

CYCLE ONE - Curriculum Overview

RECEPTION	TOWER CLASS					
	STARTING EVEN YEAR					
ELGs	Topic 1 - Here we Grow! (Geography led)	Topic 2 - Toys (History led)	Topic 3 - African animals (Geography led)	Topic 4 - Space (History led)	Topic 5 - Mini beasts (Geography led)	Topic 6 - Pirates (History led)
Communication and language	Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, social and emotional development	Personal, Social and Emotional Development Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.					
Physical development	Gross motor skills: Gross motor skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine motor skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing					
Literacy	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Mathematics	Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
	Past and Present					

Understanding the world	Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. People culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive arts and design	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.



YEAR 1	TOWER CLASS		ODD YEAR			
	Topic 1 - Life on the farm (Geography led)	Topic 2 - Hot & Cold climates (History led)	Topic 3 - Rainforests (Geography led)	Topic 4 - Superheroes (History led)	Topic 4 - Oceans (Geography led)	Topic 6 - Knights & castles (History led)
English	See English page					
Mathematics	See Maths page					
Art & Design	- Use a range of material; Use drawing, painting and sculpture; - develop techniques of colour, pattern, texture, line, shape, form and space - Learn about range of artists, craftsmen and designers					
	Focus: Drawing	Focus: 3D Form	Focus: Printing	Focus: Painting & Textiles	Focus: Painting	Focus: Sculpture
Design Technology	- Design purposeful, functional and appealing products - Generate, model and communicate ideas - Use range of tools and materials to complete practical tasks - Evaluate existing products and own ideas - Build and improve structure and mechanisms - Understand where food comes from					
	Problem: How do we produce food with few air miles?	Problem: How can we get penguin back to Antartctica?	Problem: Rainforests are being cut down - help build animals new home	Problem: Teddy needs a cape for his super powers	Problem: Plastic in the ocean	Problem: Designing a drawbridge to lower it quickly
Geography	-Fieldwork and observational skills to study the school and its surroundings; - use a map	Focus: Hot & cold climates	- Seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. -use basic geographical vocabulary, - geographical skills (using maps and aerial photos)	Focus: Comparing village to a city	- Name & locate the world's seven continents and five oceans, - Geographical skills, use world maps, atlases and globes	Focus: Countries of the UK
	Focus: Our locality, Farming		Focus: Climate, weather		Focus: Oceans and continents of the world	
History	Focus: Artefacts old and new	- Lives of significant individuals, - Signifcant historical events, people and places	Focus: Changes in my own life	- Lives of a significant individual, - Significant historical events, people and places	Focus: Signifant individual: Grace Darling	- Lives of a significant individual, - Significant historical events, people and places
		Focus: First British explorer to reach the South Pole (Sir Robert Scott)		Focus: Florence Nightingale		Focus: Queen Elizabeth 1, comparing to Elizabeth 11

Science	- Identify & name a variety of common wild and garden plants. - Identify & describe basic structure of common flowering plants, - identify, name, draw and label basic parts of human body	- Observe changes across the seasons, - Observe and describe weather associated with seasons	- Identify, name a variety of common animals that are carnivores, herbivores & omnivores. - Identify & name common animals including fish, amphibians, reptiles, birds, mammals - Describe & compare the structure of common animals, - Understand how to take care of animals taken from local environment	- Identify, name, draw and label basic parts of the human body	- Identify & name common animals including fish, amphibians, reptiles, birds, mammals, - identify, name, draw and label basic parts of the human body	- Distinguish between object and the material from which made, - Identify & name everyday materials, - Describe simple physical properties of everyday materials, - compare and group a variety of everyday materials
	Focus: Plants, Trees & Fungus	Focus: Seasonal changes	Focus: Animal Types, Carnivores, Herbivores, Omnivores	Focus: Senses	Focus: Animals - Basic needs	Focus: Materials
Computing	- Use technology purposefully to create, organise store, manipulate & retrieve digital content, - recognise common uses of IT beyond school	- use technology purposefully to create, organise, store, manipulate and retrieve digital content	- Use technology purposefully to create, organise store, manipulate & retrieve digital content, - use technology safely and respectfully	- Recognise common uses of information technology beyond school	- Understand use of algorithms, - create & debug simple programs, - use logical reasoning to make predictions	- Understand use of algorithms, - create & debug simple programs, - use logical reasoning to make predictions
	Computing systems and networks: Technology around us	Creating Media - Digital Painting	Creating Media - Digital writing	Grouping data	Programming A: Moving a robot	Programming B - Introduction to Animation
PSHE	Relationships	Relationships/ Living in the wider world	Living in the wider world	Living in the wider world	Health & well being	Health and well-being
PE	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination	- Perform dances using simple movement patterns	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination
	Multi skills/ Forest school	REAL PE/ Forest school	REAL Gymnastics/ Forest school	REAL PE/ Forest school	Dance/ Forest school	Real PE / Forest school
Music	Jolly Music	Jolly Music	Jolly Music	Jolly Music	Jolly Music	Jolly Music
RE	What places are special and why?	Why is Christmas special for Christians?	Being special: Where do we belong?	Why is Easter important for Christians?	What do Christians believe God is like?	Who is Jewish and how do they live?
Year 2	SHELDON CLASS		EVEN YEAR			
	Topic 1 - France (Geography led)	Topic 2 - India (Geography led)	Topic 3 - School Through History (History led)	Topic 4 - Islands (Geography led)	Topic 5 - Before the Internet (History led)	Topic 6 - Pre History (History led)
English	See English page					
Mathematics	See Maths page					
Art	- Use a range of material; Use drawing, painting and sculpture; - develop techniques of colour, pattern, texture, line, shape, form and space - Learn about range of artists , craftsmen and designers					
	Focus:Painting	Focus: Painting and textiles	Focus: Drawing	Focus: Artist: Drawing	Focus: Printing	Focus: 3 D form
DT	- Design purposeful, functional and appealing products - Generate, model and communicate ideas - Use range of tools and materials to complete practical tasks - Evaluate existing products and own ideas - Build and improve structure and mechanisms - Understand where food comes from					
	Focus: Food Tech (Design and make a Madeleine)	Focus: Textiles (Design and make a felt bag/ wallet)	Focus: Design & make a school-model	Focus: Design & make a flood proof house	Focus: Make the lightbulb work - simple circuit	Focus: Design and make a stone tool
Geography	- Use world maps, atlases & globes - use locational & directional language - Use aerial photos & plan perspectives to recognise landmarks and use basic geographical vocabulary	- Understand geographical similarities through studying human and physical geography of a small area of the UK and of a small area in a contrasting non European country, - Use world maps, atlases & globes, - use aerial photographs and plan perspectives, - devise a simple map	Focus: Tewkesbury Town	- Name & locate world's oceans, - name, locate & identify characteristics of the 4 countries and capitals - understand geographical similarities & differences of small area in UK and non European country, - identify seasonal & daily weather patterns and location of hot & cold areas of the world in relation to the Equator, use geographical vocabulary, - use world maps, atlases & globes	Focus: Human features of our local area	Focus: Physical features of our local area
	Focus: Paris, in contrast to Tewkesbury	Focus: India, in contrast to Tewkesbury		Focus: UK as an Island/ contrast to Polynesian islands		

History			- the lives of significant individuals in the past, - significant events, people and places in their own locality in Overbury		- changes within living memory, - the lives of significant individuals	- Events beyond living memory - Changes in Britain from Stone Age to Iron Age
	Focus: Revolution! Napoleon, Wellington & Nelson	Focus: British Empire in India & Ghandi	Focus: Local Study through History (Victorians)	Focus: Captain Cook	Focus: Invention of the WWW/ Changes in Living Memory/ Tim Berners-Lee	Focus: Paleolithic through Mesolithic to Neolithic
Science	- Identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food.	- Identify most living things live in habitats to which suited, - Identify & name a variety of plants & animals in their habitats, including micro habitats, - Describe how animals obtain food from plants & other animas, using idea of a simple food chain	- Identify and compare the suitability of a variety of everyday materials, - Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching	- Notice that animals, including humans have offspring which grow into adults, - Find out about and describe the basic needs of animals, including humans, for survival, - Describe the importance for humans of exercise, eating the right amounts of diff types of food, and hygiene	- Observe and describe how seeds and bulbs grow into mature plants, - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
	Focus: Health & nutrition	Focus: Living things & habitats	Focus: Uses of materials	Focus: Animals including humans	Focus: Plants	Focus: Skeletons
MFL	Rigolo: Unit 4 (Les animaux)					
	Rigolo: Unit 5 (La Famille)					
	Rigolo: Unit 6 (Bon anniversaire)					
Computing	- use technology safely & respectfully, keeping personal information private, where to go for help, - Recognise common uses of information technology beyond school.	- use technology purposefully to create, organise, store, manipulate and retrieve digital content	- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content	- use technology purposefully to create, organise, store, manipulate and retrieve digital content.	- understand what algorithms are, how they are implemented and that programs execute by following precise and unambiguous instructions, - create & debug simple programs, - use logical reasoning to predict the behaviour of simple programs	- design, write & debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts, - use sequence, selection & repetition in programs, - use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms
	Computing systems and networks - IT around us	Creating Media - making Music	Creating Media - Animation	Pictograms	Programming A: Robot Algorithms	Programming B: Events and Actions
PSHE	Relationships	Relationships	Living in the wider world	Living in the wider world	Health & well being	Health and well-being
PE	- Participate in team games, developing simple tactics for attack	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination	Perform dancers using simple movement patterns	- Master basic movements including running, jumping, throwing, catching as well as mastering agility and coordination
	Team games/ Swimming	REAL PE/ Swimming	REAL Gymnastics/ Swimming	REAL PE/ Swimming	Dance/ REAL PE	Athletics
Music	Jolly Music	Jolly Music	Jolly Music	Jolly Music	Jolly Music	Jolly Music
RE	What makes some places sacred?	What makes some places sacred?/ What is the trinity?	When Jesus left, what was the impact on the Pentecost?	When Jesus left, what was the impact on the Pentecost?/ Why do Christians call the day Jesus died Good Friday?	How do festivals and family life show what matters to Jewish people?	How and why do people mark the significant events of life?
YEAR 3	SHELDON CLASS		ODD YEAR			
	Topic 1: Fire and Gunpowder (History led)	Topic 2: Overbury: A study (Geography led)	Topic 3: Dinosaurs (History led)	Topic 4: Volcanoes (Geography led)	Topic 5: Ancient Egypt (History led)	Topic 6: Britain from Above (Geography led)
English	See English page					
Mathematics	See Maths page					
Art	- pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft & design - Pupils should be taught to create sketch books to record their observations and use them to review & revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials					
	- about great artists, architects and designers in history					

	Focus: Drawing	Focus: Painting	Focus: 3D Sculpture	Focus: Painting	Focus: Print, textiles and collage	Focus: Drawing
DT	- Use research and criteria to develop products which are fit for purpose					
	- Use annotated sketches and prototypes to explain ideas					
	- Evaluate existing products and improve own work					
	- Use mechanical systems in own work					
	- Understand seasonality; prepare & cook mainly savoury dishes					
	Focus: Research Fire of London & Tudor houses - Make the most flammable house	Focus: Make an Overbury playground (Mechanism)	Focus: Design and make a museum worthy dinosaur - presenting to Sundial class (use clay)	Focus: Volcano warning system (use junk)	Focus: Egyptian garment	Focus: Make a dish (Food of Britain)/ Presentation from chef
Geography	Focus: City of London	- describe and understand key aspects of physical and human geography in local area (including land use and its impact), - use fieldwork in the local area using a range of methods, including sketch maps, plans & graphs	Focus: Main compass points, continents of the world and use of maps	- locate world's countries using maps, - identifying position & significance of the equator and Poles, - describe & understand key aspects of physical geography, - use maps, atlases & globes to locate countries & describe features studied	Focus: Physical geography (Nile)	- name & locate counties and cities of the UK, - describe and understand key aspects of physical and human geography, - use maps etc to locate countries and cities studied, use compass, symbols and keys
		Focus: The children are enabled to go deeper into land use & implementing map reading skills in local area		Focus: Volcanoes & Earthquakes		Focus: UK countries and cities
History	- A study of an aspect of History or a site dating from a period beyond 1066 that is significant in the locality of London	Focus: Local history	- A study of an aspect of History or a site dating from a period beyond 1066 that is significant in the locality	Focus: Pompeii	- The achievements of the earliest civilisations - a depth study of Ancient Egypt	Focus: Satellite + Landscape Archaeology
	Focus: Great fire of London and the Gunpowder plot		Focus: Local Study (Victorians) with a focus on Mary Anning from the locality of Dorset		Focus: The creation of Civilisation	
Science	- Identify and describe functions of flowering plants, - Explore requirements of plants for life and growth, - Investigate ways in which water is transported, - Explore the part flowers play in the life cycle of flowering plants	- Recognise that they need light in order to see things, - Notice light is reflected from surfaces, - Recognise light from the sun can be dangerous, - Recognise shadows are formed when the light from a light source is blocked by an opaque object, - Find patterns in the way the size of shadows change	- Compare & group together different kinds of rocks, - Describe in simple terms how fossils are formed, - Recognise that soils are made from rocks and organic matter	- Notice that magnetic forces can act at a distance, - Observe how magnets attract or repel each other, - Compare & group together a variety of everyday materials, - Describe magnets as having two poles, - Predict whether 2 magnets will attract or repel each other	- Explore and compare the differences between things that are living, dead and things that have never been alive	- Identify and describe functions of flowering plants, - Explore requirements of plants for life and growth, - Investigate way in which water is transported, - Explore part flowers play in the life cycle of flowering plants
	Focus: Plants	Focus: Light	Focus: Rocks	Focus: Magnets	Focus: Living or Dead?	Focus: Plants
MFL	Rigolo: Unit 1 (Bonjour)					
	Rigolo: Unit 2 (En classe)					
	Rigolo: Unit 3 (Mon corps)					
Computing	- Understand computer networks including the internet; how they can provide multiple services such as the WWW; opportunities for collaboration	- use technology purposefully to create, organise, store, manipulate and retrieve digital content, - use technology safely & respectfully, keeping personal information private, where to go for help	- Use search technologies effectively, appreciate how results are selected and ranked, - Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content	- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content.	- understand what algorithms are, how they are implemented and that programs execute by following precise and unambiguous instructions, - create & debug simple programs, - use logical reasoning to predict the behaviour of simple programs	- design, write & debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts, - use sequence, selection & repetition in programs, - use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms

	Computing systems and networks Connecting computers	Creating Media - Digital photography	Creating Media -Desktop Publishing	Branching databases	Programming B - An introduction to quizzes	Programming A - Sequence in music
PSHE	Relationships	Relationships	Living in the wider world	Living in the wider world	Health & well being	Health and well-being
PE	- Play competitive games, modified where appropriate	- Use running, jumping, throwing and catching in isolation and in combination,	- Use running, jumping, throwing and catching in isolation and in combination, - develop flexibility, strength, technique, control and balance	- Use running, jumping, throwing and catching in isolation and in combination	- Perform dances using a range of movement patterns	- Use running, jumping, throwing and catching in isolation and in combination, - develop flexibility, strength, technique, control and balance
	Team games/ Swimming	REAL PE/ Swimming	REAL Gymnastics/ Swimming	REAL PE/ Swimming	Dance/ REAL PE	Athletics
Music	Jolly Music	Jolly Music	Jolly Music/ Cornets	Jolly Music/ Cornets	Jolly Music/ Cornets	Jolly Music/ Cornets
RE	What does it mean to be a Hindu in Britain today?	What do Hindus believe God is like?/ What is the Trinity?	When Jesus left, what was the impact on Pentecost?	When Jesus left, what was the impact on Pentecost?/ Why do Christians call the day Jesus died Good Friday?	How do festivals and family life show what matters to Jewish people?	How and why do people mark the significant events of life?

YEAR 4	SUNDIAL CLASS		EVEN YEAR			
	Topic 1 - Saxons (History led)	Topic 2 - Our European Neighbours (Geography led)	Topic 3: Transport (History led)	Topic 4 - Mountains (Geography led)	Topic 5 - Battle of Tewkesbury (History led)	Topic 6 - Galapagos (Geography led)
English	See English page					
Mathematics	See Maths page					
ART	- pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft & design - Pupils should be taught to create sketch books to record their observations and use them to review & revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - about great artists, architects and designers in history					
	Focus: Clay	Focus:Painting	Focus: Digital images into pictures	Focus: Collage	Focus: Printing+B193	Focus: Drawing
DT	- Use research & criteria to develop products which are fit for purpose - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work; Understand seasonality; Prepare & cook mainly savoury dishes					
	Focus: Can we make a piece of jewellery to show how weathery we are?	Focus: Can we design the most unique house?	Focus: Can we make a moving vehicle?	Focus: Can we use electricity to make a product that lights up?	Focus: Can we create a carrier to hold our water bottle?	Focus: Overbury Estate Day/ Cooking & Nutrition
Geography	Focus: Countries of UK, climatic zone, temperature, Rainfall, Wind speed	Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries, and major cities, - use maps, atlases, globes and digital mapping to locate countries and describe features	Focus: Plan a journey to another place in the world, Trade links	- Locate know the world's countries, using maps to focus on Europe, - Describe and understand key aspects of physical geography (including mountains), - human geography (types of settlement & land use etc), - Use maps, atlases, globes to locate countries and describe features studied	Focus - Six figure grid references, maps, locate battle on PS map, fieldwork	- Locate the world's countries using maps to focus on South America, concentrating on the environmental region, key physical and human characteristics, - describe and understand key aspects of physical geography and human geography, - use maps to locate countries and describe features studied
		Focus: UK and European countries (locate, build from Y2/3 capital cities)		Focus: Mountains		Focus: Islands 7 coasts, locate and look how changed over time
History	Britain's settlement by the Anglo Saxons	Focus: Great artists	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Focus: Chronology, Walk through time	- A local study: An aspect of history or a site dating from a period beyond 1066 that is significant in the immediate locality of Tewkesbury	Focus: Charles Darwin
	Focus: Saxons & Vikings		Focus: Turning point in British History,		Battle of Tewkesbury (Local	

	- Compare & group together everyday materials on the basis of their properties, - Give reasons, based on evidence from comparative & fair tests, - Explain some changes result in the formation of new materials, & this kind of change is usually not reversible	- Describe the simple functions of the basic parts of the digestive system in humans	- Identify how sounds are made, - Recognise that vibrations from sounds travel through a medium to the ear, - Find patterns between the pitch of a sound & features of object producing it, - Find patterns between volume of sound & strength of vibrations, - Recognise sound gets fainter as distance from source increases	- Identify common appliances that run on electricity, - Construct a simple series electrical circuit, - identify whether a lamp will light in a simple series circuit, - Recognise that a switch opens and closes a circuit, - Recognise some common conductors & insulators	- Describe the changes as humans develop to old age	- Recognise living things can be grouped in a variety of ways, - Explore & use classification keys to help group, identify & name a variety of living things, - Recognise that environments can change & that this can sometimes pose danger to living things
Science	Focus: Properties and change of	Focus: Digestive system	Focus: Sound	Focus: Electricity	Focus: Animals including humans	Focus: Living things & their
MFL	Rigolo: Unit 10 - Ou-vas tu?					
	Rigolo: Unit 11 - On mange!					
	Rigolo: Unit 12 - Le cirque					
Computing	- Understand computer networks including the internet; how they can provide multiple services such as the WWW; opportunities for collaboration	- Use search technologies effectively, appreciate how results are selected and ranked, - Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content	- Use search technologies effectively, appreciate how results are selected and ranked, - Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content	- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content.	- design, write & debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts, - use sequence, selection & repetition in programs, - use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms	- design, write & debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts, - use sequence, selection & repetition in programs, - use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms
	Computing systems and networks - The internet	Creating Media - Audio Editing	Creating media - Video editing	Data logging	Programming A: Repetition in Shapes	Programming A - Selection in Physical Computing
PSHE	Relationships	Relationships	Living in the wider world	Living in the wider world	Health & well being	Health and well-being
PE	- Play competitive games, modified where appropriate	- Use running, jumping, throwing and catching in isolation and in combination,	- Use running, jumping, throwing and catching in isolation and in combination, - develop flexibility, strength, technique, control and balance	- Use running, jumping, throwing and catching in isolation and in combination	- Perform dances using a range of movement patterns	- Use running, jumping, throwing and catching in isolation and in combination, - develop flexibility, strength, technique, control and balance
	Team games/ Swimming	REAL PE/ Swimming	REAL Gymnastics/ Swimming	REAL PE/ Swimming	Dance/ REAL PE	Athletics
Music	Jolly Music	Jolly Music	Jolly Music/ Cornets	Jolly Music/ Cornets	Jolly Music/ Cornets	Jolly Music/ Cornets
RE	How and why do people try to make the world a better place?	How does faith help when life gets hard?/ Was Jesus the Messiah?	Why so some people believe in God and some people do not?	Why so some people believe in God and some people do not?/ What did Jesus do to save human beings?	What matters most to Christians and Humanists?	How can following God bring freedom and justice?

YEAR 5	SUNDIAL CLASS			ODD YEAR		
	Topic 1 - Romans (History led)	Topic 2 - Earth & Space (geography led)	Topic 3 - Ancient Mayans (History led)	Topic 4 - Bridges (Geography led)	Topic 5 - Blitz (History led)	Topic 6 - Non European Country (geography led)
ENGLISH	See English page					
MATHEMATICS	See Maths page					
Art	- pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft & design - Pupils should be taught to create sketch books to record their observations and use them to review & revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - about great artists, architects and designers in history					
	Focus: Collage	Focus: Clay	Focus: Printing	Focus: Drawing	Focus: Textiles	Focus: Painting
	- Use research & criteria to develop products which are fit for purpose and aimed at specific groups - Use annotated sketches, cross-section diagrams & computer-aided design - Analyse & evaluate existing products and improve own work - Use mechanical & electrical systems in own products, including programming					

Design Technology	- Cook savoury dishes for a healthy & varied diet					
	Focus: Cooking & nutrition	Focus: How can we show movement of Earth to others?	Focus: How can we honour the Gods?	Focus: How we can reconnect the village together after a flood? How can people get across to the flooded river to reach the other side of the village?	Focus: Quilt made from scraps	Focus: Electrical systems - scoring system for the opening ceremony for the Commonwealth games
Geography		- Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic & Antarctic Circle, - Use maps, atlases, globes to locate countries		- Name and locate counties and cities of the UK, Describe & understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers, mountains and the water cycle, - human geography, including land use, economic activities including trade links		- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North America
	Focus: Measuring weather, World weather	Focus: Continents of the world and the impact of the equator.	Focus: South America	Focus: Rivers and water (including Overbury Fieldwork)	Focus: Europe major cities (not Paris), Distribution of resources	Focus: North America/ Commonwealth games
History	- The Roman Empire and its impact on Britain		- A non European society that provides contrasts with British history		- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	
	Focus: Building on from Pompeii and volcanoes Y2/3	Focus: Local study (impact of Romans)	Focus: Mayans - non European Society	Focus: Brunel	Focus: WW2 and overbury in the war	Focus: Monarchs and Emperors
Science	- Compare & group materials together, - observe that some materials change state when they are heated or cooled, identify the part played by evaporation and condensation in the water cycle	- Describe the movement of the Earth and other planets, relative to the Sun in the solar system, - Describe the movement of the Moon relative to the Earth, - Describe the Sun, Earth and Moon as approximately spherical bodies, Use the idea of the Earth's rotation to explain day & night	- Know that some materials will dissolve in liquid to form a solution, & describe how to recover a substance from a solution, - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, - Demonstrate that dissolving, mixing and changes of state are reversible changes	- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, - Identify the effects of air resistance, water resistance and friction, which act between moving surfaces, - Recognise that some mechanisms allow a smaller force to have a greater effect	- Construct and interpret a variety of food chains, identifying producers, predators and prey	- Identify the different types of teeth in humans and their simple functions
	Focus - States of matter	Focus: Earth & Space	Focus: Solutions	Focus: Forces	Focus: Food chains	Focus: Teeth and eating
MFL	Rigolo: Unit 7 - Encore					
	Rigolo: Unit 8 - Quelle heure est-il?					
	Rigolo: Unit 9 - La fetes					
Computing	- Understand computer networks including the internet; how they can provide multiple services such as the WWW; opportunities for collaboration, - Use search technologies effectively, appreciate how results are selected and ranked, - Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content	- Use search technologies effectively, appreciate how results are selected and ranked, - Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content	- Use search technologies effectively, appreciate how results are selected and ranked, - Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content	- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content.	- design, write & debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts, - use sequence, selection & repetition in programs, - use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms	- design, write & debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts, - use sequence, selection & repetition in programs, - use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms
	Computing systems and networks - Sharing information	Creating Media - Photo Editing	Creating Media - Vector drawing	Flat file databases	Programming B: Repetition in Games	Programming B - Selection in Quizzes
PSHE	Relationships	Relationships	Living in the wider world	Living in the wider world	Health & well being	Health and well-being
PE	- Play competitive games, modified where appropriate	- Use running, jumping, throwing and catching in isolation and in combination,	- Use running, jumping, throwing and catching in isolation and in combination, - develop flexibility, strength, technique, control and balance	- Use running, jumping, throwing and catching in isolation and in combination	- Perform dances using a range of movement patterns	- Use running, jumping, throwing and catching in isolation and in combination, - develop flexibility, strength, technique, control and balance
	Team games/ Swimming	REAL PE/ Swimming	REAL Gymnastics/ Swimming	REAL PE/ Swimming	Dance/ REAL PE	Athletics
Music	Jolly Music	Jolly Music	Jolly Music/ Cornets	Jolly Music/ Cornets	Jolly Music/ Cornets	Jolly Music/ Cornets

RE	What does it mean to be Muslim in Britain today?	How do festivals an worship show what matters to a Muslim?/ What is the Trinity?	What do Christians learn from the Creation story?	What do Christians learn from the Creation story?/ Why do Christians call the day Jesus die Good Friday?	What does it mean if God is holy and loving?	What kind of world did Jesus want?
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