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| **St Charles’ Catholic Primary School - Curriculum Overview 2024-2025** | | | | | | | | | | |
| **Year One** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **RE**  **To Know You More Clearly** | **Creation and Covenant**  The revelation of Creation is the first step towards the covenant God forges with his people | **Prophecy and Promise**  Develop an early understanding of the Christian belief that God showed us the full depth of his love by sending his Son | | **Galilee to Jerusalem**  Develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God | | **Desert to Garden**  To learn about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus’ life, his death and resurrection | | **To the Ends of the Earth**  To hear the story of the Road to Emmaus, the Ascension and the story of Pentecost | | **Dialogue and Encounter**  Begin to understand some things about the Catholic Church, the Christian family and the cross  Begin to learn about Judaism, the Jewish belief in one God and the sacred text, the Torah |
| **PSHE**  **incl RSHE** | **Relationships**  Families and Friendships  Safe Relationships  Respecting Ourselves And Others | | | **Living in the Wider Community**  Belonging to the Community  Media Literacy and Digital Resilience  Money and Work | | | | **Health and Wellbeing**  Physical Health and Mental Wellbeing  Growing and Changing  Keeping Safe | | |
| **English** | **Meesha Makes Friends**  Write a Diary | **Katie in London**  To write a non-chronological report about London | | **The Lion Inside**  Write a Story | | **Beegu**  Write Own Version of a Story | | **Toys in Space**  Write a Story | | **Goldilocks and Just One Bear**  Write a Report About Bears |
| **Poetry** | **Sea Songs** | **There are no such things as Monsters** | | **If I had a Beak** | | **At the Zoo** | | **I Spun a Star** | | **Poetry Fruit Salad** |
| **Additional Writing Opportunities** | **Narrative** - Little Red Hen  **Letter** - to Father Christmas | | | **Information Texts** – Tigers  Houses and Homes | | | | **Non-Chronological Report -** seaside in the past and now  **Instructions** - Teddy Bears Picnic | | |
| **Maths** | **Numbers To Ten**  **Addition and Subtraction Within Ten (Combination and Partitioning)**  **Shapes and Patterns**  **Numbers to 20**  **Addition and Subtraction within 20** | | | **Time**  **Exploring Calculation Strategies within 20**  **Numbers to 50**  **Addition and Subtraction within 20**  **Fractions**  **Measures: Length and Mass** | | | | **Numbers 50 to 100 and Beyond**  **Addition and Subtraction**  **(Applying Strategies and Structures)**  **Money**  **Multiplication and Division**  **Measures: Capacity and Volume** | | |
| **Computing** | **Basic Computing Skills**  Basic Skills | **Word Processing**  Using Word and Other Programs to Process and Format Text and Images | | **Unplugged Algorithms**  Understanding and Building a Basic Algorithm | | **Programming with Robots – Beebots**  Programming, Coding and Robotics | | **Data Handling Pictograms**  Data Collection and Representation Using Pictogram | | **Presenting Information**  Producing Digital Media |
| **Science** | **Everyday Materials**  Objects can be made from a variety of materials.  Everyday materials include wood, plastic, glass, metal, water, and rock.  Different materials have different physical properties. | | **Autumn and Winter**  There are four seasons—autumn, winter, spring, and summer.  Different types of weather are associated with different seasons.  Day length varies in different seasons. | | **Amazing Animals**  Animals can be grouped into  fish, amphibians, reptiles, birds, and mammals by their structural features.  Animals can be grouped into  carnivores, herbivores, and omnivores by the food they eat.  The human body is made of many different parts; each has its own function.  Humans have five senses: sight, hearing, touch, taste, and smell.  Each sense uses different body parts. | | **Spring and Summer**  There are four seasons—autumn, winter, spring, and summer.  Different types of weather are associated with different seasons.  Day length varies in different seasons. | | **Plants**  A plant is a living thing.  The main parts of a plant are the stem, leaves, and roots.  Plants can be grown by people or grow in the wild. | |
| **Geography / History** | **My Local Area**  What is our local area like? | | **Toys in Time**  How are toys today similar and different from toys in the past? | | **Transport and Travel**  How has transport changed over time? | | **The United Kingdom**  What are the countries that make up the United Kingdom like? | | **Our Seaside: Now and Then**  What human and physical features can you find at the seaside? | |
| **Art/DT** | **Drawing**  Spirals | **Working 3D**  Playful Making | | **Surface and Colour**  Simple Printmaking | | **Food**  Fruit and Vegetables | | **Textiles**  Puppets | | **Structures**  Constructing a Windmill |
| **Music** | **Pulse and Rhythm**  All About Me | **Pitch and Tempo**  Superheroes | | **Musical Vocabulary**  Under the Sea | | **Classical Music, Dynamics and Tempo**  Animals | | **Vocal and Body Sounds**  By the Sea | | **Timbre and Rhythmic Patterns**  Fairytales |
| **PE** | **Gymnastics**  Using Space and Basic Gymnastic Actions - Jumping, Rolling, Balancing and Travelling | **Dance**  Travelling, Moving and Balancing | | **Ball Skills**  Throwing, Catching, Rolling, Hitting and Dribbling | | **Target Games**  Aim Using Underarm and Overarm | | **Athletics**  Running, Directions, Jumping and Throwing | | **Sports Day Prep**  Combination of Skills |

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| **St Charles’ Catholic Primary School - Curriculum Overview 2024-2025** | | | | | | | | | | |
| **Year Two** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **RE**  **To Know You More Clearly** | **Creation and Covenant**  Learn about the story of Noah, focusing on God’s promise or covenant with Noah and all creatures | **Prophecy and Promise**  Learn about the infancy of Jesus, making connections with the narrative of St Luke and introducing John the Baptist | | **Galilee to Jerusalem**  Deepen knowledge about who Jesus is and understand how he teaches about the nature of God through parables and miracles | | **Desert to Garden**  Revisit scripture to consolidate learning about Holy Week, making links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus | | **To the Ends of the Earth**  Revisit the accounts of Ascension and Pentecost, focusing on how people are changed by the Holy Spirit | | **Dialogue and Encounter**  The parable of the Good Samaritan to answer the question, ‘Who is my neighbour?’  Learn more about Judaism and how religious law of belief from the Torah is lived out |
| **PSHE incl RSHE** | **Relationships**  Families and Friendships  Safe Relationships  Respecting Ourselves and Others | | | **Living in The Wider Community**  Belonging to The Community  Media Literacy and Digital Resilience  Money And Work | | | | **Health and Wellbeing**  Physical Health and Mental Wellbeing  Growing and Changing  Keeping Safe | | |
| **English** | **Look Up!**  Write a Diary | **The Owl Who was Afraid of the Dark**  Write a Report | | **The Dragon Machine/The Dragon Sitter**  Write an Adventure Story | | **My Name is not Refugee**  Write A Character Point Of View Recount | | **Tidy!**  Write a Letter in Role | | **Grandad’s Secret Giant**  Write a Story with a Moral Focus |
| **Poetry** | **Zebra Question** | **The Owl and the Pussy Cat** | | **From a Railway Carriage** | | **Night Sounds** | | **Father and I in the Woods** | | **Fox** |
| **Additional Writing Opportunities** | **Fantasy World Story** - different planet  **Recount** – postcard from the seaside | | | **Diary -** as a person in the Great Fire of London  **Explanation Text** – how to keep yourself healthy **Magazine Article -** informal | | | | **Information Text** – travel brochure – UK  **Non-Chronological Report** - the Queen/Royal Family | | |
| **Maths** | **Numbers Within 100**  **Addition and Subtraction of 2-digit numbers**  **Addition and Subtraction Word Problems**  **Measures: Length**  **Graphs**  **Multiplication and Division 2, 5 and 10** | | | **Time**  **Fractions**  **Addition and Subtraction of 2-digit Numbers (Regrouping and Adjusting)**  **Money**  **Faces, Shapes and Patterns; Lines and Turns** | | | | **Numbers within 1000**  **Measures: Capacity and Volume**  **Measures: Mass**  **Exploring Calculation Strategies**  **Exploring Multiplicative Thinking**  **(3X and 4X Tables)** | | |
| **Computing** | **What is a Computer?**  Identify a Computer and Its Different Parts | **Unplugged Algorithms**  Concept of Programming | | **Scratch Jr**  Using Scratch Jr | | **Storing and Presenting Data**  Using Databases, c | | **Modifying Text and Images**  Software to Present Work | | **Presenting Information**  Presenting Information to an Audience |
| **Science** | **Animals: Needs for Survival**  Animals, including humans, have offspring which grow into adults.  The basic needs of animals, including humans, for survival include water, food, and air.  To remain healthy it is important for humans to exercise, eat the right amounts of different types of food, and have good hygiene. | | **Uses of Materials**  Everyday materials include wood, metal, plastic, glass, brick, rock, paper, and cardboard.  The material chosen to make an object or device is based on the suitability of its properties.  The shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching. | | **Habitats**  Things can be living, dead, or never been alive.  Plants and animals live in a variety of habitats, including microhabitats.  Most living things live in habitats to which they are suited.  Habitats provide for the basic needs of different kinds of animals and plants.  The living things in a habitat depend on each other for survival.  Animals obtain their food from plants and other animals. This can be shown using a simple food chain. | | **Protecting Our Environment**  Humans and their activities pose dangers to wildlife, through housing, traffic, waste, and pollution.  Where possible materials should be recycled to reduce landfill and pollution.  To ensure a sustainable supply of water and energy, these resources must be used efficiently.  Trees are a source of food, fuel, oxygen, and timber.  Trees provide a habitat for many animals. | | **Plants: Bulbs and Growth**  Seeds and bulbs grow into mature plants.  Plants need water, light, and a suitable temperature to grow and stay healthy. | |
| **Geography / History** | **Kings and Queens**  Who was the most powerful British monarch? | | **The Great Fire**  How did the Great Fire affect the people of London? | | **Planet Earth**  Can you describe the seven continents and five oceans that make up planet Earth? | | **They Made a Difference**  How did these significant people make a difference? | | **Life in Kenya**  How is living in Kenya similar and different to living in the UK? | |
| **Art / DT** | **Drawing**  Explore and Draw | **Mechanisms**  Moving Monster | | **Food**  A Balanced Diet | | **Surface and Colour**  Expressive Painting | | **Working 3D**  Be an Architect | | **Structures**  Bed or Chair |
| **Music** | **West African Call and Response**  Animals | **Orchestral Instruments**  Traditional Western Stories | | **Musical Me**  Learn to Sing a Song ‘One Man Fell in a Well’ | | **Dynamics, Timbre, Tempo and Motifs**  Space | | **On This Island**  British Songs and Sounds | | **Myths and Legends**  Musical Language |
| **PE** | **Gymnastics**  Developing Basic Gymnastic Actions – Jumping, Rolling, Balancing and Travelling | **Dance**  Exploring Space and How Bodies Can Move To Express Ideas, Moods, Characters Or Feelings | | **Ball Skills**  Developing Throwing, Catching, Rolling, Hitting, Dribbling | | **Target Games**  Developing Throwing, Rolling, Striking and Kicking.  How To Score Points and Play To The Rules | | **Athletics**  Developing Running, Directions, Jumping and Throwing | | **Sports Day Prep**  Combination of Skills |

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| **St Charles’ Catholic Primary School - Curriculum Overview 2024-2025** | | | | | | | | | | |
| **Year Three** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **RE**  **To Know You More Clearly** | **Creation and Covenant**  Revisit the story of Creation and the Church’s teaching that, for Christians, this points to the Trinity | **Prophecy and Promise**  To study Mass in detail focusing on what happens at Mass and the nativity according to St Matthew which introduces Joseph | | **Galilee to Jerusalem**  To encounter the seven books of the Gospel of St Matthew – birth and infancy narratives, the life and ministry of Jesus and Jesus’ passion, death and Resurrection | | **Desert to Garden**  To study the second part of the Mass, the Liturgy of the Eucharist, recognising that Holy Mass is a miracle and we can be present at Jesus’ death and Resurrection | | **To the Ends of the Earth**  Looking beyond Matthew’s gospel into the acts and letters of the apostles.  Looking at how mass today mirrors Mass celebrated by the first disciples | | **Dialogue and Encounter**  Looking at Jewish Passover - celebrating the liberation of the Hebrew people from slavery in Israel.  Learning about Islam and taking a religious law or belief and exploring how people live this out |
| **PSHE incl RSHE** | **Relationships**  Families and Friendships  Safe Relationships  Respecting Ourselves And Others | | | **Living in The Wider Community**  Belonging to The Community  Media Literacy and Digital Resilience  Money And Work | | | | **Health and Wellbeing**  Physical Health and Mental Wellbeing  Growing and Changing  Keeping Safe | | |
| **English** | **Coming to England**  Letter in Role | **Winter’s Child/Ice Palace**  Write a Fantasy Story | | **Stone Age Boy**  Stone Age Story | | **The Silent Seeker**  Rewrite the Story with Dialogue | | **Amazing Rivers**  Information Board | | **Zeraffa Giraffa**  Write a Leaflet |
| **Poetry** | **The Shell** | **Dance with Me, Autumn** | | **The River’s Tale** | | **The Magnificent Bull** | | **I Saw a Peacock** | | **Apes to Zebras** |
| **Additional Writing Opportunities** | **Instructions** How to make an Iron Age Roundhouse  **Narrative** Journey to the Arctic Circle | | | **Explanation** How Magnets Help Us | | | | **Story** Cave Painting | | |
| **English**  **Shared Reading**  **Extracts** | **Perseverance**  **Poetry:** The King and the Spider  **Non-Fiction:** Sophie Christiansen CBE - Born to Succeed?  **Fiction:** Ride Like You Mean It! | | | **First Impressions**  **Poetry:** Supper Menu  **Non-Fiction**: Stephen Hawking  **Fiction:** Arthur- the Rightful King of England | | | | **The Value of Education**  **Poetry**: Report  **Non-Fiction:** The Privilege of Education  **Fiction:** The Diary of a Victorian Schoolchild | | |
| **Maths** | **Number Sense and Exploring Calculation Strategies**  **Place Value**  **Graphs**  **Addition and Subtraction**  **Length and Perimeter** | | | **Multiplication and Division**  **Deriving Multiplication and Division Facts**  **Time**  **Fractions** | | | | **Angles and Shapes**  **Measures**  **Securing Multiplication and Division**  **Exploring Calculation Strategies and Place Value** | | |
| **Computing** | **Email**  Composing Emails | **Programming**  Program and Debug Using Scratch | | **Coding**  Creating a Programmable World Code with Kodu | | **Digital Media**  Taking and Editing Photographs | | **Inside a Computer**  Understanding Networks and the Internet | | **Publishing Online Content**  Publishing Skills |
| **Science** | **Skeletons, Muscles and Nutrition**  Animals, including humans, need the right types and amount of nutrition.  Animals cannot make their own food; they get nutrition from what they eat.  Humans and some other animals have skeletons and muscles for support, protection, and movement. | | **Rocks and Fossils**  Rocks can be grouped by their appearance and simple physical properties.  Fossils are formed when things that have lived are trapped within rock.  Soils are made from rocks and organic matter. | | **Light and Shadows**  Light is needed to see things.  Darkness is the absence of light.  Light is reflected from surfaces.  Light from the sun can be dangerous, and eyes should be protected from sunlight.  Shadows are formed when the light from a light source is blocked by an opaque object.  There are patterns in the way that the size of shadows change. | | **Plants: Needs for Survival**  Flowering plants have roots, a stem/trunk, leaves, and flowers.  Plants require air, light, water, nutrients from the soil, and room to grow.  Water is transported within plants in vessels.  Flowers play an important role in the life cycle of flowering plants, including pollination, seed formation, and seed dispersal. | | **Forces and Magnets**  Objects experience different amounts of friction on different surfaces.  Some forces need contact between two objects, but magnetic forces can act at a distance.  Some materials are magnetic, meaning they are attracted to a magnet.  Magnets have two poles.  Magnets can attract or repel each other, depending on which poles are facing each other. | |
| **Geography / History** | **Stone, Bronze and Iron Ages**  How did life change for people living in the Stone, Bronze, and Iron Ages? | | **UK: Settlement and Land Use**  What is the land like in the United Kingdom and how do we use it? | | **Ancient Egypt**  What does evidence tell us about Ancient Egyptian society? | | **Climate and Climate Zones**  How are climate zones different around the world? | | **Europe**  Which countries are in Europe and what are they like? | |
| **Art / DT** | **Drawing**  Gestural Drawing with Charcoal | **Digital**  Electronic Charm | | **Surface and Colour**  Working with Shape and Colour | | **Mechanical Systems**  Making a Slingshot | | **Working 3D**  Making Animated Drawings | | **Structures**  Pavilion |
| **Music** | **Instrumental Scheme** South Africa | **Jazz**  Ragtime, Dixieland and Scat | | **Chinese New Year**  Pentatonic Melodies and Composition | | **Traditional Instruments and Improvisation**  India | | **Developing Singing Technique**  The Vikings | | **Creating Compositions in Response to Animation**  Mountains |
| **MfL Spanish** | **Greetings (French)**  Introduction to Greetings with Puppets | **Adjectives (French)**  Colour, Size and Shape | | **Greetings (Spanish)**  Introduction to Greetings with Puppets | | **Numbers and Ages (Spanish)**  Counting Games 1-12 | | **Shapes and Colours (Spanish)**  Adjectives of Colour and Shape | | **Classroom Objects (Spanish)**  Instructions and Objects |
| **PE** | **Gymnastics**  Improving Gymnastic Actions - Body Extension and Tension, Jumping, Rolling, Balancing | **Dance**  Creating Dances in Relation to an Idea – Historical or Scientific | | **Hockey**  Contribute to a Game – Possession, Attacking, Sending And Receiving, Dribbling | | **Athletics**  Basic Running, Jumping and Throwing Techniques.  Challenges For Distance and Time | | **Tennis**  Key Skills – Ready Position, Racket Control, Forehand and Backhand | | **Rounders**  How to Score Points when Striking a Ball and Fielding in Different Roles.  Developing Throwing, Catching and Catching Skills |

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| **St Charles’ Catholic Primary School - Curriculum Overview 2024-2025** | | | | | | | | | | | | | | | |
| **Year Four** | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | | **Summer 2** | |
| **RE**  **Come and See** | **People** – Where Do I Come From?  **Called** – What Does It Mean to Be Called and Chosen?  **Gift**s – What’s So Special About Gifts?  **Other Faith Week 1** – Judaism  **Other Faith Week 2** – Islam/Hinduism/Sikhism | | | | | **Community –** What Makes a Community?  **Giving and Receiving –** What’s More Important - Giving or Receiving?  **Self-Discipline –** Is Self-Discipline Important In Life? | | | | | | **New Life –** What’s So Important About New Life?  **Building Bridges** – Why Are Bridge Builders Important in Life?  **God’s People –** Why Do Some People Do Extraordinary Things? | | | |
| **PSHE incl RSHE** | **Relationships**  Families and Friendships  Safe Relationships  Respecting Ourselves and Others | | | | | **Living in The Wider Community**  Belonging to The Community  Media Literacy and Digital Resilience  Money And Work | | | | | | **Health and Wellbeing**  Physical Health and Mental Wellbeing  Growing and Changing  Keeping Safe | | | |
| **English** | **Counting on Katherine**  To write a fact file about Katherine Johnson, including a short biography | | **Leon and the Place Between**  To write Leon’s secret diary | | | **Escape from Pompeii**  Write the story | | | **Amazing Islands**  **Koji’s Island**  Adventure Story | | | **Alba the Hundred Years Old Fish**  **A Planet Full of Plastic**  Information Board | | **Blue John**  Letter | |
| **Poetry** | **Family Album** | | **The Lost Lost-Property Office** | | | **The Roman Centurion’s Song** | | | **Windrush Child** | | | **Look!** | | **Haiku** | |
| **Additional Writing Opportunities** | **Story** The first elephant in Britain:  **Diary** of a Roman Soldier | | | | | **Story** Stay safe with electricity set in the present day | | | | | | **Story:** Cowboy | | | |
| **English**  **Shared Reading**  **Extracts** | **Remembrance**  **Poetry:** Teeth  **Non-Fiction**: The National Memorial Arboretum  **Fiction:** The Letter | | | | | **Co-operation:**  **Poetry**: The Worst Team  **Non-Fiction:** Working Together  **Fiction:** Tanvi’s Garden | | | | | | **Rags to Riches**  **Poetry:** The Ballard of Cinder-Sooty-Nose  **Non-Fiction:** Andrew Carnegie  **Fiction:** The Tale of Dick Whittington | | | |
| **Maths** | **Reasoning with 4 Digit Numbers**  **Addition and Subtraction**  **Multiplication and Division**  **Interpreting and Presenting Data** | | | | | **Securing Multiplication Facts Fractions**  **Time**  **Decimals**  **Area and Perimeter** | | | | | | **Solving Measures and Money Problems**  **2D Shape and Symmetry**  **Position and Direction**  **Reasoning with Patterns and Sequences**  **3-D Shape** | | | |
| **Computing** | **Branching Databases**  Create and Understand a Branching Database | | **Repetition and Forever Loops**  Repeat Loops in Code | | | **Coding From Scratch**  Create a Game Using Repeated Loops | | | **Creating a Video**  Create and Apply Effects to a Video | | | **Networks and Online Services**  Understand How We Interact with Online Services | | **Spreadsheets**  Create Artwork Using a Spreadsheet | |
| **Science** | **Teeth and Digestion**  The human digestive system contains a number of organs including the mouth, stomach, oesophagus, and intestines.  The main types of human teeth are incisors, canines, molars, and premolars. Each type of tooth looks different and has a different function. | | | **States of Matter**  Materials can be grouped according to whether they are solids, liquids, or gases.  Materials can change state when they are heated or cooled—this happens at different temperatures for different materials.  Evaporation and condensation are key processes in the water cycle.  Rate of evaporation is affected by temperature. | | | **Living Things and Environments**  Living things can be grouped in a variety of ways.  Classification keys can be used to help group, identify and name living things.  Environments can change and this can sometimes pose dangers to living things. | | | **Sound**  Sounds are made when something vibrates.  Vibrations from sounds travel through a medium to the ear.  The pitch of a sound is affected by how quickly an object vibrates.  The volume of a sound is determined by the strength of the vibrations that produced it.  Sounds get fainter as the distance from the sound source increase. | | | **Electricity**  The brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit.  Switches can be used to turn components on and off in a circuit.  Circuit symbols are used when representing a simple circuit in a diagram. | | |
| **Geography / History** | **The Romans**  Why did the Romans invade Britain and how successful were they? | | | **Roman Britain**  How did the Romans influence Britain? | | | **Amazon: Rivers and Rainforests**  What is the Amazon, why is it significant and should it be protected? | | | **Maya Civilisation**  What was life like in the Maya civilisation and how do we know? | | | **The USA**  What is it like in the USA? | | |
| **Art / DT** | **Drawing**  Storytelling through Drawing | | **Food**  Eating Seasonally | | | **Surface and Colour**  Still Life | | | **Electrical Systems**  Torches | | | **Working 3D**  Festival Feasts | | **Textiles**  Making a Book Sleeve | |
| **Music** | **Instrumental Scheme**  Caribbean | | **Adapting and Transposing Motifs-**Romans | | | **Rock and Roll**  Hand Jive | | | **Changes in Pitch, Tempo and Dynamics**  Rivers | | | **Haiku Music and Performance**  Hanami | | **Samba and Carnival Sounds and Instruments**  Carnival | |
| **MfL French** | **Portraits**  Appearances | | **Clothes**  Clothes Items and Getting Dressed | | | **Numbers, Calendars and Birthdays**  Days, Weeks, Months and Seasons | | | **Weather and Water Cycle**  Weather and Compass Points | | | **Eurovision Song Contest**  Songs, Genres and Instruments | | **Food**  Food, Cafes, Ordering and Menus | |
| **PE** | **Gymnastics**  Travelling Actions and Pathways | | **Dance**  Creating Characters and Narrative Through Movement and Gesture | | | **Hockey**  Developing Contribution to a Game – Possession, Attacking Sending and Receiving, Dribbling | | | **Athletics**  Developing Basic Running, Jumping and Throwing Techniques. Challenges For Distance and Time | | | **Tennis**  Developing Key Skills – Ready Position, Racquet Control, Forehand and Backhand and Rallying | | **Rounders**  Developing How to Score Points when Striking a Ball and Fielding in Different Roles  Developing Throwing, Catching and Catching Skills | |
| **St Charles’ Catholic Primary School - Curriculum Overview 2024-2025** | | | | | | | | | | | | | | | |
| **Year Five** | **Autumn 1** | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | | | | **Summer 2** |
| **RE** | **Ourselves –** Who Am I?  **Life Choices –** Is Commitment Important?  **Hope –** What Does It Mean to Live in Hope?  **Other Faith Week 1** – Judaism  **Other Faith Week 2** – Islam/Hinduism/Sikhism | | | | **Mission –** Do We All Have a Mission in Life?  **Memorial Sacrifice –** Why Do We Need Memories?  **Sacrifice –** Why Do We Need To Make Sacrifices? | | | | | | **Transformation –** How Can Energy Transform?  **Freedom and Responsibility –** How Do Rules Bring Freedom?  **Stewardship –** Can I Be a Steward Of Transformation? | | | | |
| **PSHE incl RSHE** | **Relationships**  Families and Friendships  Safe Relationships  Respecting Ourselves And Others | | | | **Living in The Wider Community**  Belonging to The Community  Media Literacy and Digital Resilience  Money And Work | | | | | | **Health and Wellbeing**  Physical Health and Mental Wellbeing  Growing and Changing  Keeping Safe | | | | |
| **English** | **Young, Gifted & Black**  **Race to the Frozen North: The Matthew Henson Story**  Write a series of diary entries | **The Lost Happy Endings**  Write a traditional tale focusing on describing settings, characters and an alternative  ending | | | **Henry’s Freedom Box**  (2024-2025)  Diary and a Biography | | | **The Darkest Dark**  Write a formal biography about Chris Hadfield | | | **The Paperbag Prince**  Persuasion/Information Hybrid Leaflet | | | | **Radiant Child/Life Doesn’t Frighten Me**  Information Text |
| **Poetry** | **The Song of Hiawatha** | **The Moon** | | | **Viking Kennings and Spells** | | | **Finding Magic** | | | **The Sun in Me** | | | | **Animals of Africa** |
| **Additional Writing Opportunities** | Narrative Retell the story of Beddgelert | | | | Story The Wrong Path | | | | | | Story A story set in the mountains. | | | | |
| **English**  **Shared Reading**  **Extracts** | **Freedom**  **Poetry:** Two Birds  **Non-Fiction:** Nelson Mandela  **Fiction:** The Light of Hope | | | | **Rebirth**  **Poetry:** Spring Cleaning Tips  **Non-Fiction**: The Pheonix  **Fiction:** How the Bully became Good | | | | | | **Peace**  **Poetry:** Peace is…  **Non-Fiction:** United Nation Peacekeepers  **Fiction**: Peace | | | | |
| **Maths** | **Reasoning with Large Whole Integers**  **Problem Solving with Integer Addition and Subtraction**  **Line Graphs and Timetables**  **Multiplication and Division**  **Perimeter and Area** | | | | **Fractions and Decimals**  **Angles**  **Fractions, Decimals and Percentages**  **Transformations** | | | | | | **Converting Units of Measure**  **Calculating with Whole Numbers and Decimals**  **2-D and 3-D Shape**  **Volume**  **Problem Solving** | | | | |
| **Computing** | **Create and Search a Database**  Using Excel | **If and Else Statements**  Create a Scratch Basic Program | | | **Music Using Code**  Create Music Using Code | | | **Stop Motion Animation**  Create a Short Animation | | | **World Wide Web and Internet**  Differences Between | | | | **3D Modelling**  Create a 3D Model |
| **Science** | **Earth and Space**  Earth and other planets in the Solar System orbit around the Sun.  The Moon orbits round Earth.  The Sun, Earth, and the Moon are approximately spherical bodies.  The rotation of Earth results in day and night, and the apparent movement of the Sun across the sky. | | | **Forces**  Unsupported objects fall towards Earth because of the force of gravity acting between Earth and the falling object.  Air resistance, water resistance, and friction act between moving surfaces.  Some mechanisms including levers, pulleys, and gears allow a smaller force to have a greater effect. | | | **Materials: Properties and Changes**  The properties of materials include their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  The particular uses of everyday materials, including metals, wood, and plastic depend on their properties.  Some materials will dissolve in liquid to form a solution.  Mixtures can be separated using filtering, sieving, and evaporating.  Dissolving, mixing, and changes of state are reversible changes.  Changes that result in the formation of new materials are not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | | | **Life Cycles**  There are differences in the life cycles of mammals, amphibians, insects, and birds.  Plants and animals produce offspring by the life process of reproduction. | | | **Growing Older**  Humans experience a number of changes as they develop to old age. | | |
| **Geography / History** | **Anglo Saxons and Scots**  How did the Anglo-Saxons change England and what part did the Scots play? | | | **Vikings**  Were the Vikings just invaders? | | | **Asia: Mountains, Volcanoes and Earthquakes**  What are natural disasters and how do they impact the lives of people living in Asia? | | | **Baghdad and the Middle East**  **:** What was the Golden Age of Islam and how did Baghdad compare to London in 900CE? | | | **Biomes and Vegetation**  What are the different biomes of the world? | | |
| **Art / DT** | **Drawing**  Typography and Maps | **Food**  What Could be Healthier? | | | **Surface and Colour**  Making Monotypes | | | **Mechanical Systems**  Pop Up Cards/Books | | | **Sculpture**  Set Design | | | | **Structures**  Golden Gate Bridge |
| **Music** | **Composition Notation**  Ancient Egypt | **Blues**  Importance and Purpose of Blues Music | | | **South and West Africa**  Traditional South African Song Shosholoza | | | **Composition to Represent the Festival of Colour**  Holi Festival | | | **Looping and Remixing**  Dance Music, Loops and Spinning | | | | **Musical Theatre**  Singing, Acting and Dancing Combined |
| **MfL French** | **French Monster Pets**  Using Monsters and Body Parts to Sort Nouns by Gender | **Shopping in France**  Higher Numbers and Food Vocabulary | | | **French Speaking World**  Countries Speaking French and Giving Directions | | | **Space Exploration**  Developing Vocabulary | | | **Verbs in a French Week**  Verb Forms and Subject Pronouns | | | | **Meet My French Family**  Family and Relations |
| **PE** | **Gymnastics**  Symmetrical and Asymmetrical Balances, Rotation Jumps, Straight Roll, Forward Roll, Straddle Roll, Cartwheel, Bridge Shoulder Stand | **Dance**  Developing an Idea or Theme into Dance Choreography – Formations, Timing, Dynamics – Using Movement to Convey Ideas, Feelings, Emotions and Characters | | | **Dodgeball**  Improving Key Skills – Throwing, Dodging an Catching, Applying Tactics and Playing Independently | | | **Tennis**  Developing Racquet Skills – Forehand, Backhand, Volley and Underarm Serve – Developing Tactical Skills – Awareness of Partner | | | **Athletics**  Running Over Longer Distances, Sprinting, Relay, Triple Jump, Shot Put and Javelin | | | | **Rounders**  Developing Fielding Skills – Throwing Overarm, Underarm, Catching and Retrieving a Ball. Play Roles of Bowler, Backstop, Fielder and Batter and Applying Tactics Used in These Positions |

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| **St Charles’ Catholic Primary School - Curriculum Overview 2024-2025** | | | | | | | | | | |
| **Year Six** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **RE** | **Loving –** Do You Have to Earn Love?  **Vocation and Commitment –** What Is Commitment in Life?  **Expectations –** Should We Have Expectations in Life?  **Other Faith Week 1** – Judaism  **Other Faith Week 2** – Islam/Hinduism/Sikhism | | | **Sources –** Are Books Enriching?  **Unity –** Why Are We Happiest When We Are United?  **Death and New Life –** Can Any Good Come Out of Loss and Death? | | | | **Witnesses –** What Do I Want to Witness in Life?  **Healing -** Who Needs Healing?  **Common Good** – How Can We Work Together to Build A Just And Fair World? | | |
| **PSHE incl RSHE** | **Relationships**  Families and Friendships  Safe Relationships  Respecting Ourselves And Others | | | **Living in The Wider Community**  Belonging to The Community  Media Literacy and Digital Resilience  Money And Work | | | | **Health and Wellbeing**  Physical Health and Mental Wellbeing  Growing and Changing  Keeping Safe | | |
| **English** | **Star of Fear, Star of Hope**  Write a story with a flashback from another character’s point of view | **The Place for Me: Stories about the Windrush Generation**  Hybrid Leaflet | | **Shackleton’s Journey**  Journal Entry from the Expedition | | **Island / Jemmy Button**  Journalistic Report | | **Plastic Planet**  **Greta’s Story: The Schoolgirl who went on Strike to Save the Planet**  Persuasive Speech | | **Sky Chasers**  Adventure Story |
| **Poetry** | **Blitz** | **A Tiger in the Zoo** | | **Guarding Secrets** | | **The Sea** | | **For Forest** | | **Sonnet Written at the Close of Spring** |
| **Additional Writing Opportunities** | **Story** Retelling Aesop’s Fables | | | **Story** featuring Oracle Bones | | | | **Explanation Text** A ‘question and answer’ about the workings of the human heart | | |
| **English**  **Shared Reading**  **Extracts** | **Reconciliation**  **Poetry:** Together Again  **Non-Fiction:** Coventry Cathedral  **Fiction:** Better Than a Gold Box | | | **Conservation:**  **Poetry:** Letter from Lemur  **Non-Fiction:** The Conservation Conundrum  **Fiction:** Class 10’s Blog: How we saved the Plazoom Oak | | | | **Transitions:**  **Poetry:** Many Roads  **Non-Fiction:** Metamorphosis  **Fiction:** A New Beginning | | |
| **Maths** | **Integers and Decimals**  **Multiplication and Division**  **Calculation Problems**  **Fractions**  **Missing Angles and Lengths**  **Revision and Consolidation Time** | | | **Coordinates and Shapes**  **Fractions**  **Decimals and Measures**  **Percentages and Statistics**  **Proportion Problems**  **Revision and Consolidation Time** | | | | **Revision and Consolidation Time** | | |
| **Computing** | **Creating Formula**  Organise, Calculate and Present Data in a Spreadsheet | **Using Variables**  Understand Variables in Computer Programming | | **Programming for an Audience**  Animation of Solar System | | **Plan and Compose Music**  Record and Edit Audio Using Sound FX | | **How Data is Stored**  Understand a Network and How It Stores Data | | **HTML**  Understand Different Coding Languages – Line and Block  Create a Webpage Using Line Code HTML |
| **Science** | **Light**  Light travels in straight lines.  Objects are seen because they give out or reflect light into the eye.  We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  As light travels in straight lines shadows have the same shape as the objects that cast them. | | **Classification**  Living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants, and animals. | | **Evolution and Inheritance**  Living things have changed over time.  Fossils provide information about living things that inhabited Earth millions of years ago.  Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | | **Electricity**  The brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit.  Switches can be used to turn components on and off in a circuit.  Circuit symbols are used when representing a simple circuit in a diagram. | | **Circulation and Lifestyle**  The main parts of the human circulatory system include the heart, blood vessels, and blood.  Nutrients and water are transported within animals, including humans, in the blood.  Diet, exercise, drugs, and lifestyle can all affect the way our bodies function. | |
| **Geography / History** | **Ancient Greece**  Who were the Ancient Greeks and how did they influence the world? | | **Mapping the World**  How can maps and fieldwork help us to understand a place? Is there anything they cannot tell us? | | **Conflict and Resolution**  How and why did Britain fight in two world wars, and how did they change British society? | | **Global Challenges: Climate Change**  What is climate change? | | **Global Challenges: Trade**  What are natural resources and why do we use them? | |
| **Art / DT** | **Drawing**  2D and 3D making | **Electrical Systems**  A Steady Hand Game | | **Surface and Colour**  Exploring Identity | | **Working 3D**  Take a seat | | **Food**  Come Dine with Me | | **Textiles**  Waistcoats |
| **Music** | **Dynamics, Pitch and Tempo**  Fingal’s Cave | **Songs of WWII**  Pitch and Control When Singing | | **Film Music**  Characteristics of Film Music | | **Theme and Variations**  Pop Art | | **Baroque**  The Baroque Period | | **Composing and Performing**  Leavers Song |
| **MfL French**  **2024-2025** | **French Monster Pets**  Using Monsters and Body Parts to Sort Nouns by Gender | **Shopping in France**  Higher Numbers and Food Vocabulary | | **French Speaking World**  Countries Speaking French and Giving Directions | | **Space Exploration**  Developing Vocabulary | | **Verbs in a French Week**  Verb Forms and Subject Pronouns | | **Meet My French Family**  Family and Relations |
| **MfL French**  **2025-2026** | **French Sport and the Olympics**  Sports, Culture and Prepositions | **French Football Champions**  Reading and listening Skills with a Football Theme | | **In My French House**  Describe Different Rooms and Items within the Home | | | | **Planning a French Holiday**  Holiday Vocabulary, Packing a Suitcase and Planning a Journey | | **Visiting a Town in France**  Directions, Transport and Town Vocabulary |
| **PE** | **Gymnastics**  Straddle Roll, Forward Roll, Backward Roll, Counter Balance, Counter Tension, Bridge, Shoulder Stand, Handstand, Cartwheel, Flight | **Dance**  Developing an Idea or Theme Into Dance Choreography – Formations, Timing, Dynamics – Using Movement to Convey Ideas, Feelings, Emotions and Characters | | **Dodgeball**  Improving Key Skills – Throwing, Dodging and Catching, Applying Tactics and Playing Independently | | **Tennis**  Developing Racquet Skills – Forehand, Backhand, Volley and Underarm Serve - and Developing Tactical Skills – Awareness Of Partner | | **Athletics**  Long Distance Running, Triple Jump, Discus and Shot Put | | **Rounders**  Developing Fielding Skills – Throwing Overarm, Underarm, Catching and Retrieving A Ball. Playing Roles of Bowler, Backstop, Fielder and Batter and Applying Tactics Used In These Positions |