



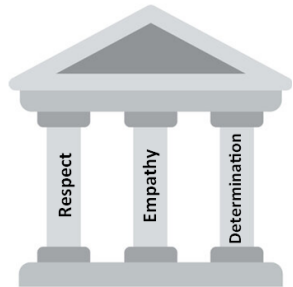









## Princess May Primary Nursery Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
		<b>Project Outcome:</b> <i>Black History Month Project</i>		<b>Project Outcome:</b> <i>Community Cookbook</i>		<b>Project Outcome:</b> <i>Community clear-up scheme</i>
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  <b>Respect; Empathy; Determination (R.E.D)</b>  			We use the ‘Agents’ to reflect on our learning behaviours and develop a Growth Mindset.  		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture 	<b>Linguistic</b> Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions 	<b>Cognitive</b> Justify an opinion with an Explanation. Ask a relevant question 	<b>Social &amp; Emotional</b> Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking 		
	In the EYFS, we also use <b>Nuffield Early Language intervention</b> and Hackney Education’s <b>Launch Pad for Language</b> to support our pupils with Speech and Language. Pupils are introduced to new words each week with our Speech and Language Therapist.					





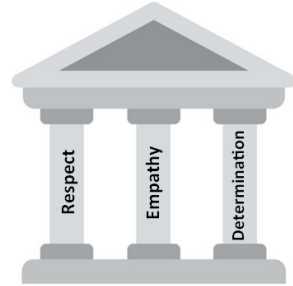





Nursery	Discover		Explore		Create	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ interests/ Lines of enquiry	All About Me	Celebrations Autumn	People Who Help Us Winter	In the Garden Easter/Spring	London Transport	Seasonal Changes Summer
Core books	Rainbow fish -Marcus Pfister Owl babies _ Martin Waddell The Colour Monster -Anna Llenas  <i>Traditional Tale:</i> The Little Red Hen  <i>Information books:</i> <b>Harvest</b> Oliver's vegetables – Vivian French	Handa's Surprise Eileen Browne We All Celebrate Chitra Soundar Mrs Money's Hat Pam Adams When's My Birthday? Julie Fogliano  <i>Traditional Tale:</i> 3 Little Pigs  <i>Information books:</i> Autumn Bonfire Night Christmas books/ stories Nativity Story	Emergency! Margaret Mayo/Alex Ayliffe Mog and the Vee Ee Tee Judith Kerr People Who Help Us Janet Morris No Dragons for Tea: Fire Safety for Kids (and dragons) Jean E. Pendziwol  <i>Traditional Tales:</i> The Three Billy Goat Gruff  <i>Information books:</i> Doctors, vets, nurses, firefighters, police officers etc	Going on a Bear Hunt Michael Rosen We're going on an Easter Hunt Laura Hughes and Martha Mumford 10 Seeds by Ruth brown The Bad-Tempered Ladybird - Eric Carle Superworm – Julia Donaldson Jasper's beanstalk – Nick Butterworth  <i>Traditional Tales:</i> Goldilocks and the three bears  <i>Information books:</i> Spring, Easter, life cycles, growing plants	Mr Gumpys boat by John Burningham Mr Gumpys motor car – John Burningham Peep inside how an aeroplane works – lara Bryan The Train ride – June Crebbin <i>Oil! Get off our Train John Buringham</i>  <i>Traditional Tales:</i> The Gingerbread Man  <i>Information books:</i> London underground, about trains, boats, airplane, cars	Lucy and Tom Go To The Seaside Shirley Hughes 10 Friendly Fish – Deby Tarbett Who's Hiding at the Seaside? Katherin McEwen The Hungry Caterpillar – Eric car From Egg to Chicken – Dr Gerald Legg  <i>Traditional Tales:</i> Little Red Riding Hood  <i>Information books:</i> Under the sea, seasonal changes, about the beach, recycling
Communication and Language Listening, Attention and Understanding Speaking	Understand how to listen carefully and why listening is important. Engage in story times. To use vocabulary focussed on objects and people important to them. To listen and respond to ideas expressed by others in conversation/discussions. To follow simple instructions.	To use talk to sequence and clarify thinking Use language to recall past experiences Continue to develop vocabulary through experiences.	Engage in non-fiction text. Participate in small group, class and one-to-one discussion – beginning to offer their own ideas using recently introduced vocabulary. Extend vocabulary by grouping and naming and exploring the sounds of new words.	Begin to use different tenses to develop communication and extend vocabulary. Ask questions to find out more and check understanding. Begin to use connectives to extend speaking in sentences. Sing a repertoire of songs and rhymes. Begin to be able to talk about familiar books.	Listen to and talk about stories to build familiarity and understanding Engage in non-fiction books To extend vocabulary by grouping and naming and exploring the sounds of new words. Understand a two-part question or instruction.	To use new sounds to begin to segment and blend CVC words using objects to support To continue to extend vocabulary through experiences contexts. Begin to develop own narratives by connecting ideas.
Ongoing throughout the year – all 3 in each half term	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.
Personal, Social and Emotional Development	To separate from main carer with confidence To manage own personal needs	Shows a range of feelings through behaviour and play Work and play together, taking turns Children begin to	To play cooperatively, using the language of negotiation. To promote caring of the environment and others.	To work as part of a group or class, taking turns and sharing fairly; taking account of own and others feelings. To talk about their own feelings.	Show sensitivity to others needs and feelings. To describe self in positive terms Be confident to try new activities Use the language of	Develop appropriate ways of being assertive and solving conflicts showing sensitivity to others needs and feelings.

Self-Regulation Managing self Building Relationships	Shows concern for others Select and use resources with support  Ongoing learning focus Building Relationships Self-regulation Managing Self	manage their own personal needs  Ongoing learning focus Building Relationships Self-regulation Managing Self	To describe self in positive terms and talk about abilities; confident to try new activities. Attempt challenges by beginning to show resilience and perseverance  Ongoing learning focus Building Relationships Self-regulation Managing Self	Ongoing learning focus Building Relationships Self-regulation Managing Self	negotiation to solve conflicts and begin to think about the perspectives of others. Explain the reasons for rules Ongoing learning focus Building Relationships Self-regulation Managing Self	Ongoing learning focus Building Relationships Self-regulation Managing Self
Physical Development Gross Motor Skills Fine Motor Skills	Hold pencil with pincer grip to mark make. Negotiate space to avoid obstacles. To use tools to support development of fine motor skills. To manage own basic hygiene. Turn the pages of a book	Negotiate space to avoid obstacles. To handle tools safely and effectively, including writing tools. To use a variety of tools to continue to develop fine motor skills – holding pencil correctly, using scissors, paint brushes etc	To continue to develop and refine gross motor skills in a range of ways, safely negotiating space and developing overall body strength, balance, coordination and agility. To continue to develop fine motor skills by handling tools, objects, construction and malleable materials safely and with increasing control.	To continue to develop and refine fine/gross motor skills in a range of ways; developing overall body strength, balance, coordination and agility. Use a range of tools to promote motor skills; skipping ropes, ribbons etc. Encourage children to draw freely – inside/outside To begin to know how to keep their teeth healthy	Skip, hop, stand on one leg, use alternative feet to climb apparatus. To handle tools, objects, construction and malleable materials safely and with control Increasingly be able to remember sequences and patterns of movements. Combine different movements with ease and fluency.	Begin to use core muscle strength to achieve a good posture when sitting at the table and on the floor  To move confidently in a range of ways, safely negotiating space. To handle tools, objects, construction and malleable materials safely and with increasing control. Confidently and safely use a range of large and small apparatus
Physical – PE	Introduction to PE	Fundamentals	Ball skills	Gymnastics	Dance	Games
Mathematics Number Numerical Pattern	Begin to say numbers in order and count on fingers. Compare and recognise changes in numbers and shapes Begin to recognise numerals of personal significance. To order and sequence familiar events. To sort and match objects <b>Change calendar, recite days of the week - daily.</b>	Recite numbers to 10 Accurately count objects 1:1 Show ‘finger numbers’ up to 5 Show an interest in shapes Begin to look at pattern within Diwali celebrations Recognise familiar patterns To introduce 2D shapes <b>Change calendar, recite days of the week - daily.</b>	Recognise/order number 0-6 and beyond To begin to understand concept of one more/less Begin to recognise numbers 0-6 within the environment – number hunt Choose familiar objects and natural objects to create repeating AB patterns <b>Change calendar, recite days of the week - daily.</b>	Recite numbers to 10 and beyond Recognises 2D shapes within objects/ construction In practical activities and discussion begin to use the vocabulary involved in addition and subtraction to solve mathematical problems with numbers up to 5 Introduce spatial/positional language <b>Change calendar, recite days of the week - daily.</b>	Compare/recognise numbers and begin to experiment using symbols Begin to problem solve by experimenting with measure To begin to recognise and use 2D and some 3D shapes To use different coins in the role-play shop. <b>Change calendar, recite days of the week - daily.</b>	Make comparisons between objects related to size, length, weight and capacity To find one more/less from a given number to 5 To use the language of position. Describe a familiar route.  <b>Change calendar, recite days of the week - daily.</b>
Literacy Comprehension Word Reading, Writing	To hear and say sounds in words. To show awareness of how books are structured. To attempt to write own name. Begin to mark make in preparation for writing recognisable letters	Give meaning to marks they make. Use language to imagine and begin to develop own narrative and vocabulary Mark make using different media.  Begin to anticipate an event in a story	Demonstrate understanding and anticipation of fiction/nonfiction and rhyming books Begin to write some letters in own name	Engage in extended conversations about stories and understand the sequence of a story. To begin to write own name on entry	RWI Set 1 introduction continue to write own names on entry Count and clap syllables in their name and other words Use and understand recently introduced vocabulary during discussions about stories, nonfiction. Reinforce The five key concepts about print.	RWI Set 1 Reinforce/consolidate Demonstrate understanding and anticipation of fiction/nonfiction and rhyming books Begin to write some letters in own name. Reinforce the five key concepts about print.

Understanding the World Past and Present People, Culture and Communities	<p>Begin to make sense of their own life story and families history.</p> <p>Black history month</p> <p>Explore the natural world around them, changes and seasons</p>	<p>Celebrate/identify special times – Diwali, Remembrance Day, Hannukah and Christmas</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Using digital microscopes to explore natural objects</p> <p>Use torches to explore light and dark</p>	<p>Celebrate Chinese New Year and Shrove Tuesday</p> <p>Projector to explore dark and light – shadows</p> <p>Show interest in different occupations</p> <p>Know that there are different countries in the world.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore the natural world around them, changes and seasons.</p> <p>Plant seeds and care for growing plants.</p> <p>Celebrate Easter</p>	<p>Celebrate Eid</p> <p>To know that information can be retrieved from digital devices.</p> <p>Explore how things work.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Explore and talk about different forces they can feel</p> <p>Find out about the Natural World.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Using digital microscopes to explore natural objects</p>
Understanding the World – technology + digital world	<p>Using a computer to take pictures of ourselves and others</p> <p>Taking selfies + pictures of others. Evaluating and choosing pictures to print or delete. Create a class display.</p>	<p>Using a computer</p> <p>Parts of an iPad – logging in launching apps.</p> <p>Playing simple games. Tapping, dragging, dropping.</p>	<p>Digital art</p> <p>Making a simple picture using a drawing app. Say what we like about our pictures. Choosing a picture to print.</p>	<p>Exploring hardware</p> <p>Tinker tray – digital devices (unplugged printers, cameras, keyboards, mice, monitor...)</p> <p>CP Using digital microscopes and caneras – Plants and flowers</p>	<p>Programming</p> <p>Following and giving instructions. How to make a jam sandwich. Sequencing pictures to make instructions. What happens if we get the instructions in the wrong order?</p>	<p>Introduction to data</p> <p>Making a physical pictogram e.g. favourite fruit or colours (<a href="https://tinyurl.com/eyfspysicalpictogram">https://tinyurl.com/eyfspysicalpictogram</a>).</p> <p>Answering questions (<i>How many children like apples?</i>)</p>
Expressive Arts and Design Creating with materials Being Imaginative and Expressive	<p>To explore what happens when colours are mixed. Begin to investigate painting techniques. Sing a range of well-known nursery rhymes and songs</p> <p>Autumn Wreaths</p>	<p>To sing songs, make music and dance introducing their own rhythms. Independent paint mixing.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Salt dough decorations</p>	<p>To use available materials to make props from their own interests Select tools and techniques needed to shape, assemble and join. Independent paint mixing. Explore and engage in music making. Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sun catcher</p>	<p>To begin to create collaboratively</p> <p>To use available materials to make props to support role play area.</p> <p>To create and sing songs, make music and dance. Explore colour and colour mixing. Experiment different materials freely, developing their own ideas.</p> <p>Egg threading</p>	<p>Draw with increasing complexity and detail. Listen attentively and respond to what they have heard, also moving to music.</p> <p>To use available materials to make their own creations. Safely use and explore a variety of materials tools and techniques.</p> <p>Artist Study: Jeannie Petyarre and Vincent Van Gogh</p>	<p>Invent and adapt for a clear purpose in mind. Recount narratives and stories.</p>
Cultural capital/key experiences	Harvest food collection	Autumn Walk in the community Looking for signs of Autumn	Visit from the Fire service/ fire engine Community police officer visit Visit to the seaside or London aquarium	Hatching chicks Caterpillars/butterflies hatching Visit to the farm	Bus Journey to Dalston Eastern Curve Garden Looking for signs of Summer	Aquarium Trip



# Princess May Primary Reception Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
		Project Outcome: Black History Month Project		Project Outcome: Community Cookbook		Project Outcome: Community clear-up scheme
Personal Development	T Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  Respect; Empathy; Determination (R.E.D)  			We use the 'Agents' to reflect on our learning behaviours and develop a Growth Mindset.  		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture 	<b>Linguistic</b> Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions 		<b>Cognitive</b> Justify an opinion with an Explanation. Ask a relevant question 	<b>Social &amp; Emotional</b> Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking 	
	In the EYFS, we also use <b>Nuffield Early Language intervention</b> and Hackney Education's <b>Launch Pad for Language</b> to support our pupils with Speech and Language. Pupils are introduced to new words each week with our Speech and Language Therapist.					

Reception	Discover		Explore		Create	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ interests/ Lines of enquiry	<b>All About My School</b>	<b>Past and Present - Toys</b>	<b>Local Environment</b>	<b>The Natural World</b>	<b>London Our Royal Family</b>	<b>Climates Looking after our world</b>
Core books	Where the wild things are Bringing the rain to Kapiti plain Ruby's worry The rainbow fish	I am Henry Finch Look up! Winnie the Witch Can't you sleep little bear? Ravi's Roar Hugless Dougless	The Magic Paintbrush Little Red Let's go for a walk on the way home People Who Help Us	The Tiny Seed The Extraordinary Gardener I will not Ever Eat a Tomato Camille and the sunflowers The boy who hated toothbrushes	Willy the Wimp The Night Pirates Commotion in the Ocean Somebody Swallowed Stanley Why should I recycle? George saves the world by lunchtime Clean Up! The Queens handbag The Queens Knickers!	So much Oi Frog! Homes in many cultures Same Same but Different
Non-fiction/ Rhymes /Poems	Poem: On a wildlife safari Non- fiction: All are welcome	Poem: Infant joy Non- fiction: The Barefoot Books children of the world Solar system and Space books	Poem: Who has seen the wind Non- fiction: Hello world! Weather	Poem: The Fairy school under the Loch Non- fiction: RHS Lets get gardening by Royal Horticultural society	Poem: Fly away flay away over the sea Non- fiction: Findout Pirates! By DK	Poem: Frog and Toad by J.Patrick Lewis The Dragonfly by Lord Alfred Tennyson Non- fiction: Pond (Look inside) by louise Spilsbury
Communication and language – Listening attention and understanding	To understand how to listen carefully  To understand why listening is important  To be able to follow directions	To engage in story times, joining in with repeated phrases and actions  To begin to understand how and why questions  To respond to instructions with more than one step	To ask questions to find out more  To begin to understand humour  To understand a range of complex sentence structures	To retell a story  To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges
Communication and Language- Speaking	To talk in front of a small group  To talk to class teacher  To learn new vocabulary	To answer questions in front of whole class.  To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front  To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme  To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school  To talk about why things happen To talk in sentences using a range of tenses
SKILL PSED – Self regulation	To recognise different emotions -colour monster story Rainbow fish story To understand how people show emotions To focus during short whole class activities To follow one step instructions	To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations- Class trip	To focus during longer whole class lessons  To follow two step instructions	To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others	To control their emotions using a range of techniques  To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching  To follow instructions of three steps or more

Skill PSED – Managing Self	To develop class rules and understand the need to have rules To put coat on independently To explore different areas within the Year R environment To use the toilet and wash hands independently	To have confidence to try new activities  To get changed for P.E with support  To change Footwear independently - <a href="#">Wellies</a>	To begin to show resilience and perseverance in the face of challenge  To put coat on independently	To understand the importance of healthy food choices To identify and name healthy foods  Oral health?	To manage own basic needs independently	To show resilience and perseverance in the face of challenge To show a ‘can do’ attitude
Skill PSED- Buildings Relationships	To seek support of adults when needed  To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Year R staff	To begin to work as a group with support  To use taught strategies to support turn taking- <a href="#">sand timers</a>	To listen to the ideas of other children and agree on a solution and compromise	To work as a group  To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships <a href="#">Transition to year 1</a>
Physical – fine motor	<b>RWI</b> <a href="#">Writing own name – Self – registration daily</a> Further develop the skills they need to manage the school day successfully e.g. lining up queuing, mealtimes, personal hygiene Develop fine motor skills – holding pencil correctly, using scissors to snip paper.	<b>RWI</b> <a href="#">Writing own name – Self – registration daily</a> Continue to Develop fine motor skills – holding pencil correctly, using scissors.	<b>RWI</b> <a href="#">Writing own name – Self – registration daily</a> To write letters using the correct letter formation using a tripod grip	<b>RWI</b> <a href="#">Writing own name – Self – registration daily</a> Know and talk about all the different factors which support their overall health and wellbeing: regular physical activity, toothbrushing, sensible amounts of ‘screen time’, having a good sleep pattern routine, being a safe pedestrian.	<b>RWI</b> <a href="#">Writing own name – Self – registration daily</a>  Develop the foundations of a handwriting style which is fast, accurate and efficient  To hold scissors correctly and cut out small shapes	<b>RWI</b> <a href="#">Writing own name – Self – registration daily</a> To independently use a knife, fork and spoon to eat a range of meals
Physical – P.E	Introduction to P.E unit 1 and 2	Fundamentals units 1 and 2	Ball skills unit 1 and 2	Gymnastics unit 1 and 2	Dance unit 1 and 2	Games unit 1 and 2
Mathematics	Early mathematical experiences Pattern and early number Numbers within 6	Addition and Subtraction within 6 Measures Shape and sorting Calendar and time	Addition and subtraction within 10 Numbers within 15	Grouping and sharing Numbers within 20 Doubling and Halving	Shape and pattern Addition and Subtraction within 20 Money	Measures Depth of Numbers within 20 Numbers beyond 20
Literacy Comprehension	Talk through stories  Literacy Tree	Talk through stories  Literacy Tree	Talk through stories  Literacy Tree	Talk through stories  Literacy Tree	Talk through stories  Literacy Tree	Talk through stories  Literacy Tree
Literacy – word reading	RWI  Literacy Tree	RWI  Literacy Tree	RWI  Literacy Tree	RWI  Literacy Tree	RWI  Literacy Tree	RWI  Literacy Tree
Literacy - Writing	<a href="#">Writing own name – Self – registration daily</a> RWI  Literacy Tree	<a href="#">Writing own name – Self – registration daily</a> RWI  Literacy Tree	<a href="#">Writing own name – Self – registration daily</a> RWI  Literacy Tree	<a href="#">Writing own name – Self – registration daily</a> RWI  Literacy Tree	<a href="#">Writing own name – Self – registration daily</a> RWI  Literacy Tree	<a href="#">Writing own name – Self – registration daily</a> RWI  Literacy Tree
Understanding the World	History of our school- <a href="#">Black History Month</a> <a href="#">Mae.C Jameson</a>	Past and Present – Toys/ <a href="#">Museum visit</a>	To know about figures from the past- <a href="#">Neil Armstrong and Buzz Aldrin</a>	To know about the past through settings, characters and events encountered in	Talk about the lives of the people around them and their roles in society. – <a href="#">Our Queen</a>	To know about the past through settings, characters and events









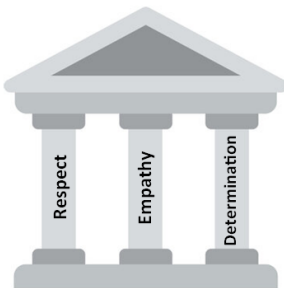













Past and Present		Compare and contrast figures from the past <i>Margaret Steiff -</i>		books read in class and storytelling. ( <i>Vincent Van Gogh</i> ) – <i>Camiles sunflowers</i>		encountered in books read in class and storytelling.
Understanding the World culture and communities	Walk around the school Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live <i>African savannah – Bringing the rain to Kapiti plain</i> Harvest Black History Month	Understand that some places are special to members of their community – <i>religious buildings</i> Understand that people have different beliefs and celebrate special times in different ways <b>Remembrance Day</b> <b>Hannukah</b> <b>Bonfire night</b> <b>Christmas</b> Map it – Draw information from a simple map <i>Walk in the community</i>	Understand that people have different beliefs and celebrate special times in different ways <i>Making books about their own families</i> Name and describe people who are familiar to them. <i>People who help us</i>  <b>Chinese New Year</b> <b>St. Andrews day</b> <b>Holi</b>	Draw information from a simple map <i>Identifying the sea on a map</i> <i>Making their own treasure maps</i>  <b>Shrove Tuesday</b> <b>Easter</b>	Understand that people have different beliefs and celebrate special times in different ways <i>Homes from around the world</i> Talk about members of their immediate family and community.  <b>Eid</b> <b>St. Georges day</b> <b>Wesak</b>	Recognise some similarities and differences between life in this country and life in other countries. <b>Eid</b>
Understanding the World Natural World	<b>Changing Seasons</b> <b>Animals</b> Understand the effect of changing seasons on the natural world around them – <i>Autumn</i> Finding out about the natural world around them <i>Naming animals</i>	<b>Changing Seasons</b> <b>Light and dark</b> Understand the effect of changing seasons on the natural world <i>Winter</i> Explore the natural world around them <i>Light/dark and shadows- projector</i> <i>Mud kitchen</i>	<b>Local Environment</b> Explore the natural world around them Describe what they see, hear and feel whilst outside <i>Winter</i> <i>Plants</i> Finding out about the natural world around them <i>RSPB big garden bird watch</i>	<b>Natural World</b> Understand the effect of changing seasons on the natural world around them <i>Spring</i> Describe what they see, hear and feel whilst outside <i>Spring</i> <i>Planting seeds-flowers and vegetables</i> <i>Visit Dalston Eastern Curve Garden</i>  CP <i>Using digital microscopes – Plants and flowers</i>	<b>Plastic pollution</b> <b>Life cycles</b> Describe what they see, hear and feel whilst outside – <i>care for natural world – plants/flowers/vegetables growing observe changes</i>  <i>To know some things in the world are man – made and some things are natural</i> Describe what they see, hear and feel whilst outside <i>Harvest vegetables</i>	<b>Climates</b> Finding out about the natural world around them <i>Life cycle of a frog</i> <b>Floating and sinking</b> Finding out about the natural world around them <i>At Sea – Caring for our planet</i> <i>Life cycle of a chick</i> <i>Floating and sinking</i> Understand the effect of changing seasons on the natural world around them <i>summer</i>
Understanding the World technology/ Digital world	<b>Using a computer</b> Using iPads to take photographs and videos of each other. Record a video greeting. Choose a picture to print.  CP <i>Torches</i>	<b>Using a computer</b> Parts of an iPad – logging in launching apps etc Parts of a laptop. Logging in to a laptop. Using a mouse. Launching programs.	<b>Programming 1</b> Computing unplugged: Giving each other instructions. Program a human robot dance ( <a href="https://tinyurl.com/evfsrobotdance">https://tinyurl.com/evfsrobotdance</a> ). Moving a wheeled toy in steps ( <a href="https://tinyurl.com/evfstoycar">https://tinyurl.com/evfstoycar</a> )	<b>Exploring hardware</b> Tinker tray – digital devices (unplugged printers, cameras, keyboards, mice, monitor...) CP <i>Using digital microscopes – Plants and flowers</i>	<b>Programming Beebots</b> Beebots – Programming them forwards and backwards, turning. CP <i>Using digital microscopes – mini beasts</i>	<b>Introduction to data</b> Using a program to make pictograms e.g. <i>How do we get to school?</i> Answering simple questions about a pictogram e.g. <i>How do most children get to school? How many children come to school on the bus?</i> ( <a href="https://tinyurl.com/evfspictograms">https://tinyurl.com/evfspictograms</a> ) <b>Busy things</b>
EAD – Creating with materials	Self portraits using a selection of different media  <b>Drawing: Marvellous marks</b>	Experiment with using different textures, colour and paint mixing.  <b>Painting &amp; Mixed media: Paint my world</b>	To explore different techniques for joining materials – <i>Glue stick, PVA, Masking tape, split pins, tape, hole punch and string</i> <i>Paper Sculpture</i>	Experiment with using different textures and paint mixing.  <b>Craft &amp; Design: Let's get crafty</b>	Create collaboratively sharing ideas, resources and skills. – <i>Outdoor large scale transient art using natural resources</i>  <b>Artist study: Katsushika</b>	Invent and adapt for a clear purpose in mind. <i>Design and make table – continuous provision</i>  To share creations, talk about process and evaluate their work



	<p>Share their creations with adults and peers.</p> <p>Experiment with paint mixing independently</p>	<p>To learn about the artist and works of Jackson Pollock – produce firework pictures.</p> <p>To know which prime colours you mix together to make secondary colours</p>	<p>Sculpture &amp; 3D: Creation station</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To learn about the artist and works of Vincent Van Gogh – produce sunflower pictures using texture</p> <p>To draw/paint observational drawings</p> <p>To make props and costumes for World book day</p>	<p>To learn about Andy Goldsworthy and make comparisons with other artists and their works that they have learnt</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Produce an in class ‘Art Gallery’</p>
EAD – Being Imaginative and expressive	<p>Develop story lines in their own pretend play making use of props and materials. Watch and talk about dance and performance art, expressing their feelings and responses. <i>African music and drumming- Divali workshop</i></p> <p><i>Charanga- Unit 1:Me!-</i></p>	<p><i>Charanga Unit 2: My Stories Nativity</i></p> <p>Develop storylines in their pretend play – <i>Space station</i></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p><i>Chinese Music</i></p> <p><i>Scottish music/Highland dancing</i></p> <p>Develop storylines in their pretend play – <i>Chinese Restaurant</i></p> <p><i>Charanga spring unit 1</i></p> <p>Everyone!</p>	<p>Develop storylines in their pretend play – <i>Garden centre role play</i></p> <p><i>Charanga Spring unit 2 Our World</i></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p><i>Dance – P.E Units</i></p> <p><i>Charanga Summer term unit 1</i></p> <p><i>Big Bear funk</i></p>	<p>Recount narratives and stories</p> <p>Invent and adapt for a clear purpose in mind.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Charanga Summer term unit 2</i></p> <p><i>Reflect rewind and replay</i></p> <p><i>Reception Graduation</i></p> <p><i>(Songs, poems, stories and dance)</i></p>
Cultural capital/key experiences	<p>Walk around the school</p> <p>Nature trail/walk to collect</p> <p>Harvest grains</p> <p>Making bread/pizza with harvested crop.</p>	<p>Visit to Bruce Castle Museum – toys workshop</p>	<p>Walk in the community</p> <p>Eating Chinese food</p> <p>RSPB Big garden bird watch</p>	<p>Visit to Dalston Eastern Curve Garden</p> <p>Community dentist visit</p>	<p>Visit to the local Library</p> <p>Hatching chicks</p>	<p>Visit to Hackney Farm</p>









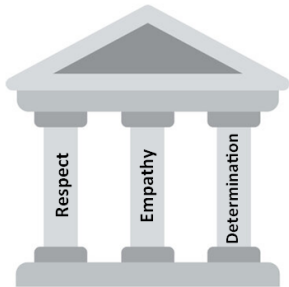













# Princess May Primary Year 1 Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
		Project Outcome: KS1 Black History Month Project		Project Outcome: Plastic Pollution project		Project Outcome: Community clear-up scheme
Year 1 Changemakers	Year 1’s changemaker focus is <b>Musicians</b> . We learn about Handel and Bob Marley and the impact they have had on our world.  					
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  <b>Respect; Empathy; Determination (R.E.D)</b>  			We use the ‘ <b>Agents</b> ’ to reflect on our learning behaviours and develop a Growth Mindset.          		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture 	<b>Linguistic</b> Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions 	<b>Cognitive</b> Justify an opinion with an Explanation. Ask a relevant question 	<b>Social &amp; Emotional</b> Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking 		

Year 1	Discover				Explore				Create			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading <i>(Destination Reader)</i>	Read Write Inc. This Key Stage One programme builds on the systematic teaching of synthetic phonics in Reception whilst also developing a significant sight word vocabulary. Children are taught to: learn to read and write letter-sound correspondences quickly, decode and spell, comprehend what they read, read with fluency and expression, write confidently using oral rehearsal and work effectively with a partner to articulate their learning at every step.											
Writing <i>(Literacy Tree)</i>	Naughty Bus by Jan Oke; Billy's Beast by Nadia Shireen		Astro Girl by Ken Wilson-Max; Send for a Superhero by Michael Rosen		The Sea Saw by Tom Perciva; The odd egg by Emily Gravett;		Lost and Found by Oliver Jeffers Yeti and the Bird by Nadia Shireen		Stanley's Stick by John Hegley; The Proudest Blue: A story of Hijab and Family by Ibtihaj Muhammad Paddington's Post by Michael Bond		Iggy Peck, Architect by Andrea Beatty and David Roberts; Julian is a Mermaid by Jessica Love	
Maths <i>(Maths Mastery)</i>	Counting numbers to 10 Addition and Subtraction within 10		Shape and Patterns Numbers to 20 Addition and Subtraction within 20		Time Exploring calculation strategies within 20 Numbers to 50		Addition and Subtraction within 20 Fractions Measure, length and mass		Numbers 50-100 and beyond Addition and Subtraction Money		Multiplication and Division Measures – capacity and volume	
Science <i>(Reachout)</i>	Chemistry: Materials		Chemistry: Building Things		Physics: Seasons and the Weather		Physics: Sound		Biology: Plants		Biology: Living Things – Animal Kingdom	
Humanities <i>(Reachout)</i>	History: Intrepid Explorers		History: Homes from the Past		Geography: Weather Patterns		Geography: Who lives here?		History: Famous Queens		Geography: Arctic Adventures	
Computing <i>(Kapow)</i>	Online safety		Getting started		Algorithms unplugged		Programming Beebots		Digital imagery		Introduction to data	
Art <i>(Kapow)</i>	Drawing: Make your mark		Painting & Mixed Media: Colour splash		Sculpture & 3D: Clay houses		Craft & Design: Woven wonders		Artist Study: Wassily Kandinsky and Julian Opie		Whole School Project	
DT <i>(Kapow)</i>	Cooking and Nutrition: Fruit and Vegetables Smoothie		Mechanisms: Moving Storybook		Structures: Windmills		Textiles: Puppets		Mechanisms: Wheels and Axles		DT Scrap Project	
Music <i>(Charanga)</i>	Hey You!		Rhythm In The Way We Walk and Banana Rap		In The Groove		Round and Round		Your Imagination		Reflect, Rewind and Replay	
RE <i>(Hackney Agreed Syllabus)</i>	How and why do people celebrate harvest?		How and why do Christians celebrate Christmas?		What are rituals and how do they differ from routines?		What does it mean to be a good friend?		How can we be kind to one another and look after each other?		What is a place of worship?	
Spanish <i>(Specialist)</i>	Greetings, name and wellbeing		Numbers 1-20, Colour and shapes		The body, age, large classroom objects		Days of the week, small classroom objects, animal story		Verbs, instructions, seasons, animal story		Fruits, drinks	
PSHE and Wellbeing <i>(Kapow)</i>	Ground Rules; Family and Relationships		Health and wellbeing		Safety and the changing body		Citizenship		Economic wellbeing		Transition	
PE <i>(GetSet4PE)</i>	Fitness	Team Building	Yoga	Fundamentals	Ball Skills	Invasion	Fitness	Team Building	Yoga	Fundamentals	Ball Skills	Invasion












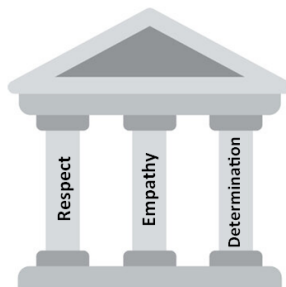













## Princess May Primary Year 2 Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
		<b>Project Outcome:</b> <i>Save the Rainforest project</i>		<b>Project Outcome:</b> <i>Plastic Pollution project</i>		<b>Project Outcome:</b> <i>Upcycling project</i>
Year 2 Changemakers	Year 2’s changemaker focus is <b>Pioneers</b> . We learn about Florence Nightingale and Mary Seacole and the impact they have had on our world.  					
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  <b>Respect; Empathy; Determination (R.E.D)</b> 			We use the ‘ <b>Agents</b> ’ to reflect on our learning behaviours and develop a Growth Mindset.         		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture 	<b>Linguistic</b> Choose an appropriate sentence stem. Use taught vocabulary accurately in 	<b>Cognitive</b> Justify an opinion with an Explanation. Ask a relevant question 	<b>Social &amp; Emotional</b> Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking 		

					discussions							
Year 2	Discover				Explore				Create			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading <i>(Destination Reader)</i>	An individual strategy is taught weekly: Cinderella: An Art Deco Fairy Tale by Lynn Roberts-Maloney and David Roberts		An individual strategy is taught weekly: There’s a Rang-Tan in My Bedroom by James Sellick and Frann Preston-Gannon		An individual strategy is taught weekly: Spider and the Fly by Mary Howitt and Tony DiTerlizzi		An individual strategy is taught weekly: Fanatical about Frogs by Owen Davey		An individual strategy is taught weekly: Ada Twist and the Perilous Pantaloons by Andrea Beatty		An individual strategy is taught weekly: The Street Beneath my Feet by Charlotte Guillain	
Writing <i>(Literacy Tree)</i>	Goldilocks & the Three Bears by Lauren Child; You & Me by Anthony Browne; Goldilocks & Just the One Bear by Leigh Hodgkinson; Jim and the Beanstalk by Raymond Briggs		The Journey Home by Frann Preston-Gannon; We Are Water Protectors by Carole Lindstrom		The Minpins by Roald Dahl and Patrick Benson The Bear and the Piano by David Litchfield		Tadpole’s Promise by Jeanne Willis and Tony Ross; If All the World Were by Joseph Coelho; My Hair by Hannah Lee/ Hair Love by Matthew Cherry		The Great Fire of London by Emma Adams and James Weston Lewis; Rosie Revere, Engineer by Andrea Beatty and David Roberts		The Dragon Machine by Helen Ward and Wayne Anderson; Ocean Meets Sky by Eric Fan and Terry Fan	
Maths <i>(Maths Mastery)</i>	Numbers within 100 Addition and Subtraction of 2 - digit numbers, Worded problems (+/-)		Measures – length, graphs Multiplication and division – 2, 5, 10s		Addition and Subtraction of 2- digit numbers/ Time/ Fractions		Money Face, shapes and patterns – lines and turns		Numbers within 1000/ Measures – capacity and volume, mass/ Exploring calculation strategies		Multiplication and Division – 3s and 4s	
Science <i>(Reachout)</i>	Chemistry: Changing Materials		Chemistry: Mixing and Making		Physics: Light		Physics: Space		Biology: Habitats		Biology: Human Lifestyle	
Humanities <i>(Reachout)</i>	History: Castles		History: Significant Individuals – Florence Nightingale		Geography: Seas and Coasts		Geography: Let’s Explore London		History: The Great Fire of London		Geography: Let’s Go on a Safari	
Computing <i>(Kapow)</i>	Online safety		What is a computer?		Algorithms and debugging		Programming: ScratchJr		International Space Station		Stop motion	
Art <i>(Kapow)</i>	Drawing: Tell a story		Painting & Mixed Media: Beside the seaside		Sculpture & 3D: Paper play		Craft & Design: Map it Out		Artist Study: Edwina Bridgeman and Andy Warhol		Whole school Art Project	
DT <i>(Kapow)</i>	Cooking and Nutrition: A Balanced Diet		Mechanisms: Moving Monsters		Structures: Baby Bear’s Chair		Textiles: Pouches		Mechanisms: Ferris Wheel		DT Scrap Project	
Music <i>(Charanga)</i>	Hands, Feet, Heart		Ho Ho Ho		I Wanna Play In A Band		Zoo Time		Friendship Song		Reflect, Rewind and Replay	
RE <i>(Hackney Agreed Syllabus)</i>	Why should we have rules and routines and how do they help us in our everyday lives?		What is the importance of light to many Christians, Hindus and Jews?		What is a ceremony and how do they make people feel important?		Why do Christians celebrate Jesus’ resurrection at Easter?		How do people celebrate (mark) beginnings or endings?		What is a place of worship?	
Spanish <i>(Specialist)</i>	Name, wellbeing and age Greetings Numbers 1-31		Classroom instructions, days and months, birthday story		Name, wellbeing, age and months		Revision: verb instructions, wellbeing, age and birthdays, I am... hot/cold/hungry/thirsty		Animal story with adjectives, Dear Zoo story		A fairy tale in Spanish, Little Red Riding Hood	
PSHE and Wellbeing <i>(Kapow)</i>	Ground Rules; Family and Relationships		Health and wellbeing		Safety and the changing body		Citizenship		Economic wellbeing		Transition	
PE (GetSet4PE)	Fitness	Team Building	Yoga	Fundamentals	Ball Skills	Invasion	Fitness	Team Building	Yoga	Fundamentals	Ball Skills	Invasion



# Princess May Primary Year 3 Overview









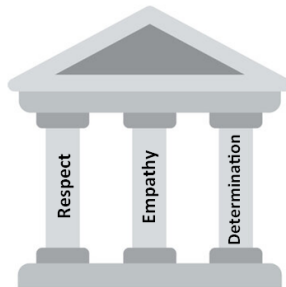













	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
	<div><div>3</div><div>GOOD HEALTH AND WELL-BEING</div></div> <div><div>12</div><div>RESPONSIBLE CONSUMPTION AND PRODUCTION</div></div> <div><div>Project Outcome:</div><div>A multilingual Healthy Lifestyle Programme for parents</div></div>	<div><div>11</div><div>SUSTAINABLE CITIES AND COMMUNITIES</div></div> <div><div>13</div><div>CLIMATE ACTION</div></div> <div><div>Project Outcome:</div><div>Conservation campaign</div></div>	<div><div>15</div><div>LIFE ON LAND</div></div> <div><div>14</div><div>LIFE BELOW WATER</div></div> <div><div>Project Outcome:</div><div>Community Garden Project</div></div>			
Year 3 Changemakers	Year 3's changemaker focus is <b>Climate Activists</b> . We learn about David Attenborough and Greta Thunberg and the impact they have had on our world. <div></div>					
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  <b>Respect; Empathy; Determination (R.E.D)</b>  			We use the ' <b>Agents</b> ' to reflect on our learning behaviours and develop a Growth Mindset. <div><div> Agent Communicator</div><div> Agent Perseverance</div><div> Agent Open-Minded</div><div> Agent Reflector</div><div> Agent Problem Solver</div><div> Agent Inquirer</div><div> Agent Risk-Taker</div><div> Agent Caring</div><div> Agent Respect</div></div>		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> With guidance, use posture and gesture to engage an audience. Understand importance of tone of voice and projection 	<b>Linguistic</b> Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions 	<b>Cognitive</b> Explain reasoning using a range of conjunctions e.g., because, but, so. Ask relevant questions and summarise the answer 	<b>Social &amp; Emotional</b> Demonstrate active listening by responding to the speaker Manage a talk task independently e.g. chaired discussion 		

Year 3	Discover				Explore				Create			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading (Destination Reader)	<b>An individual strategy is taught weekly:</b> Lost Species by Jess French and Daniel Long		<b>An individual strategy is taught weekly:</b> The Lost Spells by Robert Macfarlane and Jackie Morris; I am the Seed that Grew the Tree by Fiona Waters		<b>An individual strategy is taught weekly:</b> <i>The BFG</i> by Roald Dahl *book and film		<b>An individual strategy is taught weekly:</b> Earth Shattering Events by Robin Jacobs and Sophie Williams		<b>An individual strategy is taught weekly:</b> Arthur and the Golden Rope by Joe Todd Stanton		<b>An individual strategy is taught weekly:</b> Africa, Amazing Africa by Atinuke	
Writing (Literacy Tree)	The First Drawings by Mordcai Gerstein; The Heart and the Bottle by Oliver Jeffers		Leon and the Place Between by Angela McAllister; The Tear Thief by Carol Ann Duff		<i>The BFG</i> by Roald Dahl *book and film; The Tin Forest by Helen Ward		Escape from Pompeii by Christina Balit; Cloud Tea Monkeys by Elspeth Graham and Mal Peet		The Mysteries of Harris Burdick by Chris Van Allsberg; How to Live Forever by Colin Thompson		Cinderella of the Nile by Beverley Naidoo; Flotsam by David Wiesner	
Maths (Maths Mastery)	Number sense and exploring calculation strategies/ Place Value/ Graphs		Addition and Subtraction Length and perimeter		Multiplication and Division – 2, 3, 4, 5, 6, 8, 10		Time Fractions		Angles and Shape Measures		Securing multiplication and division Exploring calculation strategies and place value	
Science (Reachout)	<b>Chemistry:</b> Practical skills		<b>Chemistry:</b> Raw and synthetic materials		<b>Physics:</b> Sound		<b>Physics:</b> Forces		<b>Biology:</b> Plants		<b>Biology:</b> Ecosystems	
Humanities (Reachout)	<b>History:</b> Prehistoric Britain		<b>History:</b> Shang Dynasty		<b>Geography:</b> Villages, Towns and Cities		<b>Geography:</b> Mountains, Volcanoes and Earthquakes		<b>History:</b> Ancient Greece		<b>Geography:</b> Water, Weather and Climate	
Computing (Kapow)	Online safety		Networks and the internet		Programming: Scratch		Journey inside a computer		Digital literacy		Top trumps databases	
Art (Kapow)	<b>Drawing:</b> Growing Artists		<b>Painting &amp; Mixed Media:</b> Prehistoric painting		<b>Sculpture &amp; 3D:</b> Abstract shape and space		<b>Craft &amp; Design:</b> Ancient Egyptian scrolls		<b>Artist Study:</b> Frida Kahlo and Salvador Dali		<b>Whole Art School Project</b>	
DT (Kapow)	<b>Cooking and Nutrition:</b> <i>Eating Seasonally</i>		<b>Mechanisms:</b> <i>Pneumatic Systems</i>		<b>Structures:</b> <i>Castles</i>		<b>Textiles:</b> <i>Cushions</i>		<b>Electrical Systems:</b> <i>Static Electricity</i>		<b>Digital World:</b> <i>Electronic Charm</i>	
Music (Charanga)	Let Your Spirit Fly		Glockenspiel Stage 1		Three Little Birds		The Dragon Song		Bringing Us Together		Reflect, Rewind and Replay	
RE (Hackney Agreed Syllabus)	What is it like to be a Sikh?		What is the most important part of the story for Christians today?		What is it like to be a Jew?		What is good about Good Friday?		Why do millions travel to sacred places?		What is it like to be a Hindu?	
Spanish (Specialist)	Spanish speaking countries, greetings, phonics 1, revision		Numbers, giving age, pencil case, phonics 2 La Navidad en España		Classroom language, Animals, colours, adjectives, Oso Pardo story (Brown Bear)		Days of the week, fruit & foods, Very Hungry Caterpillar story		Months, retelling stories, making a butterfly		Snack foods, ordering food in a café, roleplays	
PSHE and Wellbeing (Kapow)	Ground Rules; Family and Relationships		Health and wellbeing		Safety and the changing body		Citizenship		Economic wellbeing		Transition	
PE (GetSet4PE)	Fitness	OAA	Yoga	Tag Rugby	Netball	Basketball	Fitness	OAA	Yoga	Tag Rugby	Netball	Basketball














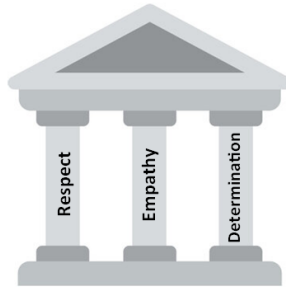













# Princess May Primary Year 4 Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
	 <b>10</b> REDUCED INEQUALITIES	 <b>15</b> LIFE ON LAND <b>Project Outcome:</b> <i>Mini-Parliament debate</i>	 <b>16</b> PEACE AND JUSTICE <b>SDG 8: Decent Work and Economic Growth icon" data-bbox="484 218 527 288"/&gt; <b>8</b> DECENT WORK AND ECONOMIC GROWTH <b>Project Outcome:</b> <i>Support for survivors of war and conflict</i></b>	 <b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION  <b>3</b> GOOD HEALTH AND WELL-BEING <b>Project Outcome:</b> <i>Sustainable enterprise</i>		
Year 4 Changemakers	Year 4's changemaker focus is <b>Artists with impact</b> . We learn about Frida Kahlo and Leonardo da Vinci and the impact they have had on our world.  					
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  <b>Respect; Empathy; Determination (R.E.D)</b>  			We use the ' <b>Agents</b> ' to reflect on our learning behaviours and develop a Growth Mindset.          		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> With guidance, use posture and gesture to engage an audience. Understand importance of tone of voice and projection 	<b>Linguistic</b> Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions 	<b>Cognitive</b> Explain reasoning using a range of conjunctions e.g. because, but, so. Ask relevant questions and summarise the answer 	<b>Social &amp; Emotional</b> Demonstrate active listening by responding to the speaker. Manage a talk task independently e.g. chaired discussion 		

Year 4	Discover				Explore				Create			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading (Destination Reader)	<b>An individual strategy is taught weekly:</b> The undefeated by Kwame Alexander		<b>An individual strategy is taught weekly:</b> The Humans by Jonny Marx and Charlie Davis		<b>An individual strategy is taught weekly:</b> Varjak Paw by S. F. Said		<b>An individual strategy is taught weekly:</b> The Polar Bear Explorers' Club by Alex Bell		<b>An individual strategy is taught weekly:</b> Viking Voyages by Jack Tite		<b>An individual strategy is taught weekly:</b> The Lion, The Witch and The Wardrobe by CS Lewis	
Writing (Literacy Tree)	The Iron Man by Ted Hughes and Laura Carlin, Tar Beach by Faith Ringgold		Winter's Child by Angela McAllister and Grahame Smith Varmints by Helen Ward and Marc Craste		FARThER by Grahame Baker Smith Until I Met Dudley by Roger McGough and Chris Riddell		Shackleton's Journey by William Grill, Rabbits by John Marsden and Shaun Tan		Odd and the Frost Giants by Neil Gaiman and Chris Riddell, The Matchbox Diary by Paul Fleischman		The Lion, The Witch and The Wardrobe by CS Lewis	
Maths (Maths Mastery)	Reasoning with large numbers Addition and Subtraction		Multiplication and division Discrete and continuous data		To tell and write the time from an analogue clock and 12-hour and 24-hour clocks/ Securing multiplication facts/ Fractions/ Time		Decimals Area and Perimeter		Solving measures and money problems Shape and symmetry		Position and direction Reasoning with patterns and sequences/ 3-D shape	
Science (Reachout)	<b>Chemistry:</b> Phases of Matter		<b>Chemistry:</b> Rock Cycle		<b>Physics:</b> Light		<b>Physics:</b> Space		<b>Biology:</b> Adaptations		<b>Biology:</b> Human Anatomy	
Humanities (Reachout)	<b>History:</b> Roman Britain		<b>History:</b> Anglo-Saxons and Scots		<b>Geography:</b> Rivers		<b>Geography:</b> Migration		<b>History:</b> Vikings		<b>Geography:</b> Natural Resources	
Computing (Kapow)	Online safety		Further coding with Scratch		Investigating weather		Website design		Computational thinking		HTML	
Art (Kapow)	<b>Drawing:</b> Power prints		<b>Painting &amp; Mixed Media:</b> Light and dark		<b>Sculpture &amp; 3D:</b> Mega Materials		<b>Craft &amp; Design:</b> Fabric of nature		<b>Artist Study:</b> Faith Ringgold and Giuseppe Arcimboldo		<b>Whole Art School Project</b>	
DT (Kapow)	<b>Cooking and Nutrition:</b> Adapting a Recipe		<b>Mechanisms:</b> Slingshot Cars		<b>Structures:</b> Pavilions		<b>Textiles:</b> Fastenings		<b>Electrical Systems:</b> Torches		<b>Digital World:</b> Mindful Moments Timer	
Music (Charanga)	Mumma Mia!		Glockenspiel Stage 2		Stop!		Lean on Me		Black Bird		Reflect, Rewind and Replay	
RE (Hackney Agreed Syllabus)	What is worship? Why is it important for believers?		What is it like to be a Christian?		How is the Bible important for Christians today?		Why is the Qur'an special to Muslims?		What role does food play within religions?		How do beliefs and faith have an impact on people's	
Spanish (Specialist)	Revision, months and dates Seasons		Ask for and say your birthday ¿Qué tiempo hace? festivals including Christmas		Shapes and colours, prepositions of place, respond to photos		Parts of the body, facial features, create own picture descriptions		Nouns for family members, respond to family photos, Describing hair & eyes		Telling simple stories, The Giant Turnip, describing a family (own/other)	
PSHE and Wellbeing (Kapow)	Ground Rules; Family and Relationships		Health and wellbeing		Safety and the changing body		Citizenship		Economic wellbeing		Transition	
PE (GetSet4PE)	Fitness	Swimming	Yoga	Swimming	OAA	Swimming	Fitness	Swimming	Yoga	Swimming	OAA	Swimming











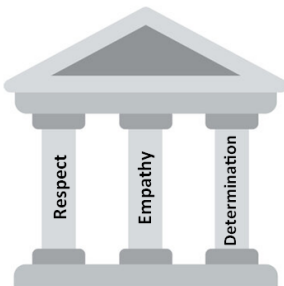





# Princess May Primary Year 5 Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
	 	<b>Project Outcome:</b> <i>Debate with a government representative</i>	 	<b>Project Outcome:</b> <i>Lobbying campaign for ethically sourced school resources</i>	 	<b>Project Outcome:</b> <i>Community fundraiser</i>
Year 5 Changemakers	Year 5's changemaker focus is <b>inspirational authors</b> . We learn about William Shakespeare and JK Rowling and the impact they have had on our world.  					
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  <b>Respect; Empathy; Determination (R.E.D)</b>  			We use the ' <b>Agents</b> ' to reflect on our learning behaviours and develop a Growth Mindset.          		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> Use posture, gesture and tone of voice effectively to engage an audience 	<b>Linguistic</b> Use evaluative language and sentence stems. Use accurate and effective vocabulary 	<b>Cognitive</b> Summarise a discussion. Consider and respond to others' contributions e.g., clarifying 	<b>Social &amp; Emotional</b> Notice audience and adapt delivery accordingly 		

Year 5	Discover				Explore				Create			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading (Destination Reader)	<b>Strategies revised (recap prior knowledge Y3/4):</b> Black and British: A Short, Essential History by David Olusoga		<b>Introduce Combined Strategies:</b> The Listeners by Walter de la Mare The Last Wild by Piers Tordy		<b>Combined Strategies:</b> Trash by Andy Mulligan <i>*book and film</i>		<b>Combined Strategies:</b> The Explorer by Katherine Rundell		<b>Combined Strategies:</b> The Boy at the Back of the Class by Onjali Q. Rauf		<b>Combined Strategies:</b> Who Let the Gods Out by Maz Evans	
Writing (Literacy Tree)	Children of the Benin Kingdom by Dinah Orji; Hidden Figures by Margot Lee Shetterly and Laura Freeman		Beowulf by Michael Morpurgo;		The Lost Thing by Shaun Tan; Anne Frank by Josephine Poole		The Tempest by William Shakespeare, Helen Street and Charly Cheung; Can We Save the Tiger? by Martin Jenkins and Vicky White		The Man Who Walked Between the Towers by Mordical Gerstein The Island by Armin Greder;		Percy Jackson by Rick Riordan	
Maths (Maths Mastery)	Reasoning with large whole integers Addition and subtraction with integers/ Lines, graphs and timetables		Multiplication and division/ Perimeter and area		Fractions and decimals Angles		Fractions and percentages Transformations		Converting units of measure Calculation with whole numbers and decimals		2-D and 3-D shapes Volume Problem solving	
Science (Reachout)	<b>Chemistry:</b> Physical and Chemical Changes		<b>Chemistry:</b> Separating Mixtures		<b>Physics:</b> Magnetism		<b>Physics:</b> Electrical Circuits		<b>Biology:</b> Reproductive Cycles		<b>Biology:</b> Humans and Animals overtime	
Humanities (Reachout)	<b>History:</b> Benin Kingdom		<b>History:</b> Medieval Monarchs		<b>Geography:</b> Slums		<b>Geography:</b> Biomes		<b>History:</b> Middle East		<b>Geography:</b> Energy and Sustainability	
Computing (Kapow)	Online safety		Micro:bit		Search engines		Mars Rover 1		Mars Rover 2		Stop motion animation	
Art (Kapow)	<b>Drawing:</b> I need space!		<b>Painting &amp; Mixed Media:</b> Portraits		<b>Sculpture &amp; 3D:</b> Interactive installation		<b>Craft &amp; Design:</b> Architecture		<b>Artist Study:</b> Banksy and William Morris		Whole Art School Project	
DT (Kapow)	<b>Cooking and Nutrition:</b> What could be healthier?		<b>Mechanisms:</b> Pop-Up Books		<b>Structures:</b> Bridges		<b>Textiles:</b> Stuffed Toys		<b>Electrical Systems:</b> Electric Greetings Cards		<b>Digital World:</b> Monitoring Devices	
Music (Charanga)	Livin' On A Prayer		Classroom Jazz 1		Make You Feel My Love		The Fresh Prince of Bel-Air		Dancing in The Street		Reflect, Rewind and Replay	
RE (Hackney Agreed Syllabus)	What is it like to be a Buddhist?		Is the true meaning of Christmas still present today?		How do people of different faiths demonstrate commitment and sacrifice?		Does Eternity exist?		What is the role of forgiveness within religions?		How do different religions view Peace?	
Spanish (Specialist)	Question words, 5x table, ¿Qué hora és?, asking for and giving the time		Meal times, expressions of frequency, familiar foods and opinions, eating habits		Sports, rules, instructions Likes/dislikes		Saying how often you do something		I am the music man, giving opinions		Giving reasons with 'porqué?', creating own song/rap	
PSHE and Wellbeing (Kapow)	Ground Rules; Family and Relationships		Health and wellbeing		Safety and the changing body		Citizenship		Economic wellbeing		Transition	
PE (GetSet4PE)	Fitness	OAA	Yoga	Tag Rugby	Netball	Hockey	Gymnastics	Cricket	Dance	Tennis	Athletics	Rounders



## Princess May Primary Year 6 Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
	 	Project Outcome: <i>Remembrance Day Awareness</i>	 	Project Outcome: <i>Pupil Leadership: buddying systems in Key Stage 1</i>	 	Project Outcome: <i>Leave a legacy speech</i>
Year 6 Changemakers	Year 6’s changemaker focus is <b>Freedom Fighters</b> . We learn about Activists and the impact they have had on our world. 					
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values:  <b>Respect; Empathy; Determination (R.E.D)</b>  			We use the ‘ <b>Agents</b> ’ to reflect on our learning behaviours and develop a Growth Mindset.  		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> Use posture, gesture and tone of voice effectively to engage an audience 	<b>Linguistic</b> Use evaluative language and sentence stems. Use accurate and effective vocabulary 	<b>Cognitive</b> Summarise a discussion. Consider and respond to others’ contributions e.g., clarifying 	<b>Social &amp; Emotional</b> Notice audience and adapt delivery accordingly 		

Year 6	Discover				Explore				Create			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading (Destination Reader)	<b>Combined Strategies (recap prior knowledge (Y3/4/5):</b> The Invention of Hugo Cabret by Brian Selznick		<b>Combined Strategies and provision adapted to the needs of statutory assessment:</b> The Boy in the Striped Pyjamas by John Boyne <b>Book and film</b> Grimm Tales by Philip Pullman		<b>Combined Strategies and provision adapted to the needs of statutory assessment:</b> The Unforgotten Coat by Frank Cottrell Boyce		<b>Combined Strategies and provision adapted to the needs of statutory assessment:</b> Caged Bird by Maya Angelou		<b>Combined Strategies and provision adapted to the needs of statutory assessment:</b> Holes by Louis Sachar		<b>Free Readers:</b> Politics for Beginners by Louie Stowell; On the Move by Michael Rosen	
Writing (Literacy Tree)	The Invention of Hugo Cabaret by Brian Selznick, The Giant's Necklace by Michael Morpurgo		The Boy in the Striped Pyjamas by John Boyne;  Grimm Tales by Philip Pullman		The Unforgotten Coat by Frank Cottrell Boyce; The Arrival by Shaun Tan		Francis *Short film  The Wind in the Wild by Sally Gardner		Holes by Louis Sachar		Suffragette: The Battle for Equality by David Roberts; HerStory: 50 Women and Girls Who Shook the World by Katherine Halligan	
Maths (Maths Mastery)	Integers and decimals/ Multiplication and division		Calculation problems/ Fractions/ Missing angles and length		Co-ordinates and shapes/ Fractions		Percentages Decimals and Measure Proportion problems Statistics		Consolidation and Application		Consolidation and Application	
Science (Reachout)	<b>Chemistry:</b> Chemical Reactions		<b>Chemistry:</b> Sustainability		<b>Physics:</b> Heat		<b>Physics:</b> Energy		<b>Biology:</b> Cells		<b>Biology:</b> Diet and Lifestyle	
Humanities (Reachout)	<b>History:</b> Industrial Revolution		<b>History:</b> Twentieth Century Conflicts		<b>Geography:</b> Population		<b>Geography:</b> Local Fieldwork		<b>History:</b> Civil Rights		<b>Geography:</b> Globalisation	
Computing (Kapow)	Online safety		Computing systems and networks: Bletchley Park		The History of Computers		Data handling 1: Big Data 1		Data handling 2: Big Data 2		Programming: Intro to Python	
Art (Kapow)	<b>Drawing:</b> Make my voice heard		<b>Painting &amp; Mixed Media:</b> Artist Study		<b>Sculpture &amp; 3D:</b> Making memories		<b>Craft &amp; Design:</b> Photo opportunity		<b>Artist Study:</b> Claude Monet and Pablo Picasso		<b>Whole Art School Project</b>	
DT (Kapow)	<b>Cooking and Nutrition:</b> Come Dine with me		<b>Mechanisms:</b> Automata Toys		<b>Structures:</b> Playgrounds		<b>Textiles:</b> Waistcoats		<b>Electrical Systems:</b> Steady Hand Games		<b>Digital World:</b> Navigating the World	
Music (Charanga)	Happy		Classroom Jazz 2		A New Year Carol		You've Got A Friend in Me		Music in Me		Reflect, Rewind and Replay	
RE (Hackney Agreed Syllabus)	<b>Creation stories</b> How did the world begin?		<b>The Christmas Story</b> What are the differences and similarities between the two biblical accounts of the Christmas Story?		<b>Crucifixion</b> Why is the Crucifixion important to Christians?		<b>Eternity</b> What is eternity?		<b>Humanism</b> Why is humanism not a religion?		<b>Justice and Freedom</b> What is Justice and Freedom?	
Spanish (Specialist)	The weather Qué tiempo hace? Spain, location of major towns, geographical features, ¿Dónde está?		European and Spanish speaking countries, capital cities and nationalities Qué país es?		Case study Places in the town (describing a town and giving opinions) Compare and contrast		Exploring a Spanish poem Sentence building (Festivals in Spain)		De vacaciones (holiday destinations, clothes)		Consolidation, revision, creative fun, Project Piñata	
PSHE and Wellbeing (Kapow)	Ground Rules; Family and Relationships		Health and wellbeing		Safety and the changing body		Citizenship		Economic wellbeing		Identity; Transition	
PE (GetSet4PE)	Fitness	OAA	Yoga	Football	Hockey	Basketball	Gymnastics	Rounders	Dance	Tennis	Athletics	Dodgeball