

Eastfield Primary School Curriculum Overview

(Reviewed Summer 2016, Summer 2017, Summer 2018, Summer 2019, July 2020, July 2021, Nov 2021, July 2022, Nov 2022, July 2023, June 2024, June 2025)

Year Rec	Autumn Term	Spring Term	Summer Term
Communication and language FS Literacy (Reading And Writing)	<p>Rocket Phonics Phase 2</p> <p><u>CLL</u></p> <p>Small story groups</p> <p>How and why questions</p> <p>Prepositions</p> <p>Simple instructions e.g. Simon says.</p> <p>Listen to familiar stories</p> <p>Join in with repeated refrains</p> <p><u>Speaking</u></p> <p>Uses language they hear around them</p> <p>Retell a simple past event in correct order</p> <p>Explain what is happening</p> <p>Questions why things happen</p> <p>Asks who, what, when, how</p> <p>Beginning to use tenses</p> <p>Using and, because to link thoughts</p> <p><u>Reading</u></p> <p>Start to rhyme spoken words</p> <p>Sing the alphabet song saying each letter name</p> <p>Listen to songs, stories & rhymes</p> <p>Engage with books</p> <p>Recognise different sounds in the environment.</p> <p>Hear and say sounds in words</p> <p>Blends and segments orally</p> <p>Recognise taught letter sounds</p> <p>Read some phase 2 words</p> <p><u>Writing</u></p> <p>Give meanings to marks</p> <p>Make marks that look like letters</p> <p>Write own name with a capital letter</p> <p>Write recognisable letters</p> <p>Orally segment words into sounds to spell.</p> <p>Write some sounds in a sequence to spell simple words</p> <p>Attempt to write lists, labels & captions</p> <p>Kinetic Letters</p>	<p>Rocket Phonics Phase 3</p> <p><u>CLL</u></p> <p>Maintaining attention</p> <p>Understanding humour</p> <p>Able to follow a story</p> <p>Understands a range of vocab</p> <p>Responds in conversation or discussion</p> <p>Understands more complex sentences</p> <p>Understands Qs who, why, when, where and how.</p> <p><u>Speaking</u></p> <p>Participates in small group, class and one-to-one discussions</p> <p>Extend vocabulary by grouping and naming</p> <p>Use language in play situations</p> <p>Links statements</p> <p>Introduces a storyline or narrative into play.</p> <p><u>Reading</u></p> <p>Continue a rhyming string</p> <p>Recognise taught letter sounds.</p> <p>Blend sounds in simple words to read</p> <p>Read taught words</p> <p>Identify letters & numbers with similarities and differences e.g., b/d, m/n, i/j, v/w, s/2/5, p/q.</p> <p>Read captions & sentences</p> <p>Recognise words that rhyme.</p> <p>Sing the alphabet song saying each letter name.</p> <p><u>Writing</u></p> <p>Write recognisable letters with some correctly formed</p> <p>Spell simple words</p> <p>Write lists, labels, captions</p> <p>Write simple phrases & sentences</p> <p>Kinetic Letters</p> <p><u>Books about dinosaurs –</u></p> <p>Prehistoric Record Breakers, Dinosaur Egg, Bumpus Jumpus Dinosaurumpus, Harry and the Bucketful of Dinosaurs – Adrian</p>	<p>Rocket Phonics Phase 4</p> <p><u>CLL</u></p> <p>Listens attentively</p> <p>Responds to what they hear with relevant questions, comments and actions</p> <p>Asks questions</p> <p>Holds conversation exchanges with their teacher and peers</p> <p><u>Speaking</u></p> <p>Offers own ideas in small group, class and one-to-one discussions</p> <p>Explains why things might happen</p> <p>Uses vocabulary from stories, non-fiction, rhymes and poems</p> <p>Express ideas / feelings about experiences using full sentences</p> <p>Use past, present and future tenses</p> <p>Use conjunctions, with support from the teacher</p> <p><u>Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words by sound-blending.</p> <p>Read simple sentences</p> <p>Read books consistent with their phonic knowledge</p> <p>Read some common exception words.</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Write simple sentences that can be read by others</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Kinetic Letters</p> <p><u>Books about plants and animals –</u></p> <p><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</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>Stories</u> – Traditional tales "The Little Red Hen"</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>Reynolds, The Dinosaur who Lost His Roar, Stomp Chomp Big Roar Here Come The Dinosaurs!</p> <p><u>Stories</u> – Alphablocks and Number Blocks books – In a pit, It's a din, Pop pop pop! We're going on a Bear Hunt. Allan Ahlberg and Mick Inkpen stories, "Goldilocks and the Three Bears"</p>	<p>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 and the Beanstalk</u></p> <p>TRANSITION UNIT OF WORK</p>
Mathematics FS	<p>Identify when a set can be subitised and when counting is needed.</p> <p>Subitise different arrangements, both unstructured and structured.</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</p> <p>Spot smaller numbers 'hiding' inside larger numbers.</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p> <p>Hear and join in with the counting sequence.</p>	<p>Continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals.</p> <p>Begin to identify missing parts for numbers within 5.</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns.</p> <p>Focus on equal and unequal groups when comparing numbers.</p> <p>Understand that two equal groups can be called a 'double' and connect this to finger patterns.</p> <p>Sort odd and even numbers according to their shapes.</p> <p>Continue to develop their understanding of the counting sequence and link cardinality and</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p>Explore a range of representations of numbers, including the 10-frame and see how doubles can be arranged in a 10-frame.</p> <p>Compare quantities and numbers, including sets of objects which have different attributes.</p> <p>Continue to develop a sense of magnitude, for example knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p>Continue to identify when sets can be subitised and when counting is necessary.</p>

	<p>Understand that each number is made of one more than the previous number.</p> <p>Develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting; each thing must be counted once and once only in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.</p> <p>Compare sets of objects by matching.</p> <p>Begin to develop the language of 'whole' when talking about objects that have parts.</p> <p>Recognise and name simple 2D shapes and recognise how many sides they have.</p>	<p>ordinality through the 'staircase' pattern.</p> <p>Order number and play track games.</p> <p>Join in with verbal counts beyond 20, hearing the repeated.</p> <p>Have an understanding of mass and length.</p>	<p>Develop conceptual subitising skills including when using a rekenrek.</p> <p>Have an understanding of capacity and time.</p>
<p>Understanding the world - FS</p> <p>Science</p> <p>Geography</p> <p>History</p> <p>R.E</p> <p>Computing</p>	<p>Kapow History Curriculum – Peek into the Past / Adventures through time</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>Kapow History Curriculum – Peek into the Past / Adventures through time</p> <p>Describe changes over time and how they will continue to change e.g. from a baby, toddler, child, teenager, adult, elderly etc.</p> <p>Begin to make a life timeline.</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>Kapow History Curriculum – Peek into the Past / Adventures through time</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 – sort photographs from the past and present. Compare photos and spot the difference.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare modes of transport from the past with the present.</p>

	<p>Talk about significant events in their own experience</p> <p>Say how they are unique – recognise special achievements.</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>Wolverhampton SACRE syllabus RE Unit – Who celebrates what? How and where? Celebrations in Wolverhampton – Harvest, Diwali, Christmas Visit to church for harvest, Christmas – St Matthews RE Unit 1.1 – Lesson 7 – Find out about weddings RE Unit 1.1 – Lesson 8 – Finding out about Diwali</p> <p>'Teach Computing' Curriculum 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>Talk about past and present events in their own life and the lives of family members – begin to understand the concept of 'generations' and a family tree.</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>Wolverhampton SACRE syllabus 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 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>'Teach Computing' Curriculum 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>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. Discuss how the environment changes as time passes.</p> <p>Understand changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Wolverhampton SACRE syllabus RE Unit 1.1 – Lesson 3 – Finding out about religious artefacts and what happens in holy buildings 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>'Teach Computing' Curriculum 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>
Physical Development FS P.E	<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>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>Hold a pencil effectively in preparation for fluent writing – using the tripod grip</p> <p>Kinetic Letters</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</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>Learn animal positions from Kinetic Letters (lizard, meerkat, penguin, gorilla and lion.)</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>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>Hold animal positions from Kinetic Letters for at least 5 seconds (lizard, meerkat, penguin, gorilla and lion.)</p> <p>Balance on different areas of the climbing frame showing strength, balance and coordination</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>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>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>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>Charanga Music</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>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>Charanga Music</p> <p>Big bear funk Playing instruments within the song Make music and</p>

	<p>Charanga Music</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 Christmas cards</p>	<p>Easter songs. Mother's day cards / Easter cards</p>	<p>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 Father's Day cards</p>
<p>Personal Social Emotional Development - FS</p> <p>PSHE / Zones of Regulation</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>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>My Body – Body parts and keeping clean</p> <p>Tries new activities</p> <p>Show independence, resilience and perseverance</p> <p>Understand and follow the school's routines and rules with fewer reminders and redirections</p> <p>'Square breathing' strategy to self-regulate behaviour (Zones of Regulation)</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>Changes Animals and Us Environment</p> <p>Confident to try new activities</p> <p>Show independence, resilience and perseverance in the face of challenge</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>
Year 1	Autumn Term	Spring Term	Summer Term
English - Y1	<p>Labels, Lists, Captions and sentences - 2 weeks</p> <p>Narrative- Familiar settings- Shark in a Park 2 weeks</p> <p>Non-fiction- non-chronological report (Houses)- 2 weeks</p>	<p>Narrative- Fantasy and Talk for Writing 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- Other cultures and Talk for Writing – We're Going on a Lion Hunt - 2 weeks</p> <p>Leaflets- Christopher Columbus / Animals - 2 weeks</p> <p>Narrative- <u>Read and respond</u>- The Lighthouse Keepers lunch - 2 weeks</p>

	<p>Narrative- Traditional tales and Talk for Writing (3 little pigs)- 2 weeks</p> <p>Non-fiction- Instructions – How to catch an Elf - 2 weeks</p> <p>Recounts- Kingswood - 1 week</p> <p>Poetry- Repetition and Rhyme- 1 week</p> <p><u>Read and respond</u>- Rosie's Walk</p> <p>Kinetic Letters</p> <p>End of day stories: Rosie's Walk</p>	<p>Narrative- Toys in Space - 2 weeks</p> <p>Non-fiction- Nick Butterworth information- 1 week</p> <p>Non-fiction- Toys information- 1 week</p> <p>Recount- Wildside Trip – 1 week</p> <p>Narrative- <u>Read and respond</u>- Alien's love Underpants – 2 weeks</p> <p>Kinetic Letters</p> <p>End of day stories: Nick Butterworth books</p>	<p>Recount- Trip to Weston /Postcards- at the beach ** beach visit** - 1 week</p> <p>Instructions (DT – wheels and axles) - 1 week</p> <p>Narrative- Grandad's Island - 2 weeks</p> <p>Kinetic Letters</p> <p>TRANSITION UNIT OF WORK</p> <p>End of day stories: The Lighthouse Keepers lunch, "Anancy and Mr Dry Bone"</p>
Maths – Y1	<ul style="list-style-type: none"> - Counting, recognising and comparing numbers 0 – 10 - Counting to and from 20 - Counting in ten – decade numbers. - Pattern in counting from 20 to 100 - Comparing Quantities – part whole relationships - Composition of numbers 0 – 5 - Recognise, compose, decompose and manipulate 2D and 3D shapes 	<ul style="list-style-type: none"> - Numbers 0 – 20 in different contexts - Composition of numbers 6 – 10 - Additive Structures: addition - Additive Structures: addition and subtraction - Addition and Subtraction: facts within 10 - Composition of numbers 11 – 19. 	<ul style="list-style-type: none"> - Unitising and coin recognition – counting in 2s, 5s and 10s - Solving problems in a range of contexts - Position and direction including fractions of turns - Time – sequencing events and telling the time to the hour and half an hour.
Science – Y1	<p>Autumn 1 – Seasonal Changes – Autumn & Winter</p> <p>Everyday Materials – Name and group materials by their properties</p> <p>Autumn 2 – Seasonal Changes – Autumn & Winter</p> <p>Forces – compare movements – slow, fast, turn, push, pull</p>	<p>Spring 1 – Seasonal Changes – Winter</p> <p>Animals including Humans</p> <p>Group animals – Carnivores, herbivores and omnivores</p> <p>Spring 2 – Seasonal Changes</p> <p>Spring</p> <p>Animals including Humans</p>	<p>Summer 1 – Seasonal Changes – Spring</p> <p>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>

	Type of movements – wind, water, springs	Group animals – Carnivores, herbivores and omnivores	Summer 2 – Seasonal Changes – Summer Light and Sound – link to senses–hear sound–distance. See – light and dark.
History – Y1	Kapow Primary Curriculum How am I making history? Beginning to look at a simple timeline extending back to before they were born.	Kapow Primary Curriculum How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions.	Kapow Primary Curriculum How have explorers changed the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. Famous Explorers in the past – Christopher Columbus.
Geography – Y1	Kapow Primary Curriculum What is it like here? Physical and human features in the local area.	Kapow Primary Curriculum What is the weather like in the UK? Looking at maps to find countries of the UK, continents and capital cities. Looking at weather changes linked to seasons.	Kapow Primary Curriculum What is it like to live by the coast? Seas and oceans of the UK, features of a coast and how we can use the coast.
Computing- Y1	'Teach Computing' Curriculum Computing systems and networks – technology around us <i>developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.</i> Creating media – digital painting <i>create their own paintings, while getting inspiration from a range of other artists.</i>	'Teach Computing' Curriculum Programming A – moving a robot <i>introduction of algorithms.</i> Data and information – grouping data <i>pupils will use their ability to sort objects into different groups to answer questions about data.</i>	'Teach Computing' Curriculum Creating media – digital writing <i>Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing.</i> Programming B – programming animations <i>introduces learners to on-screen programming through ScratchJr.</i>
Art and Design – Y1	Painting – Primary and Secondary Colours (Mondrian)	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	Textiles – Row of houses collage	Food – Smoothie, fruit kebab and sandwich for Teddy Bear picnic.	Mechanism – Wheel and Axels (Beach Buggy)
RE – Y1	Wolverhampton SACRE syllabus How can we find out about Christians today in Wolverhampton?	Wolverhampton SACRE syllabus What can we learn about prayer from stories about Jesus? Beginning to learn about Christianity	Wolverhampton SACRE syllabus Summer 1. Beginning to learn about the Sikhs Summer 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 Gymnastics – levels, balancing, travelling, using apparatus, direction, jump, linking movements	Games – Sending and receiving with hand and bat small-sided games. Dodgeball – throwing and catching	Games – Small sided striking and fielding games Athletics – Sports day practise Track and field
PSHE – Y1	Autumn 1 SRE – Growing Up – keeping clean and healthy Families and relationships. Autumn 2 Health and Wellbeing I wish I could ... Anger Toolkit – Five Finger Breathing	Spring 1 Road Safety (Kerb Craft) Spring 2 – Citizenship Taking care of our possessions	Summer 1 Health and Wellbeing Oral Hygiene – Having healthy teeth Summer 2 Keeping safe Transition – Looking forward to Y2
Zones of Regulation for Wellbeing – Y1	Autumn 1 Concept 1 – What is regulation? **Concept 2 – Introducing zones and emotions Autumn 2 Concept 3 – All zones are ok **Concept 4 – My signal, my body Revisit Concept 2	Spring 1 **Concept 5 – Pause, body, zone Revisit Concept 4 **Concept 6 – Situations that trigger Spring 2 Concept 7 – Tools to regulate **Concept 8 – My Sparks, My tools Revisit Concept 6	Summer 1 Concept 9 – Stop, opt, go Summer 2 **Concept 10 – My pathway Revisit Concept 8
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-1/1314285-your-imagination
Year 2	Autumn Term	Spring Term	Summer Term
English – Y2	Narrative /Talk for Writing – The Smartest Giant in Town– 2 weeks	Narrative– Traditional Tales– The Enormous Turnip (Talk for Writing) – 2 weeks	Narrative– Mr Men (Retell and 5-part story) – 2 weeks

	<p>Narrative / Talk for Writing - Room on the Broom- 2 weeks</p> <p>Non-fiction- Instructions (witch puppet) - 2 weeks</p> <p>Non-chronological reports- Butterflies - 2 weeks</p> <p>Poetry- Bonfire Night- 1 week</p> <p>Non-fiction - Recount of visit to Butterfly Farm - 1 week</p> <p>Narrative - The Polar Express- 3 weeks</p> <p><u>Read and Respond and Talk for Writing</u> "Room on the Broom"</p> <p>End of day stories: Julia Donaldson books – Stickman, The Gruffalo, What the Ladybird heard</p> <p>Kinetic Letters</p>	<p>Non-fiction - Recount Kingswood- 1 weeks</p> <p>Poetry- Fire 3 lessons</p> <p>Narrative- "A squash and a Squeeze" or "The Snail and the Whale" – 1 -2 weeks</p> <p>Narrative- Extended Story - The Owl who was afraid of the dark- 3 weeks</p> <p>Non-fiction- non-chronological report Amelia Earhart - 2 weeks</p> <p>Non-fiction Explanations Life cycle of a moth- 2 weeks</p> <p><u>Read and Respond-</u> Owl Babies</p> <p>End of day stories: Owl Babies, "The Tunnel" by Anthony Browne</p> <p>Kinetic Letters</p>	<p>Narrative- The Smeds and the Smoos. 1 week</p> <p>Leaflets- Monarchs - 2 weeks</p> <p>Non-chronological report- William the Conqueror - 2 weeks</p> <p>Narrative – Dirty Bertie "Burp" - 2 weeks</p> <p>Narrative- Extended Story – Winnie the Witch - 3 weeks</p> <p>Poetry Transition All about me- 1 week</p> <p><u>Read and Respond-</u> Winnie the Witch</p> <p>TRANSITION UNIT OF WORK</p> <p>End of day stories: Mr Men books, Dirty Bertie stories.</p> <p>Kinetic Letters</p>
Maths – Y2	<ul style="list-style-type: none"> - Composition of multiples to 10 - Counting and representing the numbers 20 – 99. - Comparing, ordering and partitioning 2 – digit numbers. - Secure fluency of addition and subtraction facts within 10. - Calculating within 20. - Adding and subtracting ones and tens to and from 2 – digit numbers. - Grouping objects in different ways and relating to multiplication. 	<ul style="list-style-type: none"> - Representing counting in 5s as the 5 times tables and link to the 10 times tables - Multiplying by 2, doubling and halving (factors and products). - Introduction to division structures. - Shape: discuss and compare 2D and 3D shapes. - Addition and subtraction of two 2-digit numbers. - Money: recognise and use the £ and p symbols. - Fractions: identify equal parts and be familiar with halves, thirds and quarters. 	<ul style="list-style-type: none"> - Time: write and tell the time to five minutes. - Position and direction - Doubling, halving, quotative and partitive division. - Sense of measure – capacity, volume and mass.

	<ul style="list-style-type: none"> - Representing counting in 2s and 10s as the 10 times tables. 		
Science – Y2	<p>Autumn 1 – Animals Inc. Humans – Basic needs for survival food water, air. Exercise, types of food and hygiene.</p> <p>Autumn 2 Electricity – appliances that require electricity mains/battery to give light/heat/sound/movement.</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>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</p>	<p>Summer 1 – Plants – Seeds and bulbs grown into mature plants. Requirements to grow water, light and temp.</p> <p>Summer 2 – Everyday Materials – explore how solid materials change shape when force is applied to it (squash, bend, twist, stretch)</p>
History – Y2	<p>Kapow Primary Curriculum How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences.</p>	<p>Kapow Primary Curriculum How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	<p>Kapow Primary Curriculum What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule.</p>
Geography – Y2	<p>Kapow Primary Curriculum Would you prefer to live in a hot or cold place? Looking at continents, cold places and the equator. Discussing which we prefer and weather conditions.</p>	<p>Kapow Primary Curriculum What is it like to live in Shanghai? Finding China on a map, the physical and human features and how it compares to the UK.</p>	<p>Kapow Primary Curriculum Why is our world wonderful? Amazing features and landmarks in the UK.</p>
Computing – Y2	<p>‘Teach Computing’ Curriculum Computing systems and networks – IT around us <i>Learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</i></p> <p>Creating media – digital photography</p>	<p>‘Teach Computing’ Curriculum Programming A – robot algorithms <i>Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming.</i></p> <p>Data and information – pictograms <i>Learners will begin to understand what data means and how this</i></p>	<p>‘Teach Computing’ Curriculum Creating media – digital music <i>They will make patterns and use those patterns to make music with both percussion instruments and digital tools.</i></p> <p>Programming B – programming quizzes <i>They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code.</i></p>

	<i>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.</i>	<i>can be collected in the form of a tally chart. Presenting date in pictograms and block diagrams.</i>	
Art and Design – Y2	Autumn 1: Drawing – Shapes (Picasso) Autumn 2: Printing – Shapes (Owen Jones)	Spring: Collage – 3D Diorama (Joseph Cornell and David Mach)	Summer 1: Sculpture – Ephemeral (Claes Oldenburg and Andy Goldsworthy) Summer 2: Painting – Contrasting Colours (Van Gough)
DT – Y2	Food – Muffins	Construction – Balsa wood Houses Mechanism – Lever (Fire Engine)	Textiles – Hand puppets
RE – Y2	Wolverhampton SACRE syllabus Autumn 1 – Holy Places: places of Worship Autumn 2 – Bible Stories about Moses	Wolverhampton SACRE syllabus Questions that puzzle us	Wolverhampton SACRE syllabus 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, jumping, select link and perform gestures. Gymnastics – changing levels, matching a partner, using apparatus, balance, pathways, jump for height, hang, combine movements individually and with a partner.	Games – Small sided net games – tennis type games Small sided volleyball style game Dodgeball – dodging skills.	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
PSHE – Y2	Autumn 1 Family and Relationships Autumn 2 Health and Wellbeing – think positive Anger Toolkit – Star Breathing	Spring 1 Making Choices – link to values and democracy Spring 2 Health and Wellbeing SRE – Keeping our Bodies safe and clean, sleep hygiene, exercise and growth mindsets.	Summer 1 Economic Well being Money, banks accounts and jobs Summer 2 Health and Wellbeing Medicine and HOUSEHOLD PRODUCTS <i>Wolverhampton Scheme of work</i> '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.' SAFE AND UNSAFE DRINKS

			<p>'Who's your friend?' 'To see how being mean can affect other people.'</p> <p>Big Drinks Quiz - 'To know what alcohol is and what it can do to you.'</p> <p>What is a friend? - 'To understand what a friend should be and act like.'</p>
Zones of Regulation for Wellbeing – Y2	<p>Autumn 1 Concept 1 – What is regulation?</p> <p>**Concept 2 – Introducing zones and emotions</p> <p>Autumn 2 Concept 3 – All zones are ok</p> <p>**Concept 4 – My signal, my body Revisit Concept 2</p>	<p>Spring 1 **Concept 5 – Pause, body, zone Revisit Concept 4</p> <p>**Concept 6 – Situations that trigger</p> <p>Spring 2 Concept 7 – Tools to regulate</p> <p>**Concept 8 – My Sparks, My tools Revisit Concept 6</p>	<p>Summer 1 Concept 9 – Stop, opt, go</p> <p>Summer 2 **Concept 10 – My pathway Revisit Concept 8</p>
Music – Y2	<p>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</p>	<p>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</p>	<p>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</p>
Year 3	Autumn Term	Spring Term	Summer Term
English – Y3	<p>Narrative Unit: Stories with historical settings – Stone Age Boy (3 weeks)</p> <p>Non-Fiction Unit: Newspaper Report – Missing Caveman (2 weeks)</p> <p>Poetry Unit: Performance Poetry – On the grassy hill (2 weeks)</p> <p>Non-Fiction Unit: Non-Chronological report – Arctic and Antarctic Animals (2 weeks)</p>	<p>Narrative Unit: Stories with historical settings – Captive Celts (3 weeks)</p> <p>Non-Fiction Unit: Instructions (linked to DT) (2 weeks) or Narrative Unit: The Magic Finger (3 weeks). DT Unit can be moved to Autumn to link to making bagels if more appropriate.</p> <p>Playscript – Fantastic Mr. Fox (3 weeks)</p> <p>Non-Fiction Unit: Non-chronological report – Horrible</p>	<p>Narrative Unit: Extended Stories – Horrid Henry (3 weeks)</p> <p>Non-Fiction Unit: Persuasive writing – Eastfield Primary school prospectus (3 weeks)</p> <p>Narrative Unit: Extended Stories – George's Marvellous Medicine (3 weeks)</p> <p>Poetry Unit: Riddles – Roald Dahl Riddles (1 week)</p> <p>Non-Fiction Unit: Diary (1 week)</p> <p>Narrative Unit: The Pebble in my Pocket (linked to science) (2 weeks)</p>

	<p>Narrative Unit: Extended Stories – The Snowman by Raymond Briggs and The Snowman by Michael Morpurgo (4 weeks)</p> <p><u>Read and Respond /End of Day story</u> "Stig of the Dump"</p>	<p>Histories – Rotten Romans (3 weeks)</p> <p>Poetry Unit: Calligrams / Shape Poems (1 week)</p> <p><u>Read and Respond & Talk for Writing</u> "The Magic Finger"</p> <p>End of day stories: Roald Dahl stories i.e. The Enormous Crocodile by Roald Dahl</p>	<p>Poetry Unit: Transition and feelings about Year 4. (1 week)</p> <p><u>Read and Respond & Talk for Writing</u> "George's Marvellous Medicine"</p> <p>TRANSITION UNIT OF WORK</p> <p>End of day stories: Roald Dahl stories</p>
Maths – Y3	<ul style="list-style-type: none"> - Review strategies for adding and subtracting across 10. - Securing place value to 100 and applying to addition and subtraction. - Bridging 100: counting on and back in 10s, addition / subtracting multiples of 10. - Measuring lengths and recording in tables. - Representing 3-digit numbers, comparing and position on number lines. - Measures: mass and capacity. 	<ul style="list-style-type: none"> - Right angles. - Information and mental strategies for adding and subtracting two 3-digit numbers. - Understand additive relationships and apply them to rearrange equations. - Column addition. - 2,4- and 8-times tables: using - times tables to solve problems. - Column subtraction. 	<ul style="list-style-type: none"> - Unit fractions as part of a whole. - Identify parts and wholes in different contexts. - Compare and order unit fractions. - Calculate the value of a part (fractions as operators). - Non – unit fractions. - Composition of non – unit fractions: addition and subtraction. - Parallel and perpendicular sides in polygons (and perimeter). - Tell the time to the nearest minutes and compare units of time.
Science – Y3	<p>Autumn 1 – Forces and Magnets – poles/attract/repel/movement on a range of surfaces</p> <p>Autumn 2 – Animals Inc. Humans – Nutrition and a balanced diet. Water, nutrients and oxygen transported in humans and animals.</p>	<p>Spring 1 – Function of basic parts of flowering plant. Requirements for life & growth. Water transport in plants. Life cycle of flowering plants.</p> <p>Spring 2 – Light Light needed to produce shadow. Formation of shadows – dangers of light rays from the sun.</p>	<p>Summer 1 – Rocks – types of rocks and formation of soils</p> <p>Summer 2 – Animals inc Humans – The skeleton and muscular system</p>

History – Y3	<p>Kapow Primary Curriculum Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p>	<p>Kapow Primary Curriculum Why did the Romans settle in Britain? Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p>	<p>Summer 1 – Local History Focus – Eastfield Kapow Primary Curriculum How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>
Geography – Y3	<p>Kapow Primary Curriculum Cold Places/Cold Environments Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p>	<p>Kapow Primary Curriculum Are all settlements the same? Link to Romans theme. Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make comparisons with New Delhi.</p>	<p>Kapow Primary Curriculum Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>
Computing – Y3	<p>'Teach Computing' Curriculum Computing systems and networks – Connecting computers <i>Learners to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.</i></p> <p>Creating media – stop frame animation <i>Learners will use a range of techniques to create a stop-frame animation.</i></p>	<p>'Teach Computing' Curriculum Programming A – sequencing sounds <i>explores the concept of sequencing in programming through Scratch. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</i></p> <p>Data and information – branching databases <i>Learners will develop their understanding of what a branching database is and how to create one.</i></p>	<p>'Teach Computing' Curriculum Creating media – desktop publishing <i>They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.</i></p> <p>Programming B – Events and actions in programs <i>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. learners designing and coding their own maze tracing program.</i></p>
Art and Design – Y3	<p>Autumn 1: Theme – Cave Paintings (Charcoal) Autumn 2: Drawing – Sketching (Rembrandt)</p>	<p>Spring: Collage – Tessellate shapes (Roman Mosaics)</p>	<p>Summer 1: Painting – Tints and Tones (Paul Cezanne) Summer 2: Sculpture – Styrofoam (Anthony Twentyman)</p>
DT – Y3	<p>Food – Bagels</p>	<p>Construction – Roman Aqueduct</p>	<p>Mechanism – Lever (Roman Catapult)</p>
RE – Y3	<p>Wolverhampton SACRE syllabus</p>	<p>Wolverhampton SACRE syllabus</p>	<p>Wolverhampton SACRE syllabus</p>

	Autumn 1 – What is it like to be a Hindu? Autumn 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 Gymnastics – point balances, spin, tuck, star and pin shapes, turns (vertical axis) jump for length/over a partner, using apparatus.	Games – Short tennis Dodgeball – blocking skills	Games – kwick cricket / small cricket type games Athletics – Sports day practise Basic orienteering and team building – trails, simple map/treasure hunt
PSHE – Y3	Autumn 1 Friends and families – Communication, trust, differences. Autumn 2 Health and Wellbeing Building Healthy Bodies / Eating Well Building Healthy Bodies / Keeping Fit – obesity prevention	Spring 1 Citizenship Rights and Responsibilities Recycling Charities Local Democracy Spring 2 Economic Wellbeing Money, budget and jobs.	Summer 1 Safety Kind online, cyberbullying, fake emails. Anger Toolkit – Six Sides of Breathing Summer 2 Health and Wellbeing SMOKING Wolverhampton Scheme of Work 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)
Zones of Regulation for Wellbeing – Y3	Autumn 1 Concept 1 – What is regulation? **Concept 2 – Introducing zones and emotions Autumn 2 Concept 3 – All zones are ok **Concept 4 – My signal, my body Revisit Concept 2	Spring 1 **Concept 5 – Pause, body, zone Revisit Concept 4 **Concept 6 – Situations that trigger Spring 2 Concept 7 – Tools to regulate **Concept 8 – My Sparks, My tools Revisit Concept 6	Summer 1 Concept 9 – Stop, opt, go Summer 2 **Concept 10 – My pathway Revisit Concept 8

Music – Y3	<p>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</p>	<p>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</p>	<p>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</p>
Languages Y3	<p>ilanguages Scheme of Work Greetings Classroom instructions Animals Numbers and Plurals Connectives and simple sentences Gender Je suis Christmas</p>	<p>ilanguages Scheme of Work Word order of adjectives Age Definite and indefinite articles Easter</p>	<p>ilanguages Scheme of Work Je Voudrais Mais Aussi C'est Days of the week Revision and raps Paris</p>
Year 4	Autumn Term	Spring Term	Summer Term
English – Y4	<p>Narrative Stories from other cultures: Egyptian Cinderella (6 weeks)</p> <p>Non-fiction Recounts: Link to trip Newspapers – Journalistic writing – Howard Carter and discovery of Egyptian artefacts (2 weeks)</p> <p>Non-fiction Non-chronological report – Egypt or Rainforests (2 weeks)</p> <p>Narrative Stories set in imaginary worlds: How to Train your Dragon by Cressida Cowell (6 weeks)</p> <p><u>Read and Respond & Talk for Writing</u> – "The Iron Man"</p> <p>End of day stories: 'The Iron Man', 'Secrets of a Sun King' by Emma Carroll.</p>	<p>Non-fiction Explanation texts: "Wallace and Gromit Cracking Contraptions" (3 weeks)</p> <p>Narrative Stories with historical settings: Viking Tales by Terry Deary – "The battle for the Viking Gold". (3 weeks)</p> <p>Non-fiction Persuasive texts: Leaflets for DT project – Pulley (Egyptian pyramid lift) / Food – Vegetable Soup / science – habitats. (3 weeks)</p> <p>Poetry Exploring form – Viking Longship poem (3 weeks)</p> <p><u>Read and Respond & Talk for Writing</u> – "Bills new Frock"</p>	<p>Narrative "Charlotte's Web" by EB White (5 weeks)</p> <p>Non-fiction Information texts: Victorian Wolverhampton Science link – Electricity (3 weeks)</p> <p>Narrative Stories with issues and dilemmas: History Hackers – Victorian Venture (4 weeks)</p> <p>Poetry Creating images – Chimney Sweep poem (2 weeks)</p> <p><u>Read and Respond & Talk for Writing</u> – Hetty Feather</p> <p>TRANSITION UNIT OF WORK</p> <p>End of day stories: Hetty Feather, read a selection of playscripts – A Victorian School Day – Playscript</p>

		End of day stories: Viking Vik stories by Shoo Rayner. 'The Explorer' by Katherine Rundell	
Maths – Y4	<ul style="list-style-type: none"> - Review of column addition and subtraction (Roman Numerals) - Secure place values to 1000: apply addition and subtraction multiples of 100. - Calculation and conversion of measures. - Comparing, ordering and rounding 4– digit numbers. - Column addition and subtraction with 4– digit numbers. - Perimeter - Represent counting in 3s and 6s as the 3– and 6–times tables. - Relationship between the 3– and 6–times tables and tests of divisibility. - Represent counting in 9s as the 9 times tables. - Relationship between the 3– and 9–times tables. 	<ul style="list-style-type: none"> - 7 times tables: odd and even patterns, square numbers and tests of divisibility. - Understand and represent multiplicative structures. - Apply the distributive law to multiplication. - Understand what happens when a number is multiplied or divided by 10 and 100. - Coordinates. - Review of fractions. - Composition of fractions greater than ones. - Compare and order mixed numbers and position on a number line. - Addition and subtraction of fractions and mixed numbers (within a whole). 	<ul style="list-style-type: none"> - Convert improper fractions to mixed numbers and vice versa. - Efficient strategies for addition and subtracting mixed numbers (crossing a whole). - Symmetry in 2D shapes. - Time: convert between 12– and 24–hour clocks: analogue and digital - Division with remainders.
Science – Y4	<p>Autumn 1 – Animals Inc Humans – food chains predator, prey, producer</p> <p>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</p> <p>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</p> <p>Summer 2 – Electricity simple series circuits with pictures (not circuit diagrams).</p>

History – Y4	<p>Kapow Primary Curriculum What did the ancient Egyptians believe? Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings</p>	<p>Kapow Primary Curriculum Were the Vikings raiders, traders or settlers? Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>	<p>Summer 1 – Local History Focus – Victorian Wolverhampton Kapow Primary Curriculum How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>
Geography – Y4	<p>Kapow Primary Curriculum What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. Focus on the River Nile and its impact on people and environment.</p>	<p>Kapow Primary Curriculum Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p>Kapow Primary Curriculum Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p>
Computing – Y4	<p>'Teach Computing' Curriculum Computing systems and networks – The Internet <i>will be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. they will evaluate online content to decide how honest, reliable it is, and understand the consequences of false information.</i></p> <p>Creating media – Audio production <i>Learners will use Audacity to produce a podcast.</i></p>	<p>'Teach Computing' Curriculum Programming A – Repetition in shapes <i>repetition and loops within programming.</i></p> <p>Data and information – Data logging <i>Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will spend time using a computer to review and analyse data.</i></p>	<p>'Teach Computing' Curriculum Creating media – Photo editing <i>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused.</i></p> <p>Programming B – Repetition in games <i>This unit explores the concept of repetition in programming using the Scratch environment. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition.</i></p>
Art and Design – Y4	<p>Autumn 1: Printing – Block Printing (Julia Forsyth Berkley) Autumn 2: Painting – Watercolour (Monet)</p>	<p>Spring 1: Sculpture – Foil Figure (Antony Gormley) Spring 2: Drawing – Caricatures (John Op De Beekle)</p>	<p>Summer: Theme – Impressionism – Pastels (Edgar Degas)</p>

DT – Y4	Mechanism – Pulley (Egyptian pyramid lift)	Food – Viking Vegetable Soup	Textiles – Rag Rug
RE – Y4	Wolverhampton SACRE syllabus What is it like to be Jewish?	Wolverhampton SACRE syllabus Why do some people think Jesus is inspirational?	Wolverhampton SACRE syllabus Summer 1 – Why does the prophet matter to Muslims? Summer 2 – An enquiry into visiting places of worship
PE – Y4	Games – hockey Gymnastics – jumps and balances. Dance – starting positions, unison and cannon, partner work.	Games – badminton Dodgeball – attacking and defending skills	Games – Trigolf / cricket 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 – Y4	Autumn 1 Democracy Autumn 2 Living in a Diverse World Diversity and Community	Spring 1 Health and wellbeing Anger Toolkit – Lazy 8 Breathing SRE – Wolverhampton Puberty Pack Lessons 1-3 What is puberty? Puberty and Hygiene Spring 2 ALCOHOL Wolverhampton Scheme of work 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 – 'Survival' 'To know some skills to get out of a difficult or dodgy situation' Resources @ www.trustdecca.com	Summer 1 Relationships and Friendships Summer 2 Online Relationships – E-Safety
Zones of Regulation for Wellbeing – Y4	Autumn 1 Concept 1 – What is regulation? **Concept 2 – Introducing zones and emotions Autumn 2 Concept 3 – All zones are ok	Spring 1 **Concept 5 – Pause, body, zone Revisit Concept 4 **Concept 6 – Situations that trigger Spring 2 Concept 7 – Tools to regulate	Summer 1 Concept 9 – Stop, opt, go Summer 2 **Concept 10 – My pathway Revisit Concept 8

	**Concept 4 – My signal, my body Revisit Concept 2	**Concept 8 – My Sparks, My tools Revisit Concept 6	
Music – Y4	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	ilanguages Scheme of Work Classroom instructions Animals Parts of the body Colours Big and small Adjective agreement Christmas	ilanguages Scheme of Work The verb – avoir Months and dates Numbers 16-31 Personal descriptions Family April Fools Day	ilanguages Scheme of Work Clothes Food Food project Revision
Year 5	Autumn Term	Spring Term	Summer Term
English – Y5	Narrative Myths and Legends, link to Ancient Greece: Percy Jackson and the Lightning Thief (6 weeks) Narrative Stories from other cultures / Myths and Legends: Pandora's Box (4 weeks) Poetry Performance poetry: The Magic Box (2 weeks) Non-fiction Instructions: Link to DT projects (2 weeks)	Narrative Novels and stories by significant authors: Charles Dickens – Oliver Twist (4 weeks) Narrative Film: Oliver Twist (3 weeks) Non-fiction Recounts: The Battle of Hastings (4 weeks) Poetry Classic Narrative Poems The Highway Man (2 weeks) Read and Respond & Talk for Writing "The Highway Man"	Narrative Older literature: Robin Hood – The Outlaw by Michael Morpurgo (6 weeks) Narrative Dramatic Conventions: Play scripts linked to Robin Hood (3 weeks) Non-fiction Persuasive Writing: Would you like to live in the desert? (linked to geography) (3 weeks) Poetry Poetic Style: Talking Turkeys by Benjamin Zephaniah (2 weeks)

	<p><u>Read and Respond & Talk for Writing</u> "Percy Jackson and the Lightning Thief"</p> <p>End of day stories: Other myths and Legends e.g. "Theseus and the Minotaur"</p>	<p>End of day stories: Other poems and playscripts.</p>	<p><u>Read and Respond & Talk for Writing</u> "Street Child"</p> <p>TRANSITION UNIT OF WORK</p> <p>End of day stories: "Street Child"</p>
Maths – Y5	<ul style="list-style-type: none"> - Understand tenths as part of a whole, represent and calculate mentally. - Compose and calculate with decimals including column addition and subtraction. - Understand hundredths as parts of a whole and represent. - Use knowledge of decimals to solve problems in different contexts: lengths. - Money: apply efficient strategies when calculating with money. - Negative numbers - Multiplication by partitioning leading to short multiplication (2 by 1 digit). - Multiplication by partitioning leading to short multiplication (3 digit by 1- digit). 	<ul style="list-style-type: none"> - Division by partitioning leading to short division (2 and 3 – digits by 1- digit). - Understand the concept of area. - Link area of rectangles to multiplication. - Compare and describe measurement using knowledge of multiplication and division. - Calculating with decimal fractions. - Understand the concept of volume. 	<ul style="list-style-type: none"> - Multiply 3 or more (commutative and associate laws). - Understand and use the concept of factorisation (square and prime numbers). - Use common factors and multiples to solve calculations efficiently. - Multiply a proper fraction by a whole number. - Multiply improper fractions and mixed numbers by a whole number. - Find unit and non – unit fractions of whole numbers exploring parts and wholes. - Comparing fractions using equivalence and decimals. - Comparing units. - Angles: compare, name, estimate and measure.
Science – Y5	<p>Autumn 1- Properties of and changing materials – Reversible and irreversible changes, Dissolving., filtering and separating mixtures</p> <p>Autumn 2- conductivity of materials – thermal/electrical</p>	<p>Spring 1- Earth and Space – movement of Earth, moon and other planets. Night and Day phases of the moon.</p> <p>Spring 2- Forces – Gravity in relation to the phases of the moon. Friction, air resistance,</p>	<p>Summer 1 – Living things and their Habitats. (plants/human reproduction) Life cycles mammals, amphibians, birds and insects</p> <p>Summer 2- Animals inc Humans Puberty and stages of growth in humans.</p>

		machinery and movement, Isaac Newton, levers, gears and pulleys.	
History – Y5	<p>Kapow Primary Curriculum What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p>Kapow Primary Curriculum Transition unit Unheard histories: Who should feature on the £10.00 banknote? Historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance.</p>	<p>Summer 1 - Local History Focus – The Black Country Kapow Primary Curriculum What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>
Geography – Y5	<p>Kapow Primary Curriculum What is life like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.</p>	<p>Kapow Primary Curriculum Why do oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>	<p>Kapow Primary Curriculum Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p>
Computing – Y5	<p>'Teach Computing' Curriculum Computing systems and networks – systems and searching <i>Learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will also take part in a collaborative online project with other class members.</i></p> <p>Creating media – video production <i>This unit gives learners the opportunity to learn how to create short videos in groups.</i></p>	<p>'Teach Computing' Curriculum Programming A – selection in physical computing <i>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.</i></p> <p>Data and information – flat-file databases <i>Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems.</i></p>	<p>'Teach Computing' Curriculum Creating media – introduction to vector graphics <i>learners start to create vector drawings.</i></p> <p>Programming B – selection in quizzes <i>pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false using Scratch.</i></p>

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: Drawing – Black and White (Paul Bloomer)
DT – Y5	Mechanism – Linkages and Cams (Greek Myth)	Construction and Electronics – Portcullis and adding a motor and switch	Food – Cornish Lamb Pasty.
RE – Y5	Wolverhampton SACRE syllabus Recap (2 weeks) – When, how and why do Christians pray? Autumn 2 – What can we learn from religions about temptation?	Wolverhampton SACRE syllabus Keeping the 5 pillars of Islam	Wolverhampton SACRE syllabus Hindu, Sikh, Jewish and Islamic prayer: what difference does it make?
PE – Y5	Games – football attacking and defending. Dance – Mirroring, contrasting actions, partner and small group work. 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. Swimming – Water confidence and developing leg movements.	Games – Basketball Dodgeball – positioning skills and introduction of rules. Swimming – Water confidence and developing strokes.	Games – Rounders Outdoor Education – plan a route to controls, grid references, teamwork and trust games – link to core value of resilience. Swimming – Perform self-rescue and swim 25m.
PSHE – Y5	Autumn 1 Citizenship Children's Rights A Just and fair society Diversity and Community Autumn 2 Economic Wellbeing How money plays an important part in people's lives Developing an understanding of enterprise	Spring 1 Safety Tackling stereotypes, bullying and racism / cyber bullying Prejudice and Discrimination Spring 2 SMOKING / Vaping Drugs and Alcohol – Wolverhampton Scheme of work 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!'	Summer 1 What sort of future? Sustainable Development Summer 2 Health and Wellbeing SRE – Wolverhampton Puberty Pack Lessons 1-3 Hygiene and body parts (Keeping clean) Emotional Well-being Anger Toolkit – 'Find your Happy Place'

		'To practice ways of being assertive' Resources @ (www.trustdecca.com)	
Zones of Regulation for Wellbeing – Y5	Autumn 1 Concept 1 – What is regulation? **Concept 2 – Introducing zones and emotions Autumn 2 Concept 3 – All zones are ok **Concept 4 – My signal, my body Revisit Concept 2	Spring 1 **Concept 5 – Pause, body, zone Revisit Concept 4 **Concept 6 – Situations that trigger Spring 2 Concept 7 – Tools to regulate **Concept 8 – My Sparks, My tools Revisit Concept 6	Summer 1 Concept 9 – Stop, opt, go Summer 2 **Concept 10 – My pathway Revisit Concept 8
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 to 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	ilanguages Scheme of Work Classroom instructions Sport Revise 'avoir' Negative/adjectival agreement Masculine and feminine forms Weather Hobbies More pets Christmas	ilanguages Scheme of Work The verb – être Numbers 32-60 School subjects The verb – aller Transport Classroom items Mardi Gras	ilanguages Scheme of Work Revision West Africa project Possessive adjectives Prepositions
Year 6	Autumn Term	Spring Term	Summer Term
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)	Non-fiction Biography and Autobiography: Michael Morpurgo (5 weeks) Narrative Authors and texts: Michael Morpurgo (6 weeks) Read and Respond & Talk for Writing – "War Horse"	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)

	<p>Narrative Narrative revision: Journey to the river sea (7 weeks)</p> <p><u>Read and Respond & Talk for Writing</u> – "Journey to the Sea"</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>**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>Narrative Short stories with flashbacks: Girls in the war, German in the wood (Literacy Shed) (3 weeks)</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>
Maths – Y6	<ul style="list-style-type: none"> - Use knowledge of part whole structure to solve additive problems. - Use equivalence and compensation to simplify and solve addition calculations. - Use equivalence and compensation to simplify and solve subtraction problems. - Multiples of 1000. - Understand place value within numbers with up to 7 digits. - Order, compare and calculate with numbers up to 8 digits. - Rounding and solving problems with numbers up to 7 digits. - Draw, compose and decompose shapes. 	<ul style="list-style-type: none"> - Using equivalence to calculate. - Multiplying and dividing by 2 – digit numbers. - Area, perimeter, position and direction. - Addition and subtraction of fractions. - Comparing fractions. - Multiplication and division of fractions. - Understanding percentages. - Statistics 	<ul style="list-style-type: none"> - Calculating using knowledge of equivalence in addition and subtraction - Solving problems with 2 unknowns. - Order of operations. <p>SATs</p> <ul style="list-style-type: none"> - Ratio and proportion - Mean average.

Science – Y6	<p>Autumn 1 – Living Things and their Habitats Classification and micro-organisms</p> <p>Autumn 2 – Animals inc Humans – Heart, organs, human circulatory and respiratory system – link to Wolves DRS ABC workshop in summer term</p>	<p>Spring 1 – Light – How we see (including colours), light waves, reflection our eyes.</p> <p>Spring 2 – Electricity – Voltage, electrical components and circuit diagrams.</p>	<p>Summer 1 – Evolution and Inheritance – Fossils plant and animal adaptations and offspring variations.</p> <p>Summer 2 – Animals inc Humans Diet, exercise, sun and drugs – effects on the human body.</p>
History – Y6	<p>Kapow Primary Curriculum How did the Maya civilization compare to the Anglo-Saxons? Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p>	<p>Kapow Primary Curriculum What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	<p>Summer 1 – Local History Focus – World War 2 in Wolverhampton</p> <p>Kapow Primary Curriculum What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>
Geography – Y6	<p>Kapow Primary Curriculum Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>	<p>Kapow Primary Curriculum Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p>	<p>Kapow Primary Curriculum An independent fieldwork enquiry – carrying one out independently.</p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area.</p>
Computing – Y6	<p>'Teach Computing' Curriculum Computing systems and networks – Communication and collaboration <i>Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication.</i></p> <p>Creating media – web page creation <i>Learners identify what makes a good web page and use this information to design and evaluate their own website.</i></p>	<p>'Teach Computing' Curriculum Programming A – variables in games <i>Explores the concept of variables in programming through games in Scratch.</i></p> <p>Data and information – introduction to spreadsheets <i>This unit introduces the learners to spreadsheets.</i></p>	<p>'Teach Computing' Curriculum Creating media – 3D modelling <i>Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects.</i></p> <p>Programming B – sensing movement <i>brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables Y6 spring.</i></p>

Art and Design – Y6	Autumn: Sculpture – Wire and Modroc model (Aztec)	Spring: Painting – Acrylics (George Gower and Nicolas Hilliard)	Summer: Drawing (pencils) – Full body portraits (Leonardo Da Vinci)
DT – Y6	Food – Spicy chicken pasta	Textiles – Tudor pin Cushion.	Mechanisms – Gears (WW2 Tank) and Electronics – Adding computer programming to make the tank move.
RE – Y6	Wolverhampton SACRE syllabus Autumn 1 – Christian Aid and Islamic Relief: Can they change the world? Autumn 2 – Values: What matters most? (Christians and Humanists)	Wolverhampton SACRE syllabus What will make Wolverhampton a more respectful community?	Wolverhampton SACRE syllabus 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. Dance – Symmetrical and asymmetrical shapes, turns (vertical axis) counterbalance.	Games – Tennis Dodgeball – Discussion of tactics.	Games – Rounders Athletics – Track and field Sports day practise. Outdoor Education.
PSHE – Y6	Autumn 1 What's in the news? Fake News Information and the Media Deep fakes Autumn 2 Stereotypes	Spring 1 Relationships Choices and Values Cyber bullying Spring 2 Health and Wellbeing SRE – Puberty Wolverhampton Puberty pack. Lessons 1-4 First Aid and CPR First Aid Awareness via St. John's Ambulance – calling for help, burns and scolds, choking, head in injuries.	Summer 1 Health and Wellbeing SATs stress buster Anger Toolkit – 'Put it in your Pocket'. Summer 2 DRUGS Wolverhampton Scheme of work 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

Zones of Regulation for Wellbeing – Y6	<p>Autumn 1 Concept 1 – What is regulation?</p> <p>**Concept 2 – Introducing zones and emotions</p> <p>Autumn 2 Concept 3 – All zones are ok</p> <p>**Concept 4 – My signal, my body Revisit Concept 2</p>	<p>Spring 1 **Concept 5 – Pause, body, zone Revisit Concept 4</p> <p>**Concept 6 – Situations that trigger</p> <p>Spring 2 Concept 7 – Tools to regulate</p> <p>**Concept 8 – My Sparks, My tools Revisit Concept 6</p>	<p>Summer 1 Concept 9 – Stop, opt, go</p> <p>Summer 2 **Concept 10 – My pathway Revisit Concept 8</p>
Music – Y6	<p>Charanga Music Happy To sing in unison and to sing backing vocals. https://www.wmsonline.org.uk/scheme/1312148-year-6/1313588-happy</p>	<p>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</p>	<p>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</p>
Languages – Y6	<p>ilanguages Scheme of Work The verb- être revision The verb – avoir revision Telling the time Daily routine Houses and rooms Comparatives and preferences Christmas</p>	<p>ilanguages Scheme of Work My bedroom Places in a town Directions Buying food Number 1-100 Easter</p>	<p>ilanguages Scheme of Work French food and menus The past perfect tense The simple future tense The french alphabet</p>