

Eastfield Primary School Curriculum Overview

(Reviewed Summer 2015, Summer 2016, Summer 2017, Summer 2018, Summer 2019, July 2020, July 2021, Nov 2021)

Year Rec	Autumn Term	Spring Term	Summer Term
Topic / Theme Visits – Reception	Eastfield Blocks Helping Hands Police visit – PC Brotherton / PCSO Siobhan Collis / Community Officers Visit to the doctors School nurse in to speak to class about washing hands Visit to St Matthew’s church Visit Kingswood	Once Upon a Time The Land Before Time Visit Dudley museum and Art gallery Visit Safari Park – dinosaur section Visit Wonderland in Telford – nursery rhymes and stories Visit Kingswood Visit to St. Matthew’s Church	In our Back Garden What a Wonderful World! Visit Ray’s Farm, Bridgnorth Visit Dudley Zoo or Baggeridge Visit Kingswood Visit Sea Life Centre
Communication and language FS Literacy (Reading And Writing)	Letters and sounds Phase 2 CLL Small story groups How and why questions Prepositions Simple instructions e.g. Simon says. Listen to familiar stories Join in with repeated refrains Speaking Uses language they hear around them Retell a simple past event in correct order Explain what is happening Questions why things happen Asks who, what, when, how Beginning to use tenses Using and, because to link thoughts Reading Start to rhyme spoken words Sing the alphabet song saying each letter name Listen to songs, stories & rhymes Engage with books Recognise different sounds in the environment. Hear and say sounds in words Blends and segments orally Recognise taught letter sounds Read some phase 2 words Writing Give meanings to marks Make marks that look like letters Write own name with a capital letter	Letters and sounds Phase 3 CLL Maintaining attention Understanding humour Able to follow a story Understands a range of vocab Responds in conversation or discussion Understands more complex sentences Understands Qs who, why, when, where and how. Speaking Participates in small group, class and one-to-one discussions Extend vocabulary by grouping and naming Use language in play situations Links statements Introduces a storyline or narrative into play. Reading Continue a rhyming string Recognise taught letter sounds. Blend sounds in simple words to read Read taught words Identify letters & numbers with similarities and differences e.g., b/d, m/n, i/j, v/w, s/2/5, p/q. Read captions & sentences Recognise words that rhyme. Sing the alphabet song saying each letter name. Writing Write recognizable letters with some correctly formed Spell simple words	- Letters and sounds Phase 4 CLL Listens attentively Responds to what they hear with relevant questions, comments and actions Asks questions Holds conversation exchanges with their teacher and peers Speaking Offers own ideas in small group, class and one-to-one discussions Explains why things might happen Uses vocabulary from stories, non- fiction, rhymes and poems Express ideas / feelings about experiences using full sentences Use past, present and future tenses Use conjunctions, with support from the teacher Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words by sound-blending. Read simple sentences Read books consistent with their phonic knowledge Read some common exception words. Writing Write recognisable letters, most of which are correctly formed Write simple sentences that can be read by others Spell words by identifying sounds in them and representing the sounds with a letter or letters

	<p>Write recognisable letters Orally segment words into sounds to spell. Write some sounds in a sequence to spell simple words Attempt to write lists, labels & captions</p> <p><u>Stories</u> – Traditional tales, Allan Ahlberg and Mick Inkpen stories Alphablocks and Number Blocks books – In a pit, It's a din, Pop pop pop!</p> <p><u>Books about festivals and celebrations</u> – Starting School, A Dark, Dark Tale, Diwali, Bonfire Night, Pass the Jam Jim, The Wedding, Letters to Santa</p> <p><u>Books about Jobs</u> – The Jolly Postman by Alan Ahlberg, Happy Families collection</p> <p><u>Talk for Writing</u> "The Little Red Hen"</p> <p>Guided reading focus: ORT and Phonics work through Alphablocks</p>	<p>Write lists, labels, captions Write simple phrases & sentences</p> <p><u>Books about dinosaurs</u> – Prehistoric Record Breakers, Dinosaur Egg, Bumpus Jumpus Dinosaurumpus, Harry and the Bucketful of Dinosaurs – Adrian Reynolds, The Dinosaur who Lost His Roar, Stomp Chomp Big Roar Here Come The Dinosaurs!</p> <p><u>Nursery Rhymes</u> – Twinkle, Twinkle, humpty dumpty, Incy Wincy, Hickory Dickory Dock, Hey Diddle Diddle, Jack and Jill, Grand Old Duke of York – learn them using T+W</p> <p><u>Talk for Writing</u> "Goldilocks and the Three Bears"</p> <p>Guided reading focus: Read and Respond - We're going on a Bear Hunt and Handa's Surprise.</p>	<p><u>Books about plants and animals</u> – <u>Stories</u> – Oliver's Vegetables, Jasper's Beanstalk, Rumble in the Jungle, Farmer Duck, My Bean Diary, Handa's Surprise</p> <p><u>Books about insects, sea creatures and the seaside</u> – Commotion in the Ocean, The Octonauts, Sharing a Shell, ORT books At the Seaside, On the Sand, The snail and the whale, Hungry Caterpillar, Norman the Slug with a Silly Shell, What the Ladybird Heard, Rainbow Fish</p> <p><u>Talk for Writing Jack</u> and the Beanstalk"</p> <p>Guided reading focus: Guided reading scheme/Phonics bug decodable books</p> <p>TRANSITION UNIT OF WORK</p>
<p>Mathematics FS</p>	<p>Recite number names to 5</p> <p>Understand numbers to 3, including the composition of each number and write numerals correctly</p> <p>Join in with number rhymes, using some number names</p> <p>Recognise & name simple 2D shapes & recognise how many sides they have</p> <p>One more and one less of numbers to 5</p> <p>Match numerals to quantity up to 5</p>	<p>Say number names in order up to 10</p> <p>Understand zero.</p> <p>Understand numbers to 5, including the composition of each number and write numerals correctly</p> <p>Recognise & name simple 3D shapes & recognise how many faces they have</p> <p>Combine 2 groups of objects & find the total</p> <p>Compare numbers to 10</p>	<p>Verbally count beyond 20</p> <p>Understand numbers to 10, including the composition of each number</p> <p>Recall number bonds up to 5 (including subtraction facts)</p> <p>Re all some number bonds to 10, including double facts.</p> <p>Take away objects from a larger quantity and count how many are left</p> <p>Compares quantities up to 10 in different contexts</p>

	<p>Touch count objects up to 5</p> <p>Talk about patterns in the environment</p> <p>Continue or create a repeated 2 step pattern.</p> <p>Sort objects by colour, size, shape</p> <p>Recognise Numicon shapes and use the number name</p>	<p>Understand that doubling is repeated addition</p> <p>One more and one less of numbers to 10</p> <p>Match numerals to quantity up to 10</p> <p>Touch count objects up to 10</p> <p>Describe, continue and copy pattern</p> <p>Recognise Numicon shapes and use the number name</p>	<p>Recognise when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore & represent patterns within numbers up to 10</p> <p>Explore odds and evens</p> <p>Recognise and sort Numicon shapes into odd and even pieces</p>
<p>Understanding the world – FS</p> <p>Science</p> <p>Geography</p> <p>History</p> <p>R.E</p> <p>Computing</p>	<p>Say what they enjoyed in Nursery and what they are looking forward to in Reception</p> <p>Discuss how jobs have changed and roles and responsibilities people have now – linked to people who help us topic</p> <p>Understand growth, decay and changes over time</p> <p>Technology – why things happen and how they work</p> <p>Join in and describe family customs and routines</p> <p>Talk about significant events in their own experience</p> <p>Say how they are unique</p> <p>Talk about similarities and differences in relation to friends or family.</p> <p>Comment on the place where they live or the natural world</p> <p>Show care and concern for living things and the environment</p> <p>RE Unit – Who celebrates what? How and where?</p>	<p>Talk about how they have changed over time and how they will continue to change e.g. from a baby, toddler, child, teenager, adult, elderly etc.</p> <p>Talk about how things have changed overtime (linked to dinosaur topic) e.g. extinct</p> <p>Awareness of life cycles and changes over time</p> <p>Recognise they belong to different communities and social groups</p> <p>Identify different relationships and express feelings about the relationships</p> <p>Talk about past and present events in their own life and the lives of family members</p> <p>Recognise other children do not always enjoy the same things</p> <p>Look at similarities, differences, patterns and change in nature</p> <p>Talk about their own environment</p> <p>Make observations of animals & plants</p>	<p>Talk about lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them, making observations and drawing pictures of animals & plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Understand changes in the natural world around them, including the seasons and changing states of matter.</p> <p>RE Unit 1.1 – Lesson 3 – Finding out about religious artefacts and what happens in holy buildings</p>

	<p>Celebrations in Wolverhampton – Harvest, Diwali, Christmas Visit to church for harvest, Christmas – St Matthews RE Unit 1.1 – Lesson 7 – Find out about weddings</p> <p>RE Unit 1.1 – Lesson 8 – Finding out about Diwali</p> <p>Computing: Programming - Make a remote-control toy move</p> <p>Computing: Artist - Create simple digital artwork using basic software (e.g. on a touch screen device or IWB)</p>	<p>RE Unit 1.1 – Lesson 1 - Finding out about leaders and followers RE Unit 1.1 – Lesson 4 – An example of using faith stories, Jesus’ story The House on the Rock</p> <p>Visit to church for Easter – St Matthews RE Unit 1.1 Lesson 2 – Role play church: after a visit. Looking at a local place of worship – St Matthews</p> <p>Computing: Animation - Help create models appropriate for stop-motion animation with support</p> <p>Computing: Music - Record sounds or voices with a device</p> <p>Computing: Publish - Type some simple words</p>	<p>RE Unit 1.1 – Lesson 5 – Celebrating Sukkot, making dens: learning about Jewish life RE Unit 1.1 – Lesson 6 – Outside the classroom: a pilgrimage activity</p> <p>Computing: Film making - Know what a camera does</p> <p>Computing: Research & e-safety - View selected websites led by an adult</p> <p>Computing: E-safety - understand that the internet can be dangerous</p>
<p>Physical Development FS P.E</p>	<p>Dress myself and wash hands</p> <p>Pick up small objects e.g. beads, rice, pebbles with tweezers using one hand</p> <p>Show a preference for their dominant hand</p> <p>Explore a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to make marks, and form letters and numbers</p> <p>Show an awareness of space for themselves</p> <p>Explore different ways of movement imitating animals, characters, numbers/letters</p> <p>Hold animal positions from Kinetic Letters for at least 5 seconds (lizard, meerkat, penguin, gorilla and lion.)</p>	<p>Thread different sized beads, buttons and picture cards</p> <p>Use their dominant hand, uses tools comfortably for themselves</p> <p>Make more meaningful marks that can be recognised by others</p> <p>Talk about the marks they have made</p> <p>Form recognisable letters and numbers.</p> <p>Show an awareness of space for themselves and others</p> <p>Explore different levels of movement e.g. high, low</p> <p>Explore different speeds of movement e.g. fast, slow, medium</p> <p>Balance on different areas of the climbing frame showing strength, balance and coordination</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Show accuracy and care when drawing</p> <p>Know the importance of physical exercise & a healthy diet for good health</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Show strength, balance and coordination when playing</p> <p>Use running, jumping, dancing, hopping, skipping and climbing</p> <p>Dance – sequencing, levels, working in unison</p> <p>Athletics/sports day practise</p>

	<p>Pull themselves up onto the climbing frame</p> <p>Dance – travelling in different ways, shapes, direction</p> <p>Gymnastics – big apparatus, travelling, climbing, jumping</p> <p>Basic travelling and chasing games</p>	<p>Dance – linking actions, working with a partner</p> <p>Gymnastics – balancing, shapes, travelling, body parts, rolling</p> <p>Sending and receiving skills and games – individual and partner</p>	<p>Basic target and partner games</p>
<p>Expressive Arts and Design FS</p> <p>Music</p> <p>Art</p>	<p>Explore colour & how colours can be changed</p> <p>Use lines</p> <p>Begin to use drawing to represent actions and objects</p> <p>Use construction materials and junk modelling, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Use tools for a purpose</p> <p>Joins in with moving, dancing and ring games.</p> <p>Me! Listening and responding to different styles of music</p> <p>https://www.wmsonline.org.uk/scheme/1311890-year-r/1312260-me</p> <p>Harvest / Christmas songs</p> <p>Christmas cards</p>	<p>Choose movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p>Everyone Learning to sing or sing along with nursery rhymes and action songs.</p> <p>https://www.wmsonline.org.uk/scheme/1311890-year-r/1311905-everyone</p> <p>Easter songs.</p> <p>Mother's day cards / Easter cards</p>	<p>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used and describe what they have made</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Big bear funk Playing instruments within the song Make music and experiment ways of changing simple songs and sounds</p> <p>https://www.wmsonline.org.uk/scheme/1311890-year-r/1314277-big-bear-funk</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Father's Day cards</p>
<p>Personal Social Emotional Development - FS</p> <p>SEAL / PSHE</p>	<p>SEAL theme – New beginnings / Getting on and falling out</p> <p>Building Healthy Communities – My class, My school</p> <p>Express their needs and ask adults for help when needed</p> <p>Try unfamiliar activities and starts to persevere with a task (with adult encouragement).</p>	<p>SEAL theme – good to be me / going for goals</p> <p>My Body – Body parts and keeping clean</p> <p>Tries new activities</p> <p>Show independence, resilience and perseverance</p>	<p>SEAL theme – Relationships</p> <p>Changes</p> <p>Animals and Us</p> <p>Environment</p> <p>Confident to try new activities</p> <p>Show independence, resilience and perseverance in the face of challenge</p>

	<p>Familiar with the school's routines and rules</p> <p>Strategies to self-regulate their behaviour (Zones of Regulation)</p> <p>Start to engage in restorative practice</p> <p>Manage their own basic hygiene and personal needs - dressing, going to the toilet, cleaning teeth and washing hands. Nurse visit to discuss washing hands.</p> <p>Take turns and sharing</p>	<p>Understand and follow the school's routines and rules with fewer reminders and redirections</p> <p>Understand the difference between healthy and unhealthy foods and lifestyles</p> <p>Show confidence in speaking to others, in a familiar group, about their own needs, wants, interests and opinions</p> <p>Develop friendships with other children</p>	<p>Explain the reasons for our school rules (ready, respectful & safe) and behaves accordingly</p> <p>Engage in restorative practice.</p> <p>Understand the importance of healthy food choices</p> <p>Understand the importance of families and friends and how we can care for each other</p>
<u>Year 1</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Topic / Theme and Visits – Y1	<p>Home Sweet Home</p> <p>Walk around local area</p> <p>Visit to Wightwick Manor</p> <p>"Animal Man" visit linked to science</p> <p>Invite Revd Hird or Revd Cayle</p> <p>Greenway Matt in for a chat to your class.</p>	<p>Out of this world</p> <p>Visit to Leicester Space Centre</p>	<p>Land Ahoy!</p> <p>Visit Barmouth / Weston –seaside</p> <p>Visit the Guru Nanak Sikh Gurdwara in Wednesfeild</p>
English - Y1	<p>Units based on the KSI writing project</p> <p>Labels, Lists and Captions- 1 week</p> <p>Narrative- Familiar settings- 2 weeks</p> <p>Non-fiction- Non-chronological report (Houses)- 2 weeks</p> <p>Narrative- Traditional tales (3 little pigs)- 2 weeks</p> <p>Non-fiction- Instructions- 2 weeks</p> <p>Recounts- Wightwick Manor- 2 weeks</p> <p>Poetry- Repetition and Rhyme- 1 week</p>	<p>Units based on the KSI writing project</p> <p>Narrative- Fantasy Q Pootle 5 – 3 weeks</p> <p>Instructions- Alien lollipop and masks- 2 weeks</p> <p>Poetry- Pattern and Rhyme performance poetry- 3 days</p> <p>Narrative- Beegu- 2 weeks</p> <p>Non-fiction- Neil Armstrong information- 2 weeks</p> <p>Recount- Moon landing – 2 weeks</p> <p><u>Talk for Writing</u> "The Three Little Pigs" (to link with science)</p> <p><u>Talk for Writing</u> "Q Pootle 5"</p>	<p>Units based on the KSI writing project</p> <p>Narrative- Other cultures My Grandpa and the sea by Katherine Orr- 2 weeks</p> <p>Leaflets- Christopher Columbus- 2 weeks</p> <p>Narrative- Katie Morag- Delivers the mail- 2 weeks</p> <p>Postcards- at the beach ** beach visit**- 1 week</p> <p>Recount- 1 week</p> <p>Instructions- 1 week</p> <p><u>Talk for Writing</u> "The Gingerbread Man"</p>

	<p><u>Talk for Writing</u> "Little Red Riding Hood"</p> <p><u>Read and respond</u>- Rosie's Walk</p> <p>Kinetic Letters</p>	<p><u>Read and respond</u>- Alien's love Underpants</p> <p>Kinetic Letters</p>	<p><u>Talk for Writing</u> "Anancy and Mr Dry Bone"</p> <p><u>Read and respond</u>- The Lighthouse Keepers lunch</p> <p>Kinetic Letters</p> <p>TRANSITION UNIT OF WORK - Perfectly Norman by Tom Percival- Transition 2 weeks</p>
Maths – Y1	<p><u>Number - Place Value</u> Count to 100 forwards and backwards and represent numbers using objects and pictorial representations. Count in 2s, 5s and 10s. Read and write numbers to 20 in words and numerals. Identify one more and one less than a number.</p> <p><u>Number - Addition and Subtraction</u> Represent number bonds and related subtraction facts within 20. Use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction (using manipulatives).</p> <p><u>Measurement – Money</u> Recognise and know the value of coins and notes.</p>	<p><u>Number - Multiplication and Division</u> Begin to understand sharing and grouping. Double numbers and quantities. Solve one – step problems involving multiplication and division using concrete objects, pictorial representations and arrays.</p> <p><u>Geometry – Properties of Shape</u> Recognise and name common 2D and 3D shapes.</p> <p><u>Number – Fractions</u> Find and name a half and a quarter of an object, shape or quantity.</p> <p><u>Measurement: Length and Height</u> Compare, describe, measure and solve problems for lengths and heights.</p>	<p><u>Geometry – Position and Direction</u> Describe position, direction and movement, including a whole, a half, quarter and three quarters turn.</p> <p><u>Problem Solving and Efficient Methods</u></p> <p><u>Measurement: Time, Mass and Capacity</u> Sequence events and use language relating to dates. Tell the time to the hour and half past the hour. Draw the hands on a clock face to show these times. Compare, describe, measure and solve problems for weight, capacity and time.</p>
Science - Y1	<p>Autumn 1 – Seasonal Changes – Autumn & Winter Everyday Materials – Name and group materials by their properties</p> <p>Autumn 2 – Seasonal Changes – Autumn & Winter Forces – compare movements – slow, fast, turn, push, pull Type of movements – wind, water, springs</p>	<p>Spring 1 – Seasonal Changes – Winter Animals including Humans Group animals – Carnivores, herbivores and omnivores</p> <p>Spring 2 – Seasonal Changes Spring Animals including Humans Group animals – Carnivores, herbivores and omnivores</p>	<p>Summer 1 – Seasonal Changes – Spring Plants – name common wild and garden plants and deciduous and evergreen trees. Basic structure of flowering plant and trees. Basic structure of flowering plants and trees</p> <p>Summer 2 – Seasonal Changes – Summer Light and Sound – link to senses- hear sound-distance. See – light and dark.</p>

History – Y1	LOCAL HISTORY How are our homes different from those in the past? Eastfield / Wolverhampton What were homes like a long time ago: Eastfield / Wolverhampton? Wightwick Manor	SIGNIFICANT EVENT 1 st man on the Moon in 1969 - Neil Armstrong and Buzz Aldrin	IMPORTANT INDIVIDUALS Famous Explorers in the past – Christopher Columbus
Geography – Y1	Around our school – the local area Unit 1 LOCAL PHYSICAL AND HUMAN GEOGRAPHY / GEOGRAPHICAL SKILLS AND FIELDWORK	Maps – from Space Place Knowledge – land / oceans, UK / USA / Russia / Leicester LOCATIONAL / PLACE KNOWLEDGE and GEOGRAPHICAL FIELDWORK	Countries that Christopher Columbus visited throughout the world Where in the world is Barnaby Bear? – Unit 5 LOCATIONAL / PLACE KNOWLEDGE and PHYSICAL / HUMAN GEOGRAPHY
Computing- Y1	Programming – beginning to learn about creating algorithms Artist – Create a basic landscape	Research & e-safety – researching Neil Armstrong to present simple facts Publishing – retelling a familiar story as an eBook	Designing – designing a 2d plan of a holiday island Broadcasting – recording a simple podcast to create an interview with Christopher Columbus
Art and Design - Y1	Autumn 1: Painting – Primary and Secondary Colours (Mondrian) Autumn 2: Theme – Colours and Textures (Seasons)	Spring 1: Printing – Colour (Andy Warhol) Spring 2: Sculpture – Height (Barbara Hepworth)	Summer 1: Collage – Textures (Seth Clark) Summer 2: Drawing – Lines (Miro)
Design and Technology - Y1	Autumn 1: Construction – Building a wall Autumn 2: Textiles – row of houses collage	Spring 1: Mechanisms – Lever (Rocket launch) Spring 2: Food – Smoothie, fruit kebab and sandwich for Teddy Bear picnic.	Summer 1: Construction – Lighthouse Summer 2: Mechanism – Wheel and Axels (Beach Buggy)
RE - Y1	How can we find out about Christian today in Wolverhampton?	Wat can we learn about prayer from stories about Jesus? Beginning to learn about Christianity	Sum 1. Beginning to learn about the Sikhs Sum 2. How and why are some books holy? Special stories of Christians, Sikhs and Muslims
PE - Y1	Games - sending and receiving skills– small sided invasion type games 2v1 3v2 Dance - continuous and short/quick movements, different body parts, levels, pathways, directions, combining actions and gestures	Games - Sending and receiving with hand and bat small sided games Gymnastics - levels, balancing, travelling, using apparatus, direction, jump, linking movements	Games - Small sided striking and fielding games Athletics - Sports day practise Track and field
SEAL/PHSE – Y1	New Beginnings / Getting On and Falling Out SRE - Growing Up – keeping clean and healthy	Good to Be Me / Going for Goals SEAL Road Safety (Kerb Craft)	Relationships / Changes SEAL Drugs and Alcohol - Wolverhampton Scheme of work

	Families I wish I could ...	Taking care of our possessions	Medicine and HOUSEHOLD PRODUCTS 'To know that friends don't make each other do things they don't want to do. 'Getting out of a bad situation' 'To know some ways to get out of a bad situation.' Transition - Looking forward to Y2
Music - Y1	Charanga Music Hey you! To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. https://www.wmsonline.org.uk/scheme/1311933-year-1/1312259-hey-you	Charanga Music In the groove Learn that they can make different types of sounds with their voices https://www.wmsonline.org.uk/scheme/1311933-year-1/1312275-in-the-groove	Charanga Music Your imagination Play a tuned instrumental part with the song they perform. https://www.wmsonline.org.uk/scheme/1311933-year-1/1311285-your-imagination
Year 2	Autumn Term	Spring Term	Summer Term
Topic/ Theme and Visits – Year 2	Travelling Around Thomas Bantock (canal / railway agent) Transport in Wolverhampton's History Visit to Bantock House Visit to Coventry Transport Museum Visit to Dudley Canal Trust Walk around the local area Visit St Matthew's Church	London's Burning Great Fire of London and Great Fire of Wolverhampton Visit to Kingswood = 2 night residential (link to science) Visit from Fire Service and Police Walk to Wolverhampton Visit to London Visit Chester Zoo – science link Wolves 6 week PSHE programme	Wonder Women Famous Nurses including Florence Nightingale, Mary Seacole, Sister Dora, Mother Theresa Florence Nightingale Workshop School Nurse Visit Visit a Mosque
English - Y2	Units based on the KSI writing project Extended Stories- The Smartest Giant in Town- 2 weeks Narrative- Room on the Broom- 2 weeks Non-fiction- Instructions- 2 weeks Non-chronological reports- Transport - 2 weeks Poetry- Travelling- 3 lessons Poetry- Bonfire Night- 1 week	Units based on the KSI writing project Narrative- Traditional Tales- The Enormous Turnip- 2 weeks Non-fiction- Recount Kingswood- 2 weeks Poetry- Fire 3 days Narrative- Extended Stories- The Owl who was afraid of the dark- 3 weeks Non-fiction- Non-chronological report Samuel Pepys- 2 weeks Non-fiction Explanations Life cycle of a moth- 2 weeks	Units based on the KSI writing project Instructions- 1 week Leaflets- Florence Nightingale- 2 weeks SAT's- 1 week Narrative- Mr Men (Retell and 5 part story) – 2 weeks Non-chronological report- Mary Seacole- 2 weeks Poetry Transition All about me- 1 week

	<p>Extended stories- The Polar Express- 3 weeks</p> <p><u>Talk for Writing</u> - Julia Donaldson Books "Room on the Broom"</p> <p><u>Read and Respond</u>- Room on the Broom</p>	<p><u>Talk for Writing</u> "The Enormous Turnip"</p> <p><u>Talk for Writing</u> "The owl who was afraid of the dark" - Jill Tomlinson</p> <p><u>Read and Respond</u>- Owl Babies</p>	<p>Perfectly Norman by Tom Percival- Transition 2 weeks</p> <p><u>Talk for Writing</u> "Hansel and Gretel"</p> <p><u>Talk for Writing</u> "The Tunnel" by Anthony Browne</p> <p><u>Read and Respond</u>- Winnie the Witch</p>
Maths – Y2	<p><u>Number – Place Value</u> Recognise the place value of each digit in a two-digit number and compare and order numbers using <, > and =. Count in steps of 2, 3 and 5 from any number forwards and backwards. Read and write numbers in numerals and words.</p> <p><u>Number – Addition and Subtraction</u> Add and subtract: a two-digit numbers and ones, a two-digit number and tens, 2 two-digit numbers and three 1-digit numbers using manipulatives and mental strategies.</p> <p><u>Measurement – Money</u> Find different combinations of coins that equal the same amount and solve simple problems in a practical context.</p> <p><u>Number – Multiplication</u> Start to develop their understanding of groups and repeated addition.</p>	<p><u>Number – Multiplication and Division</u> Recall and solve problems using multiplication and division facts for the 2, 5- and 10-times tables.</p> <p><u>Statistics</u> Interpret, construct and answer questions about totalling and comparing categorical data.</p> <p><u>Geometry – Properties of Shape</u> Identify, describe and compare 2D and 3D shapes.</p> <p><u>Number – Fractions</u> Recognise, find, name and write fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and \square) of a length, shape, set of objects or quantity. Recognise the equivalence of two quarters and a half.</p>	<p><u>Geometry – Position and Direction</u> Use vocabulary to describe position, direction and movement. Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p><u>Problem Solving and Efficient Methods</u></p> <p><u>Measurement</u> Choose, use, estimate and measure lengths, heights, weight, capacity and time. Tell and write the time to the nearest five minutes.</p>
Science – Y2	<p>Autumn 1 – Animals Inc. Humans - Basic needs for survival food water, air. Exercise, types of food and hygiene. Autumn 2 Electricity - appliances that require</p>	<p>Spring 1 – Living Things and their Habitats - identify differences between things that are living/dead. Things live in habitats to which they are suited and how they depend on each other for survival</p>	<p>Summer 1 – Plants - Seeds and bulbs grown into mature plants. Requirements to grow water, light and temp. Summer 2 – Everyday Materials - explore how solid materials change shape when force is applied to it (squash, bend, twist, stretch</p>

	electricity mains/battery to give light/heat/sound/movement.	Spring 2 – Living Things and their Habitats – Identify and name plants and animals in their habitats including micro-habitats. Describe how plants and animals depend on each other	
History – Y2	LOCAL HISTORY Transport through the ages: canals and railways in Wolverhampton Thomas Bantock – significant individual.	SIGNIFICANT EVENT The Great Fire of London (link to fire in Wolverhampton)	SIGNIFICANT INDIVIDUALS Why do we remember Florence Nightingale? Other Important women in History – nurses and medical workers e.g. Mary Seacole, Sister Dora
Geography – Y2	Investigating our local area / A Canal Study LOCAL PHYSICAL AND HUMAN GEOGRAPHY / GEOGRAPHICAL SKILLS AND FIELDWORK	London – landmarks (physical and human features) Weather Contrasting Locality – Kingswood (fieldwork) Where in the world is Barnaby Bear? QCA unit 5 LOCATIONAL / PLACE KNOWLEDGE, PHYSICAL AND HUMAN GEOGRAPHY / SKILLS AND FIELDWORK	World Geography – hot and cold places (continents and countries e.g. England, Crimea, Turkey, Russia) Climate and weather Contrasting locality outside of Europe – Crimea LOCATIONAL / PLACE KNOWLEDGE, PHYSICAL AND HUMAN GEOGRAPHY
Computing – Y2	Animation – create a simple 2d stop motion Programming – create a conversation by ordering instructions in Scratch Jr	Data handling – create and interpret a pictorial database Research & e-safety – search safely to find and present Great Fire of London information	Music – Exploring different ways to create digital sound Film making – record and edit a simple film clip
Art and Design – Y2	Autumn 1: Drawing – Shapes (Picasso) Autumn 2: Printing – Shapes (Owen Jones)	Spring 1: Collage – 3D Diorama (Joseph Cornell and David Mach) Spring 2: Theme – Silhouette (Fire of London)	Summer 1: Sculpture – Ephemeral (Claes Oldenburg and Andy Goldsworthy) Summer 2: Painting – Contrasting Colours (Van Gough)
DT – Y2	Autumn 1: Construction – Canal tunnel Autumn 2: Food – Muffins	Spring 1: Construction – Balsa wood Houses Spring 2: Mechanism – Lever (Fire Engine)	Summer 1: Food – Cheese and Onion Quiche Summer 2: Textiles – Hand puppets
RE – Y2	Aut 1 – Holy Places: places of Worship Aut 2 – What can we learn from stories from the bible? (Moses)	Questions that puzzle us	Beginning to learn from Muslims
PE – Y2	Games – Small sided invasion style games – scoring in/at a target 3v2 3v3 4v2 etc. Small netball style games Dance – levels, light and strong gestures, matching a partner, using apparatus,	Games – Small sided net games – tennis type games Small sided volleyball style game Gymnastics – changing levels, matching a partner, using apparatus, balance, pathways, jump for height, hang, combine	Games – Small sided striking and fielding (1 striker, 3 fielders) -Small sided cricket type games – 1 batter, 3-4 fielders Athletics – Sports day practise Basic orienteering and team building – trails, simple map/treasure hunt

	jumping, select link and perform gestures	movements individually and with a partner	
SEAL/PHSE – Y2	New Beginnings / Getting On and Falling Out SEAL Diversity and Community Health and Wellbeing – think positive	Good to Be Me / Going for Goals SEAL Making Choices – link to bullying SRE – Keeping our Bodies safe and clean and having healthy teeth – Wolves “Healthy Lifestyles” PSHE programme.	Relationships / Changes SEAL People who help us – nurses, police and fire people – learning basic first aid – link to gender and stereotypes Drugs and Alcohol – SAFE AND UNSAFE DRINKS ‘Who’s your friend?’ ‘To see how being mean can affect other people.’ Big Drinks Quiz – ‘To know what alcohol is and what it can do to you.’ What is a friend? – ‘To understand what a friend should be and act like.
Music – Y2	Charanga Music Hands, feet, heart To learn how songs can tell a story or describe an idea https://www.wmsonline.org.uk/scheme/1311976-year-2/1312274-hands-feet-heart	Charanga Music I wanna play in a band Play the part in time with the steady pulse https://www.wmsonline.org.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band	Charanga Music Friendship song Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm) https://www.wmsonline.org.uk/scheme/1311976-year-2/1314286-friendship-song
Year 3	Autumn Term	Spring Term	Summer Term
Topic / Theme and visits – Y3	Meet the Flintstones Stone Age to Iron Age Stone Age day Visit to Shrewsbury Museum Visit Shri Durga Bhawan Temple on the Willenhall Road— Hindu Temple Wolves 6 week PSHE programme “Wolves Match Fit”	Building an Empire Roman Day Visit to Roman Heritage Museum in Alcester Wroxeter Roman City Visit to Tesco	Street Detectives Visits around local area – boxing club / Willenhall Road to look for signs of original school building Visit to Molineux
English – Y3	Units based on the KSI writing project Non-Fiction Unit: Non Chronological report – Arctic Animals (2 weeks) Narrative Unit: Extended Stories – The Enormous Crocodile by Roald Dahl (3 weeks)	Units based on the KSI writing project Non-Fiction Unit: Instructions – Roman Brooch and Roman Wreath (2 weeks) Narrative Unit: Play scripts – Emperor’s Head (3 weeks) Poetry Unit: Calligrams (1 week)	Units based on the KSI writing project Narrative Unit: Extended Stories – Horrid Henry (3 weeks) Non-Fiction Unit: Non Chronological Report – Eastfield Primary school(2 weeks) Narrative Unit: Fables – The Hare and the Tortoise (2 weeks)

	<p>Non-Fiction Unit: Newspaper Report – Missing Caveman (2 weeks)</p> <p>Poetry Unit: Performance Poetry – Bonfire Night (1 week)</p> <p>Non-Fiction Unit: Instructions – Stone Age Necklace and Digestive System (2 weeks)</p> <p>Narrative Unit: Extended Stories – The Snowman by Raymond Briggs (2 weeks)</p> <p>Non-Fiction Unit: Letters to Santa (2 weeks)</p> <p><u>Talk for Writing</u> "Stone Soup"</p> <p><u>Read and Respond & Talk for Writing</u> "Stig of the Dump"</p>	<p>Non-Fiction Unit: Non-Chronological Report – Romans (2 weeks)</p> <p>Poetry Unit: Shape Poems (1 week)</p> <p>Narrative Unit: Extended Stories – Roman Rescuers (3 weeks)</p> <p><u>Read and Respond & Talk for Writing</u> "George's Marvellous Medicine"</p>	<p>Poetry Unit: Riddles – Roald Dahl Riddles (1 week)</p> <p>Non-Fiction Unit: Newspaper Report – Moving into a new year group at Eastfield (2 weeks)</p> <p>Poetry Unit: Transition and feelings about Year 4. (1 week)</p> <p><u>Talk for Writing</u> "The Hare and the Tortoise"</p> <p><u>Read and Respond & Talk for Writing</u> "The Magic Finger"</p> <p>TRANSITION UNIT OF WORK Perfectly Norman by Tom Percival- Transition 2 weeks</p>
<p>Maths – Y3</p>	<p><u>Number - Place Value</u> Represent, estimate, compare, order and recognise the place value of digits in a three – digit number. Count in multiples of 4, 8, 50 and 100. Read and write numbers up to 1000 in numerals and words.</p> <p><u>Number - Addition and Subtraction</u> Mentally add and subtract numbers including the use of the formal written methods and apply this knowledge to measures (up to three digits). Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems.</p> <p><u>Geometry – Properties of Shape</u></p>	<p><u>Number - Multiplication and Division</u> Recall and use multiplication and division facts for the 3, 4- and 8-times tables. Multiply a two-digit number by a one-digit number. Solve problems including missing number problems.</p> <p><u>Number – Fractions</u> Understand tenths, equivalent fractions and can compare and order fractions with the same denominator. Add and subtract fractions with the same denominator within one whole. Recognise, find and write fractions of a discrete set of objects. Solve problems that involve all the above.</p> <p><u>Statistics</u></p>	<p><u>Measurement (Money, Length, Perimeter, Time, Mass and Capacity)</u> Tell and write the time from an analogue clock using Roman numerals and the 12 hour and 24-hour clock and read time to the nearest minute. Measure, compare, add and subtract lengths, mass and volume / capacity. Compare durations of events. Measure the perimeter of simple shapes.</p> <p>REVIEW OF LEARNING</p>

	Draw and describe the properties of 2D and 3D shapes using accurate language, including lengths of lines, perimeter and right angles.	Interpret, present data and solve problems using bar charts, pictograms and tables.	
Science – Y3	Autumn 1 – Animals Inc. Humans - Nutrition and a balanced diet. Water, nutrients and oxygen transported in humans and animals. Autumn 2 – Forces and Magnets – poles/attract/repel/movement on a range of surfaces	Spring 1 – Light Light needed to produce shadow. Formation of shadows – dangers of light rays from the sun Spring 2 – Function of basic parts of flowering plant. Requirements for life & growth Water transport in plants Life cycle flowering plants	Summer 1 – Rocks – types of rocks and formation of soils Summer 2 – Animals inc Humans – The skeleton and muscular system
History – Y3	ANCIENT HISTORY Stone Age > Iron Age > Bronze Age How can we find out about the Stone Age? What was life like in the Stone Age, Bronze Age, Iron Age? Also look at what came before the Stone Age – Ice Age.	BRITISH HISTORY Roman Empire Why have people invaded and settled in Britain in the past? A Roman case study. Changes Romans brought to Britain	LOCAL HISTORY Eastfield and Wolverhampton between 1901 to present day What was it like to live here in the past? How has Eastfield changed? What do the road names mean?
Geography – Y3	Cold Places/Cold Environments Ice age – Life in the North pole and South pole What physical and human features do we recognise in these places? How does it compare to our environment? LOCATIONAL AND PLACE KNOWLEDGE / PHYSICAL AND HUMAN GEOGRAPHY	Roman Empire – Roman Settlements, Roman towns and map work Where did the Romans come from? LOCATIONAL AND PLACE KNOWLEDGE / PHYSICAL AND HUMAN GEOGRAPHY	Eastfield – investigating our local area through maps and aerial photographs Human / physical features of Eastfield GEOGRAPHICAL SKILLS AND KNOWLEDGE , HUMAN AND PHYSICAL GEOGRPAHY
Computing – Y3	Programming – create a flowing presentation by sequencing instructions to build a set of algorithms in Scratch Jr Artist – create digital art by exploring variable tools	Research & e-safety – plan and create an informative PowerPoint presentation Publishing – create a comic of a familiar story	Designing – design and make a die using a cube net Broadcasting – record a scripted podcast to advertise the school
Art and Design – Y3	Autumn 1: Theme – Cave Paintings (Charcoal) Autumn 2: Drawing – Sketching (Rembrandt)	Spring 1: Printing – Layers (Jasper Johns) Spring 2: Collage – Tessellate shapes (Roman Mosaics)	Summer 1: Painting – Tints and Tones (Paul Cezanne) Summer 2: Sculpture – Styrofoam (Anthony Twentyman)
DT – Y3	Autumn 1: Food – Bagels Autumn 2: Construction – Stone Age House	Spring 1: Construction – Roman Aqueduct Spring 2: Mechanism – Lever (Roman Catapult)	Summer 1: Textiles – Bunting Summer 2: Construction – New playground equipment

RE – Y3	Aut 1 – What is it like to be a Hindu? Aut 2 – What do we celebrate and why? (Christian, Muslim, Sikh, Hindu)	What do people believe about God? (Christianity)	Exploring Key Leaders: Sikhs and Hindus
PE – Y3	Dance – Pathways and gestures Games – Handball and netball	Games – Short tennis Gymnastics – point balances, spin, tuck, star and pin shapes, turns (vertical axis) jump for length/over a partner, using apparatus	Games – small sided rounders type games Athletics – Sports day practise Basic orienteering and team building – trails, simple map/treasure hunt
SEAL / PSHE – Y3	New Beginnings / Getting On and Falling Out Building Healthy Bodies / Eating Well Building Healthy Bodies / Keeping Fit – obesity prevention SRE – Hygiene and Healthy Bodies	Good to Be Me / Going for Goals Developing the Area Local Democracy Rules and Laws Where money comes from, keeping it safe and the importance of managing it effectively	Relationships / Changes SEAL My Family Drugs and Alcohol – Wolverhampton Scheme of Work SMOKING Lesson one– 'Cat's Nan' 'To understand some ways smoking can affect people'. Lesson two – Reasons not to smoke / give up smoking' 'To know some reasons why I should not smoke. Lesson three– What makes you look or seem more grown up?' 'To know some ways to look and act more grown up positively' Resources @ (www.trustdecca.com)
Music – Y3	Charanga Music Let your spirit fly Confidently identify and move to the pulse and think about what the words of a song mean. https://www.wmsonline.org.uk/scheme/1312019-year-3/1312314-let-your-spirit-fly	Charanga Music Three little birds. To take it in turn to discuss how the song makes them feel. https://www.wmsonline.org.uk/scheme/1312019-year-3/1312613-three-little-birds	Charanga Music Bringing us Together To sing with awareness of being 'in tune'. https://www.wmsonline.org.uk/scheme/1312019-year-3/1314287-bringing-us-together
Languages Y3	Greetings Classroom instructions Animals Numbers and Plurals Connectives and simple sentences Gender Je suis Christmas	Word order of adjectives Age Definite and indefinite articles Easter	Je Voudrais Mais Aussi C'est Days of the week Revision and raps Paris
<u>Year 4</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>

<p>Topic / Theme and visits</p>	<p>Tomb Raiders Visit to Birmingham Art Gallery and Museum (Egyptian artefacts section) Visit a Mosque</p>	<p>Let the Battle Commence! Visit to Tettenhall Visit to Dudley Art museum / gallery Visit York – Jorvik Museum</p>	<p>A Large and Dirty Town Visit Wolverhampton – look at 'The man on the Horse' Visit Blist Hill's Museum – focus on Victorian elements / Victorian Classroom Visit Molineux Football ground – tour of the stadium and club museum</p>
<p>English – Y4</p>	<p>Narrative Stories from other cultures: Egyptian Cinderella (5 weeks)</p> <p>Non-fiction Recounts: Link to trip Newspapers – Journalistic writing – Howard Carter and discovery of Egyptian artefacts (4 weeks)</p> <p>Narrative Stories set in imaginary worlds: The Iron Man (6 weeks)</p> <p><u>Talk for Writing</u> "Egyptian Cinderella"</p> <p><u>Read and Respond & Talk for Writing</u> - "The Iron Man"</p>	<p>Non-fiction Explanation texts: The Shirt Machine (3 weeks)</p> <p>Narrative Stories with historical settings: Viking Vik Stories by Shoo Rayner (3 weeks)</p> <p>Non-fiction Persuasive texts: Leaflets for DT project – bird boxes (3 weeks)</p> <p>Poetry Exploring form – Viking Longship poem (3 weeks)</p> <p><u>Talk for Writing</u> - A Viking Vik story</p> <p><u>Read and Respond & Talk for Writing</u> - "Bills new Frock"</p>	<p>Narrative Plays: Peter Pan/Hetty Feather (2 weeks)</p> <p>Non-fiction Information texts: Victorian Wolverhampton Science link – Electricity (2-3 weeks)</p> <p>Narrative Stories with issues and dilemmas: Hetty Feather (4 weeks)</p> <p>Poetry Creating images – Chimney Sweep poem (3 weeks)</p> <p><u>Read and Respond & Talk for Writing</u> – Hetty Feather</p> <p>TRANSITION UNIT OF WORK Perfectly Norman by Tom Percival- Transition 2 weeks</p>
<p>Maths – Y4</p>	<p><u>Number – Place Value</u> Represent, estimate, compare, order and recognise the place value of digits in a four – digit number. Count in steps of 6, 7, 9, 25, 1000 and negative numbers. Round any number to the nearest 10, 100 or 1000. Read Roman Numerals to 100.</p> <p><u>Number – Addition and Subtraction</u> Add and subtract 4-digit numbers using the formal written methods.</p>	<p><u>Number – Multiplication and Division</u> Recall and use all the times tables up to 12 x 12 and 4 multiply a two-digit number and three-digit number by a one-digit number using the formal written method. Recognise and use factor pairs and commutativity in mental calculations. Solve problems with the above.</p> <p><u>Number – Fractions and Decimals</u> Add and subtract fractions with the same denominator.</p>	<p><u>Number – Fractions and Decimals</u> Compare, round, add and subtract fractions with the same denominator and recognise and write decimal equivalents.</p> <p><u>Measurement (Area, Length, Perimeter, Time and Money)</u> Convert between different units of measure. Measure and calculate the perimeter of a rectilinear figure in cm and m and rectilinear shapes by counting squares. Find the area of shapes by counting squares.</p>

	<p>Use estimation and the inverse to check the answer to a calculation.</p> <p>Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.</p> <p><u>Geometry – Properties of Shape</u> Identify, compare and classify geometric shapes including identifying acute and obtuse angles and finding their area by counting squares. Complete a simple symmetric figure.</p> <p><u>Geometry – Position and Direction</u> Describe movements on a 2D grid as coordinates in the first quadrant and describe movements as translations of a given unit.</p>	<p>Find the effect of dividing a one or two-digit number by 10 and 100.</p> <p><u>Statistics</u> Interpret and present discrete and continuous data. Solve comparison, sum and difference problems.</p>	<p>Estimate, compare and calculate different measures. Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>REVIEW OF LEARNING</p>
Science – Y4	<p>Autumn 1 – Animals Inc Humans – food chains predator, prey, producer Autumn 2 – Animals inc Humans – Basic digestive system & teeth, dental health and the benefits of good oral hygiene /dental flossing, including regular check-ups at the dentist.</p>	<p>Spring 1 – Living Things and Habitats – classification Spring 2 – States of Matter – Solid, Liquid & Gas – Changes of state heat/cool & Water Cycle</p>	<p>Summer 1 – Sound – how we hear, vibration and pitch Summer 2 – Electricity simple series circuits with pictures (not circuit diagrams).</p>
History – Y4	<p>ANCIENT HISTORY Ancient Egypt What can we find out about Ancient Egypt from what has survived?</p>	<p>BRITISH HISTORY Anglo Saxons and Vikings Why have people invaded and settled in Britain in the past? An Anglo- Saxon case study and a Viking case study.</p>	<p>LOCAL HISTORY Wolverhampton and the local area between 1837 – 1901 / Victorian era What was it like for children living in and around Victorian Wolverhampton? How did life change in our locality (Eastfield) in Victorian times?</p>
Geography – Y4	<p>Rivers The River Nile and its impact on people and environment</p> <p>PHYSICAL AND HUMAN GEOGRAPHY AND LOCATIONAL KNOWLEDGE</p>	<p>Viking Settlements, map work Where did the Vikings come from and settle? Visit Tettenhall</p> <p>LOCATIONAL AND PLACE KNOWLEDGE / HUMAN GEOGRAPHY / FIELDWORK</p>	<p>Local Wolverhampton Geography Compare the United Kingdom to other countries. Compare Wolverhampton to other places. Locate Wolverhampton on a map and identify physical and human features in our own city.</p>

			PHYSICAL / HUMAN GEOGRAPHY, PLACE / LOCATIONAL KNOWLEDGE, SKILLS AND FIELDWORK
Computing – Y4	Animation – create a voiced stop motion animation using LEGO Programming – program a conversation in Scratch	Data handling – collect, record and present temperature information digitally Research & e-safety – presenting information in Sway	Music – create a piece of digital music in Garage band Film making – learn to use different shots and editing options to build a trailer
Art and Design – Y4	Autumn 1: Printing – Block Printing (Julia Forsyth Berkley) Autumn 2: Painting – Watercolour (Monet)	Spring 1: Sculpture – Foil Figure (Antony Gormley) Spring 2: Drawing – Caricatures (John Op De Beekle)	Summer 1: Collage – Quilling (Sena Runa) Summer 2: Theme – Impressionism (Pastels)
DT – Y4	Autumn 1: Construction – Pharos (Egyptian Lighthouse) Autumn 2: Mechanism – Pulley (Egyptian pyramid lift)	Spring 1: Construction – Bird Box Spring 2: Food – Viking Vegetable Soup	Summer 1: Textiles – Rag Rug Summer 2: Electronics – Victorian silhouette torch
RE – Y4	What is it like to be Jewish?	Why do some people think Jesus is inspirational?	Sum 1 – Why does the prophet matter to Muslims? Sum 2 – An enquiry into visiting places of worship
PE – Y4	Games - hockey Gymnastics - jumps and balances	Games - badminton Dance –starting positions, unison and cannon, partner work	Games - kwick cricket / small cricket type games Athletics- javelin long and short distance running, Sports day practise Outdoor Education – follow routes, simple compass bearings, orientate a map, guiding and trust games
PSHE / SEAL – Y4	New Beginnings / Getting On and Falling Out SEAL Democracy Living in a Diverse World Diversity and Community	Good to Be Me / Going for Goals SEAL SRE – Wolverhampton Puberty Pack Lessons 1-3 What is puberty? Puberty and Hygiene Drugs and Alcohol - Wolverhampton Scheme of work ALCOHOL Lesson one- 'Use it properly or there'll be trouble! 'To know that if household products are not used properly they can be very dangerous' Lesson two - What's the risk? It's only a drink! 'To understand what alcohol is and some of its effects and risks' Lesson three -	Relationships / Changes SEAL Relationships Online Relationships – E-Safety

		'Survival' 'To know some skills to get out of a difficult or dodgy situation' Resources @ www.trustdecca.com	
Music – Y4 <u>Wider Music Opportunities</u>	Charanga Music Mamma mia! Play any one, or all four, differentiated parts on a tuned instrument https://www.wmsonline.org.uk/scheme/1312062-year-4/1312291-mamma-mia	Charanga Music Stop! To talk about the musical dimensions working together in the Unit https://www.wmsonline.org.uk/scheme/1312062-year-4/1312395-stop	Charanga Music Blackbird To rehearse and perform their part within the context of the Unit https://www.wmsonline.org.uk/scheme/1312062-year-4/1314288-blackbird
Languages Y4	Classroom instructions Animals Parts of the body Colours Big and small Adjective agreement Christmas	The verb – avoir Months and dates Numbers 16-31 Personal descriptions Family April Fools Day	Clothes Food Food project Revision
Year 5	Autumn Term	Spring Term	Summer Term
Topic / Theme and Visits – Y5	Greece Lightning Portals to the past – Greek day visit 'Big Brum Theatre in Education' - Theseus and the Minotaur	Conquering Castles Visit to Dudley Castle Visit to Warwick Castle Visit to Bayeux tapestry and Normandy (France) Visit a Hindu Temple	Black by day and red by night Visit The Black Country Museum - focus on industrial parts / mining Safeside Wolves PSHE programme - resilience
English – Y5	Narrative Myths and Legends, link to Ancient Greece: Percy Jackson and the Lightning Thief (6 weeks) Narrative Stories from other cultures: Pandora's Box (4 weeks) Poetry Performance poetry: The Magic Box (2 weeks) Non-fiction Instructions: Link to DT projects (2 weeks)	Non-fiction Recounts: The Battle of Hastings (4 weeks) Poetry Classic Narrative Poems The Highway Man (2 weeks) Narrative Older literature: Robin Hood - The Outlaw by Michael Morpurgo (4 weeks) Narrative Dramatic Conventions: Play scripts linked to Robin Hood (3 weeks)	Narrative Novels and stories by significant authors: Charles Dickens - Oliver Twist (4 weeks) Narrative Film: Oliver Twist (3 weeks) Non-fiction Persuasive Writing: Leaflets and Adverts linked to Black Country Museum (3 weeks) Poetry Poetic Style: Talking Turkeys by Benjamin Zephaniah (2 weeks)

	<p><u>Talk for Writing</u> "Theseus and the Minotaur"</p> <p><u>Read and Respond & Talk for Writing</u> "Percy Jackson and the Lightning Thief"</p>	<p><u>Read and Respond & Talk for Writing</u> "The Highway Man"</p>	<p><u>Read and Respond & Talk for Writing</u> "Street Child"</p> <p>TRANSITION UNIT OF WORK Perfectly Norman by Tom Percival- Transition 2 weeks</p>
Maths – Y5	<p><u>Number – Place Value</u> Represent, estimate, compare, round, order and recognise numbers to at least a 1,000,000 and interpret negative numbers in context. Solve number problems and practical problems for all the above. Read Roman numerals to 1000 (M).</p> <p><u>Number – Addition and Subtraction</u> Add and subtract numbers with more than 4-digit numbers using the formal written methods and using mental strategies and use rounding to check answers. Solve addition and subtraction multi-step problems in context.</p> <p><u>Number – Multiplication and Division</u> Add and subtract numbers with more than 4-digit numbers using the formal written methods and using mental strategies and use rounding to check answers. Identify multiples, factors, prime numbers, prime factors, composite (non – prime numbers), square and cube numbers. Multiply and divide whole numbers involving decimals by 10, 100 and 1000. Solve problems for all the above.</p>	<p><u>Geometry – Position and Direction</u> Identify, describe and represent the position of a shape following a reflection or translation.</p> <p><u>Number – Fractions and Decimals</u> Recognise, compare, add and subtract mixed numbers and improper fractions and start to understand percentages and link this to decimals. Recognise mixed number and improper fractions and convert from one form to another. Multiply proper fractions and mixed numbers by whole numbers. Round decimals to the nearest whole number. Read, write, order and compare numbers with up to 3 decimal places. Solve problems with the above.</p>	<p><u>Statistics</u> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p> <p><u>Geometry – Properties of Shape</u> Identify, measure and draw angles and distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Calculate the area and perimeter of rectangles.</p> <p><u>Measurement</u> Convert between different units of measure including estimating volume. Solve problems with all the above.</p> <p>REVIEW OF LEARNING</p>
Science – Y5	Autumn 1- Properties of and changing materials – Reversible	Spring 1- Earth and Space – movement of Earth, moon and	Summer 1 – Living things and their Habitats. (plants/human

	and irreversible changes, Dissolving., filtering and separating mixtures Autumn 2- conductivity of materials - thermal/electrical	other planets. Night and Day phases of the moon. Spring 2- Forces - Gravity in relation to the phases of the moon. Friction, air resistance, machinery and movement, Isaac Newton, levers, gears and pulleys.	reproduction) Life cycles mammals, amphibians, birds and insects Summer 2- Animals inc Humans Puberty and stages of growth in humans.
History – Y5	<p>ANCIENT HISTORY</p> <p>Ancient Greeks</p> <ul style="list-style-type: none"> -Who were the ancient Greeks? -Warfare, Pottery, Buildings -Theatre -City States -Beliefs of the Ancient Greeks -Greek alphabet -Scholars and school life -Life for children -Olympic games -The legacy of the Greeks in the modern day 	<p>BRITISH HISTORY,</p> <p>Normans and William the Conqueror</p> <ul style="list-style-type: none"> -Who were the Normans? -William the Conqueror and his importance in British history -The Bayeux Tapestry -The Battle of Hastings (1066) -Castles – what is their purpose? -The feudalism system -Doomsday book -Magna Carta 	<p>LOCAL HISTORY</p> <p>The Industrial Revolution in Wolverhampton and the Black Country between 1760-1840</p> <ul style="list-style-type: none"> -The importance of the Industrial Revolution in history and its impact on the Black Country -How 'The Black Country' got its name -Studying historical evidence and knowing what it teaches us -Wolverhampton's contribution to the development of the Black Country -How the local area changed due to industry -Children in the Black Country during Victorian times -Historical figures and how they influenced the lives of children (Dr Barnardo and Lord Shaftesbury) -How the Black Country re-invented itself after the Industrial revolution.
Geography – Y5	<p>Coasts and Islands</p> <ul style="list-style-type: none"> -Locating the Greek Islands using map skills -Study of the Greek island Rhodes -Northern/Southern hemispheres / Time zones -Physical and human geography of Rhodes island -Comparing Rhodes island to the UK -Land use / How human activity changes a location -Farming -Coastlines- waves, coast management, tourism -Compare two locations- Rhodes island and Wolverhampton <p>LOCATIONAL / PLACE KNOWLEDGE, PHYSICAL AND HUMAN GEOGRAPHY</p>	<p>Norman Settlements</p> <ul style="list-style-type: none"> - Why did they settle where they did? -Why did they build castles? -Using maps to obtain evidence, -Ordnance survey maps, -How places are connected -Castle settlements: their sizes and populations -Grid references <p>LOCATIONAL KNOWLEDGE, GEOGRAPHICAL SKILLS</p>	<p>Where is the Black Country?</p> <p>Human and physical features of the Black Country – land use</p> <p>Locating and knowing which areas make up 'The Black Country'</p> <p>Looking at maps</p> <ul style="list-style-type: none"> -What the Black Country is like to live in? -Compare Black Country with Rhodes -Ordnance survey maps / grid references -Considering what might improve the local area <p>LOCATIONAL / PLACE KNOWLEDGE, PHYSICAL AND HUMAN GEOGRAPHY, GEOGRAPHICAL SKILLS AND FIELDWORK</p>

Computing – Y5	Programming – program a game in Scratch including repetition Animation – use Morfo to create a 3d animation	Publishing – create a branching story in Inklewriter Research & e-safety – research ESafety and present as a short video	Designing – create a 3d model of a 'dream house' Broadcasting – create a persuasive podcast combining recorded speech with other digital sounds.
Art and Design– Y5	Autumn 1: Theme – Pointillism (Paint) Autumn 2: Sculpture – Greek clay figure (Andrew Sinclair, Benevento Cellini, Michelangelo)	Spring 1: Collage – Layering (3D decoupage) – link to Bayeaux Tapestry Spring 2: Printing – Linocut (Die Brucke)	Summer 1: Painting – Layering: Canal Barges (Phil Speight) Summer 2: Drawing – Black and White (Paul Bloomer)
DT – Y5	Autumn 1: Construction – Trieme (Greek Boat) Autumn 2: Mechanism – Linkages and Cams (Greek Myth)	Spring 1: Construction and Electronics – Portcullis and adding a motor and switch Spring 2: Textiles – Bayeux Tapestry	Summer 1: Construction – Iron Bridge Summer 2: Food – Cornish Lamb Pasty.
RE – Y5	Aut 1 - When, how and why do Christians pray? Aut 2 – What can we learn from religion about temptation?	Keeping the 5 pillars of Islam	Hindu, Sikh, Jewish and Islamic prayer: what difference does it make?
PE – Y5	Swimming - Water confidence and Control leg movement Games - football attacking and defending Dance - Mirroring, contrasting actions, partner and small group work	Swimming - Water confidence and develop one stroke Gymnastics – twisted shapes, mirror a partner, matching pathways, swinging, finishing positions, working with a partner (contact) flight on and off apparatus, contrasting actions with a partner, using apparatus Games - Basketball	Games - rounders Outdoor Education - plan a route to controls, grid references, teamwork and trust games – link to core value of resilience
PSHE / SEAL – Y5	New Beginnings / Getting On and Falling Out Children's Rights A Just and fair society Diversity and Community How money plays an important part in people's lives Developing an understanding of enterprise	Good to Be Me / Going for Goals Tackling stereotypes, bullying and racism / cyber bullying Prejudice and Discrimination Drugs and Alcohol - Wolverhampton Scheme of work SMOKING Lesson one - 'Why do people choose to smoke or not to smoke?' 'To know reasons why people choose to smoke or not to smoke' Lesson two - 'What is tobacco and why is it harmful?' 'To find out facts about smoking and some of the dangers' Lesson three - 'I don't want to smoke!'	Relationships / Changes What sort of future? Sustainable Development Emotional Well-being SRE – Wolverhampton Puberty Pack Lessons 1-3 Hygiene and body parts (Keeping clean) Wolves Foundation Trust Resilience 6 week programme

		'To practice ways of being assertive' Resources @ (www.trustdecca.com)	
Music – Y5	Charanga Music Living on a prayer Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. https://www.wmsonline.org.uk/scheme/1312105-year-5/1312323-livin-on-a-prayer	Charanga Music Make you feel my love Create simple melodies using up Oto five different notes and simple rhythms that work musically with the style of the Unit song. https://www.wmsonline.org.uk/scheme/1312105-year-5/1312614-make-you-feel-my-love	Charanga Music Dancing in the street Record the composition in any way appropriate that recognises the connection between sound and symbol https://www.wmsonline.org.uk/scheme/1312105-year-5/1314278-dancing-in-the-street
Languages – Y5	Classroom instructions Sport Revise 'avoir' Negative/adjectival agreement Masculine and feminine forms Weather Hobbies More pets Christmas	The verb – etre Numbers 32-60 School subjects The verb – aller Transport Classroom items Mardi Gras	Revision West Africa project Possessive adjectives Prepositions
Year 6	Autumn Term	Spring Term	Summer Term
Topic / Theme and visits – Y6	Mexican Hats Mexican workshop in school Visit Cadbury World Visit a Mosque	Nautical Know How Tudor Day workshop – focus Tudor Explorers	The War at Home Evacuated to Wales (Towers residential) First Aid / CPR 90 minute workshop with Wolves Foundation Trust
English - Y6	Narrative Extending Narrative writing: Eragon by Christopher Paolini (7 weeks) Non-fiction Write a persuasive / balanced argument – Should you keep a dragon egg? Were the Spanish right to conquer the Aztecs? (2 weeks) Narrative Narrative revision: Journey to the river sea (7 weeks)	Non-fiction Biography and Autobiography: Michael Morpurgo (5 weeks) Narrative Authors and texts: Michael Morpurgo (6 weeks) <u>Read and Respond & Talk for Writing</u> – "War Horse" **Poetry is taught across the year during reading carousel.	Narrative Fiction genres: Friend or Foe by Michael Morpurgo War Horse by Michael Morpurgo (5 weeks) Historical Narratives used for Non-fiction writing: Persuasive & explanatory texts Boy in the Striped Pyjamas by John Boyne (3 weeks) Narrative Short stories with flashbacks: Girls in the war, German in the wood (Literacy Shed) (3 weeks)

	<p><u>Read and Respond & Talk for Writing</u> – "Journey to the Sea"</p> <p><u>Talk for Writing</u> – "Eragon"</p> <p>**Poetry is taught across the year during reading carousel comprehension using the CGP Poetry books**</p> <p>**Other non-fiction units such as argument, formal and impersonal writing; leaflets are taught cross curricular**</p>	<p>comprehension using the CGP Poetry books**</p> <p>**Other non-fiction units such as argument, formal and impersonal writing; leaflets are taught cross curricular**</p>	<p><u>Read and Respond & Talk for Writing</u> – "Boy in the Striped Pyjamas"</p> <p>TRANSITION UNIT OF WORK Perfectly Norman by Tom Percival- Transition 2 weeks</p> <p>**Poetry is taught across the year during reading carousel comprehension using the CGP Poetry books**</p> <p>**Other non-fiction units such as argument, formal and impersonal writing; leaflets are taught cross curricular**</p>
<p>Maths – Y6</p>	<p><u>Number – Place Value</u> Read, write, order, compare and round numbers up to 10,000,000 and use negative numbers in context.</p> <p><u>Number – Four Calculations</u> Perform mental calculations and use written methods appropriately using numbers up to 4-digit numbers and decimals. Identify common factors, common multiples and prime numbers. Solve multi step problems for all calculations, deciding which operations to use and why. Use estimation to check answers.</p> <p><u>Fractions (including decimals and percentages)</u> Compare, order, add, subtract, multiply and divide and use common factors to simplify fractions.</p>	<p><u>Fractions (including decimals and percentages)</u> Associate a fraction with division and calculate decimal fraction equivalents.</p> <p><u>Measurement</u> Convert between different units of measurements. Solve problems involving the calculation and conversion of measures. Recognise that shapes with the same areas can have different perimeters and vice versa, Use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare the volume of cubes and cuboids.</p> <p><u>Statistics</u> Interpret and construct pie charts and line groups and use there to solve problems. Calculate and interpret the mean.</p> <p><u>Algebra</u></p>	<p><u>Geometry</u> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in irregular and regular polygons. Describe positions on the full coordinate grid and draw and translate simple shapes and reflect them in the axes.</p> <p><u>Ratio and Proportion</u> Solve simple ratio and proportion problems (involving multiplication, division, percentages, fractions and multiples).</p> <p><u>GAP FILLING</u></p>

		Use simple formula, find pairs of numbers that satisfy an equation with two unknowns. Generate and describe linear number sequences. Enumerate possibilities of combinations of two variables.	
Science – Y6	Autumn 1 - Living Things and their Habitats Classification and micro-organisms Autumn 2 – Animals inc Humans - Heart, organs, human circulatory and respiratory system – link to Wolves DRS ABC workshop in summer term	Spring 1 – Light - How we see (including colours), light waves, reflection our eyes. Spring 2 – Electricity – Voltage, electrical components and circuit diagrams.	Summer 1 – Evolution and Inheritance – Fossils plant and animal adaptations and offspring variations. Summer 2 – Animals inc Humans Diet, exercise, sun and drugs – effects on the human body.
History – Y6	ANCIENT HISTORY Mayans – Autumn 1 How can we find out about the Mayan civilisation? Aztecs – Autumn 2	BRITISH HISTORY Tudor Exploration What were the effects of Tudor exploration?	LOCAL HISTORY Eastfield and Wolverhampton during WW2 1939-1945 What was it like for children in the 2 nd world war (in Wolverhampton and the wider area)? Link to Towers
Geography – Y6	Tocuaro – Mexico A region in South America Physical / Human features – land use (settlements, volcanoes) Hemisphere /longitude and latitude / equator LOCATIONAL / PLACE KNOWLEDGE, PHYSICAL / HUMAN GEOGRAPHY	Weather around the world Locations around the world and their weather patterns (link to Drake’s journey) Continent of Africa Climatic Zones – Global climate change Fieldwork – measuring rainfall in Wolverhampton LOCATIONAL / PLACE KNOWLEDGE, PHYSICAL GEOGRAPHY, SKILLS AND FIELDWORK	Contrasting Locality – Betwys Y Coed (link to Towers) How does a village compare to a city? UK Geography Physical / Human features Fieldwork day visit – carrying out surveys etc. Mountain environment – Snowdonia Map work LOCATIONAL / PLACE KNOWLEDGE, PHYSICAL GEOGRAPHY, SKILLS AND FIELDWORK
Computing – Y6	Artist – create a series of detailed images of Mayan artefacts Programming 1 – use Scratch to create a game that includes variables	Data handling – investigate ‘ideal’ working conditions in school by collecting and presenting a range of data Research & e-safety – create a stop motion written presentation about protecting yourself online	Programming 2 – learning to program with LEGO EV3 kits Film making – tell a story with dramatic editing and effects
Art and Design – Y6	Autumn 1: Sculpture – Wire and Modroc model (Aztec) Autumn 2: Collage – 3D Aztec Mosaic (Gaudi and Boris Anrep)	Spring 1: Drawing – Full body portraits (Leonardo Da Vinci) Spring 2: Painting – Acrylics (George Gower and Nicolas Hilliard.)	Summer 1: Theme – Perspective (Pencils) Summer 2: Printing – creating faces (Alexander Bogen)
DT – Y6	Autumn 1: Construction - Mayan Rope Bridge	Spring 1: Textiles – Tudor Cushion.	Summer 1: Mechanisms – Gears (WW2 Tank)

	Autumn 2 Food – Chilli Hot chocolate and chocolate brownie.	Spring 2: Food – Spicy chicken pasta	Summer 2: Electronics – Adding computer programming to make the tank move.
RE – Y6	Aut 1 - Christian Aid and Islamic Relief: Can they change the world? Aut 2 - Values: What matters most? (Christians and Humanists)	What will make Wolverhampton a more respectful community?	Sikhs in Wolverhampton: What can we learn? Gurus, worship, service and the Wonderful lord
PE – Y6	Games - Rugby Gymnastics -devise and record sequences, move in and out of balances, symmetrical body shapes, partner and group work, 1/4 turns and 3/4 turns, counterbalance, contrasts in movement/levels etc.	Games - Tennis Dance - Symmetrical and asymmetrical shapes, turns (vertical axis) counterbalance	Games - cricket Athletics - Track and field Sports day practise Swimming – Perform self-rescue and swim 25m.
PSHE / SEAL – Y6	New Beginnings / Getting On and Falling Out What's in the news? In the Media Information and the Media Stereotypes	Good to Be Me / Going for Goals SEAL Choices and Values Cyber bullying SRE – Puberty Wolverhampton Puberty pack. Lessons 1-4	Relationships / Changes SEAL SATs stress buster Drugs and Alcohol - Wolverhampton Scheme of work DRUGS Lesson one- 'Why do people ever take drugs? 'Why do people take drugs and what are the effects and risks?' Lesson two - 'What do YOU think?' 'To decide what risks there are in taking drugs and pass the information on to others.' Lesson three - 'Survival' 'To learn ways to cope and get out of a risky situation'. Resources @ (www.trustdecca.com) Moving On – Transition First Aid and CPR
Music – Y6	Charanga Music Happy To sing in unison and to sing backing vocals. https://www.wmsonline.org.uk/scheme/1312148-year-6/1313588-happy	Charanga Music A New Year Carol To record the performance and compare it to a previous performance. https://www.wmsonline.org.uk/scheme/1312148-year-6/1312156-a-new-year-carol	Charanga Music You've got a friend Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. https://www.wmsonline.org.uk/scheme/1312148-year-6/1314279-you-ve-got-a-friend
Languages – Y6	The verb- etre revision The verb – avoir revision	My bedroom Places in a town	French food and menus The past perfect tense

	Telling the time Daily routine Houses and rooms Comparatives and preferences Christmas	Directions Buying food Number 1-100 Easter	The simple future tense The french alphabet
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