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. | Autumn  Animals including humans  Materials  Spring  Animals including humans  Summer  Plants | Autumn  Weather  Spring  Seasonal changes  Use of everyday materials  Plants  Summer  Living things and their habitats | Autumn  Rocks  Forces  Spring  Electricity  Summer  Living things in their habitats  Topic links | Autumn  Light and sound  States of matter  Spring  Animals including humans  Summer  Plants  Topic link | Autumn  Living things in their habitats (Y5)  Evolution and inheritance  Spring  Properties and changes in materials  Light  Summer  Forces  Outdoor learning and investigative skills | Autumn  Earth and Space  Living things in their habitats (Y6)  Spring  Big questions  Animals including humans  Summer  Electricity  Healthy 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 Kingdom  Mythincal creatures  Mayan 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 setting  Explore 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 confidently  Explore, use and refine a variety of artistic effects to express their ideas and feelings  Be 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. | Autumn  Online Safety and Exploring Purple Mash  KS1 Programming  Spring  KS1 Programming (continued)  Summer  Using and applying skills | Autumn  Online Safety and Exploring Purple Mash  KS1 Algorithms (continued)  Spring  KS1 Algorithms (continued)  Summer  Using and applying skills | Coding  Online Safety  Spreadsheets  Writing for different audiences  Logo  Animation  Effective search  Hardware Investigators | Coding  Online Safety  Spreadsheets  Touch Typing  Email  Branching Databases  Simulations  Graphing | Coding  Online Safety  Spreadsheets  Databases  Game creator  3D Modelling  Concept Maps | Coding  Online Safety  Spreadsheets  Blogging  Text Adventures  Networks  Quizzing |
| **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. | Autumn  Making a moving toy  Wheels and) mechanisms)  Spring  Junk model rocket and free standing (structures)  Summer  Textiles- Making a puppet  Templates and Joining (Textiles) | Autumn  Moving fire engine / Wheels and axels  Spring  Moving picture of Mr Gumpys car (Sliders and Leavers)  Summer  Designing and making a healthy meal/snack (Food and Nutrition) | Autumn  Building a shelter to withstand an earthquake  Spring  Electrical model  Eid recipes  Summer  3D rainforest dioramas | Autumn  Textiles Roman purse  Spring  Freestanding structures  Designing a healthy meal  Summer | Christmas DT project | Christmas DT project  DT focus week  Food 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 A  Autumn  Geographical skills and fieldwork: Using maps to identify the UK  Spring  Geographical skills and fieldwork:Map work and compass directions  Locational knowledge- naming the five oceans and seven continents  Summer  Human and Physical Geography: Seasonal & daily weather patterns.  Place knowledge- a seaside town | CYCLE B  Autumn  Geographical skills and fieldwork: Studying the local area  Spring:  Place Knowledge:  Local and contrasting study  Summer  Geographical skills and fieldwork: Studying the school | CYCLE A  Autumn  Locational Knowledge – Egypt  Physical geography – Extreme Earth  Summer  Rainforest | CYCLE B  Autumn  Pole to Pole  Spring  Europe  Summer  Local study | CYCLE A  We are the world (human geography), Impact of humans on the local area.  World – cities, countries, continents, (Japan) | CYCLE B  Journeys  Rivers, mountains, coasts  Comparison 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 Past  Spring  Study the life of a significant figure- Christopher Columbus  Summer  Changes within living memory - Seasides | Autumn  Great Fire of London  Spring  Changes within living memory-transport from the past  Summer  Significant person in the local area | Autumn  Ancient Egypt  Spring  The Battle of Britain  Early Islamic Civilisation | Autumn  Tudor  Spring  Romans  Summer  Local study | Ancient Greece  Spring: Mayan civilisation  Local History | Crime and punishment  Local 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 rhymes  Spring  Using musical instruments to create soundscapes  Summer  Singing seaside songs & learning about rhythm and beat | Autumn  Using musical instruments to create soundscapes  Spring  Singing songs, chants and rhymes  Summer  Exploring music from different cultures | Music skills with specialist teacher- Ukulele  Recorders  Music skills with specialist teacher - Ukulele  Recorders  Music skills with specialist teacher- Ukulele  Recorders | Music skills with specialist teacher- Ukulele  Recorders  Music skills with specialist teacher - Ukulele  Recorders  Music skills with specialist teacher- Ukulele  Recorders | Christmas songs  Music skills with specialist teacher  Music skills with specialist teacher  Music skills with specialist teacher  Summer production | Christmas songs  Music skills with specialist teacher  Music skills with specialist teacher  Music skills with specialist teacher  Summer 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  Spring  Ball Skills  Summer: Football & Athletics  Team building | Autumn  Health and Wellbeing  Gymnastics  Spring  Handball& &  Striking and Fielding  Summer: Tennis & Athletics  Games for understanding | Autumn  Swimming  Gymnastics  Hockey  Dance  Football  Spring  Swimming  Handball  Netball  Tennis  Outdoor Adventurous  Summer  Athletics  Rounders  Cricket  Dodgeball  Striking and fielding | Autumn  Invasion Games  Basketball  Gymnastics  Hockey    Spring  Netball  General fitness  Lacrosse  Dance  Summer  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 hygiene  Show 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 actions  To 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 A  Relationships – TEAM  Health and Wellbeing – Think Positive  Living in the Wider World – One World  Relationships – Be Yourself  Summer  SRE  Living in the wider word – Money Matters  Transition | Cycle B  Relationships – VIPs  PANTS  Health and Wellbeing – Safety First  Living in the Wider World – Respecting Rights  Relationships – Growing Up  Summer  SRE  Living in the Wider World – Britain  Community  Transition | Cycle A  Relationships – TEAM  Being 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 World  Case study; inequality and stereotypes  Relationships – Be Yourself  Identify strengths, recognise emotions, express feelings  SRE  Living in the Wider World – Money Matters  Borrowing and consequences, prioritising needs, ethical spending.  Transition | Cycle B  Relationships – VIPs  How friendships are formed and maintained, bullying, internet safety  Health and Wellbeing – Safety First  Taking responsibility, road, rail, water dangers, drugs, first aid.  Living in the Wider World – Respecting Rights  Challenging stereotypes, why rules are important  Relationships – Growing Up  SRE  Living in the Wider World – Britain  British people, law, democracy, liberty, tolerance  Transition | Cycle A  Relationships – TEAM  Communication, collaboration, shared responsibility  Health and Wellbeing – Think Positive  Link between thoughts, feelings and emotions, mindfulness.  Living in the Wider World – One World  Responsibility to live as global citizens  Relationships – Be Yourself  Making positive choices, celebrating individuality, peer pressure  SRE  Living in the Wider World – Money Matters  Budgeting, being critical consumers, tax.  Transition | Cycle B  Relationships – VIPs  Kindness and respect, conflicts, secrets and dares  Health and Wellbeing – Safety First  Risks, identifying emergencies, hazards and dangers.  Living in the Wider World – Respecting Rights  Equality and discrimination and their consequences. Human rights activism  Relationships – Growing Up  SRE  Living in the Wider World – Britain  Faiths and ethnicities, respecting the law, national and local government  Transition |
| **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  PANTS  Naming Body parts  Male and Female animals  Differences | Summer  PANTS  Naming Body parts  Male and Female animals  Differences | Y3:  -Body Differences  -Personal Space, including appropriate and inappropriate physical contact and consent  -Different Families  Y4:  -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 Families  Y4:  -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 Festivals  Spring  Creation  Stories of Jesus/Miracles & Easter  Summer  Symbols  Caring for our World | Autumn  Judaism  Celebrations and Festivals  Spring  Creation  Stories of Jesus/Miracles & Easter  Summer  Symbols  Caring for our World | Autumn  Beliefs and questions  Christmas  Spring  Religion, family and community  Introduction to Sikhism.  Summer  Worship and sacred places  Investigate places of worship in Nottinghamshire.  Inspirational people from the past | Autumn  The journey of life and death  Introduction to Buddhism  Spring  Symbols and religious expression  Easter  Summer  Spiritual expression. Christianity, music and worship  Religion, family, community, worship, celebration, ways of living  What are the deeper meanings of some Hindu festivals | World religions  Celebrations and festivals  Charity and faith  World religions  Hinduism  Humanism, Buddism | Festivals  Islam  Beliefs 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 others  Reading  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) | Autumn  Narrative (The Egyptian Cinderella)  Poetry (Black History Month)  Setting description (Escape form Pompeii)  Information text (The Pebble in my Pocket)  Spring  Non-chronological report (Diary from the Blitz)    Newspaper report – VE Day    Stories from other cultures (Ali Baba and the Forty Thieves)  Poetry  Summer  Narrative writing – (The Great Kapok Tree)  Persuasive Letter – (There’s an Orangutan in my bedroom)  Instructions & Letter writing (The Day the Crayon’s Quit) | Autumn  Narrative & Instructions (Room on a Broom)  Setting description  (The Rainbow Bear)  Non-Chronological  report  Spring  Myths and Legends  (Romulus and  Remus)  Travel Brochure (Roman brochure)  Traditional Tale (Hansel and Gretel)  Poetry  Summer  Biography & Instructions – Local Author  Narrative  Illustrations | Ms Marvel (Comic strip and narrative)  Kensuke’s  Kingdom  Myths and Legends  The Nowhere Emporium  Alice in Wonderland  Newspaper reports  Leaflets | The Arrival: letter writing  Creative writing project  Holes – narrative  Pollution :  Information text  Persuasive letter  Robin Hood:  Suspense story  Diary entry  (Storyteller)  Skellig  The 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 Value  Year 1: Addition and Subtraction  Year 1: Position and Direction  Year 1 Numer & Place Value (to 20)  Year1: Addition and Subtraction within 20  Year 2: Number & Place Value  Year 2: Addition and Subtraction  Year 2: Multiplication & Division  Year 2: Length, Mass and Temperature  Year 1: Number & Place Value within 40  Year 1:  Addition & Subtraction within 20 and 40.  Year 1: Shape and pattern  Year 1: Multiplication  Year 2:  Statistics- Picture Graphs  Year 2:  Measurement- Money  Year 2: Geometry- 2D and 3D shapes  Year 2: Fractions  Year 1: Measurement time and volume  Year 1: Recap and consolidation  Year 2: Measurement time and volume  Year 2: Recap and consolidate | Year 1- Number & Place Value  Year 1: Addition and Subtraction  Year 1: Position and Direction  Year 1 Numer & Place Value (to 20)  Year1: Addition and Subtraction within 20  Year 2: Number & Place Value  Year 2: Addition and Subtraction  Year 2: Multiplication & Division  Year 2: Length, Mass and Temperature  Year 1: Number & Place Value within 40  Year 1:  Addition & Subtraction within 20 and 40.  Year 1: Shape and pattern  Year 1: Multiplication  Year 2:  Statistics- Picture Graphs  Year 2:  Measurement- Money  Year 2: Geometry- 2D and 3D shapes  Year 2: Fractions  Year 1: Measurement time and volume  Year 1: Recap and consolidation  Year 2: Measurement time and volume  Year 2: Recap and consolidate | Yr3- Number & Place Value  Yr4- Number & Place Value  Yr3 – Addition and subtraction    Yr4 – Addition and subtraction    Yr3 – Multiplication and division  Yr4 – Multiplication and division    Yr3 – Length, mass and volume    Yr4 – Graphs, fractions and time  Yr3 – Fractions    Yr4- Decimals and money  Yr3 – Angles, lines and shapes perimeters of shapes  Yr4 – Mass, volume, length and areas and figures    Yr3 – Bar charts    Yr4 – Geometry, position and movement, Roman numerals | Yr3- Number & Place Value  Yr4- Number & Place Value  Yr3 – Addition and subtraction    Yr4 – Addition and subtraction    Yr3 – Multiplication and division    Yr4 – Multiplication and division  Yr3 – Length, mass and volume    Yr4 – Graphs, fractions and time    Yr3 – Fractions    Yr4- Decimals and money  Yr3 – Angles, lines and shapes perimeters of shapes  Yr4 – Mass, volume, length and areas and figures    Yr3 – Bar charts    Yr4 – Geometry, position and movement, Roman numerals | Year 5- Number and Place Value  Year 5- Addition and Subtraction  Year 5- Multiplication and Division  Year 5- Word Problems  Year 5- Graphs  Year 6- Number and Place Value  Year 6- Four Operations  Year 6- Fractions  Year 6- Decimals  Year 6- Measures  Year 5- Fractions  Year 5- Decimals  Year 5- Percentages  Year 5- Geometry  Year 6 – Measurements  Year 6- Word problems  Year 6- Percentages  Year 6- Ratio  Year 6- Algebra  Year 6- Area and Perimeter  Year 6- Geometry  Year 6- Position and Movement  Year 5- Position and Movement  Year 5- Measurements  Year 5- Area and Perimeter  Year 5- Volume  Year 5- Roman Numerals  Year 6- Graphs and Averages  Year 6- Negative Numbers  Year 6- Volume  Year 6- Geometry  Year 6- Position and Movement  Year 6- Graphs and Averages | Year 5- Number and Place Value  Year 5- Addition and Subtraction  Year 5- Multiplication and Division  Year 5- Word Problems  Year 5- Graphs  Year 6- Number and Place Value  Year 6- Four Operations  Year 6- Fractions  Year 6- Decimals  Year 6- Measures  Year 5- Fractions  Year 5- Decimals  Year 5- Percentages  Year 5- Geometry  Year 6 – Measurements  Year 6- Word problems  Year 6- Percentages  Year 6- Ratio  Year 6- Algebra  Year 6- Area and Perimeter  Year 6- Geometry  Year 6- Position and Movement  Year 5- Position and Movement  Year 5- Measurements  Year 5- Area and Perimeter  Year 5- Volume  Year 5- Roman Numerals  Year 6- Graphs and Averages  Year 6- Negative Numbers  Year 6- Volume  Year 6- Geometry  Year 6- Position and Movement  Year 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) |