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	We will use an approach that focuses on the foundations of writing - grammar and punctuation - to ensure all children have the building blocks of being a successful writer focusing on sentence structure and punctuation. (5 weeks) **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** This unit explores how to protect information online and make choices about online content, including understanding age ratings.	**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		**Worldviews** Pupils explore how actions reflect beliefs in religious and non-religious communities. They learn about the Golden Rule, local charities, and moral stories like Aesop's Fables. The unit ends with an exploration of Christian beliefs about Jesus through the Nativity and the Annunciation.		**Christianity** Pupils learn about Jesus as the Son of God, his teachings on forgiveness, and Christian ideas of right and wrong through the Ten and Greatest Commandments. They also explore the significance of Easter and the events of Holy Week.	**Islam** Pupils learn about key Islamic beliefs, including Tawhid (one God), Prophet Muhammad, and the importance of the Qur'an. They explore the mosque's role in Muslim life and the Five Pillars of Islam as the foundation of faith and practice.	
PSHE	**Me, my friends and belonging** This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.		**Building Healthy Habits** This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.			**Looking out for each other** This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.
	Keeping safe out and about *This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.*					

Mental Health and Wellbeing	This unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.					
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	**Little Train of Caipira** The children will link their rainforest learning to	**Tuned percussion** The children will be exploring pitch in steps	**Anna Meredith** The children will be learning about the	**Samba** The children will learn where Samba music	**Beethoven** The children will explore the famous

	their voices and learn singing techniques. They will learn to create harmonies and explore tempo and dynamics.	music by composing soundscapes using body percussion. They will learn about the composer Heitor Villa-Lobos and learn to read rhythms.	and leaps, learn how to correctly play tuned percussion and read visual scores. Pupils will experience playing in a musical ensemble.	work of the composer and creating their own percussion with a focus on rhythm.	originated and will explore the syncopated rhythms working towards creating a multi-layered ensemble using Samba instruments.	musical motifs in Beethoven's 5th symphony with a focus on pitch and rhythm.
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	**Caldecotte Residential** **External provider** This is an optional residential visit that focuses on team building and independence skills.

					drawings of the architecture.	

YEAR 4 CURRICULUM OVERVIEW 2025 – 2026

	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	We will use an approach that focuses on the foundations of writing - grammar and punctuation - to ensure all children have the building blocks of being a successful writer focusing on sentence structure and punctuation. **Text type: Persuasion (Leaflet)** **Context: Roman Army** Children to write to a persuasive leaflet to encourage boys to join the Roman Army. **Non-Fiction**	**Text Type: Narrative** **Context: Lost & Found** Children to write a descriptive narrative to retell 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 of Lilly and the Snowman. **Non-Fiction**	**Text type: Persuasion (Leaflet)** **Context: Charlie and the Chocolate Factory** Children to write a persuasive leaflet about visiting a chocolate-based theme park. **Non-Fiction** **Text type: Description** **Context: Charlie and the Chocolate Factory** Children to write a 3rd person description based on the children's first sight of Mr Wonka's Chocolate Room. **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 about her new life in the countryside. **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: Persuasion (Advert)** **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.

Reading	**Text: Captive Celt** **Text Type: Fiction** This text introduces children to characters from various aspects of Roman life and helps them 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 children's 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 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 children's work on the Mayans. **Text: The Chocolate Connection** **Text Type: Non-Fiction** This non-fiction text provides 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** This 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** 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** Children 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 arrival of a whale in the River Thames 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**		**Multiplication and Division**		**Decimals**	

	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.	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.	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** Children will learn about the digestive system as well as human and animal teeth and their uses. They will carry out an investigation to look at the impact of different liquids on teeth. Finally, children will develop their knowledge of food chains, including the creation and ordering of them using the correct scientific vocabulary.	**Sound** Through a variety of investigations, children 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 learn about appliances that run on electricity. They will learn to build and draw circuits contain different electrical components as well as 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 of certain energy types. 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 using classification keys. Children will also explore a range of habitats and discuss the impact of environmental changes on certain habitats.	**States of Matter** Children will learn to compare and group materials as solids, liquids, or gases, and investigate how some materials can change state when they are heated or cooled, measuring the temperatures at which these changes happen. They will also explore the water cycle, focusing on the important roles of evaporation and condensation.
Computing	**E-Safety – Don't Fall for Fake** Children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. This unit encourages pupils to critically engage with news stories and recognise how they might affect emotions.	**Digital Literacy - Computer Basics** Children will explore and review a variety of keyboard functions. They will also learn how to organise and navigate complex filing systems by creating folders, moving and organising folders and copying and pasting information between folders.	**Digital Literacy - CAD** Children will learn to use the computer aided design (CAD) programme, Sketch Up. Children will learn to draw 2D shapes, to change the colours of shapes, to add text and to change 2D shapes into 3D shapes. Using all their knowledge, children will design and create a chocolate box protype using Sketch Up.	**Digital Literacy - PowerPoint** Children will use PowerPoint software to create a presentation based around the Victorians. They will learn to add, edit and design slides using images and a variety of different fonts. Children will have the opportunity to present their PowerPoint at the end of the topic.	**Programming – FMS Logo** Children will learn to use the programming software, FMS Logo. They will learn the key commands to programme their turtle whilst also learning shortcuts to improve and shorten their algorithms. Children will use their knowledge to program their turtle to create a given outcome.	**Programming – Scratch Maths Quiz** Children will use the programming software, Scratch. This unit builds upon the children's previous knowledge of sequencing, selection and repetition in programs as well as working with variables. Children will create a maths-based quiz using a variety of algorithms.
French	**All about me** Children will start by revising the key phonic (French) sounds from	**Birthdays** Children will develop their counting skills (up to 30) and learn	**Link with a French School** Children will be introduced to the	**The things we are good at doing** Children will develop their written skills by	**Descriptions** Children will practise their dictionary skills to extend their	**Responding to stories** Children will read the story "Grand Monstre Vert" and learn about

	Year 3. They will learn the names of members of the family, read and understand a short text and then apply their knowledge to write a short paragraph to introduce their families.	how to say when their birthday is. They will compare key dates and celebrations in the UK and France and design their own invitation to a party.	French school link and will read and understand letters from French children. They will then write their own responses to send to France.	using verbs and adverbs to construct a paragraph and a short booklet about their own preferences and strengths.	vocabulary and learn about the gender of nouns. They will read and understand descriptions of monsters and will learn how to describe themselves.	the position of adjectives. They will read the story "Berthe et Ses Amis" and create a new character for the story, applying all the skills and learning from this term.
PE and Games	**PE: Badminton** Children will learn how to serve, how to ensure their serve clears the net and how to return a shuttle. They will use this knowledge to compete in a rally. **Games: Football** Children will learn how to pass and control the ball with various areas of their foot. They will learn how to outwit the goalkeeper and how to tackle safety. Children will learn the roles of both the attacker and defender. Children will use this knowledge to play small sided games with a focus on the rules of Football. **Game: OAA, HRF and Cross Country** Children will learn how to give and follow simple instructions. Children	**PE: Dance** Children will learn a sequence of moves to create a routine. They will incorporate a prop and ensure their dance links to a theme. Children will both self and peer assess their routines. **Games: Netball** Children will learn how to send and receive a ball whilst under pressure from a defender. They will learn the role of a defender and how to score whilst under pressure. Furthermore, they will learn the role of an attacker. Children will use this knowledge to play small sided games with a focus on the rules of Netball. **Games: Basketball**	**PE: Gymnastics** Children will learn basic jumps including tuck, straddle and straight. They will learn how to mount and dismount low apparatus safety. Children will learn to perform a forward roll. Children will have to opportunity to put their learning into a sequence of skills which they will perform and evaluate. **Games: Handball** Children will learn the principles of a jump shot in handball. They will also learn how to travel in handball and how to shoot from outside of the D. Children will learn the role of a goalkeeper. Children will use this knowledge to play small sided games with	**PE: Volleyball** Children will learn how to serve underarm, how to return a serve to begin a rally and how to attempt a dig. They will use this knowledge to compete in small modified games. **Games: Tennis** Children will learn how to serve, how to ensure their serve clears the net and how to serve to score. They will use this knowledge to compete in a rally. **Games: Targeting** Children will learn the principles of aiming at a moving target and evading a moving ball in Dodgeball. In Archery, children will learn to load a bow,	**PE/Games: Athletics** Children will learn how to implement a strong start to a sprint race. They will increase their endurance skills with a 600m run. Children will also learn the techniques needed for triple jump and vortex. Finally, children will have learn how to exchange the baton in a relay race.	**PE: Cycling** Children will learn the safety checks required before riding a bike. They will learn how to move off and stop safety. This topic aims to ensure that children are more confident on a bike. **Games: Rounders** Children will continue to develop the skill of long barrier whilst participating in modified games. Children will learn how to score in rounders whilst also understanding pitch marking. They will also learn how to stop a batter from scoring. Children will take part in modified small games to practice their new skills. **Games: Cricket**

	will learn how to work as part of a team and tackle problems when various impairments are placed on them. Children will learn the skills of orienteering. Children will take part in fitness and skill-based circuits whilst learning the importance of an active lifestyle.	Children will learn how to dribble the ball, how to move effectively with the ball and how to shoot a goal. They will learn the roles of both the attacker and defender whilst understanding how a game starts/restarts.	a focus on the rules of Handball. **Games: Tag Rugby** Children will learn how to evade a tackler, how to stop and pass after being tagged and how to score a try. They will learn the roles of both the attacker and defender whilst understanding how a game starts/restarts.	shoot from a sideways position and aim at a target. Finally, in rocket ball, children will learn how to avoid being hit.		Children will continue to develop the skill of long barrier whilst participating in modified games. Children will learn how to score in cricket whilst also understanding pitch marking. They will also learn how to stop a batter from scoring. Children will take part in modified small games to practice their new skills.
History	**The Romans** 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. Children will learn about Boudicca's rebellion, Hadrian's Wall and the impact of Roman roads both then and now.		**The Mayans** Children will learn about Mayan culture, customs and beliefs and compare these to modern British history. They will continue to develop their understanding of chronology by placing key events on a timeline. Children will answer historical questions using a range of sources. Children will study the Mayan number system.	**The Victorians - A Local Study** Using the backdrop of the local area of Wolverton, children will learn about some of the key events in Victorian times and the impact of these changes on our modern lives. Children will explore what it was like to live and work in Victorian Wolverton by using a range of historical sources.		
Geography		**Polar Explorers** Children will develop their map skills by learning to use atlases to locate countries			**Location, Location, Location** Children will complete a study of the UK. They will use maps and	**Rivers** Children will use an atlas to locate rivers all around the world. Furthermore, they

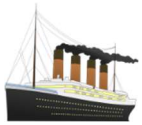
		within the Arctic Circle. They will explore the position and significance of latitude and longitude. Children will also study key aspects of physical geography such as climate and how this is affecting the Polar regions. Finally, children will study aspects of human geography including settlements, agriculture and tourism within the Polar regions.			atlases to locate key countries, rivers and mountains with the UK. Children will also understand and locate counties within England. They will learn about physical geography, including biomes and vegetation belts, as well as human geography, looking at types of settlement, land use, trade links, and the distribution natural of resources within the UK.	will develop their knowledge of the main parts of a river system including meanders and oxbow lakes. Children will use fieldwork to observe and measure the physical geography of the local area and write up their findings.
RE		**<u>Worldviews</u>** Children will explore how sacred texts and stories help people understand the beliefs and values of others. They will learn what is important to many non-religious families and how they choose to live good lives, as well as discover some of the stories and ideas valued by people with non-religious beliefs such as humanism. Children will also consider what Christians believe		**<u>Christianity</u>** Children will learn about what Christians believe about Jesus and why he is so important to them. They will explore how Jesus taught people to live through various stories. Children will learn where Christians get their ideas about right and wrong, and how they try to make a difference in the world by helping others. Children will also learn why communion is a special way for	**<u>Sikhi</u>** Children will learn about Sikhism by exploring what Sikhs believe about God and why these beliefs are important to them. They will discover the special role of the Gurdwara and the Guru Granth Sahib in guiding Sikh life and faith. Children will also learn about Sikh celebrations and festivals, and what they mean, as well as what it looks like to live as a Sikh today through	

		about who Jesus is and why he is such an important figure in Christianity.		Christians to remember Jesus, and why Easter is such an important time to celebrate his death and resurrection.	daily practices, values, and community life.	
PSHE	**Relationships and Families** This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness. It supports pupils' understanding of diverse family structures, and how families can change.		**Money matters and exploring ways to manage risk** This unit explores how attitude and influences can impact decisions about money. It explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.			**Respecting boundaries** This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.
Mental Health and Wellbeing	Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.					
Art	**Mosaics** Children will learn about the history of Roman mosaics. Using a variety of different mediums, children will design and create their own Roman mosaic with a focus on repeated patterns.	**Chalks** Children will study the work of Lindsey Dahl and use her work as an inspiration for their final piece. Children will learn different techniques when using chalk. Putting all this together, they will create a final piece based on the Northern Lights.	**3D Model – Clay** Children will study traditional Mayan stelae. They will look at the key design features and structures. Children will explore the different methods, techniques and tools to join clay and add detail. Finally, children will design, make and evaluate their own stelae against success criteria.			
Design Technology				**Building Bridges and Victorian Tea Party**	**Packaging Design** Children will look at a range of packaging	**Motorised Airboats** Children will begin this unit by looking at

				Children will explore the different bridges built during the Victorian era. They will learn how to create and build a truss bridge against a success criteria. The effectiveness of this design is then evaluated. Furthermore, children will learn about the nutritional impact of traditional Victorian dishes and plan, design and create a range of Victorian tea party items.	available in the UK. Linking to the text of Paddington, children will design and make their own sandwich wrapper. They will evaluate their product against the success criteria.	the science behind floating. Children will design and create their own motorised air boats communicating their ideas through annotated sketches and cross-sectional designs. Linking to their work in Science, children will use electrical circuits to power their boats.
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** Children 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** Children 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** Children 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	**Polar Explorer Day** **In house provision** Children will take part in a variety of immersive activities linked to our Polar	**Mayan Day** **In house provision** Children to use their knowledge of Mayan chocolate to create truffles and hot	**Victorian Day** **In house provision** Children will walk around the local community. The walk	**Residential - Aylmerton** **External provider** This is an optional residential visit that	**River Trip** **External provider** With the Park's Trust, children will walk to the River Ouse to

	replica costumes and observe and handle replica items. **<u>Maths and Science Day</u>** **In house provision** Children explore their understanding of Maths and Science through a variety of engaging investigations.	Explorers topic. They will create blubber gloves, try on clothes designed for the Polar regions and discover what it might be like to explore the Polar Regions.	chocolate using ingredients to replicate traditional Mayan chocolate tastes.	will highlight key Victorian buildings and their historical usage, uncovers ruins of important buildings and how the town was built up and developed. During our Victorian Day, children will have the opportunity to experience a Victorian school day.	focuses on a coastal study. **<u>Best of British Day</u>** **In house provision** Children will explore all things 'British'. We will have a Paddington Picnic with our DT creations.	explore and learn all about our local river systems.

YEAR 5 CURRICULUM OVERVIEW

	Autumn **Term 1** *Pakistan* 	**Autumn** **Term 2** *Ancient Egypt* 	**Spring** **Term 1** *The Titanic* 	**Spring** **Term 2** *Earth & Space* 	**Summer** **Term 1** *Anglo Saxons* 	**Summer** **Term 2** *Mountains* 
Writing	We will begin the year using an approach that focuses on the foundations of writing - grammar and punctuation - to ensure all children have the building blocks of being a successful writer focusing on sentence structure and punctuation. **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: Narrative** **Context: Pyramids** Children to write their own narrative about a disappearing pyramid. **Fiction** **Text Type: Description** **Context: Howard Carter** Children to write a description of Howard Carter finding Tutankhamun's tomb. **Fiction**	**Text Type: Non-Chronological Report** **Context: The Titanic** Children to write an information text about the Titanic **Non-Fiction** **Text Type: Persuasive Speech** **Context: The Titanic** Children to write a persuasive speech arguing against the class system on board the Titanic. **Non-Fiction**	**Text Type: Narrative** **Context: La Luna** Children to write a 3rd person narrative based on the short film 'La Luna'. **Fiction** **Text Type: Journal (recount)** **Context: Space** Children to write a 1st person journal based on the movie Wall-E **Non-fiction**	**Text Type: Non – Chronological Report** **Context: Anglo - Saxons** Children to create an information text about Anglo-Saxons. **Non-fiction** **Text type: Narrative** **Context: Beowulf** Children to write an alternative ending to the novel 'Beowulf.' **Fiction**	**Text Type: Suspense Narrative** **Context: Alma** Children to write a suspense narrative based on the short film, 'Alma.' **Fiction** **Whole school Narrative** Context changes each year
Reading	**Text: Malala's Magic Pencil**	**Text: Ancient Egypt**	**Text: Survivor** **Text Type: Fiction**	**Text: Jazz Harper – Space Explorer.**	**Text: Beowulf** **Text Type: Fiction**	**Text: The Man Who Bought a Mountain**

	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 Type: Non-Fiction** These non-fiction texts will enhance the children's understanding of Ancient Egyptian culture and customs. **Text: The Story of Osiris** **Text Type: Fiction** Children will read a story about the pharaoh Osiris and how he became God of the Afterlife.	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: Titanic** **Text Type: Non-Fiction** These non-fiction texts will enhance the children's understanding of the tragic events of the Titanic.	**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.	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 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.
	Place Value Children deepen their understanding of place value and Roman numerals, learning to read		**Multiplication & Division B** Children learn to multiply and divide larger numbers using formal written methods. They use		**Shape** Children will recap angles as measures of turn, recognising acute, obtuse, and reflex angles.	

	Roman numerals up to 1,000. They work with numbers up to 1,000,000, using tools like number lines and place value charts to read, write, compare, and round them. **Addition & Subtraction** Children strengthen their addition and subtraction skills using both mental and written methods. They learn to manage larger numbers, estimate using rounding, and use tools like number lines and bar models. Children also solve multi-step problems and use inverse operations to check their answers. **Multiplication & Division A** Children deepen their understanding of multiples, factors, and prime numbers. They learn how to find common multiples and factors, identify prime and composite numbers, and understand square and cube numbers using visual tools and times-table knowledge. They also practise multiplying and dividing by 10, 100, and 1,000, and learn to break down more complex calculations using known facts. **Fractions A** Children build confidence working with fractions through a series of carefully structured steps. They deepen their understanding of equivalent fractions using visual models like fraction walls and number lines, and practise converting between improper fractions and mixed numbers. They learn to compare and order fractions, including those greater than one, and begin adding and subtracting fractions with the same or related denominators.	visual models to understand the steps, estimate answers, and choose efficient strategies. Division includes working with remainders and understanding how they apply in real-life situations. **Fractions B** Children learn to multiply fractions and find fractions of amounts. They start by multiplying unit fractions by whole numbers using repeated addition, then progress to non-unit fractions and mixed numbers. Children also find fractions of quantities and begin to work out the whole from a known fraction. **Decimals & Percentages** Children deepen their understanding of decimals, fractions, and percentages. They work with numbers up to three decimal places, learning to read, write, compare, order, and round them. They explore how tenths, hundredths, and thousandths relate to each other and to whole numbers. Children also make links between fractions, decimals, and percentages—understanding their equivalents. **Perimeter & Area** Children build on previous learning to find the perimeters of rectangles and rectilinear shapes. They refine measuring skills using rulers, explore various methods for perimeter calculation, and use visual aids to support problem-solving. They also learn about area, estimating it for non-rectilinear shapes by counting squares. **Statistics** Children will build their graph skills, interpret line graphs and explore other types like conversion graphs. They'll learn to read data from tables and generate their own questions, enhancing their addition and subtraction skills. We'll also cover timetables related to their everyday lives.	They'll explore degrees, including 360° for a full turn and begin using protractors for measuring and drawing angles accurately. **Position & Direction** Children will deepen their understanding by identifying and solving problems with coordinates. They'll explore translations and reflections, using mirrors to understand symmetry and improve their problem-solving skills in a fun, engaging way. **Decimals** Children will add and subtract decimals within one whole, building on prior knowledge of place value. They will learn to find complements to one and apply strategies for calculations, using concrete resources like place value charts to support understanding. **Negative Numbers** Children begin learning about negative numbers in real-life situations, like temperatures and sea levels. They'll use number lines to count forwards and backwards through zero, recognising that negative numbers are reflections of positive ones. **Converting Units** Children will revisit kilograms and kilometres, first encountered in LKS2. They'll learn about conversions using bar models, solve problems involving metric and imperial units, and will extend their understanding of time by using and creating timetables. **Volume** Children will learn that volume refers to the amount of three-dimensional space an object takes up and will estimate and measure volume using cubes.	
Science	**Forces** Children will learn about gravity, air resistance and water	**Materials** Children will learn about different materials through hands on experiments. They will group materials based on a variety of properties	**Earth and Space** Children will learn about how planets move in the Solar System; they will	**Living Things and their Habitats** Children will explore the life cycles of animals and	**Animals and Humans** Children will create a timeline to indicate stages of growth in

	resistance. They will then explore how levers, pulleys and gears work.	including electrical and thermal conductivity. Children will explore how to create a mixture and whether reactions are reversible and irreversible based on their properties.		explore night and day and understand the vast difference in size of the planets.	plants; they will identify the differences in life cycles and develop an understanding in how plants reproduce.	humans. They will also explore reproduction in animals.
Computing	**E-safety: Safe Connections** This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. **Digital Literacy: Computer Basics** Children will also 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.		**Digital Literacy: Publisher (Update Coming 2027) and Search Engines** Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.	**CAD** Children will build on their learning from Year 4 by exploring the advanced features of Sketch Up to create a model based on our topic learning throughout the year. For example, creating a cross section of the Titanic or recreating the tomb of Tutankhamun.	
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.		**<u>The Anglo-Saxons</u>** 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, changes over time and natural resources.			**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 fieldwork within the local area during this topic.

RE		**World Views** Children will understand what a worldview is and what shapes a person's worldview in both a religious and non-religious context.		**Christianity** Children will discuss why the Bible is important to Christians and how it teaches them to be wise. Children will also learn how Christian beliefs influence the way people respond to local and global issues.	**Islam** Children will develop an understanding of how sacred texts and traditions play in the life and beliefs of a Muslim. They will also learn about what it means to be a Muslim in different parts of the world and how they respond to green issues and other issues of social justice, locally and globally.	
PSHE	**Me, my body and growing up** This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.		**Friendships, stereotypes and bullying** This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.			**Embedding healthy habits and positively engaging with our world** This unit supports pupils to recognise the benefits of healthy habits such as regular exercise and goal setting. It examines the impact that climate change can have on emotions and wellbeing.
Mental Health and Wellbeing	This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.					
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** Children will use analogous colours of watercolours and acrylic paint to design and create a self-portrait which represents their identity.	
Design Technology	**Sewing** Children will explore how bags are made. They will learn simple		**Bread** Children will explore the variety of bread products currently on			**Moving Toys** Children will explore the market of moving toys. They will then

	sewing techniques in order to create their own bag.		the market before making their own bread roll.			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 number 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** Pupils will learn to sing with increasing musical control, expression and confidence. They will learn to sing a song by the Pentatonix and	**Saint-Saens Carnival of the Animals.** Pupils will listen to different themes from the Carnival of the Animals and compare them by listening to and discussing the	**The Titanic** 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	**The Planets Suite** 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	**Keyboards** Pupils will develop their keyboard playing skills and focus on how to play chords and basslines. They will learn to read and play along	**Chair Drumming** 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

	add body percussion rhythms.	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.	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.	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.	with visual scores in a whole class ensemble.	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 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 tomato), 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 in either 1st or 3rd class.	**Space Day** **In house provision** Children will have a virtual reality experience of Space, whilst spending the rest of the day learning about moon craters and making pasta rovers.	**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** **External provider** This is an optional residential trip which focuses on personal development and independence alongside opportunities to work in small teams to complete tasking working on their teamwork and communication skills.

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**  *Industrial Revolution*
Writing	We will use an approach that focuses on the foundations of writing - grammar and punctuation - to ensure all children have the building blocks of being a successful writer focusing on sentence structure and punctuation. **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: Narrative** **Context: Picture book / video animation** Across the school, we use a shared stimulus as a basis for our writing: a chance to show off our skills learnt throughout the year.

Reading	**Text: War Horse** **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.	**Text: White Fang** **Text Type: Fiction** 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.	**Text: Floodland** **Text type: Fiction** 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: Revision** **Text type: Fiction and Non-fiction** We look at past papers to build confidence with answering test questions.	**Text: How to train your dragon** **Text Type: Fiction** Novel based around a Viking warrior and his attempt to train a dragon.	**Text: Street Child** **Text Type: Fiction** 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		**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-		**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:	

	problems. Children will revise short division. They will then explore dividing by a 2-digit number by repeated 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.		step equations. They will move on to find pairs or values and solve problems with two unknowns. **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.		• Scaling recipes • Calculation • 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	**Animals & Humans** We look at the human skeleton, muscles, the	**Living things and their habitats**	**Evolution & Inheritance**	**Electricity** Building circuits and experimenting with	**Investigations** We will revisit our Science learning at

	how we see objects, sources of light, reflection and refraction, how our eye works and investigating the relationship between shadows and distance.	digestive system, the circulatory system and the effect of medicine, diet and exercise.	We study the classification of living things, vertebrates and invertebrates, characterising plant and animals, researching and Carl Linneaus.	We look at fossils and learn how they are formed while also looking at the work of Darwin and how characteristics are inherited. We also look at how animals are adapted to survive their environments.	conductors, insulators and voltage. We will also apply our understanding of circuits to alarms.	Bushfield by conducting and 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 – Developing our AI literacy** This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	**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		**World Views** Pupils will engage with thought-provoking topics around beliefs, death, and the influence of religion and non-religious worldviews on ethical decision-making.		**Christianity** Students will explore how Christian beliefs—through scripture, prophecy, wisdom, and views on life after death—influence personal faith and responses to social justice in today's world.		**Hinduism & Bhuddism** Students will explore how sacred texts, stories, and traditions shape the beliefs and daily lives of Hindus and Buddhists, and how these beliefs influence responses to local and global issues.
PSHE	**Managing money and online spending** This unit explores economic wellbeing and online financial harms – including targeted advertising and other influences on online spending.		**Changes in puberty (and sex education*)** This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. **The parental right to withdraw applies to sex education.*		**Drug education: assessing risk and managing influences** This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	
Mental Health & Wellbeing	Over the year, we will revisit and build on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. We will regularly revisit elements of zones of regulation, growth mindset. Children will be learning how to understand and manage their emotions through the Zones of Regulation and a range of sensory, calming and thinking strategies. They will develop wellbeing skills by exploring concepts such as healthy relationships, circles of control, social connections, and strategies to support successful transitions. Alongside this, children will build a growth mindset by learning about barriers to learning, setting goals, understanding that mistakes help us learn, and recognising their own strengths through activities such as "I can" posters and discussions about how the brain grows through challenge.					
Art		**Sketching**		**Decoupage**	**Wax Resist**	

		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.		Children will be exploring Charles Darwin's descriptions of animals he discovered and creating a 3D decoupage sculpture.	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. We will also hold a VE day celebration where children will make cakes following rationing recipes, discussing the effect of this on nutrition.		**Mechanical / Electrical Structures** Inspired by sustainable energies, children design and create a wind turbine that can generate electricity, applying learning from science. They will test and evaluating it for functionality and effectiveness as a sustainable power source.			**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 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.	**Topic: Peter and the Wolf – Prokofiev** Pupils will develop their knowledge of the orchestra and its instruments through studying Peter and the 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.	**Topic: Earth – Hans Zimmer** Pupils will develop their ability to critically appraise music and identify what makes it 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.	**Topic: Music Technology - Bandlab** Pupils will compose their own music using the Digital Audio Workstation. They will develop their skills in creating loops and introduction and select sounds to create different moods.	**Topic: Ukele playing** Pupils will learn to play chords on a Ukele and be able to follow visual scores and play in a whole class ensemble.	**Topic: Singing** Pupils will develop their vocal skills and learn a variety of challenging songs with harmonies and body 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. **VE Day** We will be holding a VE day in Year 6 and rotating around WW2 activities.	**Wolf Keeper** To support our learning on Russia and wolves, we will have a talk from a wolf keeper from Woburn Safari.			**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. 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.	**Residential** Bournemouth residential. **External provider** This is an optional residential visit.