

Curriculum Overview – 2024 first half of the year.

2024-2025	T1 8 weeks	T2 7 weeks	T3 6 weeks
Topic / theme	Science: Animals body parts	Geography – Where in the World	History – then and now.
Phonics and writing	Individual book and sound card dependent on level	Individual book and sound card dependent on pupil assessment –Fluent readers– Talk for Writing unit 1 Meerkats.	Letters + Sounds, Precision teaching, Talk for writing. Pupils follow own stage of phonics programme dependant on assessment. Fluent readers – Talk for Writing programme.
Maths	Beech – Y1 Place Value (within 10) Group 2 – Y2 Place Value Ash Addition and subtraction Willow / Oak group 3 – Y3 Place Value Y3 Addition and subtraction For progression – Y4 Place Value Y4 Addition and subtraction	Beech + Ash– Y1 Addition and subtraction Y1 Shape Ash – Y2 Addition and subtraction continued Y2 Shape Willow + Oak – Y3 Addition and subtraction Y3 Multiplication and division A Oak – Y4 Addition and subtraction Y4 Area Y4 Multiplication and division A	Beech + Ash – Y1 Place Value (within 20) Addition and subtraction (within 20) Ash – Y2 Money Y2 Multiplication and division Willow + Oak– Y3 Multiplication and division B Y3 Length and Perimeter Oak – Y4 Multiplication and Division B Y4 Length and perimeter Y4 Fractions
Science	Beech – animals including humans: sensitive bodies (year 1) Ash – animals life cycles and health (year 2) Willow + Oak – animals movement and nutrition (year 3) Progression step – animals + human time lines		
Computing	Beech – year 1 computing system and networks: mouse skills Ash – year 2 Computing and computing system: what is a computer? Willow / Oak – year 3 Computing system and network 1: Networks	Beech year 1 – Online safety Ash year 2 Online safety Willow year 3 – online safety Oak – year 4 – online safety	Beech year 1 – Creating media: digital imagery Ash year 2 Creating media: Stop motion Willow year 3 – Creating media: video trailers Oak – year 4 – Creating media: Website design

	Progression step - year 4 Computing systems and networks: collaborative learning		
PE	<p>Being – Multi-ability Cog Focus – Creative: Explore and Describe</p> <p>Doing – Multi-skills: catching and throwing</p> <p>Thinking – Multi-skills: catching and throwing</p> <p>Power and Identity – OAA</p> <p>Skills + structure - OAA</p>	<p>Being – Invasion games at the fair</p> <p>Doing – Invasion games At the fair</p> <p>Thinking – Invasion games fundamentals</p> <p>Power + Identity – Invasion games</p>	<p>Being – Attacking and Defending</p> <p>Doing – Invasion games Tag Rugby</p> <p>Thinking – Invasion games Tag Rugby</p> <p>Power + Identity – Invasion games Tag Rugby</p>
PSHE	<p>Beech class year 1 – Family & relationships</p> <p>Ash class year 1 / 2 Family and relationships</p> <p>Willow + Oak – year 3 family and relationships</p> <p>Progression step– year 5/6 families and relationships</p>	<p>Beech year 1 – Health and wellbeing</p> <p>Ash year 1 / 2 Health and wellbeing</p> <p>Willow + Oak– year 3 Health and wellbeing</p> <p>Progression step – year 5/6 Health and wellbeing</p>	<p>Beech year Safety and the changing body</p> <p>Ash year 1 / 2 Safety and the changing body</p> <p>Willow _+ OAk – year 3 Safety and the changing body</p> <p>Progression step – year 5/6 Safety and the changing body + SRE unit year 6</p>
Thrive right time	<p>Groups will progress through thrive right time development targets based on group assessments. Lessons will focus on the following:</p> <p>Power and Identity:</p> <ul style="list-style-type: none"> • Developing an identity • Distinguishing between fantasy and reality • Exploring power with responsibility <p>Skill and Structure:</p> <ul style="list-style-type: none"> • Motivation for developing skills • Developing morals and values • Understanding the need for rules <p>Skill and Structure:</p> <ul style="list-style-type: none"> • Motivation for developing skills 	<p>Groups will progress through thrive right time development targets based on group assessments. Lessons will focus on the following:</p> <p>Power and Identity:</p> <ul style="list-style-type: none"> • Developing an identity • Distinguishing between fantasy and reality • Exploring power with responsibility <p>Skill and Structure:</p> <ul style="list-style-type: none"> • Motivation for developing skills • Developing morals and values • Understanding the need for rules <p>Skill and Structure:</p> <ul style="list-style-type: none"> • Motivation for developing skills • Developing morals and values • Understanding the need for rules 	<p>Groups will progress through thrive right time development targets based on group assessments. Lessons will focus on the following:</p> <p>Power and Identity:</p> <ul style="list-style-type: none"> • Developing an identity • Distinguishing between fantasy and reality • Exploring power with responsibility <p>Skill and Structure:</p> <ul style="list-style-type: none"> • Motivation for developing skills • Developing morals and values • Understanding the need for rules <p>Skill and Structure:</p> <ul style="list-style-type: none"> • Motivation for developing skills • Developing morals and values

	<ul style="list-style-type: none"> • Developing morals and values • Understanding the need for rules <p>Independence:</p> <ul style="list-style-type: none"> • Establishing independence • Connecting with peers • Exploring identity and gender 	<p>Independence:</p> <ul style="list-style-type: none"> • Establishing independence • Connecting with peers • Exploring identity and gender 	<ul style="list-style-type: none"> • Understanding the need for rules <p>Independence:</p> <ul style="list-style-type: none"> • Establishing independence • Connecting with peers • Exploring identity and gender
Geography		<p>Beech – what’s it like here (year 1)</p> <p>Ash hot and cold (year 2)</p> <p>Willow Antarctica (year 3)</p> <p>Oak Rainforests (year 4)</p>	
History			<p>Beech – how am I making history (year 1)</p> <p>Ash – How was school different in the past? (Year 2)</p> <p>Willow – how have children’s lives changed? (year 3 /4 mix)</p> <p>Oak – What was the impact of WW2 on the people of Britain (year 5 + 6)</p>
Expressive arts	<p>Mosaic art</p> <p>Beech – Elmer’s elephant collages</p> <p>Budding – Elmer collages</p> <p>Ash + Willow–collage joining materials story to inspire sun catchers</p> <p>Oak - Body art</p>	<p>Painting and mixed media KAPOW units</p> <p>Beech – Colour splash yr 1 unit 2 Kapow</p> <p>Ash – Life in colour yr 2 unit 2</p> <p>Willow – Prehistoric painting yr 3 unit 2.</p> <p>Oak - Painting and mixed media – light and dark yr 4 unit 2.</p>	<p>Drawing skills KAPOW units</p> <p>Beech — line styles drawing make your mark year 1 (kapow)</p> <p>Ash – drawing tell a story yr 2 unit 1</p> <p>Willow–. Growing artists year 3 unit 1.</p> <p>Oak – Power prints year 4 unit 1.</p>
Food / music	<p>Food</p> <p>Food Detectives (Public Health England)</p> <p>Beech: KS1</p> <p>Ash: KS1</p> <p>Willow + Oak: KS2</p>	<p>Music – Stories</p> <p>Beech: 1/year-1/snail-and-mouse/</p> <p>Ash: Year 2 Musical story telling</p> <p>Willow: Y4 Samba and Carnival sounds and instruments (Jump up!)</p> <p>Oak: Y6 Film Music</p>	<p>Food (Nutrition)</p> <p>Beech – Cooking and Nutrition: Soup</p> <p>Ash– Cooking and Nutrition: A balanced diet</p> <p>Willow: Cooking and Nutrition: Eating Seasonally</p> <p>Oak: Cooking and Nutrition: Developing a Recipe</p>

