






# St Anne's C of E (A) Primary School

## Whole School Curriculum Overview



### EYFS Curriculum

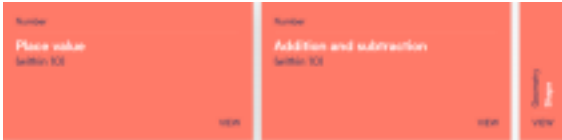


	Autumn Term		Spring Term		Summer Term	
<b>Topic</b>	My Town and ME		Tell Me a Story		Animal Kingdom	
<b>Focus text/book</b>	Funny bones – bodies Rainbow fish – friendship Money Puzzle – families Elmer-friendship Can't you sleep Little Bear -feelings Owl babies – feelings Leaf man – autumn Oliver's vegetables – food to fork week Non fiction texts – people who help us		Traditional Tales e.g. Little Red Hen Gingerbread Man Goldilocks and the Three Bears Three Little Pigs Jack and the Bean stalk Non fiction texts – foods		What the lady bird heard We're going on a Bear Hunt Super worm Squash and a Squeeze The Hungry caterpillar Six Dinner Sid Handa's surprise Giraffes Can't Dance Non fiction texts - animals	
<b>Main Subject Focus</b>	ELGs		ELGs		ELGs	
<b>Visits / Visitors</b>	Fire brigade Visit to church Police visit RNLI – water safety		Forest School sessions		White Post farm Yorkshire Wildlife Park	
<b>Literacy</b>	Mark making Initial letters		Writing cvc words and simple captions		Writing simple sentences	
<b>Numeracy</b>						
<b>UTW People, Culture and Communities (link to Geography)</b>	People in my life Occupations		Comparing England to China Observe plants, animals, natural objects around me Celebrations and beliefs Introduce characters and stories are these similar and different to people in my life		simple maps Compare my life here to other countries.	
<b>Past and Present (link to History)</b>	Events in my life People in society Babies/toddlers Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.		Recognises and describe special times or events for family or friends. Understand that some places are special to members of their community. Traditional tales are stories old and known by family members		I understand where dinosaurs are now and begin to understand that they were alive a very long time ago.	
<b>The Natural World (Link to Science)</b>	Observe where I live Notice the change in weather from summer to autumn. Notice the change in environment from autumn to winter Navigate my classroom Describe what I can see, hear, feel, touch and smell whilst outside		Changes in matter e.g. ice, gingerbread, chocolate melting etc Notice a change in weather from winter to spring Notice the change in environment from winter to spring. Know that there are different place e.g. wood, town, river, cottage linked to fairy tales Know some materials are more suitable than others Know about different houses		Know the life cycle of some animals Know that different animals have different habitats Notice a change in weather from spring to summer Notice the change in environment from spring to summer Know there are different animals. Know what different settings are like e.g. farms Know how to look after our environment	
<b>EAD Being imaginative and expressive</b>	Role play Sing songs		Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. I can explore dance linked to Chinese new year		Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Use available resources to create props to support role play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing short	
<b>EAD Creating with Materials</b>	Explore colours Paint, draw and talk about their art Self portrait Paint Collage		Look at textures Powder paint Construction Collage Model Joining techniques Animating paintings computing		Use lines and shape to represent objects The snail Henri Matisse Draw Paint Collage Model Joining techniques	
<b>RE Red – Values Notts Syllabus Understanding Christianity St Anne's Learning</b>	<b>Perseverance</b>	<b>Responsibility</b>	<b>Forgiveness</b>	<b>Acceptance</b>	<b>Honesty</b>	<b>Respect</b>
	Who are we and how do we belong?(F5) Harvest	What times are special and why?(F2) Why do Christians perform nativity plays at Christmas?(Incarnation)	What places are special and why?(F3)	Which people are special and why?(F2) Why do Christians put a cross in an Easter garden?(F3) (Salvation) Easter Pilgrimage	Which stories are special and why?(F1) link with Creation	Our Wonderful World:how can we care for living things and the earth?(F6) Creation F1 – why is the word God so important to Christians? (Christianity, Judaism, Non Religious World)

						Views)
PSHE Jigsaw	<b>AUTUMN 1</b> Being Me in My World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Healthy Me	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changing Me
PE	Gymnastics- Rocking and Rolling		Gymnastics, Dance		Locomotion, Stability, Athletics	
Music Charanga	Charanga: Me!	Charanga: My Stories	Charanga: Everyone	Charanga: Our World	Charanga: Big Bear Funk	Charanga: Reflect, Rewind and Replay



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<b>Year 1 Curriculum</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Topic</b>	St Anne's and Beyond	Space Explorers	Land Ahoy
<b>Focus text/book</b>	The Queen's Hat – Steve Antony	Spring 1 – Whatever Next – Jill Murphy Spring 2 - Man on the Moon: a day in the life of Bob – Simon Bartram	Summer 1 – The Snail and the Whale – Julia Donaldson Summer 2 – Shouty Arthur at the Seaside – Angie Morgan
<b>Main Subject Focus</b>	Geography - Local Area History – Great Fire of London	History – First Astronauts in Space and Moon Landing Geography – Identifying and Locating UK four countries and capitals, Human and Physical features, Compass points	Geography – Seaside History – Grace Darling
<b>Visits / Visitors</b>	NESM Firefighter visit	School Planetarium visit	Wildlife Park/Farm RNLI visit
<b>English</b>	Labels and captions - Local Area Sentence structure – Local Area Character description – Robin Hood Poetry – Autumn List Poem Talk for Writing (Narrative) – The Queen's Hat Fact file – London  Year 1 Term 1 Monster Phonics	Talk for Writing (Narrative) – Whatever Next Instructions – Rockets Narrative – Man on the moon Letters to inform - Beegu  Year 1 Term 2 Monster Phonics	Talk for Writing (Narrative) – The Snail and the Whale  Innovating Talk for Writing Poems – Sea Animal Riddles Narrative – Shouty Arthur at the Seaside Descriptive writing – Pirates  Year 1 Term 3 Monster Phonics
<b>Maths</b> White Rose			
<b>Science</b>	Autumn 1 - Seasonal Changes (Autumn) Autumn 2 - Materials	Spring 1 - Seasonal Changes (Winter) Spring 2 - Plants	Summer 1 – Seasonal Changes (Spring)/(summer) Summer 2 - Animals including humans
<b>History</b>	Significant historical person– <u>Samuel Pepys</u> Events Beyond Living Memory – <u>The Great Fire of London</u> Changes within living memory – The Royal Family	The lives of significant individuals in the past who have contributed to national and international achievements – <u>Neil Armstrong, Buzz Aldrin, Helen Sharman</u> Changes within living memory – <u>Tim Peake</u> Events Beyond Living Memory – Space Race	Events Beyond Living Memory, Lives of significant individuals– <u>Grace Darling</u> Changes within living memory – <u>Seaside 100 years ago</u>
<b>Geography</b>	<b>Locational knowledge</b> – Identify a key characteristic from the capital of England <b>Place Knowledge</b> – Talk about people and places within local environment <b>Human and Physical Geography</b> – seasonal and daily weather patterns of the UK <b>Geographical skills and fieldwork</b> – What is in my surrounding environment? Devise a simple map and use and construct basic symbols in a key.	<b>Human and Physical Geography</b> – seasonal and daily weather patterns of the UK Geographical vocabulary to refer to key physical and human features <b>Geographical skills and fieldwork</b> – Use simple compass directions. <b>Locational knowledge</b> - identify UK and it's four countries and capitals. Identify a key characteristic from each UK capital	<b>Locational knowledge</b> – seven continents and five oceans <b>Geographical skills and fieldwork</b> – How do we use the coastline? <b>Human and Physical Geography</b> – Locate hot and cold areas of the world in relation to the Equator Use geographical vocabulary to refer to key physical and human features of a coastline
<b>Computing</b> Teach Computing	Autumn 1 -Computing systems and networks – Technology around us Autumn 2 – Programming A – Moving a robot	Spring 1 – Creating media – Digital Planning Spring 2 – Data and information – Grouping data	Summer 1 – Creating media – Digital writing Summer 2 – Programming B – Programming animations

<b>Art</b> Access Art	Spirals – Explore pattern, position, direction & movement <a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a>		Inspired by Flora and Fauna – Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas. Sketching and collage <a href="https://www.accessart.org.uk/flora-and-fauna/">https://www.accessart.org.uk/flora-and-fauna/</a>		Expressive Painting - Be inspired by your local landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea. <a href="https://www.accessart.org.uk/expressive-painting/">https://www.accessart.org.uk/expressive-painting/</a>	
<b>PE</b>	Fundamentals and Gymnastics		Invasion Games, Gymnastics(Spring 1), Dance (Spring 2)		Striking and Fielding, Net and Wall, Target Games, Athletics	
<b>Music</b> Charanga	Charanga: Hey You/Rhythm in the way we walk		Charanga: In the Groove/Round and Round		Charanga: Your Imagination/ Reflect, rewind,replay	
<b>RE</b> Red – Values Notts Syllabus Understanding Christianity St Anne's Learning	<b>Perseverance</b>	<b>Responsibility</b>	<b>Forgiveness</b>	<b>Acceptance</b>	<b>Honesty</b>	<b>Respect</b>
	What do Christians believe God is like?(1.1) (God) (Gospel)  Harvest	Who celebrates what and why? (1.1)  Why does Christmas matter to Christians? (Incarnation)	How do we show that we care for others?Why does it matter?(1.2)  (Creation) (Gospel)	Why does Easter matter to Christians?(1.5) (Salvation)  Easter Pilgrimage	Beliefs & Teachings – What can we learn from them? How do religious stories make a difference to people's lives?(1.3) (God) (Gospel)	Symbols - In what ways are churches /synagogues important to believers? (1.4)  Visit to St Anne's Church
<b>PSHE</b> Jigsaw	<b>AUTUMN 1</b> Being Me in My World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Healthy Me	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changing Me
<b>DT</b>	<b>Structural</b> - Be an Architect - Make houses inspired by the architecture of different ages or cultures, for example buildings damaged during the Great Fire of London.		<b>Mechanisms</b> – Moving Pictures - Inspired Minibeasts		<b>Food</b> - Seaside Snacks – Create a variety of healthy seaside snacks	



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<b>Year 2 Curriculum</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Topic</b>	Victorian Times Titanic/Queen Victoria and Florence Nightingale.	Going Underground - Local History/Mining in the early 19th Century	Australian Geography
<b>Focus text/book</b>		The Great Explorer – Chris Judge	The Koala Who Could – Rachel Bright
<b>Main Subject Focus</b>	History	History/Geography (Fieldwork)	Geography and Geography Fieldwork
<b>Visits / Visitors</b>	The Victorian Classroom	National Coal Mining Museum	
<b>English</b>	Description of the Titanic (Writing to Inform) Recount of the Titanic's Maiden Voyage (Writing to Inform) Instruction/Science Experiment (Writing to Inform)  Monster Phonics Year 2 Term 1	Story Opener (Narrative)- George and the Dragon (Writing to Entertain) Non-Chronological Report (Writing to Inform) Poetry (Writing to Entertain)  Monster Phonics Year 2 Term 2	Narrative (The Koala Who Could– Writing to Entertain) Non-Chronological Report (Australian Geography (Writing to Inform) Diary/ Recount (Writing to Entertain)  Monster Phonics Year 2 Term 3
<b>Maths</b> White Rose			
<b>Science</b>	Uses of Everyday Materials	Plants  Living things and their habitats	Living things and their habitats  Animals including humans
<b>History</b>	Victorians – Queen Victoria/Florence Nightingale. Significant events  -The life of significant individuals in the past (Queen Victoria/Florence Nightingale) -Events beyond living memory that are significant nationally or globally.	Mining – Going Underground  Significant historical event, people places in their own locality Changes within living memory.	Australia (Geography focus)

<b>Geography</b>		<b>Geographical skills and fieldwork:</b> - devise a simple map - use simple fieldwork and observational skills to study the geography of their school and its grounds (Pond dipping) - Use a simple key to recognise human features of Creswell	<b>Locational knowledge</b> – name and locate the world’s seven continents and five oceans <b>Human and Physical Geography</b> –What are the human features of Worksop and Alice Springs? What are the physical features of Worksop and Alice Springs? What are their similarities and differences? <b>Geographical skills and fieldwork</b> - use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage <b>Place knowledge</b> - study pictures of a small area of the United Kingdom and compare it with a small area of a non European country			
<b>Computing</b> Teach Computing	Autumn 1 -Computing systems and networks – IT Around Us Autumn 2 – Creating Media – Digital Photography	Spring 1 –Programming A – Robot Algorithms Spring 2 – Data and Information - Pictograms	Summer 1 – Creating Media – Digital Music Summer 2 – Programming B – Programming Quizzes			
<b>Art</b> Access Art	Andy Warhol (Pop Art) Line Drawing Tom McCormack Focus Pastels/watercolour	Colour Mixing Tints/Shades Monet – Focus	Pete Cromer – Collages Cross Hatching Aboriginal Symbols Naturalistic Art Dot Paintings			
<b>PE</b>	Invasion Games, Fundamentals, Net and Wall	Target Games, Dance, Gymnastics	Fundamentals, Gymnastics, Athletics			
<b>Music</b> Charanga	Pulse, Rhythm and Pitch A1 Playing in an Orchestra A2	Inventing a musical story Sp 1 Recognising different sounds Sp 2	Exploring Improvisation Summer 1 Our big concert Summer 2			
<b>RE</b> Red – Values Notts Syllabus Understanding Christianity St Anne’s Learning	<b>Perseverance</b> What does it mean to belong? What is it like to be a Christian in Notts today?(2.3) Harvest	<b>Responsibility</b> What is the good news that Jesus brings?(1.4) (Gospel) Why does Christmas matter to Christians (1.3) – Digger Deeper (Incarnation) Church Personnel to discuss the significance of birth	<b>Forgiveness</b> What do Jewish people believe about God, Creation, Humanity and the natural world? (2.2) Who made the world? (1.2) (Creation) Judaism Experience Day	<b>Acceptance</b> What does Easter mean to Christians? (Salvation) Easter Pilgrimage	<b>Honesty</b> What makes some people inspiring to others?(2.1) Visit to Church – focus Old Testament	<b>Respect</b> How and why are some stories important in religions?(2.4) (Judaism)
<b>PSHE</b> Jigsaw	<b>AUTUMN 1</b> Being Me in My World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Healthy Me	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changing Me
<b>DT</b>	<b>Textiles</b> – Design, create and evaluate a glove puppet	<b>Mechanisms</b> – Design, make and evaluate a moving vehicle (Coal cart)	<b>Food</b> – Design, make and evaluate a healthy, balance pizza from a variety of ingredients			

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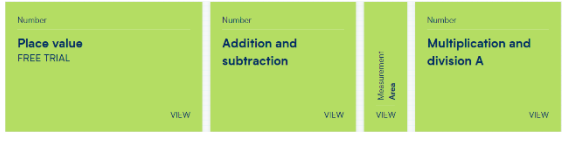

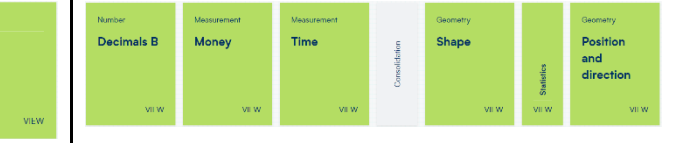
<b>Year 3 Curriculum</b>						
	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Topic</b>	Stone Age		Roman Empire (local history study)		Natural Disasters (focus Volcanoes/Earthquakes)	
<b>Focus text/book</b>	How to Wash a Woolly Mammoth - Stone Age Boy – Satoshi Kitamura		Romulus and Remus – Roman Mythology		Escape from Pompeii – Christina Balit	
<b>Main Subject Focus</b>	History		History		Geography	
<b>Visits / Visitors</b>	Creswell Craggs		Roman visitor		Fieldwork Focus: Is Worksop a desirable place to live?	
<b>English</b>	How to Wash a Woolly Mammoth – Instructions Stone Age Boy - Setting Description Stone Age Boy – Character Description Stonehenge – Non-chronological report		Romulus and Remus – Narrative/mythology Letter - Romans Roman Soldier – Poetry		Newspaper Report - Escape from Pompeii Letter - Escape from Pompeii Non-chronological report - Mount vesuvius	
<b>Maths</b> White Rose	<a href="#">Number Place value FREE TRIAL</a> <small>VIEW</small>	<a href="#">Number Addition and subtraction</a> <small>VIEW</small>	<a href="#">Number Multiplication and division B</a> <small>VIEW</small>	<a href="#">Measurement Length and perimeter</a> <small>VIEW</small>	<a href="#">Number Fractions A</a> <small>VIEW</small>	<a href="#">Measurement Mass and capacity</a> <small>VIEW</small>
					<a href="#">Number Fractions B</a> <small>VIEW</small>	<a href="#">Measurement Money</a> <small>VIEW</small>
					<a href="#">Measurement Time</a> <small>VIEW</small>	<a href="#">Geometry Shape</a> <small>VIEW</small>
						<a href="#">Statistics</a> <small>VIEW</small>
<b>Science</b>	Animals including humans		Rocks Forces & Magnets / Plants		Plants / Forces and Magnets Light	

<b>History</b>	Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  Bronze Age religion, technology and travel, for example, Stonehenge  Iron Age hill forts: tribal kingdoms, farming, art and culture	Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall  British resistance, for example, Boudica  'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  What happened to the Senate when Augustus became Emperor?				
<b>Geography</b>	<b>Locational Knowledge</b> - land-use patterns; and understand how some of these aspects have changed over time <b>Geographical skills and fieldwork</b> – use fieldwork to observe and record the human and physical features in the local area (Traffic survey) <b>Human geography</b> – describe and understand key aspects of human geography (Skara Brae, settlements, stone Henge)	<b>Human Geography</b> - including: types of settlement and land use, economic activity including trade links  <b>Geographical skills and fieldwork</b> – use a wider range of resources to identify the key physical and human features of a location	<b>Locational Knowledge</b> - locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>Locational Knowledge</b> - name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains) <b>Locational Knowledge</b> - identify the position and significance of Equator <b>Place Knowledge</b> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <b>Physical Geography</b> - including: mountains, volcanoes and earthquakes <b>Geographical Skills and Fieldwork</b> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>Is Worksoap a desirable place to live?</i>			
<b>Computing</b> Teach Computing	Autumn 1 - Connecting Computers – computing systems and networks Autumn 2 - Creating media – stop frame animation	Spring 1 -Programming A – Sequencing sounds Spring 2 - Data and information and branch databases	Summer 1 - Creating media – desktop publishing Summer 2 - Programming B – Events and actions in programmes			
<b>Art</b> Access Art	Gestural drawing with charcoal <a href="https://www.accessart.org.uk/gestural-drawing-with-charcoal/">https://www.accessart.org.uk/gestural-drawing-with-charcoal/</a>	Telling stories through drawing <a href="https://www.accessart.org.uk/telling-stories-through-making/">https://www.accessart.org.uk/telling-stories-through-making/</a>	Cloth threads and paint <a href="https://www.accessart.org.uk/cloth-thread-paint/">https://www.accessart.org.uk/cloth-thread-paint/</a>			
<b>PE</b>	Gymnastics, Invasion games, OAA	Gymnastics, Football, Swimming, Dance	Swimming, Tennis, Athletics			
<b>Music</b> Charanga	Writing down music, playing in a band	Compose using your imagination, More musical styles.	Enjoying improvisation, Opening night.			
<b>RE</b> Red – Values Notts Syllabus Understanding Christianity St Anne's Learning	<b>Perseverance</b>  What is it like to follow God? People of God (2a2) Link with RE syllabus  3.1 Harvest	<b>Responsibility</b>  What is Trinity? KS2a.3 (Incarnation)	<b>Forgiveness</b>  How do religious families & communities practice their faith?eg prayer (3.2)  Focus Islam & Christianity Faith  Experience Day	<b>Acceptance</b>  Why do Christians call the day Jesus died, Good Friday?(2a.5) (salvation)  Pilgrimage/ Production	<b>Honesty</b>  Where, how and why do people worship? (3.3)  Islam, Christianity, Hinduism	<b>Respect</b>  What can we learn from inspiring people in sacred texts and in the history of religions? (3.4)
<b>PSHE</b> Jigsaw	<b>AUTUMN 1</b> Being Me in My World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Healthy Me	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changing Me
<b>MFL</b> Language Angels	<b>Cycle 1/2/3</b> Phonetics 1 I am learning French	<b>Cycle 1/2/3</b> Animals	<b>Cycle 1/2/3</b> Instruments	<b>Cycle 1/2/3</b> I am able...	<b>Cycle 1/2/3</b> Fruits	<b>Cycle 1/2/3</b> Ice Creams
<b>DT</b>	<b>Food</b> – Super salads/Dips and dippers – Design, make and evaluate a healthy salad/dip from a variety of ingredients	<b>Mechanisms</b> – Trebuchets – Research, design, make and evaluate a trebuchet or catapult	<b>Structures</b> – Shelters - Research and design a shelter to withstand a natural disaster.			

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<b>Year 4 Curriculum</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Topic</b>	South America	Anglo Saxons and Vikings	Tudors



<b>Focus text/book</b>	Great Kapok Tree: A Tale of the Amazon Rain Forest There's a Rang-tan in my Bedroom Mog Charlie and the chocolate factory A bear called paddington	How to train your dragon How to be a Viking Arthur and the golden rope Loki- a bad god's guide to being good	The secret diary of Thomas Snoop- Tudor Boy Spy  Lady Mary			
<b>Main Subject Focus</b>	Geography	History	History			
<b>Visits / Visitors</b>	Perlethorpe	Perlethorpe	Gainsborough Old Hall			
<b>English</b>	Newspaper (inform)- There's a Rangtan in my bedroom Non-Chron report (Inform)- digestive system Recount (Inform)- Where the poppies now grow Narrative (entertain)- the great kapok tree Narrative (independent assessed write) Mog	Kenning Poetry (entertain)- Beowulf Narrative (entertain)- Arthur and the Golden Rope Explanation (inform)- How to be a Viking Newspaper (inform)- Viking raids	Instructions (inform)- baking bread Letter (persuade)- beheading of Anne Boleyn Biography (inform)- Henry V111 Poetry (entertain)- Tudors/Shakespeare			
<b>Maths</b> White Rose						
<b>Science</b>	Animals including Humans (Teeth and digestion)  Sound	Electricity  States of Matter	Living things and their habitats  Animals including humans (food chains)			
<b>History</b>		the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Britain's settlements by the Anglo-Saxons	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  Tudor Explorers – Mary Rose (link to Year 2 Titanic)			
<b>Geography</b>	<b>Locational knowledge</b> locate the South America using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America <b>Human and physical geography</b> describe and understand key aspects of: physical geography, including: climate zones and biomes, rivers and mountains <b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<b>Locational knowledge</b> name and locate counties and cities of the United Kingdom (related to Anglo Saxon and Viking settlements)  <b>Locational knowledge</b> locate geographical regions and their identifying human characteristics (related to Anglo Saxon and Viking settlements)  <b>Geographical skills and fieldwork</b> use maps, atlases and digital/computer mapping to locate countries and describe features studied.	<b>Human and physical geography</b> describe key aspects of human geography including economic activity and land use. (food, houses, social class)  <b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography. Compare the land use in London over time from Tudor times to present day.			
<b>Computing</b> Teach Computing	Autumn 1 - Computing systems and networks- The internet Autumn 2 - Creating media-Audio production	Spring 1 - Programming A-repetition in shapes Spring 2 - Data and information- data logging	Summer 1 - Data media- photo editing Summer 2 - Programming B- repetition in games			
<b>Art</b> Access Art	Drawing through stories (Laura Carlin) <a href="https://www.accessart.org.uk/storytelling-through-drawing/">https://www.accessart.org.uk/storytelling-through-drawing/</a>	Repeated patterns (Tessellations) <a href="https://www.accessart.org.uk/exploring-pattern/">https://www.accessart.org.uk/exploring-pattern/</a>	Use natural outdoor materials to make a sculpture <a href="https://www.accessart.org.uk/sculpture-and-structure/">https://www.accessart.org.uk/sculpture-and-structure/</a>			
<b>PE</b>	Swimming Basketball Tag Rugby	Swimming OAA Gymnastics Dance	Gymnastics Tennis Athletics Cricket			
<b>Music</b> Charanga	Musical Structures- Charagna Expressing feelings when you play- Charanga	Compose with your friends- Charanga Feelings through music- Charanga	Expression and improvisation- Charanga The show must go on- Charanga			
<b>RE</b> Red – Values Notts Syllabus Understanding Christianity St Anne's Learning	<b>Perseverance</b> How do Hindu families practise their faith? What are the deeper meanings of some hindu festivals? (4.4)  Harvest	<b>Responsibility</b> Why do some people think life is like a journey? What do different people think about life after death?(4.1) Christianity & Hinduism  (Incarnation) (KS2a.3 – Digging Deeper – what is Trinity?)	<b>Forgiveness</b> How do people express their religious and spiritual ideas on pilgrimages?(4.2)  Islam, Hinduism, Christianity, Non-religious world views	<b>Acceptance</b> What kind of world did Jesus want? (Gospel) (2a.4)  (Salvation (KS2a.5) Digging deeper)  Pilgrimage/Production	<b>Honesty</b> The Kingdom of God (Ks2a.6) What was the impact of Pentecost when Jesus left?  (Kingdom of God)	<b>Respect</b> Creation (KS2a.1) What do Christians learn from creation?  (Creation)




PSHE Jigsaw	AUTUMN 1 Being Me in My World	AUTUMN 2 Celebrating Difference	SPRING 1 Dreams and Goals	SPRING 2 Healthy Me	SUMMER 1 Relationships	SUMMER 2 Changing Me
MFL Language Angels	<b>Cycle 1</b> Phonetics 1&2 Fruits <b>Cycle 2</b> Phonetics 1&2 Seasons <b>Cycle 3</b> Phonetics 1&2 Presenting Myself	<b>Cycle 1</b> I am able... <b>Cycle 2</b> Vegetables <b>Cycle 3</b> My Family	<b>Cycle 1</b> Vegetables <b>Cycle 2</b> Presenting Myself <b>Cycle 3</b> Tudors	<b>Cycle 1</b> Presenting myself <b>Cycle 2</b> My Family <b>Cycle 3</b> In the Classroom	<b>Cycle 1</b> In the Classroom <b>Cycle 2</b> In the Classroom <b>Cycle 3</b> At the Tearoom	<b>Cycle 1</b> At the Tearoom <b>Cycle 2</b> At the Tearoom <b>Cycle 3</b> What is the Weather
DT	<b>Textiles</b> – 2D to 3D – Design, make and evaluate a Christmas decoration		<b>Mechanisms</b> – Viking moving poster/book – Design, make and evaluate a moving book/poster		<b>Food</b> – Tudor bread – Make a Tudor bread, design and improve Tudor bread.	

## St Anne's C of E (A) Primary School Whole School Curriculum Overview

<b>Year 5 Curriculum</b>			
	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	Planet Earth	Egyptians	Ancient Greece
<b>Focus text/book</b>	The Promise – Nicola Davies Curiosity: The Story of a Mars Rover - Markus Motum Hidden Figures – Margo Lee Shetterley Cosmic – Frank Cottrell-Boyce The Lost Words – Robert McFarlane	Secrets of a Sun King – Emma Carroll Egyptian Cinderella – Shirley Climo	Who Let the Gods Out? - Maz Evans The Odyssey – Gillian Cross
<b>Main Subject Focus</b>	Geography	History	History
<b>Visits / Visitors</b>	St Michael's Environmental Centre - Hathersage	Mummification workshop Ancient Egyptian day	Weston Park Museum
<b>English</b>	Mnemonics, Verse poetry, Persuasive writing, Narrative, Newspaper reports	Diary entry, Biography, Information text, Instructions, Narrative	Instructional writing, Recounts, Narrative, Character description
<b>Maths</b> White Rose			
<b>Science</b>	Earth and space Properties and changes of materials	Forces (From y3 Forces and Magnets) Living things and their habitats	Animals including humans
<b>History</b>	<b>Chronological understanding</b> <b>Interpretations of history</b> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence (Global warming, Greenpeace)</li> </ul>	<b>Range and depth of historical knowledge</b> <ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women (Pharaohs and Gods)</li> <li>Examine causes and results of great events and the impact on people (Howard Carter in discovering the tomb of Tutankhamun)</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period (mummification)</li> </ul>	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Make comparisons between different times in the past</li> <li>Know and sequence key events of time studied (timeline)</li> <li>Use relevant terms and period labels</li> </ul> <b>Range and depth of historical knowledge</b> <ul style="list-style-type: none"> <li>Examine causes and results of great events and the impact on people (Athens Olympics)</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period (Pyramids)</li> </ul>
<b>Geography</b>	<b>Locational knowledge</b> - Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Locate and name the main countries and cities in England. <b>Geographical skills and fieldwork</b> – Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <i>St Michael's Hathersage Residential Visit</i> <b>Physical geography</b> - Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	<b>Locational knowledge</b> – Name and locate the countries and cities of the world in Africa. Identify the human and physical characteristics including mountains and rivers. Linking with History, compare land use maps of UK from past with the present, focusing on land use. <b>Place knowledge</b> – Understand some of the reasons for geographical similarities and differences between countries (Africa) <b>Geographical skills and fieldwork</b> – Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. <b>Physical geography</b> - Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade).	<b>Locational knowledge</b> - Locate the main countries in Europe. Locate and name major cities. <b>Geographical skills and fieldwork</b> – Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>Place knowledge</b> – Understand some of the reasons for geographical similarities and differences between countries (Greece)  <b>Place knowledge</b> - Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).
<b>Computing</b> Teach Computing	Autumn 1 - Computing systems and networks - systems and searching Autumn 2 - Creating Media – video production	Spring 1 - Programming A – Selection in physical programming Spring 2 - Data and information – Flat-file databases	Summer 1 - Creating Media – Introduction to vector graphs Summer 2 - Programming B – Selection in quizzes.

<b>Art</b> Access Art	<b>ART</b> Artists in the community- Painting and sketching town/city scapes Artists Vanessa Gardiner and the Shoreditch Sketcher <a href="https://www.accessart.org.uk/mixed-media-land-and-city-scapes/">https://www.accessart.org.uk/mixed-media-land-and-city-scapes/</a>		<b>ART</b> Typography Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny <a href="https://www.accessart.org.uk/typography-and-maps/">https://www.accessart.org.uk/typography-and-maps/</a>		<b>Art</b> Sculpture – Making a sculpture of themselves – a version of them on a plinth <a href="https://www.accessart.org.uk/the-art-of-display/">https://www.accessart.org.uk/the-art-of-display/</a>	
<b>PE</b>	Netball, OAA, Hockey, Leadership		Invasion games, Dodgeball, Gymnastics, Dance		Tennis, Rounders, Gymnastics, Athletics	
<b>Music</b> Charanga	Charanga: Livin' on a prayer/Classroom Jazz		Charanga: Make you feel my love/Fresh Prince of Bel Air		Charanga: Dancing in the street/ Reflect, rewind,replay	
<b>RE</b> <b>Red – Values</b> Notts Syllabus Understanding Christianity St Anne's Learning	<b>Perseverance</b>	<b>Responsibility</b>	<b>Forgiveness</b>	<b>Acceptance</b>	<b>Honesty</b>	<b>Respect</b>
	What is expected of a person in following a religion/belief? (5.2)  Christianity  Harvest	How do people's beliefs about God, the world and others have impact on their lives?(5.3)  (Incarnation) (KS2b4) – Was Jesus the Messiah?	What can we learn from great leaders and inspiring examples in today's world?(5.1)  Islam/Christianity/Hinduism/ Non religious	What would Jesus do (KS2b5) (Gospel)  What did Jesus do to save human beings (KS2b6) (Salvation)	What kind of King was Jesus?(KS2b8) (Kingdom of God)  Archbishop of York Award	Archbishop of York Award – link with 'Beliefs in Action' – how do religions/beliefs respond to global issues of human rights, social justice, environment etc(6.3)
<b>PSHE</b> Jigsaw	<b>AUTUMN 1</b> Being Me in My World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Healthy Me	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changing Me
<b>MFL</b> Language Angels	<b>Cycle 1</b> Phonetics 1-3 Seasons <b>Cycle 2</b> Phonetics 1-3 My Family <b>Cycle 3</b> Phonetics 1-3 Do you have a Pet?	<b>Cycle 1</b> Ice Creams <b>Cycle 2</b> The Date <b>Cycle 3</b> The Date	<b>Cycle 1</b> Presenting Myself <b>Cycle 2</b> What is the Weather? <b>Cycle 3</b> At Home	<b>Cycle 1</b> My Family <b>Cycle 2</b> Do you have a Pet? <b>Cycle 3</b> Clothes	<b>Cycle 1</b> At the Tearoom <b>Cycle 2</b> My Home <b>Cycle 3</b> The Olympics	<b>Cycle 1</b> My Home <b>Cycle 2</b> Romans <b>Cycle 3</b> Habitats
<b>DT</b>	Food - Soup – Design, make and evaluate a soup based off seasons/cultures		Electrical systems – Design, make and evaluate a crumble kit (linked to computing lessons) Mechanisms – Design, make an evaluate a pulley system (linked to science lessons)			

## St Anne's C of E (A) Primary School Whole School Curriculum Overview

<b>Year 6 Curriculum</b>						
	Autumn Term		Spring Term		Summer Term	
<b>Topic</b>	World War II		ANCIENT MAYA		NORTH AMERICA	
<b>Focus text/book</b>	Letters from the Lighthouse (Ema Carroll)		Rain Player- David Wisniewski		Holes Louis- Sachar	
<b>Main Subject Focus</b>	History		History		Geography	
<b>Visits / Visitors</b>	The National Holocaust Centre & Museum (in school visit) Bikeability PGL		Past productions -Ancient Maya		London Moving On (Time Travel) - Southwell Minster Bikeability	
<b>English</b>	Narrative (entertain)- Letters from the Lighthouse.  Description (entertain)- The Lighthouse (Literacy shed)  Biography- Black History Month	Newspaper-evacuation (inform)  Poems-remembrance (entertain)  Letter -World War II (inform)	Narrative Poetry- Moth (entertain)  Description (entertain)- adaptation creature  Non-chron report- (evolution and inheritance)	Narrative- Rain Player (entertain)  Brochure – Visit Central America (persuade)  Balanced Argument- Oh Maya Gods-(discuss)  Diary -Oh Maya Gods (inform)	Balanced argument- Holes(discuss)  Narrative- Holes (entertain)  Non-chron- circulatory system (inform)	Poems- Final Year (entertain)  Narrative- journey of a blood cell (entertain)
<b>Maths</b> White Rose						
<b>Science</b>	Electricity	Light	Evolution and Inheritance	Living things and their habitats classification.	Circulatory system Working scientifically experiments	



<p><b>History</b></p>	<p>Extend chronological awareness beyond 1066. Use timelines to place events in history.</p> <p>Use key timelines to demonstrate changes and development in one key area; culture, technology or religion e.g. treatment of the Jews</p> <p>Make accurate use of specific dates and terms</p> <p>A significant turning point in British history – The Battle of Britain/The Blitz Britain’s influence on world history.</p> <p>Identify how aspects of life have changed during a time period – give reasons why and back up with evidence and statistics e.g. life on the home front, women.</p> <p>Describe how changes have impacted on today’s society – link with RE/Remembrance.</p> <p>Choose reliable sources of factual evidence to describe aspects of life, people’s beliefs and attitudes and differences in status i.e. Anne Frank diaries and testimonies.</p> <p>Evaluate usefulness and accuracy of sources e.g. propaganda, bias, misinformation and opinion</p> <p>Historical concepts such as continuity and change, cause and consequence – give reasons for/results of</p> <p>Form own opinions about events from a range of sources.</p>	<p>A non-European society that provides contrasts with British history – Mayans</p> <ul style="list-style-type: none"> <li>- Compare Mayan civilization to others</li> <li>- What did Mayans believe in?</li> <li>- Were the Mayans an advanced civilization?</li> </ul> <p>What caused the Mayans to disappear?</p> <p>Study a non-European society that provides a contrast with British history – Ancient Mayan civilization c. AD 900 Use timelines to place events, periods and cultural movements from around the world.</p> <p>Describe how the Maya succeeded in building a huge trading empire</p> <p>Historical concepts such as cause and consequence, similarity, difference and significance – within and between different periods of history e.g. Maya hieroglyphs and symbols, compared to Ancient Egyptian (studied in Y5)</p> <p>Form own opinions about events from a range of sources. Make accurate use of specific dates and terms</p>	
<p><b>Geography</b></p>	<p><b>Geographical skills and fieldwork</b></p> <p>Ask geographical questions. Report on the effects of environmental change. – how the War impacted places in Sheffield.</p> <p><b>Locational knowledge</b> – name and locate the cities of the UK, identify physical and human characteristics and how they may have changed over time.</p> <p>Similarities and differences between cities in the UK (History link) Human and Physical Geography – Study photos and maps of pre and post war and present day.</p> <p>Study population numbers throughout WWII and reflect on the reasons for changes. Draw conclusions for the changes in land use during pre and post war and present day. Link with local area – collieries, retail parks etc</p> <p><b>Place Knowledge</b> – understand how the location of geographical features has shaped life e.g. London and the Thames</p>	<p><b>Human and Physical Geography</b> - Research Britain’s export trade today – specialist engineering and link with trade in other countries.</p> <p><b>Place Knowledge</b> – Europe, North and South America - identify continents, compare and contrast climate in different regions. Geographical similarities and differences. Understand how geographical features are marked on a map.</p>	<p><b>Locational knowledge</b> – use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Also use maps of the local area and 6 figure grid references to identify places, including local roads, around Worksop.</p> <p><b>Locational knowledge</b> –North, Central and South America: environmental regions, physical and human characteristics, tourist areas, landmarks, population sizes.</p> <p>How changed over time. Compare with UK landmarks. Use maps, locate and evaluate significance of position of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Relate to climate</p> <p><b>Human and Physical Geography</b> – Rocky mountains. Describe and explain the processes that cause natural disasters e.g. San Andreas Fault line and earthquakes.</p> <p>Draw conclusions about the impact of natural disasters through the study of photos, population numbers and other primary sources.</p>
<p><b>Computing</b> Teach Computing</p>	<p>Autumn 1 - Computing systems and networks – Communication and Collaboration Autumn 2 – Creating Media - Web page creation</p>	<p>Spring 1 - Programming A – Variables in Games Spring 2 - Data spread sheets</p>	<p>Summer 1 - Creating media - 3D modelling Summer 2 - Programming B – Sensing Movement</p>

# St Anne's C of E (A) Primary School

## Whole School Curriculum Overview

<b>Art</b> Access Art	Sculpture Henry Moore WWII	Pattern Printing Dan Fenelon Ancient Maya	Realism Leonardo Davinci Circulatory System			
<b>DT</b>	Electrical systems- design, make and evaluate morse code machine. – end of unit outcome for science (24-25)  Cooking- war time recipe (24-25)  Sewing- scrap toys 'Make do and Mend.'(24-25)  Sewing-Make do and Mend (25-26)	Cooking and nutrition- 3 course meal showing a range of skills: links to fair trade products.(25-26)	Electrical system and Structures Make a moving vehicle (25-26)			
<b>PE</b>	Tag Rugby, OAA, HRF, Handball	Leadership, Volleyball, Badminton, Dance	Tennis, Rounders, Gymnastics, Athletics			
<b>Music</b> Charanga scheme	Charanga:Music and technology Developing Ensemble	Charanga: Creative composition Musical styles connect us	Charanga: Improvising with confidence Farewell tour			
<b>RE</b> Red – Values Notts Syllabus Understanding Christianity St Anne's Learning	<b>Perseverance</b>  How can following God bring freedom and justice? (KS22b3 (People of God )  What contributions do religions make to local life in Nott. City and Notts – a county of respect & tolerance (6.2)  Visit to Holocaust Centre	<b>Responsibility</b>  Was Jesus the Messiah? (KS2b4) (Incarnation) What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? (6.4	<b>Forgiveness</b>  Creation and Science: conflicting or complementary? (2b2)(Creation/Fall)	<b>Acceptance</b>  What difference does the resurrection make to Christians? (Salvation)	<b>Honesty</b>  What does it mean if God is holy and loving?(KS2b.1) (God)	<b>Respect</b>  Life as a journey and pilgrimage. Significant places to visit linked to Jesus. / Hinduism – Journey of Life & Death, Islam/Hinduism/Christianity Time travelling/transit  It's your move
<b>PSHE</b> Jigsaw	<b>AUTUMN 1</b> Being Me in My World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Healthy Me	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changing Me
<b>MFL</b> Language Angels	<b>Cycle 1</b> Phonetics 1-3 Presenting Myself <b>Cycle 2</b> Phonetics 1-3 The Date <b>Cycle 3</b> Phonetics 1-3 At School	<b>Cycle 1</b> My Family <b>Cycle 2</b> Do you have a Pet? <b>Cycle 3</b> Healthy Lifestyles	<b>Cycle 1</b> The Date <b>Cycle 2</b> Clothes <b>Cycle 3</b> At the Weekend	<b>Cycle 1</b> Do you have a Pet? <b>Cycle 2</b> At School <b>Cycle 3</b> World War 2	<b>Cycle 1</b> My Home <b>Cycle 2</b> At the Weekend <b>Cycle 3</b> Vikings	<b>Cycle 1</b> Clothes <b>Cycle 2</b> Vikings <b>Cycle 3</b> Me in the World