



# Curriculum Overview 2021- 2022

Subject	Year Group and Key stage	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
ART	EYFS	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		
	Years One and Two Key Stage One	<p><b>Toys from the Past</b></p>	<p><b>FIRE</b> (AUSTRALIA AND GREAT FIRE OF LONDON)</p> <p>I can use a range of materials I can draw, paint and sculpt I have developed techniques of colour, pattern, texture, line, shape, form and space I know about different artists, craftsmen and designers</p>	<p><b>Our school and local area</b></p> <p>I can use a range of materials I can draw, paint and sculpt I have developed techniques of colour, pattern, texture, line, shape, form and space I know about different artists, craftsmen and designers</p>
	Years Three and Four Lower Key Stage Two	<p><b>Ancient Egypt</b></p> <p>Drawing faces in pencil:</p> <ul style="list-style-type: none"> <li>• To improve mastery of art and design techniques, including drawing in the context of pencil drawings</li> <li>• To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• Explore shading, using different media</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>• Compare and recreate form of natural and manmade objects</li> <li>• He/she is able to create a collage using overlapping and layering</li> </ul>	<p><b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>• Draws familiar objects with correct proportions</li> <li>• Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</li> <li>• Plan a sculpture through drawing and other preparatory work</li> </ul> <p><b>Vikings up to 1066</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• Use taught technical skills to adapt and improve his/ her work</li> </ul>



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- To improve mastery of art and design techniques, including drawing in the context of charcoal
- To learn about great artists, architects and designers in history in the context of David Hockney.
- To create sketch books in record observation and use them to review and revisit ideas in the context of recording observations as a pen drawing
- To learn about great artists, architects and designers in history in the context of Man Ray
- To improve mastery of art and design techniques, including clay in the context of clay face masks
- To improve mastery of art and design techniques, including sculpture in the context of modelling masks in papier mache
- To improve their mastery of art and design techniques, including painting in the context of painting Egyptian masks

- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine
- Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied



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		<ul style="list-style-type: none"> <li>To learn about great artists, architects and designers in history in the context of Fernand Leger</li> </ul>			
Years Five and Six Upper Key Stage two	<p><b>Ancient Egypt</b></p> <p>Drawing faces in pencil:</p> <ul style="list-style-type: none"> <li>To improve mastery of art and design techniques, including drawing in the context of pencil drawings</li> <li>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity</li> <li>To improve mastery of art and design techniques, including drawing in the context of charcoal</li> <li>To learn about great artists, architects and designers in history in the context of David Hockney.</li> <li>To create sketch books in record observation and use them to review and revisit ideas in the context of recording observations as a pen drawing</li> <li>To learn about great artists, architects and designers in</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>Explore shading, using different media</li> <li>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>Compare and recreate form of natural and manmade objects</li> <li>He/she is able to create a collage using overlapping and layering</li> </ul>	<p><b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>Mix colours to impress mood, divide foreground from background or demonstrate tones</li> <li>Develop skills in using clay including slabs, coils and slips</li> <li>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</li> <li>Experiment with using layers and overlays to create new colours/ textures</li> <li>Return to work over longer periods of time</li> </ul>	<p><b>Vikings up to 1066</b></p> <ul style="list-style-type: none"> <li>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>Refine his/ her use of learnt techniques</li> <li>Adapt his/ her own final work following feedback or discussion based on their preparatory ideas</li> <li>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>Explain and justify preferences</li> </ul>	



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		<p>history in the context of Man Ray</p> <ul style="list-style-type: none"> <li>To improve mastery of art and design techniques, including clay in the context of clay face masks</li> <li>To improve mastery of art and design techniques, including sculpture in the context of modelling masks in papier mache</li> <li>To improve their mastery of art and design techniques, including painting in the context of painting Egyptian masks</li> <li>To learn about great artists, architects and designers in history in the context of Fernand Leger</li> </ul>		and use a wider range of materials	towards different styles and artists
Computing	EYFS	<ul style="list-style-type: none"> <li>Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning</li> </ul> <p>Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>			
	Years One and Two Key Stage One	<p>E-safety:</p> <ul style="list-style-type: none"> <li>I can understand where to go for help and support when he/she has concerns about content or contact on</li> </ul>	<p>Using computers:</p> <ul style="list-style-type: none"> <li>I can recognise common uses of IT in the home and school environment (Y1)</li> <li>I can use technology to purposely create digital content (Y1)</li> </ul>	<p>Coding:</p> <ul style="list-style-type: none"> <li>I can predict the behaviour of simple programs (Y1)</li> <li>I can understand what algorithms are and how they are implemented on digital devices (Y1)</li> <li>I can use logical reasoning to predict the behaviour of simple programs (Y2)</li> </ul>	



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		<p>the internet or other online technologies (Y1)</p> <ul style="list-style-type: none"> <li>I can use technology safely and keep personal information private (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise common uses of IT beyond school (Y2)</li> <li>I can use technology to purposely create, organise, store, manipulate and retrieve digital content (Y2)</li> <li>I can use technology to purposely create digital content comparing the benefits of different programs (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>I can create simple programs (Y2)</li> <li>I can create and debug simple programs(Y2)</li> <li>I can debug simple programs by using logical reasoning to predict the actions instructed by the code (Y2)</li> <li>I can understand that programs execute by following precise and unambiguous instructions (Y2)</li> </ul>
<p>Years Three and Four Lower Key Stage Two</p>		<p>E-Safety:</p> <ul style="list-style-type: none"> <li>I can use technology safely and respectfully, keeping personal information private (Y3)</li> <li>I can use technology safely and recognise acceptable and unacceptable behaviour (Y3)</li> <li>I can use technology responsibly and understand that communication online may be seen by others (Y4)</li> <li>I can understand where to go for help and support when he/ she has concerns about content or contact on the internet or other online technologies (Y4)</li> </ul> <p>Using computers:</p> <ul style="list-style-type: none"> <li>I can recognise familiar forms of input and output</li> </ul>	<p>Coding:</p> <ul style="list-style-type: none"> <li>I can design, write and debug programs that control or simulate virtual events (Y3)</li> <li>I can use logical reasoning to explain how some simple algorithms work (Y3)</li> <li>I can decompose programs into smaller parts (Y4)</li> <li>I can use logical reasoning to detect and correct errors in algorithms and programs (Y4)</li> <li>I can select, use and combine a variety of software, systems and content that accomplish given goals (Y4)</li> </ul>	<p>Networks:</p> <ul style="list-style-type: none"> <li>I can understand that computer networks enabling the sharing of data and information (Y3)</li> <li>I can understand that the internet is a large network of computers and that information can be shared between computers (Y3)</li> <li>I can understand what services are and how they provide services to a network (Y4)</li> </ul> <p>Net-searching:</p> <ul style="list-style-type: none"> <li>I can use simple search technologies (Y3)</li> <li>I can use simple search technologies and recognise that some sources are more reliable than others (Y3)</li> <li>I can understand how results are selected and ranked by search engines (Y4)</li> </ul>



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		<p>devices and how they are used (Y3)</p> <ul style="list-style-type: none"> <li>• I can make efficient use of familiar forms of input and output devices (Y3)</li> <li>• I can with support select and use a variety of software to accomplish goals (Y3)</li> <li>• I can use other input devices such as cameras or sensors (Y4)</li> <li>• I can with support select and use a variety of software on a range of digital devices (Y4)</li> <li>• I can with support select, use and combine a variety of software on a range of digital devices to accomplish given goals (Y4)</li> </ul>		
Years Five and Six Upper Key Stage two	<p>E-Safety:</p> <ul style="list-style-type: none"> <li>• I can understand the need to only select age-appropriate content (Y5)</li> <li>• I can use technology respectfully and responsibly (Y6)</li> <li>• I can identify a range of ways to report concerns about content and contact in and out of school (Y6)</li> </ul>	<p>Coding:</p> <ul style="list-style-type: none"> <li>• I can design, input and test an increasingly complex set of instructions to a program or device (Y5)</li> <li>• I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (Y5)</li> <li>• I can design, write and test simple programs that follow a sequence of</li> </ul>	<p>Networks:</p> <ul style="list-style-type: none"> <li>• I can begin to use internet services to share and transfer data to a third party (Y5)</li> <li>• I can understand how computer networks enable to computers to communicate and collaborate (Y6)</li> <li>• I can begin to use internet searches within his/her own creations to share and transfer data to a third party (Y6)</li> </ul> <p>Net-searching</p> <ul style="list-style-type: none"> <li>• I can use filters in search technologies effectively (Y5)</li> </ul>	



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		<p>Using computers:</p> <ul style="list-style-type: none"> <li>• I can independently select and use appropriate software for a task (Y5)</li> <li>• I can independently select, use and combine a variety of software to design and create content for a given audience (Y5)</li> <li>• I can independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information (Y6)</li> <li>• I can design and create a range of programs, systems and content for a given audience (Y6)</li> <li>• I can independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information (Y6)</li> </ul>	<p>instructions or allow a set of instructions to be repeated (Y5)</p> <ul style="list-style-type: none"> <li>• I can design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user (Y5)</li> <li>• I can use logical reasoning to explain how increasingly complex algorithms work to ensure a program’s efficiency (Y5)</li> <li>• I can include use of sequences, selection and repetition with the hardware used to explore real world systems (Y6)</li> <li>• I can solve problems by decomposing them into smaller parts (Y6)</li> <li>• I can create programs which use variables (Y6)</li> <li>• I can use variables, sequence, selection and repetition programs (Y6)</li> <li>• I can use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use filters in search technologies effectively and appreciate how results are selected and ranked (Y5)</li> <li>• I can use filters in search technologies effectively and is discerning when evaluating digital content (Y6)</li> </ul>
Design and Technology	EYFS	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> </ul>		



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		<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		
Years One and Two Key Stage One	<p><b>Toys from the Past</b></p> <p>I can design a purposeful, functional and appealing product</p> <p>I can generate, model and communicate ideas</p> <p>I can use a range of tools and materials</p> <p>I can evaluate existing products and own ideas</p>	<b>FIRE</b>	<b>Our school and local area</b>	
Years Three and Four Lower Key Stage Two	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Demonstrate that his/her design meets a range of requirements</li> <li>• Complete a plan that shows the order and also what equipment and tools he/she needs</li> <li>• Use equipment and tools accurately</li> <li>• Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality</li> <li>• Investigate and analyse a range of existing products</li> <li>• Strengthen frames using diagonal struts</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• Use research and criteria to develop products which are fit for purpose</li> <li>• Use annotated sketches and prototypes to explain ideas</li> <li>• Evaluate existing products and improve own work</li> <li>• Use mechanical systems in own work</li> </ul>	<p><b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>• Demonstrate that his/her design meets a range of requirements</li> <li>• Complete a plan that shows the order and also what equipment and tools he/she needs</li> <li>• Use equipment and tools accurately</li> <li>• Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality</li> <li>• Investigate and analyse a range of existing products</li> </ul>	<p><b>Vikings up to 1066</b></p> <ul style="list-style-type: none"> <li>• Generate alternative plans and expound on the good points and drawbacks of his/her original design</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks, e.g cutting, shaping, joining and finishing, accurately</li> <li>• Explain how his/her choices of materials and components have contributed to</li> </ul>



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				<ul style="list-style-type: none"> <li>Strengthen frames using diagonal struts</li> </ul>	<p>the aesthetic qualities of his/ her finished product</p> <ul style="list-style-type: none"> <li>Consider how the finished product might be improved and how well it meets the needs of the user</li> <li>Join and combine materials and components accurately in temporary and permanent way</li> </ul>
Years Five and Six Upper Key Stage two	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Create prototypes to show his/her ideas</li> <li>Use tools and materials precisely</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>Use research and criteria to develop products which are fit for purpose</li> <li>Use annotated sketches and prototypes to explain ideas</li> <li>Evaluate existing products and improve own work</li> <li>Use mechanical systems in own work</li> </ul>	<p><b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Create prototypes to show his/her ideas</li> <li>Use tools and materials precisely</li> <li>Select from and use a wider range of materials and components, including</li> </ul>	<p><b>Vikings up to 1066</b></p> <ul style="list-style-type: none"> <li>Make modifications to the original design as he/she proceeds</li> <li>Cut and join with accuracy to ensure a high quality finish to his/her product</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>	



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		<p>according to their functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> <li>• Evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work</li> <li>• Apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use electrical systems in his/ her products e.g series circuits incorporating switches, bulbs, buzzers and motors</li> </ul>		<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<ul style="list-style-type: none"> <li>• Construct products using different techniques</li> </ul>
English	EYFS	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>ELG: Word Reading</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>ELG: Writing</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>			



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		<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>ELG: Speaking</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	
	Years One and Two Key Stage One	Narrative Instructions Recount Non-chronological report	Letters Poetry Author study Explanation text
	Years Three and Four Lower Key Stage Two	Narrative Poetry Recounts Playscripts Persuasion letters	Non- chronological reports Discussion Instructions Biography/ auto biography Journalistic writing
	Years Five and Six Upper Key Stage two	Narrative Poetry Recounts Playscripts Persuasion letters	Non- chronological reports Discussion Instructions Biography/ auto biography Journalistic writing
Geography	EYFS	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> </ul>	



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		<ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>		
Years One and Two Key Stage One	<p><b>Toys from the Past</b></p>	<p><b>FIRE</b></p> <p>I can name and locate the countries that make up the UK using atlases and globes (Y1)</p> <p>I can locate hot and cold areas of the world (Y1)G5</p> <p>I can name and locate world’s continents and oceans (Y2)</p> <p>I can compare local to a non-European country (Y2)</p> <p>I can use basic vocabulary to describe a less familiar place (Y2)</p>	<p><b>Our school and local area</b></p> <p>I can identify seasonal/daily weather patterns in the UK (comparison of local to other location)</p> <p>I can use geographical vocabulary to refer to local and familiar features</p> <p>I can use four compass directions and simple vocab</p> <p>I can use simple fieldwork and observational skills to study the geography of school grounds and surrounding environment. (local farmland/Brownes Folly)</p>	
Years Three and Four  Years Five and Six	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Locate the world’s countries, using maps and focussing on their environmental regions and key physical characteristics.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Describe and understand key aspects of physical and human geography.</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc</li> <li>Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</li> <li>Make more detailed fieldwork sketches/ diagrams</li> </ul>	<p><b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>Identify where countries are within the UK and the key topographical features</li> <li>Name and locate cities of the UK (Y3/4)</li> <li>Identify physical and human features of the locality</li> <li>Explain about weather conditions/ patterns around the UK and parts of Europe</li> <li>Know about the wider context of places e.g. county, region, country (5/6)</li> </ul>	<p><b>Vikings up to 1066</b></p> <ul style="list-style-type: none"> <li>Identify where countries are within the UK and the key topographical features</li> <li>Name and locate cities of the UK</li> <li>Identify physical and human features of the locality</li> <li>Explain about weather conditions/ patterns around the UK and parts of Europe</li> <li>Understand why there are</li> </ul>



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			<ul style="list-style-type: none"> <li>Use fieldwork instruments e.g. camera, rain gauge</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and identify human and physical characteristics, key topological features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time (Y5/6)</li> <li>Know about the physical features of coasts and begin to understand erosion and deposition (Y5/6)</li> </ul>	<ul style="list-style-type: none"> <li>know and describe where a variety of places are in relation to physical and human features (5/6)</li> </ul>	<p>similarities and differences between places</p> <ul style="list-style-type: none"> <li>Develop an awareness of how places relate to each other</li> <li>Describe and understand the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (5/6)</li> </ul>
History	EYFS	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>			
	Years One and Two Key Stage One	<p><b>Toys from the Past</b></p> <p>I know about changes in living memory</p> <p>I know about significant local people</p>	<p><b>FIRE</b></p> <p>(AUSTRALIA AND GREAT FIRE OF LONDON)</p> <p>I know about the lives of significant historical figures, comparing from different time</p> <p>I know about key events, eg Bonfire Night and events of local importance</p>	<p><b>Our school and local area</b></p> <p>I know about the lives of significant historical figures, comparing from different time periods</p> <p>Describe significant events, people and places in our own locality (Christopher Wren)</p>	





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				Britain and the wider world.	religious and ethnic diversities within societies studied in Britain and the wider world. <ul style="list-style-type: none"> <li>In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural</li> </ul>
Maths	EYFS	<p>Mathematics</p> <p>ELG: Number</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>			
	Years One and Two Key Stage One	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Number: place value</li> <li>Y1- numbers to 20</li> <li>Y2- numbers to 100</li> <li>Number: addition and subtraction</li> </ul>	<p>Spring:</p> <ul style="list-style-type: none"> <li>Number:</li> <li>Y1- division</li> <li>Place value to 100</li> <li>Y2- division</li> <li>Statistics</li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li>Geometry:</li> <li>Position and shape</li> <li>Measurement:</li> <li>Time</li> <li>Problem solving and efficient methods</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Y1- numbers within 20 (including money)</li> <li>• Y2- numbers within 100 (including money)</li> <li>• Number:</li> <li>• Yr1- place value to 50 and multiplication</li> </ul> <p>Y2 - multiplication</p>	<ul style="list-style-type: none"> <li>• Measurement:</li> <li>• Length and height</li> <li>• Geometry:</li> <li>• Y1 – shape</li> <li>• Y2 – properties of shape</li> <li>• Number:</li> <li>• Y1- fraction</li> <li>• Y2 - fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement:</li> <li>• Y1 – weight and volume</li> <li>• Y2 – mass, capacity and temperature</li> </ul> <p>Mathematical investigations</p>
Years Three and Four Lower Key Stage Two	<p>Autumn:</p> <ul style="list-style-type: none"> <li>• Number:</li> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> </ul>	<p>Spring:</p> <ul style="list-style-type: none"> <li>• Number:</li> <li>• Multiplication and division</li> <li>• Measurement:</li> <li>• Length, perimeter and area</li> <li>• Number:</li> <li>• Fractions</li> <li>• Y3- Measurement:</li> <li>• Mass and capacity</li> <li>• Y4 Number:</li> <li>• Decimals</li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li>• Number:</li> <li>• Decimals (including money)</li> <li>• Measurement:</li> <li>• Time</li> <li>• Statistics</li> <li>• Geometry:</li> <li>• Properties of shape</li> </ul> <p>Y4 - position and direction</p>	
Years Five and Six Upper Key Stage two	<p>Autumn:</p> <ul style="list-style-type: none"> <li>• Number:</li> <li>• Place value</li> <li>• Four operations</li> <li>• Fractions</li> </ul>	<p>Spring:</p> <ul style="list-style-type: none"> <li>• Number:</li> <li>• Y5 – fractions</li> <li>• Y6 – ratio</li> <li>• Number:</li> <li>• Decimals and percentages</li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li>• Geometry:</li> <li>• Properties of shape</li> <li>• Position and direction</li> <li>• Y5 measurement:</li> </ul>	



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			<ul style="list-style-type: none"> <li>• Y5- decimals</li> <li>• Y6- algebra</li> <li>• Measurement:</li> <li>• Converting units</li> <li>• Perimeter, area and volume</li> <li>• statistics</li> </ul>				<ul style="list-style-type: none"> <li>• Volume</li> <li>• Investigations</li> </ul> <p>Y6- KS3 readiness</p>	
Modern Foreign Language	EYFS	Non statutory						
	Years One and Two Key Stage One	Non statutory						
	Years Three and Four	Where in the World	Holidays and hobbies	Family and friends	Gone shopping	All around Town	Stories and songs	
	Years Five and Six	This is France	All in a day	Family and Friends	Let's go shopping	Let's visit a French Town	Time travelling	
Music	EYFS	ELG: Being Imaginative and Expressive <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>						
	Years One and Two Key Stage One	<b>Toys from the Past</b> I can listen and understand live and recorded music	<b>Fire</b> I can sing songs I can play tuned and untuned instruments musically I can listen and understand live and recorded music I can make and combine sounds musically	<b>Our school and local area</b> I can sing songs I can play tuned and untuned instruments musically I can listen and understand live and recorded music I can make and combine sounds musically				



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	<p>Years Three and Four</p>	<p><b>Ancient Egypt</b> BBC Teach: The Egyptians Charanga</p> <ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> <li>• Listen with attention to detail</li> <li>• Begin to develop understanding of history</li> </ul>	<p><b>Rivers</b> Water cycle song BBC teach Charanga</p> <ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> </ul>	<p><b>Anglo-Saxons and Scots</b> Charanga</p> <ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> <li>• Listen with attention to detail</li> <li>• Begin to develop understanding of history</li> </ul>	<p><b>Vikings up to 1066</b> Charanga</p> <ul style="list-style-type: none"> <li>• Appreciate wide range of live and recorded music</li> <li>• Begin to develop understanding of history</li> </ul>
	<p>Years Five and Six</p>	<p><b>Ancient Egypt</b> BBC Teach: The Egyptians Charanga</p> <ul style="list-style-type: none"> <li>• Perform with control and expression solo and in ensembles</li> <li>• Improvise and compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Use and understand basics of staff notation</li> </ul>	<p><b>Rivers</b> Water cycle song BBC teach Charanga</p> <ul style="list-style-type: none"> <li>• Improvise and compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> </ul>	<p><b>Anglo-Saxons and Scots</b> Charanga</p> <ul style="list-style-type: none"> <li>• Perform with control and expression solo and in ensembles</li> <li>• Improvise and compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Use and understand basics of staff notation</li> </ul>	<p><b>Vikings up to 1066</b> Charanga</p> <ul style="list-style-type: none"> <li>• Improvise and compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Develop an understanding of the history of music, including</li> </ul>



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		<ul style="list-style-type: none"> <li>Develop an understanding of the history of music, including great musicians and composers</li> </ul>		<ul style="list-style-type: none"> <li>Develop an understanding of the history of music, including great musicians and composers</li> </ul>	great musicians and composers
PE	EYFS	Physical Development ELG: Gross Motor Skill <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			
	Years One and Two Key Stage One	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities.</li> <li>Developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>			
	Years Three and Four Lower Key Stage Two	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> Swimming: <ul style="list-style-type: none"> <li>Use a range of strokes effectively.</li> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>			



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	Years Five and Six Upper Key Stage two	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Swimming:</p> <ul style="list-style-type: none"> <li>• Use a range of strokes effectively.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>		
PSHEE	EYFS	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>		
	Years One and Two Key Stage One	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships (Including SRE) Changing me
	Years Three and Four	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships (Including SRE) Changing me



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	Lower Key Stage Two						
	Years Five and Six Upper Key Stage two	Being me in my world Celebrating difference	Dreams and goals Healthy me		Relationships (Including SRE) Changing me		
Religious Education	EYFS	Why is the word 'God' important to Christians?  Creation Christianity	Why do Christians perform nativity plays at Christmas?  Incarnation Christianity	How do people celebrate?  Islam/ Judaism	Why do Christians put a cross in an Easter garden?  Salvation Christianity	What can we learn from stories?  Buddhism/ Christianity/ Islam/ Hinduism/ Sikhism	What makes places special?  Christianity/ Islam/ Judaism
	Years One and Two Key Stage One	Is it possible to be kind all of the time?  Christianity	What is the good news that Jesus brings?  Gospel Christianity	Does praying at regular intervals every day help a Muslim in his/her everyday life?  Islam	What do Christians believe God is like?  God Christianity	Does going to the Mosque give Muslims a sense of belonging?  Islam	Does completing Hajj make a person a better Muslim?  Islam
	Years Three and Four Lower Key Stage Two	How special is the relationship Jews have with God?	What is it like (for Christians) to follow God?	How important is it for Jewish people to do what God asks them to do?  Judaism	What kind of world did Jesus want?	What is the best way for a Jew to show commitment to God?  Judaism	When Jesus left, what was the impact of the Pentecost?  Kingdom of God



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		Judaism	People of God Christianity		Gospel Christianity		Christianity
	Years Five and Six Upper Key Stage two	Conflicting or complementary?  Creation/Fall Christianity	Was Jesus the Messiah?  Incarnation Christianity	What is the best way for a Sikh to show commitment to God?  Sikhism	What difference does the resurrection make to Christians?  Salvation Christianity	Are Sikh stories important today?  Sikhism	Are Sikh stories important today?  Sikhism
	Falcons Class RE (Four Year cycle)	What is the best way for a Hindu to show commitment to God?  Hinduism	What would Jesus do?  Gospel Christianity	What is the best way for a Muslim to show commitment to God?  Islam	What do Christians believe (what did) Jesus do to save human beings?  Salvation Christianity	Do beliefs in Karma, Sansara and Moksha help Hindus lead good lives?  Hinduism	What does it mean (for Christians) if God is holy and loving?  Christianity
Science	EYFS	ELG: The Natural World <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
	Years One and Two Key Stage One	Working scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> </ul>					



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	<ul style="list-style-type: none"> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>					
Years One and Two Key Stage One	My body Animals including humans Naming body parts Health and growth		Sound exploration unit	Uses and properties of everyday materials Y2	Animals including humans Naming body parts Y1 Health and growth Grouping and habitats Y2	
	Seasonal changes Y1 - weather, seasons, day and night, patterns, length of day					
Years Three and Four Lower Key Stage Two	<p>Working scientifically: During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
Years Three and Four Lower Key Stage Two	Electricity Y4 Uses and how to wire a simple circuit	Light Y3 darkness, reflection, dangers and shadows	Forces and Magnetism Y3	Animals, including humans - What animals need to survive, movement and skeleton Y3	Living things in their habitats Classification of living things, plants and animals and conservation Y4	



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<p>Years Five and Six Upper Key Stage two</p>	<p>Working scientifically: UKS2 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>					
<p>Years Five and Six Upper Key Stage two</p>	<p>Electricity Y6 Series circuit</p>	<p>Light Y6 Appears to travel in straight lines as explanation for effects</p>	<p>Forces Y5 Gravity friction air resistance levers pulleys and gears</p>	<p>Living things in their habitats life cycles, reproduction, growth and old age Y5</p>	<p>Plants and environment Classifying</p>	<p>Evolution and inheritance Y6</p>