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| **KS1 Curriculum Overview** | | | | | | | | | | | | |
|  | **Autumn A** | | **Spring A** | | **Summer A** | | **Autumn B** | | **Spring B** | | **Summer B** | |
| **Year 1 Class Text and VIPERS - Fiction** | **Traditional Tales (LRRH & The Enormous Turnip)**  Story – traditional fairy tale  **Lost and Found – Oliver Jeffers**  Story  **Jolly Postman – Allan Ahlberg**  Letter writing | | **The Way Back Home –Oliver Jeffers**  Story  **The Snail and the Whale – Julia Donaldson**  Story, postcard | | **When I’m at work – Firefighters**  Non-chronological report  **Poles Apart – Jeanne Willis**  Diary, Story  **The Egg – M.P. Robertson**  Story – fantasy worlds | | **Traditional Tales (LRRH & The Enormous Turnip)**  Short writing task (labels, lists, captions), Postcard, Story – traditional fairy tale  **Poles Apart – Jeanne Willis and Jarvis**  Non-chronological report | | **Hoorah for Mary Seacole – Trish Cooke and Anni Axworthy**  Non-chronological report, Story  **The Snail and the Whale – Julia Donaldson**  Poem, Newspaper report | | **The Egg – M.P. Robertson**  Story – fantasy worlds, Non-chronological report  **George and the Dragon – Christopher Wormell**  Diary | |
| **Year 2 Class Text and VIPERS - Fiction** | **The Smartest Giant in Town – Julia Donaldson**  Story  **Orion in the Dark – Emma Yarlett**  Recount  **Enormous Crocodile and Dirty Beasts – Roald Dahl**  Story – adventure, Poem | | **Christopher Columbus – Damien Harvey**  Non-chronological report, Letter  **Winter’s Child – Angela McAllister**  Setting description, story | | **Vlad and the Great Fire of London** - **Kate Cunningham**  Recount, Instructions  **TBC**  Story – setting description, Poem | | **Smartest Giant in Town – Julia Donaldson**  Story  **Orion in the Dark – Emma Yarlett**  Recount  **Storm Whale in Winter – B. Davies**  Postcard, Letter writing | | **Vlad and the Florence Nightingale Adventure – Sam Cunnnigham**  Non-chronological report, Story  **Enormous Crocodile and Dirty Beasts – Roald Dahl**  Diary, Poem | | **The King who banned the Dark – Emily Haworth-Booth**  Non-chronological report  **Grandad’s Island – Benji Davies**  Story – setting description, Poem | |
| **Class Text and VIPERS – Non-fiction** |  | | **Explorer text (Y2)** | | **Fire Engine – Annabelle Savery (Y1)**  **Great Fire of London – Liz Gogerly (Y2)** | |  | | **Brave Nurses: Mary Seacole and Edith Cavell – Charlotte Guillain (Y2)** | | **Castles text (Y1)**  **Castles text (Y2)** | |
| **Class Text and VIPERS - Poem** | **The Seed That Grew the Tree** | | **The Seed That Grew the Tree** | | **The Seed That Grew the Tree** | | **The Seed That Grew the Tree** | | **The Seed That Grew the Tree** | | **The Seed That Grew the Tree** | |
| **History** |  | Changes in Living Memory: Transport from present to 1940 |  | Explorers! 15th – 21st Century | Great Fire of London |  | Changes in Living Memory: Houses |  |  | Nurturing Nurses from 19th Century |  | Local Area Study: Terrific Tamworth from 1066 |
| **Geography** | Local Area Study: Tamworth (F) |  | Continents and Oceans |  |  | Seasonal and Daily Weather of the UK (F) |  | Countries and Capitals | Locating Hot and Cold Places |  | Area Study: Non-EU Country (Jamaica) |  |
| **Science** | Animals including Humans Y1 | Animals Including Humans Y2 | Materials  Y1 & 2 | Science Week | Living Things and their Habitats Y1 | Living Things and their Habitats Y2 | Seasonal Changes | Plants Y1 | Plants Y2 | Science Week | Materials  Y1 | Materials Y2 |
| **Computing** | We are Treasure Hunters | We are Collectors | We are Game Testers | We are Astronauts | We are Researchers | We are Chefs | We are Painters | We are Celebrating | We are Story Tellers | We are Photographers | We are Zoologists | We are Detectives |
| **Art** | Drawing – Still Life Plant Drawing  Georgia O Keeffe |  | Collage  Henri Matisse |  | Mono Printing  Andy Warhol |  | Painting  Monet |  | Drawing |  |  | 3D Sculpture  Henry Moore |
| **DT** |  | Mechanisms: Transport |  | Construction – Bridge |  | Cooking: Seasonal Produce |  | Textiles: Sewing |  | Construction: Paper | Cooking and Nutrition: Jamaican Food |  |
| **Music** | A1Y1 – Introducing Beat  A1Y2 – Exploring simple patterns  A2Y1 – Adding rhythm and pitch  A2Y2 – Focus on dynamics and tempo | | SP1Y1 – Introducing tempo and dynamics  SP1Y2 – Exploring feeling through music  SP2Y1 – Combining pulse rhythm and pitch  SP2Y2 – Inventing a musical story | |  | | A1Y1 – Introducing Beat  A1Y2 – Exploring simple patterns  A2Y1 – Adding rhythm and pitch  A2Y2 – Focus on dynamics and tempo | | SP1Y1 – Introducing tempo and dynamics  SP1Y2 – Exploring feeling through music  SP2Y1 – Combining pulse rhythm and pitch  SP2Y2 – Inventing a musical story | |  | |
| **PSHE** | Me and My School  Me and My Safety (Science link) | | Me in the World  Me and Other People | | Me and My Relationships  Happy and Healthy Me | | Me and My School  Me and My Safety (Science link) | | Me in the World  Me and Other People | | Me and My Relationships  Happy and Healthy Me | |
| **RE** | Making and Keeping Promises  The Birth of Jesus | | Love  New Life | | My Family  Nature | | Kindness  Gifts and Giving | | Ceremonies  Stories about Jesus | | My Home  Leaders | |
| **PE** | Fundamentals  Fitness | Team Building  Ball Skills | Gymnastics  Net and Wall | Dance  Sending and Receiving | Yoga  Football | Athletics  Cricket | Fundamentals  Circuits and Gym | Dance  Ball Skills | Gymnastics  Target Games | Team Building  Invasion | Team Games  Dodgeball | Athletics  Curling/Bowls |
| **School Value** | Sense of Belonging  Ambition | | Self-Respect  Curiosity | | Protecting the Environment  Health | | Sense of Belonging  Ambition | | Self-Respect  Curiosity | | Protecting the Environment  Health | |
| **LKS2 Curriculum Overview** | | | | | | | | | | | | |
|  | **Autumn A** | | **Spring A** | | **Summer A** | | **Autumn B** | | **Spring B** | | **Summer B** | |
| **Year 3 Class Text and VIPERS - Fiction** | **The Egyptian Cinderella – Shirley Climo**  Short story, Non-chronological report, Diary, Poetry (narrative)  **This Little Pebble – Anna Claybourne**  Explanation text, Poetry (Haiku) | | **The Magic Faraway Tree – Enid Blyton**  Setting description, Letter, Newspaper report, Poetry (learn by heart and perform a poem) | | **Gangsta Granny – David Walliams**  Adventure Story, Play script, Newspaper report, Poetry (shape poems and calligrams to inc similes) | | **Stone Age Boy – Satoshi Kitamura**  Story, Non-chronological report, Play script, Newspaper report, Poetry (type tbc) | | **Escape from Pompeii**  **Pompeii – Christina Balit**  Non-chronological report, Persuasive letter, Poetry (type tbc), Story | | **The Magic Faraway Tree – Enid Blyton**  Story set in imaginary world, Diary , Play script, Newspaper report, Poetry - learn by heart and perform a significant poem | |
| **Year 4 Class Text and VIPERS - Fiction** | **The Story of Tutankhamun – Patricia Cleveland-Peck**  Non-chronological report, Diary, Newspaper report  **Charlie and the Chocolate Factory – Roald Dahl**  Story, Persuasion text | | **How to Train your Dragon – Cressida Cowell**  Explanation text, Newspaper report, Adventure story, Poetry. | | **Harry Potter and the Philosopher’s Stone – J.K. Rowling**  Classic narrative, Letter, Diary, Poetry (tbc) | | **Charlie and the Chocolate Factory – Roald Dahl**  Newspaper, Diary, Persuasion text, Poetry (tbc), Story | | **Pompeii – Karen Ball**  Adventure story, Explanation text, Play script | | **Harry Potter and the Philosopher’s Stone – J.K. Rowling**  Classic narrative, Letter, Diary, Poetry (tbc) | |
| **VIPERS – Non-fiction** | **Mummies, Tombs and the Afterlife – Elspeth Graham (Y3)**  **I Wonder Why Pyramids Were Built? - Philip Steele (Y4)** | | **National Geographic Kids: Vikings – Libby Romero (Y3)**  **Viking Voyagers - Jack Tite (Y4)** | | **Kings and Queens of England and Scotland – Pamela Eagan (Y3)**  **Kings and Queens (History of Britain) - Ruth Brocklehurst (Y4)** | | **The History Detective Investigates - Stone Age to Iron Age – Claire Hibbot (Y3)**  **Changes in Britain from Stone Age to Iron Age – Claire Throp (Y4)** | | **Street Beneath My Feet – Charlotte Guillain (Y3)**  **So you think you’ve got it bad: A kid’s life in Ancient Rome – Chae Strathie (Y4)** | | **Ladybird Histories: Anglo-Saxons**  **(Y3)**  **Anglo-Saxons: Britain in the Past – Moira Butterfield (Y4)** | |
| **VIPERS - Poem** | **Mummy! - Twinkl poem (Y3)**  **King Tutankhamun Dead At 19 – Amy LV (Y4)** | | The Longboat’s story | |  | |  | |  | | **The Enchanted Wood – Enid Blyton** | |
| **History** | Ancient Egyptians |  | Vikings |  | Monarchy Through Time |  | Stone Age to Iron Age |  | Romans |  | Anglo Saxons + Scots |  |
| **Geography** |  | Counties and Cities of the UK (F) |  | Coasts |  | Climate Zones |  | Countries of Europe: Italy |  | Volcanoes and Earthquakes |  | Changes to settlements and use over time (F) |
| **Science** | Animals Including Humans (Y3) | Animals including Humans (Y4) | Electricity | Sound | States of Matter | Light | Plants | Forces and Magnets | Rocks |  | Living Things and their habitats |  |
| **Computing** | We are Programmers | We are Bug Fixers | We are Musicians | We are Toy Designers | We are Software Developers | We are Presenters | We are Meteorologists | We are co-authors | We are Vloggers | We are Communicators | We are HTML Editors | We are Opinion Pollsters |
| **Art** | Drawing Techniques: Picasso |  | Painting Techniques:  Van Gough |  | Printing Techniques |  | Drawing Techniques  Da Vinici |  | Collage Techniques |  | Sketching & Shading Photography Techniques |  |
| **DT** |  | Construction: Egyptian Masks using Modroc |  | Food and Nutrition: Making Bread |  | Textiles: Weaving |  | Food and Nutrition: Chocolate |  | Construction: Making a volcano from Paper Mache | Textiles: Beaux Tapestry |  |
| **Music** | Y4 Whole Class Violin  A1Y3 Charanga - Developing Notation Skills  A1Y4 Charanga –Interesting time signatures  A2Y3 Charanga – Enjoying Improvisation  A2Y4 – Combining elements to make music | | Y4 Whole Class Violin  SP1Y3 – Composing using your imagination  SP1Y4 – Developing pulse and groove through improvisation  SP2Y3 – Sharing musical experiences  SP2Y4 – Creating simple melodies together | | Whole Class Violin  S1 Y5 –  S1 Y6 -  S2 Y5 -  S2 Y6 - | | Whole class violin  Y4 Whole Class Violin  A1Y3 Charanga - Developing Notation Skills  A1Y4 Charanga –Interesting time signatures  A2Y3 Charanga – Enjoying Improvisation  A2Y4 – Combining elements to make music | | Whole class violin  Y4 Whole Class Violin  SP1Y3 – Composing using your imagination  SP1Y4 – Developing pulse and groove through improvisation  SP2Y3 – Sharing musical experiences  SP2Y4 – Creating simple melodies together | | Whole class violin  S1 Y5 –  S1 Y6 -  S2 Y5 -  S2 Y6 - | |
| **PSHE** | Me and My School  Me and My Safety (Science link) | | Me in the World  Me and Other People | | Me and My Relationships  Happy and Healthy Me | | Me and My School  Me and My Safety (Science link) | | Me in the World  Me and Other People | | Me and My Relationships  Happy and Healthy Me | |
| **RE** | Special Words  Journeys | | Traditions  Forgiveness | | Guidance  Suffering | | Hope  Light | | Commitment  Symbols, Actions and Gestures | | Environment  Our Community | |
| **PE** | Fundamentals  Fitness | Yoga  Ball Skills | Gymnastics  Cricket | Dance  Netball | Tennis  Rugby | Athletics  Rounders | Golf  Circuits | Dance  Football | Gymnastics  Basketball | Tennis  Dodgeball | OAA  Hockey | Athletics  Alternative Sports |
| **French** | Where is France?  Introduction to French phonics  Yr 3 Mastery conversation | | Introduction to food and cognates  Simple Opinions | | Transactional language linked to food.  Gender of nouns justification. | | Yr 4 Mastery Conversation  Numbers 1-31, months, birthdays, seasons, celebrations | | Clothes, colours  Describing personality  Adjective agreement | | Describing clothes and giving opinions about them.  Adjective agreement and position  School Uniform | |
| **School Value** | Sense of Belonging  Ambition | | Self-Respect and Responsibility  Curiosity and Broadmindedness | | Protecting the Environment  Health | | Sense of Belonging,  Ambition | | Self-Respect and Responsibility  Curiosity and Broadmindedness | | Protecting the Environment  Health | |

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| **UKS2 Curriculum Overview** | | | | | | | | | | | | |
|  | **Autumn A** | | **Spring A** | | **Summer A** | | **Autumn B** | | **Spring B** | | **Summer B** | |
| **Year 5 Class Text and VIPERS - Fiction** | **Who Let the Gods Out – Maz Evans**  Diary entry, Debate, Story with historical setting, Play script | | **Wonder – R.J. Palacio**  Biography, Newspaper report, Story (different viewpoint), Poetry (narrative) | | **The Explorer – Katherine Rundell**  Adventure story, Formal Letter writing, Explanation text, Poetry (tbc) | | **Letters from the Lighthouse – Emma Carroll**  Informal Letter, Diary, Persuasive writing, Story with historical setting, Poetry (narrative) | | **Wonder – R.J. Palacio**  Biography, Newspaper report, Play script, Story | | **The Explorer – Eva Ibbotson**  Adventure story, Formal Letter writing, Explanation text, Poetry (tbc) | |
| **Year 6 Class Text and VIPERS - Fiction** | **Kensuke’s Kingdom – Michael Morpurgo**  Newspaper report, Explanation text, Story, Informal letter, Character description, Poetry (narrative) | | **Wolves of Willoughby Chase – Joan Aiken**  Setting description, Diary, Story, Information Text | | **Journey to the River Sea – Eva Ibbotson**  Adventure story, Formal/Informal Letter writing, Balanced argument/Debate, Poetry (sonnet) | | **The Diary of Anne Frank – Anne Frank**  Balanced argument, Information Text, Story opening, Biography, Poetry (narrative) | | **Wolves of Willoughby Chase – Joan Aiken**  Character description, Diary, Story, Information Text | | **Pig Heart Boy – Malorie Blackman**  Explanation Text, Newspaper Report, Setting Description, Persuasive Letter, Story | |
| **VIPERS – Non-fiction** | **CGP – Ancient Greeks (Y5 and 6)** | | **The problem with plastic - Ruth Owen (Y5 and 6)** | | **Where on Earth – Book of Rivers – Suzie Brooks (Y5 and 6)** | | **Everything: World War II: Facts and photos from the front line to the home front! - National Geographic Kids (Y5 and 6)** | | **Knowledge Encyclopaedia: Space – DK (Y5 and 6)** | | **Unfolding Journeys Amazon Adventure 1 - Lonely Planet Kids (Y5 and 6)** | |
| **VIPERS - Poem** | **Twas the Night Before Christmas - Clement Clarke Moore (Y5 and 6)** | | **Be the Change: Poems To Help You Save the World - Poetry anthology (Y5 and 6)** | | **Sonnet?** | |  | |  | | **The Tyger – William Blake** | |
| **History** | Ancient Greeks |  | Victorians – Industrial Revolution |  | Local Study – Tamworth Castle |  | Power and Conflict – World War 2 |  | Crime and Punishment |  | Mayan Civilisation |  |
| **Geography** |  | Global Trade |  | Area and Regions Sustainability |  | Rivers (F) |  | Mountains  (Asia) |  | Biomes (F) |  | Human and Physical Geography - Amazon |
| **Science** | Evolution and Inheritance | Living Things (Year 6) | Light | Science Week | Electricity | Animals Including Humans (Year 5) | Properties and Change | Living Things (Year 5) | Earth and Space | Science Week | Forces | Animals Including Humans (Y6) |
| **Computing** | We Are Game Developers | We are Artists | We are Cryptographers | We are Adventure Gamers | Computational Thinkers | We are advertisers | We are Web Developers | We are Bloggers (Mountain Journey) | We are architects | We are network engineers | We are travel writers | We are publishers |
| **Art** |  | Painting Skills (Water colour) |  | Photography Skills (Rankin) | Drawing Skills (Using view finders to sketch from the castle walk) |  | Collage Skills (Poppies) |  | Printing Skills (Finger prints and forensics) |  | Digital Skills (End of term travel project using the green screen) |  |
| **DT** | Construction (Clay pots) |  | Mechanisms (Industrial revolution and pulleys) |  |  | Electronics (Create a fairground ride) |  | Cooking and Nutrition (Rationing) |  | 3D skills  (Making computer-guided structures) |  | Textiles – Tye Dye |
| **Music** | Whole Class Violin  A1 Y5 – Getting started with music tech  A1 Y6 – Developing melodic phrases  A2 Y5 – Emotions and musical styles  A2 Y6 – Understanding structure and form | | Whole Class Violin  SP1 Y5 – Exploring key and time signatures  SP1 Y6 – Gaining confidence through performance (inc violin pupils)  SP2 Y5 – Introducing chords  SP2 Y6 – Exploring notation further | | Whole Class Violin  S1 Y5 –  S1 Y6 -  S2 Y5 -  S2 Y6 - | | Whole Class Violin  A1 Y5 – Getting started with music tech  A1 Y6 – Developing melodic phrases  A2 Y5 – Emotions and musical styles  A2 Y6 – Understanding structure and form | | Whole Class Violin  SP1 Y5 – Exploring key and time signatures  SP1 Y6 – Gaining confidence through performance (inc violin pupils)  SP2 Y5 – Introducing chords  SP2 Y6 – Exploring notation further | | Whole Class Violin  S1 Y5 –  S1 Y6 -  S2 Y5 -  S2 Y6 - | |
| **PSHE** | Me and My School  Me and My Safety (Science link) | | Me in the World  Me and Other People | | Me and My Relationships  Happy and Healthy Me | | Me and My School  Me and My Safety (Science link) | | Me in the World  Me and Other People | | Me and My Relationships  Happy and Healthy Me | |
| **RE** | Our World  Homelessness | | Dedication  Religious Traditions | | Injustice  Unity | | Leaders and Followers  Peace | | Rules  Trust | | Inspiration  Worship at Home | |
| **PE** | Football  Fitness | Golf  Badminton | Gymnastics  Tennis | Dance  Netball | OAA  Rugby | Athletics  Rounders | Hockey  HITT | Dance  Volleyball | Gymnastics  Dodgeball | Tennis  Handball | Yoga  Basketball | Athletics  Cricket |
| **French** | Year 5 Mastery Conversation  Sports and Hobbies | | Family  Possessive Adjectives | | Describing other people  Using Il and Elle | | Surviving in France. Transactional Language | | Year 6 Mastery Conversation  Food and Lifestyle | | Francophone Countries | |
| **School Value** | Sense of Belonging,  Ambition | | Self-Respect and Responsibility  Curiosity and Broadmindedness | | Protecting the Environment  Health | | Sense of Belonging,  Ambition | | Self-Respect and Responsibility  Curiosity and Broadmindedness | | Protecting the Environment  Health | |