

KS2 Curriculum overview September 2024

	Year 3			Year 4 (Area of responsibility - pond)			Year 5 (Area of responsibility - Allotments)			Year 6 (Area of responsibility - Quad)		
THEME: <i>D=Depth</i> <i>O=Overview</i>	Autumn 1 (7 wks) Myths and legends	Spring 1 (5 wks) Spring 2 (6 wks)	Summer 1 (6 wks) Summer 2 (7 wks)	Autumn 1 (7 wks) Vibrant Volcanoes	Spring 1 (5 wks) The Roman Empire and its impact on Britain	Summer 1 (6 wks) Journey into the rainforest	Autumn 1 (7 wks) Autumn 2 (7 wks)	Spring 1 (5 wks) Spring 2 (6 wks)	Summer 1 (6 wks) Summer 2 (7 wks)	Autumn 1 (7 wks) Autumn 2 (7 wks) Britain Beyond 1066 - WW2	Spring 1 (5 wks) Scots, Anglo- Saxons (O)	Summer 1 (6 wks) Summer 2 (7 wks)
	Autumn 2 (7 wks) I need a hero Ancient Greeks	Wild & wonderful	Walking, talking, Dorking (Home)	Autumn 2 (7 wks) The Roman Empire and its impact on Britain	Spring 2 (6 wks) Mayans	Summer 2 (7 wks) Home and Away (Away)	Space	Ancient Egypt	Rivers		Spring 2 (6 wks) Vikings (D)	Beat the Flood

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	<i>Driver: Writing</i> How can we describe a dragon?	Wild & wonderful <i>Driver: Geog</i> How does the climate affect life in different parts of the world - desert and aquatic?	Walking, talking, Dorking <i>Driver: Geog</i> What are the human and physical features of Dorking? What is the impact of tourism? How has the town changed over time?	<i>Driver: Geog</i> How are mountains and volcanoes formed and why do earthquakes occur?	<i>Driver: History (D)</i> What was the impact of the Roman Empire on Britain? Spring 2 (6 wks) Mayans <i>Driver:History (D)</i> What were the beliefs, attitudes and experiences of men, women and children in this ancient civilization?	<i>Driver: Geog</i> How has deforestation affected the rainforest biome?	Space <i>Driver: Science</i> How does our solar system work?	Ancient Egypt <i>Driver: History (D)</i> How can we use our knowledge of the Mayan civilisation to enquire about the beliefs, attitudes and experiences of men, women and children in Ancient Egypt?	Rivers <i>Driver: Geog</i> Why are some places more vulnerable to rising sea levels and how are people adapting?	<i>Driver: History (D)</i> How did WW2 impact the lives of ordinary citizens?	<i>Driver: Art</i> How did Picasso's work represent his attitudes, beliefs and emotions? Spring 2 (6 wks) Vikings (D) <i>Driver: History (D)</i> Why did the Vikings try to take over the country and how close did they get?	<i>Driver : Geog</i> What is the economic activity of the UK and how sustainable is it?

WOW DAYS Sept 2023 – July 2024	Greek theatre workshop/Greek day	Tilgate Park	Denbies Walk Dorking Museum visit Visit to the local hills Ranmore/Box) to study land use Virtual Jewish Museum/Torah	Roman theatre workshop Roman trip Fishbourne	Mayan WOW day	Woking Mosque	Science Dome/ Space day	Egyptians Theatre Workshop	Sayers Croft River study & activity day	Evacuee workshop	Viking day Workshop and shield making Young Citizen Day	Residential
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Opp For Outdoor Learning & Maximising Locality	Dragon Egg discovery		Dorking Ranmore and Boxhill visit			Bikeability	Wilder Schools		Sayers Croft River Study	Bikeability		Norfolk resident
History	Changes in Britain from Stone age to Iron Age (O) <i>Comparison with similar time period in Ancient Greece</i> Ancient Greeks A study of Greek life and achievements and their influence on the western world (D)		Dorking A local history study (D)	Romans The Roman empire and its impact on Britain (D) <i>Invasion</i> <i>Roads</i> <i>Hadrian's wall</i> <i>Artefacts</i> <i>Boudicca</i> (Autumn 2 and Spring 1)	Romans The Roman empire and its impact on Britain (D) <i>Bath and technology</i> <i>Hadrian's wall</i> (Autumn 2 and Spring 1) Mayan Civilization c. AD900 A non-European society that provides contrasts with British history (D) (Spring 2)				Ancient Civilizations The achievements of the earliest civilizations (O) - an overview of where and when the first civilizations appeared Egypt a depth study of Ancient Egypt (D)	British History beyond 1066 - WWII A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (D)	Anglo Saxons and Scots Britain's settlement by Anglo-Saxons and Scots King Alfred the Great (O) Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (D)	
Geography news book	Year 3 - Investigating places Each class will have a news book which children will take home weekly which will focus on: <ul style="list-style-type: none"> Recapping of KS1 Naming, locating and identifying characteristics of the four countries and capital cities of the UK and its surrounding oceans. Naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Pin point on a map the location (copy of map of British Isles on display in classroom).Regular opportunities for children to rehearse locational knowledge. 			Year 4 - Investigating places Each class will have a news book which children will take home weekly which will focus on: <ul style="list-style-type: none"> Recapping of year 3 Naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, Naming and locating the countries of Europe (incl the location of Russia) and identifying their main physical and human characteristics. Pin point on a map the location (copy of map of British Isles and Europe on display in classroom).Regular opportunities for children to rehearse locational knowledge. 			Year 5 - Investigating places Each class will have a news book which children will take home weekly which will focus on: <ul style="list-style-type: none"> (yr3) Recapping of counties and cities of the United Kingdom (yr 4) Recapping naming and locating the countries of Europe (incl the location of Russia) and identifying their main physical and human characteristics. Name and locate the countries of North and South America and identify their main physical and human characteristics. Pin point on a map the location (copy of map of British Isles, Europe & World map on display in classroom).Regular opportunities for children to rehearse locational knowledge. 			Year 6 - Investigating places Each class will have a news book which children will take home weekly which will focus on: <ul style="list-style-type: none"> (yr3) Recapping of counties and cities of the United Kingdom (yr 4) Recapping naming and locating the countries of Europe (incl the location of Russia) and identifying their main physical and human characteristics. (yr 5) Recapping naming and locating the countries of North and South America and identify their main physical and human characteristics. Name and locate some of the countries and cities of world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 		
Geography fieldwork and skills	Investigating places <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. * Use a range of resources to identify the key physical and human features of a location. 						Investigating places <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Describe how countries and geographical regions are interconnected and interdependent. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 					

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D=Depth O=Overview	Autumn 2 (7 wks) I need a hero Ancient Greeks	Wild & wonderful	Walking, talking, Dorking (Home)	Autumn 2 (7 wks) The Roman Empire and its impact on Britain	Spring 2 (6 wks) Mayans	Summer 2 (7 wks) Home and Away (Away)	Space	Ancient Egypt	Rivers		Spring 2 (6 wks) Vikings (D)	Beat the Flood

	• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).											
Geography		Climate zones, biomes & vegetation belts Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Focus on desert biome Water biome	Physical & human geog of UK & a region of UK. (Dorking) Describe how the locality of Dorking has changed over time 8 points of compass, local mapwork. Digital mapping (OS digimap)	Mountains volcanoes & earthquakes Describe key aspects of physical geography - mountains, volcanoes, earthquakes (Including location & characteristics of main mountain ranges in UK & the world)		Understand the similarities and differences through the study of a region of a European country(ies) and the UK. Compare Dorking with Gouvieux in France and Guglingen in Germany. Human geography including types of settlement and landuse.	Physical & human geog of N & S America & a region of S America. The Americas Name and locate the countries of North and South America, capital cities, physical & human characteristics. Significance of latitude, longitude, equator. Prime/Greenwich Meridian and time zones including day and night.	Geography of Egypt - links into History Spring 1	Rivers Water cycle biome/ecosystem British physical and human geography: main rivers, towns, mountainous areas River features Rivers linking to water cycle Land use patterns			World geography Locate some of world's main countries, Find issues relating to specific differences between countries and link that to map work Describe how locations around world are changing and explain some of the reasons for change. Human geography including economic activity, trade links and the distribution of natural resources including energy, food, minerals and water.
Fieldwork			Dorking biome Denbies	Visit to Ranmore - structure of earth/high ground			WILDER SCHOOLS	WILDER CHOOOLS	Stream study - Sayers Croft WILDER SCHOOLS			
Science	Forces and magnets Rocks	Animals including humans RSHE Health and Wellbeing: Physical health and Mental Wellbeing	Light Plants	States of matter Sound	Electricity	Living things and their habitats Animals including humans RSHE Growing and changing	Earth and space Forces	Properties and changes of materials States of matter	Animals incl humans Living things and their habitats	Evolution and Inheritance Recognise that living. Animals including humans	Living things and their habitats. Light	Electricity

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Science		MARCH - SCIENCE WEEK	BEES WAX WRAPS PROJECT - reduce single use plastics		MARCH - SCIENCE WEEK			MARCH - SCIENCE WEEK			MARCH - SCIENCE WEEK	
Computing Teach Computing https://teachcomputing.org/curriculum Computing - Online Safety Project Evolve https://projectevolve.co.uk/ See RSHE planning for Media Literacy and digital resilience	Unit 1 Connecting Computers Project Evolve <ul style="list-style-type: none"> Privacy and security Online bullying Unit 2 Stop Frame Animation Project Evolve <ul style="list-style-type: none"> Copyright and ownership Managing online information 	Unit 3 Sequencing Sounds Project Evolve <ul style="list-style-type: none"> Health, well-being and lifestyle Unit 4 Branching Databases Project Evolve <ul style="list-style-type: none"> Online reputation Online relationships 	Unit 5 Desktop Publishing Project Evolve <ul style="list-style-type: none"> Privacy and security Copyright and ownership Managing online information Unit 6 Events and actions in programs Project Evolve <ul style="list-style-type: none"> Self-image and identity Unit 4 Branching Databases	Unit 1 The internet Project Evolve <ul style="list-style-type: none"> Privacy and security Managing information online Unit 2 Audio Production Project Evolve <ul style="list-style-type: none"> Copyright & ownership 	Unit 3 Repetition in Shapes Project Evolve <ul style="list-style-type: none"> Health, well-being and lifestyle Unit 4 Data Logging	Unit 5 Photo Editing Project Evolve <ul style="list-style-type: none"> Copyright and ownership Self-image and identity Unit 6 Repetition in Games Project Evolve <ul style="list-style-type: none"> Online relationships Online reputation Online bullying 	Unit 1 Sharing Information Project Evolve <ul style="list-style-type: none"> Copyright and ownership Privacy and security Online bullying Unit 2 Video production Project Evolve <ul style="list-style-type: none"> Managing online information Online relationships Online reputation Self-image and identity 	Unit 5 Vector Drawing Project Evolve <ul style="list-style-type: none"> Health and well-being Unit 4 Flat-file Databases	Unit 3 Selection in physical computing Project Evolve <ul style="list-style-type: none"> Copyright and ownership Unit 6 Selection in Quizzes	Unit 1 Internet communication Project Evolve <ul style="list-style-type: none"> Managing online information Online reputation Project Evolve <ul style="list-style-type: none"> Self-image and identity Unit 2 Webpage Creation Project Evolve <ul style="list-style-type: none"> Copyright and ownership Online relationships Online bullying 	Unit 3 Variables in games Project Evolve <ul style="list-style-type: none"> Health, well-being and lifestyle Unit 4 Introduction to spreadsheets	Unit 5 3D Model Project Evolve <ul style="list-style-type: none"> Privacy and security Self-image and identity Unit 6 Sensing

RE	Christianity	Christianity	Sikhi	Christianity	Christianity	Islam	Christianity	Christianity	Hindu	Christianity	Christianity	Buddhism
	What's the Bible's 'big story' - and why is it like treasure for Christians? How can artists help us to understand what Christians believe? (Previously Year 4) Visit to St Martin's church - art	How did Jesus change lives and how is it "good news"? Judaism What are important times for Jewish people? (Easter Pause Day)	What do Sikhs value? Are words more important than actions? Taught over 2 days ending with Spirited Arts - 1 and a half days for thematic	What did Jesus say about God's Kingdom and why was it "Good News"? What did God promise to his people? Walk through the Bible - OT? To create OT Bible in afternoon once sessions completed and answer reflection question on promises.	For Christians, is communion a celebration or an act of remembrance? Visit to St Martin's Church Humanism How do non-religious people celebrate new life? Humanist association speaker visit (Easter Pause Day)	How does 'ibadah' (worship) show what's important to Muslims? Woking Mosque visit What is the Golden Rule and why do so many people live by it? Taught over 2 days ending with Spirited Arts - 1 and a half days for thematic	What do Christians believe about Creation? How did the Church begin and where is it now? Visit to St Martin's Church	Why is the idea of rescue so important to Christians? Walk through the Bible - NT To complete NT quiz and reflection question on rescue once sessions completed. Hindu (Sanatana) Dharma Hindu speaker to talk to children?	(Sanatana) Dharma Why should Hindus (Sanatanis) live a good life? How did it all begin? Taught over 2 days ending with Spirited Arts - 1 and a half days for thematic	How is God three - and yet one? What do Christians believe about the Messiah - and why is it good news?	For Christians, what difference does it make to belong to God's Kingdom? Christian speaker - Steve Henwood/Alex Cacouris/Peter Nevins? Islam What helps Muslims to live a good life? (previously year 4 similar unit)	What is the Buddhist way of life? Buddhist temple in Woking visit Is life a journey? Taught over 2 days ending with Spirited Arts - 1 and a half days for thematic

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								(Easter Pause Day) What helps Hindus (Sanatanis) to worship?			(Easter Pause Day)	
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Art resources	Internet images - drawings of animals	TATE modern	Indian fabrics of pictures from V & A	Images of erupting volcanoes	Fishbourne	Rousseau images		Images of Egyptian painting.	Photographs of rivers. Andre Derain landscapes Colour wheel Fauvism research	Henry Moore pictures	Guernica Images	
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Inspiration from the greats	(Milestone 2) Replicate some of the techniques used by noble artists, artisans and designers. Create original pieces that are influenced by studies of others						(Milestone 3) Give details inc own sketches about the style of some notable artists, artisans and designers. Show how the work of those studied was influenced in both society and to other artists Create original pieces that show a range of influences and styles					
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Art stimulus	Examples of artists drawings of animals i.e. Leonardo Da Vinci	Real life photographs of landscapes	Indian textile patterns	Pictures of erupting volcanoes	Fishbourne- Roman mosaics.	Jungle pictures (collage) Real exotic flowers (sculpture)		Egyptian art work Monoprint	Photographs of river Pictures of heathlands and castles	Sleepers Drawings by Henry Moore	Guernica Images Picasso Portraits	Photographs of Chateau taken on residential trip
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	Autumn 1st half	Spring 1st half	Summer 1 st half	Autumn 1st half	Spring 1st half	Summer 1 st half	DT FOCUS	Spring 1st half	Summer 1 st half	Autumn 1st half	Spring 1 st half	DT FOCUS
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Drawing skills and ideas development	Shading using different pencils - introduce 5 harnesses of pencils to show line tone and texture. Sketch lightly hatching and cross hatching Draw an imaginary dragon using the techniques of the artists.	Look at Turner paintings of landscapes. Annotate pictures	Exploring designs and patterns from Indian textiles. Developing own single design from these patterns. Colour neatly following the lines.	Explore Hokusai. Look at composition/positio n of volcano. Annotate sketches to explain and elaborate ideas.	Collect information to develop ideas Adapt and refine ideas,	Explore Rousseau painting. Use viewfinder to explore part of painting focussing on how parts overlap to create depth. Sketch plants- focus on leaf shapes, lightly using shading to show light and shade using hatching and crosshatching.		Explore motifs in i.e lotus in Egyptian paintings. Explore ways in which motifs were used for art deco (opportunity to talk about legacy). Draw and annotate motifs. Explore patterns and designs. to incorporate into finished product. ART BLOCK -CLAY Look at Canopic jars. Draw and annotate.	Explore landscape image of rivers from artist Andre Derain focus on colour. Use a variety of techniques to depict movement, perspective, shadows and reflection.	Look at drawings - pupils develop skills of shading with charcoal and chalk. Draw using charcoal and chalk.	Choose 1 painting to focus on. Drawing- Using a view finder select parts to make observational studies.	
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Learning focus	<u>Clay</u> Learn clay techniques of joining and moulding. Mythical creatures Dragon's eyes	<u>Painting</u> Mix watercolours and produce washes influenced by Turner creating mood using thick and thin brushes	<u>Printing and textiles</u> Learn the technique for making press printing block using string incl layers of 2 colour. Print block onto fabric Embellish with quilting, padding, cross stitch, backstitch.	<u>Painting</u> Explore colourwashes and colour mixing. Create a colour wheel. Create own wash Add detail to wash	<u>Collage</u> Collect images of Roman Mosaics. Explore creating own designs. Map out final designs considering colour.	<u>Collage</u> Arrange materials coiling, overlapping. Select and arrange materials.		<u>Printing/Textiles</u> Monoprinting Introduce technique of lino cutting. Children create Egyptian cushion decorated with monoprint.- DT LINK ART BLOCK-CLAY Use tools to carve, add shapes, texture and pattern Make a slab pot.	<u>Painting</u> Use pastels to depict shadows and reflection. Combine colours tones and tints with paint to enhance the mood of a piece. Create a colour palette using acrylic paints. Embellish with quilting, padding, cross stitch, backstitch.	<u>Sculpture/Clay</u> Show abstract proportions Use a dense clay to provide stability and form. Clay- use tools to carve and add shapes.	<u>Drawing/Painting</u> Develop a personal style of painting drawing upon ideas from other artists. (Picasso) Use pastels to depict shadows and reflection. Applying sketching techniques to a study of a Guernica painting.	
Art outcome	Use dragon's eye drawings to make dragon's eyes.	Using photographs/images collected create own seascapes in the style of Turner	Each child creates a fabric print or pillow.	Paint a volcano taking inspiration from Hokusai	Make a coaster with mosaic tiles	Create a jungle collage influenced by the study of Rosseau Rainforest diorama		Print own Egyptian cushion design for DT Spring 2 Make a Canopic Jar	Paint a river scene taken from photograph or other images using style of Andre Derain using bright colours.	Create a sculpture using clay based on preliminary drawings in sketch books	Create own pastel drawing based on Picasso portraits.	
DT	<u>DT teaching here?</u> <u>Autumn 2nd half</u> <u>Projects on a Page</u> <u>Textiles - 2D shape</u> <u>to 3D product</u> Designing and making a stuffed Greek monster.	Spring 2 nd half <u>Projects on a Page</u> <u>Food - healthy & varied diet</u> Designing and preparing a healthy meal - creative sandwiches. (Linked to science)	Summer 2 nd half <u>Projects on a Page</u> <u>Structures - Shell Structures</u> Designing and making packaging for a product - link to sandwiches.	Autumn 2 nd half <u>Projects on a Page</u> <u>Structures - Shell Structures</u> (including CAD) Design and make a gift box using CAD.	Spring 2 nd half <u>Projects on a Page</u> <u>Mechanical systems - levers and linkages</u> Pop-up creation story	Summer 2 nd half <u>Projects on a Page</u> <u>Electrical systems</u> Simple programming and control. Design a nightlight	Autumn 1st half <u>Projects on a Page</u> <u>Mechanical systems</u> Design and create a toy scene using cams to make objects move	Spring 2 nd half <u>Projects on a Page</u> <u>Textiles (including CAD)</u> Design and create an Egyptian cushion for the afterlife.	Summer 2 nd half <u>Celebrating culture and seasonality</u> Links with Hinduism	<u>Projects on a Page</u> <u>Structures - frame structures</u> <u>Food and Nutrition</u> <u>Celebrating culture and seasonality</u>	<u>Electrical systems - more complex switches and circuits (including CAD)</u>	<u>Electrical systems - Monitoring and Control</u> Business Enterprise - x3 half days (Summer term)
Music Model music curriculum	<u>Listening and musical notation</u> <u>Charanga - unit 1 - musical notation</u>	<u>Charanga - unit 2 - improvisation</u> <u>Charanga - unit 3 - composing</u>	<u>Charanga - unit 5 - musical styles</u> <u>Composition in response to different stimuli - 1 or 2 pieces of music to be created</u>	<u>Charanga original scheme - Year 5 - Classroom Jazz 1</u> <u>Charanga - MMC v2 - unit 4 - Feelings through music</u>	<u>Charanga original scheme - Year 6 - Classroom Jazz 2</u> <u>Charanga - MMC - unit 5 - Expression and improvisation</u>	<u>Charanga - Ukulele unit</u>	<u>Gustav Holtz - Mars - BBC Music</u> <u>3 part rounds</u>	<u>Charanga Year 5 original scheme - Fresh Prince of Bel Air</u> <u>Year 5 - MMCv2 - Unit 3 - Composing and chords</u>	<u>Ukuleles - Learning songs</u>	<u>Steve Reich - American composer - Music for 18 BBC Music - Minimalism</u>	<u>Musical calendar - genres - listen and appraise (daily - 10 minutes)</u>	<u>Year 6 - MMCv2 - Unit 3 - Creative composition</u>
MFL	GERMAN	GERMAN	GERMAN	FRENCH	FRENCH	FRENCH	GERMAN	GERMAN	GERMAN	FRENCH	FRENCH	FRENCH

KS2 Curriculum overview September 2024

	Year 3			Year 4 (Area of responsibility - pond)			Year 5 (Area of responsibility - Allotments)			Year 6 (Area of responsibility - Quad)		
THEME: <i>D=Depth</i> <i>O=Overview</i>	Autumn 1 (7 wks) Myths and legends	Spring 1 (5 wks) Spring 2 (6 wks)	Summer 1 (6 wks) Summer 2 (7 wks)	Autumn 1 (7 wks) Vibrant Volcanoes	Spring 1 (5 wks) The Roman Empire and its impact on Britain	Summer 1 (6 wks) Journey into the rainforest	Autumn 1 (7 wks) Autumn 2 (7 wks)	Spring 1 (5 wks) Spring 2 (6 wks)	Summer 1 (6 wks) Summer 2 (7 wks)	Autumn 1 (7 wks) Autumn 2 (7 wks) Britain Beyond 1066 - WW2	Spring 1 (5 wks) Scots, Anglo- Saxons (O) Spring 2 (6 wks) Vikings (D)	Summer 1 (6 wks) Summer 2 (7 wks) Beat the Flood
	Autumn 2 (7 wks) I need a hero Ancient Greeks	Wild & wonderful	Walking, talking, Dorking (Home)	Autumn 2 (7 wks) The Roman Empire and its impact on Britain	Spring 2 (6 wks) Mayans	Summer 2 (7 wks) Home and Away (Away)	Space	Ancient Egypt	Rivers			

PE – gym	GYMNASTICS DSP Planning Lessons 1-6 Dance IMoves Ancient Greeks Trojan Horse 1-3	GYMNASTICS DSP Planning Lessons 7-12 Dance Imoves - Savannah 1-7 lessons	SWIMMING SWIMMING	GYMNASTICS Y4 DSP Planning 1-6 Dance IMoves Romans	GYMNASTICS Y4 DSP Planning 7- 12 DANCE IMoves Samba & Flamenco	SWIMMING SWIMMING	GYMNASTICS Y5 DSP Planning 1-6 DANCE IMoves Solar system	GYMNASTICS Y5 DSP Planning 7-12 DANCE IMoves Egyptians	KWICK CRICKET ROUNDERS	GYMNASTICS Y6 DSP Planning 1- 6 DANCE IMoves WWII	GYMNASTICS Y5 DSP Planning 7- 12 DANCE IMoves Vikings	KWICK CRICKET Rounders
PE - outside	FOOTBALL (DSP) NETBALL (DSP)	TENNIS (DSP) ORIENTEERING	Tri Golf ATHLETICS	BASKETBALL (DSP) HOCKEY (DSP)	SPORTSHALL ATHLETICS Tag RUGBY (DSP)	ROUNDERS ATHLETICS	NETBALL Sport Hall Athletics	Football ORIENTEERING (Sayers Croft) Tennis	ATHLETICS ATHLETICS	HOCKEY (DSP) Sports Hall Athletics	Tag RUGBY (DSP) BASKETBALL (DSP)	ATHLETICS ATHLETICS
Values Cycle B	BELONGING CARING COURAGE LOVE	FORGIVENESS TRUST LOYALTY	RESILIENCE JOY COMPASSION HOPE	BELONGING CARING COURAGE LOVE	FORGIVENESS TRUST LOYALTY	RESILIENCE JOY COMPASSION HOPE	BELONGING CARING COURAGE LOVE	FORGIVENESS TRUST LOYALTY	RESILIENCE JOY COMPASSION HOPE	BELONGING CARING COURAGE LOVE	FORGIVENESS TRUST LOYALTY	RESILIENCE JOY COMPASSION HOPE
Full RSHE curriculum to be taught	Relationships: Families and friendships Respect ourselves and others: Safe Relationships:	Living in the wider world - Belonging to a community Media, literacy and digital resilience Money and work	Health and wellbeing Growing and changing Keeping safe	Relationships: Families and friendships Respect ourselves and others: Safe Relationships:	Living in the wider world - Belonging to a community Media, literacy and digital resilience Money and work	Health and wellbeing Growing and changing Keeping safe	Relationships: Families and friendships Respect ourselves and others: Safe Relationships:	Living in the wider world - Belonging to a community Media, literacy and digital resilience Money and work	Health and wellbeing Growing and changing Keeping safe	Relationships: Families and friendships Respect ourselves and others: Safe Relationships:	Living in the wider world - Belonging to a community Media, literacy and digital resilience Money and work	Health and wellbeing Growing and changing Keeping safe
English	Writing to inform Non-Chronological Report - Dragonology Writing to entertain Narrative - The Great Dragon Rescue Writing to entertain Poetry - Remembrance Writing to entertain	Writing to entertain Poetry - Magic Box Writing to persuade Persuasion - The Blue Whale Writing to inform Letters/Postcards - Meerkat Mail Writing to	Writing to entertain Narrative - The Window Writing to inform Biography - Linked to Dorking (Ralph Vaughan Williams) Writing to explain Explanation text - The life cycle of plants.	Writing to entertain Poetry - The Sun Writing to inform Newspaper Reports - The True Story of the Three Little Pigs Writing to persuade Persuasive - Avoid being a Mayan Soothsayer Writing to entertain Narrative - Escape from Pompeii	Writing to entertain Poetry - I Wish Writing to inform Narrative - The Garden Writing to persuade Persuasive - Avoid being a Mayan Soothsayer Writing to inform Letters - Response	Writing to inform Narrative - The Vanishing Rainforest (story from another culture) Autobiography Writing to inform Biography - Shakespeare Writing to entertain	Writing to entertain Character Descriptions - La Luna, Cosmic Writing to persuade Persuasive letters - Cosmic Writing to entertain Narrative - Cosmic Writing to entertain Narrative - Cosmic	Writing to entertain Author Comparison and Narrative - Traditional Tales by Grim Brothers, Egyptian Cinderella Writing to inform Diary entries - Egyptian Cinderella Writing to entertain	Writing to discuss Letters - balanced argument - Floodland Writing to persuade Persuasive speech - Floodland Writing to entertain Narrative - Floodland Writing to entertain	Writing to entertain Narrative - The Lion and the Unicorn Writing to inform Letter - Agony Aunt Diary - Science Mary Anning diary Information Report - Science - Keeping Healthy Leaflet Newspaper Report	Writing to entertain Poetry - Guernica Character Description - The Old Guitarist Writing to inform Biography - King Alfred Writing to entertain Narrative - Viking Sagas	Writing to explain Explanation - Microorganisms Writing to discuss / persuade Persuasive Letter - Balanced argument Geographical Current issues/ Persuasive argument Writing to explain

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	Autumn 2 (7 wks) I need a hero Ancient Greeks	Wild & wonderful	Walking, talking, Dorking (Home)	Autumn 2 (7 wks) The Roman Empire and its impact on Britain	Spring 2 (6 wks) Mayans	Summer 2 (7 wks) Home and Away (Away)	Space	Ancient Egypt	Rivers		Spring 2 (6 wks) Vikings (D)	Beat the Flood

	Narrative - Greek Myths - Theseus & the Minotaur (Greek myth)	entertain Narrative - Jumanji	Writing to entertain Poetry - Shape	Writing to inform Diary - Coming Home (different perspectives)	to being a Mayan Soothsayer	Poetry - Shakespeare Playscripts - A Midsummer Night's Dream	Fables and Modern Tales - Aesop's fable	Poetry - Revolting Rhymes (Roald Dahl) Writing to inform Instructions - Mummification Biography - Ruth Benerito (recap) Non - Chronological - Egyptians Gods and Goddesses (recap)	Poetry - River shape poems Writing to explain Explanation text - rivers Writing to entertain Playscripts - Macbeth	WOW Day focus Writing to inform Newspaper Report - The Blitz Writing to inform Instructions - D&T Food technology		Explanation - Geographical comparison Writing to inform Information Texts - Year 6 Survival Guide Writing to entertain Memories - Leavers Service
Spelling	LVP - a LVP- e LVP- i LVP- o LVP- u Words with k sound (Greek) Words ending with the /g/ sound spelt -gue Word ending with the /k/ sound spelt -que (French in origin) WORD LIST TESTS	Apostrophe contractions Plurals Homophones Prefixes Suffixes Words 'ch' sound Words with '-sh' -ly endings WORD LIST TESTS (Autumn & Spring term)	Topic words Words with 'u' Words with 'i' Homophones Apostrophes-contractions Apostrophes-possession Past tense revision Plurals REVISION REVISION WORD LIST TESTS (Whole year revision)	Topic words Year 3 revision suffixes prefixes homophones Apostrophe possessive plural WORD LIST TESTS	Topic words Words with endings Words with endings Prefixes: ir-, inter-, anti-. The suffix -ation Homophones Possessive apostrophe Apostrophe for contraction WORD LIST TESTS	Topic words Revise Y3 prefixes Words with the /s/ sound spelt sc Word endings Suffixes Suffixes Homophones Revision	Topic words Plurals Apostrophe for contraction Silent letters Words with the /i:/ Words containing the letter-string -ough Words ending in -able and -ably Etymology/Morphology WORD LIST TESTS from Autumn term (including words from Y3/4- see appendix)	Topic words Revise apostrophe for possession. Words ending in -ible and -ibly Homophones Roots Use of the hyphen Morphology/comma s for meaning WORD LIST TESTS	Topic words Homophones Dictionary skills Morphology/Etymology Year 5/6 word list Revision from Y3/4 Revision Revision WORD LIST TESTS	Topic words Topic words Suffix revision Revise use of hyphen from Y5. Revise words with the /i:/ sound spelt ei after c. Suffixes Word endings Homophones Revision WORD LIST TESTS	Topic words Words containing the letter-string -ough. Revise apostrophe for contraction and possession. Revise words with 'silent' letters Word endings Homophones Revision	Topic words Revise words with rare GPC (Grapheme Phoneme Correspondence) from Y5/6 word list Word endings Homophones WORD LIST TESTS
Maths	White Rose - see separate planning and progression											