EYFS - Curriculum Long Term Overview

At Dunnington Church of England Primary School, our aim is to offer a broad, rich, and engaging curriculum that meets the needs of all our pupils. Our EYFS Curriculum is a seasonal curriculum developed through a range of high-quality, thematic texts. Learning is carefully planned and sequenced to ensure that it is interesting and relevant to the current cohort of children. Learning activities are based on clear progression to provide the knowledge needed for subsequent learning in each subject. Through our creative approach we aim to prepare our children for the opportunities, responsibilities and experiences of life in our diverse world as well as enhancing their social, moral, spiritual and cultural development.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	***This is me***	***Changes***	***Our World***	***Traditional Tales***	***Explorers***	***Summer***
Personal, Social & Emotional Development Protective behaviour sessions run alongside SCARF.	All about me What makes me and others special? Feelings My family/special people People who help us	What makes us unique? What is the same/different between ourselves, homes and families? How we can be kind and caring? What makes a good friend? Anti-Bulling week	Keeping Myself Safe – what is safe to go into our bodies? Safety indoors and outdoors Listening to our feelings Keeping safe online Knowing who can help keep me safe	Looking after people who are special to us Looking after our friends Being helpful at home and caring for our classroom Caring for our world Looking after money (recognising, spending, using, saving and keeping it safe)	Resilience Self-esteem Healthy eating Healthy mind Healthy body Importance of sleep Tooth brushing	Seasons Life stages – plants, animals and humans Life stages: Human life stage – who will we be? Where do babies come from? Growing up Bodies – girls and boys
Communication and Language Continuous discussions of the author and illustrator. As well as referring to fiction and non-fiction.	Listening and attention skills Asking and answering 'what' questions 1:1 discussions Retelling the story 'The Everywhere Bear'	Joining in with repeated refrains in stories Asking and answering 'who' questions' 1:1 discussions Retelling the story 'No Dinner!'	Discussing key events in a story Asking and answering 'when' questions Small group discussions Using present tense. Retelling the story 'Blue Penguin'	Identifying main characters in a story Asking and answering 'where' questions Small group discussions Using connectives to join ideas Retelling the story 'Hansel and Gretel'	Linking events in a story to own experiences Asking and answering 'why' questions Whole class discussions Using past tense Retelling the story 'Yucky Worms'	Sequence story/real life events in detail Discussing differences between fiction and non-fiction Whole class discussions Using future tense Retelling the story 'The Day the Crayons Quit'
Physical Development	**Gross Motor** Yoga Different ways of moving Changing speed and direction Throwing, catching, kicking Pushing, patting, rolling **Fine Motor** Dough Disco Colouring and painting Threading Using cotton buds/paintbrushes to form letters	**Gross Motor** Jungle Dance Different ways of moving Changing direction Moving in time to music Exploring different ways of moving **Fine Motor** Scissor skills Chopping with a knife/hammering Doing up zips Tripod Grip Writing position	**Gross Motor** Gymnastics Balancing Travelling confidently Jumping and landing **Fine Motor** Stacking and balancing Capital and lowercase letter formation Using a knife and fork to cut Moulding	**Gross Motor** Ball skills -control Controlling the ball Hand-eye co-ordination **Fine Motor** Weaving and wrapping Capital and lowercase letter formation Using scissors with more precision Drawing Threading	**Gross Motor** Athletics – negotiating space Marching/running Dribbling with the ball Moving around carefully **Fine Motor** Pattern making Using small tools Doing up buttons Capital and lowercase letter formation	**Gross Motor** Multi-skills Tennis Balancing Agility Throwing a ball **Fine Motor** Sewing Doing up laces Capital and lowercase letter formation Using scissors with more precision

Literacy	Introduce Bug Club Phase 2 Tricky words Drawing & labelling Ordering letters of name Writing name	Continuing Bug Club Phase 2 sounds Tricky words Identifying initial sounds Writing initial sounds Writing/reading CVC words	Bug Club Phase 3 Tricky words Writing/reading several CVC words Writing captions Writing lists	Bug Club Phase 3 Tricky words Writing/reading phrases I can see sentences Using tricky words in writing	Bug Club Phase 4 Writing/reading CVCC and CCVC words Writing short sentences	Bug Club Phase 4 Writing/reading sentences mostly using a capital letter and a full stop Most letters are formed correctly Reading back what they have written.
Key Texts **Including communication and language and Book Buds texts**	The Everywhere Bear A Great Big Cuddle The Colour Monster In Every House on Every Street What I like about me Our Class is a Family When I Grow Up Mr Wolf's Week Let's Go Home Little Bear My Dad is a Bear One Fish, Two Fish, Red Fish, Blue Fish Teddy Bear Stories and Rhymes Ruby's Worry When Sophie Gets Angry A Little Bit Different We're Going on a Bear Hunt Playtime Rhymes Paddington People Who Help Us (Book Buds)	Leaf Man No Dinner! Owl Babies (Book Buds) Signs of Autumn/Winter Bonfire Night Celebrate Diwali Rosie's Red Boots Hurry Santa Sir Darcey Santa's Tight Squeeze Pumpkin Soup Supertato Night of the Living Veg Christopher Pumpkin Room on the Broom Mog's Christmas Children's Bible Story of Christmas The Night before Christmas	Dear Zoo Tanka Tanka Skunk Blue Penguin Trunk Trouble I am a Tiger George and Sylvia Happy Hippo The Zoo Vet Poles Apart All about North and South Poles The Emperor's Egg Penguins! If You Were a Penguin Lost and Found (Book Buds	The Three Little Super Pigs The Three Little Pigs 3 Billy Goats Gruff Hansel and Gretel Jasper's Bean Stalk Jack and the Bean Stalk Stinky Cheese Man The Little Red Hen Growing Story Plant Life Cycle Gingerbread Man Seed to Sunflower Alice in Wonderland The Tiny Seed Handa's Suprise Here in Space Aliens Love Underpants Man on the Moon No Place for Pluto Astro Girl Whatever Next (Book Buds) Goldilocks and the Three Bears (Book Buds)	Yucky Worms Fact books around worms and other insects The Big Book About Bugs What Should a Horse Say? Hodge Podge Lodge Crunching Munching Caterpillar Fact books about farm animals Very Lazy Ladybird Omar the Bee's and Me Bumble Bear The Very Hungry Caterpillar Sam Plants a Sunflower (Book Buds)	The Day the Crayons Quit The Day the Crayons Came Back How many Dinosaurs Deep? Harry and the Dinosaurs Go to School Dinosaurs Love Underpants Dinosaur Fact Books Dance of the Dinosaurs A Dinosaur Called Tiny Billy's Bucket Big Book of Dinosaurs Ten Little Dinosaurs Dear Dinosaur (Book Buds)
Mathematics **From Autumn one, days of the week and months of the year will be covered during our daily calendar session**	Number – Number and place value Numbers to 5 Comparing groups within 5 Geometry – Properties of shape Shape	Number – Addition and subtraction Change within 5 Number bonds within 5 Geometry – Properties of shape Spatial awareness	Number – Number and place value Numbers to 10 Comparing numbers within 10 Number – Addition and subtraction Addition to 10 Number – Number and place value Measure	Number – Addition and subtraction Number bonds to 10 Subtraction Geometry – Properties of shape Exploring patterns	Number – Addition and subtraction Counting on and counting back Number – Number and place value Numbers to 20 Number – Multiplication and division Numerical patterns	Number – Multiplication and division Numerical patterns Geometry – Properties of shape Shape Number – Number and place value Measure

Understanding the world	Starting school Feelings **History -** How I've changed Families and communities People who help us Black History Month **Geography** Weather Who lives in my house? Nature painting **Science** Body Parts The 5 senses Recycling Floating and Sinking Colour mixing and changing Exploring movements **RE** Understanding Christianity: God/Creation. Why is the word 'God' so important to Christians? How can we care for out wonderful world?	**History** Bonfire Night Remembrance Day Christmas and toys in the past and now **Geography** Seasons Appropriate clothing Comparing where we live to where others live Where do I go to school? **Science** Autumn Day/Night Hibernation Exploring Sound **RE** Diwali The Christmas Story Understanding Christianity: Incarnation. Why do Christians perform Nativity plays at Christmas? What makes every single person unique and precious?	**History** People who help us Our school in the past and now **Geography** Comparing UK and another country (Antarctica) Map making Our school from above What area do I live in? **Science** Materials Freezing and Melting Solids and Liquids Life cycle of a penguin Classifying living and non-living things Animals and their babies Habitats Zoo animals Winter Exploring light and shadows **RE** Chinese New Year CWAS: F1 - How can people show they belong together? Where do I belong? What groups can people be part of? How do some people show their worldview? What times do people celebrate together? Which places are special? How does it feel to be art of a group?	**History** People who help us Months of the year Transport through time **Geography** Special places in my area How do I get to school? Map making Using Google maps **Science** Spring Classifying living things Space Floating and Sinking DT project – to make a boat Bridge making Predictions Science week Life cycle of a duck Healthy Eating **RE** The Christian Easter Story Understanding Christianity: Salvation. Why do Christians put a cross in an Easter Garden? How can we help others when they need it?	**History** Family Tree Kings and Queens Past and present **Geography** Beebots Natural and manmade Contrasting environments in the UK **Science** Spring How to find and look after minibeasts Farm animals and their offspring How to care for a plant Life cycle of a plant/bean Life Cycle of a bee Wormery **RE** CWAS: F2 - Who are the people in the sacred (special) stories and why might they be important today? What makes a story special? Why are stories about Jesus important to us? How does the Nativity story affect me? Can stories teach people how to behave? What can people in sacred stories teach us about the importance of making a good choice? What qualities does a good leader have? Who helps us to make good choices today?	**History** Dinosaurs/Fossils Mary Anning Seaside in the past and now **Geography** Comparing UK and another country Comparing environments **Science** Summer The four seasons The beach Colours Life cycle of a butterfly Bodies Where babies come from How to care for our world **RE** CWAS: F3 - How do people know how to treat each other? What are values? How do our values affect the way we live and work together? Where do values come from? What is the Golden Rule? What do stories from sacred texts tell us about how to treat others? How do people know what is right and what is wrong? What have religious worldviews shown us about how to treat others? How do non-religious people decide how to treat each other? How do I want to treat people and why?

Expressive arts and design	Singing nursery rhymes Mixing colours Self portraits Cutting and sticking Collage Poems **Music** Listening and responding **DT** Structures - Junk modelling **Art** Mark making with different drawing materials	Singing nursery rhymes Moulding clay Using glue to secure Watercolour painting Split pins to secure Biscuits **Music** Learning to sing songs/rhymes with actions **DT** Structures - Junk modelling **Art** Exploring paint and painting techniques	Singing nursery rhymes Clapping to a rhythm Collage Using tape to secure Folding paper Cutting using templates **Music** Embedding foundations of the interrelated dimensions of music **DT** Cooking and nutrition - Baking/soup **Art** Exploring the sculptural qualities of malleable materials and natural objects – clay sculptures,	Singing nursery rhymes Playing instruments Join in with choreographed dances Mixing watercolour paints 3D collages Junk modelling Gingerbread **Music** Improvising leading to playing classroom instruments **DT** Structures - Boats How to make gingerbread **Art** Developing cutting, threading, joining and folding	Singing nursery rhymes Matching a pitch Modroc Sock puppets Cakes View finders Xylophone **Music** Playing alongside music using different instruments **DT** Textiles - Bookmarks **Art** Developing cutting, threading, joining and folding	Singing nursery rhymes Performing dances Mixing shades Marble ink Observational drawings Papier Mache **Music** Share and perform the learning that is taking place **DT** Textiles - Bookmarks **Art** Developing cutting, threading, joining and folding

Key Stage 1 - Curriculum Long Term Overview Cycle A

At Dunnington Church of England Primary School, our aim is to offer a broad, rich, and engaging curriculum that meets the needs of all our pupils. Learning is carefully planned and sequenced to ensure that it is interesting and relevant and is based on clear progression to provide the knowledge needed for subsequent learning in each subject. Through our creative approach we aim to prepare our children for the opportunities, responsibilities and experiences of life in our diverse world as well as enhancing their social, moral, spiritual and cultural development.

	Autumn		Spring		Summer	
Theological Concept and Theme	**Creation and Trust**	**Incarnation and Respect**	**Love**	**Reconciliation and Forgiveness**	**Salvation and Generosity**	**Trinity and Belief**
Thrive Focus	**Friendship and Emotions**	**Self-Regulation**	**Building Resilience**	**Mindfulness**	**Relaxation**	**Managing Change**
PSHE	**Class Rules** **Looking after the environment**	**Understanding money and where it comes from**	**Recognising and respecting feelings** **Good and bad secrets**	**Recognising difference between ourselves and others**	**Healthy Choices** **Recognising own successes**	**How to keep yourself safe**
Experience Days	**Cleeve Prior Heritage Trust**	**History Man**		**Baptist Church Visit**		**History off the page - seaside**
English Reading	**Bug Club phonics programme**		**Bug Club phonics programme continues as required in Year 1** **VIPERS skills taught through core and model texts outline in English long term plan**			
English Writing and Grammar	***Key Texts*** **Narrative – Meerkat Mail, How to Hide a Lion** **Non-Narrative – The Slime Book** **Poetry – Tell Me a Dragon**		***Key Texts*** **Narrative – Traction Man is here, The Boy who cried Ninja** **Poetry – First Poetry (story)** **Non-narrative – Hot and Cold, recount of visit**		***Key Texts*** **Narrative - Little Red Riding Hood, Mrs Armitage and the Big Wave,** **Non-narrative – Amelia Earhart, Poetry – I love bugs**	
Maths Year 1	**Number and place value: Numbers to 10** **Number – addition and subtraction: Part whole within 10** **Number – addition and subtraction: Addition within 10** **Number – addition and subtraction: Subtraction within 10** **Geometry – properties of shapes: 2D and 3D shapes**		**Number and place value: Numbers to 20** **Number – addition and subtraction: Addition and subtraction within 20** **Number – number and place value: Numbers to 50** **Measurement: Introducing length and height** **Measurement: Introducing weight and volume**		**Number – multiplication and division: Multiplication and division** **Number – fractions: Halves and quarters** **Geometry – position and direction: Position and direction** **Number – number and place value: Numbers to 100** **Measurement: Money** **Measurement: Time**	
Maths Year 2	**Number and place value: Numbers to 100** **Number – addition and subtraction: Addition and subtraction (1)** **Number – addition and subtraction: Addition and subtraction (2)** **Geometry – properties of shapes: Properties of shape**		**Measurement: Money** **Number – multiplication and division: Multiplication and division (1)** **Number – multiplication and division: Multiplication and division (2)** **Measurement: Length and height** **Measurement: Mass, capacity and temperature** **Statistics: Statistics**		**Number – fractions: Fractions** **Geometry – position and direction: Position and direction** **Measurement: Time** **Number – addition and subtraction: Problem solving and efficient methods**	
History **Geography**	**How am I making history?** Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, we will investigate chronology. Beginning to look at a simple timeline extending back to before we were born.	**What is it like here?** Locating where we live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how our playground can be improved.	**How have toys changed?** Sequencing toys into a physical timeline, we will investigate artefacts from the past and begin to pose questions. We will learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	**What is the weather like in the UK?** Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	**How did we learn to fly?** Developing our knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant eventsin the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	**What can you see at the coast?** Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. We will learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
Science	**Seasonal Changes** **Working Scientifically**	**Introduction to Plants** **Working Scientifically**	**Everyday Materials** **Working Scientifically**	**Uses of Everyday Materials** **Working Scientifically**	**Plant Growth** **Working Scientifically**	**Fairy Tale Science** **Working Scientifically**
RE	**What do Christians believe God is like? (UC)**	**Why does Christmas matter to Christians? (UC)**	**How do people with similar religion and worldviews share and celebrate their beliefs? (CWAS)**	**Where do people turn for guidance in life? (CWAS)**	**What is the good news Jesus brings? (UC)**	**How might your religion or worldview be seen in the choices you make? (CWAS)**
Art	**Drawing: make your mark**		**Craft and Design: Woven Wonders**	**Food Technology - Fruit and Veg**	**Drawing: Tell a Story**	**Textiles – Puppets**

Design & Technology	Use different line types and mark-making techniques. Control drawing materials like pencil and chalk. Experiment with various media while responding to music.		Use wool wrapping and weaving. Understand the work of artists like Cecilia Vicuna. Measure and choose materials.	Learning about the nutritional value of fruit and vegetables, designing a recipe for a smoothie and making it.	**Create texture and character expression through observational drawing. Use illustration to tell a story.**	Experimenting with different ways of joining fabric. Creating our own puppets.
Computing	**Online Safety** **Effective Searching**	**Lego Builders Technology** **Outside School**	**Grouping and Sorting** **Creating Pictures**	**Spreadsheets** **Coding**	**Coding**	**Coding**
Music	**'Hey You'**	**'Ho Ho Ho'**	**'I wanna play in a band'**	**'In the Groove'**	**'Friendship Song'**	**Reflect, Rewind, Replay**
PE	**Dance** **Attack, defend, shoot**	**Gymnastics** **Football**	**Fitness** **Rugby Fundamentals**	**Tennis** **Dance**	**Athletics** **Multi-skills (1)**	**Gymnastics** **Cricket**

Key Stage 1 - Curriculum Long Term Overview Cycle B

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	Autumn		Spring		Summer	
Theo. Concept & Theme	**Creation & Compassion**	**Incarnation & Trust**	**Love & Friendship**	**Reconciliation & Forgiveness**	**Salvation & Thankfulness**	Trinity & Belief
Thrive Focus	**Friendship and Emotions**	**Self-Regulation**	**Building Resilience**	**Mindfulness**	**Relaxation**	Managing Change
PSHE	**Everyone is unique The environment**	**Saving and spending money**	**Behaviour Our bodies**	**Respecting similarities and differences**	**How we stay healthy Change and loss**	**How we stay safe in different situations**
Experience Days	**Cleeve Prior Heritage Trust**	**Historyman**		**Buddhist monk visit**		**Warwick Castle**
English Reading	**Bug Club phonics programme**		**Bug Club phonics programme continues as required in Year 1 VIPERS skills taught through core and model texts outline in English long term plan**			
English Writing and Grammar	**Narrative – Dear Mother Goose, How to Catch Santa Non-narrative – My Day at the Zoo Poetry – Zim Zam Zoom!**		**Narrative – Fatou, fetch the water!, Augustus and his Smile Non-narrative – Stella and the Seagull Poetry – Ellesworth's Extraordinary Electric Ears**		**Narrative – The Dragon Machine, Wanted: The Perfect Pet Non-narrative – Knights Poetry – A First Book of the Sea**	
Maths Year 1	**Number and place value: Numbers to 10 Number – addition and subtraction: Part whole within 10 Number – addition and subtraction: Addition within 10 Number – addition and subtraction: Subtraction within 10 Geometry – properties of shapes: 2D and 3D shapes**		**Number and place value: Numbers to 20 Number – addition and subtraction: Addition and subtraction within 20 Number – number and place value: Numbers to 50 Measurement: Introducing length and height Measurement: Introducing weight and volume**		**Number – multiplication and division: Multiplication and division Number – fractions: Halves and quarters Geometry – position and direction: Position and direction Number – number and place value: Numbers to 100 Measurement: Money Measurement: Time**	
Maths Year 2	**Number and place value: Numbers to 100 Number – addition and subtraction: Addition and subtraction (1) Number – addition and subtraction: Addition and subtraction (2) Geometry – properties of shapes: Properties of shape**		**Measurement: Money Number – multiplication and division: Multiplication and division (1) Number – multiplication and division: Multiplication and division (2) Measurement: Length and height Measurement: Mass, capacity and temperature Statistics: Statistics**		**Number – fractions: Fractions Geometry – position and direction: Position and direction Measurement: Time Number – addition and subtraction: Problem solving and efficient methods**	
History	**What is history?** Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, we will investigate chronology. Beginning to look at a simple timeline extending back to before we were born. Exploring what holidays were like in the past through asking questions and examining photographs.	**Where am I? Where do I live?** Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating our own map using symbols to represent features and thinking about how places on the school grounds make them feel.	**How is school different in the past?** Understanding that although our school has been in the local area for a long time, it has not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.	**Would you prefer to live in a hot or cold place?** We will be introduced to the concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles andKenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	**What is a monarch?** Finding out the role of a monarch, we will compare the monarchy today with the monarchy in the past. We will investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	**What is it like to live in Shanghai?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. We will identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. We will compare the human and physical features of Shanghai to features in the local area and make a simple map using the data collected.
Geography						
Science	**Sensitive bodies Working Scientifically**	**Lifecycles and health Working Scientifically**	**Comparing Animals Working Scientifically**	**Habitats Working Scientifically**	**Micro habitats Working Scientifically**	**Ocean protectors Working Scientifically**
RE	**Who made the world? (UC)**	**Who is a Jesus? (1) (CWAS)**	**What is most important for different people? (CWAS)**	**Why does Easter matter to Christians (UC)**	**Layover Unit – Christianity (CWAS)**	**Why has the Coventry Blitz shaped Christian worldviews locally and globally? (CWAS)**
Art	**Painting and Mixed Media: Colour Splash** To follow a design criteria to meet the needs of the user, make a stable structure and make sails that attach.	**Painting and Mixed Media: Colour Splash** Learn about primary and secondary colours, colour mixing techniques ad apply these skills in painting and printing.	**Mechanisms – making a moving monster** Learn about levers, pivots and linkages in order to design, create and evaluate a moving monster.	**Sculpture and 3d: Paper Play** Use techniques like rolling paper tubes and shaping paper strips to construct imaginative structures.	**Landscapes using different media** Use a range of media to create seaside landscapes.	**Painting and Mixed Media: Life in Colour** Use collage techniques and colour mixing to create artistic compositions. Evaluate choices made.
Design & Technology						
Computing	**Online Safety Maze explorers**	**Questioning**	**Animated Stories**	**Online Safety Making Music**	**Spreadsheets Pictograms**	**Pictograms Presenting Ideas**

Music	**Hands, feet, heart**	**Rhythm in the Way We Walk**	**Round and Round**	**Zoo Time**	**Your Imagination**	**Reflect and rewind**
PE	**Dance** **Mini Muay Thai**	**Gymnastics** **Indoor Tennis**	**Dance** **Ball Skills**	**Badminton** **Basketball**	**Athletics** **(Multi-skills (2)**	**Gymnastics** **Strike and Field Games**

Lower Key Stage 2 - Curriculum Long Term Overview Cycle A

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	Autumn		Spring		Summer	
Theological Concept and Theme	**Creation and Trust**	**Incarnation and Respect**	**Love**	**Reconciliation and Forgiveness**	**Salvation and Generosity**	**Trinity and Belief**
Thrive Focus	**Friendship and Emotions**	**Self-Regulation**	**Building Resilience**	**Mindfulness**	**Relaxation**	**Managing Change**
PSHE	**Being part of a community Responsibilities**	**Money – what is interest and loans**	**Keeping something secret**	**Positive and healthy relationships Different points of view**	**Balanced diet Recognising own successes**	**Keeping safe in local area and online**
Experience Days	**Bell-boating**	**Stone Age Experience**		**Synagogue Visit**		**Cadbury World**
English Reading	**VIPERS skills taught through Core and Model Texts outlined in English LTP**					
English Writing and Grammar	***Key Texts* Narrative – Arthur and the Golden Rope, Mimi and the Mountain Dragon. Non-narrative – Shackleton's Journey Poetry – Poetry Pie**		***Key Texts* Narrative – Myth Atlas, Lord of the Forest Non-narrative – Rainforest Rough Guide Poetry – A Passing on of Shells**		***Key Texts* Narrative – Bettsy Biggalow is here, Disgusting Sandwich Non-Narrative – What a waste! Poetry – Beachcomber**	
Maths Year 3	**Number and place value: Place value within 1,000 Number – addition and subtraction: Addition and subtraction (1) Number – addition and subtraction: Addition and subtraction (2) Number – addition and subtraction: Subtraction within 10 Geometry – properties of shapes: 2D and 3D shapes**		**Number – multiplication and division: Multiplication and division (3) Measurement: Length and perimeter Measurement: Mass Measurement: Capacity**		**Number – fractions: Fractions (2) Measurement: Moneys Measurement: Time Geometry – properties of shapes: Angles and properties of shapes Statistics: Statistics**	
Maths Year 4	**Number and place value: Place value – 4-digit numbers (1) Number and place value: Place value – 4-digit numbers (2) Number – addition and subtraction: Addition and subtraction Measurement: Measure – area Number – multiplication and division: Multiplication and division (1)**		**Number – multiplication and division: Multiplication and division (2) Measurement: Length and perimeter Number – fractions: Fractions (1) Number – fractions: Fractions (2) Number – fractions (including decimals and percentages): Decimals (1)**		**Number – fractions (including decimals and percentages): Decimals (2) Measurement: Money Measurement: Time Geometry – properties of shapes: Geometry – angles and 2D shapes Statistics: Statistics Geometry – position and direction: Geometry position and direction**	
History	**Would you prefer to live in the Stone, Bronze or Iron Age?** Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	**Who lives in Antarctica?** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	**How hard was it to invade and settle in Britain?** Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	**What are rainforests important to us?** Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	**How have children's lives changed?** Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.
Geography						
Science	**States of matter Working Scientifically**	**Movement and nutrition Working Scientifically**	**Rocks and soils Working Scientifically**	**Digestion and food Working Scientifically**	**Classification and habitats Working Scientifically**	**How does food affect muscle fatigue? Working Scientifically**
RE	**Why are nature and the seasons significant for religion and worldviews? Layover Unit – Hinduism (CWAS)**	**What do Christians learn from the creation story? (UC)**	**What is it like to follow God? (UC)**	**Do you have to be part of a faith community to express an organised worldview? (CWAS)**	**What is the Trinity? (UC)**	**How are religion and worldviews shaped and expressed through art and architecture? (CWAS)**

Art **Design & Technology**	**Painting and Mixed Media: Prehistoric Painting** Use charcoal and natural pigments to create large-scale artworks.	**Mechanical systems – slingshot car** How to reduce air resistance through design and looking at the function of a chassis.	**Sculpture and 3d: Abstract Shape and Space** Learn how to transform 2d card shapes into 3d structures and sculptures.	**Textile – Cushion** Learn how to cross-stitch and applique whilst designing and making a cushion.	**Painting and Mixed Media: Light and Dark** Learn how to create a painting that shows how colour can be used to show light and dark and therefore make it appear 3d.	**Adapting a recipe** Learn a basic biscuit recipe and adapt it.
Computing	**Coding**	**e-Safety and Spreadsheets**	**Typing and Simulations**	**Email**	**Branching Databases**	**Graphing**
Music	**Glockenspiel 1**	**Three Little Birds**	**Glockenspiel 2**	**Blackbird**	**Bringing it together**	**Reflect, rewind, replay**
MfL – French	**Getting to know you**	**All about me**	**Food Glorious Food**	**Family and Friends**	**Our School**	**Time**
PE	**Dance** **Netball**	**Gymnastics** **Fitness**	**Hockey** **Football**	**Badminton** **Tennis**	**Athletics** **Beginners swimming**	**Cricket** **Beginners Swimming**

Lower Key Stage 2 - Curriculum Long Term Overview Cycle B

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	Autumn		Spring		Summer	
Theological Concept and Theme	**Creation & Compassion**	**Incarnation & Trust**	**Love & Friendship**	**Reconciliation & Forgiveness**	**Salvation & Thankfulness**	**Trinity & Belief**
Thrive Focus	**Friendship and Emotions**	**Self-Regulation**	**Building Resilience**	**Mindfulness**	**Relaxation**	**Managing Change**
PSHE	UK in the wider world Sustainable development	Enterprise	Recognising feelings in others	Acceptable and unacceptable physical contact Bullying	Balanced lifestyle Describing feeling	Who helps us in an emergency?
Experience Days	**Bell-boating**	**Alcester Visit**		**Baptist church visit**		**River Avon visit**
English Reading	**VIPERS skills taught through Core and Model Texts outlined in English LTP**					
English Writing and Grammar	***Key Texts*** **Narrative – Escape from Pompeii , The Book of Hopes** **Non-narrative – Book of Bones** **Poetry – A selection from 'The Works (KS2)'**		***Key Texts*** **Narrative – Cinderella of the Nile, The Whistling Monster** **Non-narrative – Colours of History** **Poetry – Happy Here**		***Key Texts*** **Narrative – Beyond the Stars** **Non-narrative – Great Women Who Have Changed the World, Anthology of Intriguing Animals** **Poetry – A River**	
Maths Year 3	**Number and place value: Place value within 1,000** **Number – addition and subtraction: Addition and subtraction (1)** **Number – addition and subtraction: Addition and subtraction (2)** **Number – addition and subtraction: Subtraction within 10** **Geometry – properties of shapes: 2D and 3D shapes**		**Number – multiplication and division: Multiplication and division (3)** **Measurement: Length and perimeter** **Measurement: Mass** **Measurement: Capacity**		**Number – fractions: Fractions (2)** **Measurement: Moneys** **Measurement: Time** **Geometry – properties of shapes: Angles and properties of shapes** **Statistics: Statistics**	
Maths Year 4	**Number and place value: Place value – 4-digit numbers (1)** **Number and place value: Place value – 4-digit numbers (2)** **Number – addition and subtraction: Addition and subtraction** **Measurement: Measure – area** **Number – multiplication and division: Multiplication and division (1)**		**Number – multiplication and division: Multiplication and division (2)** **Measurement: Length and perimeter** **Number – fractions: Fractions (1)** **Number – fractions: Fractions (2)** **Number – fractions (including decimals and percentages): Decimals (1)**		**Number – fractions (including decimals and percentages): Decimals (2)** **Measurement: Money** **Measurement: Time** **Geometry – properties of shapes: Geometry – angles and 2D shapes** **Statistics: Statistics** **Geometry – position and direction: Geometry position and direction**	
History **Geography**	**Why did the Romans settle in Britain?** Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.	**Why do people live near volcanoes?** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	**What did the Ancient Egyptians believe?** Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.	**Are all settlements the same?** Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.	**How did the achievements of the Ancient Maya affect their society and beyond?** Explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Observe and analyse artefacts, to scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	**What are rivers and how are they used?** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
Science	**Forces and magnets** **Working Scientifically**	**Light and shadows** **Working Scientifically**	**Sound and vibrations** **Working Scientifically**	**Electricity and circuits** **Working Scientifically**	**Plants and reproduction** **Working Scientifically**	**How does wind force affect seed dispersal?** **Working Scientifically**

RE	**What or who is 'God' and how is the divine understood in theistic worldviews? Layover Unit – Judaism (CWAS)**	**What kind of world did Jesus want? (UC) What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? (CWAS)**	**How might your worldview lead you to do hard things for good reasons? (CWAS)**	**Why do Christians call the day Jesus died 'Good Friday'? (UC)**	**When Jesus left, what was the impact of Pentecost? (CWAS)**	**How have religion and history entwined in this area? (CWAS)**
Art **Design & Technology**	**Electrical Systems – Torches** Investigate torches and design a functional torch for a target audience.	**Drawing: Growing Artists** Use shapes, shading and texture to enhance drawing skills. Use frottage for texture and experiments with different tools.	**Structures – Pavilions** Select appropriate materials and concretion techniques to create a stable, free-standing structure of a castle.	**Craft & Design: Ancient Egyptian Scrolls** Create Ancient Egyptian art by applying styles and patterns. Make paper and use the contemporary technique, zines.	**Food – Eating Seasonally** Children learn about seasonal foods and use their understanding to create a seasonal food tart.	**Drawing – Power Prints** Exploring adding power and depth to different styles of drawing.
Computing	**Coding**	**Online Safety** **Hardware Investigators**	**Spreadsheets**	**Writing for different audiences**	**Logo**	**Animation** **Effective Searching**
Music	**Mamma Mia**	**Let your spirit fly**	**Lean on me**	**Stop!**	**The Dragon Song**	**Reflect, rewind, replay**
MfL – French	**All Around Town**	**On the Move**	**Going Shopping**	**Where in the world?**	**What's the time?**	**Holidays and Hobbies**
PE	**Dance** **Basketball**	**Gymnastics** **Rugby**	**Yoga** **Indoor Tennis**	**Hockey** **Volleyball**	**Athletics** **Beginners swimming**	**Rounders** **Beginners Swimming**

Upper Key Stage 2 - Curriculum Long Term Overview Cycle A

At Dunnington Church of England Primary School, our aim is to offer a broad, rich, and engaging curriculum that meets the needs of all our pupils. Learning is carefully planned and sequenced to ensure that it is interesting and relevant and is based on clear progression to provide the knowledge needed for subsequent learning in each subject. Through our creative approach we aim to prepare our children for the opportunities, responsibilities and experiences of life in our diverse world as well as enhancing their social, moral, spiritual and cultural development.

	Autumn		Spring		Summer	
Theological Concept & Theme	**Creation and Trust**	**Incarnation and Respect**	**Love**	**Reconciliation and Forgiveness**	**Salvation and Generosity**	**Trinity and Belief**
Thrive Focus	**Friendship and Emotions**	**Self-Regulation**	**Building Resilience**	**Mindfulness**	**Relaxation**	**Managing Change**
PSHE	**Human rights and rights of the child**	**Responsibilities towards the environment Finance**	**Confidentiality and when to break it Different types of relationships**	**Listening to others**	**Positive and negative effects on health Changes at puberty**	**Strategies for keeping yourself safe**
Experience Days	**Bell-boating**	**Residential Visit**		**Mosque Visit**	**Evacuee Experience (SVR)**	
English Reading	**VIPERS skills taught through Core and Model Texts outlined in English LTP**					
English Writing and Grammar	***Key Texts*** Narrative – Beowulf, Flood Non-narrative – Are humans damaging the atmosphere? Poetry – Cloud Busting		***Key Texts*** Narrative – Shadow Cage, Varjak Paw Non-Narrative – Survival at 40°C Above Poetry – The Lost Words		***Key Texts*** Narrative – Straw into Gold, The Day the Crayons Quit Non-narrative - My Secret War Diary, Charles Dickens. Poetry – The Sea	
Maths Year 5	**Number – number and place value: Place value within 1,000,000 (1) Number – number and place value: Place value within 1,000,000 (2) Number – addition and subtraction: Addition and subtraction Number – multiplication and division: Multiplication and division Number – fractions (including decimals and percentages): Fractions (1) Number – fractions (including decimals and percentages): Fractions (2)**		**Number – multiplication and division: Multiplication and division (2) Number – fractions (including decimals and percentages): Fractions (3) Number – fractions (including decimals and percentages): Decimals and percentages Measurement: Measure – perimeter and area Statistics: Graphs and tables**		**Geometry – properties of shapes: Geometry – properties of shapes Geometry – position and direction: Geometry – position and direction Number – fractions (including decimal and percentages): Decimals Number – number and place value: Negative numbers Measurement: Measure – converting units Measurement: Measure – volume and capacity**	
Maths Year 6	**Number – number and place value: Place value within 10,000,000 Number – addition, subtraction, multiplication and division: Four operations (1) Number – addition, subtraction, multiplication and division: Four operations (2) Number – fractions: Fractions (1) Number – fractions: Fractions (2) Measurement: Measure – imperial and metric measures**		**Ratio and proportion: Ratio and proportion Algebra: Algebra Number – fractions (including decimals and percentages): Decimals Number – fractions (including decimals and percentages): Percentages Measurement: Measure – perimeter, area and volume**		**Statistics: Statistics Geometry – properties of shapes: Geometry – properties of shapes Geometry – position and direction: Geometry position and direction Number – addition, subtraction, multiplication and division: Problem solving**	
History **Geography**	**Were the Vikings raiders, traders or something else?** Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.	**Why does population change?** Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	**What was life like in Tudor England?** Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.	**Would you live in a desert?** Exploring the biomes and learning about the physical features of a desert and how humans interact with this environment.	**What was the impact of World War 2 on the people of Britain?** Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.	**Where does energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
Science	**Mixtures and separation Working Scientifically**	**Properties and changes Working Scientifically**	**Circulation and health Working Scientifically**	**Life cycles and reproduction**	**Circuits batteries and switches**	**Human timeline**

				Working Scientifically	Working Scientifically	How does light affect the direction of plant growth? Working Scientifically
RE	**What does it mean if God is loving and holy? (UC)**	**What kind of king is Jesus? (UC) Layover Unit – Buddhism (CWAS)**	**How might your worldview impact on the way you understand death and beyond? (CWAS)**	**How can following God bring freedom and justice? (UC) What might it mean to 'live well'? (CWAS)**	**How do beliefs and ideas about land shape the way human beings live? (CWAS)**	**What do organised worldviews have to tell us about what truth is and where it might be found? (CWAS)**
Art **Design & Technology**	**Craft and Design – Architecture** Learn about the role of an architect and consider why houses look the way they do.	**Food – what could be healthier?** Work as a team to amend a bolognaise recipe, follow it and produce the sauce with its design packaging.	**Painting and Mixed Media: Portraits** Use a poem to create a portrait, paint an enlarged section of a drawn collage and learn to 'think' like an artist.	**Electrical Systems – steady hand game** Evaluate a produce and identify its components. Design and create a game using perspective drawings and create it.	**Make my voice heard – Picasso, Graffiti** Explore art with a message and look at work by Picasso and Kollwitz through graffiti, drawing paint and sculpture.	**Structures – bridges** Identify stronger and weaker shapes and their features. Create a truss bridge, reinforce it as necessary and identify areas for improvement.
Computing	**Coding**	**Online Safety**	**Spreadsheets**	**Databases**	**Game Creator** **Modelling**	**Modelling** **Concept Maps**
Music	**Classroom Jazz 1**	**Livin' on a prayer**	**Make you feel my love**	**Classroom Jazz 2**	**The Fresh Prince of Bell Air**	**You've got a friend**
MfL – French	**Getting to Know You**	**All About Ourselves**	**That's Tasty**	**Family and Friends**	**School Life**	**Time Travelling**
PE	**Dance** **Netball** **Residential (OAA)**	**Gymnastics** **Leadership of Sport**	**Hockey** **Football**	**Badminton** **Tennis**	**Athletics** **Multi-skills**	**Cricket** **Quidditch**

Upper Key Stage 2 - Curriculum Long Term Overview Cycle B

At Dunnington Church of England Primary School, our aim is to offer a broad, rich, and engaging curriculum that meets the needs of all our pupils. Learning is carefully planned and sequenced to ensure that it is interesting and relevant and is based on clear progression to provide the knowledge needed for subsequent learning in each subject. Through our creative approach we aim to prepare our children for the opportunities, responsibilities and experiences of life in our diverse world as well as enhancing their social, moral, spiritual and cultural development.

	Autumn		Spring		Summer	
Theological Concept and Theme	**Creation & Compassion**	**Incarnation & Trust**	**Love & Friendship**	**Reconciliation & Forgiveness**	**Salvation & Thankfulness**	**Trinity & Belief**
Thrive Focus	**Friendship and Emotions**	**Self-Regulation**	**Building Resilience**	**Mindfulness**	**Relaxation**	**Managing Change**
PSHE	**Rules and laws** **How resources are allocated**	**Enterprise**	**Responding to feelings** **Understanding actions have consequences**	**Listening to other people's points of view**	**Images in the media and reality** **Responding to complex feelings**	**Coping with increased independence and responsibility**
Experience Days	**Bell-boating**	**Black Country Museum**		**Coventry Cathedral Visit**		**Stratford upon Avon Visit**
English Reading	**VIPERS skills taught through Core and Model Texts outlined in English LTP**					
English Writing and Grammar	***Key Texts*** Narrative – A Wizard of Earth Sea, Ice Bear Non-narrative - Dragonology Poetry – Bethlehem		***Key Texts*** Narrative – A story of Antigone, How the whale became Non-Narrative – Letter to RSPB Poetry – Earth Verse		***Key Texts*** Narrative – Weslandia, Inside the Villains Non-Narrative – Anatomy Poetry – The Call	
Maths Year 5	**Number – number and place value: Place value within 1,000,000 (1)** **Number – number and place value: Place value within 1,000,000 (2)** **Number – addition and subtraction: Addition and subtraction** **Number – multiplication and division: Multiplication and division** **Number – fractions (including decimals and percentages): Fractions (1)** **Number – fractions (including decimals and percentages): Fractions (2)**		**Number – multiplication and division: Multiplication and division (2)** **Number – fractions (including decimals and percentages): Fractions (3)** **Number – fractions (including decimals and percentages): Decimals and percentages** **Measurement: Measure – perimeter and area** **Statistics: Graphs and tables**		**Geometry – properties of shapes: Geometry – properties of shapes** **Geometry – position and direction: Geometry – position and direction** **Number – fractions (including decimal and percentages): Decimals** **Number – number and place value: Negative numbers** **Measurement: Measure – converting units** **Measurement: Measure – volume and capacity**	
Maths Year 6	**Number – number and place value: Place value within 10,000,000** **Number – addition, subtraction, multiplication and division: Four operations (1)** **Number – addition, subtraction, multiplication and division: Four operations (2)** **Number – fractions: Fractions (1)** **Number – fractions: Fractions (2)** **Measurement: Measure – imperial and metric measures**		**Ratio and proportion: Ratio and proportion** **Algebra: Algebra** **Number – fractions (including decimals and percentages): Decimals** **Number – fractions (including decimals and percentages): Percentages** **Measurement: Measure – perimeter, area and volume**		**Statistics: Statistics** **Geometry – properties of shapes: Geometry – properties of shapes** **Geometry – position and direction: Geometry position and direction** **Number – addition, subtraction, multiplication and division: Problem solving**	
History **Geography**	**What does the census tell us about our local area?** Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.	**What is life like in the alps?** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	**What did the Greeks ever do for us?** Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.	**Why do oceans matter?** Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.	**The Sikh Empire** Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.	**Fieldwork Enquiry** Observing,measuring, recording and presenting their own fieldwork study of the local area.
Science	**Earth and space** **Working Scientifically**	**Unbalanced forces** **Working Scientifically**	**Classifying big and small** **Working Scientifically**	**Light and reflection** **Working Scientifically**	**Evolution and Inheritance** **Working Scientifically**	**How reflective are space blankets?**

						Working Scientifically
RE	**What would Jesus do? (UC) Layover Unit – Sikhism (CWAS)**	**Do religions change or do they stay the same? (CWAS)**	**Was Jesus the Messiah? (UC) Who is Jesus? (2) (CWAS)**	**What did Jesus do to save human beings? (UC) What difference does the resurrection make to Christians? (UC)**	**Creation and science – conflicting or complementary? (UC)**	**Why might ancient stories still be so important for some religion and worldviews today? (CWAS)**
Art **Design & Technology**	**Sculptures and 3d: Making memories** This unit looks at creating expressive sculptures and reflective on artistic decisions.	**Textiles – stuffed toys** Design a stuffed toy and use blanket stitch to join two pieces of fabric. Use stitching to decorate the front of the toy.	**Painting and Mixed Media: Artist Study** Work as a group to design a hat, create zentangle patterns and prints. Explore Hopper's 'Nighthawks'.	**Mechanical Systems – Making a pop-up book** Use mechanisms and structures to design and create a pop-up book.	**Craft and Design: Photograph Opportunity** Learn about composition, colour, light, abstract images and underlying messages. Capture and present images.	**Food – Come Dine with Me** Find a suitable recipe, follow it, write it and explain where certain foods come from before they appear in the supermarket.
Computing	**Coding**	**Online Safety** **Networks**	**Spreadsheets**	**Blogging**	**Text Adventures**	**Quizzing**
Music	**Happy**	**Dancing in the Street**	**A New Year carol**	**Music and me**	**Reflect, rewind, replay**	
MfL – French	**Let's Visit a French Town**	**This is France**	**Let's Go Shopping**	**Our Precious Planet**	**All in a Day**	**More to Explore**
PE	**Dance** **Basketball**	**Gymnastics** **Rugby**	**Hockey** **Fitness**	**Volleyball** **Tennis**	**OAA** **Athletics**	**Rounders** **Orienteering**