

**NATIONAL CURRICULUM OVERVIEW (YEARS 1 TO 6)**  
**CYCLE A**

| Key Stage 1          | Autumn 1   | Autumn 2  | Spring 1                              | Spring 2   | Summer 1  | Summer 2                                    |
|----------------------|--|---|---------------------------------------|--|---|---|
| <b>Overall Topic</b> | <b>Penguins<br/>Possums and Pigs</b>   | <b>Fire Fire</b>  | <b>Castles</b>                        | <b>Out of this world</b>   | <b>How does my garden<br/>grow?</b>   | <b>Buckets and Spades</b>                   |
| <b>Class novel</b>   | George Speaks  | Julia Donaldson<br>books  | Fantastic Mr Fox                      | The Sheep Pig  | Wind in the Willows   | At the beach, The<br>Secret of Spiggy Holes |
| <b>English</b>       | Stories by the same<br>author<br><br>Performance poetry  | Stories with<br>Repetitive Patterns<br>Poems on a<br>Theme (winter) | Traditional tales<br><br>Instructions | Information Text<br><br>Explanations<br><br>Space Poetry                   | Adventure stories<br><br>Recount: Letters<br><br>Classic poems                                | Story as a theme<br><br>Letters             |
| <b>Maths</b>         | Place value.<br>Ordering and<br>comparing<br>numbers.<br>Number bonds.<br>Addition and<br>subtraction. | Geometry:shape<br>Measurement:<br>money                             | Addition and Subtraction<br>Fractions | Measurement:<br>length and height,<br>mass, capacity<br>and temperature    | Multiplication and<br>Division<br>Fractions   | Measurement: time<br>Investigations         |
| <b>Science</b>       | Animal types and<br>habitats   | Uses of everyday<br>materials                                       |                                       | Space - names of<br>planets and<br>characteristics of<br>the moon and sun. | Plants - structure of a<br>flowering plant and<br>what a plant needs to<br>grow successfully. |   |
| <b>RE</b>            | Harvest  | What are important  | Chinese New Year                      | Easter   | How and why is  | Islam - how might                           |

|                          |   |  |   |  |  |   |
|--------------------------|---|--|---|--|--|---|
|                          |   | times for our community?                           | Does how we treat the world matter?   | Why is Jesus special to Christians?  | celebrating important in worship?  | people's beliefs affect how they treat the world?   |
| <b>PE</b>                | Swimming<br>Dance                                       | Swimming   | Gymnastics<br>Games   | Gymnastics<br>Games  | Athletics<br>Forest schools  | Outdoor Adventurous<br>Activities   |
| <b>Computing</b>         | Using computers<br>E-safety                             | Text and images                                    | Digital research  | Simulations  | Sound  | Data handling / sorting   |
| <b>Geography</b>         | Continents and oceans,, hot and cold areas of the world | Mapwork  | Geography of our school and its surroundings  |  | UK countries and capital cities  | Geographical fieldwork linked to Morecambe  |
| <b>History</b>           |   | Events beyond living memory - Great Fire of London | Significant historical events, people and places in their own locality - Lancaster  |  |  | Changes within living memory - Morecambe in the past and now  |
| <b>Design Technology</b> |   | Mechanisms   |   | Design - design a rocket to go to the moon.  | Cooking and Nutrition - focus on fruit and vegetables we grow in the garden.   |   |
| <b>Art and design</b>    |   |  | Painting - Paul Klee  |  | Collage<br>Painting - Monet  | Digital media - creating art with photographs.  |
| <b>Music</b>             | Feel the pulse  | Nativity singing                                   | <b>Rhythm in the way we walk.</b><br>Listen and appraise.<br>Find the pulse.<br>Compare songs.<br>Sing, improvise and play instrumental parts.<br>Performance | <b>Round and Round</b><br>Listen and appraise.<br>Find the pulse.<br>Compare songs.<br>Sing, improvise and play instrumental parts.<br>Performance | <b>Zootime</b><br>Listen and appraise.<br>Find the pulse.<br>Compare songs.<br>Sing, improvise and play instrumental parts.<br>Performance | <b>Your imagination</b><br>Listen and appraise.<br>Find the pulse.<br>Compare songs.<br>Sing, improvise and play instrumental parts.<br>Performance |

| Key Stage 2        | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--------------------|--|--|--|--|--|--|
| <b>Class Novel</b> | Outlaw   | The Thieves of Pudding Lane                            | Journey to the River Sea                                     |  | Operation Gadget Man   | Stormbreaker   |
| <b>English</b>     | Traditional tales with a twist<br>Legends<br>Persuasion<br>Explanation | Newspaper reports<br>Recounts                          | Adventure stories<br>Debate                                  | Non chronological reports<br>Fables<br>Diary writing                 | Biography<br>Argument and persuasion<br>Newspaper reports<br>Non chronological reports | Playscripts<br>Narrative poetry<br>Formal letter writing   |
| <b>Maths</b>       | Place value<br>Addition and subtraction                                | Multiplication and division<br>Statistics              | Measurement: length, perimeter, area and volume<br>Fractions | Fractions<br>Decimals<br>Percentages                                 | Mental and written methods of calculation<br>Measurement: Money and time               | Geometry: properties of shape<br>Angle<br>Position and direction<br>Measurement: Mass and capacity |
| <b>Science</b>     | Electricity  | States of matter / properties and changes of materials | Plants   |  | Forces and magnets   | Evolution and inheritance<br>Adaptation<br>Rocks   |
| <b>RE</b>          | Harvest  | How do Christians use the Bible?                       | Why is it sometimes hard to do the right thing?              | Judaism<br>Why is Exodus such a significant event in Jewish history? | What do we mean by a miracle?  | How and why have some people served God?   |

|                          |                               |  |   |   |   |                                    |
|--------------------------|-------------------------------|--|---|---|---|------------------------------------|
|                          |                               |  |   | Jewish festival of Passover                                 |   |                                    |
| <b>PE</b>                | Swimming                      | Swimming   | Gymnastics<br>Netball   | Dance<br>Tennis   | Athletics<br>Cricket  | Outdoor<br>Adventurous<br>Rounders |
| <b>Computing</b>         | E-Safety                      | Text and images  | Digital research  | Digital photography and recording                           | Programming   | Animation                          |
| <b>Geography</b>         | The United Kingdom            | Mapwork  | Focus on South America<br>World geography - biomes, human geography |   | OS mapwork<br>Compass points<br>Fieldwork   |                                    |
| <b>History</b>           |                               | The Plague (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) |   |   | Local history with a focus on the Vikings<br>Chronology of significant landmarks in Lancaster |                                    |
| <b>Design Technology</b> |                               | Design a house to not burn (linked to science)   |   | Textiles - design a jacket for an explorer                  | Mechanisms  |                                    |
| <b>Art and design</b>    | Painting - Van Gogh/ Mondrian | Sketching - 3D   | Pastels - rainforest art  |   | Still life - drawing and painting   | Painting landscapes                |
| <b>Foreign Languages</b> | Salut, ca va / moi            | En classe, l'alphabet et les couleurs  | Je me presente  | As-tu un animal?  |   | Ma famille                         |
| <b>Music</b>             | Mamma Mia                     | The Dragon Song  | SING A SONG<br>Singing traditional songs confidently and fluently   | SINGNG TOGETHER<br>Singing traditional songs, pop songs and | LISTEN AND CREATE MUSIC<br>Show increasing confidence and                                     | Summer production                  |

|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
|  |  |  | <p>Sing within an appropriate range<br/>         Create simple accompaniments using tuned and untuned percussion<br/>         Understand and respond to musical terms such as pitch, rhythm, pulse and tempo</p> | <p>simple rounds confidently and fluently<br/>         Sing within an appropriate range and being aware of the sounds of others<br/>         Critically appraise accompaniments<br/>         Begin to demonstrate musical quality:: clear starts, ends<br/>         Begin to use simple non-standard notation</p> | <p>quality in singing<br/>         Listen to and respond to music with feelings, words, movement<br/>         Develop understanding of Timbre<br/>         Compose music to accompany a story, poem<br/>         Further develop use of notation and key musical terms</p> |  |
|--|--|--|--|---|--|--|