|  | Y1/Y2 | AUTUMN |  |  |  | SPRING |  |  |  | SUMMER |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Art | Funny Faces Collage |  |  |  | Still Life Draw/Colour/Sculpture |  |  |  | Exploring Printing Printing |  |  |  |
|  | Computing | Computing Systems and Networks Technology Around Us |  |  | Creating Media Digital Painting | Programming A <br> Moving A Robot |  | Data and Information Grouping Data |  | Creating Media Digital Writing |  | Programming B Programming Animations |  |
| Design Technology |  | Cut, Stitch \& Join Sewing |  |  |  | Wheeled Vehicles Woodwork, Axles |  |  |  | Shelter and Shade Structures |  |  |  |
|  | Reading | Stories on a Theme: Feelings | Poems on a Theme: Night Poems |  | Recounts: Animal Diaries | Modern Contemporary | Fiction: <br> Picture Books | Information Texts: Food Stories |  | Stories on a Theme: USA Picture Books | Poems on a Theme: Houses and Homes |  | Information Texts: Interviews |
|  | Writing | Writing to Entertain A story including feelings | Writing to Perform Acrostic poems and rhyming couplets |  | $\begin{array}{\|c} \begin{array}{c} \text { Writing to Inform } \\ \text { A diary for a character from } \\ \text { a story } \end{array} \\ \hline \end{array}$ | $\frac{\text { Writing to }}{\text { A story inspired b }}$ | Entertain <br> by a shared text | $\frac{\text { Writing to Inform }}{\text { Instructions }}$ |  | $\begin{array}{c}\text { Writing to Entertain } \\ \text { A story inspired by Where } \\ \text { the Wild Things Are }\end{array}$ | Writing to Describe Imagine and describe an ideal house |  | $\underset{\substack{\text { Writing to Inform } \\ \text { Class information books on } \\ \text { birds }}}{ }$ |
| 要 | Spelling, Punctuation and Grammar | Different sentences: statements, questions exclamations. Co-ordinating and subordinating conjunctions | Adjectives and adverbs for description Spelling plurals and collective nouns |  | Verbs and tense - simple past and present Days of the week - using capital letters correctly | Prefixes (un) and suffixes (er, est) Different sentences - questions, statements, commands and exclamations |  | Descriptive writing - expanded noun and prepositional phrases Commas in lists. Spelling plurals |  | Co-ordination and subordination The past and present tenses, including the progressive form | Descriptive writing Rhyming with suffixes: ing, er and ly |  | Punctuation in different types of sentences Adjectives and qualifying adverbs in descriptive writing |
| Geography |  | Comparison Study London/Lusaka Changes in Geographical Features |  |  |  | School Days Human and Geographical features |  |  |  | Homes Near and Far Local Field Work - Wolviston Over Time |  |  |  |
| History |  | Childhood Through the Ages <br> Personal and comparative history (now - 1950's) |  |  |  | Study of London <br> The Fire of London - Why Did it Happen? |  |  |  | Houses and Homes <br> Wolviston Village home comparison now and in Victorian times |  |  |  |
| $\stackrel{n}{5}$ | Fluency | Place Value <br> Read and write numbers; Identify and represent numbers |  | Addition and Subtraction One- and two-digit numbers |  | Multiplication and Division Count in and recall multiples of 2,5 and 10 | Money Know the value of different notes and coins; Use different coins to make the same amount | Shape Recognise and name 2D and 3D shapes; Identify sides, vertices, edges, faces and lines of symmetry | $\begin{gathered} \text { Fractions } \\ \text { Identify } 1 / 1,1 / 3,1 / 2, \\ 2 / 4,7 / \text { of a number } \\ \text { or shape } \end{gathered}$ | Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables | Measures Describe lengths, heights and mass/weights |  | Position and Direction <br> Describe position, <br> direction and movement; <br> Describe movement in a <br> straight line and <br> distinguish between <br> rotation as a turn |
| $\stackrel{\text { T}}{ }$ | Reasoning | Recognise the importance of each digit; order and compare numbers |  | Prove understanding; Use inverse operations |  | $\begin{array}{\|c\|} \hline \begin{array}{c} \text { Use facts for } 2,5 \$ \\ 10 \text {-times tables; use } \\ \text { x, and }= \end{array} \\ \hline \end{array}$ | $\begin{array}{\|c} \hline \text { Compare coins; } \\ \text { Select coins under } \\ \text { criteria } \end{array}$ | Compare and sort 2D and 3D shapes | Recognise equivalent fractions | Sort categories by quantity | Compare lengths, heights and mass/weights |  | Use positional vocabulary; Describe turns in terms of right angles |
|  | Problem Solving | Identify missing numbers; Count in steps of 2,3 and 5 |  | Begin to solve problems; Missing number problems |  | Solve problems using times table facts | Solve addition and subtraction problems using notes and coins | Sort shapes based <br> on their properties; <br> Identify shape from <br> its properties | Find fractions of an amount | Ask and answer simple questions based on charts | Solve practical problems involving lengths, heights and mass/weights |  | Answer questions using directional vocabulary |
|  | Music | Hey you! |  | Rhythm in the way we walk and banana rap |  | In the groove |  | Round and round |  | Your imagination |  | Reflect, Rewind and Replay |  |
|  | PE | Fundamentals of Movement |  | Skills |  | Gymnastics |  | Racket Skills |  | Striking and Fielding |  | Athletics |  |
|  | PSHE/RSE | $\xlongequal[\text { Relationships }]{\text { TEAM }}$ |  | Think Positive Health and Wellbeing |  | Diverse Britain Living in the Wider World |  | Be Yourself Relationships |  | It's My Body Health and Wellbeing |  | Aiming High Living in the Wider World |  |
|  | igious Education | BelongingHow is someone welcomed toChristinaity? |  | Festivals/Beliefs \& Practices Why do Christians give gifts at Christmas? |  | Belonging What does it mean to belong? Sikhism |  | Beliefs \& Practices <br> What are the key events associated with <br> the Easter story? the Easter story? |  | Belonging <br> What does it mean to belong? Islam |  | Founders and LeadersWho is Mohammed and why is he important? |  |
|  | Science | Weather |  | Materials Everyday Materials |  | Animals Including Humans My Body and the 5 Senses |  | Animals Including Humans Identifying Animals |  | Plants Identifying Plants |  | $\begin{gathered} \text { Plants } \\ \text { How Plants Grow } \end{gathered}$ |  |

Curriculum Overview - Cycle A

MAKY SCT

Y5/Y6

|  | Y5/Y6 | AUTUMN |  |  |  |  | SPRING |  |  |  | SUMMER |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Art | Line, Light Shadow Drawing |  |  |  |  | Mixed Media Sculpture/Collage |  |  |  | Bees, Beetles Butterflies Drawing, Colour Collage |  |  |  |  |  |
|  | Computing | Computing Systems and Networks Systems and Searching |  | Creating Media Video Production |  |  | $\begin{array}{r} \text { Program } \\ \text { Selection in Phys } \end{array}$ | mming A ysical Computing | Computing Systems and Networks Systems and Searching |  | Creating Media Video Production |  |  | Programming A Selection in Physical Computing |  |  |
| Design Technology |  | Make Do \& Mend Sewing |  |  |  |  | Architecture <br> Structures \& support mechanisms |  |  |  | Eat the Seasons Food |  |  |  |  |  |
|  | Reading | Adventure Stories: The Girl Who Stole an Elephant | Poems on a Theme: Hope |  | Recounts: <br> Races in Frozen Places |  | Fantasy: <br> Howl's Moving Castle |  | Information Text: Re-Wilding Research |  | Adventure Stories: The Explorer |  | Classic Poems: <br> Selected by Michael Rosen |  | Instructions and Explanations: Fake News |  |
|  | Writing | Writing to Entertain Writing and performing playscripts | Writing to Perform <br> Write an article for <br> The Book of Hope |  | Writing to Inform Newspaper recount The Great Serum Race |  | Writing to Entertain <br> Writing a film review and a story |  | $\frac{\text { Writing to Inform }}{\text { Writing reports }}$ |  | Writing to Entertain Plan and write an exciting chapter of The Explorer |  | Writing to Perform Writing a memory poem. Debate classic poetry. |  | Writing to Inform Create and present a guide on Fake News |  |
|  | Spelling, Punctuation and Grammar | Writing integrated dialogue. Noun phrases Inverted commas | Relative clauses Commas, colons, and semi-colons |  | Adverbs of possibility and modal verbs. Bullets, colons, and semi-colons |  | Relative clauses Devices to build cohesion between and within paragraphs |  | Cohesive devices Active and passive voice |  | Relative clauses. Describing settings Informal/ formal language - realistic dialogue |  | Adverbs of possibility and modal verbs Register and vocabulary capturing through language |  | Modal verbs and adverbs headlines, speculation, and codes of conduct Bullets, colons, and semicolons for lists |  |
| Geography |  | Arctic Journeys <br> Human Geography Towns and Cities in UK |  |  |  |  | Teesside at War Map Work |  |  |  | Sow, Grow and Farm Comparison: Farming in UK and USA |  |  |  |  |  |
| History |  | Teesside at WarSignificant Event: World War Two Impact on Teesside |  |  |  |  | The Tudors Changes Henry VIII brought about |  |  |  | Field and Farm Significant Event: Dig for Victory |  |  |  |  |  |
|  | Number | Place Value <br> Read and write <br> numbers to <br> $10,000,000 ;$ Round <br> any number to a <br> required degree of <br> accuracy; Read <br> Roman numerals to <br> 1,000 | Addition and Subtraction Add and subtract whole numbers with more than four digits using formal written methods | Multiplication andDivisionMultiply and dividewhole and decimalnumbers by 10,100and 1,$000 ;$ Use longmultiplication andlong division methods |  | Fractions Identify, name and write equivalent fractions; Recognise mixed number and improper fractions; Add and subtract; Common factors to simplify fractions | Fractions <br> Multiply fractions; Know percentage and decimal equivalents of fractions | Algebra Generate and describe linear sequences; Use simple formula | Ratio <br> Identify that a ratio is made up of parts | Statistics Complete, read and interpret information in tables and timetables | Properties of Shapes Recognise shapes with same areas can have different perimeters Calculate volume of shapes; Illustrate and name parts of circles | Position and <br> Direction <br> Identify, describe and <br> represent the <br> position of a shape <br> following reflection <br> or translation; <br> Describe positions full <br> coordinate grid |  | Measures Convert between different units of metric measures; |  | Statistics Interpret and construct pie charts and line graphs; Calculate the mean |
| $\stackrel{\text { n }}{\substack{\text { ™ }}}$ | Reasoning | Order, compare and determine the value of each digit of numbers to at least 10,000,000 | Solve calculations with missing numbers; Choose most appropriate operations and methods to use, explaining why | Identify different ways to solve multiplication problems; Identify missing digits in calculations |  | Compare and order fractions whose denominators are all multiples of the same number; Record answers in their simplest form | Understand that per cent relates to 'number of parts of $10{ }^{\prime}$ | Enumerate possibilities of combinations of two numbers | Explain whether ratios have been applied correctly | Choose the appropriate intervals when drawing axis to present information in graphs | Compare and classify geometric shapes based on their properties | Describe the movement of a shape on a grid; Identify and correct mistakes, explaining misconceptions |  | Estimate volume and capacity |  | Choose the most appropriate way to present data |
|  | Problem Solving | Identify missing digits using information presented; Solve problems involving estimating using rounding to support | ntify required rmation and rm appropriate ulation to solve blems; Solve -step problems | Solve p requirin steps; appropri to solve | blems multiple se the method roblems | Convert mixed <br> number \& improper <br> fractions; USe <br> equivalences <br> between simple <br> fractions, decimals <br> and percentages | Solve problems converting between fractions, decimals and percentages | Find pairs of numbers which satisfy an equation with two unknowns. | Solve problems involving relative sizes of 2 quantities where missing values can be found by using $x$ and $\div$ facts | Solve comparison, sum and difference problems using information presented in a line graph | Describe and complete nets of 3D shapes | Plot and translate/reflect shapes on grids; Draw translate shapes on the coordinate plane \& reflect in the axes |  | Solve problems requiring a conversion of measurements and give the answer in the required measure |  | Use pie charts to solve problems |
|  | MFL: French | Please to Meet YouS'il vous plaît pour vous rencontrer |  | That's Tasty C'est savoureux |  |  | School Life Vie scolaire |  | Let's Go Shopping Allons faire du shopping |  | All in a DayTout en une journée |  |  | Our Precious Planet Notre précieuse planète |  |  |
|  | Music | Livin' On A Prayer |  | Classroom Jazz 1 |  |  | Make You Feel My Love |  | The Fresh Prince of Bel- Air |  | Dancing in The Street |  |  | Reflect, Rewind and Replay |  |  |
|  | PE | Invasion games: Tag rugby |  | Invasion games: Basketball |  |  | Gymnastics |  | Tennis |  | Rounders and cricket |  |  | Athletics |  |  |
|  | PSHE/RSE | TEAM <br> Relationships |  | Think Positive Health and Wellbeing |  |  | Diverse Britain Living in the Wider World |  | Be Yourself Relationships |  | It's My BodyHealth and Wellbeing |  |  | Aiming High Living in the Wider World |  |  |
|  | Religious Education | Places of Worship: What is the Gurdwara and why is it important? Visit to Gurdwara |  | Festivals/Beliefs and Practices: Is Christmas Too Commercial? |  |  | Beliefs and Practices: What are religious rules for? |  | Festivals/Beliefs and Practices Who is responsible for Jesus' Death? |  | Belonging: Does everyone have a faith? What is Humanism? |  |  | Beliefs and Practices: What is a puzzling question? |  |  |
|  | Science | Earth and Space |  | Materials <br> Properties and Changes |  |  | Living Things and their Habitats Life Cycles |  | Animals, including Humans Changes and Reproduction |  | Forces Forces in Action |  |  | Scientists and Inventors |  |  |

