



Year 1

Curriculum Overview – Autumn 2



Reading

This term, we will continue to learn Phase 5 sounds through the Little Wandle programme. Daily sessions support blending, segmenting, and spelling to build reading and writing confidence.

New Phase 5 graphemes:

- ir = bird
- ie = pie
- ue = blue
- u = unicorn
- o = go
- i = tiger
- a = paper
- e = he
- a-e = shake
- i-e = time
- o-e = home
- u-e = rude *or* cute
- e-e = these
- ew = chew
- ie = shield
- aw = claw

New Tricky Words:

their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want



Writing

This term in Year 1 Writing, pupils will complete two units: recount writing and narrative writing.

The term begins with recount writing, where pupils describe real-life experiences in chronological order. They will recount the recent animal visit linked to their Science topic, *Animals and Their Needs*, using time words like *first*, *next*, and *then*. Pupils will write simple sentences about what they saw and did, practising capital letters, finger spaces, and full stops to develop sentence-writing skills.

In the narrative unit, pupils explore familiar stories, including *Room on the Broom* by Julia Donaldson and *We're Going on a Bear Hunt* by Michael Rosen. Using these texts, they will write simple stories with patterned language, repeated phrases, and descriptive vocabulary. Pupils will then innovate one of the texts by changing characters or settings.

Across both units, pupils will continue developing handwriting through Letterjoin and phonics knowledge through the Little Wandle Letters and Sounds Revised programme. These writing opportunities help build confidence in composing and recording sentences, laying the foundation for future success.



Maths

This term in Year 1 Maths, pupils will focus on **Addition and Subtraction within 10** and **Shape**.

In the first unit, pupils will learn to combine and partition numbers using practical resources such as cubes, counters, and ten frames. They will explore number bonds to 10 and begin to use mathematical symbols (+, -, =) to write and solve simple number sentences. Pupils will also apply their learning to real-life problems, developing confidence in understanding the language of addition and subtraction, such as *more than* and *fewer than*.

In the second unit, pupils will identify and describe **2D and 3D shapes**, naming shapes such as circles, squares, triangles, rectangles, cubes, and cuboids. They will describe properties, including sides and corners, and explore how shapes can be grouped and compared.

This term, all Year 1 pupils will continue to follow the White Rose Maths curriculum, which builds fluency, reasoning, and problem-solving through carefully sequenced steps. Daily practice of key number facts will strengthen pupils' understanding and help them develop a confident, connected approach to mathematical learning.



Science

Animals & their Needs (Biology) : This term, children will learn about different types of animals and how scientists group them by their features. They will explore birds, fish, amphibians, reptiles and mammals, and learn about herbivores, carnivores and omnivores. Pupils will also think about how pets' needs are met and how animals depend on food, air and movement to survive.



Music

Samba: The children will explore samba music from Brazil, learning how rhythms are layered over a steady beat. They will play percussion instruments, practise call and response, and perform rhythmic patterns together. Pupils will also create their own samba piece inspired by Sérgio Mendes' *Fanfarra*.



PE

This term, pupils will develop coordination, control, and balance through a variety of ball skills, including rolling, bouncing, and catching. In Dance, they will explore movement and rhythm through storytelling and music, learning to perform simple sequences that express mood and action with growing confidence and creativity.



RE

In this unit, pupils explore the Christian story of Jesus' birth and consider what gifts might be meaningful today. They reflect on the importance of giving and think about how people show love and care for others. Pupils begin to understand the significance of Jesus' birth for Christians and how this event is celebrated around the world.



PSHE

Celebrating Difference: In this unit, pupils learn to recognise similarities and differences between themselves and others. They explore what makes everyone special and unique, and begin to understand what bullying is and how to respond to it. Pupils learn how to make and maintain friendships and celebrate the diversity within their class and community.



History

Discovering History: This term, children will be introduced to the idea that history is the story of the past. They will learn what historians and archaeologists do, explore how artefacts and sources help us learn about the past, and use family trees to understand ancestry. Pupils will also begin to develop a sense of chronology and learn about local history and significant people from the past.



Art

This term, children will study **Line**, exploring how artists use different types of lines to create shapes, patterns and pictures. They will learn to describe and draw varied lines using pencils, paint, wire and string, inspired by the work of Rembrandt, Miró, Klee and Minnie Pwerle. Pupils will practise line-making in mixed media and design imaginative paintings using repeated lines.



Computing

Digital Painting: In this unit, pupils learn how to use digital tools to create artwork. They explore how to choose and apply different tools within a painting program to design images, patterns and shapes. Pupils compare digital artmaking with traditional methods, developing an understanding of how technology can be used creatively.

“A drawing is simply a line going for a walk.”



Paul Klee



straight



zigzag



wavy



curved



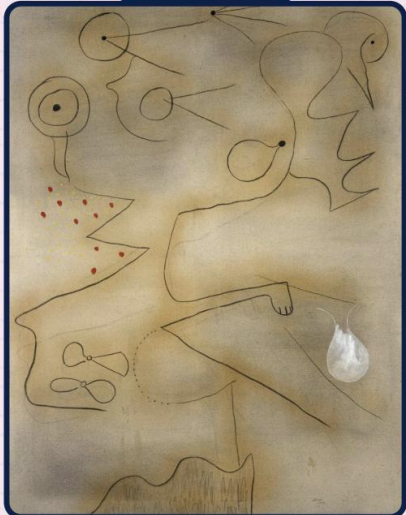
spiral

Rembrandt



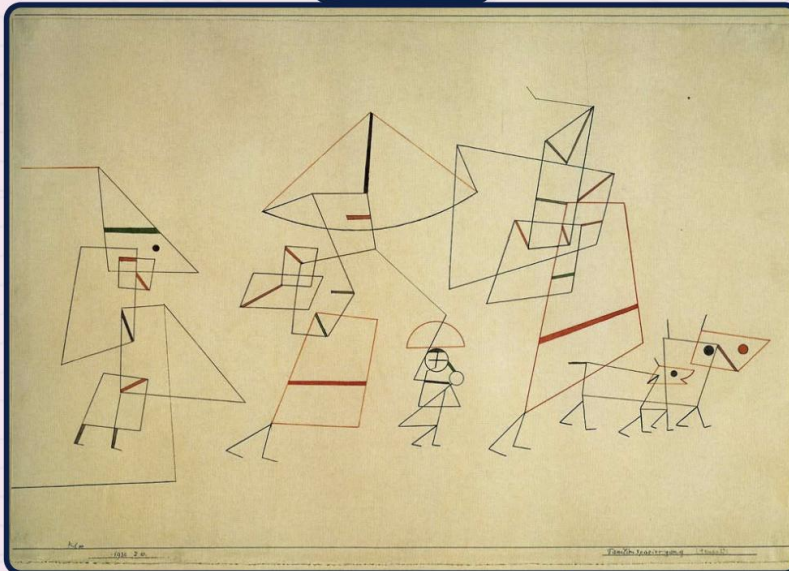
Saskia in a Straw Hat (1633)

Miro



Peinture (painting 1925)

Klee



Family Outing (1930)



KEY VOCABULARY

history

the stories people tell about **the past**

historian

a **person** who learns about the past

pre-history

the **time before** people wrote things down

archaeologist

a person who **looks in the ground** for clues about the past

artefact

an object made and used a **long time ago**





KEY VOCABULARY

animal

a **living thing** that moves and breathes

mammal

a warm-blooded animal, **with a backbone, that has hair or fur** (most mammals live on land)

amphibian

a cold-blooded animal that **can live in water and on land**

reptile

a cold-blooded animal that **breathes air and has dry, scaly skin**

bird

a warm-blooded animal that **has feathers, a beak, wings and can usually fly**

fish

an animal with a backbone, but no arms and legs that **lives completely underwater**, has scales and gills

pet

an animal **kept and cared for in a person's home**

omnivore

an animal that **eats both other animals and plants**

carnivore

an animal that **eats other animals**

herbivore

an animal that **eats plants**

diagram of a fish

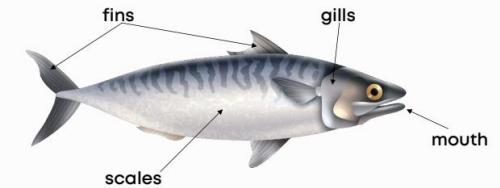


diagram of a bird

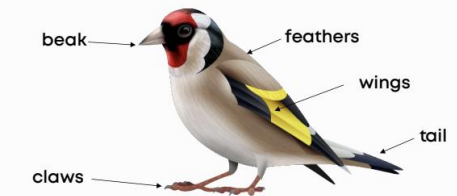
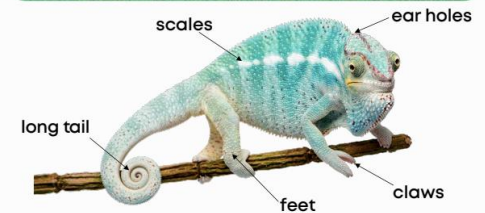


diagram of a reptile



*note: some reptiles have no legs

a pet needs:



food



water



shelter



space



medicine



love





Year 2

Curriculum Overview – Autumn 2



Reading

This term in Year 2 Reading, pupils will continue to apply their phonic knowledge within our reading lessons. Daily sessions support blending, segmenting, and spelling to build reading and writing confidence. There will also be regular practice of reading tricky words.

We are excited to begin developing children's reading comprehension skills. This term, our focus will be on retrieval questions. Children will learn how to identify key words in a question and use these clues to locate the relevant information in the text to find the correct answer.



Writing

This term in Year 2 Writing, pupils will complete two units: narrative writing and instructional writing.

In the narrative unit, pupils explore stories with recurring literary language, focusing on *The Lighthouse Keeper's Lunch* by Ronda and David Armitage. They study how authors use repetition, patterned phrases, and descriptive vocabulary to engage readers. Pupils then plan and write a short story inspired by the text, using adjectives, conjunctions, and a clear structure with a beginning, middle, and end.

In the non-fiction unit, pupils learn to write a sequenced set of instructions for making a sandwich. They focus on ordering steps logically, using imperative verbs (e.g. *put*, *cut*, *spread*) and time connectives. Pupils also learn the importance of layout and presentation.

Across both units, pupils continue developing spelling through Little Wandle, focusing on spelling rules and Year 2 common exception words. They also practise handwriting using Letterjoin to ensure neat, joined, legible writing. These units help pupils write with growing independence, accuracy, and enjoyment in line with Year 2 expectations.



Maths

This term in Year 2 Maths, pupils will continue to develop their understanding of **Addition and Subtraction** before moving on to **Shape**.

In the first unit, pupils will work with numbers up to 100, using partitioning and number bonds to calculate efficiently. They will learn to use mental and written strategies, including number lines, and apply their understanding to practical word problems. Pupils will explore the relationship between addition and subtraction and begin to check their answers using inverse operations.

In the second unit, pupils will explore **2D and 3D shapes**, learning to identify, describe, and compare shapes by their sides, vertices, edges, and faces. They will explore symmetry and learn to recognise patterns in everyday objects.

This term, all Year 2 pupils will continue to follow the White Rose Maths curriculum, which builds confidence and independence through small, well-structured steps. Daily practice of key number facts supports pupils in developing fluency, ensuring they can reason and apply their learning successfully across different areas of mathematics.



Science

Living Things & their Environments (Biology):

This term, children will learn about living things and their habitats. They will explore how animals and plants survive in different environments such as rainforests, deserts and underground habitats. Pupils will learn the difference between things that are alive, dead or never alive and will study simple food chains to understand how living things depend on each other.



History

Romans in Britain: This term, children will learn about the Romans in Britain, exploring who the Romans were and why they invaded. They will learn about the power of the Roman army, Boudicca's rebellion, and how the Romans built towns and roads across Britain. Pupils will also discover how written records and archaeology help us understand the lasting impact of Roman life today.



Music

This half term, children will learn about the interrelated dimensions of music: pulse, rhythm, pitch, dynamics, texture, tempo, and timbre. They will develop listening skills to identify these elements and apply their understanding through ensemble performance and composition using percussion and glockenspiels.



RE

Pupils learn why Christians believe Jesus was a special gift from God. They explore the themes of love, kindness and giving, considering how these values are shown in Christian celebrations such as Christmas. Through discussion and reflection, pupils begin to understand how Christians believe Jesus' life and teachings demonstrate God's love for the world.



Art

Children will study **Colour, Shape and Texture**, exploring how artists use collage, colour and mark-making to express ideas. They will investigate Matisse's cut-outs and Mukherjee's paper compositions, learning about colours, organic shapes and composition. Pupils will then study Dürer's *Young Hare* and van Eyck's *Arnolfini Portrait* to explore visual texture.



PE

Pupils will focus on improving fitness through fun and engaging physical challenges that develop strength, stamina, and agility. They will learn how to warm up and cool down safely. In Dance, pupils will explore patterns of movement and expression, creating and performing short routines to music that emphasise timing and teamwork.



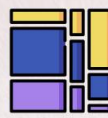
PSHE

Celebrating Difference: Pupils learn about assumptions and stereotypes, particularly those related to gender. They explore what bullying is and how to stand up for themselves and others with kindness. Pupils reflect on diversity, friendship and how to maintain positive relationships even when people are different.

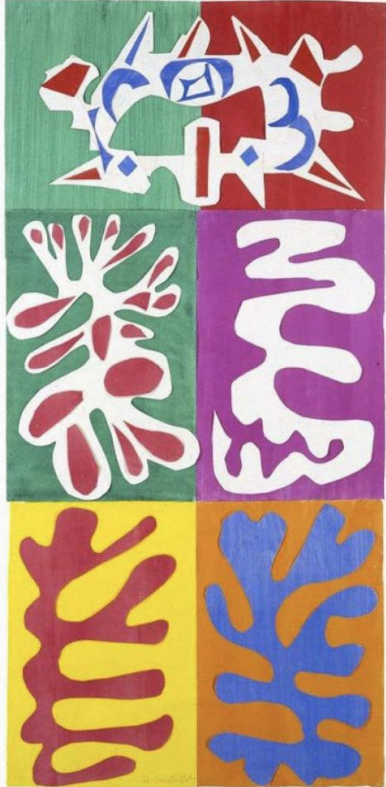


Computing

Digital Photography: Pupils learn how to take clear, well-composed digital photographs and edit them for different purposes. They explore framing, focus and lighting before using simple editing tools to enhance their images. This unit helps children understand how photography can be used to communicate ideas and tell stories.



Matisse



Panel with Mask (1947)



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

complementary colours

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

geometric shape

shapes we can name: square, rectangle, triangle, circle

organic shape

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

composition

how **different ingredients** in art (e.g. colour, shape, texture) are **put together** to make up a whole work of art

cut-out

the words Matisse used to describe his **method of creating pictures with scissors and coloured paper**

texture

how an object **feels**

visual texture

when an artist uses different shapes, marks, colours, light or shade to **show how something feels** (texture)

Albrecht Dürer

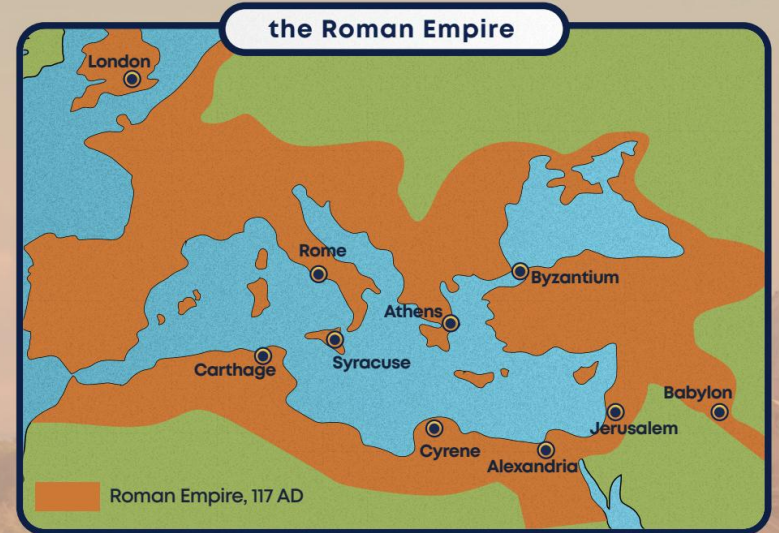
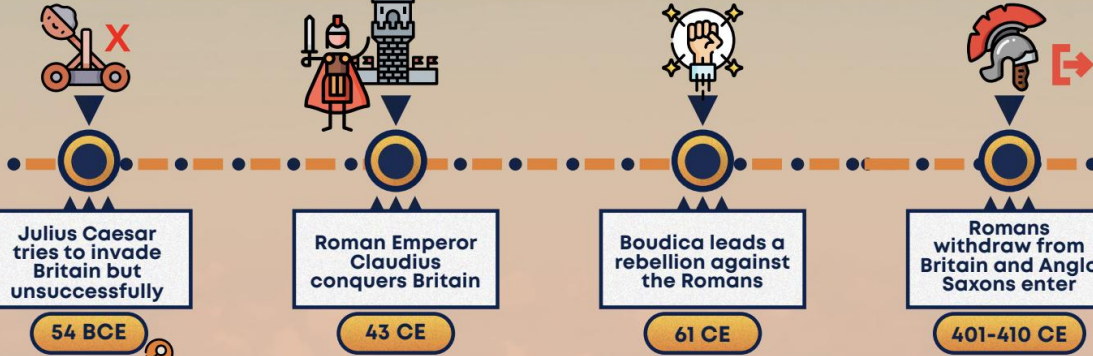


Young Hare (1502)

Jan van Eyck



The Arnolfini Portrait (1434)



KEY VOCABULARY

empire

a **group of states or countries** ruled over by a single person or ruling power

legion

a **large group of soldiers** who form one section of an army

cavalry

soldiers who fought on **horseback**

invasion

the entering or **taking over of a place**, by force

rebellion

when a group of people are angry about something, usually something done by the people in power, and **rise up and fight** them

emperor

a person who **rules an empire**

defeat

to **lose against someone** in a fight, war, or competition

aqueduct

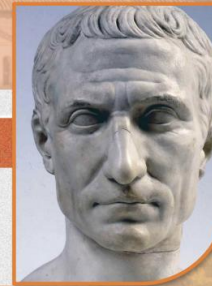
bridge-like system **built to move water** from one location to another

centurion

soldier in the Roman army responsible for the **command of one hundred men**

Julius Caesar

tried to invade Britain but was unsuccessful



Emperor Claudius

successfully invaded Britain and made it part of the Roman Empire



Boudica

led a rebellion against the Romans





KEY VOCABULARY

alive

a plant or animal that is alive **moves, grows and reproduces**

dead

something that was a living thing but is **no longer alive**

habitat

a **place** where plants or animals live

microhabitat

s **very small part of a bigger habitat**, e.g., woodlice living under stones in a garden

adaptation

many plants and animals have adapted so they can **survive in a particular habitat**

food chain

a food chain is a diagram which shows us **how animals are linked by what they eat, and what eats them**: energy and nutrients are transferred around the food chain

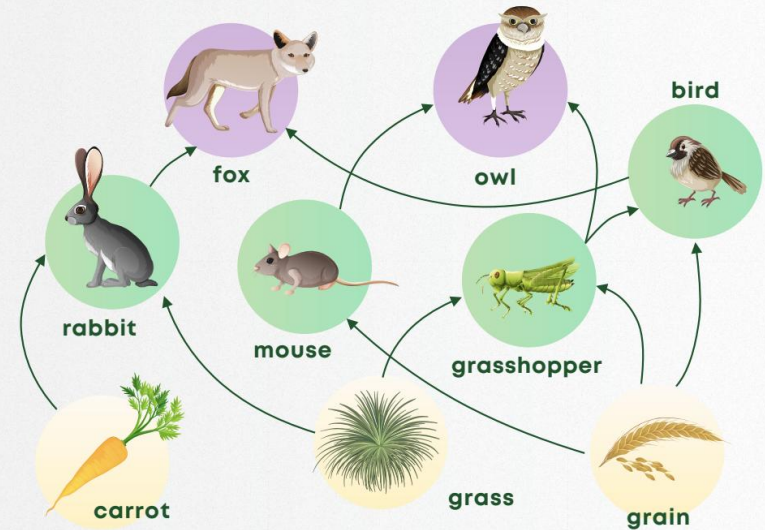
producer

plants are called producers because they **produce their own food**: food chains start with a producer (plant), nutrients and energy are transferred to the consumer

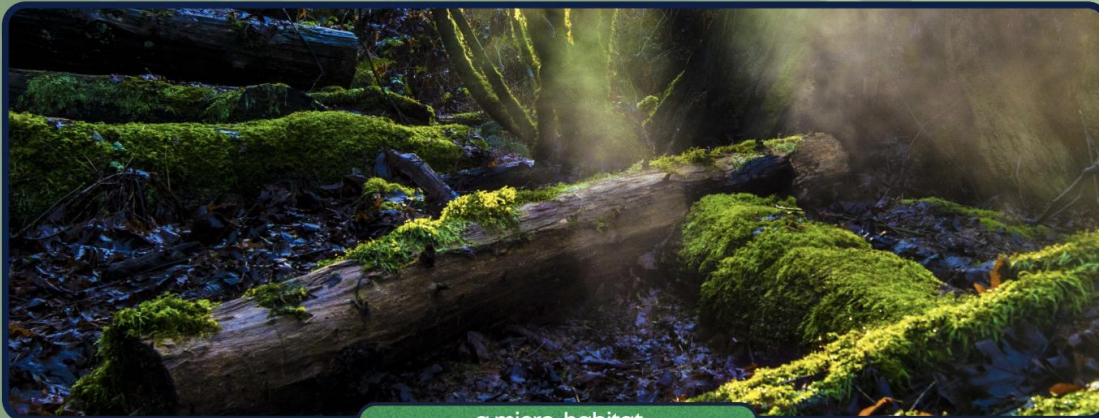
consumer

a consumer is a plant/animal that **eats another plant or animal**

food chain:

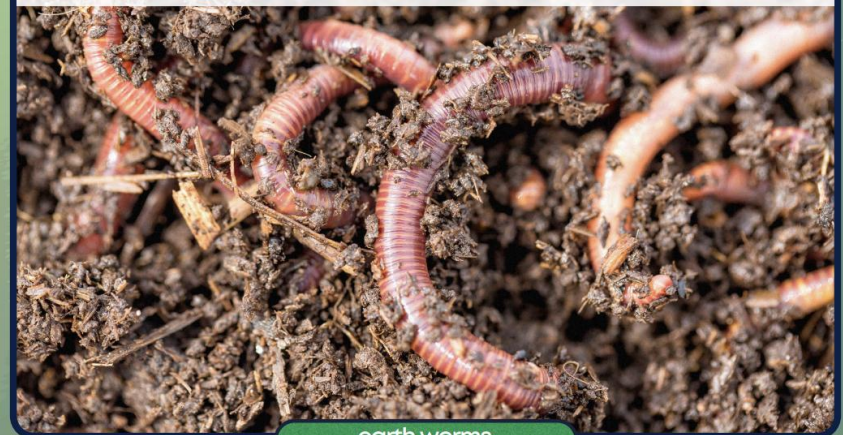


energy is transferred around the food chain



a micro-habitat

earthworms help to break down dead matter and provide nutrients for the soil



earth worms



Year 3

Curriculum Overview – Autumn 2



Reading

Core Text: *Varjak Paw* by S. F. Said

This term in Year 3 Reading, pupils will immerse themselves in *Varjak Paw*, an engaging and imaginative novel that explores courage, identity, and belonging. Through this text, pupils will develop their understanding of character and plot, making predictions about events and drawing inferences about characters' motives and emotions. They will identify how descriptive language and powerful vocabulary create atmosphere and tension, and they will practise retrieving key information to support their ideas.

Pupils develop fluency, comprehension, and a lifelong love of reading through carefully chosen, high-quality texts. This term, Year 3 pupils will continue to read aloud daily, take part in vocabulary-rich discussions, and complete guided reading sessions that focus on the National Curriculum aims of inference, retrieval, explanation, and authorial intent. Across Key Stage 2, pupils continue to build confidence and independence in reading through daily practice and exposure to ambitious, engaging language.



Writing

This term in Year 3 Writing, pupils will complete two units: a narrative based on stories with a moral and an explanation text linked to Science.

In the narrative unit, pupils explore Aesop's fables and other traditional stories that teach a lesson. They study how authors convey messages through simple plots and strong characters. Pupils then plan and write a story with a clear moral, using descriptive language, dialogue, and varied sentence structures.

In the non-fiction unit, pupils write an explanation text linked to their Science topic, *Cycles in Nature*. They explain processes such as life cycles of a plant and seasonal cycles, using technical vocabulary, time connectives, and causal language (e.g. *because, therefore, as a result*).

Across both units, pupils continue developing spelling through Spelling Shed, focusing on patterns and Year 3 word lists. They also practise handwriting using Letterjoin to ensure fluent, joined, legible writing. These experiences help pupils write creatively and informatively, using language with growing precision and confidence.



Maths

This term in Year 3 Maths, pupils will complete two main units: **Addition and Subtraction** and **Multiplication and Division**.

In the first unit, pupils will refine their written methods for addition and subtraction, including the use of number lines with and without exchanges. They will estimate and check answers using the inverse and apply their knowledge to multi-step reasoning problems.

In the second unit, pupils will begin **Multiplication and Division**, exploring multiplication as repeated addition and division as grouping and sharing. They will focus on the 3, 4, and 8 times tables and learn how these patterns can be used to solve more complex problems.

This term, all Year 3 pupils will continue to follow the White Rose Maths curriculum, which develops fluency, reasoning, and problem-solving through small, progressive steps. Daily number practice will strengthen pupils' recall and understanding, helping them to apply their skills confidently in both familiar and unfamiliar contexts.



Science

Cycles in Nature (Biology/Earth Science): This term, children will explore cycles in nature, including how the seasons change as the Earth orbits the sun. They will study how plants grow and reproduce through different seasons and learn about animal life cycles, including frogs. Pupils will observe patterns in their environment and understand how seasonal changes affect both plants and animals.



History

Ancient Egypt: This term, children will learn about Ancient Egypt, discovering how people lived along the River Nile and why it was vital for farming and survival. They will explore Egyptian society, religion, and beliefs about the afterlife, including the discovery of Tutankhamun's tomb by Howard Carter. Pupils will also study hieroglyphics and how archaeologists use them to uncover Egypt's past.



Geography

Settlements: This term, children will study Settlements, learning that they are places where people live. They will explore different types of settlements including hamlets, villages, towns and cities and the features that make each unique. Pupils will compare rural and urban areas, investigate population density using maps, and design their own settlement based on geographical needs and resources.



Music

This half term, children will learn about the interrelated dimensions of music: pulse, rhythm, pitch, dynamics, texture, tempo, and timbre. They will develop listening skills to identify these elements and apply their understanding through ensemble performance and composition using percussion and glockenspiels.



RE

In this unit, pupils investigate what Christmas means to Christians today and explore how the festival is celebrated in different ways. They consider the balance between religious and commercial aspects of Christmas, reflecting on whether its true meaning has been overshadowed. Pupils develop an understanding of how faith and culture influence celebration.



Art

The children will study **Still Life and Form**, exploring artists use line, tone and colour to show three-dimensional form in two-dimensional work. They will compare ancient and modern still life paintings, study Morandi's pencil techniques, and experiment with shading and cross-hatching. Pupils will then use oil pastels to layer colour from dark to light, creating their own still life inspired by Cezanne, Stubbs and Moser.



PE

This term, pupils will develop skills in **TAG Rugby**, learning to pass accurately, evade opponents, and work cooperatively as part of a team. They will apply these skills in small games that promote tactical thinking and fair play. In Dance, pupils will respond to a theme through structured movement, focusing on rhythm, formation, and expressive performance.



PSHE

Celebrating Difference: In this unit, pupils explore the differences between families and learn how to manage conflict in positive ways. They learn about the impact of bullying, the importance of kindness and the power of words. Pupils also practise giving and receiving compliments to help build respect and self-esteem.



Computing

Stop-Frame Animation: In this unit, pupils learn how to create their own stop-frame animations by capturing and sequencing still images. They use digital tools to edit and refine their work, adding simple effects to tell a story. Pupils develop creativity, patience and problem-solving skills while exploring how digital technology brings stories to life.



KEY VOCABULARY

settlement

a place **where people live**

urban

an area **where a large number of people live** near to each other: urban areas have lots of buildings and roads

rural

an **area located outside of towns and cities**, sometimes called the countryside: people often live far apart in rural areas

suburban

an area **on the edges of towns and cities** where people live: suburban areas often have green space and homes often have gardens

population

the **number of people** living in an area

dense population

many people living in an area, homes are close to one another

sparse population

few people living in an area, homes are spread out

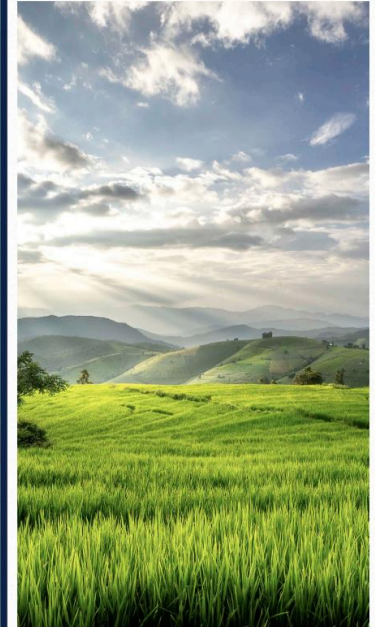
conurbation

an urban area that has developed when the **suburban areas of several towns or cities merged**

urban area



rural area



hamlet



a small settlement with a very small number of homes and no services

village



a group of houses in the countryside, sometimes with a church and small shop

town



a place where there are lots of houses and shops: a town may have a local council that makes decisions for the people who live there

city



a city is a large urban area where lots of people live close to each other: there are often lots of shops and services in a city



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KEY VOCABULARY

still life

a picture of something that **does not move**

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 that are **darker**

highlight

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

cross hatching

a technique of creating tone by drawing **lines which cross over each other**

tints/shades

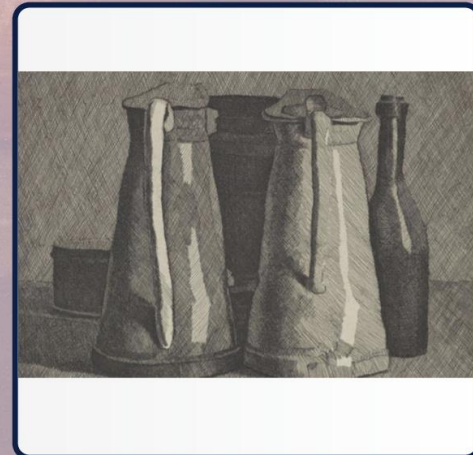
a tint is the mixture of a colour with white (**increases lightness**), and a shade is the mixture of a colour with black (**reduces lightness**)

From Herculaneum

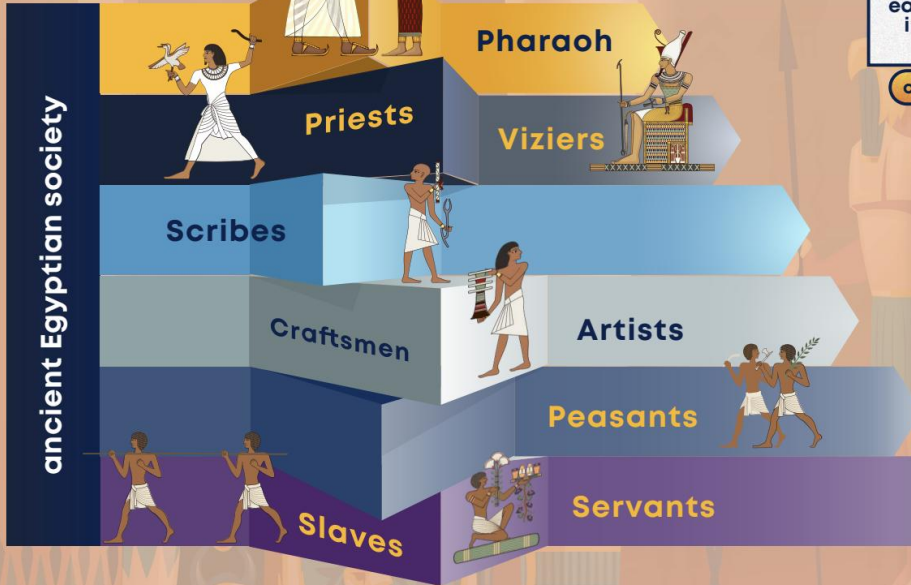


Still Life with Peaches and a Glass (50 CE)

Still Life, Pitcher and Fruit (1894)
Paul Cézanne



Still Life with Five Objects, (1956)
Giorgio Morandi



KEY VOCABULARY

River Nile

a river, which flows through the continent of Africa: it is the **longest river in the world**

Black Land

the **land either side of the River Nile**, which is black in colour: it is full of rich nutrients to help plants grow

irrigation

the **supply of water**, which helps land or crops grow

archaeologist

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

Pharaohs

Pharaohs were the **kings or queens of Egypt**: a Pharaoh was the most important and powerful person in the kingdom

artefacts

an object made and **used a long time ago**

hieroglyphics

an ancient Egyptian **writing system**

mummification

the process used by ancient Egyptians to **preserve a person's body for the afterlife**

pyramid

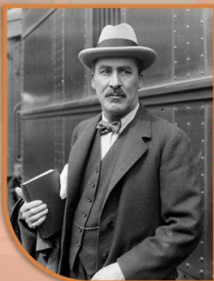
a **huge stone tomb** build by ancient Egyptians

Tutankhamun



ancient Egyptian Pharaoh

Howard Carter



archaeologist who discovered Tutankhamun's tomb in 1922



KEY
VOCABULARY

cycle

a series of events that **repeats in the same order**

seasonal cycle

the **repeating of the seasons**; spring, summer, autumn, and winter

deciduous

a type of tree that **loses its leaves during autumn** and grows new leaves in spring

evergreen

a type of tree that **keeps its leaves all year long**

dormant

alive but **not actively growing**, appears to be resting or in a deep sleep

nutrients

a substance that provides food, **essential for life and growth**

decay

to rot or **break down after death**

metamorphosis

a huge or **complete change** in a living thing

frogspawn

a soft, jelly like substance that **contains the eggs of frogs**

tadpole

the **offspring of a frog**: tadpoles have a round head and a tail

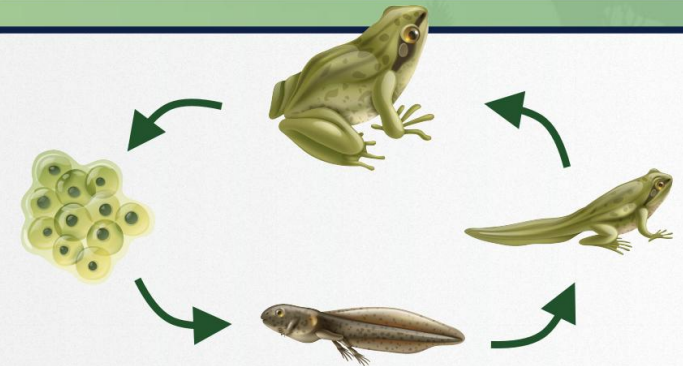
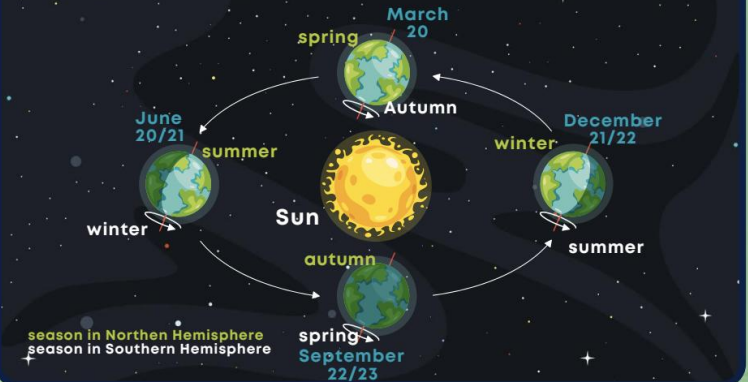
pollen

a **fine powder produced by flowering plants** essential for reproduction

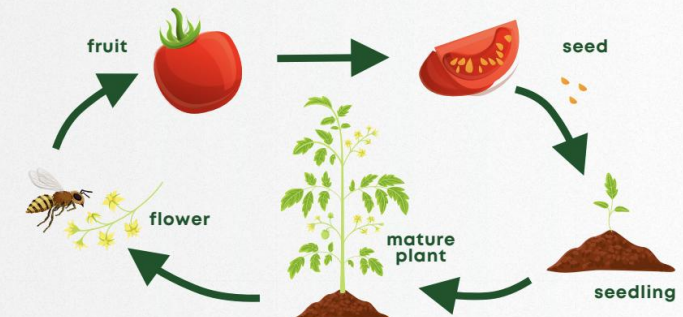
seed

a **tiny developing plant**, covered in a protective coating

our planet's journey around the Sun creates our seasons on Earth



life cycle of a frog



life cycle of a tomato plant



Year 4

Curriculum Overview – Autumn 2



Reading

Core Text: *The Firework-Maker's Daughter* by Philip Pullman

This term in Year 4 Reading, pupils will study *The Firework-Maker's Daughter*, a modern classic that follows the determined Lila on her journey of courage and creativity. Pupils will explore how Philip Pullman uses language to describe settings and emotions, learning to identify figurative language and analyse how it affects the reader. They will summarise key sections, predict events, and make inferences about character motivations, using evidence from the text to support their thinking.

Pupils develop fluency, comprehension, and a lifelong love of reading through high-quality literature that encourages curiosity and imagination. Year 4 pupils will read aloud daily, practise fluency and expression, and engage in guided reading sessions that target retrieval, inference, prediction, and explanation. Across Key Stage 2, pupils follow the National Curriculum aims for Reading, developing vocabulary and comprehension through exposure to ambitious and diverse texts.



Writing

This term in Year 4 Writing, pupils will complete two units: a narrative quest story and a non-chronological report.

In the narrative unit, pupils study *Arthur and the Golden Rope* by Joe Todd-Stanton to inspire their own quest stories. They explore how authors create excitement through strong characters, imaginative settings, and a structure with a challenge, journey, and resolution. Pupils build tension using varied sentence structures and descriptive vocabulary, then write their own quest.

In the non-fiction unit, pupils write a report about a mythical creature of their own invention. They group information into paragraphs, use subheadings, and include technical vocabulary to describe features, habitat, diet, and behaviour. Pupils are encouraged to be creative, avoiding dragons, which are covered in Year 3.

Across both units, pupils develop spelling through Spelling Shed, focusing on Year 4 patterns and rules. They also refine handwriting using Letterjoin for fluent, joined, legible presentation. These units strengthen pupils' ability to write imaginatively and informatively with confidence and precision.



Maths

This term in Year 4 Maths, pupils will focus on **Multiplication and Division** followed by **Area**.

In the multiplication and division unit, pupils will recall and apply all multiplication facts up to 12×12 and use these to solve a range of reasoning and word problems. They will explore factor pairs, multiples, and related facts and learn efficient written and mental strategies for larger calculations.

In the area unit, pupils will learn to calculate and compare the area of different shapes by counting squares and linking this to their multiplication knowledge. They will apply this understanding to solve practical problems involving space and measure.

This term, all Year 4 pupils will continue to follow the White Rose Maths curriculum, which builds mathematical confidence through a balance of fluency, reasoning, and problem-solving. Daily practice of key number facts, including multiplication tables, will ensure pupils develop secure recall and a deeper, connected understanding of mathematical ideas.



Science

Classification of Plants & Animals (Biology)

This term, children will learn how scientists classify living things. They will explore the differences between vertebrates and invertebrates, studying groups such as fish, amphibians, reptiles, birds, mammals, insects, molluscs and arachnids. Pupils will also investigate flowering and non-flowering plants, learning how Carl Linnaeus developed systems to name and classify the living world.



History

Ancient Greece: This term, children will study Ancient Greece, exploring how independent city-states such as Athens and Sparta shaped Greek civilisation. They will learn about democracy, philosophy, mythology, art, architecture, and the first Olympic Games. Pupils will also discover how leaders like Alexander the Great expanded the Greek Empire and how Ancient Greece's legacy still influences modern life today.



Geography

Mediterranean Europe: This term, children will study Mediterranean Europe, exploring its countries, climate, landscapes and ways of life. They will learn about the region's warm, dry summers and mild, wet winters, and how this climate supports farming, including olive production. Pupils will also locate mountain ranges and rivers, and compare the cities of Athens and Venice using maps and geographical data.



Music

This half term, children will learn about the interrelated dimensions of music: pulse, rhythm, pitch, dynamics, texture, tempo, and timbre. They will develop listening skills to identify these elements and apply their understanding through ensemble performance and composition using percussion and glockenspiels.



RE

Pupils study the nativity story in depth and identify the parts that hold the greatest meaning for Christians. They explore how the story reflects Christian beliefs about Jesus' birth and what it reveals about hope, peace and faith. Pupils learn how this story continues to inspire Christian worship and traditions in the modern world.



Art

The children will study **Space in Art**, learning how artists create the illusion of depth and distance in two-dimensional work. They will explore light, tone and perspective through the paintings of Matisse, Millet, Bruegel and Turner. Pupils will practise shading techniques using pencil and pastel, then design and construct a painted cardboard landscape.



PE

This term, 4 White will be going swimming, with a focus on becoming water confident and building their skills with a variety of strokes. 4Purple will be taking part in gymnastics; including various ways of travelling, rolls and balances. This will be carried out individually and mirroring in pairs and groups.



PSHE

Celebrating Difference: Pupils learn about judging others by appearance and how assumptions can influence behaviour. They develop strategies to challenge bullying, solve problems and understand how personal identity and self-acceptance support positive relationships. Pupils also reflect on first impressions



Computing

Audio Production : Pupils plan, record and edit audio to create their own podcast. They learn how to use digital tools to combine voice recordings, music and sound effects, developing clear and engaging communication. The unit also introduces the concept of copyright, helping pupils understand how to use content responsibly.



KEY VOCABULARY

Mediterranean Europe

an area of Europe **near the Mediterranean Sea** (from the Latin meaning 'middle of the land')

equator

an **imaginary line around the middle of the Earth**: the sun's rays hit the equator directly, making the places located near to it very warm

latitude

latitude is a measurement that gives the location of **a place on Earth north or south of the equator**. maps sometimes show imaginary lines of latitude to help us locate places

ecosystem

a **community of plants and animals** found in a particular area

the Gulf Stream

a **current of warm water** that flows from the Gulf of Mexico in Central America, all the way across the Atlantic Ocean to Europe

the Colosseum

an ancient, giant, oval shaped **amphitheatre located in the centre of Rome**: it was built during ancient Roman times and gladiators fought there

peninsula

a region of **land that sticks out in a body of water**, with water on three sides

inhabit

to **live or dwell in a place**, as people or animals



Italy



Greece



Spain



Portugal



France



Turkey

country	Italy	Spain	Portugal	Greece	Turkey	France	Malta
capital	Rome	Madrid	Lisbon	Athens	Ankara	Paris	Valetta
language	Italian	Spanish	Portuguese	Greek	Turkish	French	Maltese



KEY VOCABULARY

space

the **distance** within, around and between things in art

dimension

a **measurement**

height

the measurement of something from **top to bottom**: this is one of the dimensions

width

the measurement of something from **side to side**: this is one of the dimensions

depth

the measurement of something from **front to back**: this is one of the dimensions

3d

something 3d (3 dimensional) has height, width and depth – the **three dimensions**: you can touch it all the way around

2d

something 2d (2 dimensional) has only height and width – **two dimensions**: it is flat

foreground

the part of a view that is **closest to us** in a picture

background

the part of a view that is **furthest away** from us in a picture

middle ground

between the **foreground** and the **background**

foreshortening

where an object or a person is shown to be **bigger in the foreground** and **smaller in the background** to create an illusion of space

detail

a **small part** in a work of art which is **clearly shown**, e.g., a blade of grass

Millet



The Gleaners (1857)

Bruegel the Elder



The Peasant Wedding (1567)



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



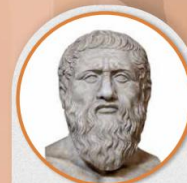
invaded Greece

Darius I



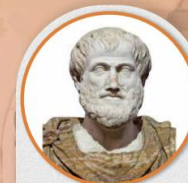
Greek philosopher

Socrates



Greek philosopher

Plato



Greek philosopher

Aristotle



Greek God

Zeus



KEY
VOCABULARY

classification

grouping and ordering things according to criteria; plants and animals have been grouped and ordered by scientists according to their features

animal

animals are **living things** that need food and water to grow, they **eat other plants or animals for food**, and can sense what is happening around them and can move (humans are animals)

plant

plants are **living things** that need food and water to grow, plants **make their own food from sunlight**

vertebrate

an **animal with a backbone**, e.g., human, dog, horse

invertebrate

an **animal without a backbone**, e.g., bumble bee, spider, snail

scientists classify plants into flowering and non-flowering



poppy

flowering



fern

non-flowering

vertebrates

fish

are cold-blooded
live in water
use gills to breathe



amphibians

are cold-blooded
live part in water and part on land
usually have moist skin with no scales



reptiles

are cold-blooded
hatch from eggs
have dry, thick, scaly skin



birds

are warm-blooded
hatch from eggs
can usually fly



mammals

are warm-blooded
have hair on their bodies
produce milk to feed their young



invertebrates (do not have a backbone)

insects

have six legs
have three body parts: head, thorax
and abdomen



arachnids

have eight legs
have two body parts: head and
abdomen



molluscs

are soft-bodied
many have a shell





Year 5

Curriculum Overview – Autumn 2



Reading

Core Text: *The Nowhere Emporium* by Ross MacKenzie

This term in Year 5 Reading, pupils will explore *The Nowhere Emporium*, a captivating fantasy novel that transports readers into a magical world of discovery and imagination. Pupils will study how Ross MacKenzie builds atmosphere and suspense through language choices and structure. They will identify key themes such as belonging and curiosity, and discussing how language and tone influence the reader's response.

Pupils develop fluency, comprehension, and a lifelong love of reading through rich and engaging texts. Year 5 pupils will read aloud daily, participate in guided reading sessions, and take part in class discussions designed to strengthen vocabulary and comprehension. Lessons will focus on the National Curriculum strands of inference, retrieval, summarising, how vocabulary contributes to meaning and authorial intent.



Writing

This term in Year 5 Writing, pupils will complete two units: a fantasy narrative and an instructional text.

In the narrative unit, pupils explore the fantasy genre through model texts and drawing on their knowledge of *The Nowhere Emporium*. They will learn how authors create imaginary worlds using descriptive language, atmosphere as well as coherently sequencing the events of their narrative. Pupils will then write portal story where an ordinary character discovers an extraordinary setting, focusing on description and clear structure.

In the non-fiction unit, pupils write a sequenced set of instructions. They focus on ordering steps logically, using imperative verbs, adverbs, and time conjunctions. Pupils also consider how layout and presentation support clarity.

Across both units, pupils develop spelling through Spelling Shed, focusing on Year 5 rules and patterns. They refine handwriting using Letterjoin to ensure fluent, joined, legible writing. These units enhance pupils' ability to write creatively and purposefully, using language with growing control and confidence.



Maths

This term in Year 5 Maths, pupils will study **Multiplication and Division** followed by **Fractions**.

In the first unit, pupils will extend their knowledge of multiplication and division, applying both mental and formal written methods to larger numbers. They will explore factors, multiples, prime numbers, and squared and cubed numbers, using these to solve increasingly complex reasoning problems.

In the second unit, pupils will focus on Fractions, learning to find equivalent fractions, simplify, and compare and order fractions less than and greater than one. Children will learn to find and recognise equivalent fractions, including unit and non-unit fractions. They will convert between improper fractions and mixed numbers, and then compare and order fractions both less than and greater than one.

All Year 5 pupils will continue to follow the White Rose Maths curriculum, which builds fluency, reasoning, and problem-solving through carefully structured progression. Daily number practice will strengthen recall of key facts, ensuring pupils can reason confidently and apply their mathematical knowledge independently.



Science

Materials: This term, children will explore materials and their properties. They will test materials for thermal conductivity, investigate which substances dissolve, and learn how to separate mixtures using sieving, filtering and evaporation. Pupils will also study reversible and irreversible changes, building their understanding of how materials can change and how scientists classify these processes.



History

The Early British Empire: This term, children will study The Early British Empire, learning how Britain expanded its power and influence across the world from the 16th to the 18th century. They will explore global trade, the role of monarchs, and Britain's relationship with India and the Mughal Empire. Pupils will also learn how the Seven Years War strengthened Britain's empire and shaped its global identity.



Geography

Mountains: This term, children will study Mountains, learning how these vast landforms are formed and where they are found around the world. They will explore famous ranges such as the Alps, Himalayas, Andes and Rockies, and study Mount Everest and Mount Kilimanjaro as standalone peaks. Pupils will also investigate mountain features, formation, and geography using maps, data and extended writing.



Music

This half term, children will learn about the interrelated dimensions of music: pulse, rhythm, pitch, dynamics, texture, tempo, and timbre. They will develop listening skills to identify these elements and apply their understanding through ensemble performance and composition using percussion and glockenspiels.



RE

In this unit, pupils explore the Christmas story from both a historical and a faith perspective. They examine the different Gospel accounts and discuss what Christians believe about the birth of Jesus. Pupils reflect on the idea of truth in religion, learning that Christians express faith through belief, symbolism and tradition.



Art

The children will study Islamic Art and Architecture, exploring how faith and geometry influence artistic design. They will examine famous structures such as the Dome of the Rock, the Alhambra, and the Taj Mahal, identifying features like calligraphy, domes, arches, and intricate geometric patterns. Pupils will create repeating designs using rulers and compasses.



PE

Pupils will continue to build confidence in TAG Rugby, focusing on teamwork, communication, and tactical awareness. They will develop more advanced passing, dodging, and defending skills through competitive team games. In Dance, pupils will explore movement in relation to music, creating and performing group routines that show coordination, rhythm, and expression.



PSHE

Celebrating Difference: In this unit, pupils learn about cultural differences and how misunderstandings can lead to conflict. They discuss racism, bullying and the harm caused by rumours or name-calling. Pupils explore the relationship between material wealth and happiness and learn to appreciate and respect cultural diversity.



Computing

Video Production: In this unit, pupils plan, film and edit a short video for a specific purpose. They learn about camera angles, sound and editing techniques to produce a polished final piece. Pupils develop teamwork and creative planning skills while understanding how video can be used to inform, entertain or persuade.



KEY VOCABULARY

peak

the **highest point** of a mountain

range

a **group of mountains** connected by high ground

erosion

the process of something being **worn down or destroyed over time**

topography

the **study of the surface of the earth**: topography can look at the shape of the land, hills, mountains, valleys, rivers etc

plate boundary

scientists believe **the earth's crust is split into plates, and where these plates meet** (at a plate boundary) there can be mountain ranges formed

Machu Picchu

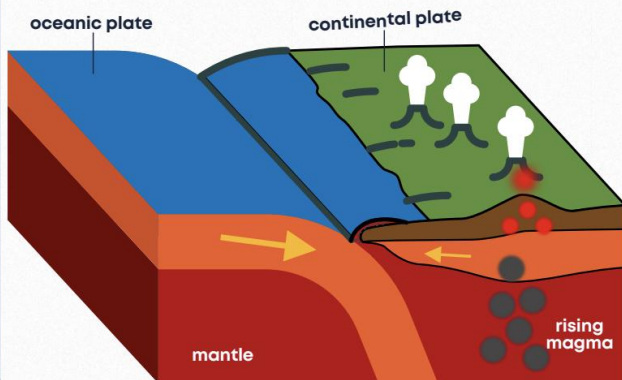
a famous Inca city **built on top of a mountain** in the Andes

Mount Kilimanjaro

the **tallest mountain in Africa**



mountains formed at a plate boundary



Alps
(Europe)



Rocky Mountains
(North America)



Himalayas
(Asia)



Andes
(South America)



Edmund Hillary

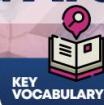


a well-known mountaineer from New Zealand who was one of the first to climb Mount Everest in 1953

Tenzing Norgay



Edmund Hillary's mountaineer guide who also climbed Mount Everest in 1953



KEY VOCABULARY

Islamic art/
architecture

art or architecture which **relates to the religion of Islam** or the Islamic world

mosque

a **place of worship** for Muslims

minaret

a thin **tower**, usually part of a mosque, from which a **person calls Muslims to prayer**

dome

the **hollow, upper half of a sphere**, often used in Islamic architecture

calligraphy

decorative **handwriting**

geometric patterns

a **pattern made out of geometric shapes** such as triangles, squares, circles

vegetal patterns

a pattern made out of **shapes and lines** which represent plants

figural

art work showing **humans or animals**

the Dome of the Rock (691)



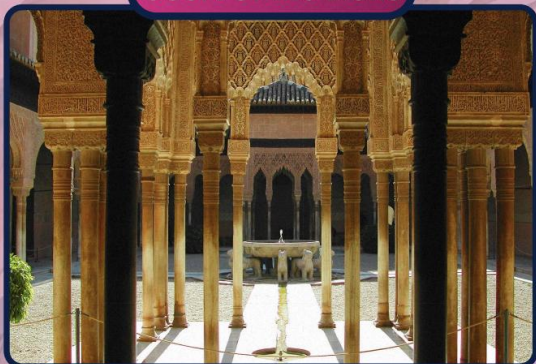
Jerusalem

the Taj Mahal (1632)



Agra, India

Court of the Lions



Nasrid Palaces, Alhambra (1300s)

plasterwork



Nasrid Palaces, Alhambra (1300s)

geometric tilework

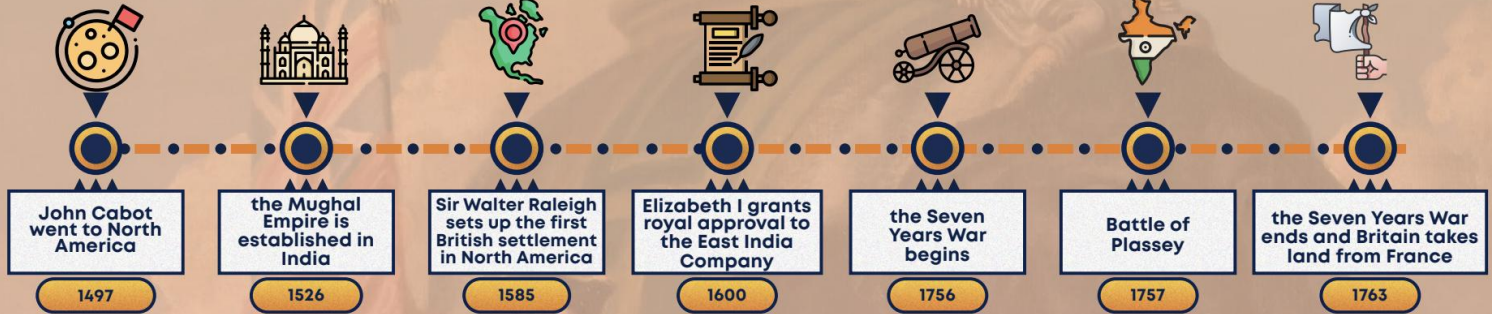


Nasrid Palaces, Alhambra (1300s)



John Cabot

an Italian explorer, funded by England, who 'discovered' lands in North America



Sir Walter Raleigh

founded a colony in Virginia



Emperor Jahangir

Mughal Emperor who allowed the East India Company to trade in India



Major-General Robert Clive

a military commander who helped secure an Indian empire for Britain



KEY VOCABULARY

empire

an empire is a group of **countries ruled over** by a single monarch or ruler

imperial

belonging or **relating to an empire**

trade

buying, selling or **exchanging goods** between people, companies or countries

colony

a country or **area controlled by another country** that is often far away

enslaved person

a person who is considered to be **owned by another person** and has to obey them

merchant

a person **involved in trading goods**



Elizabeth I

Queen of England 1558-1603: she gave royal approval to the East India Company



General Wolfe

he led Britain to victory at the Battle of Quebec



KEY VOCABULARY

physical property

something that **can be observed and measured** for a material, e.g., hardness, shininess, conductivity

mixture

two or more **materials that can be separated**

dissolved

when something **mixes and blends well with a liquid**

solvent

the **liquid that something dissolves in**

solute

the material that **dissolves in the solvent**

saturated

when **no more of a solute can dissolve** in a solvent

reversible change

a change that can be reversed so the **material goes back to how it was**

evaporation

when a **liquid changes state to a gas**

filtering

removing solids from a mixture by passing through paper that only allows liquid through

some properties of materials

hard

soluble

shiny

dense

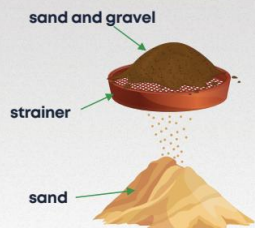
thermal conductor

transparent

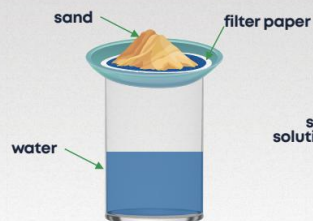
flexible

strong

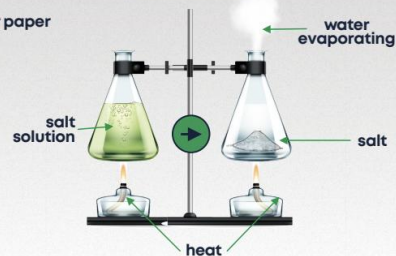
sieve



filter



evaporate

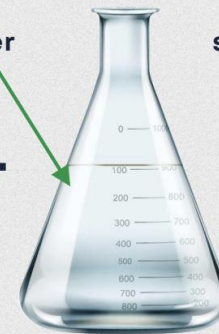


water

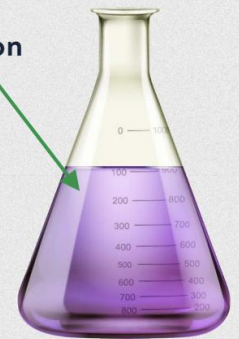


+

solution



=



solute

solvent

solution



Year 6

Curriculum Overview – Autumn 2



Reading

Core Text: *A Kind of Spark* by Elle McNicoll

This term in Year 6 Reading, pupils will read *A Kind of Spark*, a powerful and thought-provoking novel that explores difference, empathy, and standing up for what is right. Through whole-class reading, pupils will examine how Elle McNicoll develops character voice and perspective, exploring how themes of inclusion and courage are conveyed through language and structure. They will analyse figurative language, justify opinions with evidence, and engage in thoughtful discussion about the moral and emotional themes within the text.

Pupils develop fluency, comprehension, and a lifelong love of reading through meaningful engagement with high-quality texts. Year 6 pupils will continue to practise fluency and expression through daily reading, supported by vocabulary-rich discussion and guided comprehension work. Teaching will focus on inference, prediction, explanation, and evaluating authorial intent in line with the National Curriculum. Across Key Stage 2, pupils will continue to develop deep understanding and confidence in reading, preparing them for the demands of secondary-level texts.



Writing

This term in Year 6 Writing, pupils will complete two units: a persuasive letter and a first-person narrative.

In the narrative unit, pupils explore *The Promise* by Nicola Davies as inspiration for writing a first-person narrative. They study how emotion, description, and reflection create a strong sense of character and voice. Pupils then write from a first-person perspective, using figurative language, varied sentence structures, and precise vocabulary to convey mood and meaning.

In the persuasive unit, pupils learn to write a formal letter to influence the reader. They study examples of persuasive writing, identifying how emotive language, logical arguments, and rhetorical devices present a clear viewpoint. Pupils then plan and write letters on a relevant issue, focusing on cohesive paragraphs and a convincing tone.

Across both units, pupils develop spelling through Spelling Shed, focusing on Year 5/6 statutory words and complex rules. They refine handwriting using Letterjoin for fluent, joined, legible writing. These units strengthen pupils' ability to write with purpose, emotion, and precision, preparing them for Year 6 and beyond.



Maths

This term in Year 6 Maths, pupils will complete two main units: **Fractions** and **Decimals**.

In the fractions unit, pupils will simplify, compare, and order fractions and use all four operations to calculate with both proper and improper fractions. They will convert between mixed numbers and improper fractions and apply these skills in multi-step problems, demonstrating reasoning and precision.

In the decimals unit, pupils will explore the relationship between fractions, decimals, and percentages. They will represent and compare numbers with up to three decimal places, multiply and divide decimals by whole numbers, and apply their understanding to real-life contexts such as money and measurement.

This term, all Year 6 pupils will continue to follow the White Rose Maths curriculum, which builds deep understanding through small, connected steps. Regular number fact practice will reinforce fluency and accuracy, enabling pupils to reason confidently and apply their skills across the full range of mathematical concepts in preparation for secondary school.



Science

Classification of Living Things: This term, children will learn how living things are grouped and classified. They will study the five kingdoms, explore differences between plant and animal cells, and learn how scientists like Carl Linnaeus name and group organisms. Pupils will sort and classify vertebrates and invertebrates, developing their understanding of how scientists organise the natural world.



History

The Suffragettes: This term, children will study The Suffragettes, learning how women in Britain fought for the right to vote. They will explore the peaceful campaigns of Millicent Fawcett's Suffragists and the militant actions of Emmeline Pankhurst's Suffragettes, as well as opposition to the movement. Pupils will understand how World War I influenced change, leading to women gaining the vote in 1918 and full equality by 1928.



Geography

British Geographical Issues: This term, children will study British Geographical Issues, exploring key environmental challenges facing the UK today. They will learn about air pollution, flooding, waste and litter, and their impact on people, places and wildlife. Pupils will analyse data, consider sustainable solutions, and investigate a local geographical issue, developing their understanding of how human activity affects the environment.



Music

This half term, children will learn about the interrelated dimensions of music: pulse, rhythm, pitch, dynamics, texture, tempo, and timbre. They will develop listening skills to identify these elements and apply their understanding through ensemble performance and composition using percussion and glockenspiels.



RE

Pupils explore how Christian celebrations such as Advent and Christmas help believers remember the significance of Jesus' birth. They consider how these traditions express Christian beliefs about who Jesus was and what he came to do. Pupils reflect on how celebrations and worship deepen understanding and connection to faith.



Art

This term, children will study **Renaissance Architecture and Sculpture**, exploring how artists and architects of the period combined classical influence with new ideas of perspective and realism. They will study the work of Brunelleschi, Ghiberti and Michelangelo, comparing relief and sculpture in the round.



PE

This term, pupils will refine their skills in **Dodgeball**, developing accuracy, speed, and strategic awareness through team games that encourage fair play and resilience. In **Dance**, they will choreograph and perform more complex sequences, combining expressive movements and formations to convey emotion, rhythm, and control in polished performances.



PSHE

Pupils explore how perceptions of 'normality' are shaped by society and discuss the importance of inclusion and empathy. They learn about disability, power dynamics and bullying, reflecting on how differences can cause both conflict and celebration. Pupils develop understanding and respect for diversity in all its forms.



Computing

Webpage Creation: Pupils design and build their own webpages using digital design tools. They consider layout, navigation, colour and style to create a clear and appealing webpage. Pupils also learn about copyright, online responsibility and how to make digital content accessible and engaging for its audience.



waste generated in the UK

million tonnes, 2016



KEY VOCABULARY

air pollution

a **mixture** of synthetic (made by people) and natural substances in the air

climate change

a change in climate patterns in a region caused by **increased levels of carbon dioxide** in the atmosphere

waste

materials that are **unwanted, or unusable and are disposed of**

litter

waste left in open, public spaces

synthetic

made by people, **not a naturally occurring substance**

particles

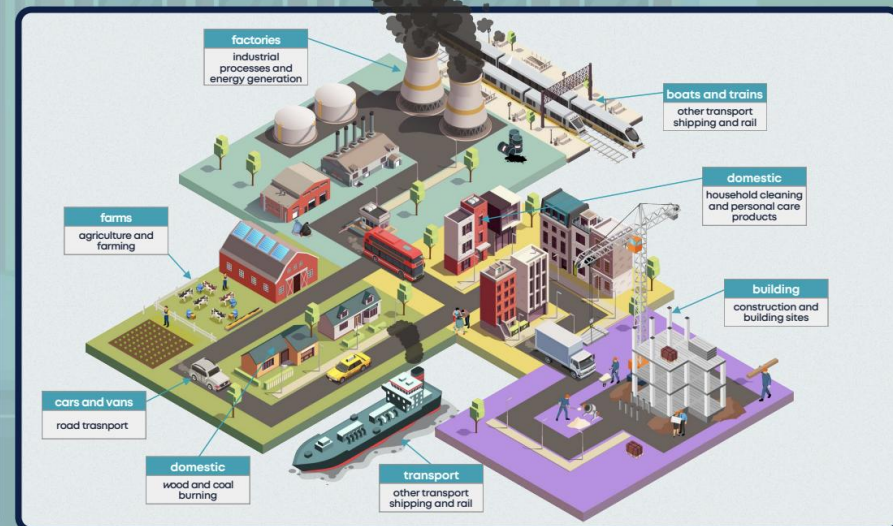
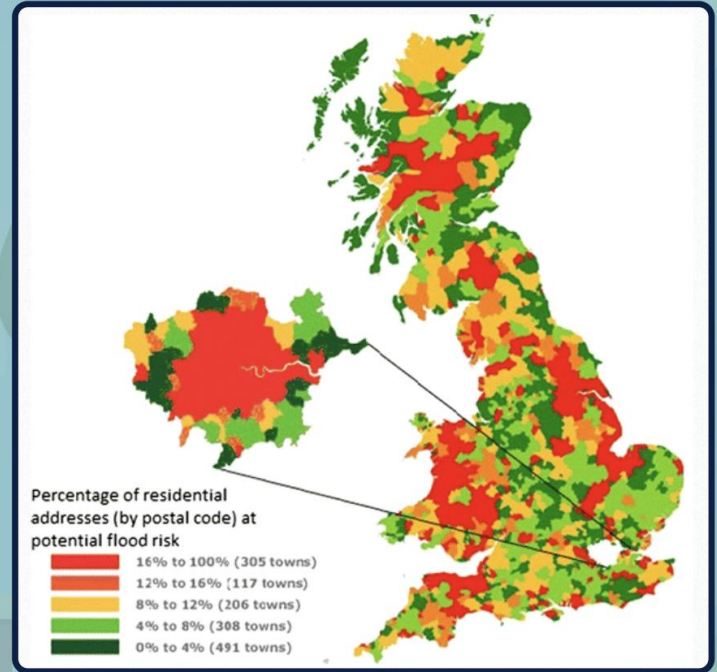
a very **tiny portion of matter**, often smaller than our eyes can see

DEFRA

Department for Environment, Food and Rural Affairs (UK government department)

WHO

World Health Organisation (global organisation)





guild

an organisation made up of a **group of craftsmen**

duomo

Italian word for **cathedral**

basilica

a **name given** by the Pope to **some churches**

Pope

the head of the Roman Catholic church

Vatican City

headquarters of the Roman Catholic church and home to the Pope: surrounded by the city of Rome (capital of Italy)

linear perspective

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

carve

the act of **using tools to shape something** from a material by scraping away

cast

a way of **making a sculpture by pouring liquid**, e.g. liquid metal poured into a mould

in the round

where sculptures are carved or **built all around**, from front to back

in relief

where sculptures **stick out from a flat surface**, rather than being made all the way around

flat relief

where relief sculpture is **particularly flat** (not very much raised from the surface)

contrapposto

an Italian word used to describe a standing human figure where the **weight is placed on one leg causing the head, shoulders and body to twist**

Florence

the **capital of Italy's Tuscan region** and Michelangelo's home city

Michelangelo



David (1504)

The Gates of Paradise (The story of Joseph) (1452)

Ghiberti



The Basilica of St Peter's

Vatican City, Rome



Il Duomo (Florence Cathedral)

Florence





KEY VOCABULARY

suffrage

the **right to vote**

electorate

the **people who can vote** in an election

democracy

a system of government where those in power are **voted for by the people**: the word 'democracy' comes from two Greek words which mean 'rule by the people'

campaign

where a group of people carry out actions to try and **influence decisions made by the government** and make a change

petition

a **formal written request**, usually signed by lots of people, asking the government or another important group to do something

anti-suffragism

people who believed that women **should not be allowed to vote**

hunger strike

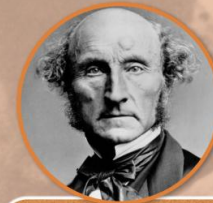
when people **refuse to eat** as a form of protest

suffragist

a member of the National Union for Women's Suffrage Societies (NUWSS) who **campaigns peacefully for women's suffrage**

suffragette

a member of the Women's Social and Political Union: a more radical group which **sometimes used violence and broke the law**



John Stuart Mill

argued that some women should be given the vote as part of the Great Reform Act 1867



Millicent Fawcett

leader of the National Union for Women's Suffrage Societies



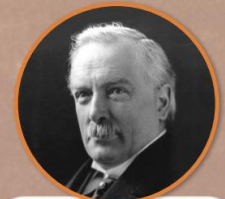
Emmeline Pankhurst

leader of the Women's Social and Political Union



Frederick Pethick-Lawrence

male suffragette who was arrested and went on hunger strike in prison



David Lloyd George

Prime Minister when the Representation of the People Act was passed



KEY
VOCABULARY

classification

the **arrangement of animals and plants into groups** according to their observed similarities

organism

an **individual animal, plant, or single-celled life form**

animal

a **living organism that feeds on organic matter**, typically having specialised sense organs and nervous system and are able to respond rapidly to stimuli

plant

a living organism such as trees, shrubs, herbs, grasses, ferns, and mosses, typically growing in a permanent site, **absorbs water and inorganic substances through its roots**, and **makes nutrients** in its leaves by photosynthesis using chlorophyll

taxonomy

the branch of **science concerned with classification**, especially of organisms

kingdoms of living things

plant

absorb water and nutrients in soil
makes nutrients through photosynthesis



animal

feeds on organic matter
specialised organs
respond to stimuli



fungus

have cell wall
break down decaying material



protist

unicellular or multicellular organism
features of plant or animal or both



prokaryotes
(e.g. bacteria)

single cell organisms that lack a nucleus



Carl Linnaeus

Carl Linnaeus was a scientist who designed the system of classification that we use for plants and animals today

