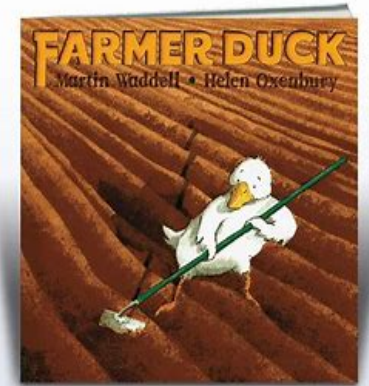
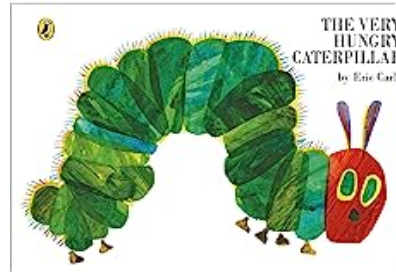
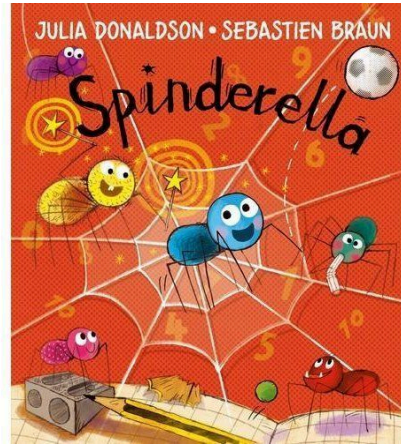
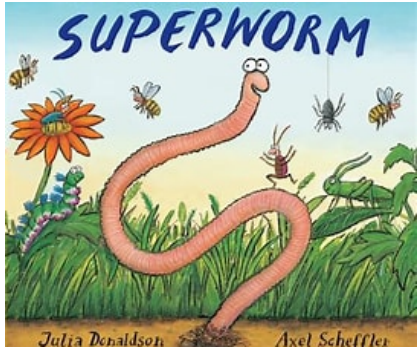




# Whole school Curriculum Overview - Summer Term

## Nursery





## Whole school Curriculum Overview - Summer Term

<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>
<p>Enjoy listening to longer stories. Begins to talk about what happens.</p> <p>Start a conversation with an adult or friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p> <p>Understand a question with two parts, "Can you get your coat and wait by the door please".</p> <p>Sing a large repertoire of songs.</p> <p>Use longer sentences.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Play in a group with friends, and make up ideas of things to do and games to play.</p> <p>Continue to develop an understanding of how your own emotions and of how others might be feeling.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Be increasingly independent in meeting your own needs-,e.g.washing hands.</p>	<p>Be increasingly independent in meeting their own needs, e.g. brushing teeth,using the toilet, washing and drying their hands thoroughly.</p> <p>Uses larger muscle movements to wave flags and streamers, paint and make marks.</p> <p>Able to eat independently and use a knife and fork.</p> <p>Continue to practise using a comfortable grip with good control when using pens and pencils.</p> <p>Develop fine motor skills.</p> <p>Know how to put on and zip up own coat.</p>



## Whole school Curriculum Overview - Summer Term

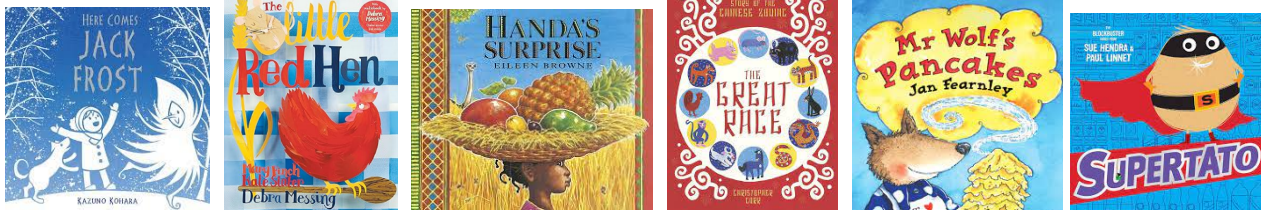
<p><b>Literacy</b> <b>Understand page sequencing.</b></p> <p><b>Engage in extending conversations about stories learning new vocabulary.</b></p> <p>Count or clap syllables in words.</p> <p>Hear and say the first sound in a word when you say the word.</p> <p>Write the initial sound in their name.</p> <p><b>Expressive Arts and Design</b> Make imaginative and complex `small worlds` with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or noises.</p> <p>Explore colour and colour mixing.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Select appropriate materials to share their thoughts and ideas.</p>	<p><b>Mathematics</b> Able to subitise , look at a group of objects and know how many there are.Number bonds to three.</p> <p>Separate a group of three or four objects in different ways.</p> <p>Knows that the last number counted tells me how many there are in total.</p> <p>Experiement with their own symbols and marks as well as numerals.</p>	<p><b>Understanding the World</b> Understand the key features of a life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about what they see using a wide vocabulary.</p>
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## Whole school Curriculum Overview - Summer Term

### Reception

#### Spring 1: Winter Wonderland/Food Glorious Food. Key Texts:



#### Spring 2: Once Upon a Time. Key Texts:



#### Communication and Language:

- Learn new vocabulary through stories, poems, objects, pictures and activities.
- Use language to imagine and recreate roles.
- Talk about plots and main problems in stories.
- Answer 'how' and 'why' questions
- Articulate ideas in well-formed sentences
- Maintain attention and concentrate for longer periods of time.
- Listen well in a larger group

#### Literacy

- Describe main events, characters and facts in stories.
- Predict key events

#### Personal, Social and Emotional Development:

- Created to love others
- Think about the feelings of others (through stories and classroom scenarios)
- Continue to form good relationships with adults and peers
- Express feelings verbally
- Focus on Resilience and perseverance
- Independence when getting changed for P.E.

#### Mathematics

- Explore composition of numbers to 10
- Compare numbers within 10
- Addition within 10

#### Physical Development:

- Understand what healthy food is and why it is important
- Increasing independence when changing for P.E.
- Squiggle while you Wiggle – Handwriting
- Tooth brushing and oral health
- Scissor skills
- Improve and strengthen fine motor skills – dough disco; finger gym; finger rhymes.
- Weekly PE Sessions – Gymnastics, Multi-skills

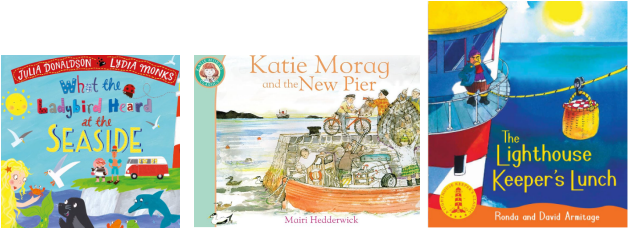


### Whole school Curriculum Overview - Summer Term

<ul style="list-style-type: none"><li>-Sequence stories</li><li>-Retell stories with actions</li><li>-Begin to make up own stories (Helicopter Stories)</li><li>-Segment and blend accurately</li><li>-Write phrases and captions using finger spaces</li></ul>	<ul style="list-style-type: none"><li>-Explore length, weight and capacity</li><li>- Use non-standard measures (cubes)</li><li>- Number bonds to 5</li></ul>	
<p><u>Expressive Arts and Design:</u></p> <ul style="list-style-type: none"><li>-Focus Art - Weaving: looking at handwoven Kente cloth. Painting and printing: Georgia O'Keefe, spring flowers</li><li>-explore colour mixing</li><li>-observational drawing</li><li>-develop joining techniques when modelling (split pins, flange. tabs and slot)</li><li>-Telling and performing stories (Helicopter stories)</li><li>-Watch and talk about performance dance, expressing feelings and responses (Chinese New Year).</li></ul> <p><i>Music</i></p> <p><i>Winter/Food Glorious Food:</i></p> <ul style="list-style-type: none"><li>Dynamics</li><li>Tempo</li><li>Exploring and creating sound</li></ul>	<p><u>RE</u></p> <ul style="list-style-type: none"><li>Celebrations</li><li>Gathering (Eucharist)</li><li>Growing (Lent, Easter)</li></ul>	



## Whole school Curriculum Overview - Summer Term

Year 1		
<p><u>Reading</u> Phonics - set 1, 2 &amp; 3 sounds</p> <p>A collection of seaside stories</p> 	<p><u>Writing</u>- Big Writing Adventures</p> <p><u>Message in a bottle:</u></p> <ul style="list-style-type: none"> <li>- Writing postcards</li> <li>- Writing diary entries</li> <li>- Information leaflets</li> <li>- Descriptive writing</li> </ul> <p><i>Punctuation</i>- full stops, capital letters, finger spaces, question marks, exclamation mark</p> <p><i>Spelling</i>- year 1 common exception words and High frequency words</p> <p>Handwriting</p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>- Knowing numbers to 100</li> <li>- Addition and subtraction to 50</li> <li>- Counting in 2's, 10's and 5's</li> <li>- Height and Length</li> <li>- Mass and Capacity</li> <li>- Fractions- recognise and find a half/ recognise and find a quarter.</li> </ul>
<p><u>Maths</u> - Arithmetic/calculation</p> <ul style="list-style-type: none"> <li>- Adding and subtracting number to 20/50</li> <li>- Groups of 10's</li> </ul> <p>Maths mastery</p>	<p><u>RE</u></p> <ul style="list-style-type: none"> <li>- Holidays and Holy days</li> <li>- Being Sorry</li> <li>- Neighbours</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>- Materials</li> </ul>
<p><u>Humanities</u></p> <ul style="list-style-type: none"> <li>- The Seaside</li> <li>- Human and Physical features of the seaside</li> <li>- Victorian Seaside</li> <li>- Know the countries and capitals of the UK</li> </ul>	<p><u>Art/DI</u></p> <ul style="list-style-type: none"> <li>- Cooking and nutrition- Smoothie making.</li> <li>- Sculpture and 3D - Paper play.</li> </ul>	<p><u>PSHE</u></p> <ul style="list-style-type: none"> <li>- Clean and Healthy</li> <li>- Likes and Dislikes</li> <li>- Feelings</li> <li>- Girls and Boys</li> </ul>
	<p><u>Computing</u>-</p> <p>Programming 2:</p> <ul style="list-style-type: none"> <li>- Bee Bot</li> <li>- Clear instructions</li> </ul>	<p><u>Music</u></p> <ul style="list-style-type: none"> <li>- Superheroes Topic (Pitch/ Tempo)</li> <li>- Playground Clapping Games</li> </ul>



## Whole school Curriculum Overview - Summer Term


- Programming
- Sequencing
- Cause and effect

- By The Sea and Under The Sea - focus on music vocab and vocal and body sounds

**Year 2**



### Whole school Curriculum Overview - Summer Term

<p><u>Reading: Take One Book</u></p> <ul style="list-style-type: none"> <li>- The Great Fire of London</li> <li>- The Rhythm of the Rain</li> </ul> 	<p><u>Writing- Big Writing Adventures</u></p> <ul style="list-style-type: none"> <li>- Letter writing</li> <li>- Story writing</li> <li>- Descriptive writing</li> </ul> <p><u>The Great Fire of London:</u></p> <ul style="list-style-type: none"> <li>- Newspaper article</li> <li>- Diary writing</li> <li>- Descriptive writing</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- Joining clauses using a range of conjunctions</li> <li>- Expanded noun phrases</li> <li>- Past and present tense</li> <li>- Using commas and apostrophes</li> <li>- Using suffixes ness, less, full, er, est</li> </ul>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>- Properties of 2D and 3D shapes</li> <li>- Money</li> <li>- Statistics</li> <li>- Fractions</li> <li>- Time</li> <li>- Measures</li> <li>- Position and Direction</li> </ul>
<p><u>Maths arithmetic/calculation</u></p> <ul style="list-style-type: none"> <li>- Number bonds within 10</li> <li>- Number bonds to 10, 20 and 100</li> <li>- Adding and subtracting two 2 digit numbers up to 100</li> <li>- Multiplication and division: 2, 3, 5 and 10x tables</li> </ul>	<p><u>RE</u></p> <ul style="list-style-type: none"> <li>- Spread the Word</li> <li>- Islam - How do Muslims prepare for prayer?</li> <li>- Rules</li> <li>- Treasures</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>- Forces:</li> <li>- Habitats: The seashore</li> </ul> <p><u>Computing</u> Programming 1: Data and handling</p>
<p><u>Humanities</u> <b>The Great Fire of London</b> (History)</p> <ul style="list-style-type: none"> <li>- To find out some of the ways in which London has changed</li> <li>- To find out about how the Great Fire of London started and spread</li> <li>- To describe some of the ways in which how we live now is different to how people lived in 1666</li> <li>- To understand how we know about the Great Fire of London</li> </ul>	<p><u>Art/DI</u> Art - Line of colour DI- Cooking and nutrition: A balanced diet</p> <p><u>Music</u> Exploring the orchestra through traditional western, musical stories - Three Bears (Coates)/ Sorceror's Apprentice (Dukas) African Drumming Continue work on reading rhythmic and pitch notation.</p>	<p><u>PSHE</u></p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>- Why sleep is important</li> <li>- Keeping healthy</li> <li>- Managing feelings</li> </ul> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>- Growing older</li> <li>- Naming body parts</li> </ul>

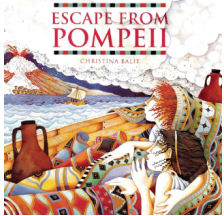


## Whole school Curriculum Overview - Summer Term

<ul style="list-style-type: none"><li>- To find out how London was rebuilt after the Great Fire</li><li>- To show what I have learned about the Great Fire of London</li></ul> <p><b>Seaside locations</b></p> <ul style="list-style-type: none"><li>- Map work</li><li>- Human/physical features</li><li>- cities of the UK</li><li>- Compare seaside locations</li><li>- Seasonal weather, patterns, fieldwork and observational skills - visit seaside locality.</li></ul>		<ul style="list-style-type: none"><li>- Changing class or year.</li></ul> <p>Keeping safe</p> <ul style="list-style-type: none"><li>- Safety in environments</li><li>- emergencies</li></ul>
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### Whole school Curriculum Overview - Summer Term

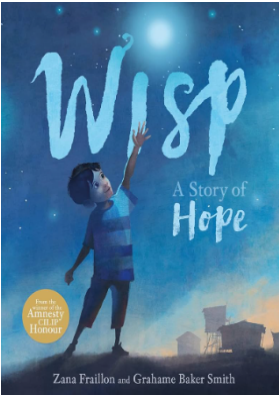
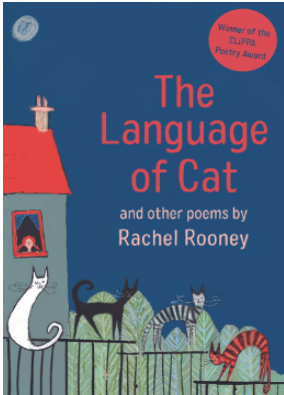
Year 3		
<p><b>Reading: Take One Book</b> Escape from Pompeii</p> 	<p><b>Writing</b> Letters of invitation Writing an engaging legend Non-chronological information report Narrative Poetry</p>	<p><b>Maths</b> Fractions Length and perimeter Capacity Mass Fractions</p>
<p><b>Maths - arithmetic/calculation.</b> Adding and subtracting 3-digit numbers with and without exchanging Times tables 2, 4, 8, 3 and 6 KIRFS - Doubles and Halves.</p>	<p><b>RE:</b> Energy Choices Special Places</p>	<p><b>Science</b> Rocks and fossils Make ammonites and trilobites using clay. Use scientific evidence to explain how we know woolly mammoths existed. Educational talk from the gemstone specialist. Erosion of cliffs and mountains and their effects on the environment. Testing the pH of soil and planting vegetables to grow in the school's vegetable garden. Investigate which type of soil is best for soil drainage.</p>
<p><b>Humanities:</b> What was life like in Prehistoric Britain (History)</p> <ul style="list-style-type: none"> <li>- What do we know about prehistoric Britain?</li> <li>- Which animals lived in prehistoric Britain?</li> <li>- Periods in the Stone Age.</li> <li>- The last ice age.</li> <li>- Settlements during the Mesolithic Era</li> <li>- Skara Brae and life in the Neolithic Era</li> <li>- Significant Stone Age artefacts</li> </ul>	<p><b>Art/DT:</b> Prehistoric art. Painting and mixed media: Prehistoric painting</p> <p>Mechanical systems: Pneumatic toys</p>	<p><b>PSHE</b> Living in the Wider World - Created to live in the community Keeping Safe Growing and Changing</p>



Whole school Curriculum Overview - Summer Term

	<p><b>Computing</b> Computing systems and networks: Journey inside a computer</p>	<p><b>Music</b> Whole class ukulele Musical Stories: William Tell(Rossini) and West Side Story (Bernstein) Jazz Unit African Drumming Start each lesson with a “Minute of Listening”</p>
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Year 4

<p><b>Reading: Take one Book</b> Wisp: A story of Hope      The language of cats</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Weekly reading comprehensions</p>	<p><b>Writing:</b> <u>Animated</u> Character and settings description Adventure story writing Diary entry Newspaper article</p> <p><u>Dr X: Good or Bad</u> Persuasive letter Newspaper article</p>	<p><b>Maths:</b> Decimals Money Time Geometry: Angles and 2 D shapes Statistics Geometry: Position and Direction</p>
<p><b>Maths - arithmetic/calculation:</b> Revision of addition and subtraction with exchange Revision of rounding up 3/4 digit numbers to the nearest 10s, 100s, 1000s and nearest whole</p>	<p><b>Religious Education:</b> Islam-What is Islam? The 5 Pillars of Islam and the Qu’ran  New Life-The Pentecost</p>	<p><b>Science:</b> <b>Vertebrates and their habitats</b> 1) Know the facts about the five main groups of vertebrates. b) Read a selection of keys.</p>



## Whole school Curriculum Overview - Summer Term

<p>number Revision of Roman numerals Multiplication using column method Division using base tens Adding and subtracting fractions Finding fractions of amounts using bar model</p>	<p>Building Bridges-Reconciliation  God's People</p>	<p>c) Life cycle of a an amphibian d) Life in the pond e) Global warming and its effects on the earth.</p>
<p><b>Humanities:</b> <b>Geography:</b> <u>Mountain, Earthquakes and volcanoes:</u> Understanding the earth's structure and how natural disasters are formed and their effects  <b>History:</b> <u>Vikings:</u> Understanding who the vikings were, their beliefs and what it was like living in Viking Britain</p>	<p><b>Art:</b> Painting and Mixed Media: Light and dark  <b>DT:</b> Mechanical Systems: Slingshot cars</p>	<p><b>PSHE/RSE</b> We don't have to be the same Respecting our bodies What is puberty Changing bodies</p>
	<p><b>Computing:</b> Computing systems and networks: Collaborative learning</p>	<p><b>Music:</b> Whole class music tuition - Ukulele (focus on reading pitch and rhythm notation) Exploring the instruments of the orchestra (Naming the families and characteristics of each family) Start each lesson with a "Minute of Listening"</p>



# Whole school Curriculum Overview - Summer Term

Year 5		
<p><b>Guided Reading</b></p> <p>Continue-The Wreck of Zanzibar</p>   <p>Weekly reading comprehensions</p>	<p><b>Writing</b></p> <p><b>Big Writing Adventures: Mystery at the Red Cafe</b></p> <p>Letter writing Newspaper report</p> <p><b>Big Writing Adventures- Endangered Animals</b></p> <p><i>Writing a radio script</i> <i>Creating a magazine</i></p>	<p><b>Maths</b></p> <p>Perimeter and area Graphs and tables Measures</p>
<p><b>Maths - Arithmetic/Calculation</b></p> <p>Long multiplication Division using the bus stop method Decimals and percentages</p>	<p><b>RE</b></p> <p><b>Islam</b></p> <p><b>Transformation</b> - Children learn about</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• The flowering plant</li> <li>• Forces</li> </ul>




## Whole school Curriculum Overview - Summer Term

<p>Continue Revision of:            addition, subtraction multiplication and division            Rounding to 10,100,1000,10,000,100,000            multiply/ divide decimals by 10,100,            Adding fractions            Making equivalent fractions            Converting mixed numbers to improper fractions</p>	<p>transforming energy. Also how Pentecost is the celebration of the Holy Spirit's transforming power.</p> <p><b>Freedom and responsibility-</b> children learn that with more freedom comes more responsibility and the need for rules.</p> <p><b>Stewardship-</b> ways of looking after the planet</p>	
<p><b>Humanities</b>  <b><u>Earth as an Island</u></b>  <i>What is an island?</i>  <i>What challenges does island life have?</i>  <i>What resources are needed?</i>  <i>Why is the environment so important?</i>  <i>What is Globalisation?</i>  <i>What can be used to give exact locations?</i>  <i>How can different features be shown on maps?</i>  <i>What are physical features?</i>  <i>What are human features?</i></p>	<p><b>Art/DT</b>            Researching healthy foods - <i>what does 'healthy' look like?</i>            Looking at the nutritional values of a variety of food            Planning and cooking a bolognese sauce            Designing and producing a food label for the ja</p>	<p><b>PSHE</b>            Puberty            Healthy eating            Global warming, and pollution.</p>
<p><b>History</b>            The Maya  <i>Who were the Maya?</i>  <i>What is their legacy?</i>  <i>Where in the world were they?</i></p>	<p><b>Computing</b>            Data Handling-Mars Rover- children learn how computers communicate with each other and binary coding.</p>	<p><b>Music</b>            Whole Class Ukulele            Blues Unit (mini topic)            Music/ ICT project - GarageBand - create a 4 bar backing track using KB/ guitar/ bass guitar and drums</p>



### Whole school Curriculum Overview - Summer Term

Year 6		
<p><b>Reading - Take One Book:</b> Carol Ann Duffy New and Collected Poems; Trilobite</p> 	<p><b>Writing</b> Written tasks linked to GPS SATs revision/preparation.</p> <ul style="list-style-type: none"> <li>- Narrative writing</li> <li>- Setting and character descriptions</li> <li>- Using dialogue</li> <li>- Using a stimulus to produce high-level writing including GPS techniques</li> <li>- Writing a newspaper article</li> <li>- Writing an account from different perspectives</li> </ul>	<p><b>Maths</b> Continued preparation for SATs incorporating all the curriculum (revision) Geometry Statistics Problem solving</p>
<p><b>RE</b> Faith week - Islam Witnesses Healing Common Good</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Light and scene</li> </ul>	<p><b>Humanities</b> The Ancient Romans continued Geography: El Salvador Climates and biomes Wonders of the world</p>
<p><b>Art/DT</b> Still Life Using mixed media and creating compositions Photorealistic portraits Photography Editing using modern media</p>	<p><b>PSHE</b> Physical Health and Mental Wellbeing Keeping Safe RSE - TenTen</p>	<p><b>Computing</b> Python Stop motion animation 'Big Data'</p>



## Whole school Curriculum Overview - Summer Term

<p><b>Music</b> GarageBand (Music IT) 4 weeks - Revise music terminology (dimensions of music) Revise classification of Orchestral instruments Year 6 Production - teach the songs</p>	<p><b>To look forward to:</b> SATs celebration Year 6 Production Leavers' Mass Leavers' Assembly</p>	
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