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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 | MaterialsY1 & 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 DrawingGeorgia O Keeffe |  | CollageHenri Matisse |  | Mono PrintingAndy Warhol |  | PaintingMonet |  | Drawing |  |  | 3D SculptureHenry Moore |
| **DT** |  | Mechanisms: Transport |  | Construction – Bridge |  | Cooking: Seasonal Produce |  | Textiles: Sewing |  | Construction: Paper | Cooking and Nutrition: Jamaican Food |  |
| **Music** | A1Y1 – Introducing BeatA1Y2 – Exploring simple patternsA2Y1 – Adding rhythm and pitchA2Y2 – Focus on dynamics and tempo | SP1Y1 – Introducing tempo and dynamicsSP1Y2 – Exploring feeling through musicSP2Y1 – Combining pulse rhythm and pitchSP2Y2 – Inventing a musical story |  | A1Y1 – Introducing BeatA1Y2 – Exploring simple patternsA2Y1 – Adding rhythm and pitchA2Y2 – Focus on dynamics and tempo | SP1Y1 – Introducing tempo and dynamicsSP1Y2 – Exploring feeling through musicSP2Y1 – Combining pulse rhythm and pitchSP2Y2 – Inventing a musical story |  |
| **PSHE** | Me and My SchoolMe and My Safety (Science link) | Me in the WorldMe and Other People | Me and My RelationshipsHappy and Healthy Me | Me and My SchoolMe and My Safety (Science link) | Me in the WorldMe and Other People | Me and My RelationshipsHappy and Healthy Me |
| **RE** | Making and Keeping PromisesThe Birth of Jesus | LoveNew Life | My FamilyNature | KindnessGifts and Giving | CeremoniesStories about Jesus | My HomeLeaders |
| **PE** | FundamentalsFitness | Team BuildingBall Skills | GymnasticsNet and Wall | DanceSending and Receiving | YogaFootball | AthleticsCricket | FundamentalsCircuits and Gym | DanceBall Skills | GymnasticsTarget Games | Team BuildingInvasion | Team GamesDodgeball | AthleticsCurling/Bowls |
| **School Value** | Sense of BelongingAmbition | Self-RespectCuriosity | Protecting the EnvironmentHealth | Sense of BelongingAmbition | Self-RespectCuriosity | Protecting the EnvironmentHealth |
| **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 TechniquesDa 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 ViolinA1Y3 Charanga - Developing Notation SkillsA1Y4 Charanga –Interesting time signatures A2Y3 Charanga – Enjoying ImprovisationA2Y4 – Combining elements to make music | Y4 Whole Class ViolinSP1Y3 – Composing using your imaginationSP1Y4 – Developing pulse and groove through improvisationSP2Y3 – Sharing musical experiencesSP2Y4 – Creating simple melodies together | Whole Class ViolinS1 Y5 – S1 Y6 - S2 Y5 - S2 Y6 - | Whole class violinY4 Whole Class ViolinA1Y3 Charanga - Developing Notation SkillsA1Y4 Charanga –Interesting time signatures A2Y3 Charanga – Enjoying ImprovisationA2Y4 – Combining elements to make music | Whole class violinY4 Whole Class ViolinSP1Y3 – Composing using your imaginationSP1Y4 – Developing pulse and groove through improvisationSP2Y3 – Sharing musical experiencesSP2Y4 – Creating simple melodies together | Whole class violinS1 Y5 – S1 Y6 - S2 Y5 - S2 Y6 - |
| **PSHE** | Me and My SchoolMe and My Safety (Science link) | Me in the WorldMe and Other People | Me and My RelationshipsHappy and Healthy Me | Me and My SchoolMe and My Safety (Science link) | Me in the WorldMe and Other People | Me and My RelationshipsHappy and Healthy Me |
| **RE** | Special WordsJourneys | TraditionsForgiveness | GuidanceSuffering | HopeLight | CommitmentSymbols, Actions and Gestures | EnvironmentOur Community |
| **PE** | FundamentalsFitness | YogaBall Skills | GymnasticsCricket | DanceNetball | TennisRugby | AthleticsRounders | GolfCircuits | DanceFootball | GymnasticsBasketball | TennisDodgeball | OAAHockey | AthleticsAlternative Sports |
| **French** | Where is France?Introduction to French phonicsYr 3 Mastery conversation | Introduction to food and cognatesSimple Opinions | Transactional language linked to food.Gender of nouns justification. | Yr 4 Mastery ConversationNumbers 1-31, months, birthdays, seasons, celebrations | Clothes, coloursDescribing personalityAdjective agreement | Describing clothes and giving opinions about them.Adjective agreement and positionSchool Uniform |
| **School Value** | Sense of BelongingAmbition | Self-Respect and ResponsibilityCuriosity and Broadmindedness | Protecting the EnvironmentHealth | Sense of Belonging,Ambition | Self-Respect and ResponsibilityCuriosity and Broadmindedness | Protecting the EnvironmentHealth |

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| **UKS2 Curriculum Overview** |
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| **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 ViolinA1 Y5 – Getting started with music techA1 Y6 – Developing melodic phrasesA2 Y5 – Emotions and musical stylesA2 Y6 – Understanding structure and form | Whole Class ViolinSP1 Y5 – Exploring key and time signaturesSP1 Y6 – Gaining confidence through performance (inc violin pupils)SP2 Y5 – Introducing chordsSP2 Y6 – Exploring notation further | Whole Class ViolinS1 Y5 – S1 Y6 - S2 Y5 - S2 Y6 -  | Whole Class ViolinA1 Y5 – Getting started with music techA1 Y6 – Developing melodic phrasesA2 Y5 – Emotions and musical stylesA2 Y6 – Understanding structure and form | Whole Class ViolinSP1 Y5 – Exploring key and time signaturesSP1 Y6 – Gaining confidence through performance (inc violin pupils)SP2 Y5 – Introducing chordsSP2 Y6 – Exploring notation further | Whole Class ViolinS1 Y5 – S1 Y6 - S2 Y5 - S2 Y6 - |
| **PSHE** | Me and My SchoolMe and My Safety (Science link) | Me in the WorldMe and Other People  | Me and My RelationshipsHappy and Healthy Me | Me and My SchoolMe and My Safety (Science link) | Me in the WorldMe and Other People  | Me and My RelationshipsHappy and Healthy Me |
| **RE** | Our WorldHomelessness | DedicationReligious Traditions | InjusticeUnity | Leaders and FollowersPeace | RulesTrust | InspirationWorship at Home |
| **PE** | FootballFitness | GolfBadminton | GymnasticsTennis | DanceNetball | OAARugby | AthleticsRounders | HockeyHITT | DanceVolleyball | GymnasticsDodgeball | TennisHandball | YogaBasketball | AthleticsCricket |
| **French** | Year 5 Mastery Conversation Sports and Hobbies | Family Possessive Adjectives | Describing other peopleUsing Il and Elle | Surviving in France. Transactional Language | Year 6 Mastery ConversationFood and Lifestyle | Francophone Countries |
| **School Value** | Sense of Belonging,Ambition | Self-Respect and ResponsibilityCuriosity and Broadmindedness | Protecting the EnvironmentHealth | Sense of Belonging,Ambition | Self-Respect and ResponsibilityCuriosity and Broadmindedness | Protecting the EnvironmentHealth |