

## Autumn Term

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Overall Theme</b>	All About Me	Animals adventures	Fire and Ice	Britain Rocks!	Radical, rotten Romans	South American Adventures	Crime and Punishment
<b>Main subject driver/ BAME thoughts</b>	PSED	Science	History	History	History  Slavery	Science  Indigenous tribes	History  Nelson Mandela
<b>English</b> <i>Writing genres</i>	-Orally construct a grammatically correct sentence, to explain ideas and connect thoughts -Begin to break the flow of speech into words -Orally recount an experience of a school trip, visitor or a home trip -Primary Talk – strategy 1 ‘good listening’ -Use initial sounds to convey meaning -Use VC / CVC words to convey meaning	Write a description  Sequencing sentences to form short narratives	Writing narratives about personal experiences and those of others (real and fictional)  Stories (including re-tellings)  Writing about real events e.g. recounts  Character descriptions  Poetry	Descriptions  Poetry  Mythical stories  Characters / settings  Recount	Non-chronological reports  Descriptions  Poetry  Characters/settings  Stories  Instructions	Non-chronological reports  Characters/settings  Stories  Descriptions  Newspaper reports - chronological	Narrative  Recount of a trip  Information report  Descriptive settings and characterisation development  Poetry  Newspaper article  Speech
<b>Maths</b> <i>Follow Can Do Maths Maths NAV (EYFS)</i>	Numbers and the Number System Calculating Exploring Length Describing Position Exploring Weight Exploring Capacity Understanding Time Using Money Describing Patters	Number and Place Value: Up to 30 Geometry: Properties of Shapes Addition and Subtraction Number and Place Value: up to 100 Addition and Subtraction: Facts of 7 – 11 Geometry: Properties of Shapes	Number and Place Value Geometry: Properties of Shapes Addition and Subtraction: Addition Addition and Subtraction: Geometry: Properties of Shapes Multiplication and Division Geometry: Position and direction	Number and Place Value Geometry: Properties of Shapes Multiplication and Division: Multiplication Tables Addition and Subtraction: Mental Methods	Number and Place Value Geometry: Properties of Shapes Multiplication and Division: Multiplication Tables Multiplication and Division Addition and Subtraction: Mental Methods Addition and Subtraction	Number and Place Value Decimals Geometry: Properties of Shapes Addition and Subtraction Multiplication and Division: Powers of 10 Multiplication and Division: Properties of Number	Number and Place Value Decimals Multiplication and Division Geometry: Position and Direction Fractions, Decimals and Percentages Geometry: Properties of Shapes (Angles) Addition, Subtraction, Multiplication and Division

<b>Science</b>	<p>Know that some physical features make humans different</p> <p>Know that each season presents different features</p> <p>Know basic and understand basic hygiene routines</p>	<p><b>Animals including humans</b> Research Pattern seeking</p>	<p><b>Use of Everyday Materials</b> Identify and classify</p>	<p><b>Rocks</b> Identify and classify</p> <p><b>Animals and humans</b> Research, Pattern seeking</p>	<p><b>Animals including humans</b> Identify and classify, Research</p>	<p><b>Living things and their habitats</b> Research/Pattern seeking</p> <p><b>Animals including humans</b> Observe over time</p>	<p><b>Electricity</b> Fair test</p> <p><b>Animals including humans</b> Research</p>
<b>History</b>	<p><b>Changes within living memory</b> Babies to now. Family Chronology and significant individuals in own family Key events in personal history 2<sup>nd</sup> half term</p> <p><b>Real people in immediate history</b> Queen Elizabeth II Kings and Queens</p>		<p><b>Fire and Ice</b> Depth Study Great Fire of London and then Titanic</p>	<p><b>Stone Age to Iron Age</b> Depth Study</p>	<p><b>The Romans</b> Depth Study</p>		<p><b>Crime and Punishment</b> Chronological study</p>
<b>Geography</b>	<p><b>Local knowledge of Kingsway Primary School</b> Kingsway in Gloucester, England, UK</p> <p><b>Weather</b> <b>Earth is a sphere</b> <i>See Geography K and S overview and EYFS curriculum for further detail</i></p>	<p><b>What is a continent?</b> <b>Oceans and continents</b> <b>Hot and cold areas of the world</b> <b>4 seasons</b></p>	<p><b>Brilliant Britain</b> <b>UK knowledge – capital cities</b> <b>Points of the compass</b></p>	<p><b>Local Knowledge</b> <b>Where in the world is Gloucestershire?</b> <b>Counties</b> <b>World countries and capitals</b> <b>Hemispheres</b></p>	<p><b>Local Gloucestershire – changes since prehistoric times</b> <b>Counties</b> <b>Cities</b> <b>Tropics of Cancer and Capricorn</b></p>	<p><b>South American Geography</b> <i>Compare South America with Gloucestershire</i> <i>Compare physical and human features</i> <i>Rainforest</i></p>	<p><b>Europe's countries and regions</b></p>
<b>Computing</b>	<i>In working progress</i>	<p><b>Online safety</b> <b>Grouping and sorting</b> <b>Pictograms</b> <b>Lego Builders</b></p>	<p><b>Coding</b> <b>Online Safety</b> <b>Spreadsheets</b></p>	<p><b>Coding</b> <b>Online Safety</b> <b>Spreadsheets</b></p>	<p><b>Coding</b> <b>Online Safety</b> <b>Spreadsheets</b></p>	<p><b>Coding</b> <b>Online Safety</b> <b>Spreadsheets</b></p>	<p><b>Coding</b> <b>Online Safety</b> <b>Spreadsheets</b></p>
<b>PE</b>	<p><b>Multi-skills/physical literacy: Locomotion, co-ordination, balance through playground games and dance</b></p>	<p><b>Multi-skills: Ball skills</b> <b>Gymnastics</b> <b>Dance</b></p>	<p><b>Multi-skills: Throwing, catching and foot control</b> <b>Gymnastics</b></p>	<p><b>Multi-skills: Football and transition KS1/KS2</b> <b>Gymnastics</b></p>	<p><b>Gymnastics</b> <b>Dance</b> <b>Swimming</b></p>	<p><b>Gymnastics</b> <b>Hockey</b></p>	<p><b>Netball</b> <b>Gymnastics</b></p>

<p><b>RE</b> Following Gloucestershire Agreed Syllabus</p>	<p><b>F4: Being special: where do we belong?</b> <b>F2: Why is Christmas special for Christians?</b></p>	<p><b>What does it mean to belong to a faith community?</b> <b>What do Christians believe God is like?</b></p>	<p><b>Who is a Muslim and how do they live?</b> <b>Why does Christmas matter to Christians?</b></p>	<p><b>What do Christians learn from the Creation story?</b> <b>What is it like for someone to follow God?</b></p>	<p><b>What is the 'Trinity' and why is it important for Christians?</b> <b>What do Hindus believe God is like?</b></p>	<p><b>What does it mean if Christians believe God is holy and loving?</b> <b>What does it mean to be a Muslim in Britain today?</b></p>	<p><b>Creation and science: conflicting or complementary?</b></p>
<p><b>Art</b></p>	<p>Primary colours Hold pencil and paintbrush correctly Tools for different purposes</p>	<p><b>Drawing</b> Pencil, chalk and charcoal</p> <p><b>Painting</b> Brush size and tool variety Types of marks Lightening and darkening</p> <p><b>Sculpture</b> Clay Rolling, pinching and kneading</p> <p>Guiseppe Arcimboldo</p>	<p><b>Drawing</b> Control of marks Tone/Pencil gradients/ Blending</p> <p><b>Painting</b> Mix colours and shades Control marks</p> <p><b>Collage</b> Cut and arrange different materials</p> <p><b>Sculpture</b> Shape, form, construct and model Use recycled materials Surface decoration</p> <p>Ken Marschall Lottie Reiniger Susan Stockwell</p>	<p><b>Drawing</b> Control marks with a range of media Different surfaces Pencil gradients to produce various tones</p> <p><b>Painting</b> Light and dark Colour washes</p> <p><b>Collage/Textiles</b> Cut and arrange Modify threads and fabrics</p> <p>Stone Age paintings Medieval stained glass windows Modern Art Piet Mondrian</p>	<p><b>Drawing</b> Control marks with confidence on range of surfaces Gradients of pencil Range of media to add detail and intricate details 3D sketches Hatching for tone and texture</p> <p><b>Painting</b> Control with range of media and techniques Scales Light and dark for depth</p> <p><b>Collage</b> Sort, cut and arrange Patterns</p> <p><b>Sculpture</b> Shape, form, model, join Intricate surface patterns and textures</p> <p>Roman mosaics NeoGothic Antoni Gaudi</p>	<p><b>Drawing</b> Range of media Line, tonal contrast, pattern and texture Reflection, shadow, direction of sunlight Composition, scale and proportion</p> <p><b>Painting</b> Develop own style of painting with mixed media</p> <p><b>Print making</b> Relief block prints Layers of colour Pattern, repetition, symmetry Overlay prints with other media Modify and adapt</p> <p>John Dyer William Morris</p>	<p><b>Drawing</b> Line, tonal contrast, shading, pattern and texture Draw for a sustained period of time Mixed media Composition, scale and proportion</p> <p><b>Painting</b> Range of techniques Purposely control marks with mixed media Digital graphics/effects</p> <p>Graffiti Banksy and Seen Modern Art Political thinking</p>
<p><b>DT</b></p> <p>Development subject Pre 2020 Curriculum</p>			<p>To take inspiration from design throughout history -Explore objects and design to identify likes and dislikes of the designs -Suggest improvements to existing designs -Explore how to make structures stronger.</p> <p>Cooking and nutrition -Cut, peel or grate ingredients</p>	<p>Construction -Choose suitable techniques to construct products or to repair items</p> <p>To design, make, evaluate &amp; improve -Design with a purpose by identifying opportunities to design -Make products by working efficiently (such as by carefully)</p>	<p>-Design with a purpose by identifying opportunities to design -Make products by working efficiently (such as by carefully selecting materials) -Refine work and techniques as work progresses, continually evaluating the product design</p> <p>Construction -Choose suitable techniques to</p>	<p><b>Textiles to be covered through Enterprise week</b></p> <p>Construction -Develop a range of practical skills to create products and repair items (such as cutting, drilling &amp; screwing, nailing, gluing, filling and sanding)</p>	<p>To take inspiration from design throughout history -Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. -Create innovative designs that improve upon existing products -Evaluate the design of products so as to suggest improvements to the user experience.</p>

			hygienically and safely -Measure or weigh using measuring cups or electronic scales.	selecting materials) -Refine work and techniques as work progresses, continually evaluating the product design	construct products or to repair items		Cooking and nutrition -Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms -Measure accurately and calculate ratios of ingredients to scale up or down from a recipe -Demonstrate a range of baking and cooking techniques Create and refine recipes, including ingredients, methods, cooking times and temperatures.
<b>Music (Charanga based)</b>	<b>Me!</b> Nursery Rhymes and action songs <b>My stories</b> Nursery Rhymes and action songs	<b>Hey You</b> Pulse, rhythm and pitch <b>Rhythm in the way we walk and The Banana Rap</b> Pulse, rhythm and pitch, rapping, dancing and singing	<b>Hands, Feet, Heart</b> South African Music <b>Ho, Ho, Ho</b> Festivals and Christmas	<b>Let Your Spirit Fly</b> RnB and other styles <b>Glockenspiel Stage 1</b> Exploring and developing playing skills	<b>Mamma Mia</b> ABBA's music <b>Glockenspiel 2</b> Exploring and developing playing skills using the glockenspiel	<b>Livin' On a Prayer</b> Rock Anthems <b>Classroom Jazz 1</b> Jazz and Improvisation	<b>Happy</b> Being happy! <b>Classroom Jazz 2</b> Jazz, improvisation and composition
<b>PSHE</b>	5 ways to Wellbeing Mental Health All About Me – Hygiene PSED – how am I feeling All About Me -healthy eating -jigsaw -family and friends Black History BLM Friends and Kindness Keeping Safe Mindful Approach Road Safety Anti-bullying Financial Ed BV – Tol of other faiths - Christmas	5 ways to wellbeing All About Me Mental Health Mindful Approach BLM Keeping Safe at home Social Issues Kindness and anti-bullying Road safety week Citizenship and British Values Media Influence Financial Capability	5 ways to wellbeing Mental Health Mindful Approach BLM Keeping Safe at home Fire safety Road safety Kindness and anti-bullying Citizenship and British Values Financial Ed Tolerance of other faiths - Christmas	5 ways to wellbeing Mental Health Mindful Approach BLM <b>Needs completing</b>	5 ways to wellbeing Mental Health Mindful Approach BLM Make me a Superhero Fire Safety and BV – Remembrance Anti-Bullying week Road Safety week Enterprise week Financial Ed	5 ways to wellbeing Mental Health Mindful Approach BLM Make me a Superhero Anti-Bullying Enterprise week Financial Education	5 ways to wellbeing Mental Health Mindful Approach BLM SRE (Y5) Internet Safety Personal Responsibility Friends and family Citizenship and British Values
<b>MFL</b>				<b>Rigolo 1</b> <b>Units 1 Bonjour and 2 En classe</b> Greetings Numbers to 10 Classroom objects Colours and age	<b>Rigolo 1</b> <b>Units 7 Encore! and 8 Quelle heure est-il?</b> Describing people Activities Time	<b>Rigolo 2</b> <b>Units 1 Salut, Gustave and 2 A l'école</b> Greet people and give personal information Family School subjects Likes and dislikes Timings of the day	<b>Rigolo 2</b> <b>Units 7 Le week-end and 8 Les vêtements</b> Talk about activities that I do and others do Clothes and prices of items

Cultural Capital influences To be completed							
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