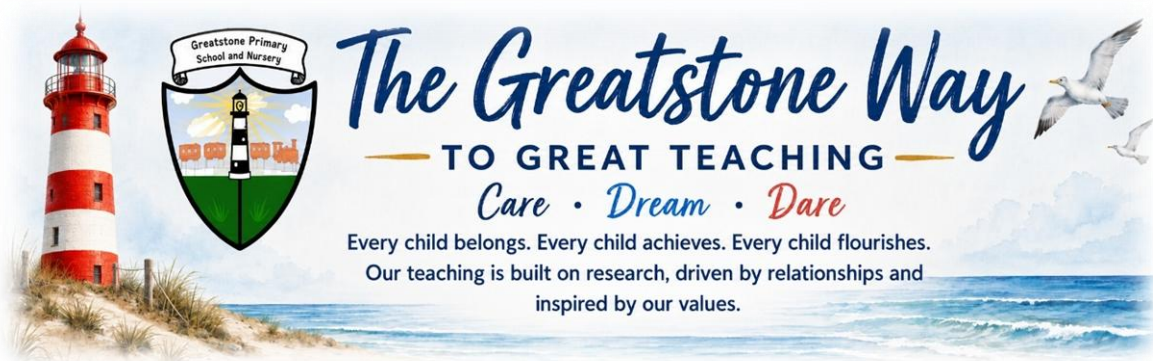




The Greatstone Way: Care, Dream, Dare

At Greatstone Primary School, our curriculum is designed to ensure that every child experiences a rich, ambitious and connected education that enables them to Care, Dream and Dare.

This document shares the **Long-Term Curriculum Plan** and provides the whole-school overview of what pupils will learn from Year 1 to Year 6 across the academic year. It shows how subjects, projects, texts and wider learning experiences are deliberately sequenced across each year group, enabling pupils to build knowledge and skills over time while making meaningful connections between their learning.

The plan should be read alongside our subject-specific Medium-Term Plans, which provide the detail behind this overview. These set out the curriculum intent and rationale for each subject, progression of substantive and disciplinary knowledge and skills, prior and future learning, key vocabulary, assessment end points, teaching sequences, adaptive approaches and opportunities for enrichment, local learning and Beach School. The Long-Term Plan therefore identifies what is taught and when, while the Medium-Term Plans explain why it is taught, how learning develops and what pupils are expected to know, understand and be able to do as a result.

Early Years Foundation Stage (Nursery and Reception)

Whilst this Long-Term Plan provides an overview of the curriculum from Year 1 to Year 6, the curriculum for Nursery and Reception is planned and delivered separately through our bespoke Greatstone EYFS Curriculum.

The Early Years Foundation Stage follows the Statutory Framework for the EYFS, ensuring that children's learning is carefully sequenced through the seven areas of learning and underpinned by the principles of play, exploration, active learning, creativity and critical thinking. Learning is driven by children's interests, high-quality interactions and continuous provision, enabling every child to develop the knowledge, skills and dispositions needed for lifelong learning.

Although EYFS does not follow the Cornerstones project structure or the Year 1–6 subject model, it remains an integral part of The Greatstone Way. Nursery and Reception are fully immersed in our whole-school culture through our shared values of Care, Dream and Dare, our learning principles, and our six half-termly Greatstone Way themes: Roots, Survivors, Explorers, Inventors, Protectors and Legacy. These themes provide meaningful links to the wider school community whilst allowing learning to remain developmentally appropriate for our youngest children.

Our EYFS curriculum places particular emphasis on: secure personal, social and emotional development; communication and language as the foundation for learning; early reading, writing and mathematical understanding; purposeful play and high-quality continuous provision; outdoor learning and regular Beach School experiences; curiosity, creativity and enquiry; strong partnerships with families; and ensuring every child is confident, independent and ready for Key Stage 1.

Detailed EYFS curriculum documentation, including long-term planning, medium-term overviews, progression, continuous provision guidance and assessment, can be found within the Greatstone EYFS Curriculum. These documents should be read alongside this whole-school Long-Term Plan to provide a complete picture of curriculum provision from Nursery through to Year 6.

The Greatstone Way through our curriculum

Our curriculum is underpinned by the Greatstone Way and our six Learning Principles:

Belonging → High Expectations → Adaptive Teaching → Inclusion → Community → Relationships

These principles shape both curriculum design and classroom practice. We want pupils to experience a curriculum in which they belong, are challenged to achieve highly, receive the support they need to succeed, see themselves and others represented, understand their place within their community and wider world, and develop positive relationships that support learning.

Across the year, these principles are brought to life through six whole-school themes:

Half Term	Greatstone Way Theme	Learning Principle	Whole-School Big Question
Autumn 1	ROOTS	Belonging	<i>Who are we and where do we belong?</i>
Autumn 2	SURVIVORS	High Expectations	<i>How do people overcome challenges and adapt?</i>
Spring 1	EXPLORERS	Adaptive Teaching	<i>How does curiosity help us discover more?</i>
Spring 2	INVENTORS	Inclusion	<i>How do ideas change the world?</i>
Summer 1	PROTECTORS	Community	<i>How can we care for people, places and our planet?</i>
Summer 2	LEGACY	Relationships	<i>What difference will we leave behind?</i>

These themes are **not separate subjects or additional curriculum content**. Instead, they provide a shared whole-school lens through which pupils can make connections between subjects, experiences, values and the wider world.

Making Learning Memorable and Meaningful and Learning beyond the classroom

Alongside subject-specific progression, we have identified a set of curriculum experiences that we believe should characterise learning at Greatstone.

Where meaningful and appropriate, our half-termly curriculum experiences incorporate a memorable hook, purposeful local or outdoor learning, practical or investigative experiences, a high-quality text or reading connection, structured pupil collaboration, an authentic outcome or showcase, and opportunities for pupil reflection and voice.

Our curriculum reflects who we are and where we are. Greatstone, the Kent coast and our wider community provide an exceptional context for learning. Beach School, outdoor learning, fieldwork and local studies are deliberately woven through curriculum planning so that pupils have opportunities to apply knowledge in authentic contexts and develop a strong sense of place, responsibility and belonging. Across our curriculum, we expect pupils to encounter memorable and purposeful experiences. Each half-termly curriculum journey therefore seeks opportunities for our Greatstone curriculum '**Must Haves**': a memorable hook; purposeful local or outdoor learning; practical or investigative learning; a high-quality text or reading connection; structured pupil collaboration; an authentic outcome or showcase; and opportunities for pupil reflection and voice.

Using this document

This Long-Term Plan is the curriculum map. It enables staff, governors, families and other stakeholders to see the breadth, balance and sequencing of learning across Greatstone Primary School.

For greater detail, readers should refer to the relevant subject Medium-Term Plan, where they will find the curriculum rationale and intent, National Curriculum coverage, progression and end points, prior and next learning, substantive and disciplinary knowledge, vocabulary, teaching sequences, assessment opportunities, adaptive teaching considerations, reading connections, Greatstone and Kent links, Beach School opportunities, hooks, authentic outcomes and pupil reflection.

Together, our Long-Term Plan, subject progression documents and Medium-Term Plans demonstrate how the Greatstone curriculum moves from intent to implementation and impact: from the curriculum we have designed, through the learning experiences pupils receive, to the knowledge, skills, confidence and character we want every Greatstone child to carry with them.

This is the Greatstone Way: a curriculum rooted in belonging, strengthened by high expectations and inclusion, connected to our community and coastline, and ambitious for every child — enabling them to Care, Dream and Dare.

The Greatstone Way

CURRICULUM DELIVERY MODEL

Care • Dream • Dare



Who are we
and where do
we belong?



OUR CURRICULUM DELIVERY MODEL

At Greatstone, our curriculum is built on three connected layers that work together to provide an ambitious, balanced and exciting education for every child.

All learning is rooted in our values and inspired by our beautiful coastal community.

EVERY PROJECT INCLUDES



How can we care for
people, places and
our planet?



How do ideas
change the world?



How do people
overcome challenges
and adapt?



How does curiosity
help us discover
more?



What difference
will we leave
behind?

CORE LEARNING *Every morning*

- English
- Mathematics
- Reading / Phonics
- Vocabulary
- Retrieval Practice
- Class Novel

SPECIALIST SUBJECTS *Taught weekly*

- Science
- Computing
- RE
- Music
- PE
- PSHE
- French (KS2)



PROJECT TIME

Every afternoon
One Project • Multiple Disciplines

- History
- Geography
- Art
- Design Technology
- Beach School
- Fieldwork & Local Learning

Teaching sequences identify the lead subject for each lesson whilst making purposeful links across the wider curriculum where appropriate.



CURRICULUM ENTITLEMENT

DAILY

- English
- Mathematics
- Reading / Phonics
- Retrieval Practice
- Class Novel

WEEKLY

- Science
- Computing
- RE
- Music
- PSHE
- PE (2 lessons)
- French (KS2)

PROJECT TIME

- History
- Geography
- Art
- Design Technology
- Beach School
- Fieldwork
- Showcase Learning

THE GREATSTONE WAY – LEARNING PRINCIPLES



BELONGING

We feel safe, valued
and part of our
Greatstone family.



HIGH EXPECTATIONS

We aim high, work
hard and celebrate
excellence.



ADAPTIVE TEACHING

We learn in ways
that help us all
succeed.



INCLUSION

We embrace
diversity and
remove barriers.



COMMUNITY

We care for our
community and
our world.



RELATIONSHIPS

We build positive
relationships and
learn together.

How does the Greatstone Way meet statutory curriculum requirements?

Subject	National Curriculum Requirement	Greatstone Delivery Model	Frequency	Annual Entitlement
English	Daily	Discrete morning teaching	Daily	Whole year
Mathematics	Daily	Discrete morning teaching	Daily	Whole year
Reading/Phonics	Daily	Whole-class reading / Phonics	Daily	Whole year
Science	Statutory	Weekly discrete lesson	Weekly	6 units
History	Statutory	Project Time (Lead Subject)	Project blocks	2 projects
Geography	Statutory	Project Time (Lead Subject)	Project blocks	1–2 projects (depending on year group)
Art & Design	Statutory	Project Time (Creative Discipline)	Integrated into projects	3 units
Design Technology	Statutory	Project Time (Creative Discipline)	Integrated into projects	3 units
Computing	Statutory	Weekly discrete lesson	Weekly	Whole year
Religious Education	Kent Agreed Syllabus	Weekly enquiry lesson	Weekly	Whole year
PSHE/RSE	Statutory guidance	Weekly discrete lesson	Weekly	Whole year
PE	Statutory	Two lessons weekly	Twice weekly	Whole year
Music	Statutory	Weekly lesson	Weekly	Whole year
French (KS2)	KS2 National Curriculum	Weekly lesson	Weekly	Whole year

Whole School Curriculum Delivery Model (Years 1–6)

Curriculum Delivery Principles

At Greatstone Primary School, the organisation of the school week has been carefully designed to support the delivery of The Greatstone Way. Rather than allocating fixed days to individual subjects, the timetable protects curriculum entitlement while providing flexibility to maximise the use of shared resources, specialist spaces and staffing.

Our curriculum is organised around four key curriculum delivery blocks:

- **Core Learning** every morning (Mathematics, English and Reading/Phonics).
- **Project Time**, providing extended opportunities for enquiry-based learning through History, Geography, Art and Design Technology.
- **Specialist Curriculum Blocks**, ensuring protected time for Science, Computing, RE, PSHE, Music and French.
- **Physical Education**, delivered according to a whole-school PE sequenc.

This approach enables teachers to deliver the full curriculum while ensuring that specialist resources such as the computing suite, PE hall, science equipment, DT resources and Beach School are used efficiently across the school.

Morning Curriculum (Daily)

Time	Daily Provision
8:30–8:45	Registration, retrieval practice, handwriting, spelling or number fluency
8:45–10:00	Mathematics
10:00–10:15	Assembly
10:15–10:30	Morning Break
10:30–11:30	English
11:30–12:00	Phonics / Whole Class Reading
12:00–1:00	Lunch / OPAL

The morning curriculum is protected every day to ensure children receive high-quality teaching in the core subjects. Daily retrieval practice, vocabulary development, reading and writing are woven throughout this session.

Key Stage 1 Afternoon Curriculum Delivery Model

Year 1 (Seahorses)		Year 2 (Dolphins)	
Day	Afternoon Curriculum	Day	Afternoon Curriculum
Monday	Science • PSHE	Monday	Project Time A
Tuesday	Project Time A	Tuesday	PE • Computing
Wednesday	PE • Computing	Wednesday	Science • PSHE
Thursday	PE • RE	Thursday	Project Time B • Music
Friday	Project Time B • Music	Friday	PE • RE

Key Stage 2 Afternoon Curriculum Delivery Model

Year 3 (Seals)		Year 4 (Penguins)	
Day	Afternoon Curriculum	Day	Afternoon Curriculum
Monday	Science • Computing	Monday	PE • RE • French Fluency
Tuesday	PE • PSHE	Tuesday	Project Time A • French
Wednesday	Project Time A • Music	Wednesday	PE • PSHE
Thursday	PE • RE • French Fluency	Thursday	Science • Computing
Friday	Project Time B • French	Friday	Project Time B • Music

Year 5 (Orcas)		Year 6 (Sharks)	
Day	Afternoon Curriculum	Day	Afternoon Curriculum
Monday	PE • PSHE	Monday	PE • RE • French Fluency
Tuesday	Science • Computing	Tuesday	Project Time A • French
Wednesday	Project Time A • Music	Wednesday	Science • Computing
Thursday	PE • RE • French Fluency	Thursday	Project Time B • Music
Friday	Project Time B • French	Friday	PE • PSHE

Project Time Organisation

Project Time is protected through **two extended curriculum afternoons each week** and forms the core of the Greatstone Way curriculum model.

Across each project, teachers draw upon:

- History
- Geography
- Art
- Design and Technology
- Beach School and Outdoor Learning
- Fieldwork
- Local community links
- Enquiry and investigation
- Showcase preparation

Where more than one class has Project Time on the same afternoon, practical activities are coordinated through half-termly planning meetings to ensure effective use of shared resources.

This includes:

- Art practical equipment
- Design Technology tools and materials
- Beach School
- Outdoor learning spaces
- Hall use
- Visitor workshops

The focus is on coordinating resource-intensive activities, not restricting curriculum delivery.

How Project Time Works

Project Time is a protected part of the curriculum where children undertake sustained enquiry, practical learning and creative application.

Rather than teaching History, Geography, Art and Design Technology as isolated subjects each week, these subjects are delivered through carefully planned projects that make meaningful links across the curriculum while maintaining each subject's distinct knowledge and skills.

Each project has a clearly identified **lead subject**, supported by other foundation subjects where these naturally enhance learning.

For example:

Year 1	Lead Subject	Supporting Disciplines
Childhood	History	Art, Design Technology, Beach School
Bright Lights, Big City	Geography	Art, Design Technology, Fieldwork
School Days	History	Art, Design Technology, Fieldwork

What This Means for Teachers

The weekly timetable will always show **Project Time** rather than individual foundation subjects. The detailed medium-term plans identify which subject is leading each Project Time lesson.

For example, during the *Childhood* project, one week may include:

Session	Lead Subject
Tuesday Afternoon	History – Using historical sources
Tuesday Late Afternoon	Art – Drawing and observational techniques
Friday Afternoon	Design Technology – Designing and making a moving toy

The following week may have a different balance depending on the teaching sequence. This flexibility allows teachers to provide longer practical sessions where appropriate, while ensuring that all planned curriculum content is taught over the duration of the project.

Specialist Subjects

The following subjects continue to be taught as discrete curriculum areas each week.

Subject	Delivery
Science	Weekly practical enquiry lesson
Computing	Weekly
Religious Education	Weekly enquiry lesson
PSHE	Weekly
Music	Weekly
PE	Two lessons each week

These subjects retain their own progression models, assessment and curriculum documentation.

French in KS1

French is not taught as a discrete timetabled lesson in Key Stage 1.

Instead, children develop an early awareness of language through daily classroom routines, songs and practical experiences, including:

greetings and simple conversation

register

days of the week

months of the year

colours

counting

weather

classroom instructions

songs, rhymes and games

This provides a secure foundation for the discrete Language Angels curriculum introduced in Key Stage 2.

Benefits of the Greatstone Way Curriculum Model

This approach enables us to:

- protect daily teaching of English, mathematics and reading;
- maintain weekly teaching of all specialist foundation subjects;
- provide extended time for investigation, creativity and practical application;
- allow Art and Design Technology projects to be completed without unnecessary interruption;
- make full use of Beach School, local fieldwork and enrichment opportunities;
- create meaningful links between subjects while preserving each subject's unique knowledge and progression; ensure that all statutory National Curriculum requirements are fully met.

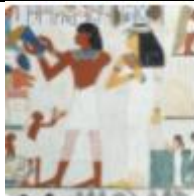
Year 1			Autumn Term				Spring Term				Summer Term			
			CARE				DREAM				DARE			
			Roots		Survivors		Explorers		Inventors		Protectors		Legacy	
	Main Project		 Childhood History This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources				 Bright Lights, Big City Geography This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.				 School Days History This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.			
	Writing		Lists and Labels <i>Jack and the Beanstalk</i> <i>One Snowy Night</i>		Character Description <i>The Tiger Who Came to Tea</i> <i>Mog's Christmas</i> Poetry <i>Ten Things Found in a Wizard's Pocket</i>		Third person narrative <i>Beegu</i>		Postcards <i>Meerkat Mail</i>		Diary entry (recount) <i>Stone Girl, Bone Girl</i>		Letters Instructions <i>The Jolly Postman</i>	
	Reading: Class Texts		The Perfect Fit by Naomi Jones		Move Mountain by Corinne Averiss		The Sea Song Poems To Share		Everybody Has Feelings by Jon Burgerman		Stella and the Seagull by Georgina Stevens		Mayor Bunny's Chocolate Town by Elys Dolan	
	Maths		WRM -Place Value to 10 Addition and subtraction (within 10) Shape				WRM - Place Value (within 20); Addition & Subtraction (within 20) Place Value (within 50); Length & Height; Mass & Volume				WRM - Multiplication & Division; Fractions Position & Direction; Place Value (within 100); Money; Time			
Mini Projects	Science	Seasonal Changes		Animals including Humans – All about Me		Exploring Everyday Materials		Exploring Everyday Materials		Plants		Animals including Humans – All about Animals		
	A & D	Mixing Colours This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.				Rain and Sunrays This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.				Street Views This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.				
	D & T	Shade and Shelter This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.				Taxi This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.				Chop, Slice and Mash This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.				
	Geography	Geography revision and retrieval practice				Geography covered in main project				Geography revision and retrieval practice				
	History	History covered in main project				History revision and retrieval practice				History covered in main project				
	Computing	Unit 1.1 Technology around us (and typing skills) Unit 1.2 Digital painting				t 1.3 Moving a robot Unit 1.4 Grouping data				Unit 1.5 digital writing Unit 1.6 Programming animations				
		RE	1.1 Who is a Christian and what do they believe? (part 1) Christians		1.6 How and why do we celebrate special and sacred times? (part 1) Christians, Muslims or Jewish people		1.2 Who is a Muslim and what do they believe? (part 1) Muslims		1.7 What does it mean to belong to a faith community? Christians, Muslims, Jewish people		1.5 What makes some places sacred? Christians, Muslims and/or Jewish people			
		PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
		Music	Menu songs Colonel Hathi's march Magical musical aquarium				Football Dawn from sea interludes Musical conversations				Dancing and drawing to Nautilus Cat and mouse Come dance with me			
		PE	PE Invasion Games	Games Ball skills	PE Gymnastics	Games Ball games	PE Dance	Games Fitness (Pirate)	PE Invasion Games	Games Multiskills	PE Athletics	Games Social dodgeball	PE Sports Day Prep	Games Outdoor adventure
Year 2			Autumn Term				Spring Term				Summer Term			
			CARE				DREAM				DARE			
			Roots		Survivors		Explorers		Roots		Survivors		Explorers	

	Main Project		 Movers and Shakers History This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.				 Let's Explore the World Geography This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions				 Magnificent Monarchs History This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns				
	Writing		Narrative: Sentence Formation The Three Little Wolves and the Big Bad Pig Biography: Fantastically Great Women Who changed the World		Non-Chronological Report: Winter Sleep Poetry: The Christmas Pine		Letter: Grandad's Island Narrative: The Bear and the Piano		Instructions: Based on practical planting experience Narrative: The Extraordinary Gardener		Narrative: The Secret of Black Rock Diary: The Queen's Hat		Descriptive writing: Into the Forest Poetry: I'm as Quick as a Cricket		
	Reading: Class Texts		'It's Me, the Bee' by Ali Sparkes		'Time Travel with Trees' by Kate Scott		'Just a Box' by Joseph Coelho		'Otto's First Mission' by Helen Mortimer		'The Enormous Pineapple' by Theresa Heapy		'Moonlight Shine' Poems to Share		
	Maths		WRM - Place Value Addition & Subtraction				WRM - Money; Multiplication & Division Length & Height; Mass, Capacity & Temperature; Fractions				WRM - Time; Statistics Position & Direction; Shape				
	Mini Projects	Science	Uses of Everyday Materials		Living Things and their Habitats		Living Things and their Habitat – Habitats around the Worlds		Animals including Humans - Growth		Animals including Humans – Life Cycles		Plants		
		A & D	Exploring Colours This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours, hues and how artists use colour in their artwork.				Flower Head This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.				Portraits and Poses This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.				
		D & T	Remarkable Recipes This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.				Beach Hut This project teaches children about making and strengthening structures, including different ways of joining materials. Cut, Stitch and Join This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.				Cut Stitch and Join Pupils explore how fabrics can be joined, strengthened and decorated using a range of simple sewing and textile techniques. They develop practical skills in cutting, stitching and assembling fabric to design and make a purposeful textile product while evaluating its effectiveness and craftsmanship.				
		Geography	Geography covered in main project				Geography revision and retrieval practice				Geography revision and retrieval practice				
		History	History revision and retrieval practice				History covered in main project				History covered in main project				
			Computing	Unit 2.1 IT around		us Unit 2.2 Digital photography		Unit 2.3 Robot algorithms		Unit 2.4 Pictograms		Unit 2.5 Digital music		Unit 2.6 Programming quixxes	
			RE	1.3 Who is Jewish and what do they believe? Jewish		people 1.6 How and why do we celebrate special and sacred times? (part 2) Christians, Muslims or Jewish		people 1.2 Who is a Muslim and what do they believe? (part 2) Muslims		1.1 Who is a Christian and what do they believe? (part 2) Christians		1.4 What can we learn from sacred books? Christians and Jewish people			
			PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
			Music	Tony Chestnut Carnival of the animals Composing music inspired by birdsong				Grandma rap Orawa Trains				Swing-a- long with Shostakovich Charlie Chaplin Tranczyny labada			
			PE	PE Invasion Games	Games Ball skills	PE Gymnastics	Games Rugby FUNdamentals	PE Dance	Games Indoor Athletics	PE Invasion Games	Games Social Dodgeball	PE Athletics	Games Tennis	PE Sports Day Prep	Games Kwik Cricket

Year 3	Autumn Term			Spring Term			Summer Term		
	CARE			DREAM			DARE		
	Roots		Survivors	Explorers		Roots	Survivors		Explorers

Main Project		 Invasions History This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.		 Blue Abyss Geography Explore the wonders of the world's oceans, from colourful coral reefs to the mysterious deep sea. Discover incredible marine life before designing a deep-sea submarine and creating artwork inspired by underwater habitats.		 Misty Mountains, Winding River Geography This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.		 Dynamic Dynasties This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.																			
Writing		Defeating the Monster Narrative: Third Person Recount and Character Description Non-Fiction: Persuasive letter Don't be mean Mr Wolf!		Defeating the Monster Narrative: Third Person Recount and Character Description Non-Fiction: Persuasive letter Don't be mean Mr Wolf!		Treasure Island 20,000 Leagues under the sea Biography: David Attenborough Biography		Rivers and Mountains (Physical and Human Geography) Non-chron report Persuasive text		The Firework Maker's Daughter Outcome: Character description How to make a firework Outcome: Instructions		Mulan and other Legendary Stories from China (Rising Stars Reading Planet) Outcome: Diary entry (as recount)															
Reading: Class Texts		How to Train your Dragon by Cressida Cowell From a Railway Carriage by Robert Louis Stevenson		How to Train your Dragon by Cressida Cowell From a Railway Carriage by Robert Louis Stevenson		Sharks: Facts at your fingertips (DK Pocket Eyewitness) Pirates 'n' Pistols: Ten Swashbuckling Pirate Tales		Raging Rivers (Horrible Geography) Mountains (Go Facts: Natural Environments)Freaky Peaks (Horrible Geography)		Julius Zebra: Commotion in Ancient China!		Chinese Children's Favorite Stories: Fables, Myths and Fairy Tales by Mingmei Yip															
Reading: Linked Texts		Ashley Booth KS2 Reading Curriculum Y3: https://docs.google.com/document/d/1qoScBdbWmRsID7uXXy96RASUfiZs_deE5BRNFZ7rB9Y/edit																									
Maths		WRM - Place Value Addition & Subtraction				WRM - Multiplication & Division Length & Perimeter; Fractions				WRM - Mass & Capacity; Money Time; Shape; Statistics																	
Mini Projects	Science	Scientific Enquiry		Animals including Humans		Rocks		Forces and Magnets		Plants		Light															
	A & D	Contrast & Complements This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.				Ammonite This project teaches children about artistic techniques used in sketching, printmaking and sculpture.				Beautiful Botanicals This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.																	
	D & T	Cook Well, Eatwell This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.				Making it Move This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.				Greenhouse This project teaches children about structures and frameworks. They make mini-greenhouse prototypes using strengthening, finishing and joining techniques.																	
	Geography	Geography covered in main project				Geography covered in main project				Geography revision and retrieval practice																	
	History	History covered in main project				History revision and retrieval practice				History covered in main project																	
		Computing		Unit 3.1 Connecting computers		Stop-frame animation (Pivot)		Unit 3.3 sequencing sounds		Unit 3.4 Branching databases		Unit 3.5 Desktop publishing Unit 3.6 Events and actions in programs															
		RE		L2.7 What does it mean to be a Christian in Britain today?		(part 1) Christians L2.8 What does it mean to be a Hindu in Britain today? (part 1) Hindus		L2.2 Why is the Bible so important for Christians today? Christians		Why are festivals important to religious communities? Christians, Muslims, Hindus (Jewish people)		What do different people believe about God? Hindus, Christians, Muslims		Why do people pray? Hindus, Christians, Muslim													
		PSHE		Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me													
		Music		I've been to Harlem Nao chariya de/Mingulay boat song Sound symmetry				Latin dance March from nutcracker From a railway carriage				Just three notes Samba with Segio Fly with the stars															
		PE		PE Invasion Games		Games Quicksticks		PE Gymnastics		Games Handball		PE Dance + Tri-golf		Games Fitness		PE Invasion Games		Games Netball		PE Athletics		Games OAA		PE Sports Day Prep		Games Kwik Cricket	
		MFL French		Y3 – Getting to know you				Y3 - All about me				Y3 - Food glorious food				Y3 – Family and friends				Y3 – Our School				Y3 - Time			

Year 4	Autumn Term		Spring Term		Summer Term	
	CARE		DREAM		DARE	
	Roots	Survivors	Explorers	Roots	Survivors	Explorers

Year 4	Main Project		 Ancient Civilisations History This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.		 Interconnected World Geography This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America.		 Sow, Grow and Farm Geography This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.		 Groundbreaking Greeks History This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.					
	Writing		<i>Nail Soup</i> Warning Narrative: First Person Diary Entry and Character Description Non Fiction: Instructions; recipes for disgusting dinners		The Depth of The Lake and The Height of The Sky by Kim Jihyun Outcome: Third person narrative (3) Link to topic Outcome: Instructions		The Depth of The Lake and The Height of The Sky by Kim Jihyun Outcome: Third person narrative (3) Link to topic Outcome: Instructions		The Tin Forest Outcome: Third person (adventure) narrative 'Vivid descriptions' (3) The Gardener Outcome: Letter		The Whale Outcome: Newspaper report		Who Let the Gods Out Dilemmas Outcome: Persuasion (balanced argument) Once in a Lifetime Outcome: Third Person Narrative ('Actions that are Clear' 4)	
	Reading: Class Texts		Esio Trot by Roald Dahl		Holes by Louis Sachar		Varjak Paw by S. F. Said		Seed by Caryl Lewis I		Icarus Was Ridiculous Book by Pamela Butchart The Boy Who Cried Ho Who let the Gods out		The Boy Who Cried Horse by Terry Deary	
	Reading: Linked Texts		Ashley Booth KS2 Reading Curriculum Y4: https://docs.google.com/document/d/1qF5cmmRmVYfeSCTKBB9vR3zP4Wm7TraQcYnEeGZI7DA/edit											
	Maths		WRM - Place Value Addition & Subtraction				WRM - Multiplication & Division Length & Perimeter; Fractions				WRM - Decimals; Money; Time Shape; Statistics; Position & Direction			
	Mini Projects	Science	Animals Including Humans		Living Things and Their Habitats		Living Things and Their Habitats – Conservation		States of Matter		Sound		Electricity	
		A & D	Taotie This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.				Vista This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere				Nature's Art This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.			
		D & T	Fresh Food, Good Food This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.				Functional and Fancy Fabrics This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.				Tomb Builders This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.			
		Geography	Geography revision and retrieval practice				Geography covered in main project				Geography revision and retrieval practice			
		History	History covered in main project				History revision and retrieval practice				History covered in main project			
	Computing	Unit 5.1 Systems and searching Micro:Bit Music production				Animation in Scratch Unit 5.4 Flat-file data bases				Unit 5.5 Vector drawings Unit 5.6 Selection in quizzes				
	RE	What does it mean to be a Hindu? part 1		How do people celebrate festivals?		What does it mean to be Hindu? Part 2		What does it mean to be Christian?		What do different people believe about God ?		Why do people pray?		
	PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me		
	Music	This little light of mine		Pink Panther Composing with colour		The doot doot song		Fanfare for the common man		Global pentatonics		The horse in motion Favourite Song		
	PE	PE Invasion Games	Games Football	PE Gymnastics	Games Dodgeball	PE Dance and TriGolf	Games Fitness	PE Invasion Games	Games Tag Rugby	PE Athletics	Games Tennis	PE Sports Day Prep	Games Rounders	
	MFL French	Y3 Term 5: Food		Y3 Term 6: At School		Y4 Term 1: Playtime		Y4 Term 2: At Home		Y4 Term 3: My Town		Y4 Term 4: Describing People		

Year 5	Autumn Term				Spring Term				Summer Term			
	CARE				DREAM				DARE			
	Roots		Survivors		Explorers		Inventors		Protectors		Legacy	

Main Project		 Through the Ages History This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.				 One planet, our world Geography This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones.				 Rocks, Relics and Rumbles Geography This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.				 Emperors and Empires History This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.			
Writing		The Most Dangerous Animal In The World by Valerie Bloom Outcome: 'In the style of...' poem Wolf Brother Outcome: Diary entry (as recount) Stone Age Boy – by Satoshi Kitamura (descriptions that are vivid) Outcome – Third person narrative (1)		Outcome: Biography Malala Yousafzai (survivor) The nowhere emporium (settings that convince) Outcome: Third person narrative (2)		The journey (middles that build drama) Outcome: Third person narrative (3) How to prepare for a disaster Outcome: Instructions		Storm Keeper's Island Outcome: Letter (persuasion to go to the cave) Leon and the place between (endings that satisfy) Outcome: Third person narrative (4)		Boudica Outcome: Newspaper report Space Outcome(s): Non-Chronological Report		Lizzy and the Cloud (Mood that moves us) Narrative Plastic Pollution Outcome: Balanced argument					
Reading: Class Texts		Wolf Brother – Michelle Paver		Wild Boy – Rob Llyod Jones		Into the Volcano – Jess Butterworth		Cogheart – Peter Bunzl		Thieves of Ostia		Stormkeeper's Island – Catherine Doyle					
Reading: Linked Texts		Ashley Booth KS2 Reading Curriculum															
Maths		WRM - Place Value Addition & Subtraction				WRM - Multiplication & Division Fractions				WRM - Decimals & Percentages; Perimeter & Area Statistics; Shape; Position & Direction; Converting Units; Volume							
Mini Projects	Science	Forces		Properties of Materials		Changes of Materials		Animals including Humans		Earth and Space		Living things and their Habitats					
	A & D	Prehistoric Pots This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.				People and Places This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.				Mosaic Masters This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.							
	D & T	Cook Well, Eatwell This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.				Making it Move This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.				Greenhouse This project teaches children about structures and frameworks. They make mini-greenhouse prototypes using strengthening, finishing and joining techniques.							
	Geography	Geography revision and retrieval practice				Geography covered in main project				Geography revision and retrieval practice							
	History	History covered in main project				History revision and retrieval practice				History covered in main project							
	Computing	Unit 5.1 Systems and searching Micro:Bit Music production				Animation in Scratch Unit 5.4 Flat-file data bases				Unit 5.5 Vector drawings Unit 5.6 Selection in quizzes							
	RE	U2.1 Why do some people believe that God exists? Muslims Christians and non-religious		U2.6 What does it mean to be a Muslim in Britain today? (part 1) Muslims		U2.7 What matters most to Christians and Humanists? Christians, nonreligious		U2.2 What would Jesus do? (can we live by the values of Jesus in the twenty-first century? Christians		U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus, Jewish people, Muslims		U2.10 Green religion? How and why should religious communities do more to care for the Earth?					
	PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me					
	Music	What shall we do with the drunken sailor Why we sing Introduction to song writing				Madina tun nabi Building a groove Epoca				Balinese gamelan Composing in ternary form							
	PE	PE Invasion Games	Games Quicksticks	PE Gymnastics	Games Handball	PE Dance + Tri-golf	Games Fitness	PE Invasion Games	Games Basketball	PE Athletics	Games OAA	PE Sports Day Prep	Games Kwik Cricket				
	MFL French	Y4 Term 5: The Body		Y4 Term 6: Sport		Y5 Term 1: On Holiday		Y5 Term 2: Eating Out		Y5 Term 3: Hobbies		Y5 Term 4: A School					
Year 6		Autumn Term				Spring Term				Summer Term							
		CARE				DREAM				DARE							
		Roots		Survivors		Explorers		Roots		Survivors		Explorers					

Main Project		 Maafa History This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.				 Frozen Kingdoms Geography This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them		 Rainforest Geography This project teaches children about the plants, animals and insects that inhabit the rainforest, food that originates there and weather patterns. They will find out about the impact on deforestation on animal habitats and native people, and how it is a major contributor towards climate change.		 Britain at War History This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.				
Writing		Factual Tour of the Circulatory System Outcome: Non-chronological report Refugees Outcome: Persuasive speech		Rosa Parks Outcome: Biography Francis Outcome: Third person narrative		The Explorer Outcome: Narrative (setting focus) Outcome: Newspaper report		Eye of Animal Outcome: Narrative (first and third person) Climate Change Outcome: Letter		Beyond the Lines Outcome: First person narrative Rock, Paper, Scissors Outcome: Third person narrative		Rewrite Unit (TBC) Outcome: Rewrite and improve a narrative using Year 6 writing expectations. Survival Guide to Secondary School Outcome: Information leaflet		
Reading: Class Texts		The Final Year – Matt Goodfellow The Boy at the Back of the Class – Onjali Q. Raúf		Windrush Child – Benjamin Zephaniah		The Explorer – Katherine Rondell		The Last Bear – Hannah Gold		Once – Morris Goetzman		When the Sky Falls – Phil Earle The First Year – Matt Goodfellow		
Reading: Linked Texts		Ashley Booth KS2 Reading Curriculum Y6: https://docs.google.com/document/d/1tK8XYAIY2nBBSUqG53cxYppvUZ2v2dk6wqcBXPiMg3Q/edit												
Maths		WRM - Place Value Four Operations				WRM - Fractions, Decimals & Percentages Algebra; Ratio; Decimals				WRM - Shape; Position & Direction Statistics; Converting Units; Perimeter, Area & Volume				
Mini Projects	Science	Electricity		Light		Animals Including Humans		Living Things and their Habitats		Evolution and Inheritance		Looking after our environment		
	A & D	Trailblazers, Barrier Breakers This project teaches children about significant Black artists and their work, providing opportunities to analyse and create artwork inspired by them.				Environmental Artists This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment before creating collaborative artwork with an environmental message.				Distortion and Abstraction This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstract art and create a musically inspired abstract painting.				
	D & T	Food for Life This project teaches children about healthy eating, nutrition and food preparation before designing and making a healthy dish.				Engineer (DT) This project teaches children to apply engineering principles to design, make and evaluate a functional product.				Make Do and Mend (DT) This project teaches children about wartime design, repairing and reusing materials and designing products inspired by wartime Britain.				
	Geography	Geography revision and retrieval practice				Geography covered in main project				Geography revision and retrieval practice				
	History	History covered in main project				History revision and retrieval practice				History covered in main project				
		Computing		Unit 6.1 Computing systems and networks Unit 6.2 Webpage creation		Unit 6.3 Games in scratch Unit 6.4 Spreadsheets				Unit 6.5 3D modelling Unit 6.6 Sensing movement (Micro:Bits)				
		RE	U2.6 What does it mean to be a Muslim in Britain today? (Part 2) Muslims		U2.9 What can be done to reduce racism? Can religion help? Christians, Muslims and non-religious ideas		Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (Humanists)				U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious responses			
		PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
		Music	Hey, Mr Miller Exploring identity through song				Dona nobis pacem Race				Leavers' Performance & Legacy			
		PE	PE Invasion Games	Games Football	PE Gymnastics	Games Dodgeball	PE Dance + Tri-golf	Games Fitness	PE Invasion Games	Games Netball	PE Athletics	Games Tennis	PE Sports Day Prep	Games Rounders
		MFL French	Y4 Term 5: The Body		Y4 Term 6: Sport		Y5 Term 1: On Holiday		Y5 Term 2: Eating Out		Y5 Term 3: Hobbies		Y5 Term 4: A School	