
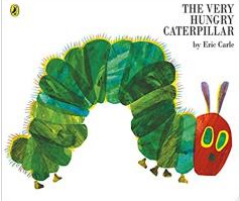
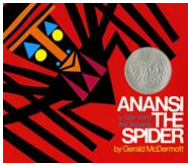
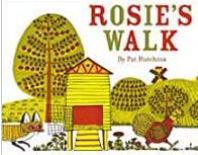


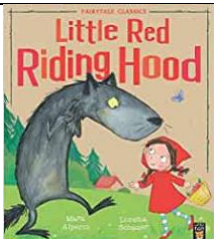
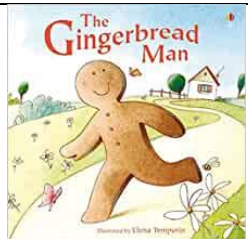
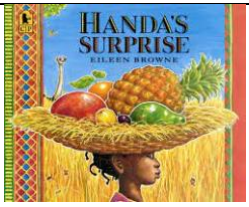
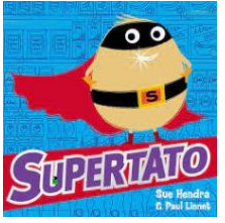
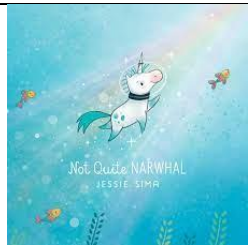
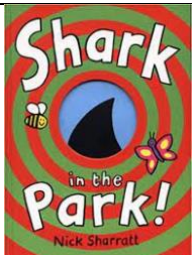
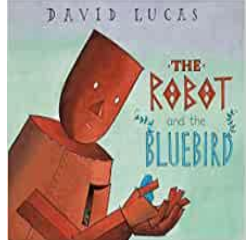
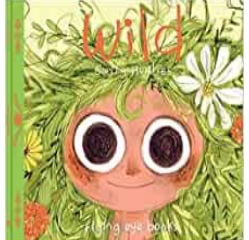
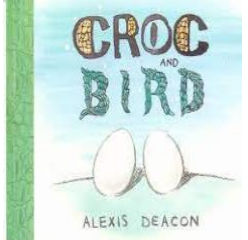
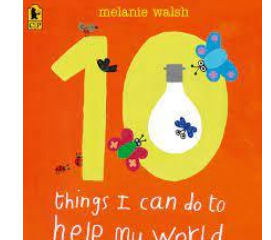


Nursery						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	<i>Narrative- The family book</i>	<i>The Very Hungry Caterpillar</i>	Anansi the Spider	<i>Rosie's walk</i>	<i>We're Going on a Bear Hunt</i>	Jack and the Beanstalk
	 The Family Book	 The Very Hungry Caterpillar	 Anansi the Spider	 Rosies Walk	 We're Going on a Bear Hunt	 Jack and the Beanstalk
Writing Unit	Gross motor skills	List	Description	Instructions	Recount	Letter
Phonics	AS Phase One Phonics- Environmental Sounds	AS Phase One Phonics- Environmental Sounds	AS Phase One Phonics- Environmental Sounds	AS Phase One Phonics- Environmental Sounds	AS Phase One Phonics- Environmental Sounds	AS Phase One Phonics- Environmental Sounds
Reading	Concepts of print	Concepts of print	Whole class shared reading	Whole class shared reading	Shared guided reading	Shared guided reading.
History Overview						
Theme title	Why do you love me so much?	Why do leaves go crispy?	Can we explore it?	Are eggs alive?	Why can't I have chocolate for breakfast?	Did dragons exist?
Key Skills History	Remembers and talks about significant events in their own experiences	Recognises and describes special times or events for friends or family	Can retell a simple past event in the correct order	Can retell a simple past event in the correct order	Uses a variety of questions (e.g. what, where, who)	Uses a variety of questions (e.g. what, where, who)
Geography Overview						
Key Skills Geography	Imitate everyday actions and events from own family and cultural backgrounds	Developing an understanding of growth, decay and changes over time	Play with small-world models such as a farm, garage or train track Notices detailed features and objects in their environment	Comments and asks questions about aspects of the natural world Shows care and concern for living things and the environment	Learns that they have similarities and differences that connect them to, and distinguish them from others	Comments and asks questions about aspects of their familiar world and natural world

Nursery Conceptual Application:						
Skills	Focus on gross motor skills	Why do leaves go crispy?- List	Can we explore it?- Description	Are eggs alive- Instructions	Why can't I have chocolate for breakfast- recount	Did dragons exist- Letter
Knowledge		List of different colour leaves	Describe a farm	Instructions on how to look after the world	Recount of their morning and what they ate for breakfast	Letter to a historical dragon
Nursery Now Press Play:						
		Christmas story		On the farm		
Reception						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	Narrative- Little Red Riding Hood	The Gingerbread Man	Handa's Surprise	Supertato	Not Quite Narwhal	Shark in the Park
						
Writing Unit	Character Description	Instructions	Factfile	Recount	Explanation	Non-Chronological Report
Phonics	Consolidation AS Phase 1 AS Phase 2~ Initial letter sounds	AS Phase 2~ Initial letter sounds	AS Phase 2~ Initial letter sounds	AS Phase 3 ~ Middle vowel sounds	AS Phase 3 ~ Middle vowel sounds	AS Phase 3 consolidation
Reading	Autumn: shared reading, phonics, guided reading once competent in concepts of print through shared guided and whole class shared reading. Reading HFWs... Children move up through the book bands. Expected reading by the end of EYFS is red band and exceeding is blue.					
History Overview						
Theme title:	Do you want to be friends?	Are we there yet?	What happens when I fall asleep?	Why do ladybirds have spots?	What is a reflection?	Will you read me a story?
Key Skills History	Uses language to imagine and recreate roles and experiences in play situations	Use everyday language related to time	Talk about past and present events in their own lives and in the lives of their family	Questions why things happens and gives explanations	Questions why things happens and gives explanations	Talk about past & present events in their own lives and of their family - revisited Uses language & roles to imagine, recreate experiences in play situations - revisited
Geography Overview						

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Key Skills Geography	To recognise similarities between families, communities and traditions Knows some of the things that make them unique and talks about similarities and differences with friends and family	Talk about features of their own immediate environment and how environments might vary from one another	Shows interest in different occupations and ways of life	Make observations of animals and plants and explain why some things occur and change	Can talk about some of the things they have observed such as plants, animals, natural and found objects	Comments and asks questions about aspects of their familiar world such as where they live or the natural world
Reception Conceptual Application						
Skills	Character Descriptions- Descriptive writing	Gingerbread Playdough- Instruction writing	All about Africa- factfile	The adventures of Supertato -Recount writing	What is a Narwhal- Explanation	Sharks - information
Knowledge	Describe a character	Instructions for making gingerbread playdough	Different environments - research skills	Recount of adventures of Supertato	Explanation text about a narwhal	Non-Chronological report about a shark
Reception Now Press Play:						
	Little Red Riding Hood	Gingerbread Man	On Safari			Under the Sea
Year 1						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	Beegu by Alexis Deacon 	The Robot and Bluebird by David Lucas 	Wild by Emily Hughes 	Croc and Bird by Alexis Deacon 	Traction Man by Mini Grey 	10 Things I Can do to Change the World by Melanie Walsh 
Character Development	Hope, kindness, loneliness, difference, standing out	Friendship, self-sacrifice, caring, love for others	Hope, belonging	Identity, friendship and difference	Fantasy, adventure, kindness and bravery	Courageous advocacy environment, sustainability
Writing Units	Week 1- based on Cornerstones ME * Recount	Week 1- 4 The Robot and Bluebird Captions and annotations Debate writing	Week 1-4 Wild by Emily Hughes * Character Description Thought bubbles	Week 1-3 Croc and Bird Unit* Character descriptions Writing in role	Week 1-4 Traction Man* Oral narrative (talking book) Character fact file	Weeks 1-4 Shared Reading Journal 'Tell Me' responses Conservation posters

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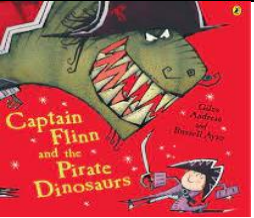
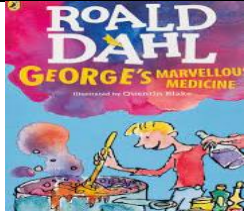

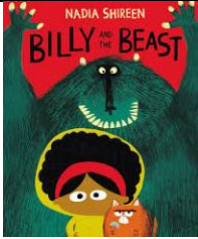

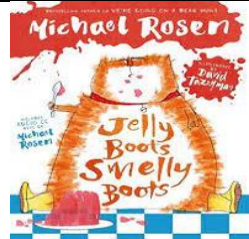


		<i>Non-chronological report</i> <i>Instruction writing</i> <i>Retelling from alternative perspectives</i>	Writing in role Persuasive Writing Narrative	Story scenes Letter writing	Short narrative as a play script or page of graphic novel	Letter to the Headteacher Call and response poem • Information Writing Bookmaking
	Week 2-6- <i>Beegu</i> by Alexis Deacon * Beegu (CLPE) Writing in role Poetry Letters Playscripts	Week 5-6- <i>Christmas performance, practice</i>	Week 5- Carnival Poetry * (CT)	Week 4- Information Texts The Tiger who came for tea * (CS)	Week 4-6 Instruction Writing How to make green slime (CT)	Weeks 4-6 Transition/ end of term activities
	Week 7- Consolidation/ Assessment Week		Week 6- Consolidation/ Assessment Week	Week 5- Consolidation/ Assessment Week	Week 7 Consolidation/ Assessment Week	
Reading	Shared reading of big books three times a week, daily guided reading with Benchmarked Colour Coded Groups. Reading as writers, writing as readers following key texts.					
Phonics	AS Phonics Phase 4- adjacent consonants	AS Phonics Phase 4- adjacent consonants	AS Phonics Phase 5- alternative sounds to vowel sounds they know from phase 3.	AS Phonics Phase 5- alternative sounds to vowel sounds they know from phase 3.	AS Phonics Phase 5- alternative sounds to vowel sounds they know from phase 3.	AS Phonics Consolidation
History Overview						
History Focus	History Focus	Changes within living memory	The lives of significant people Mary Anning and David Attenborough		More lives of significant people Neil Armstrong, Mae Jamieson, Bernard Harris Jnr, Tim Peake	
Key Skills History	Use books, stories and photographs to help me find out about the past Choose and use parts of stories to answer questions about the past Sequence events and changes in the past. Show what I have learnt through drawings	Sequence events and changes in my own lifetime Use photographs, pictures, objects and historical visits to help me find out about the past Use everyday words and phrases to describe the passing of time	Sequence events. Use a timeline to place and order important events. Sort events into groups (then and now). Talk about the lives of the people around them and their roles in society. Reasoning the ability to explain events and human actions is key to the work of historians.		Use books and stories to help me find out about the past - revisited Share what I have found out by telling someone - revisited Know how to use clues to find out about the past Explore events, recall some facts about people/events.	
Geography Overview						
Geography Focus	Urban areas (London)	Local geography	Continents and Oceans Seas around the UK Hot and Cold places		Mapping and Fieldwork	

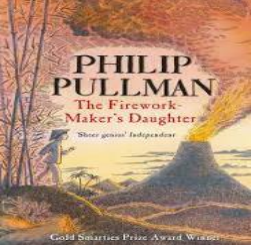
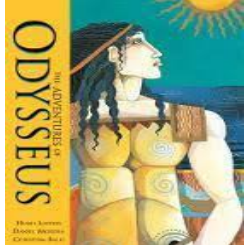
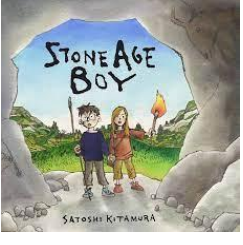

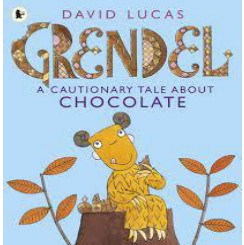
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Key Skills Geography	Name, identify and locate the four countries of the UK	Know about the local area, name key landmarks in the local area	Observe and record weather eg. draw pictures of the weather at different times of the year	Use aerial photos to identify physical and human features of locality		
	Name the capital cities in the UK		Recognise a natural environment and use basic vocabulary to identify it (i.e.beach, coast, forest, mountain)	Use maps and atlases to identify the UK		
	Name, identify and locate the UK's surrounding seas on a map	Compare photos of Docklands from the 1950's with Canary Wharf area today.	Express opinions about the seasons and relate the changes to changes in clothing and activities.	Use simple compass directions		
	Identify key features within a town or village such as: farm, factory, house and shop.	Describe places and features using geographical vocabulary	Know and locate the UK's surrounding seas on a map	Locate features of the school grounds on a base map		
		Name and identify capital cities in the UK - revisited	Use basic geographical vocabulary to refer to key human features including city, town, village	Be able to verbalise and write about geographical similarities and differences between the two features of two localities (shown by pictures) - revisited		
Year 1 Conceptual Application						
Knowledge	Writing in role as a Historian	Captions and annotations of key landmarks in the local area.	Poetry- Write a shape poem about South America	Letter- Write a letter sharing the local history of Poplar	Character fact file on Superhero from the past	Bookmaking about a historical event.
Year 1 Now Press Play:						
	Great fire of London	Maps		Habitats	Superheroes	
Year 2						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Captain Flynn and the Pirate Dinosaurs by Giles Andreae	Georges Marvellous Medicine by Roald Dahl	Here comes Frankie by Tom Gopwood	Rapunzel by Bethany Woolvin	The Secret Sky Garden by Linda Sarah	Jelly Boots, Smelly Boots by Michael Rosen and illustrated by David Tazzyman *

						
Character Development	Bravery, generosity, kindness	Creativity, courage mischievousness and mutual respect	Family, talent, new beginnings	Freedom, jealousy, greed	Personal relationships, local environment courage, friendship and perseverance	Family, belonging, heritage
Writing Units	Week 1-3 Captain Flinn * Narrative- Retell the story from the main character's perspective (Flinn) (Innovation)	Weeks 1-4 Georges Marvellous Medicine Week 1-2 LS unit * Witness statements Weeks 2-4 Storytelling techniques to write a narrative.	Week 1-4 Here Comes Frankie by Tim Hopgood Writing in role Persuasive writing Picture book making	Week 1-5 Billy and the Beast Writing in role Poetry Explanations Bookmaking and publishing	Week 1-4 weeks The Secret Sky Garden * Narrative- Writing for different purposes.	Week 1-3 Poetry Journal Poetry performances Poetry event with invited audience created by the class
	Week 4-6- Non-Fiction Life Story of Captain James Cook (CT) Information Texts	Weeks 4-6 Chocolate Cake by Michael Rosen	Week 4-6 Portfolio preparation. Editing and publishing best work in preparation for moderation.		Weeks 5-7 Meerkat Mail * (LS) Narrative Information Text	Week 3-6 Transition/ End of term activities/ preparations for KS2
Reading	Shared reading of big books three times a week, daily guided reading with banded decodable books. Reading as writers, writing as readers following key texts.					
Phonics	Consolidation of AS Phase 5 Letters and Sounds	AS Phase 6 Letters and Sounds	AS Phase 6 Letters and Sounds	Consolidation of AS Phase 6 Letters and Sounds	Spelling Rules Catch up groups	Spelling Rules Catch up groups
History Overview						
History Focus	Sea explorers	Crimean War (Florence Nightingale, Mary Seacole)	Events beyond living memory (Great fire of London)		Significant historical events, people, places in our locality begin	

<p>Key Skills History</p>	<p>Planning and carrying out a historical enquiry (e.g. plan and find information about which explorer was most successful)</p> <p>Know what a source is</p> <p>Use more than one type of source to find out about an event or person from the past</p>	<p>Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did that event happen?)</p> <p>Start to answer questions about the past using sources of evidence to help me</p> <p>Understand how to use evidence to find out about the past</p> <p>Recount an event</p>	<p>Understand and use the words 'past' and 'present' when discussing an event</p> <p>Understand how to sequence events and artefacts such as objects or photographs</p> <p>Use historical words and phrases to describe the passing of time including dates and decades</p> <p>Show what I have learnt through drawings, art, photographs and drama</p> <p>Understand and use the words past and present when discussing an event.</p> <p>Recount changes in your own life time.</p> <p>Understand how to put people, events</p> <p>Different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of info. To answer questions.</p>	<p>Ask questions about the past (What was it like for people in the past?</p> <p>What happened in the past?</p> <p>How long ago did that event happen?) - revisited</p> <p>Start to answer questions about the past using sources of evidence to help me</p> <p>Know what a source is</p> <p>Use more than one type of source to find out about an event or person from the past</p>
<p>Geography Overview</p>				
<p>Geography Focus</p>	<p>Oceans</p>	<p>Weather</p>	<p>Human and Physical features - local area study</p> <p>Compare a small part of the UK to a non-European location (London and Nairobi) begin</p>	<p>Compare a small part of the UK to a non-European location (London and Nairobi) continued</p> <p>Fieldwork and map skills</p>
<p>Key Skills Geography</p>	<p>Name and locate the world's seven continents and five oceans on a map</p> <p>Know and locate the UK's surrounding seas on a map</p> <p>Describe the places and features they study using geographical language</p>	<p>Identify similarities, differences and simple patterns in the environment</p> <p>Ask questions about the weather and seasons</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>Describe the places and features they study using geographical language</p> <p>Identify similarities, differences and simple patterns in the environment between two places</p>	<p>Locate key landmarks in your local area on a map</p> <p>Identify a range of human environments such as the local area and other areas</p> <p>Draw a simple map of the local area with a basic key showing key landmarks</p>

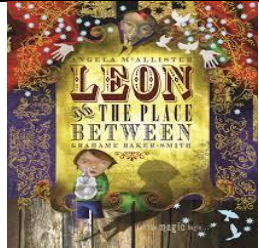
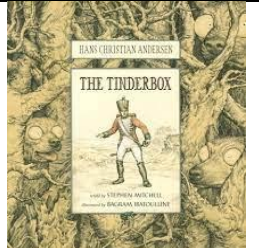
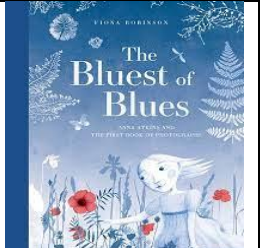
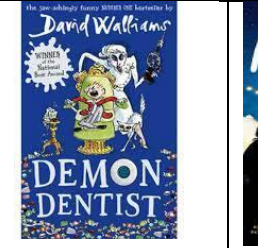
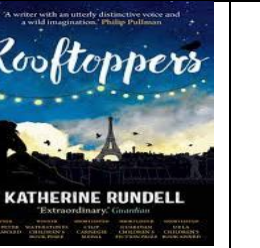
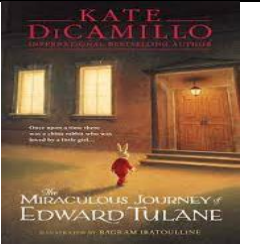
		Give detailed reasons to support their own likes, dislikes and preferences	Use key geographical vocabulary for humans and physical features. Identify a range of human environments such as the local area and other areas Give detailed reasons to support their own likes, dislikes and preferences	Use simple compass directions (North, South, East and West) to describe the location of features on a map Describe some of the activities that occur in the local area I know what a small- and large-scale map means. I can recognise symbols. I can map the school.		
Year 2 Conceptual Application						
Knowledge	Picture Book of the Seven Continents and five oceans		Information text about a historical event	Recount an event	Reading comprehension based on plants and their habitats	Sequencing historical events
Year 2 Now Press Play:						
		Florence Nightingale Seasons		Plants		
Year 3						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Firework Maker's Daughter by Phillip Pullman *	Odysseus *	Fantastic Mr Fox by Roald Dahl *	Stone Age Boy *	Spy Fox *	Grendell; a Cautionary Tale about Chocolate by David Lucas *
						
Character Development	<i>Perseverance, gender bias, , beyond limits & expectations</i>	<i>Resilience, loss, overcoming obstacles</i>	<i>Environmentalism, deprivation, pride, parenthood</i>	<i>Time travel, destiny, archaeology</i>	<i>Love, conflict</i>	<i>Hope, wishes, consequences</i>
Writing Units	Week 1 Transition Weeks 2-3 Book Talk Narrative	Week 1-6 Write own episode (myth) for the journey home; a newspaper report and a short piece of poetic-style	Weeks 1-3 <i>Newspaper Reports</i> <i>Recount events from a characters point of view</i> Week 4- <i>Portfolio work</i>	Week 1-3 <i>Book talk</i> <i>Write a historical narrative</i>	Week 1-3 Narrative and Explanation Text Week 3- Edit and improve work for portfolio.	Week 1-4 Books to retell the story from Grendel's perspective Instructions for cooking

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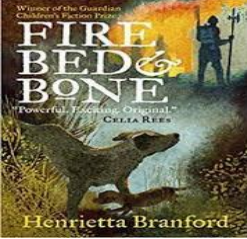

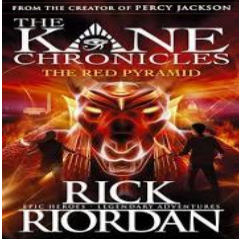
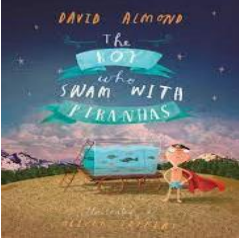
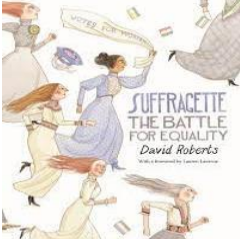
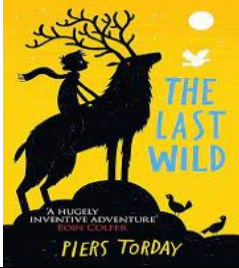
	Week 4- Edit and publish work for writing portfolio	writing				Persuasive posters Poems about chocolate Week 4- edit and publish work for portfolio
	Week 5-6 Poetry Unit on Cornerstones		Weeks 4-6 Rudyard Kipling Just So Stories Poetry Unit Longer Narratives Debate Poetry	Week 5-6 Information texts based on Stone Henge Edit and publish in portfolio	Week 4-6 Poetry Cornerstones <i>Last night I saw the city breathing.</i>	
Reading	Shared reading of books three times a week, daily guided reading with Benchmarked Colour Coded Groups.AR and STAR Testing Reading as writers, writing as readers following key texts.					
Spelling	Follow Scheme* Words with the long /e/ / sound spelt with ei Words with the long /e/ / sound spelt with ey Words with the long /e/ / sound spelt with ai Words with / / sound spelt with ear Homophones & near homophones	Follow Scheme* Creating adverbs using the suffix -ly Creating adverbs using the suffix -ly Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules)	Follow Scheme * short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable Creating negative meanings using prefix mis- , Creating negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch'	Follow Scheme * Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Word	Follow Scheme * Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning	Follow Scheme * Words ending in the suffix -al Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt with 'ture' Words ending with a /cher/ sound spelt as 'ture' Silent Letters Revision
History Overview						
History Focus	Ancient Romans (What did the Romans do for Britain?)	Ancient Greece	Stone Age - Iron Age begin		Rome and the impact on Britain Revisit changes to Britain	
Key Skills History	Understand that a timeline can be divided in BC and AD Use a timeline to place events I have found out about	Understand and use the term century and name specific dates Understand that a timeline can be	Know the difference between a primary and secondary source Use a timeline to place events I have found out about - revisited		Use multiple sources to find out information - revisited Know what a historical question looks like Use evidence to start generating my own questions about the past	

	Orally retell an event from the past from the perspective of having been there	divided in BC and AD-revisited Use a timeline to place events I have found out about - revisited	Understand that the past can be divided into time periods Use multiple sources to find out information I know the difference between a primary and secondary source - revisited Write a recount of an event from the perspective of having been there	Use evidence to help me answer questions about the past Look at two versions of the same event in history Use drama to demonstrate my understanding of a historical event		
Geography Overview						
Geography Focus	Volcanoes and earthquakes	Greece and Europe	Fieldwork - human and physical features UK Study	Revisit - Human and physical features (if needed) OS Maps and Scale		
Key Skills Geography	Study how the Romans and Celts traded Identify how physical features might have impacted on where settlers decided to settle (Romans) Locate places in the world where volcanoes occur Understand and be able to communicate in different ways the cause of earthquakes and the process before a volcano eruption	Understand the terms continent, country, state and city Investigate places beyond their immediate surroundings Begin to understand simple reasons for similarities and differences between two places Use a map or atlas to locate some countries and cities in Europe	Name major urban areas in the UK Use an atlas to locate the UK and some of the major urban areas Describe the main land uses within urban areas and identify key characteristics of rural areas Compare and contrast differences within the UK Use aerial photos to recognise landmarks and basic human and physical features	Present information gathered in fieldwork using graphs Begin to make comparisons between places- revisited Use simple compass directions and locational and directional vocabulary Use aerial photos to recognise landmarks and basic human and physical features- revisited Use simple fieldwork and observational skills		
Year 3 Conceptual Application						
Knowledge	Reading comprehension of earthquakes/ volcanoes	Newspaper report- Ancient Greece	Debate- Climate change and animals habitats	Information text based on StoneHenge	Poetry- Last night I saw the city breathing	Instructions for cooking
Year 3 Now Press Play:						
	Natural disasters Roman Britain	Ancient Greece		Stone Age		



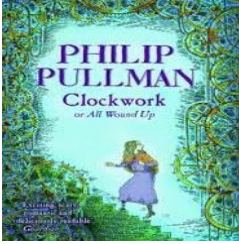
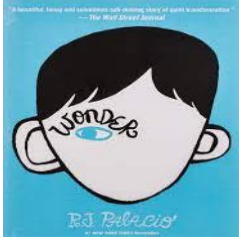
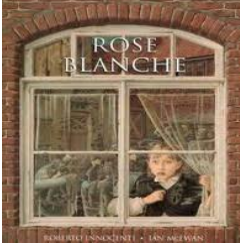
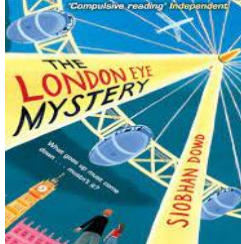
Year 4						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	<i>Leon and the Place Between</i> by Angela McAllister *	<i>The Tinderbox</i> by Hans Christian Anderson *	<i>The Bluest of Blues</i> by Fiona Robinson *	<i>The Demon Dentist</i> by David Walliams (Love to read guide)	<i>Rooftoppers</i> by Katherine Rundell*	<i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo *
						
Character Development	<i>Belief beyond ourselves, magic</i>	<i>Aristocracy, greed, hypocrisy</i>	<i>Conflict, women's history, discovery, creativity.</i>	<i>Anxiety, well-being, friendships</i>	<i>Love, protection, sacrifice, perseverance</i>	<i>Love, loss, recovery, kindness, compassion and self-discovery</i>
Writing Units	<p>Week 1-5 Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Creative writing – poem, news report, play script, story narrative Parallel Narrative Week 5- edit and publish piece for writing portfolio</p> <p>Week 6 Poetry based on Macbeth (CS)</p>	<p>Week 1-2 (Unit plan) Character description Newspaper Report Biography</p> <p>Weeks 3-4 Storytelling methods Narrative, publish and edit for writing portfolio.</p>	<p>Week 1-6 Writing in role Drawing and annotating Letter Message Non-fiction writing Poetry Biography</p>	<p>Week 1-4 Book Study using Love to Read Storytelling steps Narrative</p> <p>Week 5- Revision, consolidation and assessment</p>	<p>Week 1-6 Diary writing Writing in role Newspaper Poetry Explanation</p> <p>Week 7- Revision, consolidation and assessment</p>	<p>Week 1-4 Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography</p> <p>Week 5-6 Transition/ End of Term Activities</p>
Reading	<p>Shared reading of big books twice a week, daily guided reading with Benchmarked Colour Coded Groups, Accelerated Reader: STAR Testing, AR Quizzes. Reading as writers, writing as readers following key texts.</p>					
Spelling	<p>Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into')</p>	<p>Words with a /shuhn/ sound, spelt with 'sion' Words with a /shuhn/ sound, spelt with 'ssion'</p>	<p>Homophones & Near Homophones Homophones & Near Homophones</p>	<p>Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce'</p>	<p>Adding the prefix inter-'among') Adding the prefix anti- Adding the prefix auto-</p>	<p>Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word)</p>

	<p>Adding the prefix im- (before a root word starting with 'm' or 'p')</p> <p>Adding the prefix il-</p> <p>Homophones & near homophones</p> <p>Words with /shun/ endings spelt with 'sion'</p>	<p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't')</p> <p>Words with a /shuhn/ sound, spelt with 'cian'</p> <p>Words with 'ough'</p>	<p>Nouns ending in the suffix -ation</p> <p>Nouns ending in the suffix -ation</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>Plural Possessive Apostrophes with plural words</p>	<p>Words with a 'soft c' spelt with 'ci'</p> <p>Word families based on common words.</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Adding the prefix ex- (Adding the prefix non-</p> <p>Words ending in -ar/ -er</p>	<p>Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p>Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')</p> <p>Adverbials of frequency and possibility</p> <p>Adverbials of manner</p>
History Overview						
History Focus	Historic use of medicines (penicillin)	The Norman Conquest	Britain's settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor	Ancient civilisation – Ancient Egypt	
Key Skills History	<p>Place events in history approximately in the right place on a time line</p> <p>Understand the importance of a scale when using a timeline</p>	<p>Name the century and dates of significant events from the past that I know about</p> <p>Identify a primary and secondary source and say which is more reliable</p> <p>Look at two versions of the same event in history and identify differences in the accounts</p> <p>Write a factually accurate recount of an event from the perspective of having been there, using information learnt from sources</p>	<p>Evaluate sources in terms of their usefulness</p> <p>Look at two versions of the same event in history and identify differences in the accounts - revisited</p> <p>Write a factually accurate recount of an event from the perspective of having been there, using information learnt from sources - revisited</p> <p>Devise my own historical questions</p> <p>Evaluate sources in terms of their usefulness - revisited</p> <p>Choose suitable sources of evidence for my historical enquiry and use them to support my answers</p> <p>Present findings from a historical enquiry to others</p>	<p>Place events in history approximately in the right place on a timeline - revisited</p> <p>Understand the importance of a scale when using a timeline - revisited</p> <p>Follow a line of historical enquiry given to me by my teacher</p> <p>Choose suitable sources of evidence for my historical enquiry and use them to support my answers- revisited</p> <p>Present findings from a historical enquiry to others - revisited</p>		
Geography Overview						

Geography Focus	London: Location of penicillin discovery	Local area - human and physical features	Rivers Latitude and longitude begin		Latitude and longitude continued Water cycle	
Key Skills Geography	Describe where the UK is located, using the four figure grid references to describe its location in relation to other countries and continents Undertake weather surveys, including wind direction, where the sun shines, recording changes and observations locally produced Look at maps, photos, temperature, population numbers and other sources to identify similarities and differences between a UK region and another country	Describe where the UK is located, using the four figure grid references to describe its location in relation to other countries and continents Relate land use and trade to settlement locations - why did they settle there? Consider how the land in the local area was used during the historical period and consider how and why it has changed	Study maps to locate different landforms eg. mountainous areas, urban areas, rivers etc Describe a mountain or river environment in the UK using appropriate vocabulary Describe the water cycle in sequence and name some processes associated with rivers and mountains Use the language of rivers eg. erosion, deposition, transportation to explain the formation of rivers Give directional instructions using the eight compass points (N, S, W, E, NW, SW, NE, SE) - revisited Locate and understand significance of Tropics of cancer and Capricorn and Arctic and Antarctic circles.		Give directional instructions using the eight compass points (N, S, W, E, NW, SW, NE, SE) - revisited Choose effective recording and presentation methods Draw conclusions from fieldwork data Locate and understand significance of Tropics of cancer and Capricorn and Arctic and Antarctic circles - revisited Indicate tropical, temperate and polar climate zones on a globe or a map, describe these using appropriate vocabulary	
Year 4 Conceptual Application						
Skills:	Potions- Story Map	1066- Reading Comprehensions	Blue Abyss- Biography	Burps, Bottoms and Bile- Instructions	Playlist- Newspaper Report	Road Trip - Diary entry
Knowledge:	Story mapping the history of penicillin	Reading comprehension on the Battle of Hastings	Sequencing the water cycle	Instructions of the journey of the digestive system	Newspaper Report about the school grounds/ areas for improvement	Diary entry of the day in the life of Edward the Confessor
Year 4 Now Press Play:						
			Water cycle			
Year 5						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Key Texts	<i>Fire, Bed and Bone</i> by Henrietta Branford *	<i>Cosmic</i> *	Red Pyramid	<i>The Boy Who Swam with Piranhas</i>	<i>Suffragette: The Battle for Equality</i> by David Roberts *	<i>The Last Wild</i> by Piers Torday *
						
Character Development	<i>Societal tension, oppression, loss</i>	<i>Relationships,, motivations, family dilemmas</i>	<i>Truth, trust, difference</i>	<i>Coming of age, family, adventure, friendship</i>	<i>Women rights, bravery, ingenuity, strength, resilience</i>	<i>Environmentalism, megalomaniac, climate change, hope, friendship</i>
Writing Units	Weeks 1-4 Book Study Debate and Argument Information Text Week 4- Edit and publish piece of work for writing portfolio.	Week 1-4 Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry Week 4- Edit and Publish Piece of work for writing portfolio	Week 1-4 Book Study Narrative Publish and edit for writing portfolio	Week 1-5 Narrative –Short narrative with dialogue Persuasive –Adverts	Week 1-6 Tell Me’ book talk responses Reading Journal Biographies Speeches Persuasive letters and responses Prison letters and accounts Newspaper report – with bias Flags, badges and sashes Song lyrics for an anthem Persuasive text of choice: letter, poster, blog, petition, film script, etc.	Weeks 1-5 Newspaper report Writing in Role Free verse Kenning Script Haiku Argument Extension to narrative Week 6- Consolidation, revision and assessments
	Week 4-6 Poetry: Chaucer (*CS)	Week 5-6 Non-Fiction: Newspaper Reports: Man, on the Moon* (CS)	Week 4-6 Non-Fiction Non-Chronological Report Book Name:	Week 6- Consolidation, Revision, Assessment Week	Week 7- Consolidation, revision, publish writing and assessments	
Reading	Shared reading of Key Text twice a week, daily guided reading with Benchmarked Colour Coded Groups, Accelerated Reader: STAR Testing, AR Quizzes. Reading as writers, writing as readers following key texts.					
Spelling	Words with endings that sound like /shuhs/ spelt with –cious	Words with 'silent' letters Words with 'silent' letters	Creating nouns using -ity suffix	Words with an /or/ sound spelt 'or'	Words containing the letter string 'ough'	Unstressed vowels in polysyllabic words

	Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones Homophones & near homophones	Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory Spelling Challenge Words	Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones	Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en	Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words	Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al
History Overview						
History Focus	Black death - 14th century England	Cold war and 1960s Space Race	Ancient Egypt Maya Civilisation	Kingdom of Benin		
Key Skills History	Describe the main changes within a period of history (political, technological, cultural) Communicate different viewpoints (orally) about what happened	Place historical events and time periods accurately on a timeline Give clear reasons why there may be different accounts of history.	Describe the main changes within a period of history and over different periods of history Communicate different viewpoints about the events (written) Place historical events and time periods accurately on a timeline - revisited Give clear reasons why there may be different accounts of history - revisited	Choose reliable and useful sources of evidence to start to give reasons Describe the main changes within a period of history (political, technological, cultural) - revisited Analyse, evaluate and refine my own enquiry question Follow my own line of historical enquiry Choose reliable sources of evidence to help me answer questions giving reasons for my choices		
Geography Overview						
Geography Focus	Black death - mapping the disease and causes	Earth from space	Map skills 4-6 figure grid referencing	OS Map and fieldwork Biomes		
Key Skills Geography	Use the eight compass points to describe the location of a country Locate the world's countries, using maps to focus on Europe (incl.	Identify places situated in relation to the Equator, latitude, longitude and relate this to their time zone, climate, seasons and vegetation.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		

	Russia), North America and South America Understand what a number of places are like, how and why they are similar and different	Identify the different hemispheres on a map	knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - revisited		
Year 5 Conceptual Application						
Knowledge:	Poetry on pestilence	Newspaper report on Neil Armstrong	Non chronological report on Giza	Persuasive advert for a theme park	Reading Comprehension on Suffragettes	Haiku Poetry about local area.
Year 5 Now Press Play:						
		Mission to Mars	Ancient Egypt			
Year 6						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<i>Pig Heart Boy*</i>	<i>Fox, written by Margaret Wild *</i>	<i>Clockwork by Phillip Pullman *</i>	<i>Wonder by R J Palacio *</i>	<i>Rose Blanche*</i>	<i>The London Eye Mystery *</i>
						
Character Development	<i>Genetic engineering, animal experimentation, communication, ill health</i>	<i>Love, belonging, temptation, risk and betrayal</i>	<i>Mortality, human nature, good and evil, creativity & being stuck</i>	<i>Kindness, divergence, inclusion, family, courage, friendship and popularity</i>	<i>War, empathy & conflict</i>	<i>Hope, love, friendship and divergence, acceptance.</i>
Writing Unit	<i>Weeks 1-5, Diary entries Scripts for short plays and books trailers Persuasive texts Letters (both formal and informal) Poetry Week 5- Editing and improving a piece of work for writing portfolio.</i>	<i>Week 1-5 Poems Information Text Oral Presentation Letter Writing in Role Narrative Week 5- Editing and improving a piece of work for writing portfolio.</i>	<i>Week 1-5 Letter writing Comic strip Character summaries Newspaper report Argument Narrative Week 5- Editing and improving a selected piece of work for writing portfolio.</i>	<i>Week 1-5 Factual information leaflets Role play Scripts for documentary Maxims and precepts Newspaper article Diary entries Letters</i>	<i>Week 1-5 Writing in role Diary writing Letter writing Journalistic writing</i>	<i>Week 1-6 Diary/Journal Entries (Ongoing) Persuasive Speech Explanatory Booklet Police Report Free Verse Poetry Formal Letter Newspaper Report Television News Speech Restricted Form Poetry: Nonet Advertisement Restricted Form Poetry: Haiku Poetry – Iam</i>

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	Week 5-6- Poetry John Donne; A Broken Heart Personification Week 7- Consolidation/ Assessment Week	Week 6- Consolidation/ Assessment Week		Wee 5- Editing and improving a selected piece of work for writing portfolio.	Week 5-6 Once by Morris Glietzman Bookstudy & hypothesising (plan with FW)	Narrative
Reading	Shared reading of Key Text twice a week, daily guided reading with Benchmarked Colour Coded Groups, Accelerated Reader: STAR Testing, AR Quizzes. Reading as writers, writing as readers following key texts.					
Spelling	<i>Ambitious Synonyms, Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy, Adjectives ending in - ant into nouns ending in -ance/ -ancy, Adjectives ending in -ent into nouns ending in -ence/- ency, hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity</i>	<i>Words ending in -able, words ending in -able, words ending in -ably, word families based on common words, showing how words are related in form and meaning, word families based on common words, showing how words are related in form and meaning, creating diminutives using prefixes micro- or mini-</i>	Adding suffixes beginning with vowel letters to words ending in -fer, Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions), Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions), Word families based on common words, showing how words are related in form and meaning, Word families based on common words, showing how words are related in form and meaning, Statutory Spelling Challenge Words	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly	Revision and consolidation
History Overview						
History Focus	William Harvey and the development of scientific understanding of the heart	Ancient Maya civilisation	Windrush	How did conflict change our locality in WW2	5 Significant monarchs	
Key Skills History	Develop a timeline using an appropriate scale Use timeline to demonstrate changes and developments in culture and technology Organise a presentation about a significant person and lead a discussion about it	Develop a timeline using an appropriate scale - revisited Use previous learning (Ancient Egypt) to inform my timeline scale What are the common themes to the end of great civilisations?	Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation and this affects interpretations of history Realise there is not often a single answer to historical questions	Organise a presentation about a historical person and answer questions about it Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation and this affects -	Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation and this affects interpretations of history - revisited Realise there is not often a single answer to historical questions - revisited Choose reliable sources of evidence and give reasons for my decision Use sources of information to form testable hypotheses about the past	

				<p>interpretations of history</p> <p>Use previous learning to inform my timeline scale</p> <p>Realise there is not often a single answer to historical questions - revisited</p> <p>Choose reliable sources of evidence and give reasons for my decision</p>	<p>Realise there is not often a single answer to historical questions</p> <p>Adapt and refine my line of enquiry</p> <p>Organise a presentation to share findings from a historical enquiry, giving sources of evidence to support my understanding</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	
Geography Overview						
Geography Focus	World health problems: Coronary heart disease	Mexico - human and physical geography	Physical processes- earthquakes, mountain and volcanoes	Settlements	Comparison study UK and North America	OS Maps and skills
Key Skills Geography	<p>In detail, know what a number of places are like and make comparisons between them.</p> <p>Understand where our energy and natural resources come from.</p>	<p>Know the environmental regions, physical and human characteristics of countries and major cities in Europe, South America and North America</p> <p>Describe and understand a range of key physical processes and the resulting landscape features (such as river or mountain formation)</p> <p>Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure,</p>	<p>Ask and answer geographical questions to unpick why human geography may have changed over time</p> <p>Understand how food production is influenced by climate</p> <p>Make sketch maps of areas using symbols, a key and a scale</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Use the eight compass points to direct and locate using a compass</p> <p>Ask geographical questions e.g. how is traffic controlled? What are the main problems?</p> <p>Collate data collected and record it using data handling software, producing graphs and charts of results</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

			<p>record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Locate different countries/continents in the Northern and Southern hemisphere</p>			<p>use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
Year 6 Conceptual Application						
Knowledge:	Persuasive text about xenotransplantation	Writing in role as an Ancient Maya	Newspaper Article- Windrush	Write a letter WW2 related		ID Reading Comprehension- DNA
Year 6 Now Press Play:						
		The Maya		WW2		Evolution