# Year 1
## Curriculum Overview – Summer

## Reading

During the Summer Term, Year 1 children continue to develop their phonics and reading skills through carefully matched Big Cat reading texts that closely align with their growing phonics knowledge. Daily phonics sessions focus on consolidating previously taught sounds and alternative graphemes, supporting children to read with increasing confidence, accuracy and fluency.

Children apply their phonics skills when reading Big Cat books, using decoding strategies to tackle tricky words and alien (nonsense) words, helping to strengthen their understanding of sound–letter correspondence. Alongside this, pupils complete age-appropriate comprehension questions, encouraging them to retrieve information, make simple inferences and talk confidently about what they have read.

Regular opportunities for rereading familiar texts help to build fluency and expression, while guided reading activities support children to explain their thinking and develop a love of reading. This structured approach ensures children are well prepared for the phonics screening check and lifelong reading success.

## Writing

In Summer 1, Year 1 pupils develop confidence in writing through traditional tales and simple non-fiction. Children retell familiar fairy tales using patterned language, descriptive noun phrases and simple sentence structures. They practise using capital letters, full stops, question marks and exclamation marks accurately, and begin to choose vocabulary carefully.

Oral rehearsal supports children in planning their ideas before writing. Teachers model writing step by step, helping pupils apply grammar such as adjectives, conjunctions and prepositional phrases. Children reread their work and make simple improvements.

Later in the term, pupils write a non-chronological report linked to Science (Plants), learning how to organise information and write factual sentences. An independent write allows children to show what they can do on their own. Spelling and handwriting continue to be developed through Spelling Shed and Letterjoin.

## Maths

In Summer 1, Year 1 pupils develop confidence with multiplication and division, building on their understanding of sharing and grouping. Children explore equal groups, arrays and repeated addition using practical equipment and visual models, helping them understand what these operations mean rather than memorising facts. Pupils then deepen their understanding of fractions, recognising halves and quarters of shapes and quantities. Through hands-on activities, children learn that fractions must be equal parts and begin to connect fractions to sharing and division. A key focus of the term is position and direction. Children use mathematical language to describe movement, including turns, directions and routes. They practise using terms such as left, right, forwards and backwards, developing spatial awareness. Towards the end of the term, children explore time, learning to tell the time to the hour and half past. They sequence events, use time vocabulary and recognise how time is measured in everyday life. Throughout Summer 1, lessons are practical, discussion-based and visual. Pupils are encouraged to explain their thinking, use mathematical language and build confidence.

Public

## Science

This term, Year 1 will explore plants. Children will learn what plants need to grow and will carry out a simple investigation by planting cress seeds. They will identify the main parts of plants and understand their functions, learn how plants spread seeds, and compare deciduous and evergreen trees. Pupils will also find out which parts of plants we eat, before bringing their learning together in a final report.

## Geography

This term, Year 1 will explore the world we live in. Children will learn the names and locations of the seven continents and the oceans, using maps and globes. They will discover the importance of oceans for life on Earth and learn about the poles and the equator. Pupils will explore different landscapes such as rainforests, deserts and grasslands, finishing by locating continents and oceans on a world map.

## Music

Year 1 will explore how music can represent stories, animals and environments. Children will listen to orchestral music such as The Flight of the Bumblebee and explore soundscapes. They will use voices and percussion to recreate sounds, perform a piece inspired by We're Going on a Bear Hunt, and learn how to practise, perform and evaluate music together.

## RE

Year 1 will learn about Sanatana Dharma (Hinduism) by exploring the question "Who is God to Sanatanis?" Children will be introduced to key ideas about Hindu beliefs, including different ways Hindus understand God. They will learn through stories, images and discussion, helping them recognise similarities and differences between their own experiences.

## Art

Year 1 will explore how paintings can tell us about life in the past. Children will study artworks by Hogarth, Cassatt and Bruegel, focusing on portraits of children and scenes. They will build skills, experiment with watercolours and explore poses through drawing. Pupils will finish by creating a version of a portrait using collage techniques.

## PE

This term, Year 1 will focus on Dodgeball and Rugby Fundamentals. Children will develop throwing, catching and evasion skills, learning how to work safely with others. They will begin to understand simple rules, teamwork and spatial awareness, while building confidence, agility and enjoyment in competitive but inclusive activities.

## PSHE

Children learn about families, friendships and a sense of belonging. They explore what makes a good friend and show kindness to themselves and others. Pupils discuss people who help them, understand personal boundaries such as physical contact preferences, and learn to recognise and celebrate special relationships in a safe, age-appropriate way.

## Computing

Year 1 pupils will focus on Digital Writing. Children will learn how to use a computer to create and edit text, practising typing, spacing and formatting. They will compare digital writing with handwritten work and learn how technology can be used effectively to present ideas neatly and clearly for different purposes.

Science PKC

# Plants

1 YEAR PKC Primary Knowledge Curriculum

## KEY VOCABULARY

| | |
|---|---|
| plant | a living thing that **grows in one place,** such as an oak tree, a sunflower or a tomato plant |
| root | the part of a plant that acts as an anchor, fixing the plant into the ground, and they also **absorb water and minerals** to help the plant to grow |
| stem | the part of the plant that grows **above the ground**; the leaves and flowers grow from the stem which also **transports water** and minerals around the plant |
| leaves | a plant's leaves **absorb sunlight** and **turn it into energy** that the plant uses to grow |
| seed | the small part of a flowering plant that **grows into a new plant** |
| deciduous | a tree that **sheds its leaves** during autumn |
| evergreen | a tree that **keeps its leaves** all year around |



**deciduous trees**

lose their leaves during autumn

e.g., oak tree



**evergreen trees**

keep their leaves all year around

e.g., fir tree



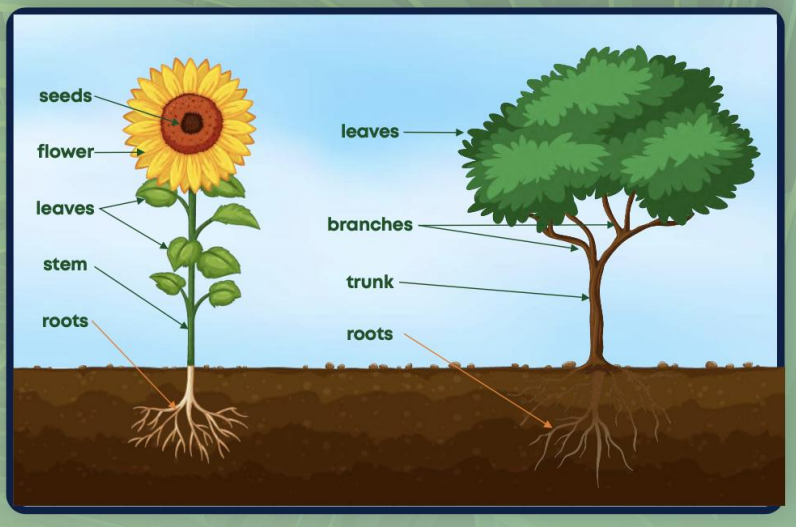
acorn (oak)



poppy seed



sycamore seed



Arts
PKC

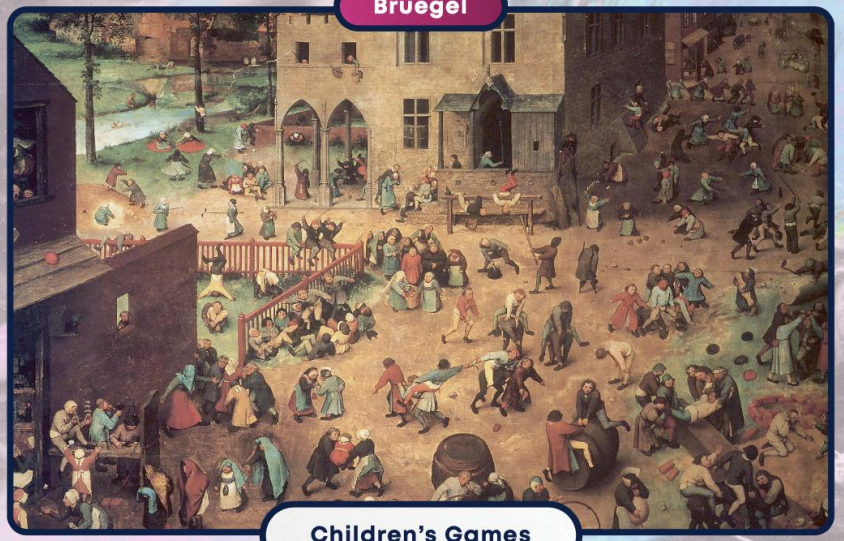
# Paintings of Children

PKC
Primary Knowledge Curriculum

## KEY VOCABULARY

| | |
|---|---|
| artist | a person who **makes a work of art** |
| luxury | when something is **very comfortable** and maybe expensive |
| wealth | to have lots of **money or things** |
| message | an important **piece of information** that someone wants to share (this could be shown by a picture) |
| past | a time that happened **before now** |
| pose | to put **your body into a position** so that someone can take a picture of you or draw you |
| 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 |

**Bruegel**



Children's Games

**Hogarth**



The Graham Children

Geography
PKC

# The Seven 7 Continents

PKC
Primary Knowledge Curriculum

## KEY VOCABULARY

| | |
|---|---|
| Earth | the **planet** we live on |
| continent | one of the world's seven **areas of land** |
| ocean | a very large **area of water** |
| globe | a model of **our earth** showing the continents and oceans |
| North Pole | a very cold place at the **'top'** of the Earth |
| South Pole | a very cold place at the **'bottom'** of the Earth |
| equator | an **imaginary line around the middle** of the Earth |






Music
PKC

# What Can You Hear?

## KEY VOCABULARY

| | |
|---|---|
| **composer** | a **person who writes music** |
| **orchestra** | a **group** of people using **different instruments** to play **classical music** |
| **conductor** | a **person** who **directs** the performance of a **group of players** |
| **pitch** | how **high** or **low** a sound is |
| **soundscape** | a **sound** or **combination of sounds** that is put together from the sounds we can **hear around us** |
| **percussion instrument** | an instrument that is **hit** or **shaken** to make a sound |

A violin and bow (stringed instrument)



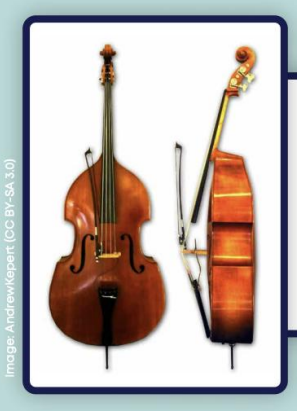
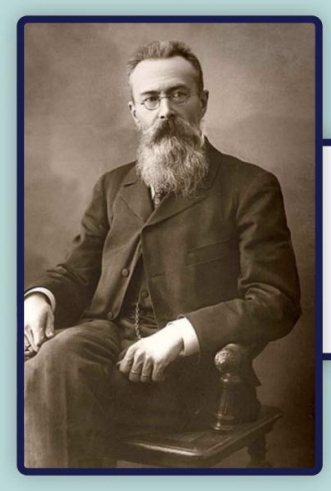


Image: AndrewKepert (CC BY-SA 3.0)

A double bass with a bow (string instrument with a low pitch)



**Nikolay Rimsky Korsakov**

Composer of *The Flight of the Bumblebee*

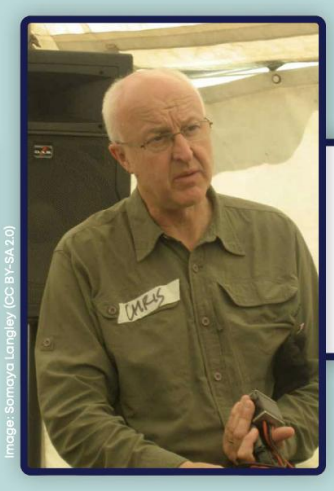


Image: Somaya Langley (CC BY-SA 2.0)

**Chris Watson**

Musician who created the piece *The Lapaich*

A flute (wind instrument)



Image: Thea Patrakievitidee (CC BY-SA 4.0)

# Year 2
## Curriculum Overview – Summer 1

## Reading

In the Summer term, Year 2 pupils develop comprehension and enjoyment of reading through the shared class text George's Marvellous Medicine by Roald Dahl. Teaching focuses on building understanding across the National Curriculum Reading Domains, with increasing confidence.

Pupils practise retrieval by locating key details about characters, settings and events. This supports developing inference, where children explore characters' actions and behaviour, particularly George and Grandma, using clues from the story.

A strong emphasis is placed on vocabulary, with pupils exploring ambitious and playful language typical of Roald Dahl's writing. Children discuss the meaning of unfamiliar words and how word choice adds humour.

Prediction is developed through discussion, encouraging pupils to anticipate events as the story unfolds. Pupils also practise sequencing and summarising, retelling key events in order and identifying important moments.

## Writing

During Summer 1, Year 2 pupils complete two key outcomes: a traditional narrative and a non-chronological report. Children write their own Just So story, focusing on story structure, descriptive vocabulary and sentence variety. Grammar teaching includes conjunctions, adverbs and accurate use of tense.

Teachers model writing clearly, showing how ideas are planned, drafted and improved. Talk and drama help children understand characters and settings. Pupils practise editing their work to improve clarity and accuracy.

Later, children write a non-chronological report linked to their narrative, learning to organise facts under headings and use present tense consistently. Independent writing demonstrates pupils' growing confidence, while spelling and handwriting support fluency and presentation.

## Maths

During Summer 1, Year 2 pupils extend their understanding of fractions, focusing on halves, quarters and thirds. Children find fractions of shapes and amounts and begin to reason about equivalence using visual models such as bar models and number lines. Pupils then develop fluency with time, learning to tell the time to five-minute intervals. They explore the relationship between hours and minutes, compare durations and solve simple time problems linked to daily routines. A significant part of the term focuses on measurement, including mass, capacity and temperature. Children use standard units, make comparisons and solve practical problems, reinforcing mathematical language and real-world application. Children also work with statistics, learning how to collect, organise and interpret data using tallies and pictograms. They ask and answer questions about data, building early reasoning skills. Across the term, pupils continue to practise arithmetic skills and apply learning in a range of contexts. The focus on explanation and reasoning ensures children develop confidence and understanding, supporting a smooth transition into Summer 2 and Key Stage 2 learning.

Public

## Science

In Year 2, pupils will learn about materials and their properties. They will explore why different materials are used for different purposes and discover how Velcro was invented. Children will be introduced to the idea that everything is made of particles and that scientists use microscopes to study materials. They will investigate solids and liquids before applying their learning by designing a garden for the school.

## Geography

Pupils will study Northern Europe. They will locate countries and capital cities, explore physical features such as fjords and forests, and learn about human features including bridges and ports. Children will compare climates, use climate graphs, and learn how people and animals adapt to colder environments. They will also study migration and explore famous journeys, building confidence in using maps and geographical vocabulary.

## Music

Year 2 will explore music that tells a story, focusing on the orchestral piece Night Ferry by Anna Clyne. Children will learn about motifs, rhythm and texture, sing rounds, and compose music to represent a boat journey through a storm. They will perform and evaluate their own compositions, developing confidence, teamwork and listening skills.

## RE

Pupils will explore Buddhism, focusing on the question “Why is the story of the Buddha important to some Buddhists?” Children will learn about the life of Siddhartha Gautama and key events that shaped Buddhist beliefs. They will consider how stories can teach important lessons about kindness, choices and living a good life.

## Art

Pupils will explore history painting through myths and storytelling. They will study artworks depicting the story of Theseus and the Minotaur, learning how artists show characters, settings and emotions. Children will then focus on Picasso’s Minotaur work, creating their own mixed media artworks combining drawing and collage.

## PE

Year 2 pupils will take part in Dodgeball and Football Fundamentals. They will practise throwing, catching, kicking and controlling a ball, while learning about teamwork, communication and fair play. Lessons support the development of coordination, agility and confidence, helping children apply skills in games situations.

## PSHE

Year 2 focuses on understanding different types of families and developing positive friendships. Children learn about trust, appreciation, resolving conflict and setting boundaries. They explore secrets, how to seek help when worried, and how to show care and respect. Pupils also reflect on what makes a good friend and how relationships can change over time.

## Computing

Year 2 will explore Digital Music. Pupils will use computers to experiment with rhythm and melody, learning how sounds can be created, changed and combined digitally. They will plan and make a simple musical composition and reflect on how technology can be used creatively to produce and improve music.

Geography
PKC

# Northern Europe

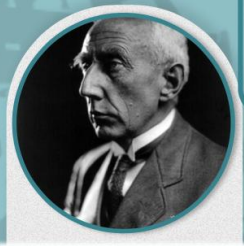
PKC
Primary Knowledge Curriculum






## KEY VOCABULARY

| | |
|---|---|
| Scandinavia | **Denmark, Sweden and Norway** |
| Nordic | **Denmark, Sweden, Norway, Finland and Iceland** |
| weather | what the sky and air are like outside at a particular time, e.g., **rainy, windy, cloudy** |
| climate | the weather **in a place** over a long period of time |
| migration | movement of animals or people from **one place to another** |
| compass | an object that **indicates direction**: north, south, east and west |
| adapt | to **change** |
| explorer | a **person who travels** through new areas to learn about them |
| human features | things built or **created by humans**, such as the Oresund bridge that links Demark and Sweden |
| physical features | things **found in the natural environment**, not made by humans |
| Sámi People | people who have lived in the **coldest and most northern** parts of Northern Europe for a very long time |



Roald Amundsen

"Victory awaits him who has everything in order"

flags of Northern European countries



Norway
capital city: Oslo



Denmark
capital city : Copenhagen



Sweden
capital city : Stockholm



Finland
capital city : Helsinki



Iceland
capital city : Reykjavik

Science
PKC

# Materials and matter

2 YEAR PKC Primary Knowledge Curriculum

## KEY VOCABULARY

| | |
|---|---|
| matter | the word scientists use to describe **everything that makes up the world** around us, it includes solids, liquids and gases |
| solid | matter that can be held, **holds its shape and stays in one place**, like wood; we can hold solids in our hand and some solids can be changed through squashing, bending or twisting) |
| liquid | matter that **flows like water**; liquids can take the shape of the bottom of their container, and we can pour them |
| atoms | a tiny building block that **everything around us is made from** |
| materials | matter from which **something is made,** e.g., wood, glass, metal |
| properties | **characteristics** that we can use to describe objects, e.g., smooth, hard, soft |
| transparent | a material that **allows light to pass through**; we can see through it, e.g., glass |
| opaque | a material that **does not allow light** to pass through; we cannot see through it, e.g., wood |

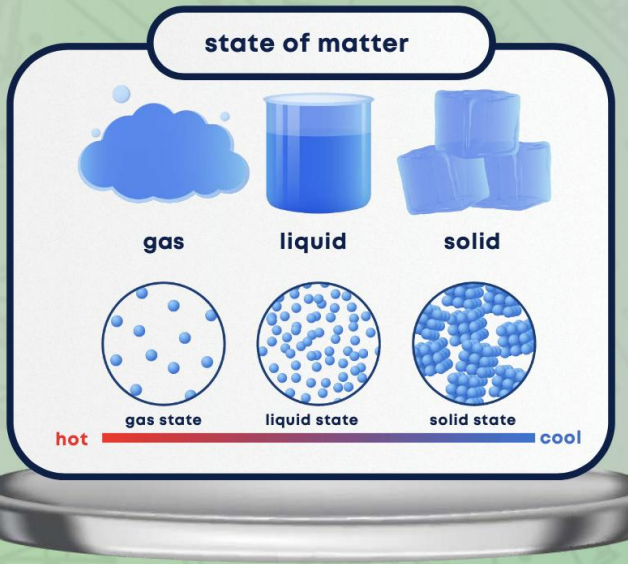



velcro normal view

a tool that scientists use to look closely at very tiny things

velcro under microscope



Arts
PKC

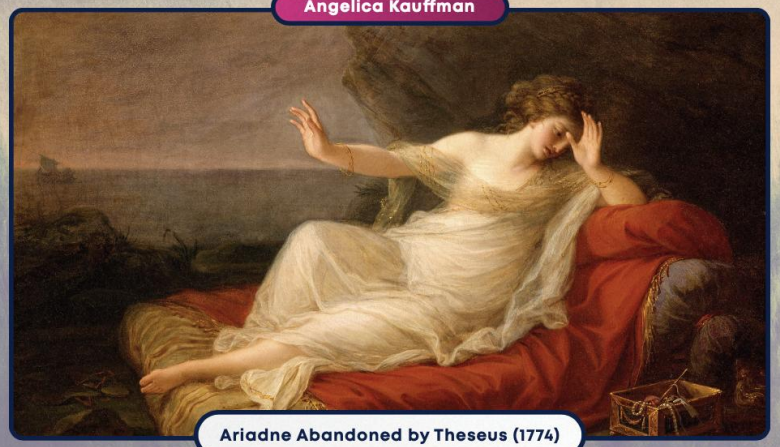
# History Painting

PKC
Primary Knowledge Curriculum

## KEY VOCABULARY

| | |
|---|---|
| history painting | paintings that **tell stories** from myths, classical history and the Bible |
| myth | a **traditional story** made up in the past, often to explain an event, belief or custom |
| mythological paintings | paintings relating to or **based on myths** |
| classical | something that is from **ancient Greek or Roman** culture |
| narrative | a piece of **art that tells a story** with colour and lines, instead of words |
| character | a **person or an animal** in a piece of narrative art |
| characteristic | an **important thing** about thing or a person which makes them what they are |
| setting | the **place** where a story takes place |
| minotaur | a monster which is **half bull and half man** |

Angelica Kauffman



Ariadne Abandoned by Theseus (1774)

Antonio del Pollaiuolo



Apollo and Daphne (c.1432-1498)

# Emotion in Sound

## KEY VOCABULARY

| | |
|---|---|
| **composer** | a **person who writes music** |
| **orchestra** | a **group** of people using **different instruments** to play **classical music** |
| **pitch** | how **high** or **low** a sound is |
| **motif** | a **short musical idea** |
| **theme** | a **recurring idea** in a piece of music which is **longer than a motif** |
| **rhythmic ostinato** | a **short rhythm** which is **repeated throughout** a piece of music |
| **texture** | the sound created by **layering different parts**, one on top of another |
| **round** | A song where a **melody** is sung by **one group** and then **imitated shortly afterwards by another group** |



Image: Christina Kernohan

**Anna Clyne**

The composer of *Night Ferry*



Image: Yamaha Corporation (CC BY-SA 4.0)

A French horn
(brass instrument)



Image: Georg Fetscher (CC BY 3.0)

A cello
(stringed instrument)

# Year 3
## Curriculum Overview – Summer 1

## Reading

In the Summer term, Year 3 pupils build confidence and comprehension through study of texts such as The Iron Man and The Wild Robot. Teaching focuses on securing the National Curriculum Reading Domains, with increasing independence.

Pupils practise retrieval by locating key information and using evidence accurately. This supports developing inference, where pupils explain characters' thoughts and actions using clues from the text. Teachers model how to justify answers clearly.

A strong emphasis is placed on vocabulary, helping pupils explore unfamiliar language and understand how word choice affects meaning. Prediction is developed through discussion, encouraging pupils to make and refine predictions as narratives unfold.

Pupils also practise summarising and sequencing, identifying key events and explaining how stories develop.

Pupils begin to explore authorial choices, discussing why authors choose particular language or events.

## Writing

In Summer 1, Year 3 pupils write a story from another culture and a persuasive leaflet. Children study a warning tale, such as Stone Trolls, and write their own version, focusing on atmosphere, description and clear structure.

Grammar teaching focuses on multi-clause sentences, adverbials and conjunctions. Pupils learn to plan writing in sections and select precise vocabulary for effect.

Later, pupils write a persuasive leaflet, often linked to Geography, learning how to organise information, use persuasive language and consider audience and purpose. Independent writing and editing help pupils apply grammar and punctuation confidently, preparing them for more complex writing tasks.

## Maths

In Summer 1, Year 3 pupils focus on fractions, developing understanding beyond simple parts of shapes. Children learn to find fractions of quantities, recognise equivalent fractions and place fractions on a number line, using visual representations to support reasoning.

The term also includes work on money, where pupils add and subtract amounts, calculate change and solve real-life problems. This helps children apply number skills in meaningful contexts.

A key focus is time, with pupils learning to tell the time accurately to the minute using analogue clocks. They calculate durations and solve problems involving start and end times.

Children explore shape, identifying properties of 2D and 3D shapes, recognising right angles and using correct mathematical vocabulary. They compare shapes and explain similarities and differences.

Throughout Summer 1, pupils are encouraged to reason, explain methods and apply skills independently. The emphasis on fluency, reasoning and problem-solving prepares children well for more complex work in Summer 2.

Public

## Science

Year 3 will focus on flowering plants. Pupils will learn about the different parts of plants and their functions and discover what botanists do. They will explore what plants need to thrive, how water is transported within plants, and how plants reproduce through pollination and seed dispersal. This learning will be brought together in an assessment answering the question of how flowering plants reproduce.

## History

This term, Year 3 will explore power, law and leadership in medieval England. Pupils will learn about Henry II and the development of Common Law, the conflict between Henry II and Thomas Becket, and the significance of Becket's murder. They will study Richard the Lionheart and the Crusades, King John and the Magna Carta, and Henry III and the beginnings of Parliament.

## Geography

Year 3 will focus on Western Europe. Pupils will locate countries and explore physical and human features using maps. They will learn about temperate climates, trade between countries, and how geography links to historical events. Children will study France in detail and compare Paris with London. Through map work, data reading and writing tasks, pupils will deepen their understanding of how location, climate and trade shape places.

## Music

In Year 3, pupils will study how music creates mood and tells a story through A Night on the Bare Mountain. They will explore motifs, dynamics, tempo and structure, using voices, body percussion and instruments. Children will read simple notation, combine musical ideas into a performance, and develop ensemble skills through rehearsal and evaluation.

## RE

This term, Year 3 will study Sanatana Dharma, asking "What is the best way for a Sanatani to lead a good life?" Pupils will explore Hindu beliefs about duty (dharma), actions (karma) and devotion. They will learn how beliefs influence daily life and behaviour, making links between religious teachings and positive values such as respect and responsibility.

## Art

Year 3 will focus on architecture and sculpture. Pupils will study the Parthenon, learning about its design, history and the debate surrounding the Parthenon Marbles. They will explore symmetry and create clay relief sculptures. Children will then study Antoni Gaudí, discovering how nature inspired his unusual designs.

## PE

Year 3 will focus on Rounders and Athletics this term. Pupils will develop striking and fielding skills, learn basic rules of rounders, and practise running, jumping and throwing in athletics activities. Lessons aim to improve technique, stamina and teamwork while encouraging children to challenge themselves and celebrate progress.

## PSHE

Pupils explore family roles, friendships and how relationships affect others. They learn about negotiation, managing conflict and staying safe online. Children understand different family experiences, develop empathy, and learn how their actions and choices impact relationships within their community.

## Computing

Pupils will study Desktop Publishing. Children will learn how to create documents for specific purposes by combining text, images and layout features. They will develop skills in editing, formatting and design, considering how visual choices affect meaning, clarity and impact when presenting information digitally.

History
PKC

# Law and Power

3 YEAR PKC Primary Knowledge Curriculum




## KEY VOCABULARY

| | |
|---|---|
| jury | a group of people that **make a decision on someone's guilt** based on evidence given |
| Rule of law | a **set of rules** that must be followed |
| trial by ordeal | to decide someone's guilt by use of a **cruel test** |
| the Crusades | **a series of invasions** of Muslim controlled territory in the Holy Land by Christian armies |
| Holy Land | modern day **Israel and Palestine** |
| knight | a **king's soldier** who wore armour |
| tyrant | a **cruel ruler** |
| baron | a very **powerful and wealthy** landowner |
| burgh | a medieval **area of land** |
| Parliament | the highest legislature, consisting of the **Sovereign, House of Lords and the House of Commons** |
| Magna Carta | a **document of rules** sealed by King John in 1215 |

## KEY PEOPLE

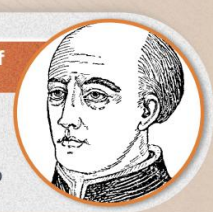
### Henry II

know as the 'Father of English Common Law'



### Archbishop of Canterbury

the head of the English church: Thomas Becket was the Archbishop of Canterbury from 1162-1170



### Richard I

fought in the Holy Wars: known as Richard the Lionheart



### King John

King of England from 1199-1216: he signed the Magna Carta in 1215



### Pope

the head of the Catholic church: Pope Innocent III was the Pope between 1198-1216



### Henry III

was captured by Simon de Monfort



Geography
PKC



# Western Europe




## KEY VOCABULARY

| | |
|---|---|
| climate | the **weather conditions** in an area over a long period of time |
| temperate climate | a climate where the conditions **do not get extremely hot or extremely cold** |
| trade | **buying and selling** things, e.g. food, machines, books |
| import | **buying** things from other countries |
| export | **selling** things to other countries |
| agriculture | the **farming** of plants and/or animals |
| the Alps | a large **mountain range** located in Western Europe |



**France**

capital city: **Paris**

language(s): **French**



**Germany**

capital city: **Berlin**

language(s): **German**



**Belgium**

capital city: **Brussels**

language(s): **French and Flemish**



**Switzerland**

capital city: **Bern**

language(s): **German, French and Italian**



**Austria**

capital city: **Vienna**

language(s): **German**



**the Netherlands**

capital city: **Amsterdam**

language(s): **Dutch and English**



**Luxembourg**

capital city: **Luxembourg City**

language(s): **French, German, Luxembourgian**

# Plants



## KEY VOCABULARY

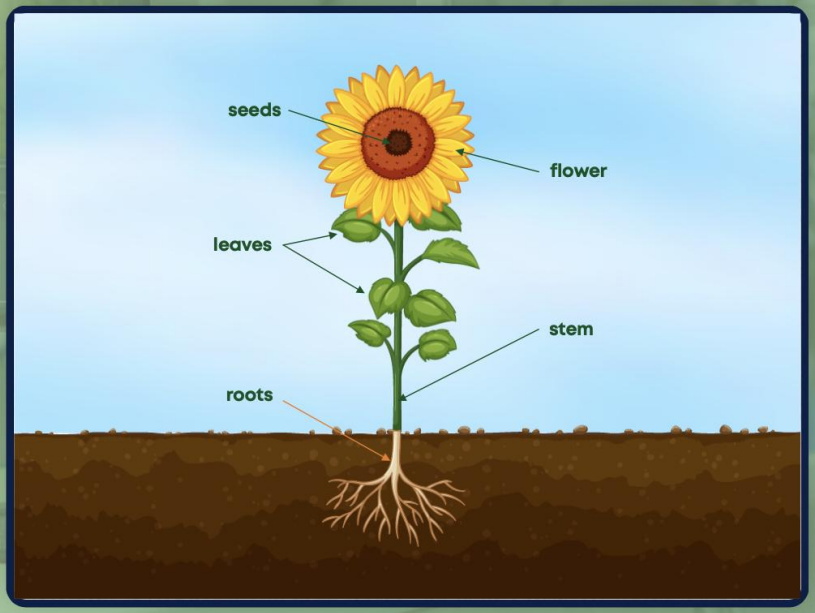
| | |
|---|---|
| plant | a **living thing that grows in the earth** and has roots, leaves and a stem, e.g., grass, trees, bushes, flowering plants |
| root | the **part of a plant that acts as an anchor**, fixing the plant into the ground and absorb water to help the plant to grow |
| stem | the part of the plant that grows above the ground and leaves and flowers grow from it (the stem is also used to t**ransport water around the plant)** |
| leaves | a plant's leaves **absorb sunlight and turn it into energy** that the plant uses to grow |
| flowers | the part of a plant that **bears the seed** |
| nutrients | **goodness required for life and growth**; plants absorb nutrients from the soil |
| absorb | to **take in** or soak up |
| pollination | the **transfer of pollen** from one part of a plant to another |
| dispersal | **spreading things out over an area**, seeds do this to help to reproduce |



many flowers rely on animals to help with pollination by moving pollen from one flower to another



poppy seeds are dispersed from a 'pepper pot' head, when the wind blows the seeds shake out

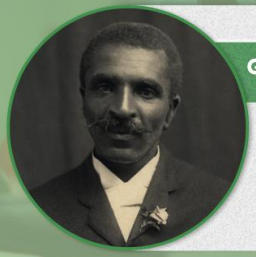



**Joseph Banks**



a botanist who travelled the world and gathered over 30,000 specimens of plants

**George Washington Carver**



a botanist known for his work on replenishing soil by planting peanuts and sweet potatoes

Arts
PKC

# Architecture

PKC
Primary Knowledge Curriculum



## Parthenon

architects:
Ictinius, Callicrates
completed: 432 B.C.



## Sagrada Familia

architect:
Antoni Gaudi
estimated: 2026



## St Paul's Cathedral

architect:
Christopher Wren
completed: 1710

## 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 |
| pillar or column | a tall, straight part of a building that is sometimes decorated, often **holds up another part** of the building |
| tower | a **tall narrow building** or part of a building |
| dome | a **rounded roof** of a building with a circle-shaped base |
| materials | what a building **is made of,** e.g., stone, brick, cement, steel |
| symmetrical | where the parts of an object, including a building **look exactly the same** on both sides, a mirror image |
| asymmetrical | where the parts of an object, including a building **do not look the same** on both sides |
| in relief | where sculptures **stick out** from a flat surface, rather than being made all the way around |
| in the round | where sculptures **are carved or built** all around, from front to back |
| frieze | a **band of relief sculptures** or painting on a wall, often near the top |
| mosaic | a picture or a pattern made by putting **small pieces of stone, glass or tile** together: sometimes these decorate a floor |

# Stories in Sound II

## KEY VOCABULARY

| | |
|---|---|
| **tone poem** | a piece of music which **tells a story** |
| **dynamics** | how **loudly** or **quietly** a piece of music is played |
| **crescendo** | gradually getting **louder** |
| **diminuendo** | gradually getting **quieter** |
| **motif** | a **short musical idea** |
| **pitch** | how **high** or **low** a sound is |
| **symbol** | something we **draw** to **represent something else**, like a sound |
| **stave** | a **frame** which we can put dots on to show **pitch**. The nearer the top of the stave the dot is the higher the pitch will be |
| **tempo** | the **speed** of a piece of music |
| **accelerando** | gradually getting **faster** |
| **ternary form** | **three-part musical form** with an opening section (A), a following section (B) then repetition of the first section (A) |



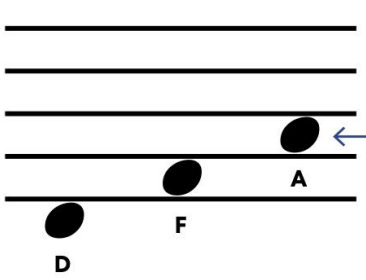
Image: TUBS (CC BY-SA 3.0)

Mussorgsky was from Russia (pictured in red)



**Modest Mussorgsky**

Composer of *A Night on the Bare Mountain*



# Year 4
## Curriculum Overview – Summer 1

## Reading

During the Summer term, Year 4 pupils deepen comprehension through texts such as Charlie and the Chocolate Factory and The Land of Roar. Teaching builds securely across the National Curriculum Reading Domains, with emphasis on explanation and reasoning.

Pupils strengthen retrieval by selecting precise evidence. This supports deeper inference as pupils explore characters' motivations and changes across a text. Pupils justify ideas clearly using evidence.

Vocabulary remains a key focus. Pupils explore ambitious language and figurative expressions, explaining how authors create mood and atmosphere, supporting understanding of authorial intent.

Prediction and summarising are developed further, with pupils tracking themes and key moments across longer texts. Attention is also given to structure and organisation.

By the end of the term, Year 4 pupils demonstrate growing maturity and confidence as readers.

## Writing

During Summer 1, Year 4 pupils produce a themed narrative and a discussion text. In their narrative, inspired by The King Who Banned the Dark, pupils focus on atmosphere, character development and sentence control.

Grammar teaching includes fronted adverbials, expanded noun phrases, pronoun cohesion and accurate speech punctuation. Pupils plan, draft and edit with increasing independence.

In the discussion unit, pupils explore themes such as whether animals should be kept in zoos. They learn to present balanced arguments using formal language and clear structure. Independent writing tasks strengthen pupils' confidence and prepare them for Upper Key Stage 2 expectations.

## Maths

In Summer 1, Year 4 pupils develop their understanding of decimals, recognising tenths and hundredths, comparing and ordering decimals, and making links between fractions and decimals. Practical contexts such as money and measure help deepen understanding.

Pupils also focus on time, converting between units and solving real-life problems involving durations. Accuracy and clear explanation are emphasised.

A major topic is geometry, particularly angles. Children identify, compare and classify angles, recognising acute, obtuse and right angles. They build confidence using precise mathematical language and reasoning.

Pupils also work with statistics, interpreting bar charts and line graphs, answering increasingly complex questions and drawing conclusions from data.

Summer 1 strengthens pupils' ability to make connections across topics and apply knowledge independently, ensuring secure understanding before moving into more advanced reasoning in Summer 2.

## Science

This term, Year 4 will study states of matter through the water cycle. Pupils will learn about solids, liquids and gases and how water changes state. They will explore evaporation, condensation, precipitation and the formation of clouds. Children will then bring all stages together to understand the complete water cycle, explaining how water changes as it moves through each stage.

## History

In Year 4, pupils will study Britain in the 17th century and how the power of the monarchy changed. They will learn about key events including the English Civil War, the Gunpowder Plot, the Great Fire of London and the Glorious Revolution. Children will study figures such as Charles I, Oliver Cromwell, and William and Mary, using historical sources to explore different viewpoints and understand cause and consequence.

## Geography

This term, Year 4 will study London and the South East of England. Pupils will learn what a region is and explore key cities and coastal features. They will discover the importance of the River Thames, study historic places such as Canterbury, and examine seaside towns like Brighton. Children will learn about ports through Dover and the White Cliffs, building skills in map reading, labelling, and geographical description.

## Music

Year 4 will study music that represents marching and power, inspired by The Pines of the Appian Way. Children will explore ostinato, crescendo and rhythm, linking music to Roman history and film music. They will compare composers including Respighi, John Williams and Holst, and perform a structured marching composition as an ensemble.

## RE

Year 4 pupils will focus on Buddhism, exploring “What is the best way for a Buddhist to lead a good life?” Children will learn about key Buddhist teachings such as the Eightfold Path and mindfulness. They will reflect on how beliefs guide actions and help people make thoughtful choices in everyday life.

## Art

Pupils will explore art from the Byzantine Empire. Pupils will study mosaics from Hagia Sophia and Ravenna, learning about pattern, symbolism and religious art. They will create their own Byzantine style designs using watercolour and metallic paint and produce mosaic portraits showing careful use of colour and tone.

## PE

In Summer 1, Year 4 pupils will study Cricket and Dance. Children will learn batting, bowling and fielding skills in cricket, along with rules and teamwork. In dance, they will explore movement, rhythm and expression, creating sequences and performing with control, creativity and confidence.

## PSHE

Year 4 explores friendships in more depth, including group dynamics, falling out and making up. Pupils learn how relationships change over time and discuss respect, caring relationships and expressing feelings. The unit promotes kindness, appreciation and compassion towards others.

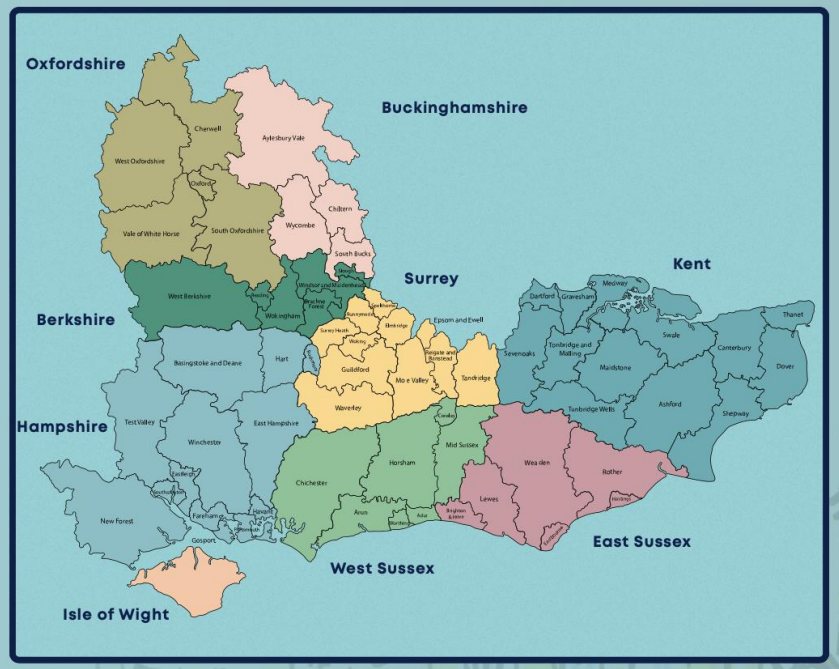
## Computing

Year 4 pupils will focus on Photo Editing. They will learn how to manipulate digital images using editing tools, such as cropping and adjusting colours. Children will reflect on how images can be changed for different purposes and evaluate whether their edits meet the intended aim, building critical thinking about digital media.

Geography
PKC

# London and the South East

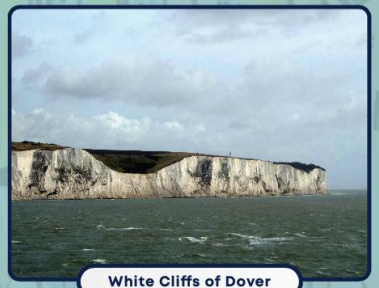
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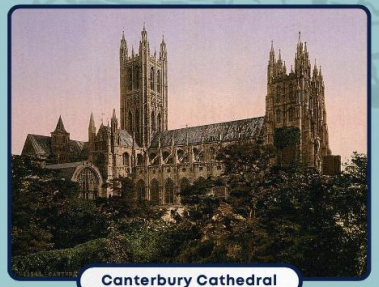



## KEY VOCABULARY

| | |
|---|---|
| London | the **capital city** of England |
| coastline | the area where **land meets sea** along the coast |
| cliffs | a very **steep rock face**, often found where the land meets the sea |
| skyline | an **outline of land and buildings** defined against the sky |
| transportation | the **action of moving** someone or something |
| pier | a construction that creates a **platform that projects out from the shore into the sea**: often piers have facilities for visitors such as amusement arcades and cafes |
| tourist | a **person who travels to a place** for pleasure |
| Dover | a **ferry port in Kent**, on the coast of the English Channel |


Houses of Parliament in London


White Cliffs of Dover


Canterbury Cathedral



Palace Pier in Brighton



Science
PKC

# The Water Cycle

4 YEAR PKC Primary Knowledge Curriculum

## WATER CYCLE




## KEY VOCABULARY

| | |
|---|---|
| cycle | a series of **events that repeats** in the same order |
| solid | a state of matter that **keeps its shape** unless a force is applied, e.g., ice |
| liquid | q state of matter that **takes the shape of the container** that holds it and can be poured, e.g., water |
| gas | a state of matter that **has no fixed shape** and expand to fill the container they are in, e.g., water vapour |
| water vapour | when **water turns into gas** |
| evaporation | a process where water changes state from a **liquid to a gas** |
| condensation | a process where water vapour changes state from a **gas to a liquid** |
| precipitation | the process of **water moving from clouds back to the surface of the Earth** (condensation, and the force of gravity result in precipitation), precipitation can be rain, hail, sleet, snow, hail |

## STATE OF WATER






cirrus clouds are white, thin, wispy, and high up in the sky, and they are made of tiny ice crystals



cumulus clouds are white anf fluffy, they contain water droplets but are usually a sign of fair weather



stratus clouds are a thin layer of cloud that covers the whole sky



nimbostratus clouds are dark and bring rain; the water droplets are closer together, letting through only a little light, so the clouds appear darker ("nimbus" is the Latin word for rain cloud)

Arts
PKC

# Monuments of the Byzantine Empire

PKC
Primary Knowledge Curriculum



## Hagia Sophia

completed: 537 CE



## Justinian I and Theodora

mosaics in Ravenna, Italy

completed: 548 CE

KEY VOCABULARY

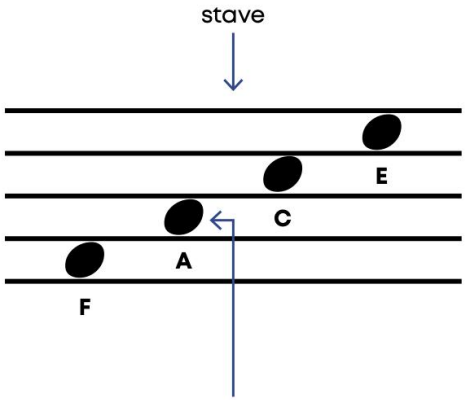
| | |
|---|---|
| monument | a building or place that is **important in history** |
| ancient Rome | the **ancient civilisation** connected with Rome |
| empire | a large area of land including lots of **countries ruled over** by an emperor |
| emperor | the **ruler** of an empire |
| Byzantine Empire | the continuation of the Roman Empire, centred around the city of Constantinople (also known as the **Eastern Roman Empire)** |
| Constantinople | the **capital city of the Byzantine Empire:** previously called Byzantium and now present-day Istanbul (named after Emperor Constantine the Great) |
| mosaic | a picture or a **pattern made by putting small pieces of stone, glass or other materials** together |
| dome | a **rounded roof** of a building with a circle-shaped base |
| ornate | **elaborately** decorated |
| icon | a painting of **Jesus, or another holy figure**, usually painted on wood and used by Christians for prayer and reflection |

Music
PKC

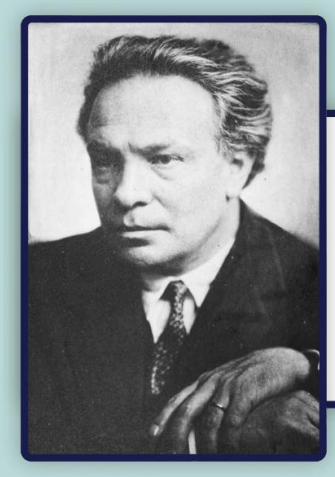
# Stories in Sound III

## KEY VOCABULARY

| | |
|---|---|
| **tone poem** | a piece of music which **tells a story** |
| **bassline** | the **lowest part** of the music |
| **ostinato bassline** | a **short bassline** which **repeats** again and again for the whole of the duration of the piece of music |
| **dynamics** | how **loudly** or **quietly** a piece of music is played |
| **crescendo** | gradually getting **louder** |
| **motif** | a **short musical idea** |
| **dotted rhythm** | a rhythm which uses two notes which are **unequal in length**, e.g. long, short |
| **stave** | a **frame** which we can put dots on to show **pitch**. The nearer the top of the stave the dot is the higher the pitch will be |

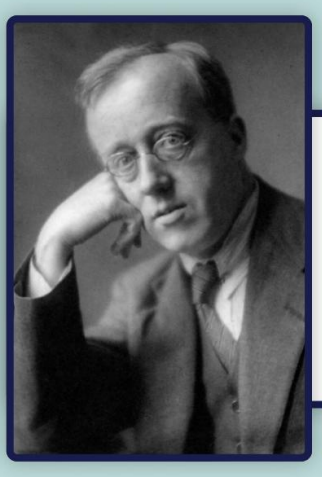



Dots on the stave show pitch. They can sit in the spaces between the lines or on the lines.



**Ottorino Respighi**

Composer of *The Pines of the Appian Way*



**Gustav Holst**

Composer of *Mars from The Planets*

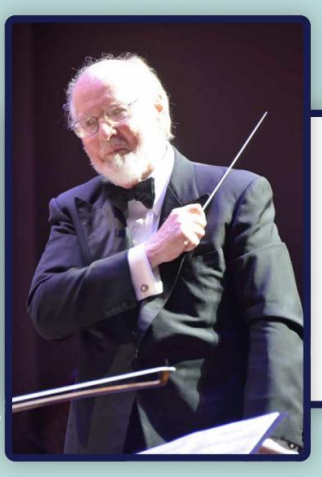


Image: Chris Devers/Flickr (CC BY-SA 2.0)

**John Williams**

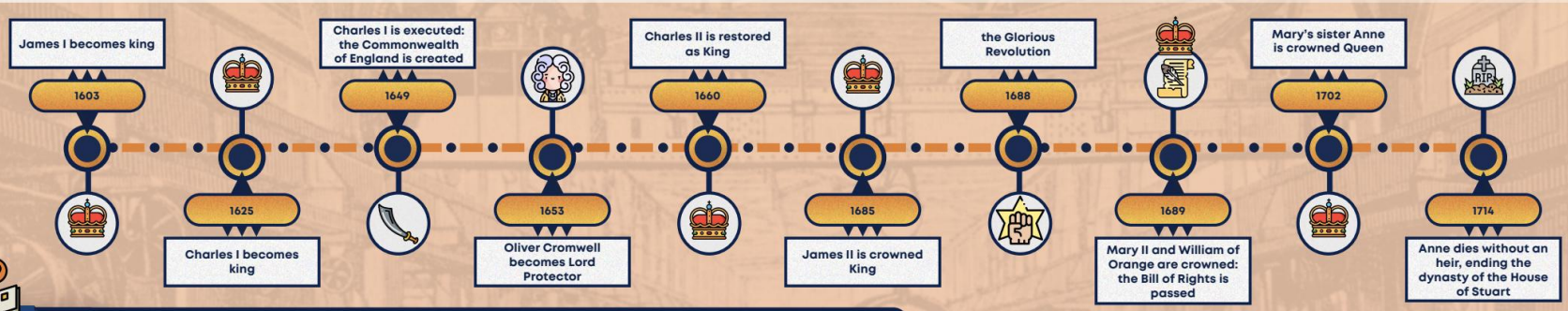
Composer of *Imperial March* who is known for writing film music

History

PKC

# The Stuarts

4 YEAR PKC Primary Knowledge Curriculum




## KEY VOCABULARY

| | |
|---|---|
| divine right of kings | the belief that **kings are chosen by God** and therefore should have all the power |
| plot | a **secret plan** made by a group of people to do something illegal/harmful |
| the Gunpowder Plot | a plot, led by Robert Catesby, to **blow up the Houses of Parliament** on the 5th November 1605 |
| Union of the Crowns | when King James VI of Scotland became King James I of England, this **united the two kingdoms** under one crown |
| civil war | a war between people from the **same country** |
| treason | a crime where a person **betrays their country** (this includes trying to kill their king) |
| commonwealth | an old word for a **government created for the good of the people** |
| Royalist | also known as Cavaliers: fought **on the side of King Charles I** during the English Civil War |
| Parliamentarian | also known as the Roundheads: fought **on the side of Parliament** during the English Civil War |
| the Restoration | The Restoration of 1660 marked the **return of Charles II to the throne** after the Commonwealth (when England didn't have a king) |
| bubonic plague | a **disease** which causes painful, swollen lumps, black hands and feet and flu-like symptoms |
| Catholic | a **form of Christianity**: in Catholicism, the Bible is in Latin, the **Pope is head of the church**, and churches are beautifully decorated with lots of gold and paintings |
| Protestant | a **form of Christianity**: Protestants have simpler churches without decorations, and the **pope is not in charge** |

## KEY PEOPLE

| | |
|---|---|
| James I | King of England, Scotland and Ireland, from 1603-1625 |
| Robert Catesby | leader of the Gunpowder Plot |
| Guy Fawkes | caught planning to blow up the Houses of Parliament and executed |
| Charles I | son of James I: King from 1625-1649 |
| Oliver Cromwell | Lord Protector from 1653-1658 |
| Charles II | son of Charles I: King from 1660-1685 |
| Christopher Wren | architect who rebuilt London after the Great Fire of London |
| Samuel Pepys | wrote a famous diary |
| James II | brother of Charles II: King from 1685-1688 |
| Mary II | daughter of James II: Queen from 1689-1694 |
| William of Orange | husband of Mary II: King from 1689-1702 |
| Anne I | sister of Mary: Queen from 1702- 1714 |

# Year 5
## Curriculum Overview – Summer 1

## Reading

In the Summer term, Year 5 pupils engage with complex texts such as Wonder and Holes. Teaching places strong emphasis on the National Curriculum Reading Domains, particularly inference, vocabulary and analysis.

Pupils refine retrieval skills to identify relevant information accurately. A key focus is inference, where pupils explore themes, character development and moral dilemmas, using evidence to justify interpretations.

Vocabulary teaching is explicit and ambitious. Pupils analyse figurative language and discuss how language reflects viewpoint and emotion, supporting understanding of authorial intent.

Prediction, summarising and sequencing are revisited to support understanding of complex narratives. Pupils also explore text structure, examining how authors organise ideas.

Reading lessons promote critical thinking and independence, preparing pupils well for Year 6.

## Writing

In Summer 1, Year 5 pupils focus on science fiction writing and persuasive writing. Pupils write a first-person science fiction narrative inspired by Ruin, developing viewpoint, atmosphere and emotional impact.

Grammar learning includes relative clauses, modal verbs and formal language choices. Teachers model how to build tension, vary sentence length and refine vocabulary. Pupils draft, edit and improve their writing using clear success criteria.

Later, pupils write a persuasive letter about whether mobile phones should be banned in school. They develop structured arguments and adapt tone for a formal audience. Independent writing demonstrates pupils' growing control and prepares them for the demands of Year 6 writing.

## Maths

During Summer 1, Year 5 pupils consolidate understanding of decimals and percentages, including converting between fractions, decimals and percentages. Children apply this knowledge to measurement, money and problem-solving contexts.

A key area of learning is measurement, focusing on area and perimeter. Pupils calculate missing lengths, apply formulas and solve multi-step problems with increasing accuracy.

Children also explore geometry, deepening understanding of angles, shape properties and reflection. They use reasoning to justify answers and explain patterns.

Statistics is revisited through interpreting data from tables and graphs, encouraging pupils to analyse information and draw conclusions.

Throughout the term, pupils develop resilience, accuracy and independence. The focus on reasoning and explanation supports readiness for the final stages of Key Stage 2 learning.

Public

## Science

In Year 5, pupils will explore space and our universe. They will learn about the Big Bang and how the universe is still expanding, before developing their understanding of gravity and its effects within our solar system. Children will study planets, the phases of the Moon and the role of the Sun, and learn about our wider galactic neighbourhood, including the Milky Way.

## History

This term, Year 5 will study the Industrial Revolution and how it transformed Britain and the world. Pupils will learn about major inventions such as the steam engine and the development of factories, railways and industry. They will explore how life differed for rich and poor, study key figures such as James Watt and George Stephenson, and examine child labour and its lasting impact on society today.

## Geography

Pupils will explore New Zealand and the South Pacific Islands. They will learn about location, settlement, Māori culture and history. Children will investigate earthquakes and volcanoes through plate tectonics, study climate and biomes, and consider human impact on ecosystems. They will also learn about tourism, environmental challenges such as rising sea levels, and how geography creates both opportunities and challenges.

## Music

Year 5 will explore African-American spirituals and their influence on gospel and jazz. Children will learn about songs such as Swing Low, Sweet Chariot and Go Down Moses, singing in call and response and harmony. They will study music as a form of expression and protest, developing ensemble singing skills through practice and performance.

## RE

Year 5 will explore Hindu beliefs, focusing on the question “Do beliefs in karma, samsara and moksha help Sanatanis lead good lives?” Pupils will learn how these concepts explain life, death and rebirth. They will consider how religious beliefs influence behaviour and decision making and compare these ideas with their own views about right and wrong.

## Art

Children will explore printmaking techniques. They will study prints by Hogarth, Warhol, Hokusai and Rembrandt, learning about relief, screen printing and intaglio processes. Pupils will design and create their own screen prints using stencils and layered colour. This unit develops understanding of repeated images.

## PE

This term, Year 5 will take part in Rounders and Outdoor Adventurous Activities (OAA). Pupils will develop striking, catching and tactical skills in rounders. In OAA, they will work collaboratively to solve problems and complete challenges, building communication, leadership and resilience through safe, adventurous activities.

## PSHE

Children develop their understanding of self esteem, relationships and online safety. They explore healthy friendships, self worth and the influence of digital media. Pupils learn about personal boundaries, rights and responsibilities online, and how to seek support.

## Computing

This term, Year 5 will explore Vector Graphics. Pupils will use drawing programs to create images using shapes, layers and grouping tools. They will learn how vector images differ from other graphics and how designs can be refined and adapted, developing accuracy, creativity and confidence in digital image creation.

Geography
PKC



# New Zealand
## and the South Pacific

PKC
Primary Knowledge Curriculum









**KEY VOCABULARY**

| | |
|---|---|
| **Maori** | people living in New Zealand from the earliest times, **before the arrival of settlers** or colonists |
| **earthquake** | a **shaking of the surface of the earth**: some earthquakes are caused by tectonic plates moving |
| **tectonic plates** | huge **pieces of the earth's crust** and mantle that move around causing earthquakes and volcanoes |
| **tsunami** | earthquake under the sea can cause **huge waves** called Tsunamis: the word means "harbour wave" in Japanese |
| **biome** | a community of plants and animals that have **shared characteristics** due to the environment they live in |
| **industry** | activity where **raw materials are changed in goods** that can be used and traded |
| **commonwealth** | a group of **countries that voluntarily work together on issues such as human rights**: many of these countries used to be part of the British Empire |



**a vent in the Earth's surface that sometimes ejects water and steam in a jet**
(Rotoura)

**geyser**



**an opening in the earth's surface, usually in a mountain, where gas, magma and ash can escape**
(Mount Ruapehu)

**volcano**



**a place where two tectonic plates meet: New Zealand is located on a plate boundary**
(a plate boundary runs through the South Island)

**plate boundary**



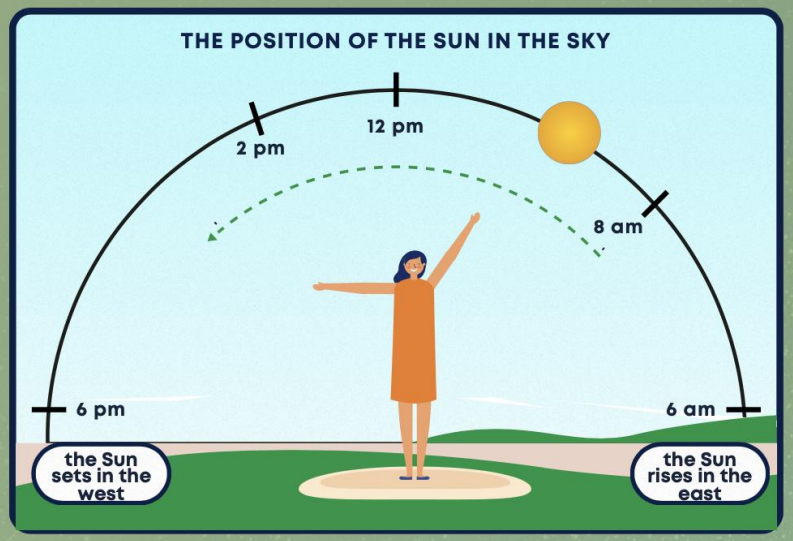
**a large landform that rises up above the surrounding land, formed by tectonic plates or volcanoes**
(Aoraki Mount Cook)

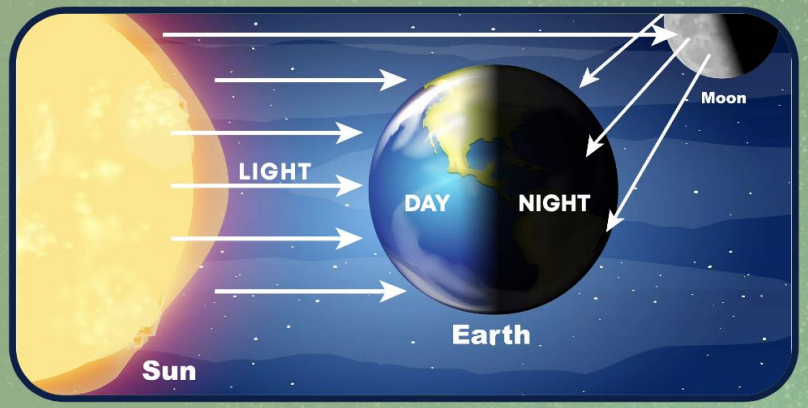
**mountain**

Science
PKC

# Astronomy

5 YEAR PKC Primary Knowledge Curriculum




KEY VOCABULARY

| | |
|---|---|
| astronomy | the **study of the universe**, stars and galaxies |
| astronomer | a scientist who **studies the planets**, stars and galaxies |
| universe | all of **space, time, matter and energy** |
| galaxy | huge **"cities" of stars** bound together by gravity |
| star | a massive **ball of super-heated gas** |
| solar system | the name for our **sun and planets**, including Earth |
| orbit | a **regular and repeating path** that an object in space takes |
| light year | the **distance light travels in one year**: roughly 9.5 trillion kilometres |
| Big Bang theory | an explanation about **how the universe began** |
| gravity | a **force which pulls things to the ground** on Earth |
| satellite | something that **orbits the Earth** or another planet |
| the Milky Way | **our galaxy** which contains our solar system |



Arts
PKC

# Printmaking

PKC
Primary Knowledge Curriculum

## KEY VOCABULARY

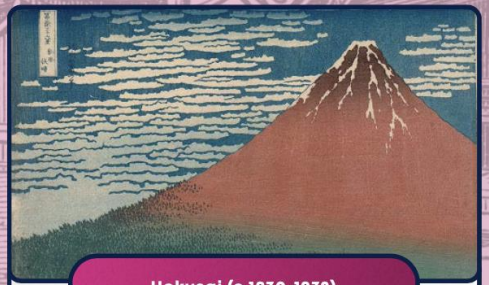
| | |
|---|---|
| printmaking | an indirect art form, where the artist creates a **design on a block, plate or screen** which is then transfered to paper or fabric by pressing with printing ink |
| indirect | where an image is not created by drawing or painting directly on the paper but by **applying ink to a plate or a block and pressing paper or fabric on top** |
| edition | the **number of prints** taken from one plate or block usually at the same time |
| mono-print | a **single** print |
| relief (positive) printing | printing created by ink **raised parts of a printing block**, e.g., woodcut/wood engraving and linocut |
| intaglio (negative) printing | printing created by ink covering the **sunken parts of a printing plate**, e.g., drypoint/engraving/etching |
| screen-printing | printing where printing ink is **forced through the small holes in a piece of material**: a picture pattern is made by covering some of the holes with a stencil |

| | |
|---|---|
| wood cut / wood engraving | a print made from a design **cut in a block or wood** |
| linocut | a print made from a design **cut in a lino block** |
| drypoint/ engraving | a print made by cutting lines into a **metal plate with a needle** |
| etching | a print made by cutting lines into a **metal plate by applying acid** |
| plate | a **sheet of metal or plastic**, with an image on it, from which copies are printed |
| block | a piece of **wood or metal carved or engraved** for printing on paper or fabric |
| printing press | a **machine for printing** from a plate |



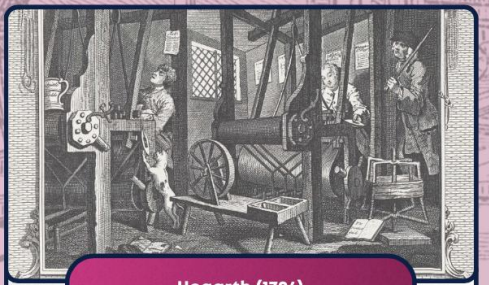
**Rembrandt (c.1630)**

Self-Portrait in a Cap, Wide-Eyed and Open-Mouthed etching and drypoint



**Hokusai (c.1830-1832)**

South Wind, Clear Sky
woodcut



**Hogarth (1794)**

Industry and Idleness – The Fellow Prentices at their Looms
engraving

Music
PKC

# African-American Spirituals

## KEY VOCABULARY

| | |
|---|---|
| African-American spirituals | songs associated with the **enslavement of African people in the USA** |
| verse | a part of a song which has **different words** but the **same tune** each time it appears |
| chorus | a part of a song which is usually **repeated after each verse** and has the **same lyrics** and **tune** each time it appears |
| a cappella | singing **without instrumental accompaniment** |
| call and response | songs where **one singer (a soloist) leads** and everyone else **replies together** |
| solo | a performance by **one musician or instrument** |
| harmony | when **different notes** are played or sung **together** to create a **pleasing effect** |
| blues | a **musical genre** that originated in the **Southern states of the USA** around the **1860s** |
| jazz | a type of music which originated in **New Orleans in the USA** |
| gospel music | songs which **praise God** and originated and were sung in **churches** in the **Southern states of the USA** |



**Louis Armstrong**

Famous Blues trumpeter and singer who performed a version of *When the Saints Go Marching In*

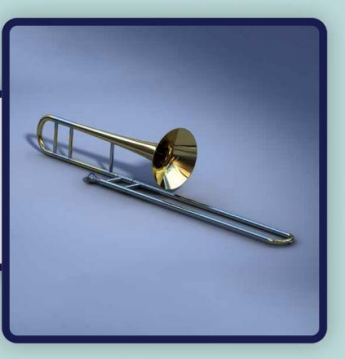
A clarinet (woodwind instrument)





A trumpet (brass instrument)

A trombone (brass instrument)



History

PKC

# The Industrial Revolution



**Richard Arkwright**

discovered how to use water to power cotton spinning, so that a machine could make thread (and **built the first modern factory in England**)



**James Watt**

received the greatest recognition for being the inventor of the steam engine



**Abraham Darby**

invented a new process for producing strong, cheap iron during the 1700s: the blast furnace



**George Stephenson**

engineer who built the first public railway to use steam trains

**1750** — Industrial Revolution began

**1771** — Richard Arkwright builds Britain's first factory

**1776** — first steam engine was produced by James Watt and Matthew Boulton in Birmingham

**1830** — first passenger steam train built by George Stephenson

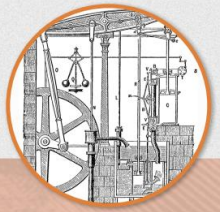
## KEY VOCABULARY

| | |
|---|---|
| Industrial Revolution | the 'Industrial Revolution' began in the 18th century and describes **the move from hand manufacturing** and human or animal power, to machinery |
| locomotive | the **engine of a train** that pulls the other coaches |
| cottage industry | a **small business** that is run from home |
| factory | a building, or groups of **buildings, where goods are made using machines** |
| cotton spinning machinery | cotton-spinning machinery refers to machines which **process (or spin) prepared cotton into workable thread** |
| mass production | when **lots of products/goods are made** at the same time |

**steam train**



**steam engine**



# Year 6
## Curriculum Overview – Summer 1

## Reading

During the Summer term, Year 6 pupils apply advanced reading skills through challenging texts such as The Hunger Games and Wolf Wilder. Teaching consolidates learning across all National Curriculum Reading Domains, with emphasis on independence and depth.

Pupils demonstrate secure retrieval, selecting precise evidence to support responses. Inference is central, with pupils analysing character motivations, ethical issues and themes, often evaluating interpretations.

Vocabulary work focuses on complex and abstract language, helping pupils interpret sophisticated texts and consider how language conveys power, emotion and viewpoint. Authorial intent is explored explicitly.

Pupils deepen understanding of structure and organisation, examining techniques such as symbolism and shifts in perspective. By the end of the Summer term, Year 6 pupils read critically and confidently, ready for secondary school..

## Writing

In Summer 1, Year 6 pupils combine SATs preparation with high-quality writing opportunities. Following grammar and reading revision, pupils write a flashback narrative inspired by The Piano, focusing on shifting time, emotive language and control of complex sentence structures.

Grammar teaching includes passive voice, varied punctuation and precise grammatical choices. Pupils learn how syntax and punctuation influence tone, emphasis and meaning for the reader.

Pupils also write an emotive letter, using formal language and persuasive techniques to convey feelings and ideas effectively. Independent writing reflects high expectations and supports transition to secondary school. By the end of Summer 1, pupils demonstrate confidence, maturity and authorial control in their writing.

## Maths

In Summer 1, Year 6 pupils focus on consolidation and application of key mathematical concepts. Learning centres on problem-solving and reasoning, ensuring pupils confidently select and apply efficient strategies.

Children revisit fractions, decimals and percentages, applying these skills to complex, multi-step problems. They also strengthen understanding of algebra, including forming and solving equations and exploring number patterns.

Geometry remains a key focus, including properties of shapes, angles and coordinates, alongside measurement, where pupils calculate area, perimeter and volume and convert between units.

Statistics is revisited through interpreting and constructing graphs and tables, using data to justify conclusions.

Summer 1 supports pupils in developing confidence and mathematical maturity, preparing them for final assessments and a smooth transition into secondary school maths.

## Science

Year 6 will learn about reproduction in plants and animals. Pupils will explore asexual and sexual reproduction, including how plants produce seeds and fruits. They will also study sexual reproduction in animals, gestation periods and how animals care for their young. Children will apply their learning by explaining these processes or by writing about observations from investigations carried out during the unit.

## History

In Year 6, pupils will investigate the Cold War and the global tensions that followed World War II. They will learn about capitalism and communism, proxy wars, and the arms race between the USA and the USSR. Children will study key events such as the Cuban Missile Crisis, space race and conflicts in Korea and Vietnam, developing skills in analysing evidence and evaluating historical interpretations

## Geography

Year 6 will study Africa, exploring its diversity, landscapes and rich history. Pupils will locate African countries and biomes and learn about natural resources and early human settlement. They will study Mansa Musa and African trade routes, investigate desertification and the Great Green Wall, and explore food security through case studies such as Madagascar and Kenya. Children will use maps, data and extended writing to explain key geographical issues.

## Music

In Year 6, pupils will explore blues and rock music, focusing on 12-bar blues structures. They will study artists including Elvis Presley, Cream, The Beatles and Oasis, learning about riffs, improvisation and accompaniment. Children will sing, play percussion, compare musical styles and perform rock and pop songs, developing confidence and evaluative listening skills.

## RE

This term, Year 6 will study Buddhism, asking "What is the best way for a Buddhist to show commitment to their beliefs?" Pupils will explore practices such as meditation, following the Eightfold Path and living ethically. They will reflect on how commitment to beliefs can shape identity, choices and actions, developing respect for different worldviews.

## Art

Year 6 will study Impressionism and Post Impressionism. Pupils will explore the work of Monet, Renoir and Degas, learning how artists captured light, movement and everyday life. They will then study Cézanne, Van Gogh and Gauguin, experimenting with brushwork, colour and collage techniques. The unit concludes with the work of Mary Cassatt.

## PE

In Summer 1, Year 6 pupils will focus on Cricket and Fitness. They will refine batting, bowling and fielding skills and apply tactics in games. Fitness lessons will develop strength, agility and stamina, helping pupils understand the importance of exercise for physical and mental health as they prepare for secondary school.

## PSHE

Year 6 focuses on mature relationships, emotional literacy and preparation for transition to secondary school. Pupils explore topics including mental health, managing feelings, respect, consent and power in relationships. They discuss friendships, family change and safe use of technology.

## Computing

Year 6 pupils will study 3D Modelling. They will plan, design and create three dimensional models using computer software, representing real world objects. Children will develop precision and problem solving skills as they evaluate and improve their designs, learning how digital models are used in real life design and engineering contexts.

*'Every Child Can Shine'*

History
PKC

# Cold War

6 YEAR PKC Primary Knowledge Curriculum

## 1945 – the USA drop an atomic bomb on Hiroshima, Japan

## 1949 – the USSR develop an atomic bomb, beginning the Arms Race

## 1955 – the Space Race begins

## 1957 – the USSR put the first satellite in space (Sputnik 1)

## 1962 – the Cuban Missile Crisis

## 1969 – the USA put the first man on the moon (Neil Armstrong)

## 1991 – the collapse of the Soviet Union: the end of the Cold War

## the super powers

**USA**
the United States of America

**USSR**
the Soviet Union, officially known as the United Socialist Soviet Union (USSR)


prevented nuclear war during the Cuban Missile Crisis
**Vasili Arkhipov**


first man in space
**Yuri Gagarin**


first women in space
**Valentina Tereshkova**


famous writer
**George Orwell**


first man on the moon
**Neil Armstrong**


a great mathematician who worked for NASA
**Katherine Johnson**

## KEY VOCABULARY

| | |
|---|---|
| communism | a system where the **government own and control almost everything**: all people are supposed to be treated equally and cannot own land, factories or make their own money |
| capitalism | a system where **businesses are privately owned and run by the people**, rather than the government (also known as a 'free-market') |
| mutually assured destruction (MAD) | the theory that each superpower had enough nuclear weapons to destroy the other but that if they were to attack, the other side would retaliate - therefore resulting in both sides destroying one another (the theory of MAD deterred both sides from using their nuclear weapons) |
| cosmonaut | the Russian word for **a person who is trained to go to space** (the Americans used the term **'astronaut'**) |
| containment | the USA's **policy** to try and stop the spread of communism |
| proxy war | wars fought between other countries where each superpower supported opposing sides |

## proxy wars

| war | period | USA took sides with | USSR took sides with |
|---|---|---|---|
| Korean War | 1950 - 1953 | South Korea | North Korea |
| Vietnam War | 1955 - 1975 | South Vietnam | North Vietnam |

Geography
PKC

# Africa





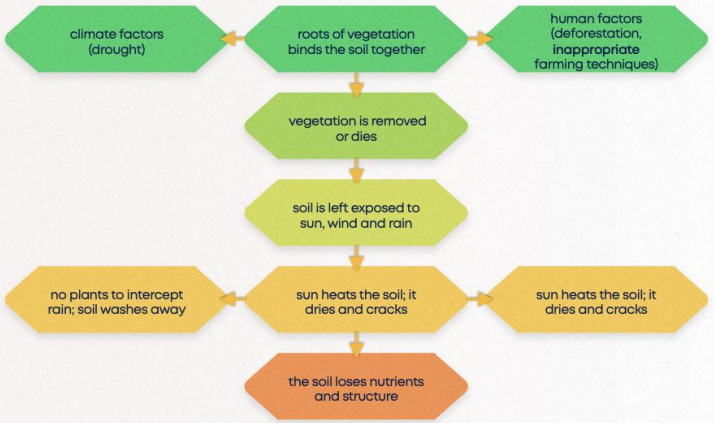



**Mansa Munsa**

ruler of the Ancient Kingdom of Mali, thought to be the **richest man the world has ever known**




## desertification:



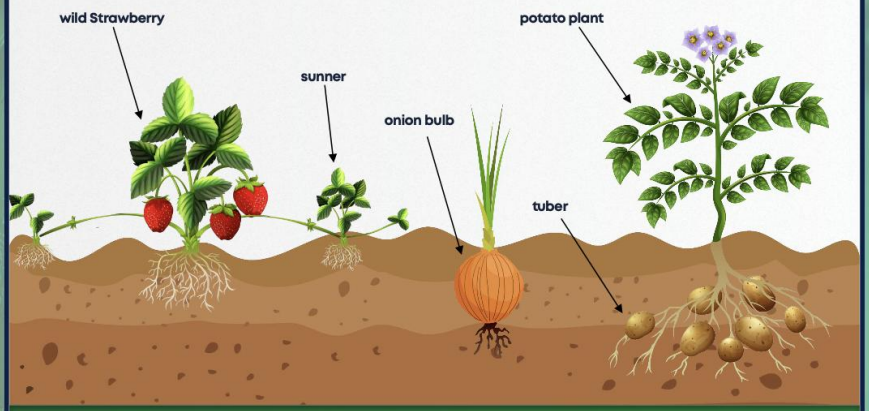

## KEY VOCABULARY

| | |
|---|---|
| **Homo sapiens** | our **species of modern human**: from the Latin meaning 'wise man', the term was introduced by the scientist Carl Linnaeus |
| **commodity** | A **raw material** or product of farming that **can be bought and sold**, e.g. salt or gold. Commodities are traded around the world. |
| **agriculture** | the **practice of farming**, both crops and animals |
| **desert** | from the Latin word meaning, 'an abandoned place', deserts are regions of **land that receive very little precipitation**, e.g. rain (it is hard for plants, animals and people to live in desert areas) |
| **desertification** | a process where **fertile land becomes desert**: this can be as a result of drought, deforestation or over farming (farmers cannot grow crops or graze animals on desert land) |
| **biodiversity** | the **variety of plants and animals** within a habitat |
| **food insecurity** | a situation where people within a country, or region, are **unable to access, or afford, enough nutritious food** |
| **colonialism** | the practice of **taking control of another country**, then holding political and economic power over that country |

Science
PKC

# Reproduction

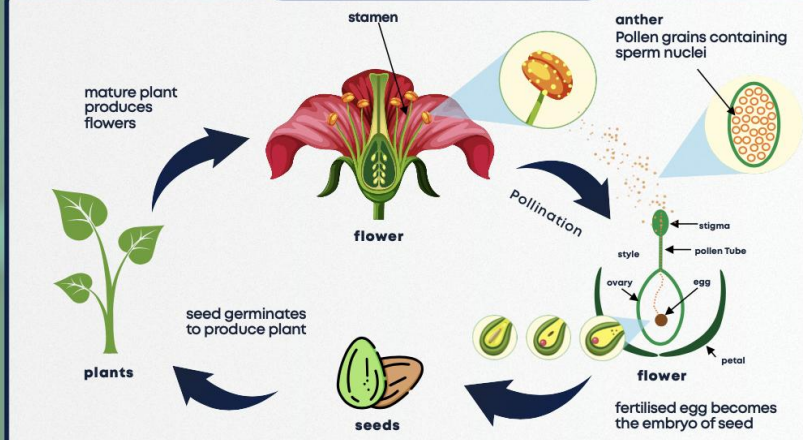
6 YEAR PKC Primary Knowledge Curriculum




**asexual**

- no male or female cells
- genetic material is copied through cell division
- occurs through spore formation
- in plants often through cloning

## reproduction in plants



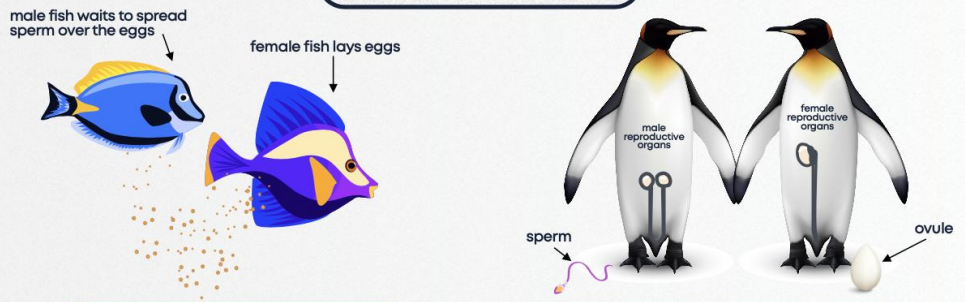

**sexual**

- male and female cells join to form a fertilised egg
- in flowering plants the fertilised egg develops into an embryo of a seed
- the seed develops to then grow into another plant

## KEY VOCABULARY

| | |
|---|---|
| reproduction | process of copying or making a copy, in animals reproduction **creates offspring** |
| asexual reproduction | form of reproduction where **offspring come from one living organism** |
| sexual reproduction | production of new organisms by **combining of genetic information** from a male and female cells |
| germinate | stage where a living thing starts to **sprout, grow and develop** |
| pollination | **process when pollen moves** from the male part of a flower (anther) to the female part of a flower (stigma) |
| fertilisation | male and female **gametes join to make a new organism** |
| foetus | **unborn** offspring |
| gestation | the **period of development** before birth |

## type of fertilisation




**external**

fertilisation takes place outside the body, e.g., fish, amphibians and some insects

**Internal**

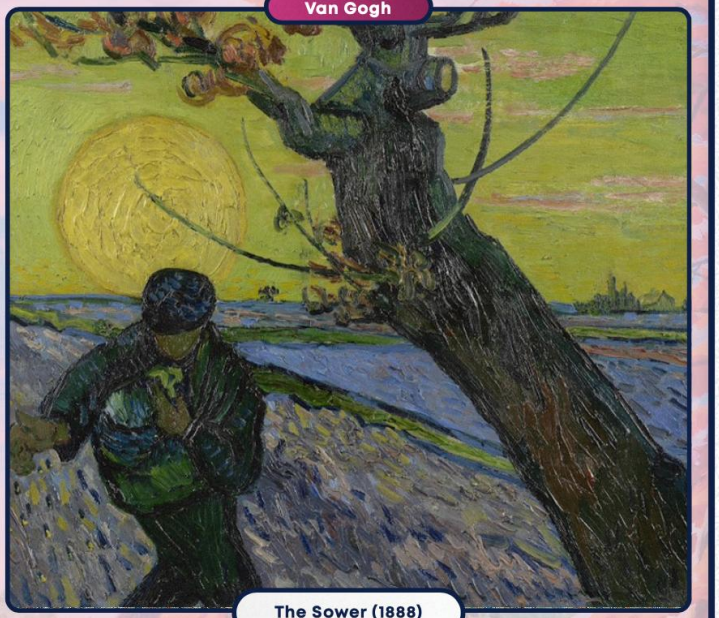
fertilisation takes place inside the body, e. g., mammals including humans

Arts
PKC

# Impressionism and Post-Impressionism

PKC
Primary Knowledge Curriculum

Van Gogh

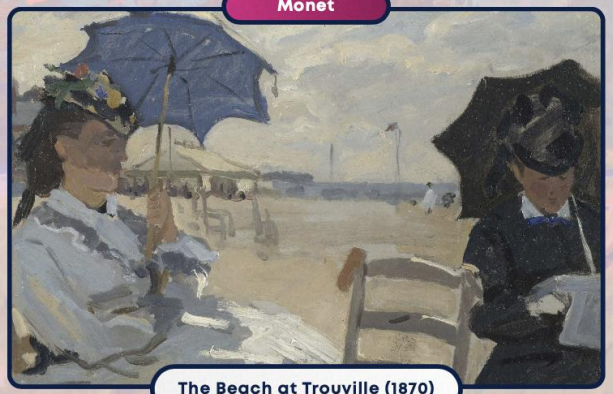


The Sower (1888)

KEY VOCABULARY

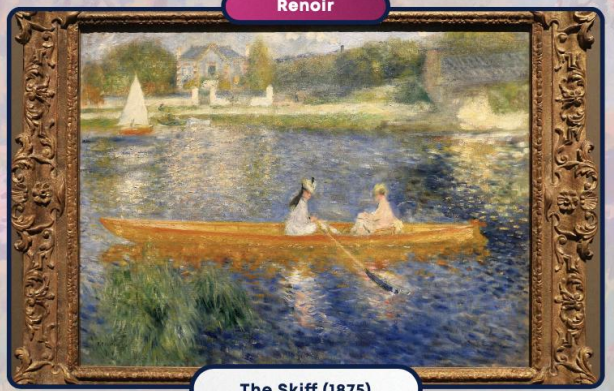
| | |
|---|---|
| impressionism | an art movement which developed in 19th century France: it is based on **painting outside**, rather than in the studio from sketches therefore main impressionist subjects were landscapes and scenes from everyday life (artists associated with impressionism were Monet, Renoir and Degas) |
| post-impressionism | a term which describes the **change in impressionism** from about 1886 (artists associated with post-impressionism were Cezanne, Van Gogh and Gauguin) |
| exhibit | where an artist **shows their works** of art to others in an exhibition |
| en plein air | a French term which refers to painting a whole finished picture **outside** |
| studio | a **room** where an artist works |
| transient effects | trying to capture an **effect in nature**, e.g. the moving light in the sky, which only lasts for a short amount of time |
| brushwork | the style an artist has of **putting paint** onto a painting with a brush |
| landscape | a painting or drawing of a **large area of the natural world**, e.g. mountains or fields |
| complementary colours | any two colours which are **opposite each other** on the colour wheel, e.g. yellow and purple are complementary to each other |
| constructive brushstrokes | a term given to the technique used by Cezanne to describe using similar-sized **parallel brushstrokes** to show volume of a shape |

Monet



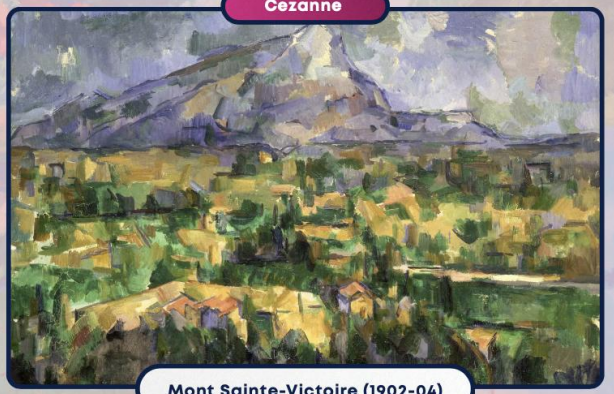
The Beach at Trouville (1870)

Renoir



The Skiff (1875)

Cezanne



Mont Sainte-Victoire (1902-04)

Music
PKC

# Rock, Pop and the Influence of the Blues

## KEY VOCABULARY

| | |
|---|---|
| **blues** | a **musical genre** that originated in the **Southern states of the USA** around the **1860s** |
| **rock and roll** | a style of music known for its **heavy off-beat** and **simple melodies** |
| **verse** | a part of a song which has **different words** but the **same tune** each time it appears |
| **chorus** | a part of a song which is usually **repeated after each verse** and has the **same lyrics and tune** each time it appears |
| **harmony** | when notes are **played together** to create a **pleasing effect** |
| **chord** | two or more notes **played at the same time** |
| **triad** | a set of **three notes or pitches** which are like **building blocks** in music – triads are used to make **patterns in pitch** |
| **12 bar blues** | Music which uses a **set harmonic pattern** of **three chords** built on the **I**, **IV** and **V** notes of the scale played over **12 bars** of **4/4 time** |
| **riff** | a **short, repeated phrase** |
| **Britpop** | a movement in music in the **1990s** focused on **British bands** |
| **intro** | the **instrumental introduction** in a song **before the singing starts** |
| **outro** | the **instrumental section** at the **end of a song** after the last chorus |

A plectrum



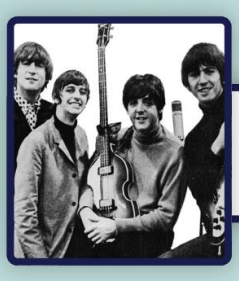


An electric guitar



**Elvis Presley**

The singer of *Hound Dog*



**The Beatles**

The band who performed *Can't Buy Me Love*



**Cream**

The band who performed *Crossroads*



Image: Will Fresch (CC BY-SA 2.0)

**Oasis**

The band who performed *Wonderwall*