music and Irish jigs. Through comparing the types of music, pupils will learn increasingly complex rhythmic notation.	Pupils will compare the way that Holst uses music to depict the characteristics of the different planets. Learning to play "Mars" on the keyboard, pupils will read complex rhythms and learn about the pulse and meter of music. As a creative response to the topic, they will compose a musical theme.	Pupils will develop their keyboard playing skills and focus on how to play chords and basslines. They will learn to read and play along with visual scores in a whole class ensemble.	Pupils will use whole class chair drumming to explore how to play different rhythms at the same time. They will compose and perform their own rhythms and use rhythm notation to record their compositions.
Enrichment	**Pakistan Day** **In house provision** Children will have to opportunity to explore different aspects of Pakistan in a creative manner. The children will have the opportunity to create clay pots, learn about traditional truck art and calligraphy. They will also get the opportunity to create their own henna designs.	**Ancient Egypt Day** **In house provision** Children will be immersed in the life of an Ancient Egyptian. They will have to opportunity to explore mummifications (of a vegetable), create amulets, learn hieroglyphics and creating their own pyramids.	**The Titanic Day** **In house provision/External provider** Children will have to opportunity to take part in a Titanic workshop which immerse them in life on board The Titanic. They will also have the opportunity to complete a science experiment linked to sinking and floating and create a porthole from The Titanic.	**Space Day** **In house provision** Children will have a virtual reality experience of Space, whilst spending the rest of the day learning how astronauts live and survive.	**Anglo-Saxon Day** **In house provision** Children will be immersed in the life of an Anglo-Saxon, handle artefacts, learn Anglo-Saxon runes, create their own tapestry and have a go at creating their own Anglo-Saxon chant.	**Residential – Whitemoor Lakes Activity Centre** **External provider** This is an optional residential trip where the children will have opportunities to work in small teams to complete tasks and to challenge themselves personally to work outside their comfort zone.

YEAR 6 CURRICULUM OVERVIEW

	Autumn Term 1 *WW2* 	Autumn Term 2 *Wolves* 	Spring Term 1 *Planet Earth* 	Spring Term 2 *Explorers* 	Summer Term 1 *Vikings* 	Summer Term 2 *Fairgrounds* 
Writing	**Text Type: Description** **Context: The Blitz** Children to use their sense to write a description of London during a bombing raid in WW2 **Fiction** **Text Type: Persuasive** **Context: Air Raid Precautions** Children to write a persuasive leaflet on air raid precautions and how civilians can keep themselves safe during the Blitz **Non-fiction** **Text type: Narrative (Suspense)** **Context: RAF Dogfight** Children to write a story about a RAF dogfight during the Battle of Britain and a battle scene in Europe. **Fiction**	**Text Type: Narrative Description** **Context: Werewolf Transformation** Children to write a descriptions of transformations including werewolves. **Fiction** **Text type: Non-chronological report** **Context: Wolves** Children to showcase their learning through creating information pages on a range of creatures. **Non-Fiction**	**Text type: Non-chronological report** **Context: Animals** Children to write information pages on both endangered animals of the Arctic. **Non-fiction** **Text type: Explanation Text** **Context: How a python eats a springbok** Children to write an explanation, describing the process of a mighty python devouring a springbok **Non-fiction**	**Text Type: Narrative (Suspense)** **Context: Diving in to the Abyss** Children to write a suspense narrative about encountering a sea monster while on a mission into the Abyss. **Fiction** **Text Types: Informal Persuasive Writing** **Context: Advert for a new hotel in the Abyss** Children to write a promotional advert about a new hotel in the underwater Abyss. **Non-Fiction** **Text type: Explanation Text** **Context: Miptor Guide** Children to write an explanation leaflet on how to look after a pet 'miptor'. **Non-fiction**	**Text type: Informal Non-chronological report** **Context: Mythical Creature** Children to write an imagined information report on their house creature. **Non-fiction** **Text Type: Narrative (Description)** **Context: The Clocktower** Children to create a contrasting description based on the short animation 'The Clocktower'. **Fiction** **Text Type: Narrative** **Context: Voices in the Park** Children to retell the story from one character's point of view, focusing on using dialogue to convey character. **Fiction**	**Text Type: Narrative** **Context: Rock, Paper, Scissors** Children to write a narrative to tell the story of the animation. **Fiction** **Text Type: Script** **Context: Leaver's Assembly** Children will review their last year at school and write it up as an engaging script to be read during leaver's assembly **Text Type: Persuasive** **Context: Leaflet** Children to create a persuasive leaflet attracting people to their theme park. **Non-Fiction**
Reading	**Text: War Horse** **Text Type: Fiction**	**Text: White Fang** **Text Type: Fiction**	**Text: Floodland** **Text type: Fiction**	**Text: Revision**	**Text: How to train your dragon**	**Text: Street Child** **Text Type: Fiction**

	Tying in to our topic on WW2, we read one of Michael Morpurgo's most engaging books about the realities of war.	A classic text that tells the story of a wolf and man that become friends. **Text: Non-fiction** We study a range of non-fiction texts that are based around wolves and whether they deserve their reputation as fierce predators. **Text: The Jungle Book** **Text Type: Fiction** We study Rudyard Kipling's classic – in particular, the part where the wolf pack encounters baby Mowgli.	We focus in depth on essential reading skills through studying the dystopian novel where parts of England have been flooded by water due to rising sea levels.	**Text type: Fiction and Non-fiction** We look at past papers to build confidence with answering test questions.	**Text Type: Fiction** Novel based around a Viking warrior and his attempt to train a dragon.	Novel based around the life of Jim Jarvis – an orphan in London during the time of the industrial revolution.
Maths	**Place Value** Children will revisit the place value of numbers to 1,000,000 before developing their understanding of numbers to 10,000,000. This includes reading and writing numbers; placing them on a number line; comparing, ordering and rounding any integer; exploring the power of 10. Children will build on their learning of negative numbers in Year 5 by considering them in real-life contexts, such as temperature. **Addition, Subtraction, Multiplication and Division** Children will use the column method to add and subtract with any number of integers. They will revise common factor and common multiples and explore the rules of divisibility. They will be able to identify all prime numbers less than 100 and square and cube numbers are also revised. They will consolidate their ability to multiply a 4-digit number by a 2-digit number and use this skill to solve multiplication problems. Children will revise short division. They will then explore dividing by a 2-digit number by repeated		**Ratio** Children will explore where the relationship between two numbers can be expressed additively or multiplicatively. They will be introduced to the ratio symbol and the language of ratio. They explore the similarities and differences of ratio and fractions. They will apply their understanding of ratio to scale drawing. Children will use scale factors to enlarge shapes and describe enlargements and identify similar shapes. They will solve ratio and proportion problems, including those where recipes need scaling up or down. **Algebra** Children will be introduced to algebra through function machines. They will then learn to form expression and how to substation letters for numbers. They will explore formulae, form equations and solve 1 and 2-step equations. They will move on to find pairs or values and solve problems with two unknowns.		**Shape** Children will measure, classify and calculate angles. They will learn that vertically opposite angles are equal and use this knowledge to find missing angles. Children will develop an understanding of the angles in a triangle, quadrilateral and polygons and how to calculate them. They will explore the parts of a circle and the relationship between the radius and diameter. They will draw shapes accurately and identity 3-D shapes from their net. **Geometry** Children will revise coordinates in the first quadrant. They will then be introduced to coordinates in all four quadrants where they will solve problems, translate and reflect shapes. **Themed-projects, consolidation and problem solving** White Rose Bakery: • Scaling recipes • Calculation	

	division with factors before being introduced to long division. Once secure, they will look at long division with remainders, including context questions where they need to interpret the remainder. Children will use their knowledge of the four operations to solve multi-step problems. They will learn to consider the order of operations, mental strategies and estimation. They will work out other facts from a given fact using their knowledge of place value, inverse operations, commutativity and the mental strategies. **Fractions** Children will build on prior knowledge of equivalent fractions to recognise when fractions are, and are not, in their simplest form. They will count and order equivalent fractions on a number line. They will use their knowledge of multiple and common multiple to order and compare fractions. Children will learn to add and subtract any two fractions as well as mixed numbers. They will learn to multiple and divide fractions by an integer and multiply a fraction by another fraction. They will solve multi-step fraction problems. Children will solve problems finding a fraction of an amount as well as finding the whole. **Converting Units** Children will explore metric measures in more depth, including convert units and calculating with them. They will look at the relationship between miles and kilometres. They will convert between imperial and metric units.		**Decimals** In this block, children apply their knowledge to decimals with up to 3 decimal places. This includes understanding the place value of each digit; rounding to the nearest integer, tenth or hundredth; adding, subtracting, multiplying and dividing any decimal number; multiplying and dividing in context and multiplying and dividing by 10, 100 and 1,000. **Fractions, Decimals and Percentages** Children will develop their understanding of the relationship between fractions, decimals and percentages. This includes finding equivalents and ordering. Children will explore percentages in more depth, learning how to calculate a percentage of an amount and finding the whole number from a given percentage. **Area, Perimeter and Volume** Children will consolidate their understanding of calculating the area and perimeter of rectilinear shapes and explore that different shapes can have the same area. They will then learn to calculate the area of triangles and parallelograms. Children will use a formula to find the volume of a cube. **Statistics** Children will revisit their learning on line graphs, extending this to more complex graphs with multiple lines. They will read and interpret dual bar graphs and be introduce to pie charts. They will explore pie charts with percentages and construct their own. Children will calculate and interpret the mean as an average.		• Unit conversion • Percentages • Comparisons and purchase deals • Profit and Loss • 3-D shapes and nets • Area and volume • Problem solving- time, mass, algebra, fractions, ration and proportion White Rose Tours: • Interpreting line graphs and bar charts • Unit conversions • Time • Multiplicative reasoning • Fractions • Conversion graph • Problem solving- four operation with money • Comparing costs • Percentages and purchase deals • Multiplying decimals • Estimating • Real-life problems- time differences and planning journeys • Budget White Rose Futures • Jobs and pay vocabulary- salary, gross pay, income tax, take-home pay • Percentage and division • Multiplication • Budgeting • Saving • Ordering six-digit numbers • Multiplicative reasoning • Area and perimeter • Four operations • Calculating with fractions • Reasoning with money and algebra	
Science	**Light** We build on prior learning by looking at how we see objects, sources of light,	**Animals & Humans** We look at the human skeleton, muscles, the digestive system, the circulatory system and	**Living things and their habitats** We study the classification of living things, vertebrates and	**Evolution & Inheritance** We look at fossils and learn how they are formed while also	**Electricity** Building circuits and experimenting with conductors, insulators and voltage. We will	**Investigations** We will revisit our Science learning at Bushfield by conducting and

	reflection and refraction, how our eye works and investigating the relationship between shadows and distance.	the effect of medicine, diet and exercise.	invertebrates, characterising plant and animals, researching and Carl Linneaus.	looking at the work of Darwin and how characteristics are inherited. We also look at how animals are adapted to survive their environments.	also apply our understanding of circuits to alarms.	planning our own scientific enquiries.
Computing	**Scratch Online** We build upon previous knowledge on Scratch by looking at how to sequence events and create interactive algorithms.	**E-Safety – It's Cool to be Kind** We build upon previous knowledge of E-Safety and look at online bullying, responding to negativity appropriately, the context of online pictures and reflecting and considering appropriate online behaviour.	**Computer Basics** We explore QWERTY keyboards, touch typing and using software to complete a project.	**Crumbles** We build upon our previous knowledge of programming and debugging crumbles to create a reaction game.	**We are Spreadsheet Masters** We explore how spreadsheets are used, why they are useful and how to use them effectively.	**Prezi** We will be looking at Prezi and presenting and evaluating our projects.
History	**The Battle of Britain** We explore different aspects of the war, from evacuees to rationing and the Battle of Britain. We look at the use of coding in WW2 and the role of Bletchley Park and why the Battle of Britain was considered a turning point in the war.				**The Vikings** We study the Viking way of life: their houses, weapons, boats and food.	**The Industrial Revolution** We explore the timeline of key events, the impact of various inventions, key inventors and the impact on modern day.

Geography		**Russia** Using map skills, we locate cities and topographical features in Russia. We explore climate zones, human geography and natural resources.	**Time Zones** We explore time zones in different countries, research and record climate information in a graph and consider ways to be greener.	**Explorers – Earn a Living** We explore various jobs, industries, trade and climate impact.		
RE		**Christianity – The Old Testament** We will study the Christian story of creation, 'Story of the Fall', 'Story of Noah's Arc' and the belief of the trinity.		**Christianity – The New Testament** We will study the Christian belief of annunciation, Jesus' disciples, the formation of the early church and comparing to the old testament.		**Christianity – The Modern Church** We look at the Christianity church hierarchy, the role of women in the church and various beliefs within the church.
PSHE	**Relationships:** We will look at families, stereotyping, consent and social media. RSE – Additional lesson recapping sexual reproduction	RSE – Additional lesson recapping consent.	**Mental Health:** We will look at the impact of mental health, how to support our mental health and peer pressure. RSE – Additional lesson looking at the issue of body shaming	RSE - Additional lesson looking at unsolicited messages and pictures.	RSE – Additional lesson looking at the issue of peer pressure.	**Physical Health:** We will look at medical science, healthy diets, health support and puberty. RSE – Additional lesson looking at the issue of inappropriate language.
Art		**Sketching** Children will study sketching techniques such as how to create tone and texture through sketching wolves. Extended write: Children write a detailed evaluation of their wolf sketch.		**Decoupage** Children will be exploring Charles Darwin's descriptions of animals he discovered and creating a 3D decoupage sculpture.	**Wax Resist** Children create a wax resist art piece based on the sculptures of Henry Moore (who also produced was resist pieces of art).	

Design Technology	**Fixing & Joining: Sewing** Inspired by the concept of 'Make, Do and Mend' children will design and make their own piece of clothing using recycled materials. We will also hold a VE day celebration where children will make cakes following rationing recipes, discussing the effect of this on nutrition.		**Cross-Sectional Diagrams** Inspired by sustainable energies, children design and create a wind turbine that can generate electricity. As part of the process, they will learn how to draw cross-sectional diagrams of their design.			**Designs with electrical components** Children will design and make their own light box advertising the Year 6 Leaver's Assembly and use computer programming skills to programme a crumble to control their designs.
French	**Weather** We will lean vocabulary and phrases to describe weather on a particular day. We will use this to help us understand a forecast and create our own using geography of France and its key cities. We will look at common phonic sounds and create a rhyming poem.	**Clothing** We will learn clothing words and link to weather to re-construct the story of "Quel temps fait-il, Berthe?. We will also look at the features of the story and create own adapted and illustrated version.	**Sport** We will learn to describe the sports that we play and do; describing what other people do, linking sports with different weather and which clothes we wear to play which sports.	**Town & Travel** We will learn to describe facilities and buildings in our town, saying where we are going and who with, telling the time, saying how we go to places (methods of transport) and talking about future plans.	**German** We begin by learning greetings and playing language games to learn the numbers 1-12 and say our ages. Children will also learn how to ask for and say their name. We will learn the words for colours and we will be making links with French and English.	**Spanish** We begin by learning greetings and playing language games to learn the numbers 1-12 and say our ages. Children will also learn how to ask for and say their name. We also learn the words for colours and continue to make comparisons and links with other languages.
Music	**Music in WW2 – The 12 Bar Blues Keyboards** Pupils will look at the role of music in WW2 focussing on the music of Glen Miller and his	**Topic: Peter and the Wolf – Prokofiev** Pupils will develop their knowledge of the orchestra and its instruments through studying Peter and the	**Topic: Earth – Hans Zimmer** Pupils will develop their ability to critically appraise music and identify what makes it	**Topic: Music Technology - Bandlab** Pupils will compose their own music using the Digital Audio Workstation. They will	**Topic: Ukele playing** Pupils will learn to play chords on a Ukele and be able to follow visual	**Topic: Singing** Pupils will develop their vocal skills and learn a variety of challenging songs with harmonies and body

	Big Band. As part of listening to and learning to play " In the Mood" on the keyboards, pupils will learn about the 12 Bar Blues and learn how to improvise on the 12 Bar Blues structure.	Wolf. They will learn to play musical motifs on a variety of tuned instruments and select the instrument to produce the appropriate sound and mood. As a creative response to Peter and the Wolf , pupils will compose their own musical motif to depict a character and narrative.	effective for a given audience. They will listen to and respond to the music of Hans Zimmer and develop their instrumental and composition skills to compose a piece of music to depict planet earth.	develop their skills in creating loops and introduction and select sounds to create different moods.	scores and play in a whole class ensemble.	percussion. Pupils will learn lyrics and discuss the meaning of songs and how music can support them at times of transition.
PE	Children will develop competence in competitive sports such as badminton, handball, hockey and football, where they will also learn attacking and defending principles.	Children will develop flexibility, strength, technique, control and balance through weekly dance lessons using a range of movements and patterns. This will be taught alongside continued teaching of competitive sports: Basketball Hockey Football	During Spring term, the children will also have OAA sessions where they are required to use problem solving skills and working as a team to solve challenges. Children will also build on coordination skills through learning of tag-rugby, netball, and gymnastics.		Running, jumping, throwing and catching skills are the focus of summer term as children develop skills in a range of athletic sports, cricket, rounders and tennis.	
Enrichment	**RAF Museum Visit** To support our learning on the role of the RAF and the Battle of Britain, we visit the RAF museum in Hendon to learn more about air raids during WW2.	**Wolf Keeper** To support our learning on Russia and wolves, we will have a talk from a wolf keeper from Woburn Safari.	**STEM Workshop** To consolidate our learning from the topic, we will be exploring the advantages and disadvantages of both renewable and non-renewable energy, how a generator works, how energy is transferred	**Science Dome** To support our learning on exploration and the abyss, we will have a visit from a science dome and they will experience what life is like under water.	**Viking Week** Erik the Viking **External provider** Children are visited by Erik Erikkson, a Viking expert, and are given the opportunity to handle Viking artefacts and find out about Viking life.	**Residential** Bournemouth residential. **External provider** This is an optional residential visit. **Black Country Museum**

	<u>VE Day</u> We will be holding a VE day in Year 6 and rotating around WW2 activities.		and the potential for renewable energy to contribute to resolving climate change issues.		Other activities in the week include designing and making Viking longships, shields and helmets, as well as cooking a Viking feast. We make time to play a Viking game of Kubb too.	Children are taken back in time and immersed in a world where history is brought to life. They'll discover what it was like to live and work in one of the first industrialised landscapes in Britain exploring reconstructed shops, pubs and houses.