

Woodland Primary School

Curriculum Overview 2023-24

Autumn Term Spring Term Summer Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Toby and the Great Fire of London The Way back Home/ Man on the Moon Percy the Park Keeper - The Rescue Party/ Winnie and Wilbur at The Seaside	Remember 5 th November/Mr Fawkes, the king and the Gunpowder Plot The Lighthouse Keepers Lunch (Guided Reading: Traction Man) Meerkat Mail (Guided Reading: Wombat Walkabout)	Stone Age Boy (Guided reading text: George's Marvellous Medicine) Magic and the Mummy (Guided Reading text: The Egyptian Cinderella) The Building Boy (Guided Reading text: The Building Boy)	Escape from Pompeii (Guided reading text: Roman Tales) Who let the Gods out? (Guided reading text: The Boy who cried Horse/ Greek Myths) Shackleton's Journey/Trapped in ice (Guided reading text: Bright Storm)	A Beowulf Tale: The Monster Slayer (Guided reading text: Beowulf) The Explorer/ The Great Kapok Tree (Guided reading text: Fintan Fedora) How to Train your Dragon	Boy in the Striped Pyjamas/Secret War diary This morning I met a whale / Flotsam / Flood Street Child/Moth: An Evolution Story (Guided reading text: Cogheart)
Science	<u>Animals including humans</u> WS- identifying and classifying, comparative tests, pattern seeking <u>Plants</u> WS- identifying and classifying, observing over time <u>Everyday materials</u> WS- comparative tests, identifying and classifying, researching using secondary sources <u>Seasonal Change</u> WS- observing over time, pattern seeking <u>Seasonal Change</u> WS- observing over time <u>Seasonal Change</u> WS- observing over time	<u>Animals including humans</u> WS- identifying and classifying , comparative tests, observing over time, researching using secondary sources <u>Plants</u> WS- identifying and classifying ,observing over time, comparative tests, pattern seeking <u>All living things and their habitat</u> WS- identifying and classifying, pattern seeking <u>Everyday materials</u> WS- comparative tests, identifying and classifying, researching using secondary sources	<u>Animals including humans</u> WS- pattern seeking, researching using secondary sources, identifying and classifying, comparative tests <u>Plants</u> WS- observing over time, comparative tests, researching using secondary sources <u>Rocks</u> WS- identifying and classifying, researching using secondary sources, comparative tests <u>Forces and Magnets</u> WS- comparative tests, identifying and classifying, pattern seeking <u>Light</u> WS- comparative tests, identifying and classifying, researching using secondary sources	<u>Animals including humans:</u> WS- identifying and classifying, comparative tests, pattern seeking <u>Living things and their habitats</u> WS- identifying and classifying, researching using secondary sources <u>States of Matter</u> WS- Identifying and classifying, comparative tests, observing over time, researching using secondary sources <u>Electricity</u> WS- researching using secondary sources, comparative tests, pattern seeking <u>Sound</u> WS- identifying and classifying, comparative tests, pattern seeking	<u>Animals including humans</u> WS- pattern seeking, researching using secondary sources, identifying and classifying <u>Living things and their habitats</u> WS- observing over time, pattern seeking, researching using secondary sources, identifying and classifying <u>Properties and changes in materials</u> WS- identifying and classifying, comparative tests, researching secondary sources <u>Forces</u> WS- researching using secondary sources, comparative tests <u>Earth and space</u> WS- observing over time, researching using secondary sources, pattern seeking	<u>Animals including humans</u> WS- Comparative tests, observing over time, pattern seeking <u>Evolution and inheritance</u> WS- Researching using secondary sources, pattern seeking, comparative tests <u>Living things and their habitats</u> WS- Identifying and classifying, pattern seeking, observing over time, researching using secondary sources <u>Light</u> WS- Pattern seeking, comparative tests <u>Electricity</u> WS- Pattern seeking, comparative tests
History	<u>Events beyond living memory</u> CG- Retell the key events of the Great Fire of London <u>Lives of Significant people</u> CG- Recall and say why Neil Armstrong was important <u>Within living memory</u> CG- Describe how children spend their time has changed over the last 100 years	<u>Events beyond living memory</u> CG- Say why people celebrate Bonfire Night each year <u>Lives of Significant people</u> CG- Recall and explain why Grace Darling was considered a heroine <u>Local History</u> CG- Recall key facts about a significant person (Amy Johnson) giving reasons as to why they are significant	<u>Chronology from Stone Age to 1066</u> CG-Describe the key changes between the <u>Stone Age and Iron Age</u> , outlining reasons for the changes and the subsequent impact on people living in the following eras (settlement, technology) <u>Other historical time periods (Long arc of history)</u> CG-Describe the advancements that led <u>Ancient Egypt</u> to be considered a civilised society, including drawing conclusions as to whether Ancient Egypt was more advanced than Britain was at that time (technology, governance, legacy)	<u>Chronology from Stone Age to 1066</u> CG-Describe the key facts about the <u>Roman invasion</u> of Britain, including the significance they had on Britain at the time and after they left (governance, invasion, technology, legacy) <u>Other historical time periods (Long arc of history)</u> CG-Describe the achievements and ways of life of the <u>Ancient Greeks</u> including the influence it had on the western world (governance, culture, legacy)	<u>Chronology from Stone Age to 1066</u> CG: Explain why the <u>Anglo-Saxons</u> invaded and eventually settled in England and outline the significant impact on people living in Britain then and following (governance, settlement) <u>Chronology from Stone Age to 1066</u> CG-Explain the causes, changes and consequence of the Viking invasion on <u>Anglo-Saxon</u> Britain (governance, settlement, invasion)	<u>Local history</u> CG: Analyse historical sources to explain the significance of <u>World War II</u> (including the battle) on Britain and the impact it had on the people of Hull (governance, invasion, legacy) <u>A theme of British History that extends chronological knowledge beyond 1066</u> CG: Draw conclusions to determine whether life was fair and just during <u>Victorian</u> times (governance, legacy, technology) <u>Other historical time periods (Long arc of history)</u> CG: Draw conclusions about the advancements of <u>Mayan</u> people in comparison to life in Britain at the time (The Anglo-Saxons)- conclude which society was the most advanced (900AD) (culture, legacy)
Geography	<u>Locational Knowledge</u> <u>Geography Skills and Fieldwork</u> CG- To label the 4 countries of the UK and recall a feature of each country <u>Human and Physical features</u> <u>Geography Skills and Fieldwork</u> CG-To identify the continents of the world, recognising the equator To recall and explain why Florida (Cape Canaveral) is hot <u>Geography skills and fieldwork</u> CG- To recognise the geography of our school, its grounds and the surrounding environment to create a simple map	<u>Locational Knowledge</u> <u>Geography Skills and Fieldwork</u> CG- To recall the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland <u>Locational Knowledge</u> <u>Human and Physical features</u> <u>Geography Skills and Fieldwork</u> CG- To label the bodies of water that surround the UK and recall coastal vocabulary <u>Locational Knowledge</u> <u>Place knowledge</u> <u>Geography Skills and Fieldwork</u> CG- Compare and contrast the main similarities and differences between a place in England and that of a small place in a non- European country	<u>Human and physical geography</u> <u>Geographical skills and fieldwork</u> CG: To demonstrate an understanding of world rivers To analyse the features of the river Hull and understand it's journey <u>Human and physical geography</u> <u>Geographical skills and fieldwork</u> CG: To explain why the river Nile is so valuable, why people settled near to it. To interpret water as a resource and how we can reduce consumption <u>Locational knowledge</u> <u>Geographical skills and fieldwork</u> Curricular Goal: To identify key global map features, some countries in Europe and counties and cities in the UK To explain and reason about grid references and OS map symbols	<u>Human and physical & Locational knowl</u> <u>Geographical skills and fieldwork</u> CG-To establish the significance of the Tropics of Cancer and Capricorn, Artic and Antarctic circle in relation to climate To interpret how earthquakes and volcanoes occur and evaluate their impact on a global scale <u>Place knowledge & Locational knowledge</u> <u>Geographical skills and fieldwork</u> CG: To compare and contrast human and physical features of Hull and Athens To distinguish OS symbols and explain 4 figure grid references to navigate a map <u>Human and physical & Locational knowl</u> <u>Geographical skills and fieldwork</u> CG To explain the formation of mountains and discuss some of the world's ranges To categorise the main mountain ranges in the UK before formulating a journey using a road map To demonstrate an understanding of world deserts, summarising the location, features and climate of Antarctica	<u>Geographical skills and fieldwork</u> CG: To calculate and apply distance using a scale, interpret 6 figure grid references, OS symbols and contour lines (local area) <u>Human and physical geography</u> <u>Locational knowledge</u> <u>Geographical skills and fieldwork</u> <u>Place knowledge</u> CG: To evaluate and critique the link between climate, biomes and vegetation belts To critique and hypothesis about tourism, climate and deforestation in Argentina <u>Locational knowledge</u> <u>Geographical skills and fieldwork</u> CG: To explain where in the world Scandinavia is and why the Vikings travelled from there to England	<u>Locational knowledge</u> <u>Geographical skills and fieldwork</u> CG: To evaluate and critique why industrial areas and ports are important <u>Locational knowledge</u> <u>Geographical skills and fieldwork</u> CG To make reasoned judgements of how cities (Hull) has changed over time To revise and calculate scale, interpret 6 figure grid references and report on OS symbols

Art	<u>Collage</u> CG: To create a collage inspired by Megan Cole by joining materials. <u>Drawing</u> CG: Create a still life image of a fruit inspired by Paul Cezanne, considering shape and colour. <u>Painting</u> CG: Create a landscape painting inspired by David Hockney, focusing on the use of colour and pattern	<u>Sculpture</u> CG: To sculpt a clay tile replicating patterns and textures. <u>Drawing</u> To create a still life image of flowers inspired by Van Gogh, considering proportion and position <u>Painting</u> CG: To paint a landscape using a variety of brushes and tones.	<u>Printing</u> CG: Create a cityscape painting inspired by Alfred Wallis incorporating a printed element <u>Drawing</u> CG: Create a drawing of a musical instrument showing tone <u>Painting</u> CG: Create a landscape painting inspired by Van Gogh using impasto techniques	<u>Sculpture</u> CG: To sculpt a clay cup with a joining handle focusing on shape, form and colour <u>Drawing</u> CG: Sketch a portrait with scaling, considering tone and effect of light <u>Painting</u> CG: Create a painting of a local landscape painting inspired by the techniques of Claude Monet	<u>Sculpture</u> CG: Create a clay dragon eye considering shape and texture <u>Drawing</u> CG: Create a still life inspired by Matisse considering, tone, shape and light source <u>Painting</u> CG: Create a landscape inspired by Van Gogh focusing on texture and tone	<u>Printing</u> CG: To create a print of an insect focusing on pattern inspired by Rosalind Minks <u>Drawing</u> CG: Create a still life inspired by Pieter Claesz, focusing on proportion, perspective and the effects of light <u>Painting</u> CG: Create a country landscape painting showing perspective inspired by David Hockney
D&T	<u>Construction</u> CG: To know and be able to design, make and evaluate a strong and stable structure <u>Textiles</u> CG: Join 2 pieces of material using a simple running stitch <u>Cooking and nutrition</u> CG: To know and be able to design, make and evaluate a product following a simple recipe (fruit salad)	<u>Construction</u> To know and be able to design, make and evaluate a product with a turning mechanism to make it move <u>Textiles</u> CG: Join material using running stitch and over stitch <u>Cooking and nutrition</u> CG: To know and be able to design, make and evaluate a product by adapting a recipe (fruit crumble)	<u>Construction</u> CG: To know and be able to design, make and evaluate a strong, sturdy, weight-bearing structure <u>Textiles</u> CG: Join materials using running stitch and over stitch adding appropriate finishing touches using embellishment (button, sequin, beads) <u>Cooking and nutrition</u> CG: Prepare and make a dish which combines naturally sourced sustainable and seasonal products (sponge using sugar, strawberries, honey etc)	<u>Construction</u> CG: To know and be able to design, make and evaluate a product using wood, with a mechanical system (pulley) (flag pole) <u>Textiles</u> CG: Make a template and join two pieces of material together using more than one type of stitch (running, over and back stitch) (cushion with fringe, tassels and other embellishments) <u>Cooking and nutrition</u> CG: Make a healthy alternative to a traditional dish (pizza)	<u>Construction</u> CG: To know and be able to design, make and evaluate a product using wood, with a mechanical system (cams) (moving dragon) <u>Textiles</u> CG: Make a product which includes a seam allowance, joining two pieces of material using a range of stitches (running, over, back and blanket) (bag) <u>Cooking and nutrition</u> CG: Prepare and make a dish following a given recipe which uses raw ingredients (beef burgers)	<u>Construction</u> CG: To know and be able to design, make and evaluate a product incorporating a electrical system (Victorian fairground ride) <u>Textiles</u> CG: Join materials using a combination of stitching techniques taking into account join, appearance and purpose (padded mobile phone case) <u>Cooking and nutrition</u> CG: Create, refine and alter a recipe taking into account cooking on a budget (Bolognese- beef, pork, Quorn, Tofu)
Computing	<u>Using technology & Safe use</u> CG: Create a simple online profile poster <u>Media</u> CG- Create an animation using clip art <u>Safe use & Coding</u> CG: Design an algorithm and program this to move a sprite <u>Safe use & Using technology</u> CG- Digital presentation (see Geography) <u>Data</u> CG- Create a pictogram	<u>Using technology & Safe use</u> CG- Respond to different scenarios <u>Media</u> CG- Create an animation using 3 photographs/clip art <u>Safe use & Coding</u> CG- Design an algorithm (block base) <u>Safe use & Using technology</u> CG- Digital presentation (link to RE or Geography) <u>Data</u> CG- Create a bar chart, branching or block graph	<u>Using technology & Safe use</u> CG- Create own scenarios on acceptable and unacceptable behaviours (video) <u>Media</u> CG- Create an animation with several (at least 4) photographs <u>Safe use & Coding</u> CG- Design and program a simple scene (background, sprite, obstacles) <u>Safe use & Using technology</u> CG- Create a E-book/Digital presentation (link to Geography or History) <u>Data</u> CG- Ask and answer questions based on a database	<u>Using technology & Safe use</u> CG- Create an animation on how to address fake news. <u>Media</u> CG- Create an animation including a short film using photographs on green screen <u>Safe use & Coding</u> CG- Design and program a game with more than one goal <u>Safe use & Using technology</u> CG- E-Book/Digital presentation (link to History or RE) <u>Data</u> CG- Create a line graph using the data loggers and interpret results	<u>Using technology & Safe use</u> CG-Create a safer use code of conduct/green screen video for a younger audience <u>Media</u> CG- Create a short film using video clips incorporating green screen <u>Safe use & Coding</u> CG- Design and program a game where actions incur penalties <u>Safe use & Using technology</u> CG- Create a presentation to share information <u>Data</u> CG- Use data loggers to create and interpret a graph CG- Create a database for a purpose	<u>Using technology & Safe use</u> CG- Write a code of conduct for working online, messaging electronically and using social media <u>Media</u> CG- Create a video incorporating various green screen video locations <u>Safe use & Coding</u> CG- Design and program a game to include a timer and/or a score <u>Safe use & Using technology</u> CG- Create a presentation incorporating visual, sound and text elements <u>Data</u> CG- Use data loggers to create and interpret a graph CG- Record results in a spreadsheet and present as a graph
RE	Belonging- Who belongs? / Christmas Worship- Why worship? / Easter What a wonderful world- Why is the world special?	Lead us not into temptation- Right or wrong? / Christmas Believing- What is true? / Easter Questions, questions- What are the big questions?	Remembering- Why remember? / Christmas Founders of Faith- Who, what and when? Easter Sacred places- What is sacred?	Communities- Where is religion? / Christmas People who inspire us- What makes a saint? / Easter Our World- Who cares?	Expressions- How is belief expressed? Christmas Faith in action- What are the challenges? Easter Pilgrimage- - Why pilgrimage?	Justice and freedom- Is it fair? / Christmas Living a faith- What is identity? / Easter Hopes and visions- What is life about?
Musi	Hey you! - Hip hop Round and round - Latin Your imagination - Pop	Hands, feet, heart - African I wanna play in a band - Rock Friendship song - Pop	Let your spirit fly - RnB Three little birds - Reggae Bringing us together - Disco	Wider Opportunities & Mamma Mia - Pop Wider Opportunities & Stop! Grime Wider Opportunities & Lean on me -Gospel	Living on a prayer - Classic Rock Fresh Prince of Belair - Hip Hop Dancing in the street - Motown	Happy- Pop Classroom Jazz- Jazz/70s ballad You've got a friend- Pop
Jigsaw	Being Me In My World / Celebrating Differences Dreams and Goals / Healthy Me Relationships / Changing Me	Being Me In My World / Celebrating Differences Dreams and Goals / Healthy Me Relationships / Changing Me	Being Me In My World / Celebrating Differences Dreams and Goals / Healthy Me Relationships / Changing Me	Being Me In My World / Celebrating Differences Dreams and Goals / Healthy Me Relationships / Changing Me	Being Me In My World / Celebrating Differences Dreams and Goals / Healthy Me Relationships / Changing Me	Being Me In My World / Celebrating Differences Dreams and Goals / Healthy Me Relationships / Changing Me
PE	Games / Gymnastics Games / Dance Games /Early Athletics	Games / Gymnastics Games / Dance Games /Early Athletics	Games (Football) / Gymnastics Games (Hockey) / Dance Games (Kwik Cricket) / Athletics	Games (Football) / Dance Games (Tennis) / Gymnastics Games (Kwik Cricket) / Swimming / Athletics	Games (Football) / Gymnastics Games (Hockey) / Dance OAA / Games (Tag-Rugby) / Athletics	Games (Football) / Dance Games (Tennis) / OAA Gymnastics/Games (Tag-Rugby) /Athletics