



				Nursery				
			Eng	lish Overview				
	Autumn 1	Autumn 2	S	pring 1	Spring 2	2	Summer 1	Summer 2
Key Text	FAMILY BOOK	HE NERY CATERPILLAR UP De Cade		ANANSI SPIDER SPIDER Contribution	ROSIE WALL WALL Elowers Elowers		We're Going on a Bear Hunt Bicked Ress Fictor Oxenbury	ASPERS BEANSTAIL
	The Family Book by Todd Parr	The Very Hungry Caterpillar by Eric Carle		e Spider by cDermott	1: Rosie's Walk b Hutchins 2: LuLu Loves Flo Anna McQuinn		<ol> <li>We're Going on a Bear Hunt by Micahel Rosen</li> <li>Yucky Worms by Vivian French and Jessica Ahlberg</li> </ol>	1: Jack and the Beanstalk 2: Jasper's Beanstalk by Nick Butterworth
Writing focus	Gross motor skills	Lists	De	scription	Non - Fict	ion	Contemporary Fictio	n Traditional Tales and Twists
Phonics	Phase 1: Environmental sou	nds Phase 1: Environ sounds, Instrument body percuss	al sounds,	Phase 1: Rhyth	nm, voice sounds		1: Voice sounds, alliteration	Phase 1: Oral blending and segmenting
Shared Reading			Day and a	•	•	•	The barbeque; Book we lucks; My body; A new c	ek; Special clothes; Sing a dog; My history
Trips			Step	oney Farm				Bartlett Park
Link to Main EYFSP Area of Learning	Understanding the world: Family / General Life & Experiences	Understanding the world: Family / General Life & Experiences		derstanding nd emotions ation	Understanding th Animals	ne world:	Understanding the world - Trees and stic PSED - Empathy PD - Stick play	Understanding the world - different homes / foods / clothing PSED -
Spirituality PSED & HUMAN THEME	Feelings, Emotions, behaviour, consequences.	Feelings, imagination (Spiritual & Reflective)	-	Emotions, Self- gulation	Understanding Danger/Awe and of nature	wonder	Discovery and Loss / Play & Invention	Gratitude, discontent and Greedl
(And Christian Value)	(Celebrating Individuality / Taking Responsibility)		Spiritual &	Together / & Reflective)	(Taking Responsibility/Ca Respectful)	-	(Celebrating Individuality / Life Lor Learning)	
Phonics and Early Reading:	AS Phase One Phonics - Environmental Sounds	AS Phase One Phonics - Environmental Sounds		One Phonics - ental Sounds	AS Phase One Ph Environmental So		AS Phase One Phonics Environmental Sound	





Matters       Enjoy litening to longer stories and can remember much of what happens.         Use a wider range of vocabulary.       Use wider range of vocabulary.         Use how may rhymes, be able to talk about familiar books, and be able to tell a long story.       Explanation text         Language Competency: Through reading human characteristics       Datage with an adult or a friend, using words as well as actions.         Expressing emotional states       Datagee with an adult or a friend, using words as well as actions.         Expressing emotional states       Datagee with an adult or a friend, using words as well as actions.         Physical Development       Statement and questions including model verbs language of empathy Book talk       Present tense in story Active verbs Book Talk       Spider Actions Sereeping and dusting clining parsary and positional language.       Action Songs Rich adverbials Book Talk       Book Talk       Spider Actions Sereeping and dusting clining parsary presentions and reacting and hatching parsary and a states       Spider Actions Sereeping and dusting clining and reacting and that develop area scale from yard barnes scale spider web creation Present tense martely         Development       Action and finger Rhymes       School birthday       Heat birts and wrive parsary for adverter tense and reacting and that develop area dusting clining and reacting and that develop area dusting of dogs       Spider web creation Spider web crea			English, History, dec	graphy and WIFL Curricu								
and strategies         Image: Communication and language: Stories and can remember much of what happens.         Image: Communication and language: Stories and can remember much of what happens.           Communication and language: 3-4 Years <ul> <li>Use a wider range of vocabulary.</li> <li>Use longer stories and can remember much of what happens.</li> <li>Use a wider range of vocabulary.</li> <li>Use a wider range of vocabulary.</li> <li>Use longer stories and can remember much of what happens.</li> <li>Use longer stories and can remember much of what happens.</li> <li>Use longer stories and can remember much of what happens.</li> <li>Use longer stories and can remember much of what happens.</li> <li>Use longer stories and can remember much of what happens.</li> <li>Use longer stories and can remember much of what happens.</li> <li>Use longer stories and tan text frames antary.</li> <li>Storement and questions in the vocabulary.</li> <li>Use longer stories and taches frames and happens.</li> <li>Present tense in story.</li> <li>Recenting and hatching part of vocabulary.</li> <li>Attions and frager making involved in fully maying washing and cancing, pounding and clunks of dags</li> <li>Preserit rense in story.</li> <li>Preserit rense in story a disk wan</li></ul>	-	Concepts of print	Concepts of print	Concepts of print	Concepts of print	Concepts of print	Concepts of print					
EVES/Development Matters Communication and language 3-4 Years         Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand vlmy' questions, like: "Why do you think the caterpillar got so fat?           3-4 Years         Understand vlmy' questions, like: "Why do you think the caterpillar got so fat?           3-4 Years         Sing a large reportione of songs. Expressing emotional language, language of empathy Book talk           Language Competency: Through reading, talk and writing         Explanations and questions states         Disologue Exclamations and questions states         First person voice in story         First person voice in present tense in story and questions         First person voice in story         Precise language using anguage of empathy Book Talk         Present tense narrative Precise language using anguage of empathy Book Talk         Present tense narrative Precise language using and verbials         Explanation text Explanation text Explanation text Explanations         Present tense narrative Precise language using and verbials         Present tense narrative Precise language using and verbials         Explanation text Explanation text Explanation text Explanation text Explanation text Explanations         Present tense narrative Precise language using and verbials         Spider Actions         Spider Actions           Book Talk         Does that Matching words to print drawing different kinds of dogs         Action songs and rescuing naughty bus         Animal Actions frage anorund a large scale for using and maintaining bus to bat strengthen hand and finger muscle constructing a dtryccape         S	knowledge, skills											
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Communication and language 3-4 Years <ul> <li>Use a wider range of vocabulary.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?</li> <li>Sing a large repertoric of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use longer sentences of four to six words</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Statement and questions</li> <li>Descripting human</li> <li>Characteristics</li> <li>Expressing emotional states</li> <li>Book talk</li> <li>Book talk</li> <li>Book talk</li> <li>Book talk</li> <li>Danging pounding and climbing</li> <li>Descripting and maintaining bikes and toy vehicles constructing a cityccape</li> <li>Descripting and maintaining bikes and toy vehicles constructing a cityccape</li> <li>Descripting and cityccape</li> <li>Descripting</li></ul>	EYFS/Development	<ul> <li>Enjoy listening to lo</li> </ul>	onger stories and can remem	ber much of what happens.								
and language 3-4 Years <ul> <li>             Understand 'why'' questions, like: "Why do you think the caterpillar got so fat?             <li>             Sing a large repertoire of songs.             <li>             Key common propertoires of songs.             <li>             Key common propertoires of songs.             </li> <li>             Use longer sentences of four to six words             </li> <li>             Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.         </li> </li></li></li></ul> <ul> <li>             Explanation text         </li> <li>             Explanation text         </li> <li>             Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.         </li> </ul> <ul> <li>             Explanation text         </li> <li>             Explanation all instructional         </li> <li>             due ston's         </li> <li>             Explanation all instructional         </li> <li>             due ston's         </li> <li>             Explanational inguage             </li> <li>             Explanational inguage             </li> <li>             due ston's             due ston's</li></ul>	Matters	<ul> <li>Enjoy listening to lo</li> </ul>	onger stories and can remem	ber much of what happens.								
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Cross Curricular LinksImage: Construct of the second s				Constructing a cityscape								
HistoryMy familyMy worldCan we explore it?Growing and changing questions (e.g. what, where, who)Who lives in the garden?Which foods are good for us?Key Skills HistoryRemembers and talks about significant events in their own experiencesRecognises and describes special times or events for friends or familyCan retell a simple past event in the correct orderUses a variety of questions (e.g. what, where, who)Can retell a simple past event in the correct orderUses a variety of questions (e.g. what, where, who)Water whoUses a variety of questions (e.g. what, where, who)Uses a variety of questions (e.g. what, where, who)Water whoUses a variety of questions (e.g. what, where, who)Uses a variety of questions (e.g. what, where, who)Use a	•		School birthday	Hatching butterflies	Easter Egg hunt and Easter	Special visitors fro	om PC/ Fire brigade					
Topic:My familyMy worldCan we explore it?Growing and changingWho lives in the garden?Which foods are good for us?Key Skills HistoryRemembers and talks about significant events in their own experiencesRecognises and describes special times or events for friends or familyCan retell a simple past event in the correct orderUses a variety of questions (e.g. what, where, who)Uses a variety of questions (e.g. what, where, who)Uses a variety of questions (e.g. what, where, who)Who lives in the garden?Which foods are good for us?Topic:My familyMy worldCan we explore it?Growing and changingWho lives in the garden?What food is good for	Cross Curricular Links				Bonnet Parade							
Image: constraint of the image				History Overview								
Image: constraint of the image	Topic:	My family	My world	-	Growing and changing	Who lives in the garden?	Which foods are good					
about significant events in their own experiencesspecial times or events for friends or familyevent in the correct orderquestions (e.g. what, where, who)event in the correct orderquestions (e.g. what, orderevent in the correct orderquestio						-	for us?					
their own experiencesfor friends or familyorderwhere, who)orderwhere, who)Geography OverviewTopic:My familyMy worldCan we explore it?Growing and changingWho lives in the garden?What food is good for	Key Skills History	Remembers and talks	Recognises and describes	Can retell a simple past	Uses a variety of	Can retell a simple past	Uses a variety of					
Geography Overview       Topic:     My family     My world     Can we explore it?     Growing and changing     Who lives in the garden?     What food is good for		about significant events in	special times or events	event in the correct	questions (e.g. what,	event in the correct	questions (e.g. what,					
Topic:My familyMy worldCan we explore it?Growing and changingWho lives in the garden?What food is good for		their own experiences	for friends or family	order	where, who)	order	where, who)					
Topic:My familyMy worldCan we explore it?Growing and changingWho lives in the garden?What food is good for												
	<b>T</b>	NA-6 11	NA 11		Crewing on L.L.							
	Горіс:	My family	Ny world	Can we explore it?	Growing and changing	who lives in the garden?	What food is good for us?					





					1				
Key Skills	Imitate everyday actions	Developing an	Play with small-world	Comments and asks	Minibeast hunts in forest	Learns that they have			
Geography	and events from own	understanding of events	models such as a farm,	questions about aspects	area. Talking about what	similarities and			
	family and cultural	from own family and	garage or train track,	of their familiar world	the mini beasts look like/	differences that connect			
	backgrounds	cultural backgrounds	buses	and natural world	how they move/ where	them to, and distinguish			
					they live.	them from others			
			Notice detailed features						
			and objects in their						
			environment						
	Nursery Conceptual Application:								
Skills	Focus on gross motor skills	Home corner	Can we explore it?	Growing and changing	Who lives in the garden	What food is good for			
				- Description	<ul> <li>instructions</li> </ul>	us?			
Knowledge		All about me bags:	Taking part in bus	Describe a farm	Instructions on how to	Recount of their morning			
		talking to small groups	driver/ train station /		look after the world	and what they ate for			
		about your chosen	airport role play			breakfast			
		special items/ reflecting	Where did you go? How						
		on personal history	did you get there? Act						
			out holiday journeys						
			using big brick planes/						
			boats.						
			Nursery Now Press Play	<i>/</i> :					
	We are all different	Christmas	Minibeasts	On the farm	People who Help Us	Jack and the			
						Beanstalk			





	English, History, Geography and MFL Curriculum Overview 2024-2025 Reception										
English Overview											
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Key Text	A CARACTER STATE	Gingerbread Man Part and Andread	HANDA'S SURPRISE ELERN BROWNE		SUPERIADO Eteres	Piers Entran					
	<ol> <li>1: A Great Big Cuddle by Michael Rosen and Chris Riddell</li> <li>2: Goldilocks and the three bears by Mara Alperin</li> </ol>	The Gingerbread Man by Mairi Mackinnon	Handa's Surprise by Eileen Browne	Beware of the Crocodile by Martin Jenkins and Satoshi Kitamura	1: Supertato by Paul Linnet and Sue Hendra 2: Stanley's Stick by John Hegley	<ol> <li>Shark in the Park by Nick Sharratt</li> <li>Please Mr Magic Fish by Jessica Souhami</li> </ol>					
Writing Unit	1: Poetry 2: Character Description	Instructions	Factfile	Non-fiction	1: Recount 2: Contemporary Fiction	1: Non-chronological Report 2: Traditional Tales and Twists					
Phonics	*Rhythm and Rhyme: Respond with rhythm sticks; keep a steady pulse, work with the beat of the syllables. Sing a range of rhymes and songs about children and related to childhood experiences. *Voice Sounds: Investigate words ( real and invented) that contain the phonemes taught *Instrumental Sounds: Use instruments to accompany the reading aloud. Explore which instruments best suit the sounds in the words or the rhythm, meaning or mood of the poem.	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.					
Shared reading		vashy day, Waves, I like the r Valking through the jungle,W				rocodile tea,This is					
Trip		ery Centre		Hamlets Park		m of Childhood					
Link to Main EYFSP Area of Learning	Understanding the world: Family / General Life & Experiences	Understanding the world: Family / General Life & Experiences	PSED:Understanding feelings and emotions and regulation	Understanding the world: Animals	Understanding the world - Trees and sticks PSED - Empathy PD - Stick play	Understanding the world - different homes / foods / clothing					





			eography and IVIEL Curricu		·	- Organ
						PSED - Inner happiness, positivity and personal responsibility, being thankful
Spirituality	Feelings, Emotions,	Feelings, imagination	Feelings, Emotions, Self-	Understanding	Discovery and Loss / Play	Gratitude, discontent
PSED & HUMAN	behaviour,	(Spiritual & Reflective)	Regulation	Danger/Awe and wonder	& Invention	and Greedl
THEME	consequences.	, , , , , , , , , , , , , , , , , , , ,	(Working Together /	of nature	(Celebrating Individuality	(Spiritual & Reflective /
(And Christian	(Celebrating Individuality		Spiritual &	(Taking	/ Life Long Learning)	Caring & Respectful)
Value)	/ Taking Responsibility)		Reflective)	Responsibility/Caring & Respectful)		
EYFS/Development	<ul> <li>Understand how to be a constrained of the second sec</li></ul>	to listen carefully and why li	stening is important.		out stories to build familiarit	y and understanding.
Matters	<ul> <li>Learn new vocabu</li> </ul>		0		e they have developed a dee	
Communication	some as exact rep	petition and some in their ow	vn words.			
and language	<ul> <li>Use new vocabula</li> </ul>	ary throughout the day.		* Use new vocabulary	in different contexts.	
4-5 Years	<ul> <li>Ask questions to f</li> </ul>	ind out more and to check t	hey understand what has be	en said to them.	* Engage in non-fiction	books.
	<ul> <li>Articulate their id</li> </ul>	eas and thoughts in well-for	med sentences.	* Listen to and talk ab	out selected non-fiction to d	evelop a deep familiarity
		dge and vocabulary.				
	<ul> <li>Connect one idea</li> </ul>	or action to another using a	a range of connectives.	-	ymes and songs, paying atte	ntion to how they sound.
	<ul> <li>Describe events ir</li> </ul>	n some detail.		* Learn rhymes, poem	0	
	Engage in storytimes.			-	ork out problems and organis	e thinking and activities,
			nd to explain how things wor			1
Language	Rhyme	Onomatopoeia	To think and talk	Factual Language	Present Tense Narrative	Strong narrative
Competency:	Onset and Rime.	Descriptive Language,	confidently about	alongside narrative form	Alliteration	structure
Through reading,	Poetic language.	Suspense, Layers of	responses to a book,	language of comparison.	Follow instructions	memorable tunes
talk and writing	Playing with language	Meaning	using prediction,	Develop their own	involving several	Patterned language
	Compose your own	Prediction, How and	asking questions,	narratives and	ideas or actions;	repeated refrains
	rhymes and poems.	Why Questions	making connections	explanations by	Answer 'how' and 'why'	instructions involving
		instructions involving	with their own	connecting ideas or	questions about	several ideas or
		several	experience.	events.	their experiences and in	actions
		ideas or actions.	To think about the story	Use talk to connect	response to	'how' and 'why'
		Use past, present and	meanings conveyed in	ideas, explain	stories or events;	questions
		future forms.	the illustrations.	what is happening and	Use past, present and	Use past, present and
		Develop own narratives	To use language to	anticipate	future forms	future forms
		and	imagine and recreate	what might happen next,	Talking about events	Develop their own
		explanations by	roles and experiences.	recall and	that have	narratives and
		connecting ideas or	Answer 'how' and 'why'	relive past experiences	happened or are to	explanations by
		events.	questions about their	Question why things	happen in the	connecting ideas or
			experiences and in	happen and gives explanations. Ask	future; Develop their own	events. To write for meaning and
			response to	e.g. who,	narratives and	purpose in a variety of
			stories or events	what, when, how.	Hallauves allu	
				what, when, now.		





		English, History, Ge	eography and MFL Curricu	ium Overview 2024-2025		Doplar
Physical Development	Dancing, moving in response to poetry Pounding, beating, hitting instruments. Action and finger Rhymes.	Use large and small equipment to explore journeys and travelling. Explore prepositions like, over, under, across, above, below, around and work out ways of travelling on equipment or around a space. Use bikes to go on a journey.	Provide small- and large- scale equipment to support children in moving in different ways using their bodies. Do they like to climb, run, jump, ride etc just like Ruby does. Develop fine motor skills by encouraging children to make their own worries using pastels and snipping with scissors, sticking eyes and eyebrows. Holding a paint brush to draw their emotions.	Write simple sentences which can be read by themselves and others. Building Life Size Crocodiles using small and large scale equipment. Movement sessions focussed on the behaviours of the crocodiles could bring verbs such as twirling, thrashing, hunting, cruising, scraping, lurking to life; deepening children's understanding of the meanings of these words.	explanations by connecting ideas or events. Build a den, make a tent, shelter Stringing sticks together to make giant picture frames or frames for an outside display or to weave through with ribbons Decorate sticks with ribbons, string, chalk and paint Drawing / Mark making with sticks Observational drawings using charcoal.	narrative and non- narrative forms To develop experience of storytelling and to retell stories orally To use language to imagine and recreate roles and experiences Use small and large scale equipment to support children in moving in different ways using their bodies, such as: creating an increasingly wild sea with scarves and swathes of fabric; leaping, bending and balancing like the fish; swishing a net across the midline to catch fish; dancing and twirling and turning around with arms outstretched. Develop fine motor skills by encouraging children
Memorable		School birthday		Easter Egg hunt and		by encouraging children to create their own story puppets. Children can paint on details, create collage shapes with scissors, stick on eyes and eyebrows to create specific expressions for certain parts of the story. Teddy bears picnic in the
Experiences	Derformances	Dele Dev	Dele Dev	Easter Bonnet Parade	Small World imaginative	secret garden
Other Experiences & Cross Curricular Links	Performances	Role-Play Creating Monsters and homes	Role- Play Creating worries using pastels	Measuring Encourage children to create their own	Small World imaginative play Measuring with sticks	To interpret stories through creative activity





		Linglish, History, Ge	eography and WIFL Curricu			0 /
		Taking Monsters on	Painting emotions.	habitats, above ground	Counting with sticks,	including play, art,
		Journeys	Thinking about the use	and underwater, using	count to 10 using	drama and drawing
		Make own monsters.	of colours, and which	empty	stomping sticks	Explore the settings in
		Create a monster den /	colour reflects our	boxes and a range of	Count backwards using	the story through globe
		cave.	emotions.	materials.	sticks	and map work,
		Send a toy monster	Explore and discuss	Explore the use of inks or	Make 2d shapes on the	particularly where in the
		home to spend the	concepts relating to	watercolours to create	floor with sticks, e.g.	world they might find
		weekend with a child	time.	specific effects when	triangle, square, etc.	bodies of water in which
		from the class.	Explore and discuss	painting river scenes on	Trip in local Area to	a magic fish could live.
			children's daily routines	a large or small scale.	collect sticks	Explore colour, line and
			and mathematical	Looking at homes and	Den building workshop	texture related to
			vocabulary related to	habitats of where		emotions.
			this such as first, next,	different animals live.		Explore language related
			then, morning,			to size and capacity
			afternoon, evening,			when comparing the
			night, minute, hour, day,			couple's increasing
			week, month, year.			demands
			There are also			To explore and discuss
			opportunities to explore			concepts relating to time
			language related to size			passing.
			and capacity with words			
			and phrases such as not			
			very big, small, grow,			
			bigger, enormous, barely			
			fit, filled up, shrink,			
			barely there			
			Thinking about our local			
			area and the wider world			
			around us, and exploring			
			different settings for e.g			
			park, beach, garden,			
			forest etc			
			Explore local transport;			
			Ruby gets a bus to			
			school, how do we get to			
			school?			
			History Overview			
Topic:	Do you want to be	Did monsters exist?	All about me			
	friends?					





Key Skills History	Uses language to imagine and recreate roles and experiences in play situations	Uses a variety of questions (e.g. what, where, who)	Talk about past and present events in their own lives and in the lives of their family	Questions why things happens and gives explanations	Answer 'how' and 'why' questions about their experiences Use past, present and future forms Talking about events that have happened or are to happen in the future;	Talk about past & present events in their own lives and of their family - revisited Uses language & roles to imagine, recreate experiences in play situations - revisited
			Geography Overview			
Topic:	Do you want to be friends?	Did monsters exist?	All about me			
Key Skills	To recognise similarities	Comments and asks	Shows interest in	Comments and asks	Looking at trees/ plants	
Geography	between families, communities and traditions Knows some of the things that make them unique and talks about similarities and differences with friends and family	questions about aspects of their familiar world and natural world	different occupations and ways of life	questions about aspects of their familiar world such as where they live or the natural world	in garden, and weather conditions	
			<b>Reception Conceptual Applic</b>	ation		
Skills	Character Descriptions- Descriptive writing	Did monsters exist- Letter	All about me – fact file	Crocodile - information	What is a Narwhal- Explanation	
Knowledge	Describe a character	Letter to a historical dragon	Fact file on the local area	Non-Chronological report about a crocodile	Explanation text about a narwhal	
			Reception Now Press Pla	y:		
	Goldilocks and the three bears	The Gingerbread man	On Safari	Spring	Summer	Jack and the Beanstalk





			Year 1			
			English Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	Shings I. can do to help my world	WHERE THE WILD THINGS ARE	Kitie- LONDON UNE WATER	PGE HARD	The Man on the Moon!	DAVID LUCAS THE BLUEBIRD
	1: 10 Thin	Where the wild things	Katie in London by	Thank you, Omu! by	Man on the Moon by	The Robot and Bluebird
	Help My Wond by Melanie Walsh 2: Little Red Riding Hood by Mara Alperin	are by Maurice Sendak	James Mayhew	Oge Mora	Simon Bartram	by David Lucas
Shared Reading	How to make a mask, Thr Archimedes bath, The spr		er who came to tea, castle a	adventure ,Each peach pea	r plum ,Duck in danger, Mrs	s Honey's hat, Mr
Reading	Shared reading twice a w	eek, daily guided reading w	ith phonetically benchmarl	ked, colour-coded groups.	Bug Club for home learning.	
Themes and subjects	Hope, kindness, difference, standing out > PSHE link	Identity, friendship and difference > PSHE link	Understanding the world, friendship, taking responsibility > Geography link	Courageous advocacy environment, sustainability > History link (David Attenborough)	Perseverance, determination, goals, dreams, purpose, motivation, achievements > History link	Friendship, self- sacrifice, caring, love for others
Writing outcomes	Fiction: Finding tale (retell) Non-fiction: Informative poster -	Fiction: Character descriptions Non-fiction: Recount – trip to Soane centre	Fiction: Diary entry Non-fiction: Travel brochure - London	Fiction: Innovate story – change the dishes and professionals	Fiction: Finding tale (own story) Non-fiction: Instructions - How to	Fiction: Innovate the opening of a story Non-fiction: Advert
	How to keep the school clean Poetry: Cats sleep anywhere	Poetry: Nativity	Poetry: Twinkle twinkle	Non-fiction: Recipe book – children's favourite ethnic food Poetry: There was an	make a moon buggy Poetry: 'Down Behind the Dustbin' by Michael Rosen	Poetry: Bed in Summer by RL Stevenson
	anywhere			Poetry: There was an old man from Peru	Michael Rosen	





			raphy and MFL Curriculu	m Overview 2024-2025	1	Soplar
Grammatical skills	Simple sentences	Past tense	Past tense		Different sentence function	ons
	Past tense	Using 'and' to join ideas	Using 'and' to join ideas		Past tense	
	Sequencing language	Sequencing language	Suffix – ed		Range of conjunctions	
	Time connectives	Prepositions	Full stops capital letters		Sequencing language	
	Full stops	Description	Simple sentences		Prepositions	
	Capital letters	Full stops capital letters	Present tense		Expanded noun phrase	
			Prepositions		Description ly (adverb)	
			Full stops capital letters		Punctuation apostrophe	contraction
					Commas in a list	
					Full stops capital letters	
Phonics	Children are taught	Review set 2 sounds,	Children build the	Children build speed of	Children to build speed	Children to read words
	their set 2 sounds: ay,	particularly: ar, or, air,	speed of reading words	reading words	of reading words	containing set 1, 2 and
	ee, igh, ow, oo, oo, ar,	ir, ou, oy Children build	containing these	containing set 1, 2 and	containing set 1, 2 and	3 sounds speedily. Rea
	or, air, ir, ou, oy	speed of reading words	sounds set 1,2 and the	3 sounds. Begin to read	3 sounds. Read	multisyllabic words
	Children are taught to	containing these set 2	following set 3 sounds	multisyllabic words,	multisyllabic words	with increased accura
	read words containing	sounds: ay, ee, igh, ow,	(ea, oi, a-e, i-e,o-e, u-e,	including words with	with increased	and pace.
	set 2 sounds. Children	oo, oo Children are	ee). Children are taught	suffix endings.	accuracy.	- Read Blue storybook
	build speed of reading	taught set 3 sounds: ea,	the rest of the set 3	- Read Yellow	- Read Yellow	- Read all of set 3
	words containing set 1	oi, a-e, i-e,o-e, u-e, e-e	sounds. Children are	storybooks Read	storybooks Read all of	sounds speedily Rea
	sounds, particularly	- Read Pink storybooks.	taught the rest of the	some set 3 sounds	set 3 sounds Read	70 words per minute.
	word time 1.6-1.7	- Read all set 2 sounds	set 3 sounds.	speedily: (ea, oi, a-e, i-	60/70 words per	70 Words per minute.
	Read Purple	speedily Read	- Read Orange	e,oe, u-e, e-e) Read	minute.	
	storybooks Read the	nonsense words	storybooks Read	above sounds in	minute.	
	first six set 2 sounds	containing set 2	some set 3 sounds	nonsense words.		
	speedily (ay, ee, igh,	sounds.	Read set 2 sounds	nonsense words.		
		sourius.	within nonsense words.			
Caellings	ow, oo, oo)	Concent Adding cand	Concept: Adding the	Concent: Adding or	Concept: Common	Concept: Adding the
Spellings	Concept: Common	<b>Concept:</b> Adding -s and		Concept: Adding -er	-	<b>Concept:</b> Adding the
	exception words	-es to words (plural of	ending -ing, -ed and -er	and -est to adjectives	exception words	prefix -un
	Etymology: tri	nouns and the third	to verbs where no	where no change is	Etymology: multi (Block	Etymology: chron
	(Block 1)	person singular of	change is needed to the	needed to the root	5)	(Block 6)
		verbs)	root word	word		
		Etymology: pre	Etymology: anti (Block	Etymology: cent (Block		
		(Block 2)	3)	4)		
			History overview		Γ	
History unit	story unit Changes within living memory		The lives of significant pe	eople (Mary Anning and	More lives of significant	
			David Attenborough)		Mae Jamison, Bernard H	
Key Historical Skills	Past and Present		Sequence events.		Explore events, recall son	ne tacts about
			Use a timeline to place important events.		people/events.	
	Talk about the lives of the		Sort events into groups (then and now).			
	and their roles in society.					
			Use timelines to order ev	ents/objects.		





			raphy and MFL Curriculu	III OVEI VIEW 2024-2023		Toplar
	Know some similarities a things in the past and no		Talk about the lives of the	people around them		
	experiences and what ha		and their roles in society.			
	Understand the past thro					
		in books read in class and				
	storytelling					
Coorrenter unit	Continente concerc com	atuing and equital siting of	Geography overview			la .
Geography unit	UK and seas	ntries and capital cities of	Hot and cold locations		Local area map work skil	
Key Geographical Skills		e the four countries of the	Observe and record weat	•	Use aerial photos to iden	tify physical and human
	UK		the weather at different t	imes of the year	features of locality	
	Name the capital cities in	n the UK	Recognise a natural envir		Keep a weekly weather c	hart based on first-hand
	Name, identify and locat	o the LIK's surrounding	vocabulary to identify it ( mountain)	e.g. beach, coast, forest,	observations	
	seas on a map	e the OK's surrounding	mountain)		Locate features of the sch	nool grounds on a base
			Express opinions about the seasons and relate the		map	
	Identify key features wit	hin the local area	changes to changes in clothing and activities.			
					Be able to verbalise and write about similarities	
		ea, name key landmarks in	Know and locate the UK's	surrounding seas on a	and differences between the two features of two	
	the local area		тар		localities (shown by pictures) - revisited	
	Name and identify capita	al cities in the UK -	Use basic geographical vo	ocabulary to refer to key	Describe places and features using geographical	
	revisited		human features including		vocabulary	
	Locate the four					
	countries and capital citi	es in the UK				
	Locate the world's seven	continents on a map				
			MFL			
	Greetings and	Playground games	Minibeasts	Dinosaurs	Plant pot story	Mr Biscuit
	numbers	Explore key	Nouns for minibeasts,	New and familiar	Growing a plant story,	Body parts, actions,
	Feelings, name, greetings.	vocabulary through games that can be	numbers, colours, story about friendship,	language in a dinosaur theme.	commands, sequencing. Rhyme	numbers, colours, healthy biscuit recipe.
	Numbers 1-10.	played in the	the butterfly cycle.	Nouns for dinosaurs,	about sunshine,	
		playground. Numbers,		my name is, colours,	joining in, creating	
		sea creatures, days of		numbers, dinosaur	own rhyme.	
		the week.		habitats, story.		
	Number 1 1	Auto II 1	Year 1 Now Press Play	<b>C</b>		NI-11-A
	Number bonds	Anti-bullying	Online Safety	Seasons	Plants	Neil Armstrong





		Full Stops Capital letters	Oceans	Everyday materials	Seaside						
		Year 1 trip opportunities									
		Soanes Centre		Greenwich Park & Royal Observatory		Regents Par	k Synagogue				
Memorable Experiences											
			School birthday		Mini beast hunt forest school	Growing plants f	or the school fair				

			Year 2							
	English Overview									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Key Text	Mary's Great Fire of	Coming to England by	Grandad's Island by	Billy and the Beast by	1: The Secret Sky Garden	Here Comes Frankie by				
	London by Sue Graves	Floella Benjamin	Benji Davies	Nadia Shireen	by Linda Sarah 2: Jelly	Tom Hopwood				
					Boots Smelly Boots by					
					Michael Rosen					
	Mary and the Great Tire of London	Peella Breyamin Diane Euron Corning to England	GRANDAD'S ISLAND	BILLY & BEAST	THE SECRET SKY GARDEN Low June June June	HERE				
Themes and subjects	Bravery, generosity,	Family, belonging,	Inspiring, friendship,	Superheroes, heroes,	1: Pers swelly tionships,	Far				
	kindness, helping, being	heritage, celebrating	working together	friends, friendship,	local e nt	begtimbopgood				
	scared, taking	individuality, friendship	> Geography link	overcoming	courage, friendship and					
	responsibility, working	> Geography link		challenges, strong	perseverance					
	together			female role models,	> Science link					
	> History link			positive body image > PSHF link	2. Especific holonoine					
					2: Family, belonging,					
					heritage > PSHE link					
Writing outcomes	Fiction: Tale of fear	Fiction: Journey tale	Fiction: Portal tale	Fiction: Defeating the	Fiction: Finding Tale	Fiction: Overcoming a				
trining outcomes				monster tale		challenge tale				
	Non-fiction: Non-	Non-fiction: Diary entry	Non-fiction: Newspaper		Non-fiction: Book review					
	chronological report -		report - Boy Discovers a	Non-fiction: Wanted		Non-fiction: Persuasive				
	The Great Fire of	Poetry: 'Where Do We	Secret Island!	Poster - the Beast	Poetry: 'The Garden Year'	Letter				
	London	Come From?' by			by Sara Coleridge					
		Michael Rosen	Poetry: 'If I had wings'			Poetry: 'Noise Day' by				
			by Pie Corbett			Shel Silverstein				





		English, History, Geogr	apily and wire curriculu		<u> </u>	
	Poetry: 'Fire' by Shirley Hughes			Poetry: 'The Tale of Custard the Dragon' by Ogden Nash		
Grammatical skills	Past tense Progressive past tense Using 'and' to join ideas Using subordinating conjunctions Prepositions Expanded noun phrase Full stops capital letters	Different sentence functions Past tense Range of conjunctions Expanded noun phrases Description (incly) Commas in list Apostrophes for contractions Full stops capital letters Exclamation mark	Past and present tense Progressive past tense Using 'and' to join ideas Using subordinating conjunctions Prepositions Expanded noun phrase Apostrophe's singular possession Full stops capital letters			Different sentence functions Past tense Range of conjunctions Expanded noun phrases Description (incly) Commas in list Apostrophes for contractions Full stops capital letters Exclamation mark
Phonics	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including multisyllabic words that i speedily and accurately. expected will complete th end of Spring 1	nclude set 1,2,3 sounds Children on track for	Children who did not meet continue to practise their p group intervention work. Children are encouraged to types (fiction, non-fiction, p opportunities for children t of reading. Learn how and y reading. Children to read m words with suffix endings. O related vocabulary. Childre exception words.	honics through small read a range of text poetry, rhymes). Daily o build pace and fluency when to use expression in pultisyllabic words and Children to read topic
Spellings	Concept: Common exception words, Y1 revisited and Y2 introduced Etymology: bi (Block 1) Concept: The /dʒ/ sound -ge and -dge at the end of words Etymology: oct (Block 2) Concept: The /dʒ/ sound spelt g elsewhere in words before e, i, y and j before, a, u and o	Concept: The /s/ sound spelt c before e, i and y Etymology: hex (Block 4) Concept: The /3/ sound spelt s Etymology: quad (Block 5) Concept: Homophones and near homophones Etymology: wise (Block 6)	Concept: Common exception words Etymology: quart (Block 7) Concept: The /l/ or /Əl/ sound spelt -le at the end of words, the /l/ or /Əl/ sound spelt -el at the end of words Etymology: ward (Block 8)	Concept: The /l/ or /Əl/ sound spelt -al at the end of words Words ending -il Etymology: meter/metre (Block 9) Concept: The /aɪ/ sound spelt -y at the end of words Etymology: fold (Block 10)	Concept: Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and - est to a root word ending in -y with a consonant before it Etymology: vore (Block 11) Concept: ending in -e with a consonant before it Adding the endings -ing, - ed, -er, -est and -y to words of one syllable ending in a single	Concept: The suffixes - ment, -ness, -ful, -less and -ly Etymology: loc (Block 14) Concept: Contractions Etymology: dent (Block 15) Concept: Words ending in -tion Etymology:equi (Block 16)





	Etymology: pent (Block 3)		consonant letter after a single vowel letter <b>Etymology:</b> semi/hemi (Block 12)
			Concept: The / 3:/ sound spelt or after w The / o:/ sound spelt ar after w The /p/ sound spelt a after w and qu Etymology: trans (Block 13)
Shared reading	Mary's Great Fire of London by Sue Graves	A Bear CalledMeet the Maliks byPaddington by MichaelZainab MianBond	Fantastic Mr Fox by RoaldThe Enchanted WoodsDahlby Enid Blyton
Reading	Shared reading twice a week, daily guided reading v Accelerated Reader Star Reading assessments. Read		oups. Bug Club for home learning and some students using exts.
History unit	Study Events Beyond Living Memory – Great Fire of London	Significant historical events, people and place in our locality (Poplar)	Revisit events beyond living memory
Key Historical Skills	<ul> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Recall specific dates in history.</li> <li>Place dates, events and artefacts on a timeline.</li> <li>Ask questions such as - what was it like for people? What happened? How long ago?</li> <li>Use primary sources (such as Samuel Pepys' diary, artefacts, pictures, stories) and online resources to find out about the past</li> <li>Identify differences and similarities between the ways of life today and the people of 1666.</li> <li>Describe the sequence of events and the impact of significant historical events.</li> <li>Recognise reasons why people from the past acted the way they did.</li> <li>Describe how events in history have shaped our lives</li> </ul>	<ul> <li>Compare past and present features of the local area.</li> <li>Use sources and artefacts to focus on the changes in technology within homes.</li> <li>Use words and phrases like before I was born when I was younger, before, after, past, present, then and now</li> <li>Use the words past and present accurately</li> <li>Use a range of appropriate words and phrase to describe the past</li> <li>Explain how their local area was different in the past</li> <li>Give examples of things that are different in their life from that of their grandparents when they were young.</li> <li>Answer questions by using a specific sources such as an information book</li> <li>Enquire about Poplar's past by talking to an older person</li> </ul>	<ul> <li>Annotate images</li> <li>Identify and select the effects that were both physical (destruction of houses and significant buildings) as well as longer term outcomes (such as thatch being replaced by tiles, stone houses being built)</li> <li>Organise information/effects using an explanatory diagram (consolidation of Autumn unit)</li> </ul>





		English, History, Geog	raphy and MFL Curricul			Toplar
Geography unit			1: Comparison of a non-	•	Compare an alternative n	on-European locality
			small area of UK (Londo	n and Nairobi)	(Village in a rainforest)	
			2: Local area map work s	kills and introduction to		
	. I de utifica en el le sete the e		scale		. I de adifica e ad e conte in de e	
Key Geographical Skills	Identify and locate the     Make a simple man usi		<ul><li>1:</li><li>Identify and locate the</li></ul>	location of a non	• Identify and explain the of these two places	similarities and difference
	<ul> <li>Make a simple map using basic symbols in a key</li> <li>Know and explain larger and smaller scale maps,</li> </ul>		• Identity and locate the European countries		<ul> <li>Use geographical vocabi</li> </ul>	ulary to refer to physical
	including OS maps	and sinaller scale maps,		ribe living in the Amazon	features (beach, cliff, coas	
	Use simple fieldwork a	nd observational skills to	rainforest		mountain, ocean, river, se	
	study the geography of t		Identify and explain th	e importance of	vegetation, season, weath	
		nan and physical features	rainforests	'	coastal)	, ,
	of its surrounding enviro				Use geographical vocabu	ulary to refer to human
			2:		features (city, town, village, landmark, factory, farm house, office, port, harbour, shop, slum)	
			Compare representation	ons of the same place on		
			different types of maps		<ul> <li>Use aerial photographs a</li> </ul>	
			<ul> <li>Identify and explain ho</li> </ul>	** *	recognise landmarks as w	ell as basic human and
			more beneficial in a situ		physical features	
				sical features on a map		
			Use symbols to represent the second sec	• •		
			<ul> <li>Use the compass point directions</li> </ul>	is to give and follow		
			MFL			
	At the Farm	Autumn Walk and	Birthday Party	Me and my puppy	Over the rainbow	Pirate Personalities
	Nouns for farm	Harvest	New vocabulary	New and familiar	Colours, rainbow song,	Vocabulary associated
	animals, rhyme,	Colours, numbers,	themed around a	vocabulary in the	weather phrases,	with pirates, pirate
	numbers, 'more than	Autumn Walk story,	story about a	context of a puppy.	weather song.	themed story and
	one' (plural nouns),	fruits and vegetables,	birthday. Nouns for	Ask and answer		board game, numbers
	farm song	'Giant Pumpkin' story.	woodland animals, birthday story,	name, favourite things, numbers,		body parts, pirate song
			numbers and age,	commands, what a		
			birthday gifts,	puppy likes		
			birthday month,	doing/where a		
			instructions.	puppy likes to go.		
			Year 2 Now Press Play	1	<b>-</b> 1 -	
	Oceans and seas	Great Fire of London	Seasons	Habitats	Plants	Animals
	The MA	anumant	Year 2 trip opportunities		V C	ardons
		onument	i ate N	Iodern	Kew G	iardens
			Memorable Experiences	; 		
	RNLI visits into school	School birthday	Watch a drumming		Gardening session	s with the gardener
			band			





	Year 3 English Overview								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Key Text	Stone Age Boy by Satoshi Kitamura	Stone Girl Bone Girl by Laurence Anholt	*Operation Gadgetman by Malorie Blackman	1: Journey by Aaron Becker 2: *Charlotte's Web by E B White	*Charlie and the Chocolate Factory by Roald Dahl	*The Light Thieves by Helena Duggan			
	STORE AGE BOY Satoshi Ritamuda	Store Girke Barner Anderson Barner Anderson Ba		JOURNEY WERE LANDER	ROALD DAHL CHARLIE HE CHOCOLATE FACTORY				
Themes and subjects	Time travel, destiny, archaeology, working together, reflective > History link	Resilience, obstacles, dreams, aspirations > History link	Determination, creativity, experimentation, adventure > Science link	Wonder, adventure, nature, longing > Geography link	Making good decisions, celebrating Individuality, care, respect, judgements, stereotypes > PSHE link	Environment, control, media influence, privacy, technology, trust, courage, resistance			
Writing outcomes	Fiction: Journey tale Non-fiction: Fact file - How the Stone Age people lived Poetry: 'The Cave' by Ted Hughes	Fiction: Finding tale Non-fiction: Biography of Mary Anning Poetry: 'Fossils' by Colin West	Fiction: Adventure narrative (suspense) Non-fiction: Explanation Text - How Gadgets Work! Poetry: 'The Sound Collector' by Roger McGough	Fiction: Journey tale narrative Non-fiction: Non- chronological report on the Romans Poetry: 'The Road Not Taken' by Robert Frost	Fiction: Wishing tale Non-fiction: Instructional writing (how chocolate is made) Poetry: 'Chocolate Cake' by Michael Rosen	Fiction: Warning tale (suspense) Non-fiction: Formal letter writing Poetry: 'The Magic Box' by Kit Wright			
Grammatical skills	Range of sentences Past tense Range of conjunctions <b>Paragraphs</b> Commas in a list Apostrophe for possession	Range of sentences Past tense Range of conjunctions Paragraphs Commas in a list Suffix ly ed Expanded noun phrase	Range of sentences Past tense Range of conjunctions <b>Paragraphs</b> Commas in a list Expanded noun phrase Adverbs	Different sentence functions Past tense Range of conjunctions Sequencing language Prepositions Expanded noun phrase	Different sentence functions Past tense Range of conjunctions Sequencing language Expanded noun phrases	Different sentence functions Past tense Range of conjunctions Sequencing language Expanded noun phrases			





			apily and wire curriculu			
Shared reading	Expanded noun phrase Progressive verb form Inverted commas Mr Stink by David	Adverbials Progressive verb form Planet Omar,	Progressive verb form Operation Gadgetman	Grouping information (intro to paragraphing) a/an Commas in a list Full stops capital letters Charlotte's Web by E B	Grouping information (intro to paragraphing) Inverted commas Punctuation apostrophe singular possession Full stops capital letters Exclamation mark Charlie and the	Grouping information (intro to paragraphing) Inverted commas Punctuation apostrophe singular possession Full stops capital letters Exclamation mark The Light Thieves by
Shared reading	Walliams	Accidental Trouble Magnet by Zanib Mian	by Malorie Blackman	White	Chocolate Factory by Roald Dahl	Helena Duggan
Reading	Additional phonics and re Accelerated Reader Star I	twice a week, daily guided r eading using decodable boo Reading assessments. Ig as readers following key t	ks for children who did not		ng expectations. Bug Club f	or home learning.
Spellings	Concept: Common exception words KS1 revisited Etymology: deck (Block 1) Concept: Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Y2 revisited Etymology: tele (Block 2) Concept: Adding endings -ing, -ed, -er, - est and -y to words ending in -e with a consonant before it and to words of one syllable ending in a single vowel letter Y2 revisited Etymology: mill(e) (Block 3)	Concept: Homophones and near-homophones Y2 revisited Etymology: de (Block 4) Concept: The suffixes - ment, -ness, -ful, -less and -ly Y2 revisited Etymology: uni (Block 5) Concept: Contractions Y2 revisited Etymology: kilo (Block 6)	Concept: Rare GPCs Y2 revisited Etymology: mill(e) (Block 7) Concept: Words ending in -tion Y2 revisited Etymology: fract (Block 8)	Concept: Y3/4 statutory word list Etymology: peri (Block 9) Concept: Adding suffixes beginning with vowel letters to words of more than one syllable Etymology: graph (Block 10)	Concept: The /l/ sound spelt y elsewhere than at the end of words Etymology: scrib (Block 11) Concept: Homophones Etymology: aqua (Block 12) Concept: Prefixes -un- (revisited), dis-, mis-, in-, il-, im-, ir- Etymology: mech (Block 13)	Concept: The suffix - ation Etymology: para (Block 14) Concept: The suffix -ly Etymology: dict (Block 15) Concept: The /^/ sound spelt ou Etymology: phon(o) (Block 16)





		History overview	
History unit	Changes in Britain from the Stone Age to the Iron Age begin	Changes in Britain from the Stone Age to the Iron Age finish	The Roman Empire and its impact on Britain finish
		The Roman Empire and its impact on Britain begin	Revisit Changes in Britain from Stone Age to the Iron Age
Key Historical Skills	<ul> <li>Place the Stone Age to Iron Age on a timeline and compare with other periods of history taught in KS1</li> <li>Refer back to other significant events that they have learnt about, i.e. 'The Great Fire of London'</li> <li>Define key words (such as 'Mesolithic' and 'Neolithic')</li> <li>Understand the chronology and order of different periods (Stone Age - end of British prehistory)</li> <li>Identify, explain and compare the similarities and differences between the Stone/ Bronze/ Iron Ages</li> <li>Use evidence to describe past events and periods.</li> </ul>	<ul> <li>Describe events/ periods using words (BC, AD, century, ancient), dates</li> <li>Order dates along a timeline in chronological order</li> <li>Use mathematical knowledge to work out how long ago the events would have happened</li> <li>Recognise/quantify different time periods that exist between the Romans and other groups that invaded Britain</li> <li>Recognise and explain the part that archaeologists have had in helping us understand more about what happened in Roman Britain.</li> <li>Use sources of evidence to answer questions</li> <li>Research a specific event from the past</li> <li>Through research, identify similarities and differences between Roman Britain and the modern world</li> <li>Identify key figures and events in Roman history.</li> </ul>	<ul> <li>Analyse sources to learn about the past</li> <li>Select, retrieve and present knowledge from previous learning</li> </ul>
		Geography overview	·
Geography unit	Map and fieldwork skills using human and physical geography	Counties and regions of the United Kingdom - UK Study	<ol> <li>Revisit UK Study - human and physical features</li> <li>OS Map skills and Fieldwork</li> </ol>
Key Geographical Skills	<ul> <li>Explain the similarities and differences between places across the world</li> <li>Describe and identify key physical geography features (topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li> <li>Describe key human geography features (region, county, capital city, city, settlement, recreation, harbour)</li> <li>Explain how places are shaped by human and physical features</li> <li>Explain how physical features shape a place and the reason that human features are there</li> </ul>	<ul> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</li> <li>Identify land-use patterns and know how some of these aspects have changed over time</li> <li>Explain what regions, counties and cities are like in the United Kingdom</li> </ul>	<ol> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</li> <li>Compare the physical landscape of Scotland and England, identifying similarities and differences between them</li> <li>Identify ports on a map, and explain why they are located in certain places</li> <li>Draw a simple map of the school, identifying</li> </ol>





	English, History, Geog	raphy and MFL Curriculu	m Overview 2024-2025		Doplar
<ul> <li>Use 8 points of a comp physical features in the I</li> <li>Identify and compare p U.K.</li> <li>Use digital mapping so images to compare terra</li> <li>Contrast localities, suc Cumbria.</li> </ul>	physical features of the ftware and satellite in.			human and physical feat 2. • Make choices when usi and digital/ computer ma for Schools to locate cou features studied • Skilfully use the eight p and six-figure grid refere (including the use of Ord build their knowledge of the wider world • Locate the physical and map of the local area • Describe the location o (NSEW) and intercardina • Identify symbols and fe • Describe a location's la	ing maps, atlases, globes apping through Digimap ntries and describe oints of a compass, four nces, symbols and key nance Survey maps) to the United Kingdom and I human features on a of features using cardinal I (NE NW SE SW) points eatures of an OS map
		MFL	•		-
A new start - (Greetings, feelings, numbers, colours)	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle*
		Year 3 Now Press Play			
Rocks	Ancient Greece	Stone Age	Plants	Healthy relationships Story Starters	
		Year 3 trip opportunities			
Hornima	n Museum		on Zoo		Britain ole - Neasden
		Memorable Opportunities			
Volcano eruption with parents	School birthday Mini Olympics	Bread making	Singing At St Paul's Cathedral	Chocolate ma	aking workshop



			Year 4			
		-	English Overview	E.	-	1
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	*Beowulf by Michael Morpurgo	The Girl who Stole an Elephant by Nizrana Farook	The Miraculous Journey of Edward Tulane by Kate DiCamillo	*The Lion, the Witch, and the Wardrobe by C. S. Lewis	Varjak Paw by S F Said	Secrets of A Sun King by Emma Carroll
	MICHAEL MORPURGO BCOWULF®	Hereite TURRANA FARORES		THE LION, THE LION, THE LION, WITCH WARDROBE CSILWS	This cal must learn to fight Varjak Paw SF Said Use State MENSE OF THE MAATES PHEE COLD AWARE	
Themes and subjects	Reputation, good versus evil, generosity, revenge, courage, loyalty > History link	Friendship, loyalty, risk, reward, heroism	Perseverance, luck relationships, empathy > History link	Christian allegory, war, the wisdom of children, courage, good vs. evil, betrayal, forgiveness > RE link	Identity, belonging, independence, growth, wisdom, courage, self- belief > PSHE link	Friendship, loyalty, courage, resilience, history, mystery, adventure > History link
Writing outcomes	Fiction: Conquering the monster story	Fiction: Finding tale	Fiction: Warning tale	Fiction: Portal tale	Fiction: Journey tale	Fiction: Quest tale
	,	Non-fiction: Non-	Non-fiction: Persuasive	Non-fiction: Non-	Non-fiction: Non-	Non-fiction: Newspaper
	Non-fiction: Newspaper	chronological report - Sri	letter - Vikings	chronological report -	chronological report -	report - Finding
	report	Lanka	persuading family to join them in England	Who Deserved the Throne of England?	the River Nile	Tutankhamun's tomb
	Poetry: 'The Kraken' by	Poetry: 'Escape at			Poetry: 'If' by Rudyard	Poetry: 'The Song of the
	Alfred, Lord Tennyson	Bedtime' by Robert Louis Stevenson	Poetry: 'Hope is the Thing with Feathers' by Emily Dickinson	Poetry: 'The Door' by Miroslav Holub	Kipling	Wandering Aengus' by W.B. Yeats
Grammatical skills	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials	Range of sentences – verb openers Past tense Range of conjunctions <b>Fronted adverbials</b>	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials
	Inverted commas Paragraphs Description	Paragraphs Expanded noun phrase Adverbs	Inverted commas and rest of speech punctuation	Inverted commas and rest of speech punctuation	Inverted commas and rest of speech punctuation	Inverted commas and rest of speech punctuation
	•				•	
	Range of punctuation	Progressive verb form	Paragraphs	Paragraphs	Paragraphs	Paragraphs





			ography and WIFL Curricu		<u> </u>	
Shared reading	Beowulf by Michael	Use of heading and sub- heading Paragraphing to organise ideas Determiners Sentence of 3 for description Range of conjunctions Vary sentence starter Kick by Mitch Johnson	Noun phrases expanded with adjectives and prepositions Range of punctuation The Miraculous Journey	Noun phrases expanded with adjectives and prepositions Range of punctuation The Lion, the Witch, and	Noun phrases expanded with adjectives and prepositions Range of punctuation Varjak Paw by S F Said	Noun phrases expanded with adjectives and prepositions Range of punctuation The Firework Maker's
	Morpurgo		of Edward Tulane by Kate DiCamillo	the Wardrobe by C. S. Lewis		Daughter by Philip Pullman
Reading	Additional phonics and rea Accelerated Reader Star R		s for children who did not m xts.	neet the end of KS1 reading	expectations. Bug Club for h	_
Spelling	Concept: Homophones, revisited Etymology: div (Block 1) Concept: The suffix -ly revisited Etymology: mono (Block 2) Concept: Statutory word list Etymology: poly (Block 3)	Concept: Prefixes dis-, mis-, in-, il-, im-, ir-, revisited re-, sub-, inter-, super-, anti-, auto- Etymology: pro (Block 4) Concept: Adding suffixes revisited Etymology: sign (Block 5) Concept: Statutory word list Etymology: nym (Block 6)	Concept: Words with endings sounding like /ʒə/ or /tʃə/ Etymology: circ(um) (Block 7) Concept: Words with endings like /ʒən/ Etymology: arch (Block 8)	Concept: Homophones Etymology: struct (Block 9) Concept: Words with endings sounding like /ʃən/ spelt -tion, -sion, - ssion, -cian Etymology: port (Block 10)	Concept: The suffix -ous Etymology: vert (Block 11) Concept: Statutory word list Etymology: lat (Block 12) Concept: Words with the /k/ sound spelt ch Words with the/ ʃ/ sound spelt ch Etymology: aero (Block 13)	Concept: Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que Etymology: hydr (Block 14) Concept: Words with the /s/ sound spelt sc Etymology: aud (Block 15) Concept: Words with the /eɪ/ sound spelt ei, eigh or ey Etymology: ex (Block 16)
			History overview	•	•	•
History unit	Britain's settlement by Ar	glo-Saxons and Scots	Viking and Anglo-Saxon s of England to the time of		Achievements of an ancie	ent civilisation Egypt
Key Historical Skills	<ul> <li>Place the Anglo Saxons and Vikings on a timeline and compare with other periods of history taught</li> <li>Refer back to and build upon the knowledge learnt in Y3/4 about the Anglo Saxons with relation to the changes in culture they brought about post Roman Britain</li> <li>Refer back to the concepts of invasion, war, battle, conflict, settlers, opposition during the</li> </ul>		<ul> <li>Place the Anglo Saxons a and compare with other p</li> <li>Refer back to and build a learnt in Y3/4 about the A to the changes in culture t Roman Britain</li> <li>Refer back to the concept</li> </ul>	eriods of history taught upon the knowledge nglo Saxons with relation hey brought about post	<ul> <li>Use a timeline within the to set out the order things</li> <li>Place periods of history chronologically showing p</li> <li>Use mathematical know long ago the events would</li> <li>Communicate knowledg</li> </ul>	s may have happened on a timeline eriods of time ledge to work out how I have happened





		Ography and WFL Curriculum Overview 2024-202	<b>—</b>
	Roman Britain topic (Y3) and compare with the	Britain topic and compare with the Viking Invasion	view
	Viking Invasion	<ul> <li>Use dates and historical language in their work</li> </ul>	
	<ul> <li>Use dates and historical language in their work</li> </ul>	<ul> <li>Explain the impact of invasions and conflicts on</li> </ul>	
	<ul> <li>Draw a timeline with different time periods</li> </ul>	societies.	
	outlined which show different information such as	<ul> <li>Describe and summarise historical events from</li> </ul>	
	periods of history	the Anglo Saxon/Viking period.	
	<ul> <li>Identify reasons for historical events and changes</li> </ul>	<ul> <li>Compare this period of history with Roman</li> </ul>	
	<ul> <li>Describe and summarise historical events from</li> </ul>	Britain.	
	the Anglo Saxon/Viking period.	• Explain things that have changed and things that	
	<ul> <li>Compare this period of history with Roman</li> </ul>	have remained the same	
	Britain.	• Describe the struggle for power between different	
	<ul> <li>Explain things that have changed and things that</li> </ul>	groups.	
	have remained the same	• Describe the key events in the life of Alfred the	
	<ul> <li>Describe the key events in the life of Alfred the</li> </ul>	Great using a range of evidence from different	
	Great using a range of evidence from different	sources	
	sources.		
		Geography overview	
Geography unit	1: Rivers	Latitude and longitude finish	1: Map skills – environmental regions
	2: Latitude and longitude begin	Water cycle	2: Revisit Rivers if time
Key Care IIII	1:	<ul> <li>Describe key physical geography features</li> </ul>	1:
Key Geographical	1.		1.
Key Geographical Skills	<ul> <li>Identify and explain the position and significance</li> </ul>	(topography, climate zones, vegetation belts,	Make choices when using maps, atlases, globes
	<ul> <li>Identify and explain the position and significance of latitude, longitude, Equator, Northern</li> </ul>	(topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)	• Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for
	<ul> <li>Identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of</li> </ul>	<ul><li>(topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li><li>Describe key human geography features of</li></ul>	Make choices when using maps, atlases, globes
	<ul> <li>Identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</li> </ul>	<ul> <li>(topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li> <li>Describe key human geography features of (region, county, capital city, city, settlement,</li> </ul>	• Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied
	<ul> <li>Identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> </ul>	<ul> <li>(topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li> <li>Describe key human geography features of (region, county, capital city, city, settlement, recreation, harbour)</li> </ul>	<ul> <li>Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>Know about significant individuals, such as</li> </ul>
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	<ul> <li>Identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Know and explain about places that are built around rivers</li> <li>Know and explain how physical features shape a place and the reason that human features are there</li> </ul>	<ul> <li>(topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li> <li>Describe key human geography features of (region, county, capital city, city, settlement, recreation, harbour)</li> <li>Explain how places are shaped by human and physical features</li> <li>Identify and explain the process of evaporation - condensation - precipitation - percolation - runoff</li> </ul>	<ul> <li>Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>Know about significant individuals, such as Wladimir Köppen, who first identified major climate types</li> <li>Skilfully use the eight points of a compass, four and six-figure grid references, symbols and key</li> </ul>
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	<ul> <li>Identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Know and explain about places that are built around rivers</li> <li>Know and explain how physical features shape a place and the reason that human features are there</li> <li>2:</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul> <li>(topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li> <li>Describe key human geography features of (region, county, capital city, city, settlement, recreation, harbour)</li> <li>Explain how places are shaped by human and physical features</li> <li>Identify and explain the process of evaporation - condensation - precipitation - percolation - runoff</li> </ul>	<ul> <li>Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>Know about significant individuals, such as Wladimir Köppen, who first identified major climate types</li> <li>Skilfully use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</li> </ul>





	Eligiisii, History, Ge	Ography and WFL Curricu	Iulii Overview 2024-2023	2	0-90-2
<ul> <li>Use the eight points of a figure grid references, sym the use of Ordnance Surver knowledge of the United k world</li> <li>Use fieldwork to observer present the human and ph local area using a range of sketch maps, plans and gratechnologies.</li> </ul>	compass, four and six- nbols and key (including ey maps) to build their (ingdom and the wider e, measure, record and nysical features in the i methods, including			<ul> <li>Know and locate enviror physical and human chara major cities</li> <li>Know and explain the sir between places that are locenvironmental regions, su Polar</li> <li>Identify and explain the of latitude, longitude, Equ Hemisphere, Southern He Cancer and Capricorn, Arct the Prime/Greenwich Merr (including day and night)</li> <li>Know and explain about around rivers</li> <li>Know and explain how place and the reason that</li> </ul>	cteristics, countries and nilarities and differences boated in different ch as Mediterranean or position and significance ator, Northern misphere, the Tropics of tic and Antarctic Circle, idian and time zones places that are built physical features shape a
		MFL		1 •	
Welcome to school (Recap core language, rooms in a school, classroom objects)	My town, your town (Commands, shops, asking and giving directions)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*
		Year 4 Now Press Play	V	•	
Rivers	Anglo Saxons	Water Cycle	The Vikings		Ancient Egypt
		Year 4 trip opportuniti	es		
Tower o	f London		s Barrier emy of Arts	British N National Por	
	School Birthday	Bow Arts	Singing at St Paul's	Buddhist Centre Visiting	Cricket Festival
	School Bil thuay	Bow Arts Barbican singing	Cathedral		



Year 5								
	English Overview							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Text	*Percy Jackson and the Lightning Thief by Rick Riordan	No Ballet Shoes in Syria by Catherine Bruton	*The Many Worlds of Albie Bright by Christopher Edge	Rain Player by David Wisniewski	*The Last Wild by Piers Torday	Children of the Benin Kingdom by Dinah Orji		
	THE REPORT OF THE PARTY OF THE	No Ballet Shoes Syria Syria	CHRSTOWHER EDCE THE WORLDS of ALBIE BRIGHT		MARKET CONTRACTOR	CHILDREN OF THE BENIN KINGDOM		
Themes and subjects	Identity, heroism, friendship, belonging, quests	Difference, hope, bravery, resilience, compassion, empathy	Relationships, motivations, family dilemmas, grief, responsibility	Adventure, friendship, mythology, loyalty, adventure	Environmentalism, dystopia, climate change, hope, friendship	Identity, heritage, belonging, discovery, travel, faith, courage		
Writing outcomes	Fiction: Conquering the monster tale (myth)	Fiction: Flashback tale (emotive)	Fiction: Portal tale (sci- fi)	Fiction: Journey tale (action)	Fiction: Finding tale (dystopian)	Fiction: Quest tale (journey of discovery)		
	Non-fiction: Non- chronological report - mythical beast	Non-fiction: Persuasive letter - Show refugees kindness	Non-fiction: Newspaper report - 1969 moon landing	Non-fiction: Persuasive essay - What have the Maya done for us?	Non-fiction: Non- chronological report - endangered animal	Non-fiction: Travel Guide – Visit the Benin Kingdom!		
	Poetry: 'Jabberwocky' by Lewis Carroll (nonsense)	Poetry: 'Refugees' by Brian Bilston (palindromes)	Poetry: 'The Moon' by Robert Louis Stevenson	Poetry: 'The Hero Twins' myth (narrative)	Poetry: Kenning/ Haiku on the theme of nature and climate change	Poetry: 'The Bronze Legacy' by Effie Lee Newsome		
Grammatical skills	Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs Noun phrases expanded with adjectives and	Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs	Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs	Use a range of devices to build cohesion within and across paragraphs Select appropriate grammar and vocabulary, and understand how such choices can change and	Fronted adverbials Relative clause Modal verbs Apostrophes Expanded noun phrases Devices to build cohesion Use a range of devices to build cohesion		





	Noun phrases expanded	Relative clause	Noun phrases expanded	Noun phrases expanded	<u></u>	within and across
	with adjectives and	Range of punctuation	with adjectives and	with adjectives and		
	prepositions	Range of punctuation	prepositions	prepositions		paragraphs Select appropriate
	Range of punctuation		Modal verbs	Range of punctuation		grammar and
	Range of punctuation			Range of punctuation		•
			Parenthesis			vocabulary, and
			Range of punctuation			understand how such
						choices can change and
						enhance meaning
Shared reading	Percy Jackson and the	The Boy at the Back of	The Many Worlds of	Oh Maya Gods! by Maz	The Last Wild by Piers	Harry Potter and the
	Lightning Thief by Rick	the Class by Onjali Q	Albie Bright by	Evans	Torday	Philosopher's Stone by J
	Riordan	Rauf	Christopher Edge			K Rowling
Reading	_	wice a week, daily guided re	ading for first 20% with ber	nchmarked, colour-coded gr	oups.	
	Accelerated Reader Star R	-				
		g as readers following key te		1	1	Γ
Spelling	Concept:Y3/4 statutory	Concept: Homophones	Concept: Statutory word	Concept: Endings which	Concept: Homophones	Concept: Homophones
	word list revisited	revisited	list	sound like /ʃəs/ spelt -	Etymology: vis/vid	Etymology: form (Block
	Etymology: co/ con/	Etymology: var (Block 4)	Etymology: micro (Block	cious or -tious	(Block 11)	14)
	com (Block 1)	Concept: Words with	7)	Etymology: vac (Block 9)	Concept: Words ending	Concept: Words ending
	Concept: Prefixes	the endings sounding	Concept: Words with	Concept: Statutory word	in -ant, -ance,/-ancy, -	in -able and -ible
	revisited	like /ʃən/, spelt -tion, -	endings sounding like	list	ent, -ence/-ency	Words ending in -ably
	Etymology: min (Block	sion, -ssion, -cian	/ʃəl/ spelt -cial or -tial	Etymology: ambi/amphi	Etymology: sol(alone)	and -ibly
	2)	revisited	Etymology: ject (Block	(Block 10)	(Block 12)	Etymology: term (Block
	Concept: Suffixes	Etymology: mari(ne)	8)		Concept: Statutory word	15)
	revisited	(Block 5)			list	Concept: Homophones
	Etymology: sect (Block	Concept: Words with			Etymology: sol/lun	Etymology: solv/solu
	3)	the endings sounding			(Block 13)	(Block 16)
		like /ʒə/ or /tʃə/ or				
		/ʒən/ revisited				
		Etymology: tract (Block				
		6)				
		. ·	History overview		<u>.</u>	
History unit	Ancient Greece – a s	tudy of Greek life and	Compare a non-European society (The Maya) with		Compare non-European s	ociety (Kingdom of Benin)
	achievements a	nd their influence	the Anglo-Saxons		with the Anglo-Saxons	
Key Historical	Use dates and historical language in their work		Use dates and historical language in their work		Use a timeline to identify what was happening in	
Skills	• Know where to place th			e Ancient Maya civilisation	the world at this time (c. A	
	civilisation on a timeline o		on a timeline of different	-		culture of the Kingdom of
	history	,	Use mathematical skills		Benin.	- 0
	Describe historical events from Ancient Greece,		scales and differences		-	e Kingdom of Benin on its
	<ul> <li>Describe historical even</li> </ul>	LS ITOTTI ATICIETTI GLEELE.	Make comparisons between the Ancient Maya		Analyse the impact of the Kingdom of Benin on its region and beyond	
				een the Ancient Mava	region and beyond.	-
	<ul> <li>Describe historical even such as the Battle of Mara</li> <li>Understand that decisio</li> </ul>	athon.		veen the Ancient Maya	region and beyond. • Study the art, religion, a	





	Ancient Greeks invented this system;	similarities	Understand the impact of European contact and
	• Explain the ways in which Ancient Greek	Describe features of the Ancient Maya civilisation	trade on Benin.
	inventions have	• Appreciate how historical artefacts/ primary and	
	helped shape our modern world;	secondary sources have helped us to understand	
	• Summarise what Britain may have learnt from	more about the Ancient Maya civilization	
	the Ancient Greek civilization;	• Pose and answer historical questions about the	
	Recognise differences and similarities/changes	Ancient Maya.	
	and continuity/ influence between Ancient Greece	Research and provide some of their own ideas	
	and Ancient Rome.	about the significance of corn and chocolate in the	
	<ul> <li>Test out a hypothesis in order to answer a</li> </ul>	Maya civilisation.	
	question;	Analyse evidence to question whether the Maya	
	<ul> <li>Identify and explain how historical artefacts</li> </ul>	were an advanced civilization	
	(especially pottery) have helped us to understand		
	more about the Ancient Greek civilization		
		Geography overview	
Geography unit	World cities, biomes and environmental regions	4 and 6 figure grid references	1: OS maps and fieldwork
			2: Revisit World cities, biomes and environmental
			regions if time
Кеу	<ul> <li>Locate countries and cities of the world</li> </ul>	<ul> <li>Use maps, atlases, globes and digital/computer</li> </ul>	1:
Geographical	<ul> <li>Identify and explain world biomes by building on</li> </ul>	mapping through Digimap for Schools to locate	<ul> <li>Use maps, atlases, globes and digital/computer</li> </ul>
Skills	prior knowledge of environmental regions	countries and describe features studied	mapping through Digimap for Schools to locate
	<ul> <li>Locate the world's countries, using maps to</li> </ul>	<ul> <li>Use the eight points of a compass, four and six-</li> </ul>	countries and describe features studied
	explain how the key physical and human	figure grid references, symbols and key (including	<ul> <li>Use the eight points of a compass, four and six-</li> </ul>
	characteristics define countries and major cities	the use of Ordnance Survey maps and orienteering)	figure grid references, symbols and key (including
	• Explain that places are shaped by their location,	to build their knowledge of the local area as well as	the use of Ordnance Survey maps and orienteering)
	physical and human features	the United Kingdom and the wider world	to build their knowledge of the local area as well as
	• Explain why the features of places are defined by	<ul> <li>Use fieldwork to observe, measure, record and</li> </ul>	the United Kingdom and the wider world
	their human and physical features, such as trade or	present the human and physical features in the	<ul> <li>Use fieldwork to observe, measure, record and</li> </ul>
	tourism	local area using a range of methods, including	present the human and physical features in the
	<ul> <li>Describe key physical geography features and</li> </ul>	sketch maps, plans and graphs, and digital	local area using a range of methods, including
	processes of climate zones, vegetation belts,	technologies, such as Digimap for Schools.	sketch maps, plans and graphs, and digital
	earthquakes, mountains and volcanoes		technologies, such as Digimap for Schools.
	• Describe key human geography features o types		• Explain how OS maps are important in warfare
	of settlement and land use, economic activity		• Identify and explain when is best to use a 4 or a 6-
	including trade links, and the distribution of natural		figure grid reference
	resources including energy, food, minerals and		
	water		2:
	Analyse a population density map		<ul> <li>Locate countries and cities of the world</li> </ul>
	Compare and contrast biomes, identifying their		<ul> <li>Identify and explain world biomes by building on</li> </ul>
	similarities and differences, and how they change		prior knowledge of environmental regions
	across the world		•Locate the world's countries, using maps to explain





		<u>Lingiisii, riistory, de</u>			how the key physical and l define countries and majo • Explain that places are sl physical and human features their human and physical to tourism • Describe key physical ge processes of climate zone earthquakes, mountains a	r cities haped by their location, res of places are defined by features, such as trade or ography features and s, vegetation belts,
					<ul> <li>Describe key human geo of settlement and land use including trade links, and t resources including energy water</li> </ul>	e, economic activity the distribution of natural
			MFL			
-	Me and my friends at school (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*
			Year 5 Now Press Pla	у		
	French Animals Materials and Changing States	Ancient Greece	The Maya Mission to Mars	The Easter Story Forces	The Ten Plagues	Rainforests
			Year 5 trip opportunit	ies		
	Science Gurdwar	Anish Kapoor at Stratford Royal Observatory - planetarium		British Museum London Zoo		
Ī			Memorable Experience	ces		
	Bow Arts workshop	School birthday St Saviour's Choir Carol Singing	Poetry Slam TH book awards	Pizza-making workshop Wonder Maths		



			Year 6					
English Overview								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Text	Rose Blanche by Christophe Gallaz and Roberto Innocenti	*Pig Heart Boy by Malorie Blackman	Windrush Child by Benjamin Zephaniah	*Clockwork by Philip Pullman	*Wonder by R.J. Palacio	Moth: An Evolution Story by Isabel Thomas		
	RESERVE AN AVENUE	A FEBRUARY MAN	BENJAMIN ZEPHANJAH Internet WINDRUSH CHILD		The decision of the decision o	Tabel Throws Danel Egneus Moth An Evolution Story		
Themes and subjects	War, empathy, conflict, innocence, hatred, history	Genetic engineering, animal experimentation, communication, ill-health, empathy, kindness	Family, friendship, loss, resilience, history, colonialism, injustice, racism	Love, loss, forgiveness, hope, redemption, resilience, the impact of war	Kindness, difference, inclusion, family, courage, friendship, popularity	Evolution, adaptation, nature, environment, survival, camouflage, human impact on nature		
Writing outcomes	Fiction: Warning tale Non-fiction: Balanced discussion Poetry: 'Dulce et Decorum Est' by Wilfred Owen	Fiction: Overcoming the monster Non-fiction: Newspaper report Poetry: 'A Broken Heart' by John Donne	Fiction: Journey tale Non-fiction: Persuasive speech - local council Poetry: 'Mother to Son' by Langston Hughes	Fiction: Warning tale Non-fiction: Letter writing Poetry: 'The Listeners' by Walter de la Mare	Fiction: Overcoming the monster tale Non-fiction: Factual information leaflet Poetry: 'Still I Rise' by Maya Angelou	Fiction: Finding/journey tale Non-fiction: Explanation text - "How Animals Adapt to Their Environment" Poetry: 'Ozymandias' by Percy Bysshe Shelley		
Grammatical skills	Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms	Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal	Linking ideas across parag How words are related by antonyms Formal and informal strue	meaning as synonyms and	Cohesion – across and within paragraphs Writing in role Punctuation for effect Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue			





		English, History, Geog	raphy and MFL Curriculum	Overview 2024-2025		Doplar
	Formal and informal	structures			Noun phrases expanded v	vith adjectives and
	structures				prepositions	
					Range of punctuation	
					Paragraphs for organisation	on
					Passive voice	
					Indicating degrees of pos	sibility using adverbs
					Devices to build cohesion	
					Linking ideas across parag	raphs
					How words are related by	-
					and antonyms	<i>c</i> ,,,
					Formal and informal struc	tures
Shared Reading	The Mozart Question by	Pig Heart Boy by Malorie	Holes by Louis Sachar	Clockwork by Philip	Wonder by R.J. Palacio	The Final Year by Matt
Sharea heading	Michael Morpurgo	Blackman	Holes by Louis Sachar	Pullman	Wonder by his: Fuldelo	Goodfellow
Reading	· · · · · ·		ding for first 20% with bench		)C	Goodfellow
Reduing	-		ung for hist 20% with bench	inarked, colour-coded group	15.	
	Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts.					
Coolling		Concept: Words ending		Concept: Words with	Veer 7 Statutory analling	- list
Spelling	<b>Concept:</b> Homophones revisited		Concept: Homophones	'silent' letters	Year 7 Statutory spelling	glist
		in -ant, -ance/ -ancy, -	revisited			
	Etymology: bio (Block 1)	ent, -ence/ -ency	Etymology: hem/haem	Etymology: cav (Block		
	Concept: Prefixes and	revisited	(Block 9)	12)		
	suffixes revisited	Etymology: cred (Block	Concept: Adding suffixes	Concept: Statutory word		
	Etymology: scend (Block	5)	beginning with vowel	list revisited		
	2)	Concept: Words ending	letters to words ending in -	Etymology: dur (Block		
	Concept: Statutory word	in -able, -ible	fer	13)		
	list	Words ending in -ably,	Etymology: ann(us)(Block			
	Etymology: quin (Block 3)	-ibly	10)	SATS revision based on		
	Concept: Endings which	Etymology: grad (Block	Concept:Words containing	spelling assessments		
	sound like /ʃəs/ spelt -	6)	the letter-string ough			
	cious or -tious and /ʃəl/	Concept: Statutory	Etymology: iso (Block 11)			
	spelt -cial or -tial revisited	word list revisited				
	Etymology: hept/sept	Etymology: spec (Block				
	(Block 4)	7)				
		Concept: Words with				
		the /i:/ sound spelt ei				
		after c				
		Etymology: contra				
		(Block 8)				
			History Overview			
History unit	Local History Study: How d	id conflict change our local	The Windrush Generation		Monarchs through time	





Key Historical Skills       • Describe the impact of historical events on the local area         • Use a variety of sources to study historical events and their effects         • Study the role of local airbases and the contributions of the local population during WWII         • Identify and explain which sources are the most useful to help us learn about World War Two		<ul> <li>Describe the experiences and contributions of different groups to British society</li> <li>Use historical sources to understand the impact of migration and cultural change</li> <li>Geography Overview</li> </ul>	<ul> <li>Analyse the impact of key historical figures on society</li> <li>Compare the reigns and legacies of different monarchs</li> <li>Study significant British monarchs such as William I, Henry VIII, Elizabeth I, Charles II, and Queen Victoria</li> <li>Order the monarchs chronologically</li> <li>Identify patterns between length of reign and success for Britain</li> </ul>	
Geography unit	Physical processes Earthquakes, mountains and	1: Settlements and relationships	Maps and orienteering	
ecos.opny and	volcanoes	2: Comparison study of North America, Europe and UK		
Key Geographical Skills	<ul> <li>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes knowing and locating countries and cities of the world</li> <li>Explain that places are shaped by their location, physical and human features</li> <li>Explain why the features of places are defined by their human and physical features, such as trade or tourism</li> <li>Describe key physical geography features and processes:climate zones, vegetation belts, earthquakes, mountains and volcanoes</li> <li>Describe key human geography features: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>List the different layers of the Earth (and order them from coolest to hottest)</li> <li>Explain the chain of events that are triggered by the movement of the Earth's tectonic plates</li> <li>Identify types of volcano (fissure, shield, stratovolcano/composite, and caldera)</li> </ul>	<ul> <li>1:</li> <li>Know and explain that places are shaped by their location, physical and human features</li> <li>Know and explain why the features of places are defined by their human and physical features, such as trade or tourism</li> <li>Know and describe key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes</li> <li>Know and describe key human geography features of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>2:</li> <li>Locate the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities</li> <li>Explain and understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America</li> <li>Interpret graphs</li> <li>Explain the formation of the Lake District</li> </ul>	<ul> <li>Use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools</li> <li>Use geographical vocabulary to describe the school grounds</li> <li>Identify and explain how orienteering could help you understand more about how the space in a place is used</li> <li>Orientate a map</li> <li>Draw a simple map, including human and physical features</li> <li>Navigate an orienteering course</li> <li>Choose an attack point (a large, easily found feature near to the control point as a team</li> <li>Identify the advantages and disadvantages of navigating an orienteering course as part of a team</li> </ul>	





ar <u>C</u>		English, History, Geog	raphy and MFL Curriculur	<u>m Overview 2024-2025</u>	"Arimary St	Departure Provider OUTSTAND
			<ul> <li>Calculate population de given formula</li> <li>Consider advantages an a mountainous border be</li> <li>Rank information</li> <li>Use a map to identify th</li> <li>Identify physical/humar climatic features of a loca</li> </ul>	d disadvantages of having tween two countries he terrain of a location h features, locations, and		
			MFL			
	This is me! (Personal info recap, adjectives to describe personality and appearance, aspirations and professions) WW2	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf) Electricity	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions) Year 6 Now Press Play SATs	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition) Y Climate Crisis Natural disasters	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay) The Five Pillars	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle* Evolution
			Year 6 trip opportuniti	es		
	Residential or trip to Gorsfield Imperial War museum.		Sir John Soane Museum Docklands Museum for Windrush Memorable Experiences		Londo Natural Hist	on Eye ory Museum
	Heart Dissection Citizenship training	School birthday St Saviour's Choir Carol Singing	•	project	People of faith	Workshop - Life After Death - Islam