



Year 1

Curriculum Overview – Autumn 1



Reading

In Autumn 1, Year 1 children will revisit Phase 3 and 4 sounds and begin learning Phase 5 phonics through the Little Wandle programme. Daily sessions support blending, segmenting, and spelling to build reading and writing confidence.

Phase 3

Review Phase 3 sounds:

- ai, ee, igh
- oa, oo, ar
- or, ur, oo
- ow, oi, ear
- air, er

Children will also revisit tricky words from Phases 2 – 3.

Phase 4 consonant clusters:

- CVCC (e.g., *milk*), CCVC (*trap*), CCVCC (*stamp*), CCCVC (*strip*)

Also practise words with long vowels.

Children will also revisit tricky words from Phase 4.

New Phase 5 graphemes:

- /ai/ as *ay* (*play*)
- /ow/ as *ou* (*cloud*)
- /oi/ as *oy* (*toy*)
- /ee/ as *ea* (*each*)



Writing

In Autumn 1, Year 1 children will develop their writing skills through two main units: narrative and non-fiction.

In the narrative unit, they will write simple sentences using repeated phrases and patterned language from familiar stories such as *Dear Zoo*, *Peace at Last*, and *Brown Bear, Brown Bear*. This helps build their confidence in sentence structure, punctuation, sequencing, and storytelling.

In the non-fiction unit, linked to their science topic on the five senses, children will write a simple non-chronological report. They will describe individual senses and the group as a whole, learning to organise factual information clearly and use descriptive vocabulary.

To support writing development, children will practise letter formation using Letterjoin and improve spelling through Little Wandle. Throughout the term, they will be encouraged to write independently, applying skills in punctuation, sentence structure, and vocabulary, in line with National Curriculum expectations.



Maths

This term, children will build a strong foundation in number and place value, focusing on numbers to 10. They will start by sorting and counting objects accurately and understanding that the final number they say represents the total. Children will recognise, read, and write numbers in numerals and words, and represent them using practical resources such as cubes, counters, and number lines.

They will explore how numbers can be compared and ordered using vocabulary such as more than, less than, and equal to. Children will also work on identifying one more and one less than a given number to develop early calculation skills.

Later in the term, children will be introduced to simple addition and subtraction, using objects and visual models like part-whole diagrams and ten frames. They will begin to understand number sentences (e.g. $3 + 2 = 5$), and how numbers can be combined and partitioned.

These experiences are practical and hands-on, helping children develop confidence with numbers and use mathematical language to explain their thinking.



Science

In Science, children are learning about the five senses and the body parts linked to each one. They will explore how the eyes and ears send messages to the brain, and how senses help us understand the world around us. The unit also introduces scientific drawing, labelling body parts, and builds understanding of sensory impairments through the life of Helen Keller. Children will reflect on how senses affect the way we experience our environment.



Geography

This term, children are learning to draw and read maps. They will explore how maps show places from an aerial view and begin to understand how features (natural and man-made) are represented using symbols and a key. Pupils will also be introduced to the four-point compass and use simple positional language. This is their first step in building key map skills that will be developed throughout their time in primary school.



Music

In Music, children are learning about beat and rhythm through movement, listening, and body percussion. Inspired by pieces from Mozart and Verdi, they explore how music makes us feel, compare instruments, and create their own marching-style compositions by layering rhythmic patterns over a steady beat, following a conductor's lead.



RE

In RE this term, children will explore the question, "What do Christians believe about God?" They will learn about key Christian beliefs, including the idea of God as loving, caring, and powerful. Through stories and discussion, children will begin to understand how these beliefs shape Christian life and values.



Art

In Art, children are exploring the element of colour through the work of artists such as Mondrian, Van Gogh and Monet. They'll learn about primary and secondary colours, tints, shades, and brush control, while developing their painting skills and beginning to evaluate their own artistic choices.



PE

This term in PE, children will take part in two units: Multiskills and Fitness. In Multiskills, they will develop coordination, balance, and agility through fun games and activities that build control and spatial awareness. In Fitness, children will explore how their bodies move, improve stamina, and begin to understand the importance of exercise for staying healthy.



PSHE

This term the children will focus on 'Being Me in My World' using Jigsaw. They learn about school rules, recognising and expressing feelings, belonging, and respecting others. The unit encourages cooperation, responsibility, and simple goal-setting to build confidence and positive relationships within the school community.



Computing

This term, Year 1 children will explore the unit *Technology Around Us* in Computing. They will learn to identify everyday technology, name parts of a computer, use a mouse and keyboard, and begin typing and editing text. They will also learn simple rules for using technology safely and responsibly.



KEY
VOCABULARY

aerial view

what something **looks like from above**

map

a picture showing **where things are located** in an area

location

the place **where something is**

compass

a tool used to **find out directions**

key

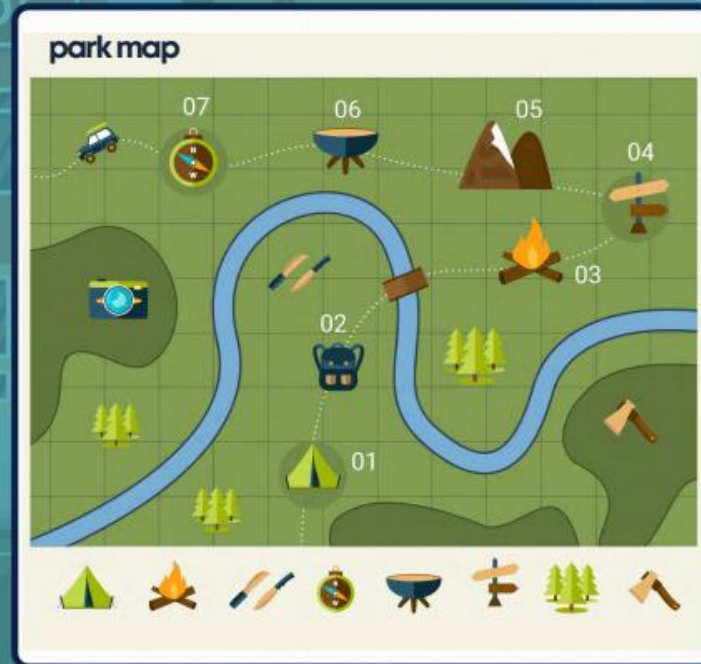
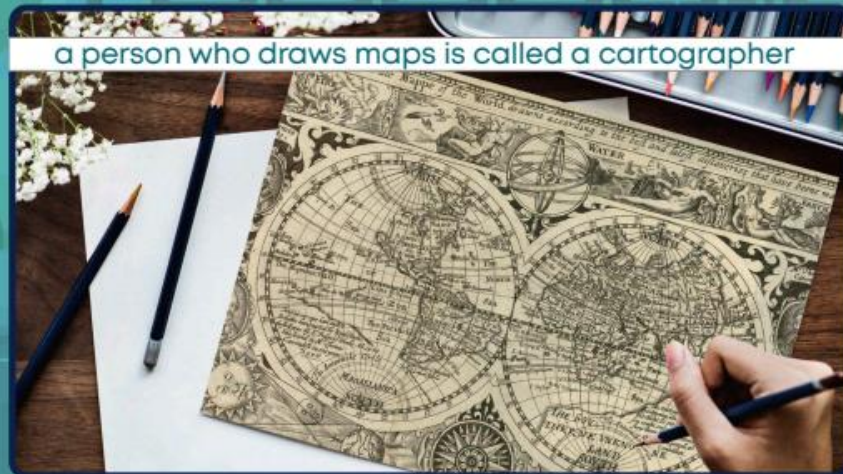
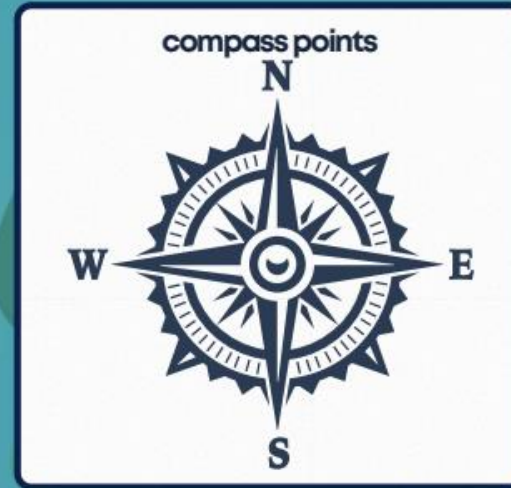
a tool used to show **what symbols on a map represent**

symbol

a **picture on a map** that represents something

navigate

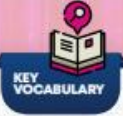
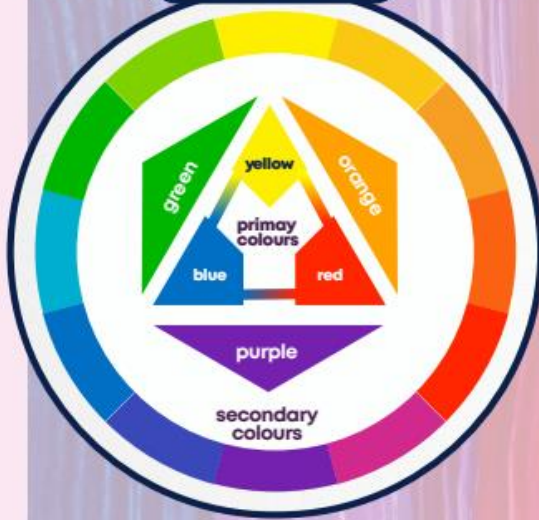
to **find the way**



- a good map has:
- a title
 - a key
 - symbols
 - compass points



colour wheel



primary colours

yellow, red and blue: these colours cannot be mixed from other colours

secondary colours

green, orange and purple: these colours are mixed by combining two primary colours

warm/cool colours

yellow, orange and red are warm colours: these colours create a warm mood
blue, green and grey are cool colours. These colours create a cold mood.

tint

when a **colour is made lighter by adding white**, e.g. a tint of blue (light blue)

shade

when a **colour is made darker by adding black**, e.g. a shade of blue (dark blue)

brushstroke

the marks a painter makes with their brush

warm

cool

tint

shade

Hockney



Tate UK

A Bigger Splash (1967)

Monet



The Sea at Fecamp (1881)

Van Gogh



Sunflowers (1888)



KEY VOCABULARY

human

all people are humans, including men, women and children: we are animals that **walk on two legs and speak using words**

senses

our senses tell our bodies about things around us by **seeing, hearing, smelling, tasting or feeling**

eyes

with our eyes, we **see**

ears

with our ears, we **hear**

mouth

with our mouth, we **taste**

nose

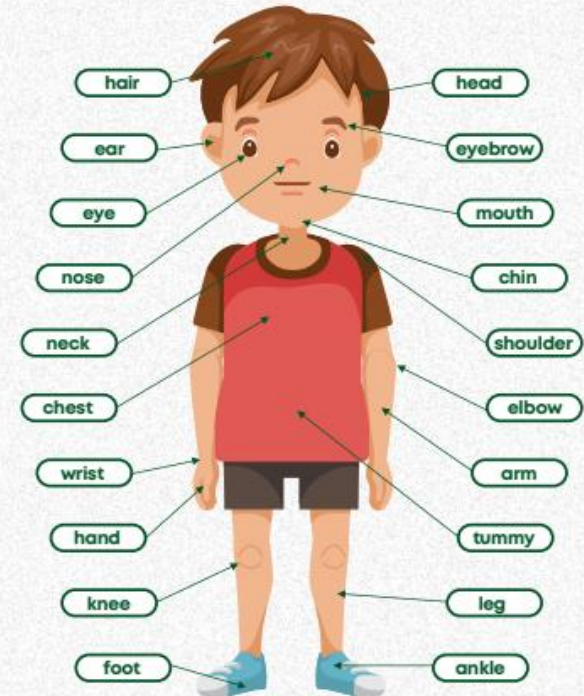
with our nose, we **smell**

skin

with our skin, we **feel**

sensory impairment

when one or more of your **senses does not work properly**



our senses:

eye



seeing

ear



hearing

mouth



tasting

nose



smelling

skin



feeling

Helen Keller

the first deaf and blind person to study at university and gain a degree





Year 2

Curriculum Overview – Autumn 1



Reading

In Autumn 1, Year 2 children will revisit Phase 5 phonics through the Little Wandle programme. Daily sessions support blending, segmenting, and spelling to build reading and writing confidence.

They will revisit the usual and unusual graphemes for:

ai, ee, igh, oa, oo, air, ur, ow, or, zh, ch, sh, j, s, u, e, i, o, ie, y, ea, a

They will revisit the following tricky words from Phase 5:

people, eye, whole, through, improve, move, prove, shoe, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh.



Writing

This term, children will develop their writing through two key genres: narrative and explanation, using high-quality texts and cross-curricular links.

In the narrative unit, children will explore traditional tales such as *The Gingerbread Man* and *The Ugly Duckling*. They will learn to sequence events, describe characters and settings using simple adjectives, and retell a story using full sentences with appropriate punctuation.

In the explanation unit, children will use *The Dragon Machine* by Helen Ward to support writing an explanation text. They will use sequencing language (e.g. *first, then, next*) and clear sentence structures to explain how something works, developing early non-fiction writing skills.

Children will also continue to improve handwriting through Letterjoin and practise spellings using Little Wandle, supporting correct letter formation and application of phonics.



Maths

This term, children will begin by strengthening their understanding of place value with numbers up to 100. They will practise counting forwards and backwards in 1s, 2s, 5s, and 10s, and learn how to represent numbers using a range of practical and visual resources, such as base ten equipment, number lines, and part-whole models.

Children will learn to identify how many tens and ones are in a two-digit number and compare and order numbers using the terms *greater than, less than, and equal to*. They will also develop their skills in reading and writing numbers in numerals and words, as well as estimating and placing numbers on blank number lines.

As the term progresses, children will begin to apply their place value knowledge to develop mental strategies for addition and subtraction. They will learn to recall number bonds to 10 and 20, understand fact families, and explore the relationship between addition and subtraction using part-whole models and bar models. These lessons are designed to build confidence, accuracy, and fluency in early number, providing a strong foundation for more complex concepts later in the year.



Science

This term the children will learn about what animals, including humans, need to survive and reproduce. They will explore the skeleton and muscles and how they enable movement. Children will study the digestive and circulatory systems, learning the role of each part. They will also discover how to keep their bodies healthy through hygiene, diet, and exercise, including the contributions of scientists like Edward Jenner and Louis Pasteur.



Geography

This unit builds on Year 1 learning by exploring the school site through map work. Children will learn to draw and read simple maps, use symbols, and understand that maps and globes show different parts of the world. They will begin to understand the difference between maps showing small and large areas. These skills lay the foundation for more detailed mapping work in Key Stage 2 and help develop key geographical vocabulary and knowledge.



Music

Year 2 will explore rhythmic ostinatos through Ravel's *Boléro*, using body percussion to recreate repeated rhythms. They will learn about dynamics like crescendo and compare it with Grieg's *In the Hall of the Mountain King*, exploring tempo changes. Children will create a class composition portraying a train journey using rhythms, tempo, and sound effects.



RE

This term, Year 2 will explore the question, "Is it possible to be kind to everyone all of the time?" They will learn about Christian teachings on kindness and reflect on how to show kindness in daily life. Through stories and discussions, children will consider the importance and challenges of being kind to others.



Art

The children will revisit primary, secondary, warm, and cool colours inspired by Kandinsky and Delaunay. They will practise colour mixing using Monet's work. Children will explore geometric shapes with Klee's *Three Houses* and create their own paintings. Later, they will compare geometric and organic shapes through works by Picasso, Kelly, and Calder.



PE

This term in PE, children will focus on Multiskills and Ball Skills. In Multiskills, they will develop their agility, balance, and coordination through activities that involve running, jumping, throwing, and catching. In Ball Skills, children will develop their passing, throwing and dribbling skills and use these in some invasion games.



PSHE

In the Autumn Term, Year 2 children will explore the Jigsaw unit *Being Me in My World* with the enquiry question, "Who am I and how do I fit?" They will learn about school rules, recognise and manage their feelings, understand belonging and respect, and set simple goals. This helps build confidence and positive relationships.



Computing

This term, Year 2 will explore how information technology (IT) is used at school, at home, and in the wider world. They will identify common examples of IT and learn how it helps us in everyday life. Children will also begin to understand how to use IT safely and responsibly, and recognise that we make choices when using technology.

KEY VOCABULARY

map

a 2-D picture that shows **where places are located**

globe

a 3-D representation of the world

navigate

to **travel along a route**, finding a way through

location

the place **where something is**

direction

the **way something is moving or facing**

ordnance survey

an **organisation that produces maps** in the UK

symbols

small pictures that are used on maps to **represent features of a place**

scale

the **size of a map compared to the actual size of the area** it is showing: maps are much smaller than the real places they show

equator

an imaginary line around the Earth that **divides the Northern Hemisphere from the Southern Hemisphere**

a compass shows which direction you are facing:
a compass can help you navigate



the world



maps are 2-D, they can show a small or large area



globes are 3D models of the Earth





KEY VOCABULARY

primary colours

yellow, red and blue: these colours cannot be mixed from other colours

secondary colours

green, orange and purple: these colours are mixed by combining two primary colours

warm/cool colours

yellow, orange and red are **warm colours:** these colours create a warm mood
blue, green and grey are **cool colours.** these colours create a cold mood

tint

when a colour is **made lighter** by adding white, e.g. a tint of blue (light blue)

shade

when a colour is **made darker** by adding black, e.g. a shade of blue (dark blue)

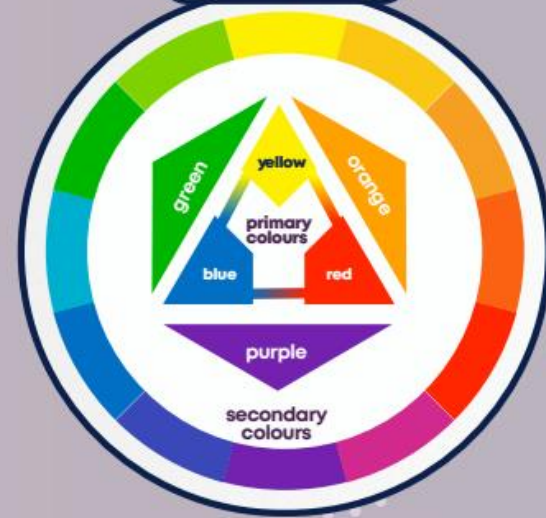
geometric shape

shapes we can name, e.g. square, rectangle, triangle, circle

organic shape

a **shape we cannot give a name to** (unlike a geometric shape) often found in the natural world

colour wheel



warm

cool

Alexander Calder



The Star (1960)

Vassily Kandinsky



Squares with Concentric Circles (1913)



skeleton

the bones that **make up the human body**

joint

the place where **two bones come together**

muscles

muscles **move the different parts of our body** by contracting and relaxing

digest

the process where **the food we eat gets broken down**

red blood cell

vehicles that **carry oxygen** around the body

arteries

a **tube that blood cells travel through** around the body from the heart

veins

a **tube that carries blood cells back** to the heart

germs

tiny living things that **cause illness**

Edward Jenner

a scientist who **invented a vaccination against smallpox**

Louis Pasteur

a scientist who discovered that **heating liquids killed the germs** within

ways to keep
healthy

reason

exercise

exercise keeps our muscles and bones strong, it also makes us feel happy

eating
healthy foods

our bodies take nutrients from our food that help us to grow and stay well

resting

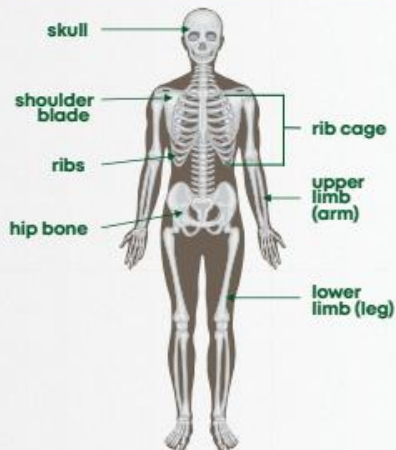
rest helps our bodies to recover and rebuild

keeping clean

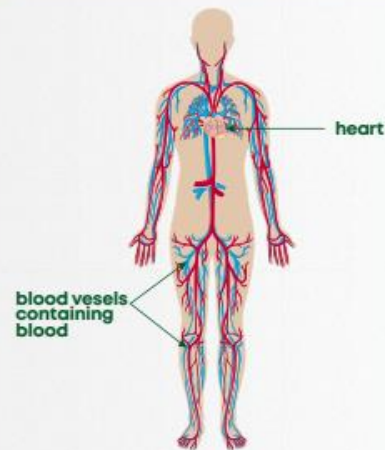
good hygiene prevents germs from spreading

medicines

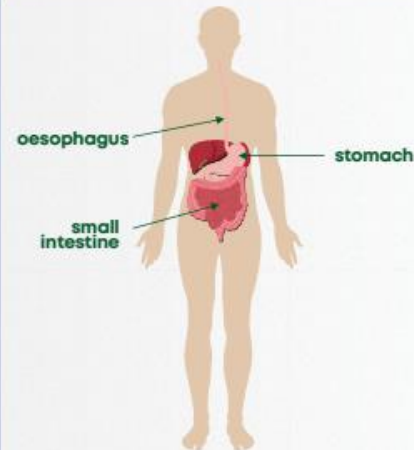
if we are ill, sometimes medicines can make us better



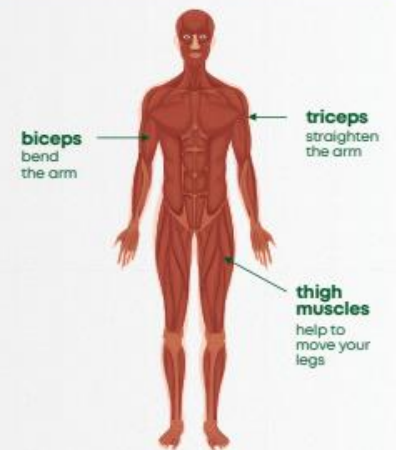
skeletal system



circulatory system



digestive system



muscular system



Year 3

Curriculum Overview – Autumn 1



Reading

Core Text: *The Sheep-Pig* by Dick King-Smith

This term, Year 3 will be reading *The Sheep-Pig*, a heartwarming story about Babe, a piglet who learns to herd sheep through kindness and determination.

Through this text, pupils will develop key reading skills, including:

Comprehension – understanding plot, characters, and key events

Inference – exploring characters' thoughts, feelings, and motives

Vocabulary – learning new words and understanding author's language choices

Prediction & Summarising – discussing what might happen next and retelling events clearly

They will also explore key themes such as **kindness, courage, and belonging**, and will take part in discussions, drama, and writing tasks linked to the text.

How to Support at Home:

Read together and talk about the story

Encourage use of new vocabulary

Ask questions about characters and events



Writing

This term in Year 3 Writing, pupils will focus on two key units: narrative traditional tales and persuasive letter writing.

In the narrative unit, pupils will explore traditional tales and write their own alternative versions from the point of view of a different character. This approach encourages pupils to deepen their understanding of storytelling by considering different perspectives and motivations. They will develop their skills in structuring a clear story, using descriptive language and dialogue to bring characters and events to life, and practising creativity in reimagining familiar tales.

In the persuasive writing unit, pupils will write informal letters from the viewpoint of a character in a traditional tale. They will learn how to use persuasive language and techniques such as emotive words, repetition, and rhetorical questions to influence the reader. Pupils will focus on organising their ideas logically, using appropriate letter format and tone to effectively express opinions and convince their audience.

Both units aim to build pupils' confidence in writing with creativity and purpose, enhancing their ability to communicate clearly and engage their reader, in line with Year 3 expectations.



Maths

This term, children will focus on developing a strong understanding of **place value** with numbers up to 1,000. They will learn how to recognise the value of each digit in a three-digit number, partition numbers into hundreds, tens, and ones, and represent them using a variety of resources such as base ten and number lines.

Children will compare and order numbers up to 1,000, estimate their position on number lines, and begin to count in 50s and 100s. They will also explore patterns in number sequences and solve problems using place value knowledge.

Following this, the focus will shift to **addition and subtraction**. Pupils will develop mental strategies and begin to use formal written methods for adding and subtracting 2- and 3-digit numbers. They will use number lines, part-whole models, and bar models to support their understanding of calculation, including exchanging between place value columns.

Throughout the term, there will be an emphasis on reasoning and problem solving, helping children to explain their thinking clearly and apply their learning to practical situations.



Science

This term, Year 3 children will learn about the human body, including voluntary and involuntary muscles, the role of bones in movement and protection, and how the brain controls muscle movement. They will explore nutrition and balanced diets, followed by digestion and the part involuntary muscles play in it. The term concludes with an assessment where children describe or label the body's systems.



History

This unit helps children understand what life was like in Britain from the Stone Age to the Iron Age. They will learn about the changes over time, such as the move from hunting and gathering to farming, and the development of tools from stone to bronze and iron. Children will explore key sites like Stonehenge and Skara Brae, use timelines to build a sense of chronology, and examine archaeological evidence to understand how we learn about prehistory.



Geography

This unit builds on previous map skills by introducing the eight-point compass and grid references. Pupils will learn how to use maps to compare and describe two different locations using geographical vocabulary. They will also explore Ordnance Survey symbols and what they represent. These skills support their developing understanding of how maps give us information about places, forming a strong foundation for future geography learning.



Music

Year 3 will explore off-beat rhythms in rock and funk music, listening to songs like *Hound Dog* and *Le Freak*. They will learn about metre, rhythm notation, and band instruments, and create their own off-beat compositions using clapping and body percussion. This unit builds on their prior knowledge of beat and rhythm from Year 2.



RE

This term, Year 3 will explore Sikhism through the enquiry question: *Does joining the Khalsa make someone a better Sikh?* Pupils will learn about the origins and significance of the Khalsa, the commitments members make, and its role in the Sikh community. They will reflect on how belonging might influence a Sikh's way of life and consider different perspectives within the faith.



Art

Year 3 children will explore different uses of line by studying famous artists' sketchbooks and experimenting with pencils. They will learn how line weight can show shape, tone, and texture, inspired by Leonardo da Vinci's drawings. Later lessons focus on woodblock printing, investigating how lines are created through this process, inspired by the work of Hokusai.



PE

This term, Year 3 will focus on Outdoor and Adventurous Activities (OAA) and Multiskills. In OAA, children will take part in team challenges to develop communication, cooperation, and basic map skills. In Multiskills, they will improve agility, balance, coordination, and spatial awareness through activities that support wider sporting skills.



PSHE

This term, pupils will follow the Jigsaw theme *Being Me in My World*, exploring the question *Who am I and how do I fit?* They will develop self-awareness, recognise their role within the school and wider community, and consider how their actions impact others, helping to build a positive and inclusive environment.



Computing

This term, Year 3 will learn how digital devices work and how they connect to form networks. They will explore inputs, processes, and outputs, identify input and output devices, and understand how networks help us share information. Children will also recognise the main parts of a computer network.



KEY VOCABULARY

eight-point compass

a tool **used for navigation** that shows the following directions: north, north-east, east, south-east, south, south west, west and north west

grid reference

a set of information (often a letter and a number) that **locates a place on a map**

symbols

small pictures that are used on maps to **represent features of a place**

key

a tool that **gives information** about the symbols used on a map

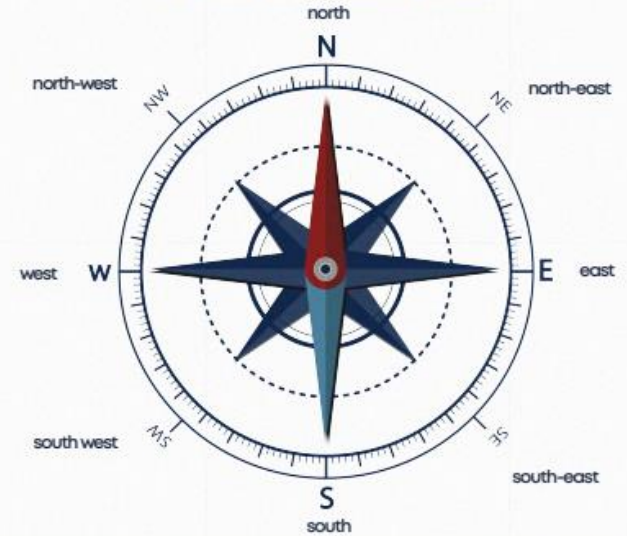
human features

features of an area **made by people**, e.g., buildings, bridges and roads

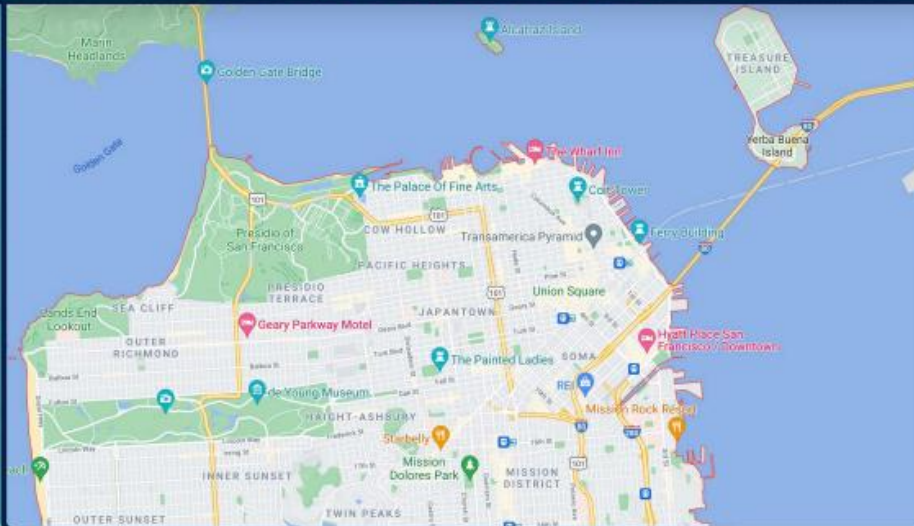
physical features

natural features of an area, e.g., rivers, hills, valleys

eight-point compass



San Francisco area



map of the local area

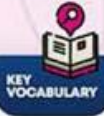
attach your local map here
1545 x 905 Pixels



"A drawing is simply a line going for a walk"



Paul Klee



| | |
|------------------------|---|
| sketch | a rough drawing or painting, possibly to be looked at to complete a finished drawing or painting |
| line weight | the strength, heaviness or darkness of a line |
| continuous line | a line which does not end but keeps going |
| form | where an artist shows in a drawing or painting that an object is 3d rather than flat or 2d |
| print | where an image has been created on a block before paint or ink is applied, then paper is placed on top and the image left on the paper is the print |
| woodblock print | where a print is made by carving lines in a block of wood |

Leonardo da Vinci



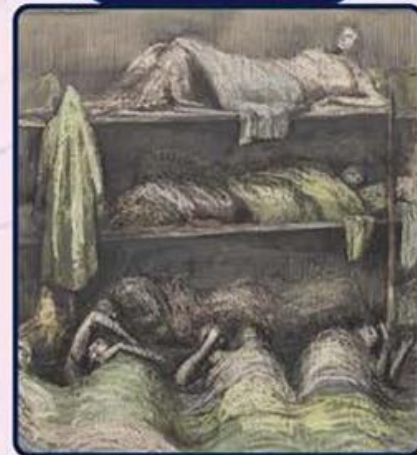
Studies of Water (1508-1509)

Katsushika Hokusai



The Great Wave (1829-1833)

Henry Moore



Shelter-scene: bunkers and sleepers (1941)

KEY VOCABULARY

voluntary

something **we choose to do**

involuntary

something we cannot choose to do; **it happens without us thinking**

joint

the place **where two bones come together**, connected by tissue called ligaments

spinal cord

the **bundle of nerves** that run down the spine connecting almost all of our body to our brain

reflex

an action that is performed by our body **without us thinking about it**, e.g., moving our hand away from a thorn when we've pricked our finger on it

oesophagus

a long **muscular tube** that connects our mouth to our stomach

triceps
straighten
the arm

biceps
bend
the arm

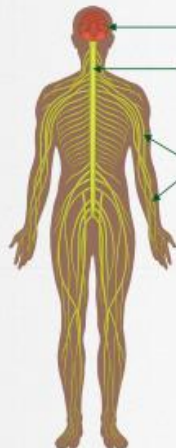
thigh muscles
help to
move your
legs

calf



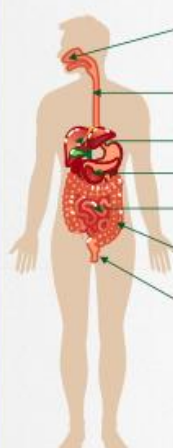
muscular system

brain
spinal cord
nerves

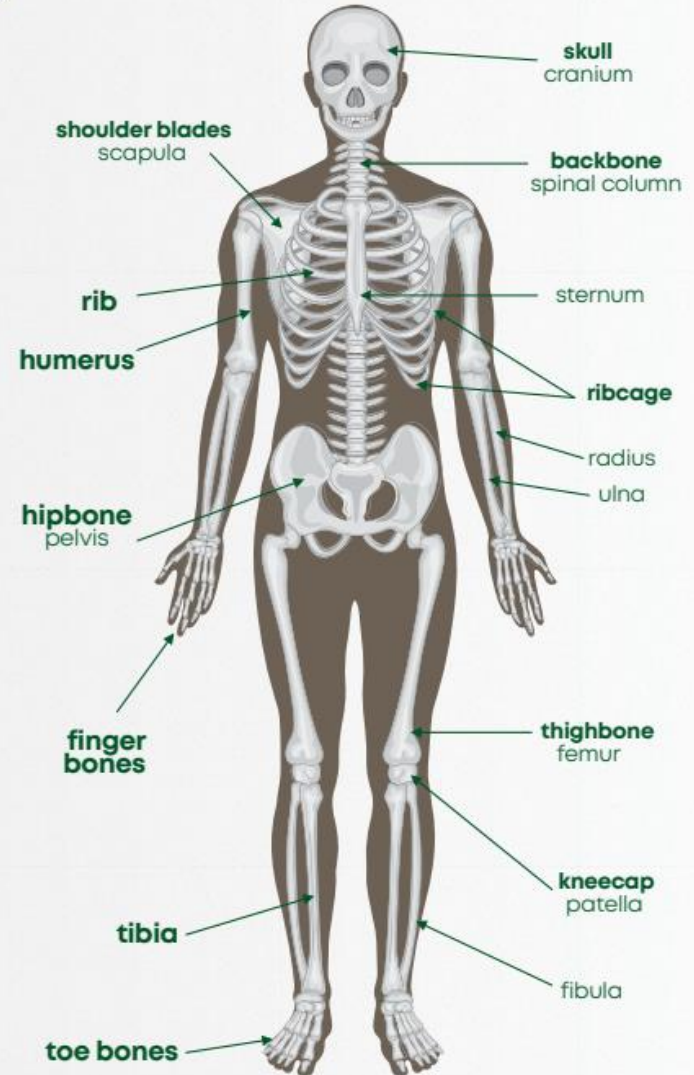


nervous system

mouth
oesophagus
liver
stomach
small intestine
large intestine
rectum



digestive system



skeletal system



KEY VOCABULARY

archaeologist

artefacts

prehistory

hunter-gatherer

nomad

druid

wattle and daub

long barrow

quern stone

hill fort

henge

scientists who study **the history of humans** by looking at what has been left behind, e.g. objects buried underground or graves

an **object** that can tell us about the past

the time **before written records**

people who live by **hunting and collecting wild food**

people who **travel from place to place** in search of food

an ancient **Celtic priest**

a building method to build houses using **sticks and mud or clay**

a Neolithic **burial site**

a tool for **grinding grain**

small **towns built on top of hills**, with walls and ditches

a **circular monument**, usually containing a circle of stones or wooden posts

important discoveries/artefacts that helped us learn more about life in Britain at this time:

Palaeolithic Age

- artwork at Cresswell Crags

Mesolithic Age

- Howick House
- Cheddar Man
- Star Carr

Neolithic Age

- Skara Brae
- Stonehenge (last changes during the Bronze Age)

Bronze Age

- Must Farm
- Amesbury Archer

Iron Age

- hill forts
- Lindow Man





Year 4

Curriculum Overview – Autumn 1



Reading

Core Text: *The Explorer* by Katherine Rundell

This term, Year 4 will be reading *The Explorer*, an exciting adventure story about a group of children who survive a plane crash in the Amazon rainforest and must work together to find their way home.

Using this text, pupils will develop key reading skills in line with the National Curriculum:

Comprehension – understanding character development, plot structure, and setting

Inference – exploring deeper meaning, emotions, and character motivation

Vocabulary – investigating rich descriptive language and technical terms

Prediction & Summarising – using clues in the text to anticipate events and summarise key moments

Themes & Author's Intent – discussing survival, resilience, teamwork, and human impact on nature

Pupils will take part in structured reading lessons, group discussions, vocabulary exploration, and creative responses to the text.



Writing

This term in Year 4 Writing, pupils will focus on two main units: narrative character description and instructional writing.

In the narrative unit, pupils will study *The Iron Man* and write detailed character descriptions. They will explore how authors use precise vocabulary, adjectives, and descriptive phrases to create vivid and engaging character portraits. Pupils will practise using sensory details and varied sentence structures to help readers visualise the character and understand their personality and emotions.

For the non-fiction unit, pupils will learn to write clear, well-structured sets of instructions. They will focus on organising their writing logically, using numbered or bullet points, and employing imperative verbs to give clear directions. Pupils will also practise using time connectives and concise language to ensure their instructions are easy to follow.

Both units aim to develop pupils' ability to write with clarity, detail, and purpose, meeting the expectations for Year 4.



Maths

This term, children will deepen their understanding of **place value** with numbers up to 10,000. They will learn to recognise the value of each digit in four-digit numbers, partition numbers in different ways, and represent them using concrete resources, number lines, and place value charts.

They will practise reading, writing, comparing, and ordering numbers, as well as rounding to the nearest 10, 100, or 1,000. Children will also explore counting in multiples of 25 and 1,000, and recognise number patterns to support fluency and reasoning.

In the second part of the term, the focus moves to **addition and subtraction**. Pupils will build on their previous knowledge to develop mental and written methods for adding and subtracting four-digit numbers, including formal column methods with and without exchanging.

There will be a strong focus on reasoning, problem solving, and applying number knowledge in a range of contexts, helping children gain confidence and accuracy in their calculations.



Science

This term, Year 4 will learn about cells and the importance of nutrition. They will study different types of teeth, the digestive system, and the role of each part in processing food. Pupils will explore balanced diets and the effects of vitamins and minerals. The unit ends with an assessment where children design a healthy meal and explain digestion or describe key body parts and their functions.



History

In this unit, children explore life in Ancient Greece, learning about independent city-states like Athens and Sparta, and key achievements such as democracy, architecture, and philosophy. They will study figures like Alexander the Great and philosophers such as Plato and Aristotle. The unit also covers the Olympic Games and the lasting legacy of Ancient Greece, helping children understand how the past has shaped the modern world.



Geography

This unit deepens pupils' mapping skills through the use of grid references, map scale, and the introduction of latitude and longitude. Children will revisit the equator and poles and apply their knowledge to study change over time in the local area. They will use four-figure grid references on local maps and continue to develop geographical vocabulary. These skills support their understanding of how maps help us explore and describe our world.



Music

This term, Year 4 will explore sea shanties, traditional sailor songs with a strong rhythm and bhangra, a lively Punjabi music style blending folk and Western influences. Pupils will listen to and sing examples from both genres, discovering how music can support work and express culture.



RE

This term, Year 4 will explore Sikhism through the enquiry question: *What is the best way for a Sikh to lead a good life?* Pupils will learn about Sikh teachings, values, and practices that guide daily life, such as equality, service, and devotion to God. They will consider how these principles influence decisions and behaviour, and reflect on different perspectives within the Sikh community.



Art

This term, Year 4 will explore how artists use light and form, beginning with Caravaggio's *Supper at Emmaus* and experimenting with drawing techniques in pencil, chalk, and charcoal. Pupils will compare Caravaggio's use of light with Vermeer's and learn about layering paints to create depth. They will develop their own still life paintings using tints and shades.



PE

This term in PE, children will take part in Multi Skills and Handball. **In Multi skills, they will develop the core skills of balance, agility and coordination through a variety of activities and game.** In Handball, children will build their throwing, catching, and teamwork skills, learning how to move into space and play cooperatively in small-sided games.



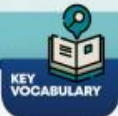
PSHE

Pupils will follow the Jigsaw theme *Being Me in My World*, exploring the question *Who am I and how do I fit?* They will reflect on their own identity, recognise how they contribute to their class and school, and learn strategies for working collaboratively and respectfully with others to support a positive learning environment.



Computing

Year 4 will learn how the internet works as a network of networks, including the World Wide Web. They will explore how digital devices connect, how websites are created and accessed, and how people contribute content online. Pupils will also begin to evaluate the reliability of online information and understand the importance of using the internet safely and responsibly.



lines of latitude

imaginary lines that help us identify how far **north or south of the equator** a location is

lines of longitude

imaginary lines that help us identify how far **east or west of the prime meridian** a location is

equator

an imaginary line that shows us the locations that are **half way between the north and south pole**: the Equator divides the earth into the Northern Hemisphere and the Southern Hemisphere

prime meridian

the **line of longitude that measures 0°** and runs through Greenwich in London

tropic of Cancer

the **most northern line of latitude** where the sun can be directly overhead (named after the constellation of Cancer)

tropic of Capricorn

the **most southern line of latitude** where the sun can be directly overhead (named after the constellation of Capricorn)

scale

the **relationship between the size of a map and the size of the real area** that is represented on the map

tropics of Cancer and Capricorn

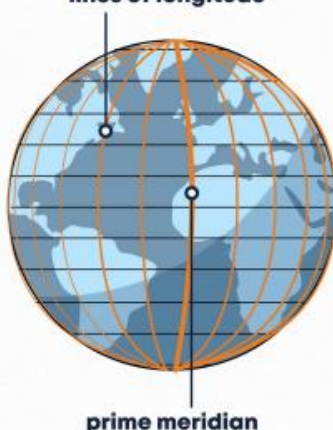


lines of longitude and latitude

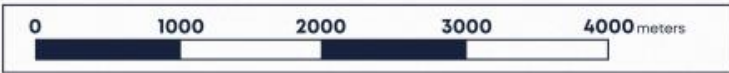
lines of latitude



lines of longitude



map scale

- a) (1 centimeter represents 250 meters)
- b) 1:25 000
- c) 

Caravaggio



Supper at Emmaus 1601

Johannes Vermeer



The Milkmaid c. 1658

KEY VOCABULARY

form

form means the **3d shapes in art**: in a drawing or painting an artist can create the illusion that an object is 3d rather than flat

tone

how **dark or light** something is: tones are created by the way light falls on a 3d object

shade/
shadow

the parts of an object which **are darker**

highlights

the parts of an object where the **light is strongest or lightest**

mid-tone

tones **between the highlights** and shadows

cast shadow

where an **object makes a shadow** on something else, e.g., a table underneath it

tints/shades

a tint is a mixture of a colour with white (**increases lightness**) and a shade is the mixture of a colour with black (**reduces lightness**)

chiaroscuro

an **Italian word which means 'light-dark'**: a technique which shows very clear tonal contrasts

ground

the **background colour** which is painted onto a surface before starting a painting

underpainting

a **layer of paint showing the different tones of an object**: painted on top of the ground layer and will be painted over with other colours once it dries

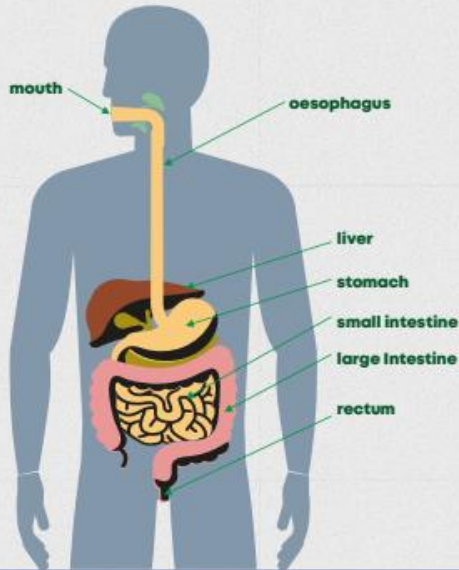
burnt sienna

a deep **reddish-brown** colour

yellow ochre

a **yellowish-brown** colour

digestive system



KEY VOCABULARY

digestion

the process by which **food is converted into substances** that can be absorbed into the body

salivary glands

any of **three pairs of glands in the mouth and digestive system** that secrete saliva for digestion

peristalsis

movement of organ walls that propels food and liquid through the digestive system

oesophagus

the **tube** that leads from the mouth through the throat to the stomach

stomach

the **organ into which food passes** from the oesophagus for mixing and digestion before passing to the small intestine

small intestine

the **main site of the digestion of food** into small molecules which are absorbed into the body

large intestine

takes water and some minerals from leftover food material and **creates solid waste**

urethra

a **tube that connects the bladder** to the outside of the body

vitamins

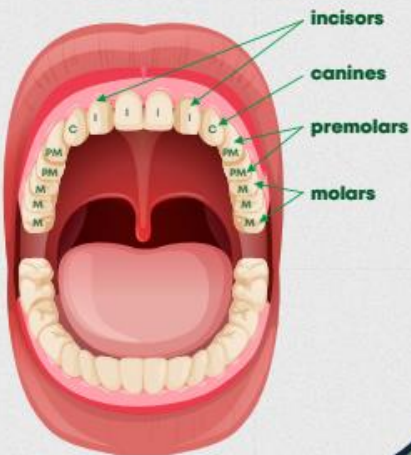
substances necessary for the healthy functioning of our bodies

incisor

the **narrow-edged teeth** at the front of our mouth, used for cutting food

canine

the **pointed teeth** located next to the incisors, used for tearing food



our cells are the building blocks of our body



cell



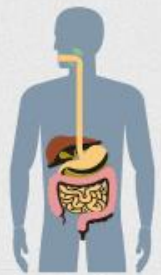
tissue



organ



organ system



organism



KEY VOCABULARY

ancient Greece

an ancient **civilisation based around the Greek peninsula** and the surrounding islands

Athenian

people who lived in the city-state of **Athens**

Spartan

people who lived in the city-state of **Sparta**: they were known for being great warriors

democracy

a system of government where the **people can vote to decide things** (Athens was the first city-state to develop this system)

Persia

an **empire to the east of Greece, ruled by kings**, that tried to invade Greece (Ancient Persia is modern Iran)

olympics

a **religious festival held in honour of Zeus**, attended by people from all over Greece

legacy

something that is **part of our history** that remains from an earlier time

Ancient Greece and nearby regions



conquered Greece

Alexander the Great



invaded Greece

Darius I



Greek philosopher

Socrates



Greek philosopher

Plato



Greek philosopher

Aristotle



Greek God

Zeus



Year 5

Curriculum Overview – Autumn 1

Reading

Core Text: *Pig-Heart Boy* by Malorie Blackman

This term, Year 5 will be reading *Pig-Heart Boy*, a powerful and thought-provoking novel about a 13-year-old boy who is offered the chance of life-saving surgery involving a pig's heart transplant. The story explores ethical dilemmas, identity, friendship, and resilience.

Through this text, pupils will develop key reading skills aligned with the National Curriculum:

- **Comprehension** – understanding complex themes, plot, and character development
- **Inference** – analysing thoughts, emotions, and motivations of characters
- **Vocabulary** – exploring topic-specific language and emotive vocabulary
- **Discussion & Debate** – examining moral and ethical issues within the story
- **Summarising & Predicting** – identifying key points and anticipating outcomes

Pupils will be encouraged to reflect on big questions, justify opinions with evidence from the text, and express personal responses through discussion and written tasks.



Writing

This term in Year 5 Writing, pupils will focus on two main units: a narrative centred on defeating a monster and a non-chronological report about Baghdad.

In the narrative unit, pupils will study traditional stories such as *Theseus and the Minotaur*, analysing how heroes overcome challenges. They will develop their own versions of a monster-defeating story, practising skills in character development, building suspense, and organising a clear, engaging plot. Pupils will also focus on using descriptive language and dialogue to bring their stories to life.

For the non-fiction unit, pupils will learn to write a non-chronological report about Baghdad. They will practise structuring their writing with clear subheadings and paragraphs, using formal language and technical vocabulary relevant to the topic. Pupils will also focus on linking ideas clearly to produce a cohesive report.

Both units aim to enhance pupils' ability to write creatively and informatively, with accuracy and clarity, meeting the expectations for Year 5.



Maths

This term, children will begin by strengthening their understanding of place value with numbers up to 1,000,000. They will learn to read, write, order, and compare numbers using digits and words, as well as identify the value of each digit. Pupils will practise rounding numbers to the nearest 10, 100, 1,000, 10,000 and 100,000 and will develop fluency in counting in powers of 10, including negative numbers.

They will also explore number patterns and use place value knowledge to solve problems and reason about the size and position of numbers. Practical resources such as number lines and place value charts will support their understanding.

In the second half of the term, the focus shifts to addition and subtraction, where children will revise and extend their use of formal written methods to work with larger numbers. They will apply these skills in problem-solving contexts and develop their ability to estimate and check calculations using inverse operations.

Reasoning, fluency, and accuracy remain a key focus, helping children to deepen their confidence with larger numbers and more complex calculations.



Science

This term, Year 5 will explore the stages of human growth and development, beginning with gestation, birth, and infancy. Pupils will learn about the physical and hormonal changes that occur during puberty, then study adulthood and the ageing process. They will also compare human development with that of animals, before reviewing the full life cycle from conception to old age, explaining key changes at each stage.



History

In this unit, children learn about Baghdad as a centre of learning, trade and culture during the Islamic Golden Age. They explore how Caliph Al-Mansur built the city near the River Tigris, attracting scholars and traders from around the world. Children will learn about the translation of important texts into Arabic and how the city was destroyed in 1258. This unit contrasts with British history and develops understanding of power, religion, civilisation, conflict, and scholarship.



Geography

This unit builds on prior knowledge as children deepen their understanding of maps. They will use coordinates, grid references, and map scales to locate places, calculate distances, and interpret relief maps. Pupils will revisit lines of latitude and longitude and explore the Prime Meridian and the four hemispheres. These skills help children read a wide range of maps and develop a clearer understanding of how the world is organised geographically.



Music

This term, Year 5 will explore how music represents ideas, using *The Lark Ascending* and *Flight of the Bumblebee* to evoke birds and bees in flight. Pupils will create their own compositions on glockenspiels, experimenting with melody, dynamics, and timbre, and record their work using graphic scores.



RE

This term, Year 5 will explore Sikhism through the enquiry question: *What is the best way for a Sikh to show commitment to God?* Pupils will examine key practices such as prayer, sewa (selfless service), and following the Guru Granth Sahib, reflecting on their significance for Sikhs today and how commitment can be expressed within the faith.



Art

This term, Year 5 will explore art styles, starting with pastel brushwork and comparing rococo and modernist designs. They will study abstract artists like Mondrian and Kandinsky and create their own abstract acrylic paintings, applying colour theory and techniques. Pupils will develop skills in mixing colours and experimenting with form to express emotion.



PE

This term in PE, children will focus on Multiskills and Fitness. In Multiskills, they will develop core physical skills such as agility, balance, coordination, and reaction time through challenging activities and team games. In Fitness, pupils will work on stamina, strength, and speed, learning how regular exercise supports a healthy and active lifestyle.



PSHE

Pupils will follow the Jigsaw theme *Being Me in My World*, exploring the question *Who am I and how do I fit?* They will consider their responsibilities within the school community, understand how their behaviour impacts others, and develop skills for collaboration, empathy, and making positive contributions to group goals.



Computing

This term, Year 5 will explore how computers connect to form systems and how information is shared across the internet. They will learn how digital tools support online collaboration and begin to recognise real-world IT systems that enable effective searching and communication. Responsible and efficient use of these tools will be a key focus.



KEY VOCABULARY

prime meridian line

an imaginary line that **divides the earth into two sections** to show the eastern and western hemispheres (it also used as the basis for world time zones)

lines of longitude

imaginary lines that **run from north to south around the globe**: lines of longitude can be used to identify the location of a place as expressed in degrees east or west from the prime meridian line (longitude lines are not parallel to each other)

lines of latitude

imaginary lines that **run parallel to the equator**: like lines of longitude, they can be used to identify the location of a place

co-ordinates

numbers that represent a **location on a map**

Eastern Hemisphere

a term used to describe **places that are east** of the meridian line

Western Hemisphere

a term used to describe **places that are west** of the meridian line

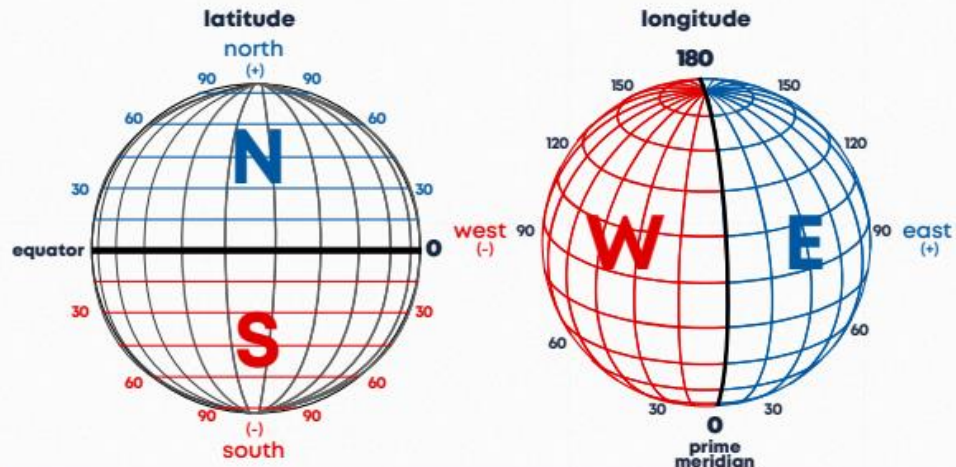
relief maps

a map that uses shading and colours to **indicate the height of the land**

relief map of Wales

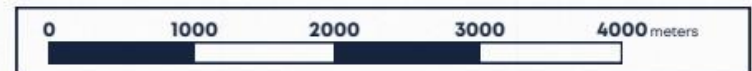


geographic coordinate system: latitude & longitude



map scale

- a) (1 centimeter represents 250 meters)
- b) **1:25 000**
- c)





KEY VOCABULARY

style

how **a piece of art looks**: style is often divided into the style of a period of time in history, a country, a group of artists, art which is about a particular idea or how an artist creates a work of art

technique

a **way of doing** something, like painting a picture

brushstroke

the mark made by a **paintbrush**

rococo

a light-hearted and pretty style of art and design from the 1700s which uses **elaborate decoration**, curvy lines and light colours

asymmetrical

not symmetrical: different on one side of the design to the other

modernist

a **style of art and design starting in the 1850s** that rejected previous artistic styles, was often abstract, experimental and focussed on materials

abstract

art that **doesn't try to look like something**, but uses shapes, colours, lines and form to achieve an effect

colour theory

information about how to **create different colours by mixing** (e.g. how to mix primary colours to make secondary colours) and the **effect of different colour combinations** (e.g. what happens when you put two complementary colours next to each other)

complementary colours

any **two colours which are opposite** each other on the colour wheel, e.g. yellow and purple are complementary to each other

rococo style

Thomas Chippendale



ribbon-backed chair

modernist style

Marcel Breuer



Wassily Chair (1925-1926)



The Pilgrimage to the Isle of Cythera (1717)

Antoine Watteau

Contra-Composition of Dissonances XVI (1925)

Theo van Doesburg





KEY VOCABULARY

gestation period

the **time in which a foetus develops**, beginning with fertilization and ending at birth (it lasts nine months in humans)

adolescence

the **period** following the onset of puberty during which a **young person develops from a child into an adult**

puberty

the period during which adolescents **reach sexual maturity and become capable of reproduction**

hormone

a chemical released in a gland that travels to other parts of the body where it **helps control how cells and organs do their work**

growth stage

infancy, childhood, adolescence, and adulthood are human growth stages before old age

changes in puberty

- muscles and bones grow larger
- females develop breasts and their hips widen
- males shoulders widen and their voice deepens
- both females and males grow hair under their arms and around their genitals
- females start menstruating (periods begin)
- males produce sperm in testes
- hormonal changes produce mood swings



human growth stages

gestational periods

mouse



20 days

dog



2 months

polar bear



8 months

human

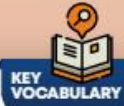
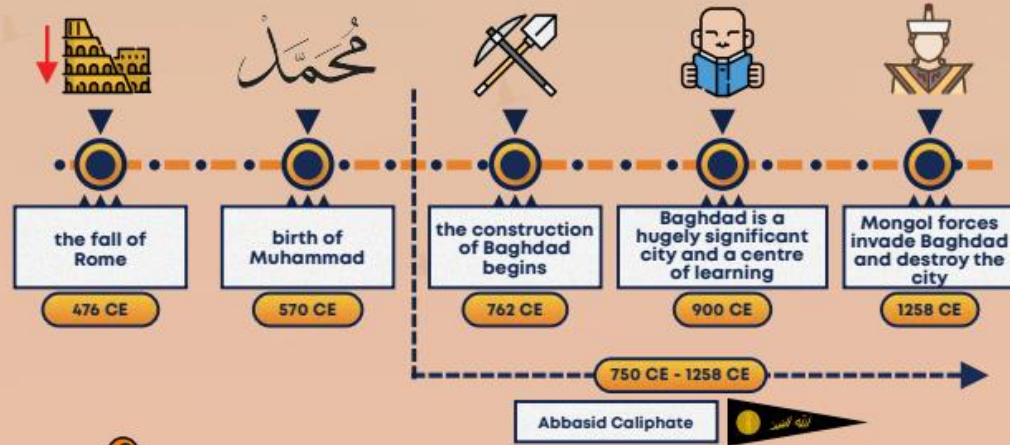


9 months

elephant



21 months



scholarship

the act of **academic study at a high level**

civilisation

a civilisation is a nation or group of people, that **share a common culture, common laws, a common economy** and typically a **common faith or religion**

City of Peace

Baghdad in 900 CE was referred to as the City of Peace

House of Wisdom

the House of Wisdom was a place in Baghdad where **texts were translated and where people came to learn and read** (it is remembered as one of the world's greatest libraries)

Mongols

the Mongols (originally from Mongolia) were a **tribe of nomads** who rode on horseback across central and northern Asia



Caliph Al-Mansur

a religious leader who is remembered for founding the city of Baghdad



Muhammad

a Prophet and military leader who established Islam



Al Tabari

an influential scholar, historian and translator/interpreter



Hulagu Khan

a Mongolian military leader who invaded Baghdad in 1258 and destroyed the city



Year 6

Curriculum Overview – Autumn 1

Reading

Core Text: *Kensuke's Kingdom* by Michael Morpurgo

This term, Year 6 will be reading *Kensuke's Kingdom*, an emotional and gripping adventure novel about a boy who is shipwrecked on a remote island and meets a mysterious man with a hidden past.

Through this text, pupils will develop advanced reading and comprehension skills in preparation for secondary school:

- **Inference & Interpretation** – exploring character motives, emotions, and relationships
- **Theme & Author's Purpose** – analysing messages around survival, friendship, war, and forgiveness
- **Vocabulary Development** – investigating figurative language, imagery, and authorial choices
- **Critical Thinking** – discussing moral dilemmas and character decisions
- **Summarising & Structure** – analysing how the story is built and its emotional impact

Pupils will be encouraged to engage in thoughtful discussion, justify their views with evidence, and respond creatively and analytically through writing.



Writing

This term in Year 6 Writing, pupils will study two key units: a suspense narrative inspired by *Clockwork* by Philip Pullman and a non-chronological report linked to their History topic on World War I.

In the narrative unit, pupils will learn how authors build suspense through precise vocabulary, varied sentence structures, and figurative language such as similes and personification. They will develop characters and plot using description and dialogue, working through the full writing process from planning to editing.

For the non-fiction unit, pupils will focus on structuring formal reports with subheadings, paragraphs, and technical vocabulary. They will practise maintaining a formal tone and using cohesive devices to link ideas clearly. Spelling will be supported through Spelling Shed, focusing on Year 5 and 6 statutory words and spelling rules, while handwriting will be developed via Letterjoin to ensure fluent, joined, and legible writing.

Both units aim to strengthen pupils' ability to write clearly, accurately, and purposefully in line with Year 6 expectations.



Maths

This term, children will begin by deepening their understanding of place value, working confidently with numbers up to 10 million. They will learn to read, write, order, and compare large numbers, and explore how digits change in value depending on their place. Pupils will practise rounding numbers to any degree of accuracy and use number lines to estimate positions. They will also revisit negative numbers in context, such as temperature changes, and explore patterns in counting using powers of 10.

The second half of the term will focus on formal written methods for addition, subtraction, multiplication, and division. Children will solve increasingly complex multi-step problems and use estimation and inverse operations to check their answers. They will explore the importance of selecting efficient methods, particularly when calculating mentally or deciding whether a written method is needed.

Throughout the term, children will be encouraged to explain their thinking, justify their reasoning, and apply their knowledge to real-life and problem-solving scenarios. These foundations are vital for the rest of the year and in preparation for the end of Key Stage 2 assessments.



Science

This term, Year 6 will study the human circulatory and respiratory systems, learning how they work together to transport oxygenated and deoxygenated blood. Pupils will explore the role of the heart and blood vessels, investigate how heart rate changes with activity, and conduct an experiment to measure this. The unit concludes with an assessment where children explain the importance of the circulatory system and ways to maintain a healthy lifestyle.



History

In this unit, children explore the causes, events, and consequences of World War I. They learn how tensions in Europe and the assassination of Archduke Franz Ferdinand led to war, and how Britain and its empire became involved. Pupils study trench warfare, life on the Home Front, and the role of soldiers from across the world. They examine the war's end in 1918, the Treaty of Versailles, and how the conflict changed life in Britain and shaped global history.



Geography

In this final Spatial Sense unit, pupils consolidate their mapping skills using a wide range of maps to understand global data, time zones, and differences in quality of life. They revisit longitude, latitude, the Prime Meridian, tropics, and polar regions. This unit reinforces their knowledge of world geography and deepens their understanding of how maps help us interpret information about people, places, and the environment.



Music

This term, Year 6 will explore voice and body percussion in Anna Meredith's *Connect It* and learn about canons. They will create and perform their own rhythmic compositions. Pupils will also study *Where Is the Love?* by the Black Eyed Peas to understand contrasting musical timbres.



RE

This term, Year 6 will study Sikhism through the enquiry question: *How far would a Sikh go for their religion?* Pupils will explore the sacrifices and commitments Sikhs may make for their faith, considering historical and modern examples, and reflecting on the importance of religious devotion in contemporary life.



Art

This term, Year 6 will explore the Renaissance period, studying key artists such as Raphael, Leonardo da Vinci, and Michelangelo. Pupils will learn about famous works like *The School of Athens*, *Vitruvian Man*, *The Last Supper*, and the Sistine Chapel frescoes. They will investigate Leonardo's painting technique, *sfumato*, and the development of linear perspective for realistic art.



PE

This term in PE, children will take part in Handball and Multiskills. In Handball, they will refine their passing, shooting, and defensive techniques while developing tactical awareness and teamwork through small-sided games. In Multiskills, pupils will build on key physical attributes such as agility, speed, balance, and coordination, preparing them for a range of sports and physical challenges.



PSHE

In Year 6, pupils will follow the Jigsaw theme *Being Me in My World*, exploring the question *Who am I and how do I fit?* They will reflect on their roles and responsibilities as the oldest pupils in the school, consider how they can model positive behaviour, and develop leadership, teamwork, and conflict resolution skills to contribute effectively to their community.



Computing

This term, Year 6 will explore how we communicate and collaborate online, including how data is transferred across networks. They will learn how search engines work, how results are ranked, and why this is important. Pupils will also evaluate different methods of online communication and consider how to use digital tools responsibly.

KEY VOCABULARY

longitude

latitude

axis

the Poles

tropic of Cancer

tropic of Capricorn

prime meridian

time zone

map projection

imaginary lines that run from north to south around the globe: lines of longitude can be used to identify the location of a place as expressed in degrees east or west from the prime meridian line (longitude lines are not parallel to each other due to the curve of the Earth)

imaginary lines running **parallel to the equator** that help to locate places with accuracy

an imaginary line **around which the Earth rotates**

the two locations on the surface of the Earth that are at the **northern and southern ends of the axis of rotation**

the line of latitude **23° north** of the equator

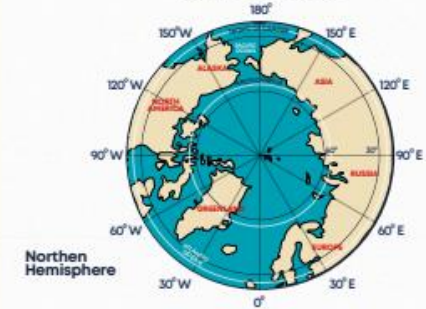
the line of latitude **23° south** of the equator

the line of **longitude at 0°**

a range of longitude that **shares a common time**

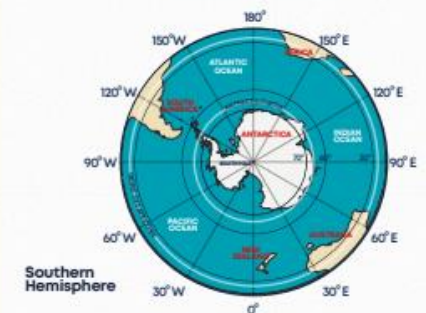
a method that represents the Earth on a **flat surface**

the Arctic Circle



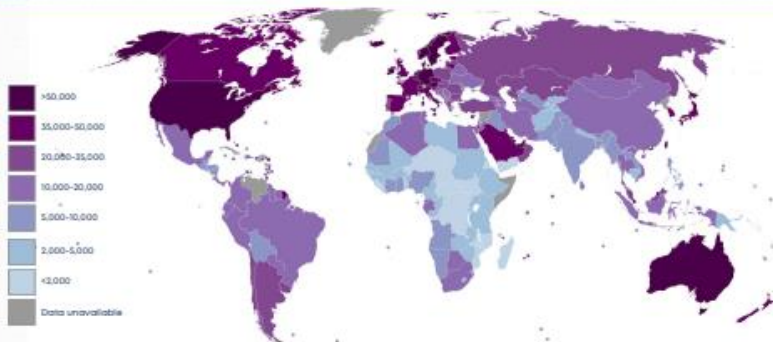
Northern Hemisphere

the Antarctic Circle



Southern Hemisphere

gross domestic product (GDP)

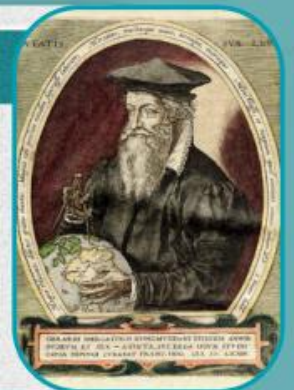


the value of all the goods and services a country produces in one year: countries with higher GDP often have higher standards of living than those countries with a low GDP (data such as GDP helps geographers understand more about life in that country)

Gerhardus Mercator

Flemish cartographer projected the Earth onto a flat surface in the 1500s

the problem with the Mercator projection is that it distorted the size and shape of some countries (the Peters projection attempted to better represent the true size and shape of countries in relation to each other)





Leonardo da Vinci



Vitruvian Man (1492)

Michelangelo



The Prophet Jeremiah, Sistine Chapel (1511)

School of Athens (1509-1511)

Raphael



The Last Supper (1495-98)

Leonardo da Vinci



KEY VOCABULARY

medieval

the period in European history from about **600 AD to 1500 CE** (also known as the Middle Ages or Dark Ages)

renaissance

a **French word that means 're-birth'**: used to describe a new style of art and culture that started in Italy around 1400

classical

something that is from **ancient Greek or Roman** culture

humanism

the **movement during the Renaissance** to recover the values of Classical times which emphasised the extraordinary ability of the human mind

proportion

the **relationship of the size of one part of the body to another part**, e.g., how tall a person is compared to the width of their arms

anatomy

the **structure of a human body** and how it is arranged

optics

the **study of sight** and the behaviour of light

sfumato

allowing colours to blend into one another, to **produce soft outlines**

linear perspective

the way lines and shapes are used to show three-dimensional space in a two-dimensional work of art

vantage point

a **place to view** something from

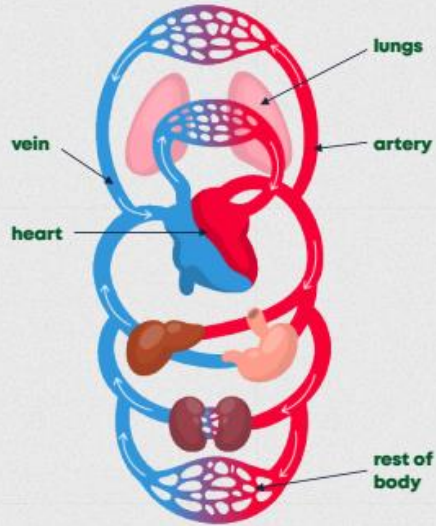
horizon line

the line where the **sky meets the land** or water

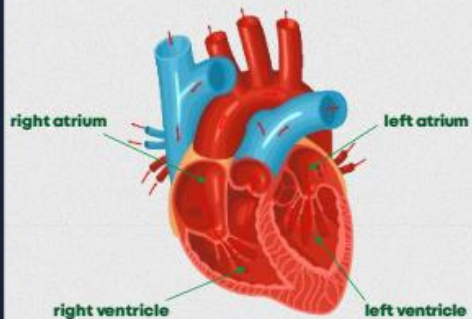
vanishing point

the point in a view where **lines appear to meet**

circulatory system



the heart



KEY VOCABULARY

circulatory system

transport

bodily system made up of the **heart, blood vessels and blood** that delivers essential materials to cells whilst removing waste products

atria

the circulatory system **transports nutrients (from digested food) and water to every cell** as well as oxygen

ventricles

the plural of 'atrium'; the **upper chambers of the heart**

valves

the **lower chambers of the heart**

aorta

found between the atria and ventricles they **open and close to allow the blood to flow through the heart**

arteries

the **largest artery supplying oxygenated blood** to the rest of the body

veins

carry blood with oxygen from heart

capillaries

carry blood depleted of oxygen back to heart

pulse rate

tiny vessels where oxygen gets transferred to cells

the **number of heart beats per minute**

arteries



carry blood away from the heart

oxygenated blood (most arteries)

veins



carry blood back to the heart

deoxygenated blood (most veins)

capillaries



transfers oxygen from the blood stream to other tissues in the body

blood pressure

the force with which our blood is pushed around our bodies (if our blood pressure is too high or low it can be dangerous for us)

heart rate

the number of squeezes or beats of the heart per minute (when the heart beats it pumps blood around the body)

drugs

human heart rate and blood pressure can be altered by taking drugs - sometimes this is needed, and doctors administer drugs to help patients (illegal drugs can damage human hearts and change blood pressure which can be very dangerous)



heir to the Austrian-Hungarian throne: assassinated in 1914

Archduke Franz Ferdinand



Prime Minister of Britain during WWI

David Lloyd George



German Emperor during WWI

Kaiser Wilhelm II

KEY VOCABULARY

imperialism

when a country **increases its power and influence by colonising** (taking over) another country

alliance

a union or **relationship formed between countries/organisations**, to benefit them both

mechanised warfare

the use of armoured fighting vehicles in modern warfare, sometimes referred to as **'armoured' or 'tank' warfare**

chemical warfare

the **use of the toxic chemicals** to kill or injure enemies (in WWI, chlorine, phosgene and mustard gas were used)

trench warfare

where opposite sides of the war **fight from trenches** dug into the ground, facing each other

no-man's-land

the land **between the trenches** of opposing armies

home front

the home front refers to **life in Britain during WWI**

conscription

a law that says that if you are able to fight in the war, you have to (during WWI, by 1916, **all men aged 18-41 had to go to war** and fight for their country)

armistice

an **agreement made to stop fighting a war**, also referred to as a 'truce'

zeppelins



battlecruisers



submarine



tank



the war was fought between

the Triple Alliance



Germany



Austria - Hungary



Italy

the Triple Entente



France



Britain



Russia