Overall Curriculum INTENT Map AUTUMN SPRING SUMMER

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|  | **EYFS** | **Year 1 / 2**  | **Year 3 / 4** | **Year 5 / 6** |
|  |  | **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
| **Science** | Using senses to explore natural environment.Explore a collect of materials with different properties.Talking about what we see.Describing what they see, hear and feel whilst outside. Show understanding in the changes of the seasons. Exploring the natural world around them. Planting seeds and caring for them as they grow. Explore and talk about different forces. Differences between materials and changes that they notice. Using observation, discussion, stories and non-fiction to describe the immediate environment.Observational drawings of animals and plant – looking at change over time. Understand some processes of natural change and change of matter.  | AutumnAnimals including humansMaterials SpringAnimals including humansSummerPlants | AutumnWeatherSpringSeasonal changesUse of everyday materialsPlants SummerLiving things and their habitats  | AutumnRocksForcesSpringElectricitySummerLiving things in their habitatsTopic links | AutumnLight and soundStates of matterSpringAnimals including humansSummerPlantsTopic link | AutumnLiving things in their habitats (Y5)Evolution and inheritanceSpringProperties and changes in materialsLightSummerForcesOutdoor learning and investigative skills | AutumnEarth and SpaceLiving things in their habitats (Y6)SpringBig questionsAnimals including humansSummerElectricityHealthy Eating |
| **Art and Design** | Using shapes with continuous lines.Use shapes to draw different representations of objects. Using drawing to represent ideas. Show different emotions within their drawings. Explore colours and colour mixing. Drawing with increased complexity and detail.Explore, use and refine a variety of artistic effects to express ideas.Return to and build on a previous project to refine ideas. Experimenting with colour, design and texture. Share creations with others and talk about the process.  | Autumn  Self-portraits (Andy Warhol, Leonardo Da Vinci). Colour mixing- Esther Mhlangu and Alma Thomas.  Collage self-portraits- Giueseppe Arcimboldo. Rememberence Day clay poppies. Spring Nightscapes (Van Gogh, Julie Perrot). 3D drawing and shading (Julie Perrot). Printing to show movement (Keith Haring). Digital designers- Kinneir and Calver, Mark Allen.   Summer Architects- Zaha Hadid, Norman Foster, Frank Gehry, Antoni Gaudi and Kunle Adeyemi (drawing). Mosaic collage to add texture. Bellyful of Plastic 3D sculptures (Michelle Readers).  | Autumn  Self-portraits (Frida Kahlo). Colour mixing- Wassily Kandinsky and Piet Mondrian.  London skyline painting (Clementine Hunter). Design (digital art) and build (3D form) a Tudor House.   Spring Marcello Gandini, Paul Arzens, Jean Buqatti (car designers). Printing repeating and rotating patterns. Surrealism collage (Vladamir Kush).  Summer  Ghanaian Kente Cloths and weaving. Drawing animals using hatching and cross hatching to add texture. **Take One Picture.**   | Record and develop ideas in sketchbooks.Skills: mastering drawing, painting, sculpture using new mediums (charcoal).Artists, architects, designers.BAME and local artists as a focus. | Record and develop ideas in sketchbooks.Skills: mastering drawing, painting, sculpture using new mediums (charcoal).Artists, architects, designers. BAME and local artists as a focus. | Record and develop ideas in sketchbooks.Skills: mastering drawing, painting, sculpture using new mediums (charcoal).Artists, architects, designers. BAME and local artists as a focus.Hokasai Art linked to Kensuke’s KingdomMythincal creaturesMayan Art | Record and develop ideas in sketchbooks.Skills: mastering drawing, painting, sculpture using new mediums (charcoal).Artists, architects, designers. BAME and local artists as a focus.Artwork based on Sinclair’s ‘Windrush boys.’ |
| **Computing** | Remember rules without needing an adult to remind them,Match their developing physical skills to tasks and activities in the settingExplore how things work.Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’.Develop their small motor skills so that they can use a range of tools competently, safely and confidentlyExplore, use and refine a variety of artistic effects to express their ideas and feelingsBe confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | AutumnOnline Safety and Exploring Purple MashKS1 ProgrammingSpringKS1 Programming (continued)SummerUsing and applying skills | AutumnOnline Safety and Exploring Purple MashKS1 Algorithms (continued)SpringKS1 Algorithms (continued)SummerUsing and applying skills | CodingOnline SafetySpreadsheetsWriting for different audiences LogoAnimationEffective searchHardware Investigators | CodingOnline SafetySpreadsheetsTouch TypingEmailBranching DatabasesSimulationsGraphing | CodingOnline SafetySpreadsheetsDatabasesGame creator3D ModellingConcept Maps | CodingOnline SafetySpreadsheetsBloggingText AdventuresNetworksQuizzing |
| **Design technology** | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.Explore how things work.Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.Use a range of small tools, including scissors, paintbrushes and cutlery.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. | AutumnMaking a moving toyWheels and) mechanisms)SpringJunk model rocket and free standing (structures) SummerTextiles- Making a puppetTemplates and Joining (Textiles) | Autumn Moving fire engine / Wheels and axels Spring Moving picture of Mr Gumpys car (Sliders and Leavers) SummerDesigning and making a healthy meal/snack (Food and Nutrition)  | Autumn Building a shelter to withstand an earthquake Spring Electrical model Eid recipes Summer3D rainforest dioramas  | Autumn Textiles Roman purseSpring Freestanding structuresDesigning a healthy mealSummer  | Christmas DT project | Christmas DT projectDT focus weekFood technology – Healthy Eating cafe |
| **Geography** | To look at different parts of the world and know that there are different countries in the world. Talk about the difference they have experienced or seen in pictures. To draw information on a simple map. Look at similarities and differences between the lives of people in different countries and their own.Exploring different environments. Looking at pollution and why we need to respect our environment. Draw on knowledge from stories, non-fiction text to talk about similarities and difference of life in this country and that of others. Comparing similarities and differences between the natural environment around them and that of others.  | CYCLE AAutumnGeographical skills and fieldwork: Using maps to identify the UKSpring Geographical skills and fieldwork:Map work and compass directions Locational knowledge- naming the five oceans and seven continentsSummerHuman and Physical Geography: Seasonal & daily weather patterns. Place knowledge- a seaside town | CYCLE BAutumn Geographical skills and fieldwork: Studying the local areaSpring:Place Knowledge: Local and contrasting studySummerGeographical skills and fieldwork: Studying the school  | CYCLE AAutumn Locational Knowledge – Egypt Physical geography – Extreme Earth SummerRainforest  | CYCLE BAutumn Pole to PoleSpring EuropeSummer Local study | CYCLE AWe are the world (human geography), Impact of humans on the local area.World – cities, countries, continents, (Japan) | CYCLE BJourneysRivers, mountains, coastsComparison of UK and European region or North/South America |
| **History** | Look at their own life story and their family history.Compare and contrast characters from stories including figures from the past. Look at similarities and difference between things that happen now and things that happened in the past. Understand the past through characters, settings and events in books.  | Autumn Toys from the PastSpringStudy the life of a significant figure- Christopher ColumbusSummerChanges within living memory - Seasides | Autumn Great Fire of LondonSpringChanges within living memory-transport from the pastSummerSignificant person in the local area | Autumn Ancient EgyptSpring The Battle of BritainEarly Islamic Civilisation  | Autumn Tudor Spring RomansSummer Local study  | Ancient GreeceSpring: Mayan civilisationLocal History  |  Crime and punishmentLocal history  Iron age and Stone age  |
| **Music** | Listening attentively to different sounds. Responding to music that they hear – expressing their thoughts and ideas. Remember and recite entire songs.Creating their own song and improvising a song around them. Playing different instruments. Listen attentively to music and talk about music, expressing their ideas. Explore and engage in music – making dances and performing in a solo or group. To sing a range of well-known nursery rhymes. Perform songs, poems, rhymes and stories with others. Move in time to music.  | Autumn Singing songs, chants and rhymesSpringUsing musical instruments to create soundscapesSummerSinging seaside songs & learning about rhythm and beat | Autumn Using musical instruments to create soundscapesSpringSinging songs, chants and rhymesSummer Exploring music from different cultures | Music skills with specialist teacher- Ukulele RecordersMusic skills with specialist teacher - Ukulele RecordersMusic skills with specialist teacher- Ukulele Recorders | Music skills with specialist teacher- Ukulele RecordersMusic skills with specialist teacher - Ukulele RecordersMusic skills with specialist teacher- Ukulele Recorders | Christmas songsMusic skills with specialist teacherMusic skills with specialist teacherMusic skills with specialist teacherSummer production | Christmas songsMusic skills with specialist teacherMusic skills with specialist teacherMusic skills with specialist teacherSummer production  |
| **PE** | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Go up steps and stairs, or climb up apparatus, using alternate feet.Skip, hop, stand on one leg and hold a pose for a game like musical statues.Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.Use and remember sequences and patterns of movements which are related to music and rhythm with increased confidence.Development in overall body-strength, balance, co-ordination and agility. Refine movements in a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develop in confidence, competence, precision and accuracy when engaging in activities that involve a ball.Negotiate space and obstacles safely, with consideration for myself and others.Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | Autumn Health and Wellbeing Dance SpringBall Skills Summer: Football & Athletics Team building  | Autumn Health and Wellbeing GymnasticsSpringHandball& &Striking and FieldingSummer: Tennis & AthleticsGames for understanding  | AutumnSwimming Gymnastics Hockey DanceFootball SpringSwimming Handball Netball Tennis Outdoor Adventurous SummerAthletics RoundersCricket Dodgeball Striking and fielding | AutumnInvasion GamesBasketball GymnasticsHockey SpringNetballGeneral fitnessLacrosseDanceSummer Athletics Invasion Games Athletics Swimming | To build on and provide opportunities to perform dances using a range of movement patterns and to take part in outdoor and adventurous activity. To provide challenges both individually and within a team. To compare and evaluate their own performances with previous ones and demonstrate improvement to achieve their personal best. | All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. To build and enhance previously taught skills and areas. |
| **PSHE** | Select and use activities and resources, with help when needed. Develop a sense of responsibility and membership of a community.Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling.Become increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.I can see myself as a valuable individual. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.Manage my own needs. - Personal hygieneShow an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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 actionsTo be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly.To work and play cooperatively and take turns with others.  | Cycle ARelationships – TEAM Health and Wellbeing – Think PositiveLiving in the Wider World – One WorldRelationships – Be YourselfSummer SRELiving in the wider word – Money MattersTransition | Cycle BRelationships – VIPsPANTSHealth and Wellbeing – Safety FirstLiving in the Wider World – Respecting RightsRelationships – Growing UpSummer SRELiving in the Wider World – BritainCommunityTransition | Cycle ARelationships – TEAMBeing considerate, conflict resolution, individual responsibilities, supporting others.Health and Wellbeing – Think Positive. Managing difficult emotions, mental health, growth mindset Living in the Wider World – One WorldCase study; inequality and stereotypes Relationships – Be YourselfIdentify strengths, recognise emotions, express feelingsSRELiving in the Wider World – Money MattersBorrowing and consequences, prioritising needs, ethical spending.Transition | Cycle BRelationships – VIPsHow friendships are formed and maintained, bullying, internet safetyHealth and Wellbeing – Safety FirstTaking responsibility, road, rail, water dangers, drugs, first aid.Living in the Wider World – Respecting RightsChallenging stereotypes, why rules are important Relationships – Growing UpSRELiving in the Wider World – BritainBritish people, law, democracy, liberty, toleranceTransition | Cycle ARelationships – TEAM Communication, collaboration, shared responsibilityHealth and Wellbeing – Think PositiveLink between thoughts, feelings and emotions, mindfulness.Living in the Wider World – One WorldResponsibility to live as global citizensRelationships – Be YourselfMaking positive choices, celebrating individuality, peer pressureSRELiving in the Wider World – Money Matters Budgeting, being critical consumers, tax.Transition | Cycle BRelationships – VIPsKindness and respect, conflicts, secrets and daresHealth and Wellbeing – Safety FirstRisks, identifying emergencies, hazards and dangers. Living in the Wider World – Respecting RightsEquality and discrimination and their consequences. Human rights activismRelationships – Growing UpSRELiving in the Wider World – BritainFaiths and ethnicities, respecting the law, national and local governmentTransition |
| **SRE** | Follow rules, understanding why they are important. Remember rules without needing an adult to remind them. To build constructive and respectful relationships. To identify and moderate their own feelings socially and emotionally.To think about the perspectives of others.To form positive attachments to adults and friendships with peers.Show sensitivity to my own and to others’ needs. | Summer PANTSNaming Body parts Male and Female animals Differences | Summer PANTSNaming Body parts Male and Female animals Differences  | Y3: -Body Differences-Personal Space, including appropriate and inappropriate physical contact and consent-Different FamiliesY4: -Changes, including the human lifecycle -Basic facts about puberty-How puberty is linked to reproduction-Healthy Relationships | Y3: -Body Differences-Personal Space, including appropriate and inappropriate physical contact and consent-Different FamiliesY4: -Changes, including the human lifecycle -Basic facts about puberty-How puberty is linked to reproduction-Healthy Relationships | \* Talking about Puberty\* The reproduction system\* Puberty - help and support | \* Puberty and reproduction\* Communication in relationships\* Families, conception and Pregnancy\* Online relationships |
| **RE** | Develop positive attitudes about the differences between people. To recognise that people have different beliefs and celebrate special times in different ways.To 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.  | Autumn Celebrations and Caring Judaism Celebrations and FestivalsSpringCreationStories of Jesus/Miracles & EasterSummerSymbolsCaring for our World  | Autumn Judaism Celebrations and FestivalsSpringCreationStories of Jesus/Miracles & EasterSummerSymbolsCaring for our World | AutumnBeliefs and questionsChristmas SpringReligion, family and communityIntroduction to Sikhism.SummerWorship and sacred placesInvestigate places of worship in Nottinghamshire.Inspirational people from the past | AutumnThe journey of life and deathIntroduction to BuddhismSpringSymbols and religious expressionEasterSummerSpiritual expression. Christianity, music and worshipReligion, family, community, worship, celebration, ways of livingWhat are the deeper meanings of some Hindu festivals | World religionsCelebrations and festivalsCharity and faithWorld religionsHinduismHumanism, Buddism | FestivalsIslamBeliefs and questions |
| **LITERACY** | Writing I can use some of my print and letter knowledge in my early writing. I can write some or all of their name. I can write some letters accurately.Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by othersReading To understand the five key concepts about print:\* print has meaning \* print can have different purposes \* we read English text from left to right and from top to bottom \* names of the different parts of a book - page sequencing.To spot and suggest rhymes To count or clap syllables in a word Recognise words with the same initial sound.Engage in extended conversations about stories, learning new vocabulary. To read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences.To read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate an understanding of what has been read to me by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  | Phonics, SPaG and Reading in all three terms  Autumn   Narrative (Supertato)  Non-fiction - (Science experiment)  Narrative (Traditional tale-The Elves and the Shoemaker)  Christmas Poetry Instructions – how to write a Christmas Card  Spring Non Chronological – Space / Tim Peake Meerkat Mail - Postcard Summer Seaside Poetry  Narrative (Traditional tales from other cultures – Annani and the Turtle)   Narrative – Someone swallowed Stanley   | Phonics, SPaG and Reading in all three terms  Autumn   Narrative (Traditional Tale - The Three Little Pigs)   Non-fiction (Non-chronological report GFoL)  Diary Writing  Spring  Narrative (Mr Gumpy’s Motocar)  Poetry (You can’t take an elephant on a bus)  Non-fiction (All about cars)  Non-fiction  (Instructions- How to make a jam sandwich)  Summer  Poetry (The Caterpillar and Caterpillar Garden)  Narrative (Handa’s Surprise) Instructions: (Friendship Potion)  Non-fiction (Non-chronological report about animals) | AutumnNarrative (The Egyptian Cinderella)Poetry (Black History Month)Setting description (Escape form Pompeii)Information text (The Pebble in my Pocket)SpringNon-chronological report (Diary from the Blitz) Newspaper report – VE Day Stories from other cultures (Ali Baba and the Forty Thieves)Poetry SummerNarrative writing – (The Great Kapok Tree) Persuasive Letter – (There’s an Orangutan in my bedroom)Instructions & Letter writing (The Day the Crayon’s Quit)  | AutumnNarrative & Instructions (Room on a Broom)Setting description(The Rainbow Bear)Non-Chronologicalreport SpringMyths and Legends(Romulus andRemus)Travel Brochure (Roman brochure)Traditional Tale (Hansel and Gretel) PoetrySummerBiography & Instructions – Local AuthorNarrative Illustrations  | Ms Marvel (Comic strip and narrative)Kensuke’sKingdomMyths and LegendsThe Nowhere EmporiumAlice in WonderlandNewspaper reportsLeaflets | The Arrival: letter writingCreative writing projectHoles – narrativePollution :Information textPersuasive letterRobin Hood:Suspense storyDiary entry(Storyteller)SkelligThe Watertower |
| **MATHEMATICS** | Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’.Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.Understand position through words alone – for example, “The bag is under the table,” – with no pointing.Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Show a deep understanding of number to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) I can recall some number bonds to 10, including double facts.Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.Explore and represent patterns within numbers up to 10.Recognise evens and odd numbers.Recall double facts.I know how quantities can be distributed equally. | Year 1- Number & Place ValueYear 1: Addition and SubtractionYear 1: Position and DirectionYear 1 Numer & Place Value (to 20)Year1: Addition and Subtraction within 20Year 2: Number & Place ValueYear 2: Addition and SubtractionYear 2: Multiplication & DivisionYear 2: Length, Mass and TemperatureYear 1: Number & Place Value within 40Year 1:Addition & Subtraction within 20 and 40.Year 1: Shape and patternYear 1: MultiplicationYear 2: Statistics- Picture GraphsYear 2:Measurement- MoneyYear 2: Geometry- 2D and 3D shapesYear 2: FractionsYear 1: Measurement time and volumeYear 1: Recap and consolidationYear 2: Measurement time and volumeYear 2: Recap and consolidate | Year 1- Number & Place ValueYear 1: Addition and SubtractionYear 1: Position and DirectionYear 1 Numer & Place Value (to 20)Year1: Addition and Subtraction within 20Year 2: Number & Place ValueYear 2: Addition and SubtractionYear 2: Multiplication & DivisionYear 2: Length, Mass and TemperatureYear 1: Number & Place Value within 40Year 1:Addition & Subtraction within 20 and 40.Year 1: Shape and patternYear 1: MultiplicationYear 2: Statistics- Picture GraphsYear 2:Measurement- MoneyYear 2: Geometry- 2D and 3D shapesYear 2: FractionsYear 1: Measurement time and volumeYear 1: Recap and consolidationYear 2: Measurement time and volumeYear 2: Recap and consolidate | Yr3- Number & Place ValueYr4- Number & Place ValueYr3 – Addition and subtraction Yr4 – Addition and subtraction Yr3 – Multiplication and divisionYr4 – Multiplication and division Yr3 – Length, mass and volume Yr4 – Graphs, fractions and timeYr3 – Fractions Yr4- Decimals and moneyYr3 – Angles, lines and shapes perimeters of shapesYr4 – Mass, volume, length and areas and figures Yr3 – Bar charts Yr4 – Geometry, position and movement, Roman numerals | Yr3- Number & Place ValueYr4- Number & Place ValueYr3 – Addition and subtraction Yr4 – Addition and subtraction Yr3 – Multiplication and division Yr4 – Multiplication and divisionYr3 – Length, mass and volume Yr4 – Graphs, fractions and time Yr3 – Fractions Yr4- Decimals and moneyYr3 – Angles, lines and shapes perimeters of shapesYr4 – Mass, volume, length and areas and figures Yr3 – Bar charts Yr4 – Geometry, position and movement, Roman numerals | Year 5- Number and Place ValueYear 5- Addition and SubtractionYear 5- Multiplication and DivisionYear 5- Word ProblemsYear 5- GraphsYear 6- Number and Place ValueYear 6- Four OperationsYear 6- FractionsYear 6- DecimalsYear 6- MeasuresYear 5- FractionsYear 5- DecimalsYear 5- PercentagesYear 5- GeometryYear 6 – MeasurementsYear 6- Word problemsYear 6- PercentagesYear 6- RatioYear 6- AlgebraYear 6- Area and PerimeterYear 6- GeometryYear 6- Position and MovementYear 5- Position and MovementYear 5- MeasurementsYear 5- Area and PerimeterYear 5- VolumeYear 5- Roman NumeralsYear 6- Graphs and AveragesYear 6- Negative Numbers Year 6- VolumeYear 6- GeometryYear 6- Position and MovementYear 6- Graphs and Averages | Year 5- Number and Place ValueYear 5- Addition and SubtractionYear 5- Multiplication and DivisionYear 5- Word ProblemsYear 5- GraphsYear 6- Number and Place ValueYear 6- Four OperationsYear 6- FractionsYear 6- DecimalsYear 6- MeasuresYear 5- FractionsYear 5- DecimalsYear 5- PercentagesYear 5- GeometryYear 6 – MeasurementsYear 6- Word problemsYear 6- PercentagesYear 6- RatioYear 6- AlgebraYear 6- Area and PerimeterYear 6- GeometryYear 6- Position and MovementYear 5- Position and MovementYear 5- MeasurementsYear 5- Area and PerimeterYear 5- VolumeYear 5- Roman NumeralsYear 6- Graphs and AveragesYear 6- Negative Numbers Year 6- VolumeYear 6- GeometryYear 6- Position and MovementYear 6- Graphs and Averages |
| ***FL*** | *Understanding that people speak different languages**Celebrating and sharing home languages**Introducing French through initiatives such as Language of the month, Languages Day, assemblies**Language Angels subscription to support teaching and learning.* | *CYCLE A**JE ME PRESENTE (I)**LES COLEURS ET LES NOMBRES (LESSON 1-5) (E)**JOYEUX NOEL* *(1 LESSON) (CV)**LA SECONDE GUERRE MONDIALE (LESSONS 1-3) (P)**LA PHONETIQUE**(LESSON 1 & 2) (CV)**FRENCH CULTURAL LESSON (LESSON 3) (CV)**JE PEUX (LESSONS 1-5) (E)**DEFINITE ARTICLES (LESSON 1) (GE)**LES ANIMAUX (LESSONS 1-5) (E)*  LES FRUITS (E)   | *CYCLE B**J’APPRENDS LE FRANCAIS (LESSONS 1-5) (E)**LES JOURS (LESSON 1) (CV)* *LES LEGUMES (LESSONS 1-5) (E)**JOYEUX NOEL* *(1 LESSON) (CV)**LA MAISON TUDOR (LESSON 1) (I)**LES SAISONS KS2 (LESSON 1-5) (E)**INDEFINITE ARTICLES (LESSON 1) (GE)**LES FORMES (E)*LES ROMAINS (LESSON 1-4) (I) LA PHONETIQUE (LESSON 1 & 2) (CV)BOUCLE D’OR ET LES TROIS OURS (I) | *CYCLE A*LES HABITATS (I)QUEL TEMPS FAIT-IL? (I) (LESSON 1-5) FRENCH CULTURAL LESSON (LESSON 4)(CV)ADJECTIVAL AGREEMENT (LESSON 1) (GE) LES VETEMENTS (I) CHEZ MOI (I)  AS TU UN ANIMAL? (I)   A L’ECOLE (P)              | *CYCLE B*NOUNS (LESSON 1) (GE) LES PLANETES (LESSONS 1-5) (P)QUELLE EST LA DATE AUJORD’HUI? (LESSON 1-5) (I) JOYEUX NOEL(LESSON 1)LA FAMILLE (I)L’ANCIENNE HISTOIRE DE LA GRAND BRETAGNE (E)LES VERBES REGULIER (LESSON 1-5) (CV)LE WEEKEND (P) |