



Whole School Curriculum Overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to Learn	Noticing		Managing Distractions		Imagining	
Theme	All About Me	Light/Festivals	Journeys	Amazing Animals	The World Around Me	Water
Big Question	What makes people special?	How do we celebrate?	How do we get from place to place?	Why do we need to look after animals?	How do things grow and change?	Where do we find water?
Hooks	Finding a broken chair, porridge on the floor, what has happened?	Hide birthday celebration box in the outdoor area.	Arrive in the classroom set the chairs as in an airplane (tickets, food, etc).	A pet visiting school.	Arrival of caterpillars. Watch them grow.	Under the sea, role play area
Enrichment	Local Walk Introducing family members	Post Office/ buying stamps Theatre trip? Halloween party	Go on a bus ride. Fire engine? Tractor?	Farm visit?	Butterfly house	Beach party
Outcome	My family booklet	Carol Concert	Tbc	Invite parents with their pets?	Create a photo book of caterpillars	Beach party
Literacy	Gruffalo Goldilocks Elmer The Family Book Living With Mum and Living with Dad Here We Are (Diverse family books)	Kipper's birthday Winnie the Witch's birthday Firework Dear Santa Owl babies Little Red Hen	We All Go Travelling My Granny Went to Market Little Red Riding Hood Handa's surprise We All Went on Safari	Farmer Duck Dear Zoo The Ugly Duckling Walking Through the Jungle Stomp, Chump Big Roars, Here Come the Dinosaurs Harry and the Dinosaurs	Hungry Caterpillar Jasper's Beanstalk Jack and the Beanstalk Fuzzy-Wuzzy Bugs Crunching, Munching Caterpillar	Ocean Commotion Rainbow Fish 3 Billy Goats Gruff The Fish who Could Wish
Communication and Language	<ul style="list-style-type: none"> To develop and expand vocabulary using multisyllabic words Expand children's phrases to speak in longer sentences of four to six words To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns To organise themselves and their play with talking to their peers Use sentences joined up with words like 'because', 'or', 'and'? Use the future and past tense in conversations Answer simple 'why' questions 					

	<ul style="list-style-type: none"> To develop their communication skills by modeling the right irregular tenses and the children use the correct tense in their conversations. 					
<p>Maths</p>	<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 					
<p>Understanding the World</p>	<p>History-How have I changed since I was a baby? Science- Can I name my body parts? RE- What makes people special? How are people similar/different? Geography- Where do I live? (home) Other – What people look after us? (Emergency services...)</p>	<p>History- How do I celebrate my birthday? RE- How do people celebrate Christmas/Divali? Science- What can I see outside? (autumn) How do shadows form?</p>	<p>Geography- How do I get to school? Where in the world can I go? Where in the world have I been? History – How did people get around in the past? Science- where does fruit come from? Other – What people get us from place to place? (Bus drivers, pilots...)</p>	<p>Science- What can I see outside? (spring) What types of baby animals can I name? What animals live on a farm? What animals live in a jungle? History – What animals were alive a long time ago? (dinosaurs) R.E. – How do we celebrate Easter? Other – What people look after animals? (Vets, farmers etc...)</p>	<p>Science- Can I name the key features of a plant? Can I observe the changes in a caterpillars life cycle? RE - What can we learn from stories?</p>	<p>Science- What can I see outside?(summer) What things can I find that floats? Geography – What animals live in a river? What animals live in the sea? RE - What makes places special?</p>
<p>Physical Development</p>	<ul style="list-style-type: none"> 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. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 					

	<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be 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 toothbrushing.
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their 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. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • 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. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to Learn	Noticing		Managing Distractions		Imagining	
Theme	All about me	Light/Festivals	Journeys	Amazing Animals	The World Around Me	Water
Big Question	What makes me Special?	Why do we celebrate?	If you could go anywhere, where would you go?	If you could be any animal, what animal would you like to be?	Why do we need to look after our world?	Why is water important?
Hook	Family Art Gallery	Display of Diwali items such as Diwali greetings cards, diva lamps, coloured sand and photos	Mystery Letter - treasure hunt	Dinosaur eggs found in the classroom	Caterpillars arrive	Under the Sea Role Play Area with shipwreck
Enrichment	Local Walks Introducing family members	Diwali Party Pantomime?	tbc	Farm trip	Trip to butterfly house?	Beach Party
Outcome	My Family Booklets/ Sharing session with parents Class 'Time' Capsule	Christmas Carol Performance	Around the World Exhibition	tbc	Non-fiction class book about mini-beasts and life cycles	tbc
Literacy	Superworm, Dirty Bertie, Elmer, 3 Little Pigs	The Enormous Turnip	Gingerbread Man	The Town Mouse and Country Mouse	Aesop's Fables – The Ant and the Grasshopper, the Hare and the Tortoise	The Little Mermaid
Communication and Language	<p>Communication and Language underpins everything that we do. Throughout the whole curriculum, children are supported to develop the following language skills:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary which they can use throughout the day and in different contexts. • Ask questions to find out more and to check they understand what has been said to them and articulate their ideas and thoughts in well-formed sentences by connecting one idea or action to another using a range of connectives. • Describe events in some details and use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times and listen to and talk about stories to build familiarity and understanding. Be able to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen carefully to rhymes and songs, paying attention to how they sound 					

	<ul style="list-style-type: none"> Learn rhymes, poems and songs. 					
Maths	White Rose Maths: Just Like Me!	White Rose Maths: It's me 1, 2, 3 Light and Dark	White Rose Maths: Alive in 5 Growing 6, 7, 8	White Rose Maths: Building 9 and 10	White Rose Maths: To 20 and Beyond! First Then Now	White Rose Maths: Find my Pattern On the Move
Understanding the World	<p>History - How have I changed since I was a baby? Who is in your family?</p> <p>Geography- Where do I live? (Local Area)</p> <p>Science – What happens in Autumn? Are all pumpkins orange? How are buns made?</p> <p>RE – How do people celebrate Birthdays and Harvest? What makes people special?</p>	<p>History - Why do we wear poppies? Why do we celebrate Bonfire Night?</p> <p>Science - What happens in winter? What is a light source? Which light sources are natural and which are man-made?</p> <p>RE - How do Christians celebrate Christmas? How do people celebrate Diwali? What is a church? What is a Temple? What is the Christmas story?</p>	<p>History - What holidays have you been on? What holidays have your parents been on?</p> <p>Geography - Can you draw a simple map? What places would you like to visit?</p> <p>Science - Why do things float in space?- Gravity</p> <p>R.E - How do people celebrate Chinese New Year?</p>	<p>History - What was it like to live in prehistoric times?</p> <p>Geography - What different habitats do animals live in?</p> <p>Science - Are all dinosaurs big? What do dinosaurs eat? What happens in Spring?</p> <p>R.E - How do Christians celebrate Easter? What other ways are there to celebrate Easter?</p> <p>ICT - What is technology? What technology do we use at school and what technology do we use at home? Can you use the internet to find out facts?</p>	<p>Science - How do plants grow? How do caterpillars turn into butterflies? What is the life cycle of a chick?</p> <p>Geography - How can we look after our local area?</p> <p>R.E - What can we learn from stories?</p> <p>ICT - Can you take a photo? Can you use the internet to find out facts?</p>	<p>Science - What happens in summer? How do we keep safe in the sun? Who lives under the sea? Which objects float and which objects sink?</p> <p>Geography - What is life like on an island?</p> <p>R.E - What makes places special?</p> <p>ICT - Can you name the parts of a computer? Can you use the internet to find out facts?</p>
Physical Development (Val Sabin)	Games-Unit 1 Focus on using bean-bags	Gymnastics-Unit 1 Travelling	Games- Unit 2 Focus on using a ball	Gymnastics- Unit 2 Stretching and curling	Games- Unit 3 Focus on using hoops and quoits	Gymnastics-Unit 3 Travelling taking weight on different body parts
Personal, Social and Emotional Development	<p>3D PSHE Making Relationships Self Confidence/Awareness Managing Feelings/Behaviour</p>					
Expressive Arts and Design	<ul style="list-style-type: none"> 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. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 					

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to Learn	Noticing		Managing Distractions		Imagining	
Enrichment	Local walks	Visit to Oxford Castle	Visit to an Indian restaurant	Visit from a nurse	Scottish dancing	Fire in the forest
Outcomes	School advert – celebrating why Thameside is great!	Photo exhibition	Presentation to parents about climate change	Big book about Mary Seacole	Assembly to school to share learning	Burning houses
English	Harry & the dinosaurs at school Alien school Beegu It's a no money day	George & the Dragon The Paper Dolls I love castles The Kiss that missed Herman's letters The Jolly Postman	Little Red Riding Hood Eliot Midnight Superhero Wolves- Kate Riggs	Whiffy Wilson Wolves Emily Gravett Lost & found Squash & a squeeze	If all the world were There's a Tiger in the Garden	Toby & the Great Fire of London The Smartest Giant in Town The Storm Whale A Superhero like you
Maths	Place value, addition & subtraction	Geometry, Number	Addition & subtraction, Place value	Measurements: Length, height, weight & volume	Multiplication & division, fractions	Geometry, place value, money, time
History		Significant historical places in their own locality - Oxford castle		The lives of a significant individual - Mary Seacole: How she contributed to national and international achievements.		Events beyond living memory that are significant nationally – The Great Fire of London
Geography	Local study; Village, towns and cities; Map skills		Artic: Cold places Place Knowledge; Location Knowledge		UK knowledge Geographical Skills and Fieldwork	
Science	Everyday Materials Seasonal changes		Animals including humans Seasonal Changes		Plants Seasonal Changes	

Art and Design	Observational Drawings	Textiles Weaving – linked to tapestries at the castle. Season nature weaving (linked to Science)		Clay – linked to Science		Painting
Design Technology			Cooking		3D houses	
Music	Ourselves Number	Animals Weather	Machines Seasons	Our school Pattern	Storytime Our bodies	Travel Water
RE	Christianity- The Creation Story	Christianity- Christmas	Christianity- Jesus as a Friend	Christianity- Easter	Judaism- Shabbat	Judaism- Rosh Hashanah and Yom Kippur
PE	Ball skills	Agility, Balance and Coordination	Dance Net/wall games	Gymnastics	Striking Football	Athletics Outdoor Adventure Activities
Computing	Computing systems and networks- Technology around us (e-safety)	Creating media-digital painting	Creating Media (Digital writing)	Programming- moving a robot	Databases- Grouping data	Programming- Introduction into animation
PSHE & SRE	Rules and responsibilities	Healthy Lifestyle	Family and Friends	Communication	Bullying	Keeping safe

Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to Learn	Noticing		Managing Distractions		Imagining	
Enrichment	Local walks	Visit to Oxford Castle	Trip to an Indian restaurant	Visit from a nurse	Scottish dancing	Fire in the forest
Outcome	School advert – celebrating why Thameside is great!	Photo exhibition	Presentation to parents about climate change	Non-fiction report on Mary S life – floor book	Assembly to school to share learning	Burning houses
English	Last Stop on Market Street Small in the City A house that once was Non-fiction: towns & cities Cherry Blossoms and Paper Planes Megalopolis A street Through Time	Castles The Kiss that missed Zog and the flying doctor The knight who wouldn't fight Lubna & Pebble	Little Red Riding Hood – different versions Into the Forest Kumak's Fish The Moonlight Zoo Aaaarrgghh Spider Fishing with Grandma Bear Grylls: The Arctic	National Geographic wolves Keep on Mary Seacole Mixed Perfectly Normal Leaf Island born	Stuck The Suitcase Dreamweaver If all the world were...	Dear Diary Kites Grandma Bird The Great Fire of London books You wouldn't want to be in the great fire of London
Maths	Number: Place value (within 20) Addition & subtraction	Number: Addition and subtraction (within 10) Geometry Place value	Addition & subtraction Place value	Measurement: Length & height Weight & volume	Multiplication & division Fractions Geometry	Place value (within 100) Measurement
History		Significant historical places in their own locality - Oxford castle		The lives of a significant individual - Mary Seacole: How she contributed to national and international achievements.		Events beyond living memory that are significant nationally – The Great Fire of London

Geography	Local study; Human and physical features of Abingdon (River Thames and Abingdon Bridge)		The Artic: Hot/cold comparison Place Knowledge; Location Knowledge		Uk/Geographical Skills and Fieldwork	
Science	Uses of everyday Materials Living things and their habitats		Animals including humans Living things and their habitats		Plants Living things and their habitats	
Art and Design	Observational Drawings	Textiles – wall hanging – tapestries – knowledge based historical tapestries		Clay Animals linked to Science		Painting Linked to Great fire of London
Design Technology		Textiles - tapestries – wall hanging – weaving - eco link use plastic to weave	Cooking		3D houses	
Music	Ourselves Toys	Our land Our bodies	Animals Numbers	Storytime Seasons	Weather Pattern	Water Travel
RE	Christianity- What did Jesus teach?	Christianity- Christmas- Jesus as gift from God	Islam-Prayer at home	Christianity- Easter- Resurrection	Islam-Community and Belonging	Islam- Hajj
PE	Ball skills	Agility, Balance, Coordination Bench ball	Dance Net/Wall	Gymnastics Making up Games(Val Sabin)	Striking Football	Athletics Outdoor Adventure Activities
Computing	Computing systems and networks- Technology around us (e-safety)	Creating media-digital painting	Creating Media (making Music)	Programming- Robot Algorithms	Databases- Pictograms	Programming Quizzes
PSHE/RSE	Rules and Responsibilities	Communities Hygiene	Emotions	Fairness	Money and Finance	Changing and Growing

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to Learn	Noticing		Managing Distractions		Imagining	
Enrichment	Community Walks Trip to London		Science of Oxford		Visit Ashmolean	
Outcome	Sway presentation (assembly)		KS2 sharing assembly		KS2 Museum	
English	Coming to England The Invisible A River The Place for me Paddington London non-fiction Performance poems	A walk in London The dark Lemony Snicket The Rabbit the dark and the biscuit tin Sleeping willow and nothing to fear The Owl who was afraid of the dark	Alice in wonderland Roald Dahl book Rain Until I met Dudley	Stone Age Boy Stig of the Dump Leon & the Places Between Where the Wild Things are	Me and Mister P The Last Bear My father is a polar bear Traditional tales Vs non-traditional tales The Egyptian Cinderella?? Poetry-riddles	Marcy and the Riddle of the Sphinx Non-fiction text: Howard Carter, Cleopatra On the Wings of words Awful Egyptians
Maths	Number:Place Value Addition and subtraction	Number: Addition and subtraction Multiplication and division	Number: Multiplication and division Measurement Money Statistics	Measurement: Length and perimeter Number: fractions	Number: Fractions Measurement: Time	Geometry: Properties of shape Measurement: Maa and capacity
History	<i>Local History</i>	Remembrance & WWII – evacuation focus		Pre-Roman Britain: Neolithic hunters, Bronze Age, Iron Age		Ancient Civilizations – Ancient Egypt: Where and when they appeared and achievements.
Geography	Local Study- Rivers River Thames focus		Map skills & location – knowledge of the UK		The World! - Northern, southern hemispheres, European countries, atlas skills	<i>locating Egypt</i>
Science	Animals including humans Light		Rocks Forces and Magnets		Plants	
Art and Design	Observation drawings	Photography		Cave Paintings		Clay

Design Technology		Mechanisms – What can you power with water?	Cooking		Pop-up Artefact (end of term- museum preparation)	
Music	Environment Building	Sounds Poetry	China Time	In the Past Communication	Human Body Singing French	Ancient Worlds Food and Drink
RE	Islam- The 99 names of Allah	Christianity- Christmas	Christianity Jesus' miracles	Christianity Easter- forgiveness	Islam The prophet Muhammad	Islam The Qur'an
PE	Gymnastics Tennis	Dance Ball skills (Val Sabin)	Gymnastics Net/Court/Wall games (Val Sabin)	Football Outdoor Adventure Activities	Swimming Rounders	Swimming Athletics
Computing	Computing systems and networks	Creating media - Desktop publishing	Creating media - Stop-frame animation	Programming - Sequence in music	Data and information Branching databases	Programming - Events and actions
PSHE/RSE	Rules and Responsibilities	Emotions	Health/Nutrition and food	Safety/ First Aid	Healthy Relationships	Growing and Changing/ Economic Awareness

Class 4/5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to Learn	Noticing		Managing Distractions		Imagining	
Enrichment	Trip to London Spanish cooking				Visit Ashmolean	
Outcome	School advert video Poetry performance Debate	Photo exhibition Spanish Day	KS2 sharing assembly		KS2 Museum KS2 performance	
English	Toro Toro Last night I saw the city Performance poetry Lubna & Pebble	The Boy at the Back of the class My name is not refugee A walk in London Me & my fear London non- fiction	??? Queen of darkness Chariots & Champions Playscripts Escape from Pompee	The Thieves of Ostia Romans on the rampage	Race to the frozen north Non-fiction – NCR Beasts & where to find them	Percy Jackson & the lightening thief Greek Myths Icarus is ridiculous
Maths	Place value; addition & subtraction; multiplication & division; measurement – length, perimeter and area		Multiplication & division; fractions; decimals and percentages		Statistics; Geometry – properties of shape & position/direction; Measurement – time, money & converting units	
History	<i>Local history</i>	Remembrance WWI – Life as a solider/ warfare		Roman empire and its impact on Britain: Julius Caesar, Claudius invasion, British resistance, Romanisation		Ancient Greece: Greek life and achievements and their influence on the western world.
Geography	Comparison UK/Spain Map skills; Human and physical features		Measuring Geographical skills.	<i>Roman Empire</i>	Journey around the World! Location Knowledge	<i>Greece</i>
Science	Year 4- Animals including Humans; Sound Year 5- Animals including humans; Space		Year 4- Electricity; States of Matter Year 5- Properties and changes of materials; Electricity		Year 4- Living things and their habitats Year 5- Living things and their habitats	
Art and Design	Observational Drawings	Photography		Printing		Clay

Design Technology	Cooking		Electrical Project		Woodwork – display box (for Museum)	
Music	Poetry Environment	Sounds Recycling	Building Around the World	Ancient Worlds Singing Spanish	Communications Time	In the Past Food and Drink
RE	Judaism Beliefs and Practices	Christianity Christmas	Judaism Passover	Christianity Easter	Judaism Passage and good work	Christianity Prayer and worship
PE	Gymnastics Tag Rugby	Dance Net/court/wall (Val Sabin)	Swimming Invasion and Target (Val Sabin)	Swimming Gymnastics	Football Rounders	Athletics Outdoor Adventure Activities
Computing	Computing systems and networks – Technology around us	Creating media - Photo editing	Creating media - Audio editing	Programming - Repetition in shape	Data and information - Data logging	Programming - Repetition in games
PSHE/ RSE	Rights and responsibilities	Diversity/ Similarities and Differences	Nutrition and food	Safety (incl basic first aid)	Aspirations	Health (including SRE)/ Enterprise

Class 5/6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to Learn	Noticing		Managing Distractions		Imagining	
Enrichment	Mexican cooking Trip to London		Science Oxford – magic of Science		Museum trip Y6 – residential	
Outcomes	LtL: School advert – celebrating why Thameside is great! Poetry performance	LtL: Photo exhibition Debate UK Vs Mexico	KS2 sharing assembly		KS2 Museum KS2 play	
English	The Night Bus Hero The Savage Narrative: Character descriptions Biography: Frida Kahlo Performance poetry	Holes A walk in London Recount(London) Hybrid fiction/non-fiction chronological report – chew to poo! Narrative: setting description	Strange Worlds Worst Case Scenario handbook	Beowulf Anglo-Saxon non-fiction Sir Gawain & the Green Knight Anglo Saxon Boy	One thousand & one Arabian nights Philip Pullman – Aladdin	The Eleventh trade Never believe The proudest Blue 100 inventions & awesome facts from Muslim civilization
Maths	Place value, addition, subtraction	Multiplication & division, fractions	Decimals, percentages, statistics	measures, algebra, multiplication & division	Geometry, place value, fractions & decimals	Addition, subtraction, multiplication & division
History	<i>Local history</i>	Remembrance, WWI & II, recent conflict		Britain's settlement by Anglo-Saxons & Scots. Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor		Ancient civilisation comparison and chronology study. Non-European Study- Early Islamic civilization contrast to British history.
Geography	Comparison UK/Mexico Map skills; Human and physical features	<i>Location knowledge</i>	Time zones		Comparing climates around the World! Where would you want to travel?	<i>Location Knowledge (Islamic countries)</i>
Science	Year 5- Animals including humans; Space Year 6- Animals including humans; Light		Year 5- Properties and changes of materials; Electricity Year 6- Electricity		Year 5- Living things and their habitats Year 6- Living things and their habitats; Evolution	
Art and Design	Painting- portraits	Photography		Printing		Clay

Design Technology	Cooking – Mexican food		Electrical Project	<i>Cooking</i>	Wood work – Shelves (for museum)	
Music	Our Community	Solar System	Life Cycles	Keeping Healthy	At the Movies	Celebration
RE	Hinduism prayer and worship	Christianity Christmas	Hinduism Hindu beliefs Cathedral visit – St. Frideswide / St. Aldates comparison	Christianity Easter	Islam beliefs and practices	Christianity beliefs and practices
PE	Swimming Tag Rugby	Swimming Tag Rugby/Dance	Gymnastics High 5 Netball	Gymnastics High 5 Netball/football	Cricket Football/dance	Athletics Outdoor Adventure Activities /cricket
Computing	Computing systems and networks - Sharing information	Creating media – Vector drawing	Creating media - Video editing	Programming - Selection in physical computing	Data information - Flat file databases	Programming - Selection in quizzes
PSHE/RSE	Rights and responsibilities	Diversity/ Similarities and Differences	Nutrition and food	Safety (incl basic first aid)	Aspirations	Health (including SRE)/ Enterprise