**Annual Curriculum Overview (2025 - 26)**

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|  | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** | |
| **Topic** | **Revolution/Investigating Our World** | | **Dynamic Dynasties** | | **Sow, Grow, Farm** | | |
| **Maths** | White Rose  Planning | | White Rose  Planning | | White Rose  Planning | | |
| **English**  *Literacy Shed* | Predictions  Discussion  Diary Writing  Different perspectives  Narrative  Informal letter  Non – chronological report  Biography  Explanation  Poetry  Persuasive advert  Characterising speech  Recount letter | | Character map  Newspaper report  Persuasive letter  Memoir  Biography  Explanation  Balanced argument (linked to environment)  Narrative  Suspense  Dilema  Description  Monolgue  Newspaper report  Persuasive leaflet  Instructions | | Fact file  Narrative  Debate  Diary  Poetry  Biography  Playscript  Character description  Non chronological report  Persuasive letter  Discussion  Explanation | | |
| **Text** | * **Holes by Louis Sachar** * **Armistice Runner by Tom Palmer** * **Street Child by Berlie Doherty** | | * **Hidden Figures by Margot Lee** * **Everest by Alexander Stewart** * **The Watertower by Gary Crew** | | * **The Final Year by Mark Goodfellow** * **Counting on Katherine by Helaine Becker** * **The Tin Forest by Helen Ward** | | |
| **Guided Reading** | **October, October by Katya Balen** | | Harklights by Tim Tilley | | Calling the Whales by Jasbinder Bilan | | |
| **Science – Year 6**  ***Cornerstones*** | **Y6: Electrical Circuits and Components**   * Series circuits * Circuit components * Recognised circuit symbols * Investigating circuit components * Electric current; Voltage * Researching cells and batteries * Investigating voltage changes * Working scientifically   **Living things and their habitats**   * Give reasons for classifying plants and animals based on characteristics * Describe how living things are classify into broad groups according to characteristics. * Explore the work of Carl Linnaeus | | **Y6: Circulatory System**   * Bodily systems * Circulatory system – role and main parts * Heart – structure and function * Blood – components and functions * Blood vessels – structure and function * Measuring heart rate * Proving a hypothesis * Heart rate investigation * Classifying foods * Effects of smoking, alcohol and drugs * Heart rate recovery investigation * Working scientifically | | **Y6: Light Theory**   * Light, sight and the human eye * Visible light * Perceiving colour * Shadows and Reflections * Plane, concave and convex mirrors * Refraction * Working scientifically   **Evolution and Inheritanc**e   * Five kingdoms, microorganisms and viruses * Theory of evolution and evolutionary tree diagrams * Inheritance and variation – continuous and discontinuous variation * Natural selection and survival of the fittest * Working scientifically | | |
| **History**  *Cornerstones* | **Revolution**   * The changing power of monarchs using case studies such as John, Anne and Victoria * Daily life in Victorian era * Cause and effect of significant figures (Sir Robert Peel) * Ask and answer questions relating to topic * Understand the impact of inventions on daily life * Compare rich and poor * Compare past and present | | **Dynamic Dynasties**   * The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China * Investigate the impact of Shang Dynasty * Understand the structure of the Shang Dynasty * Explore daily life | |  | | |
| **Geography**  ***Cornerstones*** | **Investigating Our World**   * Locate map features using a range of methods. * Prime Meridian, Greenwich Mean Time (GMT) * Worldwide time zones * Study interconnected climate zones, vegetation belts and biomes. * human geography and capital cities worldwide before looking at the UK motorway network and settlements. * Enquiry to identify local settlement types. | |  | | **Sow, Grow, Farm**   * Features and characteristics of land use in agricultural regions across the world * Detailed exploration of significant environmental areas. * Grid references * 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 | | |
| **Computing**  *(NCCE)* | Computing systems  Creating Media | | Programming A – selection in physical computing  Data and information | | Creating media – Introduction to vector graphics  Programming B – selection in quizzes | | |
| **Art** | **Drawing**   * Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten * Use pencil to show tone, use tones of the same colour – look at [Leonardo Da Vinci’s](https://www.google.com/search?q=da+vinci+sketches&tbm=isch&ved=2ahUKEwiHmfHule3yAhVTPhoKHQpJCuEQ2-cCegQIABAA&oq=da+vinci&gs_lcp=CgNpbWcQARgDMgQIABBDMgcIABCxAxBDMgcIABCxAxBDMgQIABBDMgQIABBDMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQ6BggAEAUQHjoGCAAQCBAeOggIABCABBCxA1DSqQNY0MUDYNnXA2gAcAB4AoABaogBwAuSAQQxOS4xmAEAoAEBqgELZ3dzLXdpei1pbWewAQDAAQE&sclient=img&ei=QoQ3YYfwENP8aIqSqYgO&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) sketches * H[atching](https://www.google.com/search?q=hatching+techniques&tbm=isch&ved=2ahUKEwikx-qnlu3yAhUPohoKHYKFALsQ2-cCegQIABAA&oq=hatching+techniques&gs_lcp=CgNpbWcQAzIFCAAQgAQyBQgAEIAEMgUIABCABDIGCAAQBRAeMgYIABAFEB4yBggAEAUQHjIGCAAQBRAeMgYIABAFEB4yBggAEAUQHjIGCAAQBRAeOgQIABBDOgYIABAIEB46BAgAEBg6CAgAEIAEELEDOggIABCxAxCDAToHCAAQsQMQQ1DeYVirgQFg9YoBaABwAHgEgAGZBIgBgyKSAQwyNy4zLjEuMi4wLjKYAQCgAQGqAQtnd3Mtd2l6LWltZ7ABAMABAQ&sclient=img&ei=uYQ3YeSGK4_EaoKLgtgL&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) techniques. * [Van Gogh’s](https://www.google.com/search?q=van+gogh+sketches&tbm=isch&ved=2ahUKEwjV8qiMlu3yAhUMShoKHZ0rAlsQ2-cCegQIABAA&oq=van+gogh+sketches&gs_lcp=CgNpbWcQAzIFCAAQgAQyBQgAEIAEMgUIABCABDIGCAAQBxAeMgYIABAHEB4yBggAEAcQHjIGCAAQBxAeMgYIABAFEB4yBggAEAUQHjIECAAQGDoECAAQQzoHCAAQsQMQQzoICAAQBxAFEB5Q5p4DWKSyA2CSuANoAHAAeAGAAdACiAGHF5IBBzAuOC41LjGYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=gIQ3YdUyjJRpndeI2AU&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) sketches for hatching examples and to introduce the concept of perspective . * Look at the effect of light on an object from different directions.   **Colour**   * Controlling and experimenting particular qualities of tone, shades, hue and mood. * Use colour to express moods and feelings – Look at [Matisse’s blue](https://www.google.com/search?q=matisse%27s+blue+period&tbm=isch&ved=2ahUKEwihjOewlu3yAhXbgc4BHR5ZDNUQ2-cCegQIABAA&oq=matisse%27s+blue+period&gs_lcp=CgNpbWcQAzoECAAQQzoFCAAQgAQ6CAgAELEDEIMBOggIABCABBCxAzoLCAAQgAQQsQMQgwE6BggAEAUQHjoECAAQHjoGCAAQChAYOgYIABAIEB5Q3fYDWMDKBGCr1ARoAnAAeAOAAcQLiAHyMpIBCDMyLjEuNy0zmAEAoAEBqgELZ3dzLXdpei1pbWewAQDAAQE&sclient=img&ei=zIQ3YaH2H9uDur4PnrKxqA0&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) and [rose](https://www.google.com/search?q=matisse%27s+rose+period&tbm=isch&ved=2ahUKEwjfmfHVlu3yAhVbPhoKHfrzA9kQ2-cCegQIABAA&oq=matisse%27s+rose+period&gs_lcp=CgNpbWcQA1CvggFY74cBYOOMAWgAcAB4AIABbIgB0QOSAQM1LjGYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=GoU3Yd-kEdv8aPrnj8gN&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) period paintings. * Consider artists use of colour and application of it – Look at [Chuck Close’s](https://www.google.com/search?q=chuck+close+grid+painting&tbm=isch&ved=2ahUKEwiSnpDflu3yAhUC9BoKHeC3C_gQ2-cCegQIABAA&oq=chuck+close+grid&gs_lcp=CgNpbWcQARgDMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgQIABAYOgQIABBDOggIABCxAxCDAToICAAQgAQQsQM6BwgAELEDEEM6BggAEAgQHlCYqgFY7t4BYP7vAWgCcAB4BIABlQKIAeMfkgEGMC4xOC41mAEAoAEBqgELZ3dzLXdpei1pbWewAQDAAQE&sclient=img&ei=LYU3YdLTKILoa-DvrsAP&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) grid paintings. | | **Texture**   * Interpret stories, music, poems and use environment and townscapes as stimuli for collage. * Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work – look at [Alison King’s](https://www.google.com/search?q=Alison+King+photo-realistic+textile&tbm=isch&ved=2ahUKEwjr5JODl-3yAhUJ44UKHct_CesQ2-cCegQIABAA&oq=Alison+King+photo-realistic+textile&gs_lcp=CgNpbWcQAzoECAAQGFD5GFi7wAFg68EBaAJwAHgBgAGYA4gBzhOSAQoyMy4yLjAuMS4xmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=eYU3YavEDYnGlwTL_6XYDg&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) photo-realistic textile art   **Form**   * Use sketchbook to inform, plan and develop ideas. * Shape, form, model and join with confidence (clay, Modroc, papier mache, wood). Discuss and evaluate own work and that of other sculptors in detail – look at [Giacometti’s](https://www.google.com/search?q=giacometti+sculptures&tbm=isch&ved=2ahUKEwjU3bmPl-3yAhXWw4UKHfhnB0cQ2-cCegQIABAA&oq=giacometti&gs_lcp=CgNpbWcQARgCMgcIABCxAxBDMgUIABCABDIFCAAQgAQyBAgAEEMyBAgAEEMyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDoICAAQsQMQgwE6CAgAEIAEELEDUPvCA1jB3wNgr-sDaABwAHgCgAFmiAHGGZIBBDQyLjKYAQCgAQGqAQtnd3Mtd2l6LWltZ7ABAMABAQ&sclient=img&ei=k4U3YZRI1oeXBPjPnbgE&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) sculptures and [Serena De La Hey’s](https://www.google.com/search?q=serena+de+la+hay+sculptures&tbm=isch&ved=2ahUKEwj99IGul-3yAhVC0RoKHfe9BPQQ2-cCegQIABAA&oq=serena+de+la+hay+sculptures&gs_lcp=CgNpbWcQAzoGCAAQBxAeOgcIABCxAxBDOgUIABCABFCN0gFYufMBYOL1AWgAcAB4AIABVYgBsQ-SAQIyOJgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=04U3Yb2_BsKia_f7kqAP&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957&hl=en) willow sculptures. * Produce more intricate patterns and textures.   Work directly from observation or imagination with confidence. | | **Printing**   * Experiment with ideas, to plan in sketchbook. * Designs prints for fabrics, book covers and wallpaper (paints, printing inks).   **Pattern**   * Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) – Look at [Gustav Klimt’s](https://www.google.com/search?q=gustav+klimt%27s+patterns&tbm=isch&ved=2ahUKEwiXoaDo0e3yAhUB_IUKHTcKC14Q2-cCegQIABAA&oq=gustav+klimt%27s+patterns&gs_lcp=CgNpbWcQAzIECAAQHjIGCAAQBRAeMgYIABAFEB4yBggAEAUQHjIGCAAQBRAeMgYIABAFEB46BggAEAcQHjoICAAQBxAFEB5Qs9MBWO_ZAWD25wFoAHAAeACAAWSIAZ8EkgEDNi4xmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=HsM3YZeaHoH4lwS3lKzwBQ&bih=625&biw=1366&rlz=1C1GCEA_enGB957GB957) patterns. * Create own abstract pattern. * Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. | | |
| **Music**  *Charanga*  *Sing Up* | * Weekly singing assembly * Welcome Service * Harvest Service * Remembrance Service * Christmas Carol Service | | * Weekly singing assembly * Mother's Day service * Easter service | | * Weekly singing assembly * School concert | | |
| **Spanish**  *Primary Languages Network* | **This is me!**  **Houses and Homes** | | **Playing sport**  **My best day ever!** | | **Tapas culture**  **Let’s celebrate!** | | |
| **DT**  **Cornerstones** | Moving Mechanisms | | Make, Do and Mend | | Food for Life | | |
| **PE**  **Twinkl** | Invasion Games  Swimming | Gymnastics  Swimming | Circuit Training | Dance | Striking / Fielding | Athletics | |
| **PSHE**  Twinkl | * Very Important People * Be Yourself | | * Think Positive * Diverse Britain | | * It’s my body * Safety First | | |
| **RE –**  Cornerstones  *Wednesday Worship assembly / class assembly* | **Sikhism**   * Introduce Guru Hargobind * Discuss dedication to faith * Compare leaders of other faiths – explore similarities and differences * Discuss feelings of belonging, faith, trust and meaning   **Hinduism**   * Share stories of significance * Discuss life and rebirth * Compare with other religous beliefs * Ask and answer questions relating to faith | | **Islam**   * Share stories from the Quran * Share and listen to other views and opinions | **Budhism**Explore the meaning of ParinivanaUnderstand the role of BudhaExplore the concept of life after death | **Judaism**   * New Year * Festive traditions * Discuss the importance of Yom Kippur * Ask and answer questions about faith and meaning * Share own opinion and listen to others | | **Christianity**   * Explore Sunday as a special day and compare that with other religions * Explore Christain worship and place * Understand the meaning behind specific words   Throughout the year, observe Christian special times of Harvest, Christmas, Mothering Sunday and Easter. |