



Year 1

Curriculum Overview – Spring 1



Reading

This term, children will consolidate the Phase 5 phonemes and tricky words introduced during Autumn 2 while continuing to progress through Phase 5 of the Little Wandle Letters and Sounds programme. Daily phonics sessions will reinforce blending and segmenting skills, alongside spelling practice, to build confidence and fluency in both reading and writing.

Children will revisit and secure the following Phase 5 graphemes and alternative pronunciations:

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/cute)
e-e (these)	ew (chew)	ie (shield)
	aw (claw)	

Children will also practise reading and spelling the following tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want.



Writing

In Spring 1, Year 1 pupils will develop their early writing skills through a narrative and a non-fiction unit, in line with the National Curriculum expectation to write sentences by sequencing ideas and using basic punctuation.

In the narrative unit, pupils will read contemporary fiction texts that reflect children’s own experiences, including *Beegu*, *Elmer*, and *Where the Wild Things Are*. Pupils will write a simple story based on their own experiences, learning to compose sentences orally before writing, use capital letters and full stops, and sequence events in the correct order.

In the report unit, pupils will write a simple non-chronological report linked to either Geography (The UK) or Science (Seasons and Weather). They will learn to write a series of sentences to describe different aspects of a subject and begin to distinguish between writing about one example and a group in general, meeting National Curriculum expectations for basic non-fiction writing.



Maths

In Spring 1, Year 1 pupils will develop a secure understanding of place value within 20. They will learn to count forwards and backwards, read and write numbers, and understand how numbers are composed using tens and ones. Pupils will compare and order numbers using the language of greater than, less than, and equal to, and begin to recognise number patterns.

They will then focus on addition and subtraction within 20, including calculations that cross ten. Practical resources such as counters, cubes, and ten frames will be used alongside number lines and pictorial representations to support understanding. Pupils will solve simple word problems and explore how addition and subtraction are linked.

Daily fluency practice, discussion, and teacher modelling will help pupils explain their thinking and build confidence, accuracy, and independence in early number skills.



Science

Pupils learn to recognise daily and seasonal weather changes and understand that seasons follow a repeating yearly cycle. They explore different types of weather, study clouds and learn how weather forecasts help people prepare. Pupils are introduced to meteorologists as scientists who study and predict the weather and use symbols to interpret simple weather reports.



Geography

In this unit, pupils develop their understanding of where they live by learning about the United Kingdom. Children locate England, Scotland, Wales and Northern Ireland on maps and learn that these four countries together form the UK. They explore different landscapes found across the country, including mountains, valleys and coastlines, and begin to recognise that the UK is a diverse place with both rural and urban environments.



Music

Pupils will explore *Carnival of the Animals* by Camille Saint-Saëns, learning how music can represent animals. They will investigate pitch and tempo, identifying high and low sounds and fast and slow speeds. Pupils will experiment with voices and percussion and begin to use symbols and pictures to represent music.



RE

In this unit, pupils are introduced to Hindu beliefs about God. They learn that many Hindus believe in one supreme reality that can be expressed in different forms. Pupils explore stories, symbols and images to understand how Sanatanis describe and worship God, and how these beliefs influence daily life.



Art

Pupils are introduced to architecture and learn what architects do. They study famous London landmarks using careful observation to create line drawings. Pupils explore how buildings are designed for different purposes by creating collages and clay models, before designing their own structure and evaluating their finished work.



PE

In PE, pupils will develop their fundamental movement skills through gymnastics and ball games. They will practise balance, coordination and control by creating simple shapes and movements, as well as learning how to roll, throw and catch a ball. Pupils will begin to understand rules, work safely, and take turns during activities.



PSHE

Dreams and Goals: In this unit, pupils learn how to set simple goals and recognise their own successes and achievements. They explore different ways of learning, practise working with a partner, and develop confidence in tackling new challenges. Pupils also learn how to identify obstacles, manage their feelings, and celebrate success.



Computing

Moving a Robot: In this unit, pupils learn how to give instructions to a floor robot. They write short algorithms and simple programs to control movement, predicting what will happen before testing their ideas. Pupils begin to understand that computers follow precise instructions in a set order.



KEY VOCABULARY

union

joined together

kingdom

a country, or area, ruled by a king or queen

mountain

land (made of rocks and earth) that **rises up very high**: mountains are higher and steeper than hills

coast

an area **where land meets sea**: at the coast, you could find beaches and cliffs

valley

a **low area of land between hills or mountains**, typically with a river or stream flowing through it

Gaelic

a **Celtic language** spoken in Scotland and Ireland

seasons

four different times of the year that **have different weather and temperatures** (spring, summer, autumn and winter)

the countries of the UK are:

England
Scotland
Northern Ireland
Wales

St George's Cross
(England)



St Andrew's Cross
(Scotland)



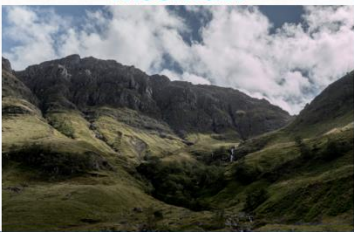
St Patrick's Cross
(Ireland)



Union Jack



mountain



valley






coast



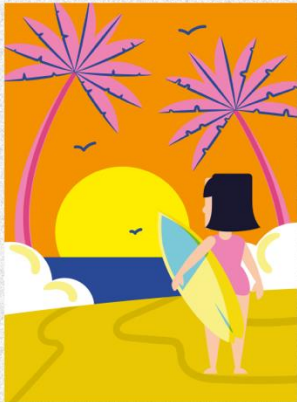











KEY VOCABULARY

spring	the season, after winter , when the temperature begins to rise, plants begin to grow and animals come out from hibernation
summer	the warmest season, coming after spring , when the days are long because the sun rises earlier and sets later
autumn	the season, after summer, where the days get shorter , crops can be harvested and the leaves begin to fall from the trees
winter	the coldest season , trees are often bare and some animals hibernate; the days are shorter
rain gauge	a tool used to measure how much rain has fallen
thermometer	a tool used to measure the temperature
weather vane	a tool used to find out in which direction the wind is blowing
data	a collection of facts, often numbers , that can give us information
clouds	a cloud is a collection of tiny droplets of water in the sky ; when the droplets fall they become rain
flood	an overflow of water
hurricane	a powerful storm with strong winds
meteorologist	a scientist who studies the weather

cirrus	cumulus	stratus
white, thin and wispy	white, fluffy	grey, cover the whole sky
		

spring	winter
	
summer	autumn
	

rain	snow	cloud	sun	storm	wind
					



KEY VOCABULARY

architecture

the art of **designing buildings**

architect

a **person who designs buildings**

design

planning and drawing how a building is going to look

dome

a **rounded roof of a building** with a circle shaped base

pillar

a **tall, straight part of a building** that is sometimes decorated, often **holds up another part of the building**

arch

a **curved part of a building** that you can walk under, sometimes an arch holds up a bridge or a roof

tower

a **tall, narrow building**, or part of a building

stained-glass window

a window, normally in a church, where **coloured glass creates pictures or patterns**

rose window

a stained-glass **window which is in the shape of a circle**

gargoyle

a carved face of a person or an animal which acts as a **spout to take the water away** from a building

purpose

the **reason why a building has been made** and what it is used for

Westminster Abbey

London



the Houses of Parliament

London



St Paul's Cathedral

London





Year 2

Curriculum Overview – Spring 1



Reading

In Spring 1, Year 2 pupils will read *Peter Pan* as their class text.

Reading lessons will focus on developing early comprehension skills, including retrieving information directly from the text and answering questions about who, what, where, and when.

Pupils will discuss characters' actions and feelings, make simple predictions about what might happen next, and explain their ideas orally.

There will be a strong emphasis on understanding new and unfamiliar vocabulary, sequencing events in the correct order, and retelling key parts of the story to support understanding and fluency.



Writing

In Spring 1, Year 2 pupils will develop their narrative and non-fiction writing in line with National Curriculum objectives for writing with purpose, organisation, and detail.

In the narrative unit, pupils will write in role, producing a diary entry inspired by *Traction Man*. Pupils will learn to write in the first person, use past tense consistently, and include thoughts and feelings to show character perspective. They will practise sequencing events clearly and using expanded noun phrases and conjunctions to add detail.

In the non-fiction unit, pupils will write a non-chronological report linked to their Science learning on living things. They will learn to organise information under simple headings, use factual language, and write sentences that provide clear information. This supports the National Curriculum focus on writing informative texts using appropriate structure and vocabulary.



Maths

In Spring 1, Year 2 pupils will study multiplication and division, followed by length and height. They will learn to represent multiplication as repeated addition and division as grouping and sharing, using practical equipment, arrays, and pictorial models. Pupils will recall and apply multiplication and division facts for the 2, 5, and 10 times tables and begin to use these facts to solve problems.

They will also explore the relationship between multiplication and division through fact families. In the measurement unit, pupils will measure, compare, and record length and height using standard units such as centimetres and metres. They will choose appropriate measuring tools and apply their skills to real-life contexts.

Reasoning, explanation, and accurate mathematical language will be developed through regular problem-solving and fluency sessions.



Science

Pupils are introduced to electricity and how it is used safely in everyday life. They explore simple circuits, learning what is needed to make electricity flow and how different components work together. Children compare batteries and mains electricity and investigate which materials conduct electricity. They use scientific symbols to represent circuits and work scientifically to make predictions, test ideas and explain their findings.



Geography

Children will use maps and atlases to locate countries and key features, developing confidence in answering geographical questions such as what it is like to live in a particular place. They explore how physical features, such as coastlines, mountains and islands, influence human activity. Pupils also compare a location in the UK with Cape Town in South Africa, helping them to recognise similarities and differences between places.



Music

Pupils will study *Peter and the Wolf* by Sergei Prokofiev, learning how instruments and musical themes represent characters. They will explore pitch, rhythm, tempo, and dynamics and work together to compose character-based music. This unit introduces pitch notation alongside rhythm.



RE

Pupils learn about Jewish beliefs about God and what God means to Jewish people. They explore key ideas such as covenant, trust and guidance, and learn how Jewish families show their beliefs through prayer, festivals and daily practices. Pupils develop respect for Jewish faith and traditions.



Art

Pupils explore portraits and self-portraits, learning how artists represent people in different ways. They study a range of well-known artworks to understand how facial features, skin tones, light and shade are used. Pupils create painted self-portraits, choosing how to represent themselves, before exploring cubist and imaginative portrait styles.



PE

Pupils will build on their gymnastics skills by linking movements, balances and simple sequences with increasing control. In ball games, they will develop throwing, catching, kicking and striking skills, learning how to apply these in simple games. Pupils will work cooperatively and begin to develop basic tactics.



PSHE

Dreams and Goals: Pupils learn how to set realistic goals and understand the importance of perseverance. They explore their own strengths, learn how to work cooperatively with others, and experience the value of teamwork. Pupils reflect on shared success and develop confidence in contributing to group achievements.



Computing

Robot Algorithms: Pupils build on their understanding of algorithms by creating and debugging simple programs for robots. They learn how to spot and fix mistakes and use logical reasoning to predict what a program will do. This unit helps pupils understand that clear, accurate instructions are essential for successful programming.

KEY VOCABULARY

the United Kingdom

the union of the following countries: **England, Wales, Scotland and Northern Ireland**

the British Isles

the **group of islands**, located in north-western Europe, that include **Britain and Ireland and over six thousand smaller islands**

island

a piece of **land entirely surrounded by water**

loch

the Scottish name for a **large lake**

munro

the Scottish name for a **mountain**

valley

sloping land in between two mountains or hills: valleys often have a river running through them

coast

an **area where land meets sea**: along the coastline, at the edge of land, you could find stony or sandy beaches and cliffs

inhabited

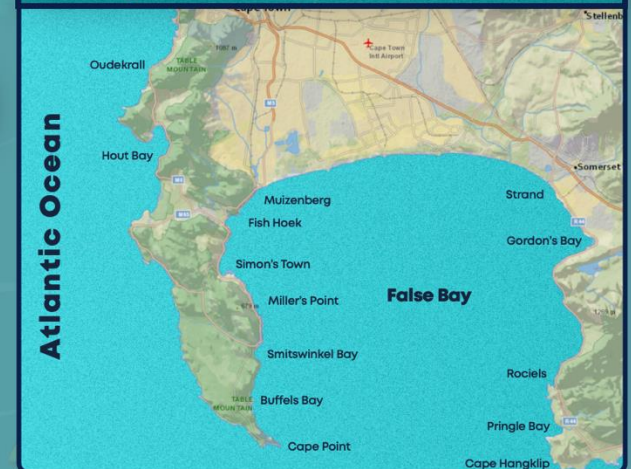
a place that has **people living in it**

uninhabited

a place that has **no people living there**



Cape Town, South Africa



Cape Town



geographers sometimes compare different places (Cape Town is a city in South Africa)

England

Ireland

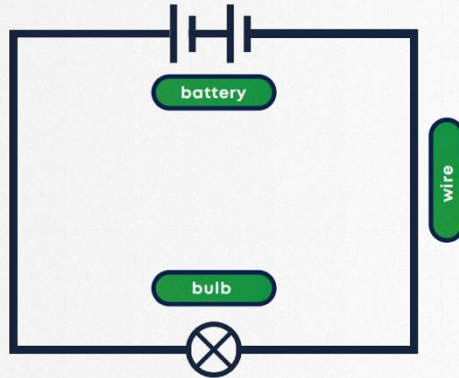
Scotland

Wales

Northern
Ireland



a simple circuit



electricity can be dangerous; we must follow safety rules

KEY VOCABULARY

electricity

electricity is a **form of energy** that helps to make things work

electrical current

the **flow of electricity**

electric shock

if we allow electrical current to flow through our bodies **it can hurt us**

circuit

a **path** which electricity flows around

battery

a **store of energy**

light bulb

a piece of equipment that **converts electrical energy to light energy**

switch

a piece of equipment that can **make or break an electrical circuit**

wire

a **thin piece of metal** (usually covered in plastic) that allows electricity to flow through it

conductor

an electrical conductor **allows electricity to flow** through it

insulator

an electrical insulator **does not allow electricity to travel** through it

battery



bulb



wire



switch



electrical symbols



portraits

Leonardo da Vinci



Mona Lisa (1503-06)

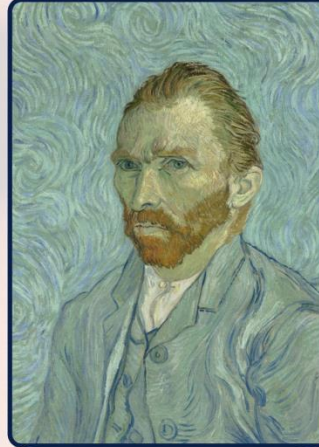
Hans Holbein the Younger



Edward VI as a Child (1538)

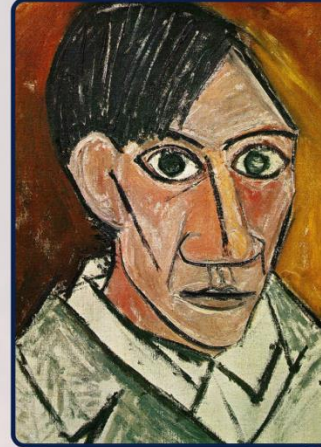
self-portraits

Vincent Van Gogh



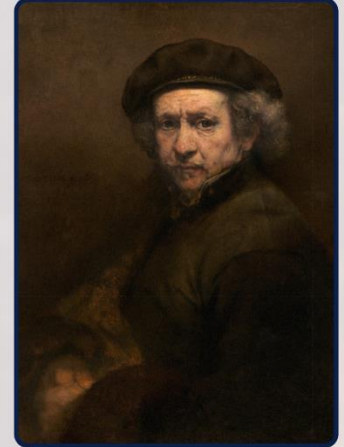
Self-portrait (1889)

Pablo Picasso



Self-portrait (1907)

Rembrandt van Rijn



Self-portrait (1659)

KEY VOCABULARY

portrait

a piece of **artwork showing a person**

self-portrait

a **portrait that an artist creates of themselves**

facial features

eyes, nose, mouth, ears

skin tone

the **shades of a person's skin**

represent

how an artist shows **what a person is like in a portrait**

cubism

a way of painting and drawing where artists show **more than one view of something in the same picture**, like looking at many sides of a cube at once



Year 3

Curriculum Overview – Spring 1



Reading

Year 3 pupils will continue their study of *Varjak Paw*, building on their reading stamina and comprehension skills.

Pupils will focus on retrieving key information, making inferences about characters' thoughts, feelings, and motivations, and using evidence from the text to justify their answers.

They will practise summarising chapters and identifying how language is used to create mood, tension, and atmosphere.

Vocabulary development will be a key focus, helping pupils to understand and use more ambitious language in context.



Writing

In Spring 1, Year 3 pupils will build on their writing skills through a descriptive narrative unit and a journalistic non-fiction unit, aligned with lower Key Stage 2 National Curriculum expectations.

In the narrative unit, pupils will study *The Tin Forest* and write a detailed setting description. They will learn how authors use descriptive vocabulary, expanded noun phrases, and prepositional phrases to create atmosphere. Pupils will organise writing into paragraphs around a theme and use varied sentence structures to enhance description.

In the non-fiction unit, pupils will write a newspaper report based on an event from *The Whale*. They will learn to write in the third person, include headlines, factual detail, and quotes, and organise information chronologically, meeting National Curriculum expectations for non-fiction writing.



Maths

In Spring 1, Year 3 pupils will focus on multiplication and division before moving on to length and perimeter. Pupils will strengthen recall of the 3, 4, and 8 times tables and apply these facts to calculations and word problems. They will explore multiplication and division using arrays, bar models, and written methods to deepen conceptual understanding and recognise relationships between operations.

Pupils will then learn to measure length accurately using standard units and calculate the perimeter of simple shapes by adding the lengths of sides. They will also explore how perimeter changes when dimensions change. Estimation, checking answers, and identifying errors will be key skills.

Daily fluency practice and structured discussion will support accuracy, reasoning, and confidence when explaining methods.



Science

Pupils learn about different types of rocks and their physical properties. They discover how geologists study rocks and what they can tell us about Earth's history. Pupils explore how sedimentary, igneous and metamorphic rocks are formed and learn how fossils are created and what they reveal about life long ago. They also investigate soils, understanding that soil is made from rock and organic matter.



History

Pupils explore Britain after the Romans left, learning how the Anglo-Saxons and later the Vikings settled, traded and fought across England. They study daily life, beliefs, homes and kingdoms, using artefacts and written sources such as Sutton Hoo and the Anglo-Saxon Chronicle to understand the past. Pupils learn about significant figures including Alfred the Great, King Canute and Edward the Confessor.



Geography

In this unit, pupils develop their understanding of rivers and their importance around the world. Children learn to locate and name major rivers across Europe, Asia, Africa, North America and South America, using maps, atlases and digital mapping tools. They explore how humans depend on rivers for water, farming, transport and trade, and consider how changes such as droughts and dams can affect both rivers and the people who rely on them.



Music

Pupils will explore Vivaldi's *The Four Seasons*, focusing on *Winter*. They will learn how motifs, minor tonality, and structure create atmosphere. Pupils will compose their own winter-themed music, using percussion and simple notation to organise ideas into a clear structure.



RE

In this unit, pupils explore stories from the Bible that describe Jesus performing miracles. They consider different viewpoints about whether these events were miracles, acts of healing, or stories with deeper meanings. Pupils reflect on why these stories are important to Christians and what they reveal about belief and faith.



Art

Pupils explore how art helps us understand life in Ancient Egypt. They study sculptures, wall paintings and decorative objects, learning how these artworks reflect beliefs about religion, power and the afterlife. Pupils create a clay sphinx, design Egyptian jewellery using mixed media, and draw gods and goddesses on handmade papyrus.



PE

In gymnastics, pupils will develop strength, flexibility and coordination by performing controlled balances, rolls and sequences. In netball, they will learn key skills such as passing, catching, footwork and shooting. Pupils will begin to understand team play, positioning and simple rules within games.



PSHE

Dreams and Goals: In this unit, pupils explore dreams and ambitions while learning how to stay motivated when facing challenges. They develop strategies for overcoming obstacles, evaluating their learning and managing feelings. Pupils are also introduced to simple budgeting, helping them understand how goals may require planning and decision-making.

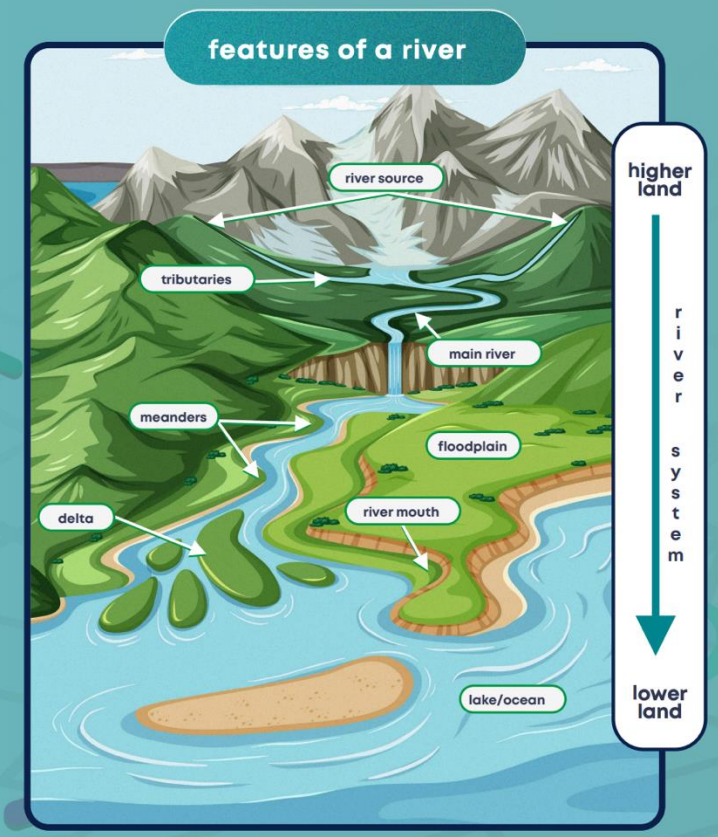


Computing

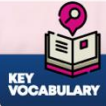
Sequencing Sounds: In this unit, pupils use a block-based programming language to create sequences of sounds and music. They learn how commands are ordered to produce a desired outcome and explore how digital programs can be used creatively. Pupils develop confidence in sequencing and designing simple digital projects.

KEY VOCABULARY

river	a large natural stream of water that flows into lakes or into the sea
river source	the start of the river , usually on high ground
stream	a small, narrow river
tributaries	a stream or lots of streams that join together into a river
estuary	the area where a river widens and meets the sea
mouth of a river	the end of a river , where the sea begins
river basin/ drainage basin	the area of land from which water has drained into a river
watershed	the edge of a river basin
waterway	a route within a river that is used by people for travelling along, for pleasure, for travel or for trade



River Thames	River Danube	River Nile	River Ganges	River Amazon	The Murray
Europe	Europe	Africa	Asia	South America	Australia



KEY VOCABULARY

ancient Egypt

an **ancient civilisation** which grew along the **River Nile**, in the country we now call Egypt

pharaoh

a **ruler in ancient Egypt**

pyramid

a **large stone building in the shape of a pyramid**, built as a royal tomb

tomb art

art painted on the walls of special places where the ancient Egyptians placed important people who had died

sphinx

a mythical creature with the **head of a man and the body of a lion**

bust

a sculpture of a **person's head, shoulders and chest**

papyrus

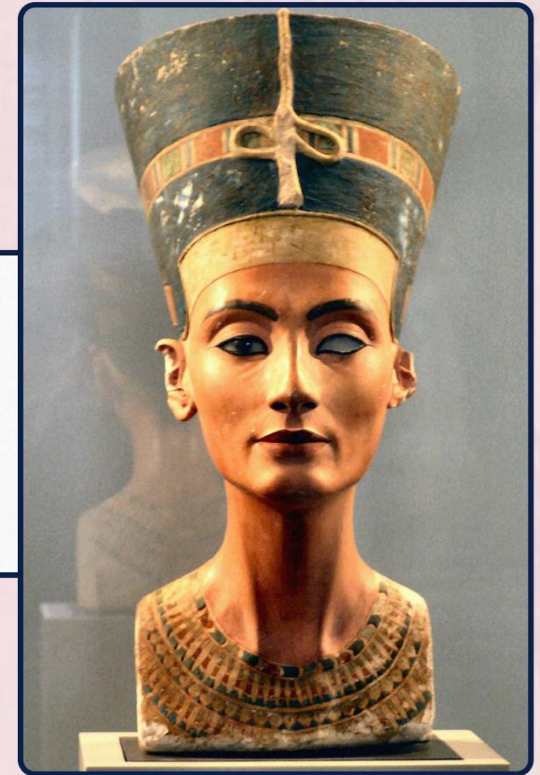
paper made from reeds

the **Book of the Dead**

a collection of **art work and hieroglyphs that tells stories about the afterlife**, often found on the walls of ancient Egyptian tombs, on coins and on papyrus

a bust of
Queen Nefertiti

Neus Museum,
Berlin

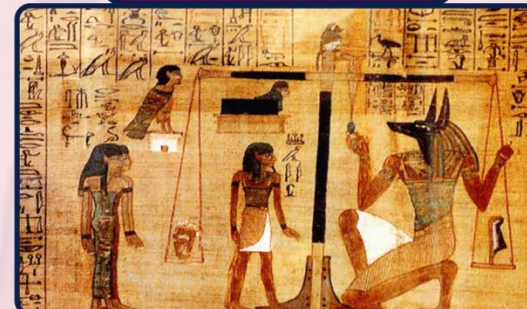


Cairo, Egypt



The Great Sphinx

Cairo, Egypt



Book of the Dead
(painting on papyrus)



geology

the **study of rocks**

permeable

rock that **water can seep** through

impermeable

rock that **does not allow water to seep** through

fossils

the **preserved remains** or traces of a dead organism, the process by which a fossil is formed is called fossilisation

soil

soil is made from **small pieces of rock mixed with organic matter** (decaying plants and animals)

sediment

tiny **bits of rock, minerals, animal and plant matter** that get washed into bodies of water

an ammonite (prehistoric sea creature)



a fossilised plant



an insect trapped in amber



sedimentary

rock that is formed by years and years of sediment (tiny bits of rock, sand, minerals, animals or plant matter) compacting together and becoming hard, e.g., shale, limestone and sandstone



igneous

rock formed by volcanoes as they erupt and spew out hot molten rock called magma or lava, eventually the magma will cool down and harden, e.g., basalt and granite



metamorphic

rock formed by great heat and pressure inside the Earth's crust, metamorphic rocks are often made from other types of rock, e.g., marble, soapstone

Mary Anning

Mary Anning was a palaeontologist who discovered many fossils in the rocks along the cliff edge in Dorset on the south coast of England. Mary taught herself about geology so she knew where to look for fossils.



how rocks are formed



KEY VOCABULARY

Anglo-Saxon

Viking

kingdom

Scots

Picts

migration

settlement

raid

trade

invasion

Pagan

Danelaw

danegeld

a mix of people from Germany, Denmark and the Netherlands who came to live in England during the 5th Century (the three biggest tribes were the Angles, the Saxons and the Jutes)

people of Scandinavian origin who travelled by sea and raided, invaded and settled in Europe from the 8th century

a country or place ruled by a king or queen

people who lived in Scotland (previously thought to have migrated from Ireland)

early settlers in Scotland who fought with the Romans

where people move from one place to live in another place

a place where people live, and sometimes work

an unexpected attack where an enemy comes to steal and/or destroy

buying and selling goods or services

to enter a country or place by force with the intent of taking over

a word used to describe people who believe in many gods and goddesses

the area of northern and eastern England ruled by the Vikings

money, or goods, paid by the Anglo-Saxons to the Vikings to stop them invading more places



KEY PEOPLE



King Cnut (Canute)

a Viking king who ruled Denmark, England and Norway



Edward the Confessor

an English king who built the original Westminster Abbey



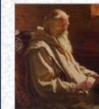
Alfred the Great

ruled the kingdom of Wessex and fought back against the Vikings in Britain



Kenneth MacAlpin

King of the Picts who, according to national myth, was the first king of the Scots



Bede (Bede the Venerable)

a monk who wrote about life in Anglo Saxon England



Ethelred the Unready

English king who paid the Vikings to stop them attacking



William the Conqueror

defeated Harold Godwinson at the Battle of Hastings, 1066, and became King of England

WORK in the 11th Century



Year 4

Curriculum Overview – Spring 1



Reading

In Spring 1, Year 4 pupils will read *The Boy at the Back of the Class*.

Through this text, pupils will develop deeper comprehension skills, including inference, explanation, and understanding themes. They will explore characters' viewpoints and emotions, discuss moral choices, and consider how the author conveys messages about friendship, empathy, and fairness.

Pupils will practise summarising sections of the text and explaining how specific language choices impact the reader, while continuing to build fluency and confidence when reading aloud.



Writing

In Spring 1, Year 4 pupils will develop narrative and recount writing skills in line with the National Curriculum focus on organisation, audience, and purpose.

In the narrative unit, pupils will write a playscript. They will learn how to structure a script using dialogue, stage directions, and character lists, and understand how playscripts differ from prose writing. Pupils will focus on punctuation for speech, clear layout, and writing dialogue that advances action and character.

In the recount unit, pupils will write a diary entry, learning to write in the first person and past tense. They will organise events chronologically and include thoughts and reflections, developing cohesion across paragraphs. This supports National Curriculum expectations for writing structured narratives and recounts with increasing control.



Maths

In Spring 1, Year 4 pupils will continue to build confidence in multiplication and division, followed by length and perimeter. Pupils will consolidate recall of all multiplication facts up to 12×12 and apply these confidently to multi-step and real-life problems.

They will explore factor pairs, multiples, and related facts, and use efficient mental and written strategies to calculate accurately.

In the perimeter unit, pupils will calculate the perimeter of rectilinear shapes, including shapes with missing side lengths, and apply their understanding to practical contexts.

There will be a strong focus on accuracy, the use of precise mathematical vocabulary, and explaining reasoning clearly.

Regular fluency practice will ensure rapid recall and support independent application of skills across the curriculum.



Science

Pupils learn about living things and how they depend on each other within ecosystems. They explore food chains, the characteristics of living things and how changes can affect the balance of an ecosystem. Children consider how humans impact the environment, including the effects of air pollution. The unit includes opportunities to explore a local ecological issue, helping pupils understand how science connects to real-world environmental challenges.



History

Pupils deepen their understanding of the Roman Empire by studying how Rome was governed, from monarchy to republic to empire. They explore Roman society, including social classes, leisure, beliefs and daily life, and compare Roman ideas of government with democracy today. This unit builds securely on prior learning about empire and ancient civilisations.



Geography

Children learn about the wide range of countries in this region, the languages spoken, the continental climate and important physical features such as long rivers including the Volga and the Danube. They compare life in the UK with a country in Eastern Europe and explore how geography has influenced migration and conflict, including recent events in Ukraine. Pupils use maps and atlases to locate countries and features.



Music

Pupils will study Beethoven's *Fifth Symphony*, focusing on the famous opening motif. They will explore rhythm, tonality, and texture and create their own compositions inspired by the motif, using layered sounds, beatboxing, and chanting.



RE

Pupils learn about Islamic beliefs and values, focusing on how Muslims try to live a good life. They explore the Five Pillars of Islam and learn how beliefs about Allah guide behaviour, choices and responsibility. Pupils gain an understanding of how faith influences daily life for Muslims.



Art

In this unit, pupils learn how artists combine the elements of art, including line, colour, shape, form, tone, space and texture. They explore composition through cut-outs and investigate how colour and line can communicate strong emotions. Pupils create expressive artwork inspired by different styles and develop symbolic images to convey personal meaning.



PE

Pupils will develop teamwork, communication and game awareness through tag rugby and hockey. They will learn how to pass, receive and move with control, as well as understand attacking and defending principles. Pupils will practise applying skills in competitive games while showing respect and sportsmanship.



PSHE

Dreams and Goals: Pupils reflect on their hopes and dreams and learn how to respond positively to disappointment. They practise setting realistic goals, working effectively in groups, and celebrating everyone's contributions. The unit develops resilience, perseverance and positive attitudes towards learning and achievement.



Computing

Repetition in Shapes: Pupils learn how repetition (loops) can be used in programming to repeat instructions efficiently. Using a text-based programming language, they apply count-controlled loops to draw shapes and patterns. This unit develops pupils' understanding of algorithms and supports problem-solving skills.



KEY VOCABULARY

Balkan countries

south of the Danube are the Balkan countries, along the Balkan Peninsula: these include **Croatia, Albania, Bosnia-Herzegovina, Bulgaria** and **Kosovo**

Baltic countries

countries located on the Baltic Sea: **Latvia, Lithuania** and **Estonia** (this term sometimes includes Poland)

Cyrillic

the **alphabet used in Russia**, named after St Cyril who translated the Bible

human geography

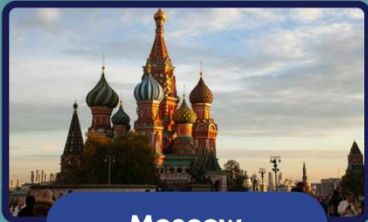
the geographical study of **people and their communities, cultures, economies** and **interactions with the environment**

physical geography

the geographical study of **processes** and **patterns** in the **natural environment**

steppe

flat grassland with few or no **trees**



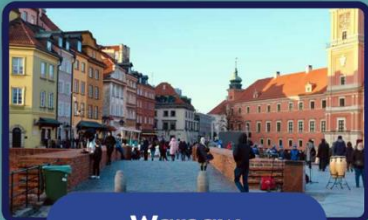
Moscow

Russia



St Petersburg

Russia



Warsaw

Poland



Kyiv

Ukraine

Example of Cyrillic alphabet

А Б В Г Д Е
Ж З И Й К
Л М Н О П
Р С Т У Ф
Х Ч Ц Ш Щ
Ц Ы Э Ю Я

Eastern Europe



Eastern European seas

- Caspian Sea
- Black Sea
- Adriatic Sea
- Baltic Sea



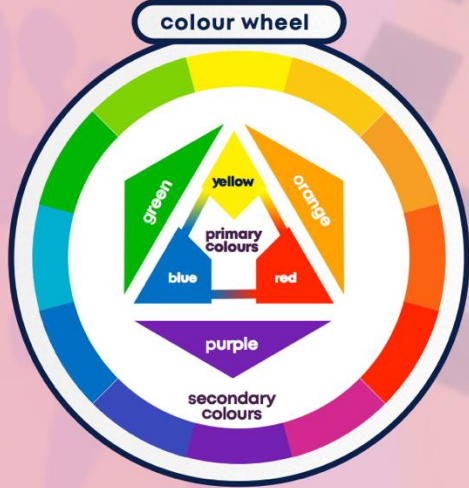
Russia

population
144,463,451

capital city
Moscow

main language
Russian (РУССКИЙ)

currency
Russian ruble (₽)(RUB)



KEY VOCABULARY

elements of art

the different ingredients in art (**colour, light, line, shape, form, space and texture**) which are put together to make up a whole work of art

design

how the **different elements of artwork blend together** to make a piece of art

composition

another word for **design** in art

collage

a picture that is created by **sticking pieces of paper**, or other materials, to a background

cut-out

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

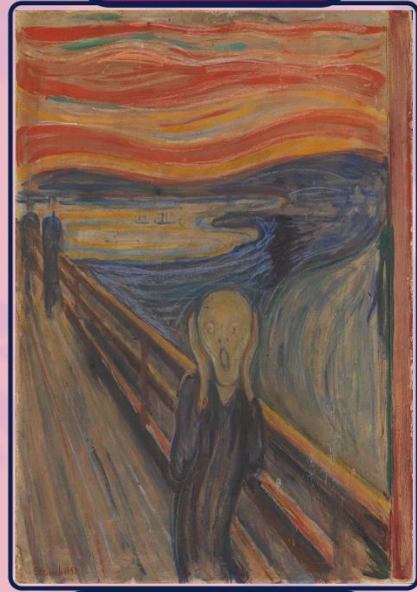
expressionism

a type of art where the elements of art (colour, light, line, shape, form, space and texture) create a work of art which **shows strong emotions**

complementary colours

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

Munch



The Scream 1893

Matisse



Les Codomas (two famous trapeze artists) 1947

© 2021 Succession H. Matisse / Artists Rights Society (ARS), New York

Matisse



The Fall of Icarus 1947

© 2021 Succession H. Matisse / Artists Rights Society (ARS), New York



KEY VOCABULARY

habitat

the **natural home or environment** of an animal, plant, or other organism

producer

a living thing, usually a plant, which **produces its own food**

consumer

a living thing, usually an animal, which **feeds on plants or other animals**

decomposer

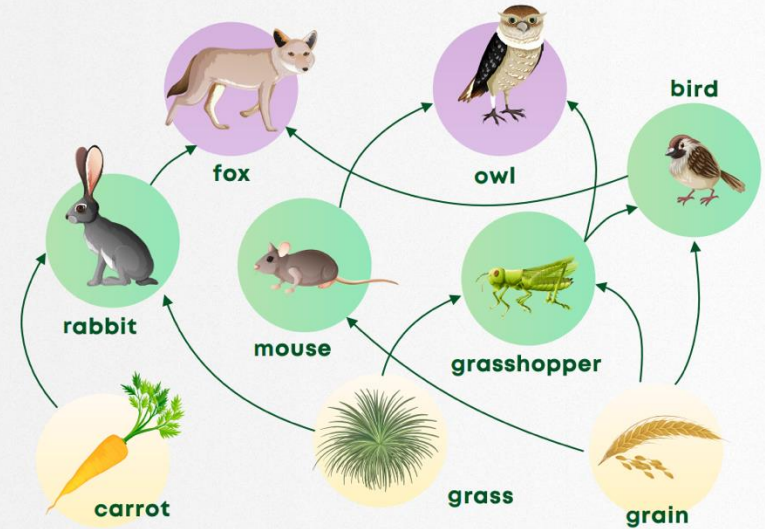
a living thing, usually a bacterium or fungus, which **breaks down the cells of dead plants and animals** into simpler substances

ecosystem

a system formed by the **interaction of organisms with their environment**

pollution

the **introduction of harmful substances or products into the environment** (pollution can damage ecosystems)



all these organisms share an ecosystem;
the ecosystem will change if anything new
comes into the web or leaves it



air pollution is one way that humans can damage the environment (exhaust from vehicles and smoke from factories can cause air pollution)





founding of Rome by Romulus

753 BCE



beginning of the Roman Republic

509 BCE



Julius Caesar attempts to invade Britain

55 BCE



death of Julius Caesar and end of Roman Republic

44 BCE



Augustus becomes emperor

27 CE



Nero becomes emperor

54 CE



much of Rome destroyed in fire

64 CE



Mount Vesuvius erupts and destroys Pompeii

79 CE



KEY VOCABULARY

Roman Empire

a **huge empire controlled by Rome**, lasting between 509 BCE and 476 CE

republic

a government where the **people are in charge, rather than a king**

Mediterranean

the **countries that surround the Mediterranean Sea**: these were once dominated by Rome

Latin

the **language of Rome**, spoken across the Roman Empire

Pompeii

a **small town in Southern Italy** that was totally destroyed by a volcano in 79 CE

aqueduct

a **stone trough to carry water** across the country into Roman towns

gladiator

a person, usually a slave, who **was forced to fight while other people watched as a form of entertainment**

forum

the **centre of Roman public life**, with market stalls set up, merchants and traders doing business and politicians speaking to large crowds of listeners

the Roman Empire 117 CE



patricians

the wealthy ruling class who held all of the power

plebeians

all the other citizens of Rome were plebeians: plebeians were the farmers, craftsmen, laborers and soldiers of Rome

slaves

enslaved people were not considered citizens: they often did manual or domestic work



Year 5

Curriculum Overview – Spring 1



Reading

Year 5 pupils will study *The Last Wild*, which provides rich opportunities for higher-level reading comprehension.

Pupils will focus on analysing characters and themes, making detailed inferences, and summarising longer and more complex sections of text. They will explore how the author builds tension and atmosphere and how language choices influence the reader's response.

Pupils will be expected to justify their ideas using evidence from the text and to engage with challenging vocabulary through discussion and written responses.



Writing

In Spring 1, Year 5 pupils will further develop their narrative and non-fiction writing skills in line with upper Key Stage 2 National Curriculum expectations.

In the narrative unit, pupils will write a descriptive narrative inspired by *Varmints*, creating an imaginative sequel. They will focus on using figurative language, precise vocabulary, and varied sentence structures to create mood and atmosphere. Paragraphs will be organised to develop ideas clearly.

In the non-fiction unit, pupils will write an explanation text linked to Science, such as explaining the life cycle of an animal. They will learn to use causal language, technical vocabulary, and clear paragraphing to explain processes step by step, meeting National Curriculum requirements for explanatory writing.



Maths

In Spring 1, Year 5 pupils will focus on fractions, developing a deep and connected understanding of this key area of mathematics.

Pupils will identify and generate equivalent fractions, convert between improper fractions and mixed numbers, and compare and order fractions greater than and less than one. They will add and subtract fractions with related denominators and begin to reason about the size of fractional amounts. Visual representations such as fraction walls, bar models, and number lines will be used to support conceptual understanding.

Pupils will apply their learning to multi-step problem-solving and reasoning tasks, explaining methods clearly and using precise mathematical language.

Daily fluency practice will strengthen number sense, accuracy, and confidence when working with fractions in a range of contexts.



Science

Pupils study the life cycles of plants and animals, learning how living things grow, reproduce and change over time. They explore the life cycles of mammals, insects, birds and amphibians, as well as reproduction in flowering plants. Pupils learn about pollination and the importance of insects such as bees. They also study the work of influential naturalists and scientists, developing an understanding of how scientific knowledge about the natural world is gathered and shared.



History

In this unit, pupils study the French Revolution as a major turning point in European history. They explore inequality, absolute monarchy and the causes of revolution, including the storming of the Bastille. Pupils compare French and British monarchy and examine how instability led to dictatorship through the rise of Napoleon Bonaparte. Using historical sources, they study key battles and events, including Trafalgar and Waterloo.



Geography

In this unit, pupils study four regions of England in detail. They learn how the flat, fertile landscape of East Anglia supports farming, why the Midlands has developed as a centre for towns, cities and industry, and how the physical geography of Yorkshire and the Humber has shaped settlement and transport. Children explore how people have changed landscapes through farming, mining and engineering projects such as bridges and viaducts.



Music

Pupils will explore West African music through *Jin-Go-La-Ba* by Babatunde Olatunji. They will learn about African drumming, rhythm, syncopation, and call-and-response, working together to create and perform a class drumming piece.



RE

In this unit, pupils explore Humanism as a non-religious worldview. They learn how Humanists believe people can live good and meaningful lives without belief in God. Pupils study inspirational individuals and consider how values such as kindness, fairness and responsibility guide Humanist choices.



Art

Pupils study art from Western Africa, focusing on ceremonial headdresses and the Benin plaques. They learn how art can serve cultural, historical and symbolic purposes, and explore important discussions about trade, empire and the ownership of artefacts. Pupils design and construct a cardboard relief sculpture inspired by African art and natural forms.



PE

In gymnastics, pupils will refine their sequences, combining strength, balance and fluid movement with greater precision. In netball, they will develop more advanced passing, shooting and tactical play. Pupils will work collaboratively to apply skills effectively in game situations and evaluate their own performance.



PSHE

Dreams and Goals: In this unit, pupils explore future aspirations, including jobs and careers. They learn about the importance of money, different cultural perspectives on goals, and how people can support others through charity. Pupils reflect on motivation and consider the steps needed to achieve their own ambitions.



Computing

Selection in Physical Computing: In this unit, pupils explore how conditions can be used to control outcomes in programs. They use a programmable microcontroller to investigate selection, allowing programs to respond differently depending on inputs. Pupils learn how physical computing links code to real-world actions.



peoples

members of a particular nation or community

ceremony

a **social or religious occasion** often celebrating a particular event

Bamana Peoples

a group of **peoples living mainly in Mali, Western Africa**

headdress

a **covering for the head**, especially worn in ceremonies

Edo Peoples

a group of **peoples living mainly in southern Nigeria**

Benin City

a **city in southern Nigeria**, West Africa: Benin City flourished from the 14th-17th centuries as the centre of the Benin Kingdom

plaque

a **flat, decorated slab**, often square or rectangle that is fixed, to a wall or other surface and remembers an event or a person

relief

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

cast

the process of making an object by **shaping liquid metal in a mould**

brass

a metal made by mixing two other metals, **copper and zinc**

ivory

a hard, white substance, **made from the tusks of elephants**, which can be carved

Benin plaque showing equestrian Oba and attendants, Nigeria (Edo Peoples)

1550-1680



Benin ivory mask of Queen Mother, Nigeria (Edo peoples) 16th century



antelope headdress, Mali (Bamana Peoples) 19th century/early 20th century





KEY VOCABULARY

industry

arable farming

pastoral farming

mining

national park

viaduct

valley

relief map

population

topography

activity where **raw materials are changed into goods** that can be used and traded

farming where **crops are planted, tended to and then harvested**

farming where **animals are raised and used for food** or other produce such as wool

where a **raw resource is extracted from the earth**, e.g. coal

an area **protected by laws to ensure land is preserved**

a type of **bridge built across a valley** to allow transport to cross from one side to another

the **low-lying land between mountains or hills**

a map **showing the shape and height of land**

the **number of people living in a specific area**

the **surface features in an area of land**, e.g. hills, mountains, valleys, lakes and rivers (topography can also include features made by humans such as viaducts, dams, roads, and even cities)

East Anglia

- includes Norfolk, Suffolk and Cambridgeshire
- the Fens is a region of East Anglia that is often at or below sea level and is home to lots of wildlife
- known as 'Britain's bread basket'

Yorkshire and Humberside

- Yorkshire is a large area in the north of England
- North Yorkshire is the largest county in the UK
- the Ribbleshead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside

the Midlands

- the Midlands means 'land in the middle'
- the biggest city in the Midlands is Birmingham
- in the past, the Midlands had coal and iron mines

East Anglia



Yorkshire and Humberside



the Midlands





KEY VOCABULARY

life cycle

a series of **changes in the life of a living thing**, including reproduction

reproduction

the **production of offspring** by a living thing

interconnection

a **connection between two or more things**

mammal

a **warm-blooded vertebrate** that has live young and hair or fur

amphibian

a **cold-blooded vertebrate** that begins life underwater and develops the ability to breathe and live on land

metamorphosis

the **process of transformation to adult** form where a creature completely changes

hibernate

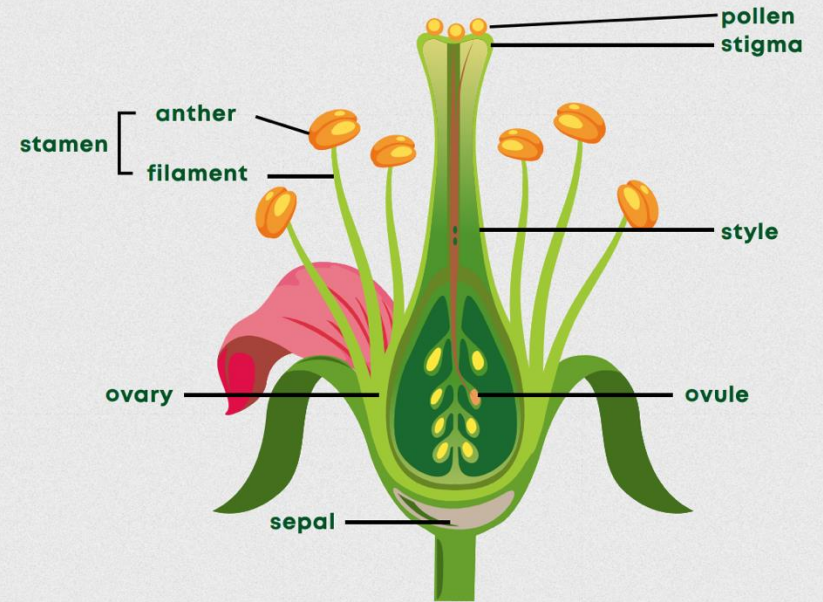
when a creature **spends winter in a very deep sleep** where they rest in a safe, often dark place, to survive the cold

incubate

when a creature **sits on eggs to protect them** and keep them warm before they hatch

larva (larvae)

very young insects or amphibians, before they transform into adults, e.g., caterpillar



most large plants reproduce by combining a male and female gamete (pollen and ovule) to make a fertilised egg that grows into an embryo, the embryo or baby plant is protected inside a seed

newt - larva



newt - adult



acorn



oak tree



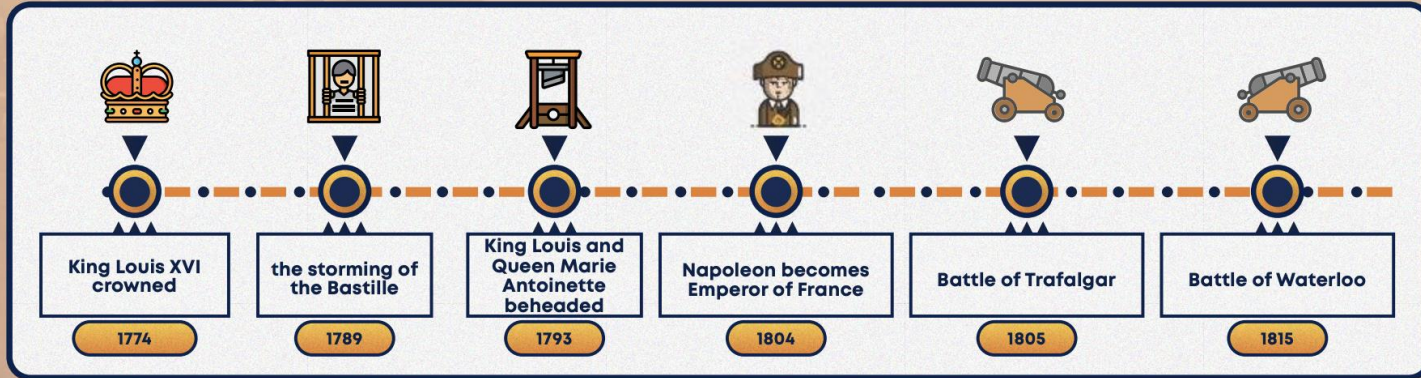
Sir David
Attenborough

a broadcaster
and natural
historian



Dame Jane
Goodall

a primatologist and
world expert on
chimpanzees



KEY VOCABULARY

revolution

absolute monarchy

republic

clergy

nobles

debt

exile

allied

the Bastille

Battle of Trafalgar

Battle of Waterloo

a time when people, ruled or governed by a power, **overthrow that power** and try to change how people live and work

when a **king or queen is in complete control** and doesn't need to follow any rules or laws

a country **governed by elected representatives**, not by a king or queen

people who **have a role within the church**, e.g. Catholic Priest

wealthy people from families who are considered important

a sum of **money that is owed**

when a person is **banned from living in a country**, often used as a punishment

joined together, countries sometimes join together to fight in wars

a **prison in Paris** used by the French kings

a **battle** that took place off the coast of Spain **between the French and the British** navy. it was won by the British admiral, Nelson, who defeated Napoleon and prevented a French invasion of Britain

a **battle** that took place in what is now Belgium **between the French and the allied forces of Germany, Britain and Holland**: the Duke of Wellington was victorious, and Napoleon was defeated



KEY PEOPLE



King Louis XVI

crowned King of France in 1774 (an absolute monarch, beheaded in 1793)



Marie Antoinette

became Queen of France when her husband became King (beheaded in 1793)



Napoleon

hugely successful military leader who became emperor of France (died in exile on the island of St Helena)



Horatio Nelson

British admiral in the Royal Navy who defeated Napoleon at the Battle of Trafalgar, preventing an invasion



Duke of Wellington

British army general who defeated Napoleon at the Battle of Waterloo



Year 6

Curriculum Overview – Spring 1



Reading

In Spring 1, Year 6 pupils will read *The Boy in the Striped Pyjamas*, a text that supports advanced comprehension and critical thinking.

Pupils will analyse character perspective, explore themes and moral questions, and interpret meaning beyond the literal text. They will discuss the author's intent, structure, and use of language, supporting their viewpoints with precise textual evidence.

Reading lessons will place a strong emphasis on mature discussion, inference, summarising key ideas, and preparing pupils for the demands of secondary school reading.



Writing

In Spring 1, Year 6 pupils will refine their narrative and journalistic writing skills, preparing them for the expectations of secondary education and statutory assessment.

In the narrative unit, pupils will write a diary entry inspired by *The Lion and the Unicorn*. They will write in role, using first person, emotive language, and reflection to convey character perspective. Pupils will focus on cohesion, sentence variety, and precise vocabulary.

In the non-fiction unit, pupils will write a newspaper report linked to World War II, based on the historical event of Franz Ferdinand. They will apply formal language, passive voice, reported speech, and clear paragraphing, meeting National Curriculum expectations for formal writing with accuracy, purpose, and audience awareness.



Maths

In Spring 1, Year 6 pupils will study ratio and algebra, developing essential skills needed for the transition to secondary mathematics.

In ratio, pupils will explore proportional relationships, use ratio language and notation, and solve comparison and scaling problems, including those set in real-life contexts. They will reason about how quantities change in relation to one another. In algebra, pupils will work with expressions, formulas, and sequences, learning to represent relationships using symbols and letters. They will find unknown values, generate sequences, and describe patterns clearly.

Throughout the term, there will be a strong focus on reasoning, accuracy, and explaining thinking using correct mathematical vocabulary.

Daily fluency practice will support precision, confidence, and readiness for future learning.



Science

Pupils build on prior learning to deepen their understanding of electrical circuits. They learn how voltage affects components and how electricity can be controlled using switches for safety and efficiency. Pupils use scientific symbols to design and represent circuits and apply their knowledge by designing and making a working electrical device. The unit develops problem-solving skills and supports pupils in planning, testing and evaluating investigations.



History

Building on learning from World War I, pupils examine how the Treaty of Versailles affected Germany and contributed to political instability. They study the rise of Adolf Hitler and the Nazi Party, learning how propaganda, nationalism and racism shaped German society. Pupils explore the persecution of Jewish people, including Kristallnacht, using primary sources to understand lived experiences.



Geography

This unit focuses on the geography of North America, a large and diverse continent stretching from the Arctic towards the equator. Pupils explore rivers, climates, biomes and cities, and learn how human activity has changed many natural environments. They consider challenges faced by large cities and investigate how people use rivers. Through map work and research, children develop a secure understanding of North America's physical and human geography.



Music

Pupils will study the blues, learning about the 12-bar blues structure and walking basslines. They will compose and perform their own blues songs, exploring improvisation and understanding how blues music influenced later genres such as jazz and funk.



RE

Pupils explore different religious and philosophical views about eternity, life after death and what it means for something to last forever. They compare beliefs from different faiths and worldviews, reflecting on ideas about God, the soul, legacy and meaning. Pupils develop thoughtful responses to deep and challenging questions.



Art

In this unit, pupils explore Victorian architecture and art. They study buildings influenced by classical and gothic styles and produce detailed architectural drawings. Pupils also examine Victorian painting, focusing on careful observation and realism, and develop their painting skills using watercolours to create detailed studies inspired by nature.



PE

Pupils will perform complex gymnastics sequences, demonstrating control, fluency and confidence. In hockey, they will develop advanced stick control, passing and shooting skills, applying tactics in competitive games. Pupils will demonstrate leadership, resilience and teamwork as they prepare for transition to secondary PE.



PSHE

Dreams and Goals: Pupils set personal learning goals for both school and wider life. They develop success criteria, reflect on emotions linked to achievement, and consider how they can make a positive difference in the world. The unit encourages motivation, recognising achievements and valuing encouragement and compliments from others.



Computing

Variables in Games: Pupils learn how variables are used in programming to store and change information. They apply this knowledge by designing and coding their own game, using variables to control scores, timing or player actions. This unit develops pupils' programming skills and supports logical thinking and creativity.



KEY VOCABULARY

Victorian

classical architecture

neoclassical

gothic architecture

gothic revival

medieval

Pre-Raphaelites

realism

watercolour

wet-on-wet

wet-on-dry

the period of history during the **time of the reign of Queen Victoria**

the style of architecture in **ancient Greek or Roman times**

the style of architecture that got its **inspiration from classical architecture**

the style of **architecture in medieval times**

an architectural style that got its **inspiration from medieval (gothic) architecture**

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

a secret society of young artists founded in London in 1848: they were **against the promotion of paintings that showed ideal human forms and settings**, as shown in the work of Raphael

when used in relation to Pre-Raphaelite paintings this means when **an artist makes something looks realistic**, like in a photograph

paint thinned with water, giving a transparent colour

where layers of paint are painted on top of previous layers of paint which are still wet

where layers of paint are **painted on top of previous layers of paint which are dry**

Rossetti



The Annunciation (1849-50)

the Houses of Parliament (1840-1876)

London



Ophelia (1851-1852)

Millais



KEY VOCABULARY

North America

a large continent where the countries of **Canada, the USA and Mexico** are located

United States of America

the name for the **country in North America that consists of fifty states and the District of Columbia**: it is bordered by Canada in the north and Mexico in the South

state

an area with a **government that can make decisions and pass laws for that area**: in the USA, the states are joined in political union

Mississippi River

one of **North America's major rivers**, a source of fresh water, transport and irrigation

biome

a **community of plants and animals that have common characteristics** reflecting the environment in which they live

urbanisation

the **increase in number of people living in cities**



Canada



capital: Ottawa

- flag: maple leaf representing cultural heritage & natural resources of Canada
- colour red represents hope & prosperity
- colour white represents peace and neutrality

Mexico



capital: Mexico City

- flag shows national coat of arms, based on the Aztec symbol for Tenochtitlan (now Mexico City)
- eagle sitting on a cactus eating a serpent
- red, white & green: colours of the national Mexican army

United States of America



capital: Washington DC

- flag shows fifty white stars representing the fifty states of America
- thirteen alternating red and white stripes represent the thirteen British colonies that declared independence from Great Britain and became the first states

KEY VOCABULARY

electricity

electricity is a **form of energy**; we can control it and use it

electrical current

the **flow of electricity**

electric shock

when **electricity flows through the human body causing a shock**; exposure to electrical energy can be dangerous, resulting in damage or death

circuit

a **path** which electricity flows around

battery

a **store of energy**, also known as a cell

light bulb

a component that **converts electrical energy to light energy**

switch

a component that **can open or close an electrical circuit**

wire

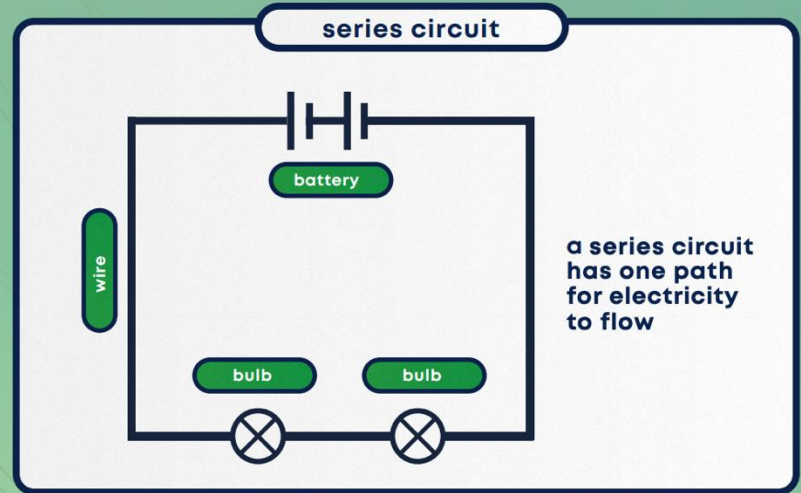
a **thin piece of metal covered in plastic** that conducts electricity

conductor

materials that **allow electricity to pass through** them are called conductors

insulator

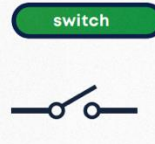
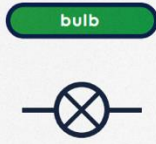
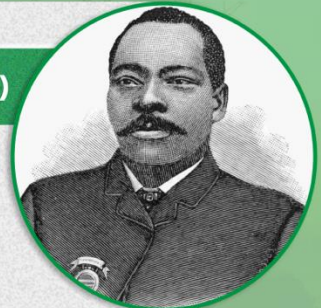
materials that **do not allow electricity to pass through** are called insulators



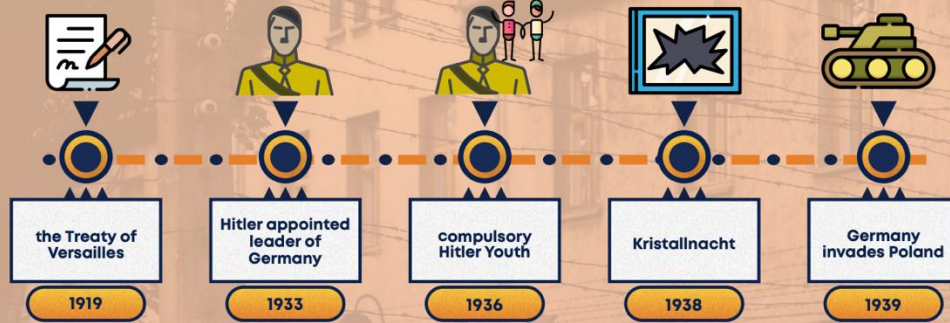
AA battery	car battery
1.5 V (volts)	12 V (volts)

Granville T Woods (1856-1910)

an inventor and electrical engineer who worked on many inventions that made electrical railways safer and more efficient



electrical symbols



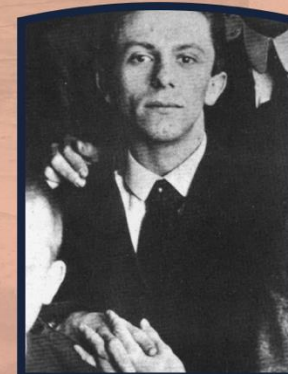
Winston Churchill

Prime Minister of Great Britain from 1940 to 1945



Adolf Hitler

the leader of the Nazi Party from 1921 to 1945



Joseph Goebbels

the Reich Ministry of Public Enlightenment and Propaganda 1940 to 1945



KEY VOCABULARY

armistice

an **agreement made between opposing sides** in a war to stop fighting

Treaty of Versailles

a **document signed in 1919 to officially end the war** between Germany and the Allied Powers (it outlined punishments enforced upon Germany)

nationalism

support for a nation and its interests, often putting that nation above others

Aryan race

a **group of people the Nazis viewed to be superior than others** (Aryan features included blue eyes and blonde hair)

assassinate

the **murder of a person** for political or religious reasons

concentration camp

a **place where people are imprisoned in harsh conditions**, without usual legal processes such as a trial

refugee

a **person who has been forced to leave their country**, seeking refuge in order to escape war, persecution, or natural disaster

blitzkrieg

a German word meaning 'Lightning War': **intensive or sudden military attacks**

coalition

a **unity government** formed with members of different political parties