



## Years 1-4 Curriculum Overview – Spring Term 2025

	Year 1	Year 2	Year 3	Year 4
<b>English</b>	<ul style="list-style-type: none"> <li>▪ SPaG</li> <li>▪ Reading</li> <li>▪ Handwriting</li> <li>▪ Phonics</li> <li>▪ Weekly spellings</li> <li>▪ Comprehension</li> <li>▪ Story writing</li> <li>▪ Letter writing</li> <li>▪ Poetry</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ SPaG</li> <li>▪ Reading</li> <li>▪ Handwriting</li> <li>▪ Phonics</li> <li>▪ Weekly spellings</li> <li>▪ Comprehension</li> <li>▪ Story writing</li> <li>▪ Letter writing (formal and informal)</li> <li>▪ Diaries</li> <li>▪ Shape poetry</li> </ul>	<ul style="list-style-type: none"> <li>▪ SPaG</li> <li>▪ Handwriting</li> <li>▪ Weekly spellings</li> <li>▪ Reading</li> <li>▪ Comprehension</li> <li>▪ Poetry</li> <li>▪ Instructions</li> <li>▪ Explanation texts</li> <li>▪ Newspaper reports</li> <li>▪ Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• SPaG</li> <li>• Handwriting</li> <li>• Weekly spellings</li> <li>• Reading</li> <li>• Comprehension</li> <li>• Character descriptions</li> <li>• Explanation texts</li> <li>• Poetry - limericks</li> <li>• Newspaper report</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>▪ Place value (within 20)</li> <li>▪ Addition and subtraction (within 20)</li> <li>▪ Place value (within 50)</li> <li>▪ Length and height</li> <li>▪ Mass and volume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Money and money calculations</li> <li>▪ Multiplication and division</li> <li>▪ Length and Height</li> <li>▪ Mass, capacity and temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Times tables</li> <li>• Multiplication and Division</li> <li>• Length and Perimeter</li> <li>• Fractions</li> <li>• Measurements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Times tables</li> <li>▪ Written methods for multiplication and division</li> <li>▪ Mixed numbers and improper fractions</li> <li>▪ Equivalent fractions</li> <li>▪ Add and subtract fractions</li> <li>▪ Tenths and hundredths as fractions and decimals</li> <li>▪ Measure in metres and kilometres</li> <li>▪ Perimeter of regular and irregular polygons</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to Forces and Elements (linked to Transport Topic)</b> Pushes and pulls (how things move) Friction (car wheels) Changing states of water (steam engines)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Sound</b> What is sound and vibrations How to measure sounds Musical instruments Ear adaptations</li> <li>▪ <b>Fascinating Plants</b> Seed and dispersal</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Forces and magnets</b> Pushes and Pulls Friction Magnetic materials and strength Magnetic poles and compasses</li> <li>▪ <b>Electricity</b> Where electricity comes from</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring the Earth and Beyond</b> The importance of temperature and how to measure temperature The Sun as a light and a heat source Diversity of life How light travels, how eyes sense light and how light can interact with the</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Making comparisons between autumn and winter (linked to seasons)</b></li> <li>• <b>Introduction to Space</b> Our solar system and the planets The moon and its craters Rockets</li> </ul>	<p>How do plants grow What are flowers for Terrariums Plant identification around school</p>	<p>Renewable and non renewable Batteries Conductors and Insulators Basic circuits</p>	<p>Earth's magnetic field to create the an aurora The solar system and investigating different conditions in our solar system</p>
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	Year 1	Year 2	Year 3	Year 4
<p><b>P.S.H.E. (Personal, Social, Health Education)</b></p>	<p><b>Year 1 &amp; 2 study the same topics but complete different, age appropriate activities which build upon progression from previous years.</b></p> <p><b>Be Yourself: Confidence</b></p> <ul style="list-style-type: none"> <li>• This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing.</li> </ul> <p><b>Diverse Britain: Community</b></p> <ul style="list-style-type: none"> <li>• This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these.</li> </ul> <p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>• This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</li> </ul> <p><b>Keeping Safe: Safety First</b></p> <ul style="list-style-type: none"> <li>• In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what inside their underwear is private.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Aiming high: Achievements and Goals</b></li> <li>• In this unit of work, children will focus on goals and aspirations. They will discuss achievements, their own skills set, attitude, growth mindset and the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment, personal goals, different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping.</li> <li>• <b>Be Yourself: Thoughts and Feelings</b></li> <li>• This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Think positive: Feelings and Mental Health</b></li> <li>• Children will build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health.</li> <li>• <b>One World: Case Study Chiwa</b></li> <li>• Pupils look at a case study of a fictional girl called Chiwa, who lives in Malawi. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries</li> </ul>
<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>• Caring for others</li> <li>• Easter and Surprises</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and routines</li> <li>• Beginnings and endings</li> </ul>	<ul style="list-style-type: none"> <li>• Special places</li> <li>• Sacred Texts</li> </ul>	<p>The Bible</p> <ul style="list-style-type: none"> <li>• What makes a text sacred</li> <li>• Who wrote the Bible</li> <li>• Stories, songs and psalms</li> <li>• How do Christians use the Bible</li> </ul>

- What is sacred to you

	Year 1	Year 2	Year 3	Year 4
<b>History</b>	<p><b>History of Transport</b> Viking Longboats Cars Trains Planes</p> <p><b>History of Space Travel</b> Famous astronauts</p>	<p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• London past and present</li> <li>• Similarities and differences</li> <li>• Food</li> <li>• The events of The Great Fire</li> <li>• How do we know about The Great Fire?</li> </ul>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Hieroglyphics</li> <li>• Clothing</li> <li>• Mummification</li> <li>• Pyramids</li> <li>• Tutankhamun</li> <li>• Egyptian Gods</li> <li>• Food</li> </ul>	<p><b>Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>• Why they invaded Britain</li> <li>• The discovery at Sutton Hoo</li> <li>• The story of Beowulf</li> <li>• Anglo-Saxon homes</li> <li>• Anglo-Saxon arts and crafts</li> <li>• Anglo-Saxon crime and punishment</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• How the development of different modes of transport helped people to travel (linked to Transport Topic)</li> </ul>	<p><b>The UK</b></p> <ul style="list-style-type: none"> <li>• Countries and capital cities of the UK</li> <li>• Discovering aerial maps</li> <li>• Creating maps</li> <li>• Using compasses</li> <li>• Identifying differences and similarities between the town and the countryside</li> </ul>	<p><b>Africa</b></p> <ul style="list-style-type: none"> <li>• Where is Africa and Egypt?</li> <li>• Continents - Africa</li> <li>• Egyptian landmarks</li> <li>• Importance of the River Nile</li> <li>• Farming and seasons</li> <li>• The River Nile today</li> <li>• Cairo today</li> <li>• To investigate the impacts of the Aswan Dam</li> </ul>	<p><b>Maps</b></p> <ul style="list-style-type: none"> <li>• Different types of maps</li> <li>• Scales on maps</li> <li>• O.S. Symbols</li> <li>• Latitude and longitude</li> <li>• Co-ordinates</li> <li>• Contour lines</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>• Culture: La Galette des Rois, la Bretagne, la Chandeleur, Pâques, Poisson d'avril</li> <li>• Numbers 1-20</li> <li>• The house and first look at adjectival agreements using colours</li> <li>• First look at verbs: first person to have (j'ai) and third person singular to be (il/elle est)</li> </ul>	<ul style="list-style-type: none"> <li>• Culture: La Galette des Rois, la Bretagne, la Chandeleur, Pâques, Poisson d'avril</li> <li>• The cafe (ordering food and drinks)</li> <li>• Connectives: et, avec</li> <li>• Simple sentence structure with modal verb (vouloir)</li> </ul>	<ul style="list-style-type: none"> <li>• Animals in the jungle</li> <li>• Pets</li> <li>• Describing animals using colours and adjectives</li> <li>• Adjectival agreement</li> <li>• Café Crocodile song</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Activities and clothes</li> <li>• ER verb conjugations</li> <li>• Weather forecast</li> </ul>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Colours and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers from 20 - 39</li> <li>• Some items in my pencil case</li> </ul>	<ul style="list-style-type: none"> <li>• To complete the monster topic from the first term</li> </ul>	<ul style="list-style-type: none"> <li>• Food and drinks</li> </ul>

	<ul style="list-style-type: none"> <li>• Verb to have (tener) and be (ser) first person singular</li> <li>• likes and dislikes</li> <li>• Some classroom instructions</li> <li>• Las Fallas de Valencia</li> </ul>	<ul style="list-style-type: none"> <li>• My favourite toys</li> <li>• Likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• My pets</li> <li>• Likes and dislikes</li> <li>• Colours and some adjectives to describe my favourite pet</li> </ul>	<ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Present tense of regular the verbs ending in -ER (comer), and to drink (beber) in the the first, second and third person of singular</li> <li>• Likes and dislikes</li> </ul>
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	Year 1	Year 2	Year 3	Year 4
<b>Art</b>	<ul style="list-style-type: none"> <li>• Pointillism paintings of vehicles</li> <li>• Drawing and sketching of different modes of transports</li> </ul>	<ul style="list-style-type: none"> <li>• Sketches of London landmarks</li> <li>• Watercolour landscape of Scottish landscapes</li> <li>• Illustrated Celtic letters</li> <li>• Daffodil models</li> <li>• Bunting to represent a country in the UK</li> <li>• Silhouette painting and a wax resist collage of The Great Fire of London</li> <li>• Models of Tudor buildings</li> <li>• Easter cards and Mother's day cards</li> </ul>	<p style="text-align: center;"><u>Ancient Egyptian Art</u></p> <ul style="list-style-type: none"> <li>• Usekh collar t-shirts</li> <li>• Scarab beetles</li> <li>• Tutankhamun painting</li> <li>• Papyrus hieroglyphics</li> </ul> <p>• Button card</p> <p>• Mosaic tile gift</p> <p style="text-align: center;"><u>Easter</u></p> <ul style="list-style-type: none"> <li>• Easter lever linkages card</li> <li>• Easter egg tissue art</li> <li>• Easter basket</li> </ul>	<p style="text-align: center;"><u>Angelo Saxon Art and Design</u></p> <ul style="list-style-type: none"> <li>• Clay, design and making coins</li> <li>• Making a purse, sewing and designing</li> <li>• Angelo Saxon jewellery</li> </ul> <p style="text-align: center;"><u>Mother's Day</u></p> <ul style="list-style-type: none"> <li>• Mother's Day Saxon design card</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Playing percussion and glockenspiels - using the theme of 'Clocks/Time' and 'Ripples' Whole class performances.</li> <li>• Spring Singing - learning a variety of seasonal songs to perform in class and assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Playing the Ukulele - An introduction to the instrument - learning to hold, pluck and strum. Perform pieces with up to 3 chords.</li> <li>• Spring Singing - learning a variety of seasonal songs to perform in class and assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills and singing - Preparation for 'An Afternoon with Year 3'. Learning to perform 2 songs from memory as part of the performance afternoon.</li> <li>• <u>Instruments of the Orchestra</u> – developing understanding of the different instruments in the orchestral family.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills and singing - Preparation for the Year 4 production, including class, group and solo singing and learning a range of songs from memory to perform in the Year 4 Production.</li> </ul>
<b>Drama</b>				Preparation for the Year 4 Production 'Reach for the Sky'

	Year 1	Year 2	Year 3	Year 4
<b>Computing</b>	Algorithm / Problem Solving Games  Presenting Data	Sequencing Videos  Presentations	Introduction to Scratch  Communicating Online	Scratch Programming  Flow Charts
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• Entering/Exiting the water safely</li> <li>• Pool Rules</li> <li>• Water confidence</li> <li>• Aquatic skills to develop their kicking and stroke technique</li> <li>• Submersion</li> <li>• Flotation</li> </ul>	<ul style="list-style-type: none"> <li>• Entering/Exiting the water safely</li> <li>• Pool Rules</li> <li>• Water confidence</li> <li>• Aquatic skills to develop their swimming technique in 3 main strokes.</li> <li>• Submersion</li> <li>• Flotation.</li> <li>• Entry skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Water confidence</li> <li>• Aquatic skills to develop their swimming technique in all 4 strokes.</li> <li>• Submersion</li> <li>• Flotation.</li> <li>• Water safety skills</li> <li>• Rotation</li> <li>• Sculling</li> <li>• Entry skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Water confidence</li> <li>• Aquatic skills to develop their swimming technique in all 4 strokes.</li> <li>• Submersion</li> <li>• Flotation.</li> <li>• Water safety skills</li> <li>• Rotation</li> <li>• Sculling</li> <li>• Jumping/Diving</li> <li>• Distance and speed swimming</li> </ul>
<b>Physical Education</b>	<p>In P.E. we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Before half term: Tennis</li> <li>▪ After half term: Athletics</li> </ul> <p>In Games we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Boys: Football</li> <li>▪ Girls: Netball</li> </ul>	<p>In P.E. we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Before half term: Tennis</li> <li>▪ After half term: Athletics</li> </ul> <p>In Games we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Boys: Football</li> <li>▪ Girls: Netball</li> </ul>	<p>In P.E. we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Beat the Game</li> </ul> <p>In Games we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Boys: Football</li> <li>▪ Girls: Netball</li> </ul>	<p>In P.E. we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Dance</li> </ul> <p>In Games we will be covering:</p> <ul style="list-style-type: none"> <li>▪ Boys: Football</li> <li>▪ Girls: Netball</li> </ul>

