**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 DiscussionDiary WritingDifferent perspectivesNarrativeInformal letterNon – chronological reportBiographyExplanationPoetryPersuasive advertCharacterising speechRecount letter | Character mapNewspaper reportPersuasive letterMemoirBiographyExplanationBalanced argument (linked to environment)Narrative SuspenseDilema DescriptionMonolgueNewspaper reportPersuasive leafletInstructions | Fact fileNarrativeDebateDiaryPoetryBiographyPlayscriptCharacter descriptionNon chronological reportPersuasive letterDiscussionExplanation |
| **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**

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| **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

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| **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
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| **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
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| **Computing***(NCCE)* | Computing systemsCreating Media | Programming A – selection in physical computingData and information | Creating media – Introduction to vector graphicsProgramming 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.
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| **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 | GymnasticsSwimming | 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.  |