

## Autumn Terms 1 and 2

|   | 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  | Battle of Britain   |
| <b>Main subject driver</b>  | PSED  | Science  | History   | Science   | History  | Science/Geography  | History   |
| <b>English</b><br><i>Writing genres</i><br><br>- See reading curriculum map for texts<br>- See phonics pacing document<br>- See writing genre map and writing progression documents | <b>Transcription:</b><br><ul style="list-style-type: none"> <li>Forming letters/ letter sound correspondences</li> <li>Writing names</li> <li>Simple sentences using given structures combining tricky words and CVC words</li> </ul> <b>Composition:</b> Oral retelling of well-known stories. | Labels and captions<br><br>Narrative<br><br>Instructions<br><br>Letter writing<br><br>Descriptions   | Narrative<br><br>Recounts<br><br>Character descriptions<br><br>Instructions<br><br>Non-chronological report   | Descriptions: characters / settings<br><br>Narrative<br><br>Non-chronological reports<br><br>Mythical stories<br><br>Recount<br><br>Poetry                    | Narrative: magical<br><br>Characters/settings<br><br>Non-chronological reports<br><br>Descriptions<br><br>Poetry<br><br>Instructions<br><br>Speech – persuasive  | Non-chronological reports<br><br>Descriptions<br>Characters/settings<br><br>Narrative<br><br>Recount   | Narrative - historical<br><br>Letter<br><br>Diary informal<br><br>Poetry<br><br>Persuasive piece e.g speech<br><br>Newspaper article  |
| <b>Maths</b><br><i>Follow Can Do Maths (Y1 – Y6)</i><br><br><i>Mastering Maths (EYFS)</i>   | Developing a strong understanding of numbers to 5 including:<br>- Subitising<br>- Comparing<br>- Breaking into parts<br>- Ordering<br><br>Repeated patterns<br>Positional language<br>Length  | Number and Place Value: Up to 30<br>Geometry: Properties of Shapes<br>Addition and Subtraction<br>Number and Place Value: up to 100<br>Addition and Subtraction: Facts of 7 – 11<br>Geometry: Properties of Shapes | Number and Place Value<br>Geometry: Properties of Shapes<br>Addition and Subtraction: Addition and Subtraction:<br>Addition and Subtraction:<br>Geometry: Properties of Shapes<br>Multiplication and Division<br>Geometry: Position and direction | Number and Place Value<br>Geometry: Properties of Shapes<br>Multiplication and Division:<br>Multiplication Tables<br>Addition and Subtraction: Mental Methods | Number and Place Value<br>Geometry: Properties of Shapes<br>Multiplication and Division:<br>Multiplication Tables<br>Multiplication and Division<br>Addition and Subtraction: Mental Methods<br>Addition and Subtraction | Number and Place Value<br>Decimals<br>Geometry: Properties of Shapes<br>Addition and Subtraction<br>Multiplication and Division: Powers of 10<br>Multiplication and Division: Properties of Number | Number and Place Value<br>Decimals<br>Multiplication and Division<br>Geometry: Position and Direction<br>Fractions, Decimals and Percentages<br>Geometry: Properties of Shapes (Angles)<br>Addition, Subtraction, Multiplication and Division |
| <b>Science</b>  | Naming and exploring common materials:<br>Bricks, stone, wood, glass<br><br>Naming body parts   | Animals including humans<br>Research Pattern seeking<br><br>Seasonal change  | Use of Everyday Materials<br>Identify and classify<br><br>Forces<br>Identify and classify   | Rocks<br>Identify and classify<br><b>Animals and humans</b><br>Research, Pattern seeking  | Animals including humans<br>Identify and classify, Research  | Living things and their habitats<br>Research/Pattern seeking<br><b>Animals including humans</b>  | Electricity<br>Fair test<br><b>Evolution and inheritance</b><br>Research  |

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|                  | <p><b>How we change as we grow</b></p> <p><b>Seasonal change (Autumn and Winter)</b></p> <p><b>Know basic and understand basic hygiene routines</b></p>  |   |   |  |   | Observe over time  |  |
| <b>History</b>   | <p><b>Changes within living memory</b></p> <p>Babies to now and how we will change in the future</p> <p>Family Chronology and significant individuals in own family</p> <p>Key events in personal history</p> <p>2<sup>nd</sup> half term</p> <p><b>Real people in immediate history</b></p> <p>Queen Elizabeth II</p> <p>Kings and Queens</p> |   | <p><b>Fire and Ice</b></p> <p>Depth Study</p> <p>Great Fire of London and then Titanic</p>  | <p><b>Stone Age to Iron Age</b></p> <p>Depth Study</p>   | <p><b>The Romans</b></p> <p>Depth Study</p>   |  | <p><b>WWII</b></p> <p>Non-statutory</p>  |
| <b>Geography</b> | <p><b>Houses and homes in the local area</b></p> <p><b>Changes in weather with the seasons</b></p> <p><b>Naming geographical features related to stories studied</b></p> <p><b>Making maps</b></p>   | <p><b>Hot and cold areas of the world</b></p> <p><i>4 seasons</i></p> <p><b>Immediate local area</b></p>  | <p><b>Brilliant Britain</b></p> <p><i>UK knowledge – capital cities</i></p> <p><i>Points of the compass</i></p> <p><i>Landmarks in London</i></p> <p><i>Oceans</i></p>                                      | <p><b>Local Knowledge</b></p> <p><b>Where in the world is Gloucestershire?</b></p> <p><i>Counties</i></p> <p><i>World countries and capitals</i></p> <p><i>Hemispheres</i></p>                           | <p><b>Local Gloucestershire</b></p> <p><i>– changes since prehistoric times</i></p> <p><i>Counties</i></p> <p><i>Cities</i></p> <p><i>Tropics of Cancer and Capricorn</i></p>                         | <p><b>South American Geography</b></p> <p><i>Compare South America with Gloucestershire</i></p> <p><i>Compare physical and human features</i></p> <p><i>Rainforest</i></p>                                   | <p><b>Europe's countries and regions</b></p> <p><i>Continent</i></p> <p><i>Countries in Europe</i></p> <p><i>Regions of Europe</i></p>   |
| <b>Computing</b> | <p>Using technology to support other areas of learning including:</p> <ul style="list-style-type: none"> <li>- Taking photographs</li> <li>- Playing games</li> <li>- Watching simulations</li> </ul> <p><i>TC – Teach computing</i></p> <p><i>DF – Digital Futures</i></p>  | <p><b>TC</b></p> <p><b>Computing Systems</b> – technology around us</p> <p><b>Creating media</b> – digital painting</p> <p><b>DF</b></p> <p>Self-image and identity</p> <p>Online Relationships</p> | <p><b>TC</b></p> <p><b>Computing Systems and networks</b> – IT around us</p> <p><b>Creating media</b> – Digital photography</p> <p><b>DF</b></p> <p>Self-image and identity</p> <p>Online Relationships</p> | <p><b>TC</b></p> <p><b>Computing system and networks</b> – Connecting computers</p> <p><b>Creating media</b> – animation</p> <p><b>DF</b></p> <p>Self-image and identity</p> <p>Online Relationships</p> | <p><b>TC</b></p> <p><b>Computing systems and networks</b> – The internet</p> <p><b>Creating media</b> – Audio editing</p> <p><b>DF</b></p> <p>Self-image and identity</p> <p>Online Relationships</p> | <p><b>TC</b></p> <p><b>Computing systems and networks</b> – Sharing information</p> <p><b>Creating media</b> – Video editing</p> <p><b>DF</b></p> <p>Self-image and identity</p> <p>Online Relationships</p> | <p><b>TC</b></p> <p><b>Computing systems and networks</b> – Communication</p> <p><b>Creating media</b> – Web page creation</p> <p><b>DF</b></p> <p>Self-image and identity</p> <p>Online Relationships</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></p> <p><b>Gymnastics</b></p> <p><b>Dance</b></p>  | <p><b>Outdoor and adventurous (Forest schools)</b></p> <p><b>Gymnastics</b></p> <p><b>Multi-skills Ball skills</b></p>  | <p><b>Outdoor and adventurous (Forest schools)</b></p> <p><b>Gymnastics</b></p> <p><b>Multi-skills – ball control</b></p>  | <p><b>Gymnastics</b></p> <p><b>Swimming</b></p>   | <p><b>Gymnastics</b></p> <p><b>Football</b></p> <p><b>Hockey</b></p>   | <p><b>Outdoor and adventurous (Forest schools)</b></p> <p><b>Netball</b></p> <p><b>Football</b></p>  |

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| <b>Art</b>   | Children will have continual access to creative areas where they will learn about and explore: <ul style="list-style-type: none"> <li>• Use of colour and colour mixing</li> <li>• Basic printing techniques</li> <li>• Using different brushes for different purposes</li> <li>• Collage using a range of materials</li> </ul>            | <b>Drawing</b><br>Pencil, chalk and charcoal animal sketches<br><b>Gary Hodges</b><br><br><b>Painting</b><br>Colour mixing<br><b>Giuseppe Arcimboldo</b>  | <b>Drawing</b><br>Control of marks<br>Tone/Pencil gradients/<br>Blending<br><b>Lottie Reiniger</b><br><br><b>Painting</b><br>Mix colours and shades   | <b>Drawing</b><br>Control marks with a range of media, different gradients of pencil<br><b>Painting</b><br>Light and dark<br>Colour washes<br><b>Collage/Textiles</b><br>Cut and arrange<br>Modify threads and fabrics<br><br><b>Stone Age paintings</b><br><b>Batik</b><br><b>Mondrian</b> | <b>Drawing</b><br>Control marks with confidence<br>Gradients of pencil<br>Range of media, add details<br>3D sketches<br><b>Painting</b><br>Control with range of media and techniques<br>Light and dark for depth<br><b>Collage</b><br>Patterns<br><br><b>Roman mosaics</b><br><b>Antoni Gaudi</b> | <b>Drawing</b><br>Line, tonal contrast, pattern, texture, reflection, shadow,<br><b>Painting</b><br>painting with mixed media<br><b>Print making</b><br>Relief block prints<br>Layers of colour<br>Pattern, repetition, symmetry<br><br><b>John Dyer</b><br><b>William Morris</b> | <b>Drawing</b><br>Line, tonal contrast, shading, pattern and texture<br>Mixed media<br>Composition, scale and proportion<br><b>Painting</b><br>Range of techniques<br>Purposely controlled marks<br>Digital graphics/effects<br><br><b>Banksy and Seen</b><br><b>Modern Art</b> |
| <b>DT</b>    | Children will have access to creative areas and construction areas where they will: <ul style="list-style-type: none"> <li>- Make models for different purposes</li> <li>- Discuss what they will make before they make it</li> <li>- Become more confident in using equipment such as scissors, split pins, hole punches, tape</li> </ul> | <b>Food and Nutrition</b><br><b>Preparing fruit and vegetables</b><br>Question: What would be a healthy picnic snack to take to the zoo?<br>Outcome: Design and create a healthy picnic snack (fruit salad/kebab) to take to the zoo. | <b>Mechanisms</b><br><b>Wheels and axles</b><br>Question: What wheeled vehicle could you create to cross ice or put out a fire?<br>Outcome: Make a wheeled vehicle to cross ice/put out a fire. | <b>Structures</b><br><b>Shell structures</b><br>Question: How can we transport an artefact safely to a museum safely?<br>Outcome: Design and make an appropriate box to transport an artefact.  | <b>Textiles</b><br><b>2D shape to 3D model</b><br>Question: What did the Romans keep their money in?<br>Outcome: Design and create a functional Roman purse or wallet with a fastening.  | <b>Structures</b><br><b>Frame structures – bridges</b><br>Question: How can we cross the Amazon safely?<br>Outcome: Design and create a bridge to cross the Amazon.   | <b>Mechanisms</b><br><b>Electrical systems and structures</b><br>Question: How could you prevent a criminal from escaping?<br>Outcome: Design and create a product to prevent a criminal from escaping  |
| <b>Music</b> |  | <b>Musician Focus-</b><br>Camille Saint-Saens (1835-1921)   | <b>Musician Focus-</b><br>Igor Stravinsky   | <b>Music focus – Indie</b><br>Rock<br><b>Musician focus-</b> Oasis  | <b>Music focus-</b><br>Traditional Indonesian Music - Gamelan  | <b>Music Focus – Samba</b><br><b>Musician focus –</b> Sergio Mendes   | <b>Music focus – Ska</b><br><b>Musician focus – The</b> Specials  |
| <b>PSHE</b>  | Settling into school and learning new routines. Building new relationships Seeing themselves as a valuable individual within own families Personal hygiene.  | 5 ways to wellbeing<br>Mental Health<br>Mindful Approach<br>BLM<br>Social Issues<br>Kindness and anti-bullying<br>Road safety week<br>Citizenship and British Values<br>Media Influence   | 5 ways to wellbeing<br>Mental Health<br>Mindful Approach<br>BLM<br>Keeping Safe at home<br>Fire safety<br>Road safety<br>Kindness and anti-bullying<br>Citizenship and British Values           | 5 ways to wellbeing<br>Mental Health<br>Mindful Approach<br>BLM<br>Road Safety Week<br>Anti Bullying Week<br>Kindness and antibullying<br>Financial Ed<br>Remembrance   | 5 ways to wellbeing<br>Mental Health<br>Mindful Approach<br>BLM<br>Make me a Superhero<br>Fire Safety and BV – Remembrance<br>Anti-Bullying week<br>Road Safety week<br>Financial Ed   | 5 ways to wellbeing<br>Mental Health<br>Mindful Approach<br>BLM<br>Anti-Bullying<br>Financial Education   | 5 ways to wellbeing<br>Mental Health<br>Mindful Approach<br>BLM<br>Internet Safety<br>Personal Responsibility<br>Friends and family<br>Citizenship and British Values<br>Financial capability   |

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|  |  | Financial Capability   |   |   |  |   |   |
| <b>MFL</b>   |  |  |   | <b>Rigolo 1</b><br><b>Units 1 Bonjour and 2 En classe</b><br>Greetings<br>Numbers to 10<br>Classroom objects<br>Colours and age | <b>Rigolo 1</b><br><b>Units 7 Encore! and 8 Quelle heure est-il?</b><br>Describing people<br>Activities<br>Time    | <b>Rigolo 2</b><br><b>Units 1 Salut, Gustave and 2 A l'école</b><br>Greet people and give personal information<br>Family<br>School subjects<br>Likes and dislikes<br>Timings of the day | <b>Rigolo 2</b><br><b>Units 7 Le week-end and 8 Les vêtements</b><br>Talk about activities that I do and others do<br>Clothes and prices of items |
| <b>RE</b><br><i>Following Gloucestershire Agreed Syllabus (awaiting 2022 update)</i> | <b>F4: Being special: where do we belong?</b><br><b>F2: Why is Christmas special for Christians?</b> | <b>What does it mean to belong to a faith community?</b><br><b>What do Christians believe God is like?</b> | <b>Who is a Muslim and how do they live?</b><br><b>Why does Christmas matter to Christians?</b> | <b>What do Christians learn from the Creation story?</b><br><b>What is it like for someone to follow God?</b>                   | <b>What is the 'Trinity' and why is it important for Christians?</b><br><b>What do Hindus believe God is like?</b> | <b>What does it mean if Christians believe God is holy and loving?</b><br><b>What does it mean to be a Muslim in Britain today?</b>   | <b>Creation and science: conflicting or complementary?</b><br><b>Why do some people believe in God and some not?</b>                              |