

CURRICULUM OVERVIEW



YEAR	CLJ THEME	Science	Computing	History	Geography	Forest	PE	RE	Music	Art & design	D&T	PSHE	MFL	WHOLE SCHOOL ENRICHMENT (Linked to PSHE/ Learning, perseverance & manners)
Nursery 2 year olds Aut	Do you want to be friends? Winter Wonderland	Can I explore natural materials inside and outside? Can I explore and respond to different natural phenomena e.g. splashing in puddles? Can I identify the names of body parts: heads, hands, arms, legs, feet, hair?	Can I listen to ways adults explain how to keep them safe during day to day activities? Can I observe how information technology is used in school?	Can I react to activities they have done in the past and what they may do in the future? Can I engage with photos from when I was a baby? Can I engage in activities linked to Remembrance Day? Can I engage in activities linked to Bonfire Night?	Can I explore and respond to different natural phenomena? e.g. splashing in puddles. Can I explore and respond to different natural phenomena? e.g. walking in the leaves. Can I explore and respond to different natural phenomena? e.g. walking in the leaves.	Children develop physical, social, and cognitive skills through exploration and play in the natural environment. Forest Learning supports Communication & Language by encouraging listening and sharing; Physical Development through climbing, balancing, and handling natural objects; Personal, Social & Emotional Development by building confidence, independence, and early teamwork; and Understanding the World through sensory exploration and noticing seasonal change.	Develop movement, balance, riding and ball skills and climb using alternate feet. Skip, hop and stand on one leg. Make big movements to wave flags, streamers and make marks.	Can I participate in Harvest Festival activities? e.g. food donations. Can I participate in some Christmas activities and traditions? e.g. singing, presents, Father Christmas.	Can I enjoy and take part in action songs: -Dingle Dangle Scarecrow -Here we go round the mulberry bush Can I enjoy and take part in action songs: -Twinkle Twinkle Chocolate Bar	Can I make marks intentionally? Can I begin to enjoy the sensory experience of using dough?	Explore different materials using their senses to investigate them e.g. conkers, pinecones, sticks Make simple models which express their ideas e.g. duplo, building blocks	Being Me in My World 'Who am I and how do I fit?' Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Register Canciones Infantiles Nursery rhymes	Pumpkin competition voting-children begin to make simple choices and express personal preferences. Christmas performance – Join in with festive songs and actions as part of a group. Christmas Fayre – Participate in simple craft-making, exploring colours, shapes, and textures.

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Nursery 3-4 year olds	Do you want to be friends?	Can I make collections of natural materials to investigate and talk about?	Can I understand how to use an iPad to take photos?	Can I talk about the things I have and haven't enjoyed doing in the past? Can I talk about what they are looking forward to in the future? Can I discuss photographs from a past experience e.g. past photographs taken of the forest area? Can I talk about photographs from when they were a baby?	Can I talk about differences and similarities between themselves and people in their local community? Can I explore Autumn's seasonal changes in our country? Can I recognise that weather is different on different days? Can I name the nursery? Can I talk about a simple map in a story?	Children develop curiosity, confidence, and problem-solving skills in outdoor learning. Forest Learning supports Communication & Language through discussion and questioning; Physical Development through gross and fine motor activities; Personal, Social & Emotional Development by practising cooperation, turn-taking, and self-regulation; Understanding the World through exploring plants, animals, water, and natural materials. Expressive Arts & Design through natural art, construction, and imaginative play.	Develop movement, balance, riding and ball skills and climb using alternate feet. Skip, hop and stand on one leg. Make big movements to wave flags, streamers and make marks.	Can I know how and why we celebrate Harvest Festival? Can I understand that some people celebrate Christmas?		Can I do large scale drawings/paintings? Can I use pencils to free draw? Can I paint on a flat surface and an easel?	Explore different materials freely, to develop their ideas about how to use them and what to make Design and make chocolate bars understanding the process of moulding Make a piece of toast using cutting and spreading skills Make coloured/scented playdough to represent the Winter season	Being Me in My World 'Who am I and how do I fit?' Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Canciones Infantiles Nursery rhymes	Pumpkin competition voting - understand that everyone can have a say and that group decisions can be made fairly. Christmas performance – Take part in singing and simple role-play with others. Christmas Fayre – Participate in simple craft-making, exploring colours, shapes, and textures.
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Nursery 3-4 year olds Spring	Amazing Africa	Can I observe changes to colour through experiments? e.g. skittle experiment		Can I talk about their own personal interests and listen to those of others? Can I engage in activities linked to a key figure from the past? e.g. Jackson Pollock	Can I understand there are different countries in the world and talk about differences they have experienced or seen in photos?	Children develop curiosity, confidence, and problem-solving skills in outdoor learning.	Begin to take part in group activities.	Can I listen to the Chinese New Year story?		Can I explore colour mixing?	Make imaginative and complex small worlds with blocks and construction kits, such as a jungle for Elmer and his friends	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Register Cancione s Infantiles Nursery rhymes	E-Safety Day – A focus on online safety, reinforcing skills in responsible and respectful technology use as part of our wider computing curriculum.
	Sunshine, Showers and Springtime	Can I understand that a chick comes from an egg? Can I show how to respect and care for living things?		Can I engage in activities linked to an artist from the past? e.g. Giuseppe Acrimboldo	Can I show interest in different occupations? e.g. farmer Can I notice what is different about different places around the school grounds? e.g. shady, lots of trees, pathways, buildings.	Forest Learning supports Communication & Language through discussion and questioning; Physical Development through gross and fine motor activities; Personal, Social & Emotional Development by practising cooperation, turn-taking, and self-regulation; Understanding the World through exploring plants, animals, water, and natural materials. Expressive Arts & Design through natural art, construction, and imaginative play.	Remember some sequences and patterns of movement s. Chose when to move at speed or slowly, depending on activity.	Can I understand some people celebrate Easter?		Can I explore and make art in the style of Jackson Pollock? Can I explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc? Can I use pencils to draw closed shapes such as squares and rectangles?	Make perfume/potions with petals to explore different natural scents during springtime Use split pins to create a moving joint e.g. spring chicken/ cracked egg?	Healthy Me Being and keeping safe and healthy		

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Aut	Do you want to be friends? Winter Wonderland	To identify the 5 senses. Describe what they see, hear and feel whilst outside. Know in Autumn leaves turn brown Testing vehicle speeds To know some things float and sink Ice – freezing and melting	Citizenship - Self Image and Identity Citizenship - Online Bullying Problem-solving and modelling - To apps effectively. Coding with Beebots. Taking photos/ videos using iPads.	Talk about past and present events in their own lives and in the lives of their family. Sequence photos from different parts of life Comment on images of emergency vehicles in the past Identify similarities and differences between myself and others Describe events in my day/week Explain that Remembrance Day is to remember soldiers who died in the war Identify some similarities and differences between things in the past and now Comment on images of the school from the past	Understand the effect of changing seasons on the natural world around them – Autumn and Winter. Talk about the lives of people around them and their roles in society – Police, Paramedic Locate school on google earth/ street view Look at maps of the local area Draw my own map Name the road the school is in Recognise some environments that are different to the one in which they live. Water is blue and land is brown or green on a map Use globe to identify north pole Focus on positional language	Children develop curiosity, confidence, and problem-solving skills in outdoor learning. Forest Learning supports Communication & Language through discussion and questioning; Physical Development through gross and fine motor activities; Personal, Social & Emotional Development by practising cooperation, turn-taking, and self-regulation; Understanding the World through exploring plants, animals, water, and natural materials; Expressive Arts & Design through natural art, construction, and imaginative play.	Refine skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Develop overall body strength, coordination, balance and agility. Move with fluency.	Why is the word God so important to Christians? Why do Christians perform Nativity plays at Christmas?	Christmas performance Number songs/ nursery rhymes/ assembly songs I've got a grumpy face- focus: Timbre, beat, pitch contour. The sorcerer's apprentice- focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Row, row, row your boat- focus: Beat, pitch (step/leap), timbre. Witch, witch- focus: Call-and-response, pitch (la-so-mi-do), timbre	Colour mixing - primary colours Use tools such as scissors, glue sticks, paint brushes, pencil crayons safely and accurately	Make fruit kebabs Make gingerbread Men	Jigsaw - Being me in my world Celebrating difference Myhappymin d – Meet my brain Celebrate	Cancione s Infantiles Nursery rhymes	Pumpkin competition voting - recognise that voting is a fair way to make decisions as a group. Christmas performance – Perform as animals, singing songs and dancing together. Pantomime trip – Experience live theatre, focusing on listening, enjoying stories, and responding to characters and actions. Christmas Fayre – Make simple crafts to contribute to the fayre and begin to understand that items can be exchanged for money.
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YR Spring	Amazing Africa Sunshine, Showers and Springtime	Name animals and their offspring e.g. crocodile - hatchling, lion - cub, elephant - calf Feel a sound causing a vibration To know in Spring new leaves grow Life cycle of a butterfly Know plants need water To know chocolate melts when it gets warmer	Citizenship - Health, Wellbeing and Lifestyle Interacting, Collaborating and Producing – all including scanning QR codes. Problem-solving and modelling - Use apps effectively. Using QR codes.	Learn about a key figure from the past – Nelson Mandela and Henri Matisse. Recognise there are multiple ways of retrieving information. Comment on images of Easter celebrations from the past.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Compare life in hot/ cold climates e.g. Africa to Artic Understand the effect of changing seasons on the natural world around them – Spring. Follow clues on a simple treasure hunt that describes easily identified features.	Children develop curiosity, confidence, and problem-solving skills in outdoor learning. Forest Learning supports Communication & Language through discussion and questioning; Physical Development through gross and fine motor activities; Personal, Social & Emotional Development by practising cooperation, turn-taking, and self-regulation; Understanding the World through exploring plants, animals, water, and natural materials; Expressive Arts & Design through natural art, construction, and imaginative play.	Take part in activities involving a ball. Make small movements to use pencils, scissor, knives, forks and spoons. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	How can we help others when they need it? Why do Christians put a cross in an Easter garden?	Songs to learn: Cuckoo polka- focus: Active listening, beat, pitch (so-mi), vocal play Shake my sillies out- focus: Timbre, pitch (higher/lower), tempo (slower/faster), beat. Five fine bumble bees- focus: Timbre, tempo, structure (call-and-response), active listening. Up and down- focus: Pitch contour rising and falling, classical music.	Create camouflage pictures African animal masks Design different animals coats Drawing – flowers and minibeasts Henri Matisse – snail picture. Create own. Symmetrical butterflies	Make a musical instrument Make chocolate Easter nests	Jigsaw – Dreams and goals Healthy me Myhappymin d – Appreciate Relate	Bajo el Mar- Under the Sea	E-Safety Day – A focus on online safety, reinforcing skills in responsible and respectful technology use as part of our wider computing curriculum.
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Aut	Cottages and castles	Materials: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe and compare the simple physical properties of a variety of materials.	E-safety – Online Relationships Computing Systems and Networks – Technology around us Creating Media – Digital painting	Revise key features of a castle E.g. turret, moat, drawbridge, and battlements. Understand a timeline and create one about toys. Compare present and past toys and how they've changed overtime Learn about Queen Victoria Identify and explain the importance of Remembrance Day? Find out about Queen Elizabeth Compare Queen Victoria and Queen Elizabeth I	Use an atlas to identify the United Kingdom and its four countries (capital cities, points of compass) Identify the surrounding seas around United Kingdom using an atlas Identify physical and human features of my local area Create a bird eye view map of our school	Children develop outdoor skills, teamwork, and curiosity while linking learning to seasonal change, habitats, and medieval history. Safety & routines: Create a Forest Charter, practise fire safety, and work collaboratively. Science Links: Explore materials, light and shadows, animal habitats, and seasonal changes. History: Learn about castles, medieval life, and community feasts. DT: Build shelters and make natural art and feast decorations. PSHE: Teamwork, communication, observation, emotional regulation, and reflection.	Learn basic skills for team games. Carry out simple jumps and movement s sequences. Striking, hitting and travelling with a stick and ball. Put a sequence of dance actions together.	Belonging to God and the church family. Importance of good deeds to Jewish people.	Menu song- focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving). Colonel Hathi's march- focus: Beat, march, timbre, film music. Magical musical aquarium- focus: Timbre, pitch, structure, graphic symbols, classical music. Christmas Performance and Carols	Artist Study: Paul Klee- Collage Pictures Colour Chaos 'A line is a dot that you take for a walk'. Shape work, exploring 2D shape properties.	Design and make a Victorian sock puppet/ peg toy	Physical health and wellbeing 'Fun times' Keeping safe and managing risk 'Feeling safe'	Register/ Los Saludos- Greetings	Pumpkin competition voting- learn that democracy means everyone's voice counts equally. Christmas performance – Perform as angels, developing stage presence and confidence to perform for an audience. Pantomime trip – Observe live performance, identifying storylines and characters, and join in with appropriate audience responses. Christmas Fayre – Create crafts with guidance and experience simple buying and selling, learning that money is used to purchase items.
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Year 1 Spring	Paws, claws and whiskers	Animals including humans Identify and name a variety of common animals that are omnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals Animals including humans The senses	E-safety – Online Reputation Programming A – Moving a robot Data and Information – Grouping data	Revise what made Nelson Mandela a key historical figure Revise the life and works of Henri Matisse	Revise countries of the UK and understanding of human and physical features Research Kenya, England and compare differences Research big cat habitats from around the world and locate them on a map Describe a location and its suitability for animals to live there	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Throw, catch, pass and travel with a ball. Create and perform movement sequences and travel in different ways. Follow simple rules to play striking and fielding games. Perform movement patterns and evaluate them.	Teaching of God through parables. Why Christians pray and worship God.	Football- focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Dawn’ from Sea interludes- focus: Beat, active listening (singing game – musical signals – movement), 20th century classical music. <i>Musical conversations-</i> focus: Question-and-answer, timbre, graphic score	Sculptor – animal form Artist Study: Tanzanian Art – Edward Tingatinga	Design and create animal face mask	Identity, society and equality. ‘Me and others’ Drug, alcohol and tobacco education “What do we put in to and on to our bodies?”	Los Colores y Los Numeros - Colours and Numbers	E-Safety Day – A focus on online safety, reinforcing skills in responsible and respectful technology use as part of our wider computing curriculum. Class assembly Trip to Corfe Castle
Year 1 Summer	The enchanted woodland	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees.	E-safety – Privacy and Security Creating media – Digital writing Programming B – Introduction to animation	Recognise how and why some people from the past are remembered and have legacy Who was Christopher Columbus? Retell Christopher Columbus’ journey Explore the legacy of Christopher Columbus Who was Neil Armstrong? Describe how Neil Armstrong is a strong influencer Compare Neil Armstrong to Christopher Columbus	Locate the oceans the world Use maps to identify given locations Use basic geographical vocabulary to discuss seasons and weather. Identify weather patterns in the UK	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Engage in competitive activities with rackets. Perform different types of jumps and run at different speeds. Perform different types of throw. Run with speed in competitive activities.	Pentecost. Prayers and blessings in Jewish families.	Cat and mouse- focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Nautilus- focus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music Come and dance with me- focus: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3.	Colour mixing – secondary colours: Artist Study: Sarah Pye Water colour enchanted woodland	Clay Boggarts	Mental health and emotional wellbeing ‘Feelings’ Careers, financial capability and economic wellbeing ‘My money’	Recap: Greetings, Colours and Numbers Los Transportes- Transport	Y1 Athletics HAT event Team Rubicon: Scooters and skateboards

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Year 2	Aut	Light Up London Animals including humans The basic needs of animals and humans The importance of exercise, food and hygiene Offspring to adults Living things in their habitats Living, dead and never alive Life cycles	E-Safety – Self-image and identify Computing systems and networks – IT around us Creating media – Digital photography	Revise toys from the past Create a timeline of the Great Fire of London? Understand why the fire spread so quickly through the city Identify the firefighting methods in 1666 and compare to today Identify different ways in which the past is represented? (Samuel Pepys' diary) Identify and explain the importance of Remembrance Day Explore old buildings in London Make comparisons of old/new buildings in London?	Revise the countries, seas and capital cities in the UK Use aerial photographs to identify and describe London landmarks Compare London to local area Identify the location and spread of the Great Fire of London	Children develop practical forest skills and scientific understanding while exploring survival, habitats, light, and historical events. Safety & routines: Forest Charter, safe teamwork, and cooperation. Science Links: Investigate materials, waterproofing, seasonal changes, light, shadows, and life cycles. History: Study the Great Fire of London and community celebrations. DT: Construct shelters and complete natural feast decorations. PSHE: Emotional regulation, reflection, observation, teamwork, and problem-solving.	Develop at least one technique to attack or defend in a team game. Compose and perform dance sequences. Participate in a range of team games. Perform sequences with increasing coordination and control.	Passover (Judaism) Prayer at home (Islam) Christmas – Jesus as a gift from God.	Tony Chestnut- focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1. Composing music inspired by birdsong- focus: Composing using a non-musical stimulus. Creating music inspired by birds and birdsong. Improvising and playing a solo on instruments. Carnival of the animals- focus: Timbre, tempo, dynamics, pitch, classical music. Christmas Performance and Carols	Famous Artists and the way they have represented London - artist study Artist Study: Claude Monet Colour/light/ impressionism - Houses of Parliament in pastel	Architect study - Christopher Wren (St Pauls Cathedral, churches) Architect - Zaha Hadid The Aquatic Centre Comparison of old/new buildings in London	Physical health and wellbeing 'What keeps me healthy?' Mental health and emotional wellbeing 'Friendship'	Recap: Greetings, Colours and Numbers	Pumpkin competition voting- Understand that we may have different opinions, but every vote is valued. Christmas performance – Perform as innkeepers, showing responsibility and teamwork in a larger performance. Pantomime trip – Engage with performance, making predictions and discussing favourite parts afterwards. Christmas Fayre – Plan and make crafts more independently, manage small transactions, and recognise the value of their items.
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Year 2 Spring	What's your Superpower ?	Materials Identify and compare suitability of everyday materials for different uses Changing the shape of solid objects	E-Safety – Online bullying Programming A – robot algorithms Data and information – Pictograms	Revise Queen Victoria, Queen Elizabeth 1st and Queen Elizabeth 2nd Find out about famous inventors of materials? (Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam) Investigate inventors/inventions from the past e.g. first flight (Wright brothers), Tim Berners-Lee (www) & Grace Hopper (computer)	Revise countries of the UK. Revise weather patterns and seasonal changes Hot and cold climates (Equator, N&S poles). Continents and oceans Seasons – name, describe and compare Field trip to Blashford Lakes – orienteering, pond dipping, tree study, habitats and bug identification	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Compete against self and others in striking and fielding games. Put a sequence of actions together to create a motif. Understand and begin to apply basic principles of invasion games. Use simple dance vocabulary to compare and improve work.	What did Jesus teach? Easter – resurrection (Christianity)	Grandma rap-focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Orawa- focus: Beat, rhythm, repetition, structure, 20th century classical music. Trains- focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto).	Replicate patterns and textures in a 3-D form – photos (nature and manmade)	Design and make a superhero finger Puppet Superhero mask Pop-up card	Sex and relationship education 'Boys and girls, families' Sex and relationship education 'Boys and girls, families'	Recap: Greetings, Colours and Numbers Superheroes	E-Safety Day – A focus on online safety, reinforcing skills in responsible and respectful technology use as part of our wider computing curriculum. Class assembly
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Year 2 Summer	Let's explore our wonderful world	Plants Basic needs of plants for growth Growing seeds and bulbs Living things in their habitats Plant and animal habitats, including micro-habitats Suitability of habitats Food chains	E-Safety - Health, Wellbeing and Lifestyle Creating media – Making music Programming B – Programming quizzes	Revise christopher Colombus and neil armstrong Discuss significant events, people and places from the past? William the Conqueror Discuss significant events, people and places from the past? Montezuma Make comparisons between William the Conqueror and Montezuma	Name and label continents and oceans Use a map to locate, write a fact file and postcard about/ from Mexico Write a fact file about The New Forest Recognise the features of a cold climate and identify animals that live there Recognise the features of a hot climate and identify animals that live there	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Develop a range of striking skills. Combine running with other skills. Jump with one and two feet take off and landings for variety of heights and distances. Perform a range of catching and gathering skills with control.	Christianity Resurrection / joy What are the best symbols of Jesus' death & resurrection at Easter? Islam Allah / mercy How do some Muslims show Allah is compassionate and merciful?	Charlie Chaplin-focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). Swing-a-long with Shostakovich- focus: 2- and 3-time, beat, beat groupings, 20th century Classical music. Tańczymy labada-focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.	Artist Study: Angelo Franco Collaging – paper and tissue paper	Design, make and evaluate a worldwide recipe Design and make Andy Goldsworthy sculptures from materials from nature	Keeping safe and managing risk 'Indoors and outdoors' Drug, alcohol and tobacco education 'Medicines and me'	Recap: Greetings, Colours and Numbers Las estaciones- Seasons	Team Rubicon: Scooters and skateboards
Year 3 Aut	Ancient Antics	Rocks and fossils: comparing and groups on basis of simple properties, how fossils are formed Light and Shadows: reflections, colour, shadow investigation, protection of eyes from sun	E-safety: Online Relationships Computing Systems and Networks – Connecting Computers Creating Media - Animation	Revise The Great Fire of London Explain who the Ancient Egyptians were Identify and use an ancient form of writing Use historical sources to learn about Tutankhamun's discovery	Identify continents, oceans and equator Identify the features of a river Know why the River Nile was so important Compare three rivers from different regions? (River Tigris vs River Nile vs River Indus)	Children develop outdoor skills while linking learning to Ancient Egypt and Rivers. Routines & Safety: Create a Forest Charter, practise fire safety, and cook outdoors.	Show successful hitting and striking skills with a hockey stick. Perform dances by copying a range of movement patterns.	Christianity How do Christians show that reconciliation with God and others is important? Why are good stewardship?	I've been to Harlem-focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Nao chariya de & Mingulay boat song-focus: Bengali/Scottish folk songs, comparing songs from different	Artist Study: Contemporary Egyptian art – Alaa Awad Pastel pyramids	Generate ideas and develop a design for a papyrus boat Follow my plan to make a papyrus boat Prepare and cook a savoury dish	Drug, alcohol and tobacco education: Tobacco is a drug. Keeping safe and managing risk: Bullying – see it, say it, stop it.	Spanish: Phonics Aprendo Espanol – I'm learning Spanish Las formas (Shapes)	Class assembly Pumpkin competition voting- begin to understand representation and why we vote in wider contexts (e.g., school council, government).

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				Describe the similarities and differences between my life and that of Ancient Egyptians Make a Scarab beetle based on my design Order key events of the Indus Valley Civilisation Identify key features of the Indus Valley Civilisation Explore life in the Ancient Indus Valley Make comparisons between Ancient Indus Valley and Ancient Egypt civilisations	Know about what causes flooding and the impact	History Links: Explore Ancient Egyptian life through food, hieroglyphs, artefacts, tombs, scarabs, and model homes. Geography Links: Build and investigate rivers, settlements, and the role of flooding in civilisations. Science Links: Investigate rocks, light, shadows, forces, and water flow through hands-on experiments. DT: Design and construct scarabs, shelters, and papyrus boats using natural materials. PSHE & Skills: Teamwork, problem-solving, observation, and communication in a practical outdoor setting.	Throw and catch in a game with accuracy. Link a range of jumps and rolls.	p and generous giving important for every Christian?	parts of the world, beat, tempo, 3/4 , 4/4. Sounds symmetry-focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment Christmas Performance and Carols		popular with ancient civilisations - Ancient Egyptian bread Scarab Beetle			Christmas performance – Perform the Nativity story, demonstrating teamwork, commitment and respect through character roles and narration. Trip to the Tutankhamen exhibition. Pantomime trip – Reflect on story, characters, and performance techniques, discussing likes, dislikes, and personal responses. Christmas Fayre – Contribute to the fayre with creative ideas, organise displays, and engage with customers, reflecting on the value of goods and money used.
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Year 3	Heroes and Villains	Forces and Magnets: properties, investigations, retract and repel Plants. Roots and shoots: parts of a plant, pollination, water transportation	E-safety: Managing Online Information Programming A – Sequence in Music Data and Information – Branching databases	Revise inventors/inventions from the past e.g. first flight (Wright brothers), Tim Berners-Lee (www) & Grace Hopper (computer) Learn about a hero/villain from the past: Amelia Earhart Identify social changes in Britain across the 20th century Learn about a hero/villain from the past? Mahatma Gandhi Learn about a hero/villain from the past; Ronnie Biggs Learn about a hero/villain from the past; Harriet Tubman Learn about a hero/villain from the past; Buzz Aldrin	Name and locate the main rivers and seas of the UK Identify biomes on a World map Describe the climate and landscape in an area of the world Name and locate some counties and cities of the UK Identify key human and physical features on a map	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Move and pass a ball in a variety of ways. Use simple dance vocabulary to compare and improve work. Pass a ball in different ways in a game situation. Link changes of direction, speed and level.	Sikhism How does the teaching of the gurus move Sikhs from dark to light? Christianity Is the cross a symbol of love, sacrifice or commitment	Latin dance- focus: Salsa, beat, clave rhythm, timbre, chords, rhythms pattern, progression snapshot 2. From a railway carriage- focus: Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, Classical music. 'March' from The Nutcracker- focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.	Pop Art: Andy Warhol (The Beatles) Medium-Digital. Printing and patterns Jackson Pollock (The Stone Roses) Medium-Paint	Moving/cams toy Design	Mental health and emotional wellbeing: Strengths and challenges. Identity, society and equality: Celebrating difference.	Spanish: La Fruta – fruits Los Instrumentos Los Animales	E-Safety Day – A focus on online safety, reinforcing skills in responsible and respectful technology use as part of our wider computing curriculum.
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Year 3 Summer	Scrumdiddly umptious!	Animals including humans: nutrition, skeleton and muscles Plants – Artful flowers, fruits and seeds	E-safety: Privacy & Security Creating media – Desktop publishing Programming B – Events and actions	Revise William the Conqueror and Montezuma Explore the life and work of James Lind Research the history of my local area	Identify features of North and South America Recognise the journey that food takes to get to me Use compass and four figure grid references, symbols and keys on an OS map Describe the key aspects of an earthquake Describe what the San Andreas fault is and how it affects humans Recognise the impact of Earthquakes on settlements	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Show a range of skills in striking with a racket. Perform athletic skills with control and confidence . Use techniques to throw for increased distance. Compete against self and others in a controlled manner.	Islam How does a Muslim show their submission and obedience to Allah? Islam Why do Muslims call Muhamma d the ‘seal of the prophets’?	Just three notes- focus: Pitch (notes C-D-E), rhythm patterns, structure, minimalism, dot notation. Samba with Sérgio- focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Fly with the stars- focus: Minor and major chords (A minor, C major), arpeggio, chord, dot notation, durations (crotchet, quavers), progression snapshot 3.	Study of ‘The Haywain John Constable (landscapes) Water colours, poster paint and sketching	Cooking and nutrition	Careers, financial capability and economic wellbeing: Saving, spending and budgeting. Physical health and wellbeing: What helps me choose?	Spanish: Las Verduras – Vegetables La Fruta	Team Rubicon: Scooters and skateboards Striking and fielding HAT event
Year 4 Aut	Caves to Castles	States of Matter: solid, liquid, gases, evaporation temperature Electricity: Insulators and conductors experiment – will the bulb light?	E-safety – Online bullying Computing systems and networks – The Internet Creating media – Audio editing	Revise Ancient Indus Valley civilisation Create a timeline showing key dates from the Stone Age to Iron Age Britain Explore how people survived in the Stone Age	Understand what is meant by settlement Discuss and explain why settlements develop in certain locations Corfe Castle trip – reasons for settlement and changes over time.	Children develop outdoor skills while linking learning to Ancient Egypt and Rivers. Routines & Safety: Create a Forest Charter, practise fire	Help their team win and keep possession of a ball. Create and perform dance sequences with fluency	Christianity How does believing Jesus is their saviour inspire Christians to save	This little light of mine- focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1. Composing with colour- focus: creating music	Modern and contemporary portraits Artist Study: Marc Quinn and Picasso	Stone Age Jewellery	Identity, society and equality ‘Democracy’ Drug, alcohol and tobacco education ‘Making choices’	Me Presento – Presenting myself Se – I know	Class assembly Pumpkin competition voting- recognise democracy as part of our shared British Values and how it shapes decision-making in society.

CURRICULUM OVERVIEW

				Make predictions about Stone Age tools and research what they were used for Research Britain's Prehistoric Tombs and Monuments Identify who the Celts were and how they made iron in the Iron Age Explore why people built hillforts in Iron Age Britain and what we know about them Research the timeline of events that came before the Battle of Hastings Assess the disadvantages and advantages of each army involved in the Battle of Hastings Produce a fact file about the Bayeux Tapestry	Leeson house – Field study (orienteeing/mapping skills) Research Skara Brae and consider the physical and human features that made people settle there Compare hillforts, roundhouses and castles Understand why people might choose to live by the sea or inland	safety, and cook outdoors. History Links: Explore Ancient Egyptian life through food, hieroglyphs, artefacts, tombs, scarabs, and model homes. Geography Links: Build and investigate rivers, settlements, and the role of flooding in civilisations. Science Links: Investigate rocks, light, shadows, forces, and water flow through hands-on experiments. DT: Design and construct scarabs, shelters, and papyrus boats using natural materials. PSHE & Skills: Teamwork, problem-solving, observation, and communication in a practical outdoor setting.	and expression. Make the best use of space to pass and receive a ball in a team game. Show strength, technique and flexibility in gymnastics	and serve others? Why do Christians believe they are people on a mission?	inspired by colour and art. Composing using a non-musical stimulus. Timbre, dynamics, rhythm, texture, suite, graphic score. The Pink Panther theme- focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.					Christmas performance – Perform the Nativity story, demonstrating teamwork, commitment, and respect through character roles and narration. Pantomime trip – Evaluate aspects of the performance, including storytelling, characterisation, and stagecraft, making connections to broader learning. Christmas Fayre – Take responsibility for planning, making, and selling crafts, demonstrating initiative, collaboration, and understanding that money can be earned and spent.
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CURRICULUM OVERVIEW

Year 4 Spring	I'm in the rainforest, get me out of here!	Animals including humans Digestive system, teeth Living things in their habitats: food chains; identify producers, predators and prey, Grouping and classifying, Using keys, Habitat dangers	E-safety – Health, Wellbeing and Lifestyle Programming A – Repetition in shapes Data and Information – Data logging	Revise the Ancient Egyptian civilisation Revise social changes in modern Britain since 1948	Recall some key worldwide geographical physical features Use a World Map to label polar, tropical and temperate rainforests Find out about the different layers of the rainforest Research plants that are commonly found in the rainforest Discuss why animals adapt Explore the advantages and disadvantages of deforestation Compare Amazon with Nile and a UK River Identify Climate zones/biomes? Revise Equator, Tropic of Cancer, Meridian. Compare Brazil and England and compare Rio and Bournemouth	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Use a range of attacking and defending skills in a game. Compose longer dance sequences in a small group. Use fielding skills to prevent an opponent from scoring. Show good technique when travelling, balancing and using equipment	Hinduism - Why do Hindus want to collect good karma? How does the story of Rama and Sita inspire Hindus to follow their dharma?	The doot doot song- focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2. Fanfair for the common man- focus: Fanfare, timbre, dynamics, texture, silence. Spain- focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.	Rainforest art through watercolours Artist Study: Henri Rousseau	Rainforest Dioramas	Physical health and wellbeing 'What is important to me' Keeping safe and managing risk 'Playing safe'	Mi Familla – Family Members Mi Clase – In the Classroom	E-Safety Day – A focus on online safety, reinforcing skills in responsible and respectful technology use as part of our wider computing curriculum. Bat and field HAT event
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CURRICULUM OVERVIEW

Year 4 Summer	Rocking Romans	Sound; identify how sound is made, volume and strength of vibration	E-safety – Copyright and Ownership Creating media – Photo editing Programming B – Repetition in games	Revise local history Explore who the Romans were and how they built an empire Research a significant figure in the Roman Empire, Julius Caesar Explore why the Romans invaded Britain Plot a timeline of key events about the Romans Research what life was like in a Roman Villa? Why do we remember the Romans?	Identify the location of Europe and name major cities in Europe Explore how volcanoes are formed Explain how volcanoes effect people’s lives Explore local Roman towns and trade routes Explore and study Mount Vesuvius	Children will continue developing outdoor skills while linking learning to seasonal change, plants, habitats, and curriculum topics. Our forest learning will deepen understanding, enrich practical learning, and support teamwork, observation, and problem-solving.	Use hand-eye coordination to strike a moving and stationary ball with a racket. Show improved technique for sprinting. Modify own skills to get a better result in competitive activities. Pass a ball accurately with overarm and underarm throws.	Buddhism-How does the Triple Refuge help Buddhists in their journey through life? Christianity -What do Christians mean when they talk about the Kingdom of God?	Global pentatonics-focus: Pentatonic scale, different music traditional and cultures, graphic/dot notation. The Horse in motion- focus: To create music inspired by one of the first ever motion pictures that shows the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics. Favourite song-focus: triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.	Collage, paint and print volcanoes Artist Study: Margaret Godfrey and Hokusai	Make Roman Shields. Make Roman biscuits. Maths day cookery	Sex and relationship education ‘Growing up and changing’ Sex and relationship education ‘Growing up and changing’	Tienes una Mascot? Do you have a pet? Los Romanos	Team Rubicon: Scooters and skateboards Y4 Swim Gala - St Ives HAT event Leavers trip Leavers assembly
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