

Quinton Primary School Whole School Curriculum Overview
SPRING TERM

	Year 1 Text-based topic Fairy Tales	Year 2 Pioneers	Year 3 Ancient Egypt	Year 4 Anglo-Saxons & Vikings	Year 5 Tudors (new topic for 2026- 2027- content TBC)	Year 6 WW2
Enquiry Question	What makes a story a fairy tale?	How did pioneers our world a better place?	What beliefs do you have about the Ancient Egyptians	How did the Vikings gain power?	What would life have been like in Shakespeare's time?	How did WW2 impact people around here?
Reading	<i>The Three Billy Goats Gruff</i> <i>Little Red Riding Hood</i>	<i>Isambard Kingdom Brunel and Florence Nightingale (Non-Fiction books)</i>	<i>Marcy and the Riddle of the Sphinx</i>	<i>Beowulf by Michael Morpurgo</i>	New topic for 2026-2027- content TBC	<i>Letters from the Lighthouse by Emma Carroll</i>
Writing	Narrative focus → Character description → Setting description → Retelling narrative	Character description Biography Comparing Victorian and Modern nursing	Setting description Instruction writing - Mummification of a body Non-Chronological report - the	Opinion Text - Anglo Saxon or Viking Non-Chronological report on Sutton Hoo Character Description wanted poster	New topic for 2026-2027- content TBC	Information Text BBC Broadcast Narrative

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			importance of the River Nile Diary Entry - Journey to the Afterlife	(Grendel) Instruction text On How to make a Viking long boat model Acrostic Poem		
Grammar	<i>Conjunctions</i> <i>Exclamations</i> <i>Capital Letters 2</i>	<i>Word Classes</i> <i>Apostrophes</i> <i>Sentence Types 2</i> <i>Tenses</i> <i>Suffixes 1</i>	<i>Adverbs</i> <i>Prepositions</i> <i>Speech</i> <i>Tenses</i>	<i>Apostrophes</i> <i>Speech</i> <i>Noun Phrases</i> <i>Suffixes</i>	<i>Parenthesis</i> <i>Expanded Noun Phrases</i> <i>Tenses</i>	<i>Punctuation 1</i> <i>Active and Passive</i> <i>Hyphens</i> <i>Formal and Informal</i> <i>Punctuation 2</i>
Spelling	Phonics	'eer' saying /ear/ 'ture' saying /cher/ Adding -est and -y to words ending in e 'mb' saying /m/ 'a' and 'al' saying /or/ Adding -ing and -ed to CVC and CCVC words 'o' saying /u/	The prefix dis- The prefix mis- The prefix re- Adding suffixes beginning with vowel letters to words of more than one syllable Split digraph i-e with a short & long vowel sound (Year 1 revision) The /n/ sound	Flash Back: words ending -tch, digraph -er and /zh/ sound spelt s Words ending sounds /zhuh/ spelt -sure Words ending sounds /cher/ spelt -ture. Flash Back: digraph -er, /zh/	Words spelt ie Words with a long /ee/ sound spelt ie or ei after c (and exceptions) Words where c makes an /s/ sound before i, e and y Hyphens: To join a prefix ending in a vowel to a	Word families non & neg Word families nov & numer Word families omni & para Word families per & pre Word families post & pro Word families & reg

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		'ey' saying /ee/	<p>spelt kn and gn at the beginning of words (Year 2 revision)</p> <p>The /k/ sound spelt ch</p> <p>The /sh/ sound spelt ch</p> <p>Words ending with the /g/ & /k/ sound spelt gue and que</p> <p>The /s/ sound spelt sc</p> <p>The /i/ sound spelt y</p> <p>The /u/ sound spelt ou</p>	<p>sound spelt s and words ending -tion</p> <p>Words ending /shuhn/ spelt -sion</p> <p>Words ending /shuhn/ spelt -ssion</p> <p>Words ending /shuhn/ spelt -tion</p> <p>Words ending /shuhn/ spelt -cian</p> <p>Flash Back: /s/ sound spelt ss and c, and the digraph ou</p> <p>Suffix -ous (no change to root word)</p> <p>Suffix -ous (no root word)</p> <p>Suffix -ous where -our is changed to -or before -ous is added</p> <p>Suffix -ous where the word ends in -y becomes i</p>	<p>word beginning with a vowel</p> <p>Words ending in -ment</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with endings /shuhl/ after a vowel spelt -cial</p> <p>Words with endings /shuhl/ after a consonant spelt -tial</p> <p>Words beginning acc</p> <p>Words beginning acc</p> <p>Words ending ant</p>	<p>Word families rupt & trans</p> <p>Word families sect & super</p> <p>Word families tele & terr</p> <p>Word families scribe/scrip</p> <p>Word families ver & verb</p> <p>Word families aud, vid & vac</p>
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				Suffix -ous (root word ends in e) Suffix -ous consolidation		
Maths	<i>Place Value (within 20)</i> <i>Addition and Subtraction (within 20)</i> <i>Place Value within 50</i> <i>Length and Height</i> <i>Mass and Volume</i>	<i>Money</i> <i>Multiplication and Division</i> <i>Length and height</i> <i>Mass, Capacity and Temperature</i>	<i>Multiplication and Division B</i> <i>Length and Perimeter</i> <i>Fractions A</i> <i>Mass and Capacity</i>	<i>Multiplication and Division A</i> <i>Length and Perimeter</i> <i>Fractions</i> <i>Decimals A</i>	<i>Multiplication and Division B</i> <i>Fractions B</i> <i>Decimals and Percentages</i> <i>Perimeter and Area</i> <i>Shape</i>	<i>Ratio</i> <i>Algebra</i> <i>Decimals</i> <i>Fractions, decimals and Percentages</i> <i>Area, perimeter and volume</i> <i>Statistics</i>
Science	<i>Everyday Materials</i>	<i>Plants</i>	<i>Rocks (Fossils and Soils)</i> <i>Light</i>	<i>Living Things and their Habitats</i> <i>Animals Including Humans</i>	<i>Properties and Changes of Materials</i>	<i>Electricity</i> <i>Animals Including Humans</i>
History	<i>Learn that fairy tales are traditional stories from the past and compare old and new versions.</i>	<i>Pioneers (GWR and Steamships/ Florence Nightingale - nursing past and present day)</i>	<i>Ancient Egyptians</i>	<i>Anglo- Saxon and Vikings</i>	<i>Tudors</i>	<i>World War Two</i>

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Geography	<i>What is the weather like in the UK?</i>	<i>Why is our world wonderful?</i>	<i>Who lives in Antarctica?</i>	<i>Where does our food come from?</i>	<i>Why do oceans matter?</i>	<i>Where does our energy come from?</i>
Computing <i>Information Technology</i> Computer Science <i>Digital Literacy</i>	<i>Creative and Following Instructions</i> <i>Animated Stories</i> <i>Coding</i>	<i>Spreadsheets</i> <i>Questioning</i> <i>Coding</i>	<i>Spreadsheets</i> <i>Coding</i> <i>Presentations</i>	<i>Sound Stories</i> <i>Effective Searching</i> <i>Coding</i>	<i>Spreadsheets</i> <i>Coding</i> <i>Word Processing</i>	<i>Coding</i> <i>Introduction to Python</i> <i>Spreadsheets</i>
PSHE	<i>Be Yourself</i> Focus on valuing family and special people, understanding what makes a good friend, and showing care. It also covers resolving arguments positively and cooperating successfully with others. <i>Diverse Britain</i> Explores the communities and groups we belong to, being a good neighbour, and what helps or	<i>Digital Wellbeing</i> How we use the Internet, online and offline activities, and staying safe online. It also covers keeping personal information private, seeking help if frightened, and communicating safely. <i>Safety First</i> How to recognise everyday dangers at home, outside, and online, understand	<i>Be Yourself</i> Focus on recognising personal achievements, understanding emotions, and coping with uncomfortable feelings. It also covers assertiveness, learning from mistakes, and critically thinking about unrealistic media messages. <i>Diverse Britain</i> Explores life in Britain, including democracy, rules and laws, liberty,	<i>Digital Wellbeing</i> The positives and negatives of the Internet, online safety, and handling online bullying. It also addresses protecting personal information, communicating safely, assessing online information, and understanding technology rules. <i>Safety First</i> Covers growing independence, understanding dares and peer	<i>Be Yourself</i> Focuses on balancing fitting in with being true to oneself, expressing feelings, and managing uncomfortable emotions. It also covers handling tricky situations, understanding fight-or-flight responses, and learning from mistakes. <i>Diverse Britain</i> Covers the diversity of faiths and ethnicities in Britain, how laws	<i>Digital Wellbeing</i> The benefits and risks of the Internet and social media, promoting digital wellbeing, recognising harmful online relationships, and handling online bullying. It also emphasises that not all online information is true. <i>Safety First</i> Covers understanding dares and peer pressure, recognising

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	<p>harms a neighbourhood. It also covers life in Britain, celebrating similarities and differences, and feeling proud of being British.</p>	<p>safety rules, and know who to contact for help. It also covers keeping private body parts private and remembering emergency procedures.</p>	<p>and diversity, and encourages students to reflect on what being British means to them.</p>	<p>pressure, and knowing when to seek help. It also addresses safety rules, road, water, and railway dangers, basic information about drugs, alcohol, and cigarettes, first aid for common injuries, recognising hazards, and calling 999 in emergencies.</p>	<p>are made, and the meaning of community. It also explores local and national government roles and the impact of charities and voluntary groups.</p>	<p>hazards at home and in public, and knowing when to seek help. It also includes school safety rules, emergency procedures, dangers of substances, and firework safety.</p>
RE	<p><i>Where do people turn for guidance in life?</i></p>	<p><i>Why has the Coventry Blitz shaped Christian worldviews locally and globally?</i></p>	<p><i>How are religions and worldviews shaped and expressed through art and architecture?</i></p>	<p><i>What or who is God and how is the divine understood in theistic worldviews? Do you have to be part of a faith community to express an organised worldview?</i></p>	<p><i>Why might ancient stories still be so important for religion and worldviews today?</i></p>	<p><i>How might your worldview impact on the way you understand death and beyond?</i></p>
Art	<p><i>Painting & Mixed Media</i></p>	<p><i>Drawing Pattern drawing-monotone</i></p>	<p><i>Sculpture & 3D</i></p>	<p><i>Drawing & Mixed Media</i></p>	<p><i>Painting & Mixed Media</i></p>	<p><i>Painting & Mixed Media & Printing</i></p>

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	Fairy Tale silhouette paintings Jan Pienowski	Bridgit Riley	Ancient Egyptian Canopic Jars (clay- thumb pot) Egyptian Art	Anglo-Saxon Crosses (Cardboard) Anglo-Saxon wood carvings	Portraits- digital/ mixed media Tudor artists/ Andy Warhol	Air-raid shelter artwork Henry Moore
DT	<i>Mechanisms - sliders & levers</i> Design & make a moving book for Nursery children	<i>Mechanisms - wheels & axles</i> Design & make a locomotive for the Rail Innovation Project (competition)	<i>Textiles - joining techniques</i> Design & make a cushion	<i>Electrical systems - Circuits & switches</i> Design & make a locomotive for the Rail Innovation Project (competition)	<i>Structures</i> Design & make a Saxon home	<i>Circuits</i> Design & make a lighthouse with a working switch
Music	<i>Sound patterns - Fairy tales</i> <i>Music symbols</i>	<i>Musical Story telling</i> <i>Contrasting dynamics</i>	<i>Singing - The Vikings</i> <i>Ukulele (Music hub)</i>	<i>Singing - Egypt</i> <i>Ukulele (Music hub)</i>	<i>Singing - Romans</i> <i>Ukulele (Music hub)</i>	<i>Singing - WW1 and 2</i> <i>Ukulele (Music hub)</i>
French	N/A	N/A	<i>Instruments I Am Able...</i>	<i>Vegetables Presenting Myself</i>	<i>Presenting Myself My Family</i>	<i>The Date Do You Have a Pet?</i>
PE	<i>Fitness</i> <i>Sending & Receiving</i> <i>Dance</i> <i>Hockey</i>	<i>Fitness</i> <i>Sending & Receiving</i> <i>Dance</i> <i>Hockey</i>	<i>Badminton</i> <i>Dodgeball</i> <i>Basketball</i> <i>Gymnastics</i>	<i>Hockey</i> <i>Dodgeball</i> <i>Dance</i> <i>Football</i>	<i>Hockey</i> <i>Dodgeball</i> <i>Basketball</i> <i>Gymnastics</i>	<i>Badminton</i> <i>Dodgeball</i> <i>Dance</i> <i>Football</i>