

Quinton Primary School Whole School Curriculum Overview

AUTUMN TERM

	Year 1 Childhood	Year 2 Fire! Fire!	Year 3 Stone Age	Year 4 Romans	Year 5 Maya	Year 6 Greeks
Enquiry Question	How does my childhood compare to those in the past?	What can we learn from the Great Fire of London?	Which era would you rather have lived in, Paelolithic, Mesolithic, Neolithic	Why did the Romans invade and settle in Britain?	How did the achievements of the ancient Maya impact their society and beyond?	What did the Greeks believe about democracy?
Reading	<i>The Everywhere Bear</i> by Julia Donaldson	<i>The Great Fire of London</i>	<i>The Stone Age Boy</i> by Satoshi Kitamura	<i>Delta and the Lost City</i> by Anna Fargher	<i>The Explorer</i> by Katherine Rundell	<i>Who Let the Gods Out</i> by Maz Evans
Writing	Writing linked the 'The Everywhere Bear' text	Non-chronological report - the events of the Great Fire of London. Diary entry - from a historical perspective Newspaper report - a newspaper report about a day during the Great Fire of London Character description - Samuel Pepys Senses poem - Fire/Firework Safety	Diary entry - a day in the life of a stone age child Character description - Stone Age Boy Information text - life in the Stone Age Persuasive writing - sales pitch selling a stone age house Letters - Stone Age Boy - writing a letter home from the stone age	Story retelling - Romulus and Remus Newspaper report - Boudicca's revolt Information text - Maiden Castle Letter - from a Roman soldier Poetry - Kennings Information text - Pompeii	Kennings Recount - discovery of an ancient tomb Setting description - rainforest Maya narrative - continue story of Hero Twins Reports - Maya civilization Balanced argument - whether the Spanish were to blame for Maya decline	Information text - the Ancient Greeks Wanted poster - a Greek Monster Balanced argument - whether it is better to live in Athens or Sparta Extended narrative - inspired by Who Let the Gods Out by Maz Evans Letter - from a soldier in the Battle of Marathon

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			Comparative writing - comparing our life to the stone age			Myth retelling or original Greek myth - rewrite a known myth (e.g., Theseus and the Minotaur) or invent their own hero/monster tale Non-chronological report - on a Greek God or Monster
Grammar	<i>Ready to Write</i> <i>Punctuating Sentences</i> <i>Word Classes</i> <i>Capital Letters 1</i>	<i>Ready to Write</i> <i>Commas</i> <i>Word Classes 1</i> <i>Conjunctions</i> <i>Sentence Types 1</i>	<i>Ready to Write</i> <i>Determiners</i> <i>Conjunctions</i>	<i>Ready to Write</i> <i>Pronouns</i> <i>Fronted Adverbials</i>	<i>Ready to Write</i> <i>Relative Clauses</i> <i>Modal Verbs</i> <i>Adverbs</i>	<i>Ready to Write</i> <i>Synonyms and Antonyms</i> <i>Word Classes</i> <i>Subjunctive Form</i>
Spelling	Phonics	'y' saying /igh/ 'dge' and 'ge' saying /j/ Adding -es to words ending in 'y' 'gn' saying /n/ 'kn' saying /n/ Adding -ing and -ed to words ending in 'y' 'wr' saying /r/ 'le' saying /l/ Adding -er and -est to words ending in 'y'	The /ay/ sound spelt ei The /ay/ sound spelt ey Homophones and near-homophones 1 Homophones and near-homophones 2 The /s/ sound spelt c before e, i and y (Year 2 revision) Double consonants	Prefix in- Prefix im- Prefix il- and ir- Prefix sub- and super- Prefix inter- Prefix anti- & auto- Adverbs of Manner Adverbs of Time Adverbs of Place Flash Back: /ay/ sound and -tion. Year 3 & 4 Word List words 1 Year 3 & 4 Word List words 2	Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious The sound /i/ spelt y Words that start with 'con-' Words ending /shuhn/ spelt -tion	Synonyms 1 Synonyms 2 Antonyms Word families - com & contra Word families - equ, ex & extra Word families - gen, geo & graph Word families - labor & liber Word families - loc & log Word families - maxi & mini

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		<p>'el' saying /l/ 'al' and 'il' saying /l/ Adding -ed and -er to words ending in e</p>	<p>Suffix -ly Suffix -ly where the root word ends in y Adverbs with the suffix -ly where the root word ends in le Adverbs with the suffix -ly where the root word ends in ic Adverbs with the suffix -ly exceptions & consolidation</p>		<p>The /l/ sound spelt -le at the end of words (Year 3 revision) Silent letters Adjectives ending in -ant turning into nouns ending in -ance/-ation/-ancy Adjectives ending in -ent turning into nouns ending in -ence/-ency Words ending in -able Words ending in -able & -eable Words ending in -ible Words that end in -ibly</p>	<p>Word families -mid & mal Word families -mono & du Word families - nat & mort</p>
Maths	<p><i>Place value (within 10)</i></p> <p><i>Addition and subtraction (within 10)</i></p> <p><i>Geometry: Shape</i></p>	<p><i>Place value</i></p> <p><i>Addition and subtraction</i></p> <p><i>Shape</i></p>	<p><i>Place value</i></p> <p><i>Addition and subtraction</i></p> <p><i>Multiplication and division A</i></p>	<p><i>Place value</i></p> <p><i>Addition and subtraction</i></p> <p><i>Measurement: Area</i></p> <p><i>Multiplication and division A</i></p>	<p><i>Place Value</i></p> <p><i>Addition and Subtraction</i></p> <p><i>Multiplication and division A</i></p> <p><i>Fractions A</i></p>	<p><i>Place value</i></p> <p><i>Addition, subtraction, multiplication and division</i></p> <p><i>Fractions A</i></p> <p><i>Fractions B</i></p> <p><i>Measurement: Converting units</i></p>
Science	<i>Seasonal Changes</i>	<i>Animals including humans</i>	<i>Animals Including Humans</i>	<i>States of matter</i>	<p><i>Earth and Space</i></p> <p><i>Forces</i></p>	<i>Light</i>

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	<i>Animals and Humans</i>	<i>Uses of everyday materials</i>	<i>Rocks</i>	<i>Living things and their habitats</i>		<i>Evolution and inheritance</i>
History	<i>Personal Chronology</i> <i>Victorians</i>	<i>The Great Fire of London</i>	<i>The Stone Age to Iron Age</i>	<i>The Romans</i>	<i>The Ancient Maya</i>	<i>The Ancient Greeks</i>
Geography	<i>What is it like here?</i>	<i>Would you prefer to live in a hot or a cold place?</i>	<i>Why do people live near volcanoes?</i>	<i>Why are rainforests important to us?</i>	<i>What is life like in the Alps?</i>	<i>Why does population change?</i>
Computing <i>Information Technology</i> <i>Computer Science</i> <i>Digital Literacy</i>	<i>Introduction to Purple Mash</i> <i>Creative Computing</i> <i>Data Explores</i>	<i>Route Explorers</i> <i>The Internet</i> <i>Creative Pictures</i>	<i>Using Email</i> <i>Route Planners</i> <i>Branching Databases</i>	<i>Unpacking Hardware & Software</i> <i>Animation</i> <i>Logo programming</i>	<i>Quizzing</i> <i>Databases</i> <i>Game Creation</i>	<i>Networks</i> <i>Graphing</i> <i>Blogging</i>
PSHE	<i>TEAM</i> Focus on teamwork, listening to others, and showing kindness. It also helps identify the difference between joking, teasing and bullying, and encourages making positive choices and helpful thoughts. <i>Aiming High</i> Focus on recognising personal strengths, positive learning attitudes, and future hopes. It	<i>VIP's</i> Exploring the importance of family and special people in our lives, what makes a good friend, and how to work well with others. It also covers resolving arguments positively and showing care for others. <i>Think Positive</i> Explores identifying and understanding	<i>TEAM</i> How changes can affect people's feelings and emotions. It also focuses on teamwork, including helpful behaviours, understanding others' emotions, resolving disputes, and taking responsibility to support the team. <i>Aiming High</i> Focus on personal achievements,	<i>VIP's</i> How to show respect to important people in our lives and build healthy friendships. It also looks at recognising unhealthy relationships, resolving friendship disputes, understanding bullying, and knowing where to get support. <i>Think Positive</i> The importance of mental health,	<i>TEAM</i> What makes a team successful, including respectful communication, collaboration, and caring for others. It also addresses handling unkind behaviour and understanding our responsibilities within the team. <i>Aiming High</i> Explores personal achievements, learning styles, and helpful attitudes, as	<i>VIP's</i> Caring for important people, recognising healthy and unhealthy relationships, and managing emotions and disagreements. It also covers resisting pressure, knowing which secrets to share, and using calming techniques with support. <i>Think Positive</i> Understanding thoughts, feelings,

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	also explores jobs, the skills they require, and what students look forward to in the coming year.	emotions, recognising what makes us happy or unhappy, and choosing how to respond. It also covers personal achievements, gratitude, and staying calm and focused.	positive learning attitudes, and exploring different jobs. It also covers the skills and interests needed for various roles and planning for future careers.	recognising emotions, and coping with life changes. It also covers ways to stay calm, what makes us happy, and the qualities of a good learner.	well as teamwork and skills needed for success. It also covers jobs, employer expectations, and understanding stereotypes.	and behaviours, distinguishing helpful and unhelpful thinking, and making positive choices. It also covers managing emotions, practicing mindfulness, and identifying qualities of a good learner.
RE	<i>Introduction to Worldviews</i> How might your religion or worldview be seen in the choices you make?	<i>Re-visit Worldviews</i> Who is Jesus?	<i>Re-visit Worldviews</i> Why are nature and the season significant for religion and worldviews?	<i>Re-visit Worldviews</i> How might your worldview lead you to do hard things for good reasons? What or who is God and how is the divine understood in theistic worldviews?	<i>Re-visit Worldviews</i> Who is Jesus?	<i>Re-visit Worldviews</i> How do beliefs and ideas about land shape the way human beings live?
Art	<i>Sculpture & 3D</i> Paper Sculptures	<i>Painting & Mixed Media</i> The Great Fire of London	<i>Painting & Mixed Media</i> Prehistoric Painting Cave Paintings	<i>Sculpture & 3D</i> Roman Pottery	<i>Sculpture & 3D</i> Mayan Masks (clay)	<i>Drawing</i> Ancient Greek Architects
DT	<i>Structures - freestanding</i> Design & make a chair for the Everywhere Bear	<i>Textiles - templates & joining techniques</i> Design & make a simple bag to carry and store items	<i>Mechanisms - pneumatics</i> Design & make a moving monster using pneumatics	<i>Structures -</i> Design & make a Roman shield	<i>Food Technology - celebrating culture & seasonality</i> Design & make Mayan/Mexican biscuits	<i>Food Technology - celebrating culture & seasonality</i> Design & make a small bread roll to celebrate Greek Gods at a festival
Music	<i>Keeping the pulse -</i> my favourite things	<i>Call and response</i> - animals	<i>Ballads</i>	<i>Body Percussion -</i> rainforests	<i>Body Percussion -</i> rainforests	<i>Film music</i>

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	<i>Tempo - snail and the mouse</i>	<i>Singing - on this island</i>	<i>Creating compositions</i>	<i>Rock and Roll</i>	<i>Rock and Roll</i>	<i>Dynamics, pitch, texture - Fingal's cave</i>
French	N/A	N/A	<i>Phonetics 1</i> <i>I Am Learning French</i> <i>Animals</i>	<i>Phonetics 1-2</i> <i>I Am Able...</i> <i>Fruits</i>	<i>Phonetics 1-2</i> <i>Seasons</i> <i>Ice-Creams</i>	<i>Phonetics 1-2</i> <i>Presenting Myself</i> <i>My Family</i>
PE	<i>Fundamentals</i> <i>Team Building</i> <i>Net/wall games</i> <i>Handball</i>	<i>Fundamentals</i> <i>Team Building</i> <i>Net/wall games</i> <i>Gymnastics</i>	<i>Fitness</i> <i>Hockey</i> <i>Handball</i> <i>Dance</i>	<i>Fitness/Swimming</i> <i>Hockey</i> <i>Tag Rugby</i> <i>Netball</i>	<i>Fitness/Swimming</i> <i>Hockey</i> <i>Handball</i> <i>Dance</i>	<i>OAA</i> <i>Hockey</i> <i>Tag Rugby</i> <i>Netball</i>