



Princess May Primary School

NURSERY — CURRICULUM OVERVIEW

2026–2027

GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 2: Black History Month Project Spring 2: Community Cookbook Summer 2: Community clear-up scheme

PERSONAL DEVELOPMENT — R.E.D

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)

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 through talk and to talk. We focus on teaching the following skills across the curriculum areas:

Physical: Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture

Linguistic: Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions

Cognitive: Justify an opinion with an Explanation. Ask a relevant question

Social & Emotional: Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking

SPEECH & LANGUAGE SUPPORT

In the EYFS, we also use Nuffield Early Language intervention and Hackney Education's Launch Pad for Language to support our pupils with Speech and Language. Pupils are introduced to new words each week with our Speech and Language Therapist.

Subject	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 by Marcus Pfister; Owl babies by Martin Waddell; The Colour Monster by Anna Lenas; Traditional Tale: The Little Red Hen; Information books: Harvest; Oliver's vegetables by Vivian French	Handa's Surprise by Eileen Browne; We All Celebrate by Chitra Soundar; Mrs Money's Hat by Pam Adams; When's My Birthday? By Julie Fogliano; Traditional Tale: 3 Little Pigs; Information books: Autumn, Bonfire Night, Christmas books/ stories, Nativity Story	Emergency! By Margaret Mayo/Alex Ayliffe; Mog and the Vee Ee Tee by Judith Kerr; People Who Help Us by Janet Morris; No Dragons for Tea: Fire Safety for Kids (and dragons) by Jean E. Pendziwol; Traditional Tales: The Three Billy Goat Gruff; Information books: Doctors, vets, nurses, firefighters, police officers etc	Going on a Bear Hunt by Michael Rosen; We're going on an Easter Hunt by Laura Hughes and Martha Mumford; 10 Seeds by Ruth Brown; The Bad-Tempered Ladybird by Eric Carle; Supertworm by Julia Donaldson; Jasper's Beanstalk by Nick Butterworth; Traditional Tales: Goldilocks and the three bears; Information books: Spring, Easter, life cycles, growing plants	Mr Gumpy's Boat by John Burningham; Mr Gumpy's Motor Car by John Burningham; Peep inside how an aeroplane works by Iara Bryan; The Train Ride by June Crebbin; O! Get off our Train by John Burningham; Traditional Tales: The Gingerbread Man; Information books: London underground, about trains, boats, airplane, cars	Lucy and Tom Go To The Seaside by Shirley Hughes; 10 Friendly Fish by Deby Tarbett; Who's Hiding at the Seaside? By Katherine McEwen; The Hungry Caterpillar by Eric Carle; From Egg to Chicken by Dr Gerald Legg; Traditional Tales: Little Red Riding Hood; Information books: 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 and 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 Self-Regulation Managing Self Building Relationships	To separate from main carer with confidence. To manage own personal needs. Show concern for others. Select and use resources with support. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	Show a range of feelings through behaviour and play. Work and play together, taking turns. Children begin to manage their own personal needs. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	To play cooperatively, using the language of negotiation. To promote caring of the environment and others. To describe self in positive terms and talk about abilities; confidence to try new activities. Attempt challenges by beginning to show resilience and perseverance. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	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. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	Show sensitivity to others' needs and feelings. To describe self in positive terms. Be confident to try new activities. Use the language of 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	Develop appropriate ways of being assertive and solving conflicts showing sensitivity to others' needs and feelings. 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. Change calendar, recite days of the week - daily.	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. Change calendar, recite days of the week - daily.	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. Change calendar, recite days of the week - daily.	Recite numbers to 10 and beyond. Recognise 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. Change calendar, recite days of the week - daily.	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. Change calendar, recite days of the week - daily.	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. Change calendar, recite days of the week - daily.
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	Begin to make sense of their own life story and family history. Black history month. Explore the natural world around them, changes and seasons.	Celebrate/identify special times – Diwali, Remembrance Day, Hanukkah and Christmas Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Using digital microscopes to explore natural objects Use torches to explore light and dark.	Celebrate Chinese New Year and Shrove Tuesday. Projector to explore dark and light – shadows. Show interest in different occupations. Know that there are different countries in the world.	Understand the key features of the life cycle of a plant and an animal. Explore the natural world around them, changes and seasons. Plant seeds and care for growing plants. Celebrate Easter.	Celebrate Eid. To know that information can be retrieved from digital devices. Explore how things work. Show interest in different occupations. Continue developing positive attitudes about the differences between people.	Explore and talk about different forces they can feel Find out about the Natural World. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. Using digital microscopes to explore natural objects.

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Understanding the World – technology + digital world	Using a computer to take pictures of ourselves and others. Taking selfies + pictures of others. Evaluating and choosing pictures to print or delete. Create a class display.	Using a computer. Parts of an iPad – logging in launching apps. Playing simple games. Tapping, dragging, dropping.	Digital art: Making a simple picture using a drawing app. Say what we like about our pictures. Choosing a picture to print.	Exploring hardware: Tinker tray – digital devices (unplugged printers, cameras, keyboards, mice, monitor...) CP. Using digital microscopes and caneras – Plants and flowers.	Programming: 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?	Introduction to data. Making a physical pictogram e.g. favourite fruit or colours (https://tinyurl.com/eyfsphysicalpictogram). Answering questions (How many children like apples?)
Expressive Arts and Design Creating with materials Being Imaginative and Expressive	To explore what happens when colours are mixed. Begin to investigate painting techniques. Sing a range of well-known nursery rhymes and songs. Autumn Wreaths	To sing songs, make music and dance introducing their own rhythms. Independent paint mixing. Watch and talk about dance and performance art, expressing their feelings and responses Salt dough decorations	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. Sun catcher	To begin to create collaboratively. To use available materials to make props to support role play area. To create and sing songs, make music and dance. Explore colour and colour mixing. Experiment different materials freely, developing their own ideas. Egg threading	Draw with increasing complexity and detail. Listen attentively and respond to what they have heard, also moving to music. To use available materials to make their own creations. Safely use and explore a variety of materials tools and techniques. Artist Study: Jeannie Petyarre and Vincent Van Gogh	Invent and adapt for a clear purpose in mind. Recount narratives and stories.
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



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Themes/ interests/ Lines of enquiry	All About My School	Past and Present	Local Environment	The Natural World	London Our Royal Family	Climates Looking after our world
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	Little Red The Magic Paintbrush; 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	The Night Pirates Willy the Wimp; So much; Commotion in the Ocean; Somebody Swallowed Stanley; Why should I recycle?; George saves the world by lunchtime; Clean Up!;	Oi Frog! Homes in many cultures; Same Same but Different; The Queen's handbag; The Queen's Knickers!
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 Let's get gardening by Royal Horticultural society	Poem: Fly away fly 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 – Wellies.	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- Building 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- sand timers.	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. Transition to year 1.
Physical – fine motor	Writing own name – Self registration daily. 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.	Writing own name – Self registration daily. Continue to Develop fine motor skills – holding pencil correctly, using scissors.	Writing own name – Self registration daily. To write letters using the correct letter formation using a tripod grip.	Writing own name – Self registration daily. 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.	Writing own name – Self registration daily. Develop the foundations of a handwriting style which is fast, accurate and efficient. To hold scissors correctly and cut out small shapes.	Writing own name – Self registration daily. 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

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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	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree
Understanding the World Past and Present	History of our school- Black History Month Mae.C Jameson	Kapow – Peek into the past. Memories and experiences from their own past. <i>Trip to Museum of the Home (Exploring Home workshop)</i>	To know about figures from the past- Neil Armstrong and Buzz Aldrin	To know about the past through settings, characters and events encountered in books read in class and storytelling. (Vincent Van Gogh) – Camille’s sunflowers	To talk about the lives of people around them and their roles in society – Past and Present (To include Our King (King Charles III)	To know about the past through settings, characters and events encountered in books read in class and storytelling
Understanding the World Culture and communities	Harvest festival (local area walk link). 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. African savannah – Bringing the Rain to Kapiti Plain, Harvest, Black History Month	Understand that some places are special to members of their community – religious buildings. Understand that people have different beliefs and celebrate special times in different ways. Remembrance Day, Hanukkah, Bonfire night, Christmas Map it – Draw information from a simple map. Walk in the community.	Understand that people have different beliefs and celebrate special times in different ways. Making books about their own families. Name and describe people who are familiar to them. People who help us. Chinese New Year, St. Andrew’s Day, Holi	Draw information from a simple map. Identifying the sea on a map. Making their own treasure maps. Shrove Tuesday, Easter	Understand that people have different beliefs and celebrate special times in different ways. Homes from around the world. Talk about members of their immediate family and community. Eid, St. George’s Day, Wesak	Recognise some similarities and differences between life in this country and life in other countries. Eid
Understanding the World Natural World	Changing Seasons. Animals. Understand the effect of changing seasons on the natural world around them – Autumn. Finding out about the natural world around them. Naming animals.	Changing Seasons. Light and dark. Understand the effect of changing seasons on the natural world. Winter. Explore the natural world around them. Light/dark and shadows- projector. Mud kitchen.	Local Environment. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Winter. Plants. Finding out about the natural world around them. RSPB big garden bird watch.	Natural World. Understand the effect of changing seasons on the natural world around them. Spring. Describe what they see, hear and feel whilst outside. Planting seeds- flowers and vegetables. Visit Dalston Eastern Curve Garden. CP Using digital microscopes – Plants and flowers.	Plastic pollution. Life cycles. Describe what they see, hear and feel whilst outside – care for natural world – plants/flowers/vegetables growing. Observe changes. To know some things in the world are man – made and some things are natural. Describe what they see, hear and feel whilst outside. Harvest vegetables.	Climates. Finding out about the natural world around them. Life cycle of a frog. Floating and sinking. At Sea – Caring for our planet. Life cycle of a chick. Understand the effect of changing seasons on the natural world around them. Summer
Understanding the World technology/ Digital world	Using a computer. Using iPads to take photographs and videos of each other. Record a video greeting. Choose a picture to print. CP Torches.	Using a computer. Parts of an iPad – logging in, launching apps etc. Parts of a laptop. Logging into a laptop. Using a mouse. Launching programs.	Programming 1 Computing unplugged: Giving each other instructions. Program a human robot dance (https://tinyurl.com/eyfsrobotdance). Moving a wheeled toy in steps (https://tinyurl.com/eyfstoycar)	Exploring hardware. Tinker tray – digital devices (unplugged printers, cameras, keyboards, mice, monitor...) CP Using digital microscopes – Plants and flowers.	Programming Beebots. Programming them forwards and backwards, turning. CP Using digital microscopes – mini beasts.	Introduction to data. Using a program to make pictograms e.g. How do we get to school? Answering simple questions about a pictogram e.g. How do most children get to school? How many children come to school on the bus? (https://tinyurl.com/eyfspictograms) Busy things.
EAD – Creating with materials	Self portraits using a selection of different media. Kapow, Drawing: Marvellous marks. Share their creations with adults and peers. Experiment with paint mixing independently.	Investigating materials and construction techniques using junk modelling while developing scissor skills and joining methods. Kapow, DT Structures: junk modelling.	To explore different techniques for joining materials – Glue stick, PVA, Masking tape, split pins, tape, hole punch and string. Paper Sculpture. Kapow: Art Sculpture & 3D: Creation station. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Investigating properties of materials through water play to discover which materials are waterproof and whether they float. Kapow: Structures: Boats.	Experiment with using different textures and paint mixing. Kapow Art Craft & Design: Let’s get crafty. To learn about the artist and works of Vincent Van Gogh – produce sunflower pictures using texture. To draw/paint observational drawings.	Exploring vegetables, where they come from and how they can be prepared for cooking by designing and making a class soup. Kapow DT: Cooking and Nutrition.
EAD – Being Imaginative and expressive	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. African music and drumming- Divali workshop Charanga- Unit 1:Me!-	Charanga Unit 2: My Stories. Nativity. Develop storylines in their pretend play – Space station.	Listen attentively, move to and talk about music, expressing their feelings and responses. Chinese Music, Scottish music/Highland dancing. Develop storylines in their pretend play – Chinese Restaurant. Charanga spring unit 1 Everyone!	Develop storylines in their pretend play – Garden centre role play. Charanga Spring unit 2 Our World	Listen attentively, move to and talk about music, expressing their feelings and responses. Dance – P.E Units Charanga Summer term unit 1 Big Bear funk	Recount narratives and stories Invent and adapt for a clear purpose in mind. Explore and engage in music making and dance, performing solo or in groups. Charanga Summer term unit 2 Reflect rewind and replay. Reception Graduation (Songs, poems, stories and dance).
Cultural capital/key experiences	Local area walk to local church – harvest festival link.	Trip to Museum of the Home (Exploring Home workshop)	Walk in the community. Eating Chinese food. RSPB Big garden bird watch	Visit to Dalston Eastern Curve Garden Community dentist visit	Visit to the local Library Hatching chicks.	Visit to Hackney Farm.



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Autumn 2: KS1 Black History Month Project **Spring 2: Plastic Pollution project** **Summer 2: Community clear-up scheme**

CHANGEMAKERS

Year 1's changemaker focus is Musicians. We learn about Handel and Bob Marley and the impact they have had on our world.

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Reading	<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.</i>					
Writing (Literacy Tree)	Naughty Bus by Jan Oke	Astro Girl by Ken Wilson-Max	The Odd Egg by Emily Gravett	Lost and Found by Oliver Jeffers	Stanley's Stick by John Hegley	Beegu by Alexis Deacon and David Roberts
Maths (Maths Mastery)	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 (Kapow)	Forces and space: Seasonal changes	Materials: Everyday materials	Animals: Sensitive bodies	Animals: Comparing animals	Plants: Introduction to plants	Making connections: Investigating science through stories
Humanities (Kapow)	History: How am I making history?	History: How have toys changed?	Geography: What is it like here?	Geography: What is the weather like in the UK?	History: How have explorers changed the world?	Geography: What is it like to live in Shanghai?
Computing (Kapow)	Online safety	Getting started	Algorithms unplugged	Programming Beebots	Digital imagery	Introduction to data
Art (Kapow)	Drawing: Exploring line and shape		Sculpture & 3D: Paper play		Painting and mixed media: Paint and brush control	
DT (Kapow)		Structures: Stable structures		Textiles: Simple stitches		Mechanisms: Matching sliders
Music (Charanga)	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
RE (Kapow)	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Spanish (Specialist)	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 (Kapow)	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
PE (GetSet4PE)	Fitness; Team Building	Yoga; Fundamentals	Ball Skills; Invasion	Fitness; Team Building	Yoga; Fundamentals	Ball Skills; Invasion



GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 2: Save the Rainforest project **Spring 2: Plastic Pollution project** **Summer 2: Upcycling project**

CHANGEMAKERS

Year 2's changemaker focus is Pioneers. We learn about Florence Nightingale and Mary Seacole and the impact they have had on our world.

PERSONAL DEVELOPMENT — R.E.D

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)

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 through talk and to talk. We focus on teaching the following skills across the curriculum areas:

Physical: Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture

Linguistic: Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions

Cognitive: Justify an opinion with an Explanation. Ask a relevant question

Social & Emotional: Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking

	DISCOVER		EXPLORE		CREATE	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (Destination Reader)	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 (Literacy Tree)	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	The Bear and the Piano by David Litchfield	Tadpole's Promise by Jeanne Willis and Tony Ross	The Great Fire of London by Emma Adams and James Weston Lewis	The Dragon Machine by Helen Ward and Wayne Anderson
Maths (MyMastery)	Numbers within 100. Addition and Subtraction of 2 - digit numbers. Worded problems (+/-)	Multiplication and division – 2, 5, 10s. Measures – length, graphs	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 (Kapow)	Biology: Habitats	Biology: Microhabitats	Chemistry: Uses of Everyday Materials	Biology: Life cycles and health	Biology: Plant Growth	Making Connections: Plant-based Materials
Humanities (Kapow)	History: How was school different in the past?	History: How did we learn to fly?	Geography: Would you prefer to live in a cold or hot place?	Geography: Why is our world wonderful?	History: What is a Monarch?	Geography: What is it like to live by the coast?
Computing (Kapow)	Online safety	What is a computer?	Algorithms and debugging	Programming: ScratchJr	International Space Station	Stop motion
Art (Kapow)	Drawing: Understanding tone and texture		Sculpture and 3D: Clay houses		Craft & Design: Map it out	
DT (Kapow)		Cooking and Nutrition: A Balanced Diet		Structures: Baby Bear's Chair		Mechanisms: Fairground Wheel
Music (Charanga)	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zoo Time	Friendship Song	Reflect, Rewind and Replay
RE (Kapow)	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Spanish (Specialist)	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 (Kapow)	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
PE (GetSet4PE)	Fitness; Team Building	Yoga; Fundamentals	Ball Skills; Invasion	Fitness; Team Building	Yoga; Fundamentals	Ball Skills; Invasion



GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 2: A multilingual Healthy Lifestyle Programme for parents **Spring 2: Conservation campaign**
Summer 2: Community Garden Project

CHANGEMAKERS

Year 3's changemaker focus is Climate Activists. We learn about David Attenborough and Greta Thunberg and the impact they have had on our world.

PERSONAL DEVELOPMENT — R.E.D

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)

ORACY

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Physical: With guidance, use posture and gesture to engage an audience. Understand importance of tone of voice and projection

Linguistic: Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions

Cognitive: Explain reasoning using a range of conjunctions e.g., because, but, so. Ask relevant questions and summarise the answer

Social & Emotional: Demonstrate active listening by responding to the speaker Manage a talk task independently e.g. chaired discussion

	DISCOVER		EXPLORE		CREATE	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (Destination Reader)	An individual strategy is taught weekly: Lost Species by Jess French and Daniel Long	An individual strategy is taught weekly: Boudicca (Famous People Famous Lives) by Emma Fischel Geronimo Stilton Graphic Novels #3: The Coliseum Con – Geronimo Stilton	An individual strategy is taught weekly: Princess and the White Bear King	An individual strategy is taught weekly: The Last Kids on Earth – Max Brallier	An individual strategy is taught weekly: Mouse Bird Snake Wolf by David Almond	An individual strategy is taught weekly: Journey – Francesca Sanna
Writing (Literacy Tree)	The First Drawings by Mordicai Gerstein	Leon and the Place Between by Angela McAllister	The BFG by Roald Dahl *book and film	Escape from Pompeii by Christina Balit	The Mysteries of Harris Burdick by Chris Van Allsberg	Cinderella of the Nile by Beverley Naidoo
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 (Kapow)	Biology: Movement and Nutrition	Physics: Forces and Magnets	Chemistry: Rocks and Soil	Physics: Light and Shadows	Biology: Plant Reproduction	Making Connections: Does hand span affect grip strength?
Humanities (Kapow)	History: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	History: Why did the Romans settle in Britain?	Geography: Why do people live near volcanoes?	Geography: Who lives in Antartica?	History: What did the ancient Egyptians believe?	Geography: Are all settlements the same?
Computing (Kapow)	Online safety	Networks and the internet	Programming: Scratch	Journey inside a computer	Digital literacy	Top trumps databases
Art (Kapow)	Drawing: Developing drawing skills		Painting and mixed media: texture and collage		Craft & Design: Ancient Egyptian scrolls	
DT (Kapow)		Cooking and Nutrition: Eating Seasonally		Structures: Products and packaging		Textiles: Egyptian collar
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
RE (Kapow)	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
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)	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
PE (GetSet4PE)	Fitness; OAA	Yoga; Tag Rugby	Netball; Basketball	Fitness; OAA	Yoga; Tag Rugby	Netball; Basketball



GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 2: Mini-Parliament debate **Spring 2: Support for survivors of war and conflict** **Summer 2: Sustainable enterprise**

CHANGEMAKERS

Year 4's changemaker focus is Artists with impact. We learn about Frida Kahlo and Leonardo da Vinci and the impact they have had on our world.

PERSONAL DEVELOPMENT — R.E.D

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)

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 through talk and to talk. We focus on teaching the following skills across the curriculum areas:

Physical: With guidance, use posture and gesture to engage an audience. Understand importance of tone of voice and projection

Linguistic: Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions

Cognitive: Explain reasoning using a range of conjunctions e.g. because, but, so. Ask relevant questions and summarise the answer

Social & Emotional: Demonstrate active listening by responding to the speaker. Manage a talk task independently e.g. chaired discussion

	DISCOVER		EXPLORE		CREATE	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (Destination Reader)	An individual strategy is taught weekly: The undefeated by Kwame Alexander	An individual strategy is taught weekly: The Humans by Jonny Marx and Charlie Davis	An individual strategy is taught weekly: Varjak Paw by S. F. Said	An individual strategy is taught weekly: The Polar Bear Explorers' Club by Alex Bell	An individual strategy is taught weekly: Viking Voyages by Jack Tite	An individual strategy is taught weekly: The Lion, The Witch and The Wardrobe by CS Lewis
Writing (Literacy Tree)	The Iron Man by Ted Hughes and Laura Carlin	Winter's Child by Angela McAllister and Grahame Smith	FaRThER by Grahame Baker Smith	Shackleton's Journey by William Grill	Riddle of the Runes by Janina Ramirez	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 (Kapow)	Biology: Digestion and Food	Physics: Electricity and Circuits	Chemistry: States of Matter	Physics: Sound and Vibrations	Biology: Classification and Changing Habits	Making Connections: How does the flow of liquids compare?
Humanities (Kapow)	History: How hard was it to invade and settle in Britain?	History: How have children's lives changed?	Geography: Where does our food come from?	Geography: Why are rainforests important to us?	History: How did the achievements of the ancient Maya impact their society and beyond?	Geography: What are rivers and how are they used?
Computing (Kapow)	Online safety	Further coding with Scratch	Investigating weather	Website design	Computational thinking	HTML
Art (Kapow)	Drawing: Exploring tone, texture and proportion		Sculpture & 3D: Mega Materials		Craft & Design: Fabric of nature	
DT (Kapow)		Mechanisms: Mechanical cars		Structures: Helmets		Cooking and Nutrition: Adapting a Recipe
Music (Charanga)	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on Me	Black Bird	Reflect, Rewind and Replay
RE (Kapow)	Are all religions equal?	What makes some texts sacred?	Who was Jesus really?	Just how important are our beliefs?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
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)	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
PE (GetSet4PE)	Fitness; OAA	Yoga; Swimming	OAA; Swimming	Fitness; Swimming	Yoga; Swimming	OAA; Swimming



GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 2: Debate with a government representative **Spring 2: Lobbying campaign for ethically sourced school resources** **Summer 2: Community fundraiser**

CHANGEMAKERS

Year 5's changemaker focus is inspirational authors. We learn about William Shakespeare and JK Rowling and the impact they have had on our world.

PERSONAL DEVELOPMENT — R.E.D

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)

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 through talk and to talk. We focus on teaching the following skills across the curriculum areas:

Physical: Use posture, gesture and tone of voice effectively to engage an audience

Linguistic: Use evaluative language and sentence stems. Use accurate and effective vocabulary

Cognitive Summarise a discussion. Consider and respond to others' contributions e.g., clarifying:

Social & Emotional: Notice audience and adapt delivery accordingly

	DISCOVER		EXPLORE		CREATE	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (Destination Reader)	Strategies revised (recap prior knowledge Y3/4): Black and British: A Short, Essential History by David Olusoga	Introduce Combined Strategies: The Listeners by Walter de la Mare The Last Wild by Piers Tordy	Combined Strategies: Trash by Andy Mulligan *book and film	Combined Strategies: The Explorer by Katherine Rundell	Combined Strategies: The Boy at the Back of the Class by Onjali Q.Rauf	Combined Strategies: Who Let the Gods Out by Maz Evans
Writing (Literacy Tree)	Hidden Figures by Margot Lee Shetterly and Laura Freeman	Beowulf by Michael Morpurgo	The Lost Thing by Shaun Tan	The Tempest by William Shakespeare, Helen Street and Charly Cheung	The Man Who Walked Between the Towers by Mordical Gerstein	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 (Kapow)	Chemistry: Mixtures and Separation	Chemistry: Properties and Changes	Physics: Earth and Space	Biology: Life Cycles and Reproduction	Physics: Unbalanced Forces	Biology: Human Timeline Making Connections: Does the size of an asteroid affect its impact effect?
Humanities (Kapow)	History: Were the Vikings raiders, traders or something else?	History: What was life like in Tudor England?	Geography: What is life like in the Alps	Geography: Why do oceans matter?	History: What did the Greeks ever do for us?	Geography: Would you like to live in the desert?
Computing (Kapow)	Online safety	Micro:bit	Search engines	Mars Rover 1	Mars Rover 2	Stop motion animation
Art (Kapow)	Drawing: Depth, emotion and movement		Painting & Mixed Media: Expressive portraits		Craft & Design: Architecture	
DT (Kapow)		Mechanisms: Gears and pulleys		Textiles: Stuffed Toys		Cooking and Nutrition: Developing a recipe
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 (Kapow)	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
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 'porque?',creating own song/rap
PSHE and Wellbeing (Kapow)	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
PE (GetSet4PE)	Fitness; OAA	Yoga; Tag Rugby	Netball; Hockey	Gymnastics; Cricket	Dance; Tennis	Athletics; Rounders



GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 2: Remembrance Day Awareness **Spring 2: Pupil Leadership: buddying systems in Key Stage 1**
Summer 2: Leave a legacy speech

CHANGEMAKERS

Year 6's changemaker focus is Freedom Fighters. We learn about Activists and the impact they have had on our world.

PERSONAL DEVELOPMENT — R.E.D

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)

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 through talk and to talk. We focus on teaching the following skills across the curriculum areas:

Physical: Use posture, gesture and tone of voice effectively to engage an audience

Linguistic: Use evaluative language and sentence stems. Use accurate and effective vocabulary

Cognitive: Summarise a discussion. Consider and respond to others' contributions e.g., clarifying

Social & Emotional: Notice audience and adapt delivery accordingly

	DISCOVER		EXPLORE		CREATE	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (Destination Reader)	Combined Strategies (recap prior knowledge (Y3/4/5): The Invention of Hugo Cabret by Brian Selznick	Combined Strategies and provision adapted to the needs of statutory assessment: The Boy in the Striped Pyjamas by John Boyne Book and film Grimm Tales by Philip Pullman	Combined Strategies and provision adapted to the needs of statutory assessment: The Unforgotten Coat by Frank Cottrell Boyce	Combined Strategies and provision adapted to the needs of statutory assessment: Caged Bird by Maya Angelou	Combined Strategies and provision adapted to the needs of statutory assessment: Holes by Louis Sachar	Free Readers: Politics for Beginners by Louie Stowell; On the Move by Michael Rosen
Writing (Literacy Tree)	The Invention of Hugo Cabaret by Brian Selznick	The Boy in the Tower by Polly Ho-Yen	The Unforgotten Coat by Frank Cottrell Boyce	The Arrival by Shaun Tan	Grimms Tales by Philip Pullman	Suffragette: The Battle for Equality by David Roberts
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 (Kapow)	Biology: Classifying big and small	Physics: Light and Reflection	Biology: Evolution and Inheritance	Physics: Circuits, batteries and switches	Biology: Circulation and Health	Making Connections: Are some sunglasses safer than others?
Humanities (Kapow)	History: What does the census tell us about our local area?	History: What was the impact of World War 2 on the people of Britain?	Geography: Why does population change?	Geography: Where does our energy come from?	History: How did the Maya civilisation compare to the Anglo-Saxons?	Geography: Can I carry out an independent fieldwork enquiry?
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)	Drawing: Expressing ideas		Sculpture & 3D: Making memories		Painting & Mixed Media: World in watercolour	
DT (Kapow)		Mechanisms: Automata Toys		Structures: Playground pioneers		Cooking and Nutrition: Come Dine with me
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 (Kapow)	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
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 és?	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)	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?
PE (GetSet4PE)	Fitness; OAA	Yoga; Football	Hockey; Basketball	Gymnastics; Rounders	Dance; Tennis	Athletics; Dodgeball