

## CURRICULUM OVERVIEW Reception to Year 6 (2023 2024)

Seven Kings Primary Reception – Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	It's Good to be Me!	Let's Party!	Terrific Tales	Come Outside	How do we get there?	The Wonderful World
<b>Books</b>	<ul style="list-style-type: none"> <li>• The Colour Monster/goes to school</li> <li>• Pete the Cat- Rocking in my school shoes</li> <li>• Class Character books</li> <li>• Once There were Giants</li> <li>• The Dot</li> <li>• Mr Men's Birthday Party</li> </ul>	<ul style="list-style-type: none"> <li>• Binny's Diwali</li> <li>• The Jolly Christmas Postman</li> <li>• Christmas Story</li> <li>• Leaf Man</li> <li>• Sparks in the Sky</li> <li>• Don't Hog the Hedge</li> <li>• Owl Babies</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• The Gingerbreadman</li> <li>• Little Red Riding Hood</li> <li>• The Ugly Duckling</li> <li>• The Sleeping Beauty</li> <li>• Cinderella</li> </ul>	<ul style="list-style-type: none"> <li>• Brilliant Bugs</li> <li>• A seed in Need</li> <li>• The Last Tree</li> <li>• The Tiny Seed</li> <li>• Bugs and Bees</li> <li>• Oliver's Vegetables</li> <li>• The Very Hungry Caterpillar</li> <li>• The Giant Turnip</li> <li>• Patten's Pumpkin</li> </ul>	<ul style="list-style-type: none"> <li>• Naughty Bus</li> <li>• The Train Ride</li> <li>• The Journey Home from Grandpa's</li> <li>• Mr Gumpy's Outing</li> <li>• The Hundred Decker Bus</li> <li>• Aliens Love Underpants</li> <li>• Astro girl</li> <li>• Look up!</li> <li>• Non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• Somebody Swallowed Stanley</li> <li>• Commotion in the Ocean</li> <li>• A Hole at the Bottom of the Sea</li> <li>• Ruby's Worry</li> <li>• Blown Away</li> <li>• Lilly and the Polar Bears</li> <li>• Non-fiction text</li> </ul>
<b>MFL</b>	Mandarin					
<b>English</b>	<p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will segment and blend sounds together to read words.</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b> Children will begin to read captions and sentences.</p> <p><b>Writing</b> Children will form letters correctly.</p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b> Children will read words containing tricky words and digraphs,</p> <p><b>Writing</b> Children will write labels/[phrases representing the sounds with a letter/letters</p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b> Children will write words which are spelt phonetically.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p>

<b>Maths</b>	<p><b>Number</b> Children will have a deep understanding of 1-3. <b>Numerical Patterns</b> Children will verbally say which group has more or less.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5. <b>Numerical Patterns</b> Children will compare equal and unequal groups.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8. <b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10. <b>Numerical Patterns</b> Children will add and subtract using number sentences</p>	<p><b>Number</b> Children will revise number bonds to 5. <b>Numerical Patterns</b> Children will share quantities equally.</p>	<p><b>Number</b> Children will know their number bonds to 10, including doubling facts. <b>Numerical Patterns</b> Children will be able to count beyond 20 and higher</p>
<b>Understanding the world</b>	<p><b>History: Past and Present</b> Children will know about their own life story and how they have changed. <b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment. <b>Science: The Natural World</b> Children will understand the terms 'same' and 'different'. <b>RE: People, Culture and Communities</b> Which places are special and why?</p>	<p><b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now. <b>Geography: People, Culture and Communities</b> Children will know that there are many countries around the world. <b>Science: The Natural World</b> Children will explore and ask questions about the natural world around them. <b>RE: People, Culture and Communities</b> What stories are special and why?</p>	<p><b>History: Past and Present</b> Children will talk about the lives of people around them. <b>Geography: People, Culture and Communities</b> Children will know that people around the world have different religions. <b>Science: The Natural World</b> Children will talk about features of the environment they are in and learn about the different environments. <b>RE: People, Culture and Communities</b> Which people are special and why?</p>	<p><b>History: Past and Present</b> Children will talk about past and present events in their lives and what has been read to them. <b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community. <b>Science: The Natural World</b> Children will make observations about plants discussing similarities and differences. <b>RE: People, Culture and Communities</b> Which times are special and why?</p>	<p><b>History: Past and Present</b> Children will know about the past through settings and characters. <b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map. <b>Science: The Natural World</b> Children will make observations about animals discussing similarities and differences. <b>RE: People, Culture and Communities</b> Being Special: Where do we belong?</p>	<p><b>History: Past and Present</b> Children will know about the past through settings, characters and events. <b>Geography: People, Culture and Communities</b> Children will know that people in other countries may speak different languages. <b>Science: The Natural World</b> Children will know some important processes and changes in the natural world, including states of matter. <b>RE: People, Culture and Communities</b> Special World: What is special about our world and why?</p>
<b>Expressive Arts and Design</b>	<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes. <b>Art &amp; Design: Creating with Materials</b> Children will experiment with textures and mark making.</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds. <b>Art &amp; Design: Creating with Materials</b> Children will experiment with mixing colours and the introduction of colour theory.</p>	<p><b>Music: Being Imaginative</b> Children will create narratives based around stories. <b>Art &amp; Design: Creating with Materials</b> Children will safely explore different techniques for joining materials.</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music. <b>Art &amp; Design: Creating with Materials</b> Children will make props and costumes for different role play scenarios.</p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern. <b>Art &amp; Design: Creating with Materials</b> Children will explore and use a variety of artistic techniques to express their ideas and feelings.</p>	<p><b>Music: Being Imaginative</b> Children will invent their own narratives, stories and poems. <b>Art &amp; Design: Creating with Materials</b> Children will share creations, talk about process and evaluate their work.</p>
<b>Personal, Social and Emotional Development</b>	<p><b>Self-Regulation</b> Children will be able to follow one step instructions.</p>	<p><b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p>

	<p>Children will recognise different emotions. Children will focus during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Managing Self</b> Children will understand the need to have rules.</p> <p><b>Building Relationships</b> Children will begin to develop friendships.</p>	<p><b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking</p>	<p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise</p>	<p><b>Managing Self</b> Children will manage their own basic needs independently. Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Managing Self</b> Children will show a 'can do' attitude. Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
<b>Physical Development</b>	<p><b>Gross Motor</b> Children will learn to move safely in a space.</p> <p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Gross Motor</b> Children will explore different ways to travel using equipment.</p> <p><b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb.</p> <p><b>Fine Motor</b> Children will handle scissors, pencil and glue effectively.</p>	<p><b>Gross Motor</b> Children will jump and land safely from a height.</p> <p><b>Fine Motor</b> Children will use cutlery appropriately.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.</p>	<p><b>Gross Motor</b> Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.</p>
<b>P.E</b>	Games 1	Gymnastics 1	Games 2	Gymnastics 2	Parachute games	Sports Day Games
<b>Communication and Language</b>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.</p> <p><b>Speaking</b> Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.</p> <p><b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses.</p>

<b>Seven Kings Primary Plan Year 1 Long Term Plan</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b>	<b>The Three Little Pigs</b> Narrative: Re-telling and repetition	<b>Traction Man</b> Narrative	<b>Lila and the Secret of Rain</b> Non fiction and Narative	<b>Lost in the Toy Museum</b> Narrative Non-fiction report	<b>Katie in London</b> Non-Fiction and fiction Recount	<b>The Secret Sky Garden</b> Non-fiction recount Poetry
<b>Maths</b>	Baseline/ELG check to 10 Number: Place Value to 20	Geometry Number: Identifying, representing and estimating. Reading & writing numbers	Number: Addition & Subtraction Place Value to 50 Measurement: Length & Height	Number: Multiplication & Division Fractions	Measurement: Time & Money Number: Place Value to 100	Geometry: Position & Direction Measurement: Weight & Volume Number: 4 operations
<b>Science</b>	Animals including Humans	Animals including Humans Seasons	Materials	Materials Seasons	Plants	Plants Seasons
<b>Geography / History</b>	Our Local Area	Superheroes	What's the Weather?	Toys Past & Present	Kings and Queens	The United Kingdom & its communities
<b>Art</b>	Art: Textiles – Colour Monster Puppets.	Art: Hundertwasser – Homes / Personal Environment. Bonfire		Art: Sarah Graham Toys	Art: Archimboldo: Still life	Art: Tracy McGuinness
<b>DT</b>	DT: Junk Modelling through Provision		DT: Food - Fruit Kebabs		DT: Mechanism- Sliders and Levers	
<b>Computing</b>	Online Safety	Google Classroom Skills	Digital Painting		Moving a robot: Mapping Skills	
<b>PE</b>	Games 1 Ball skills and aiming	Gym 1 Points and Patches	Parachute Games Listening. Teamwork, Problem Solving	Gym 2 Rocking and Rolling	Athletics Running, Throwing, Jumping	Games 2 Creating games and developing partner work
<b>RE</b>	What festivals do different religions celebrate?		Who is a Christian and What do they believe?		Who is a Muslim and what do they believe?	
<b>MFL</b>	Mandarin					
<b>Music</b>	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse Rhythm and Pitch	Having fun with Improvisation	Explore Sound and Create a Story
<b>PSHE/RSE</b>	Living in the Wider World		Health and Well-Being		Relationships	

Seven Kings Primary Plan Year 2 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>The Last Wolf (Mini Grey)</b> Biography on the class name - Poetry - Story retelling - Persuasive letter	<b>Winter's Child (Angela McAllister)</b> - Information text - Recount - Story writing	<b>Fox (Margaret Wild)</b> - Poetry - Diary entry - Story writing	<b>Firebird (Saviour Pirotta)</b> - Information text - Poetry - Story writing	<b>The Lost Happy Endings (Carol Ann Duffy)</b> - Recount - Letter - Instruction text - Story writing	<b>Jolly Roger (Colin McNaughton)</b> - Information text - Persuasive letter - Story writing
<b>Maths</b>	Place Value Measurement - Length and Mass	Addition and subtraction Statistics	Multiplication and Division Shapes and their properties	Measurement - Money Measurement - Time	Fractions	Measurement - Capacity, volume and temperature Position and direction
<b>Science</b>	Uses of everyday materials	Uses of everyday materials	Animals including Humans	Living things and their habitats	Plants	Plants
<b>Geography / History</b>	Ibn Battuta Amelia Earhart Names of continents and oceans	James Cook	Australia: A case study	Fire of London	Victorian holidays	Coasts
<b>Art</b>	Drawing and Painting Colour Theory		Aboriginal Art	Pop Art (Linked to Topic Identity and Seaside)		
<b>DT</b>	Exploring materials - Weaving textiles for a material resources tree		Structures - Natural Habitats		Food - Preparing fruit and veg	
<b>Computing</b>	Programming - Robot Algorithms		Online Safety		Information Technology Around Us	
<b>PE</b>	Games 1	Gym 1	Gym 2	Games 2	Athletics	Dance
<b>MFL</b>	Mandarin					
<b>RE</b>	Who influences our lives?		What do Christians do at Easter and why is it important to them?		Part 2: Who is a Muslim and what do they believe?	
<b>Music</b>	Exploring Simple Patterns	Focus on dynamics and tempo	Exploring feelings through music	Inventing a musical story	Music that makes you dance	Exploring improvisation
<b>PSHE/RSE</b>	Living in the wider world		Health and Wellbeing		Relationships	

Seven Kings Primary Plan Year 3 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>Alice In Wonderland (Lewis Carol)</b> - An invitation - A testimony	<b>Iron Man (Ted Hughes)</b> Discussion text Persuasive formal letter Diary entry	<b>The Mousehole Cat (Antonia Barber)</b> Non chronological report Story Writing- legend Poetry	<b>This Morning I Met a Whale (Michael Morpurgo)</b> Persuasive Speech/debate. Non chronological report Retell a story from an alternative perspective	<b>The Lost Thing (Shaun Tan)</b> Retell a story Newspaper report Formal letter writing Diary entry	<b>Fortunately, The Milk (Neil Gaiman)</b> Instructional texts Persuasive formal letter Retell a section of the story
<b>Maths</b>	Place Value Addition and subtraction	Multiplication and Division Measurement Assessment and consolidation	Multiplication and Division Measurement	Money Time	Time Geometry Properties of shape	Money Measurement Statistics
<b>Science</b>	Animals including Humans	Rocks and soils	Forces and Magnets Working Scientifically	Plant	Light And Shadows	Working Scientifically
<b>Geography / History</b>	Stone Age to Iron Age	Stone Age to Iron Age	Rivers and Mountains	Rivers and Mountains	Ancient Egypt	Europe: A case Study
<b>Art</b>	Stone Age cave paintings And Drawing Project	Cave paintings from around the world Landscape Painting Project	Landscape painting project	Cave paintings from around the world Landscape Painting Project	Landscape painting project	Egyptian Artefacts
<b>DT</b>	<b>Mechanisms</b> - cardboard engineering maze game	<b>Innovation</b> - design and prototype task. Using renewable energy for future travel and explorers	<b>Food and nutrition</b> - staple foods	<b>Mechanisms</b> - cardboard engineering maze game	<b>Innovation</b> - design and prototype task. Using renewable energy for future travel and explorers	<b>Food and nutrition</b> - staple foods
<b>Computing</b>	Online Safety - Smart Rules	Computational Thinking	Computer Systems and Networks	Computer Systems and Networks	Programming-Events and Actions	Programming-Events and Actions
<b>PE</b>	Tag Rugby	Gymnastics	Bench Ball	Hockey	Athletics	Striking and Fielding
<b>RE</b>	What does it mean to be Hindu?		How do people express their faith through the arts?		What do religions teach about the natural world and why should we care about it?	
<b>MFL: Spanish</b>	Greetings Phonics	Numbers and giving my age	Classroom instructions and objects	Forming gender and plurals	Animals	Colours, adjective agreements

<b>Music</b>	Listen with attention to detail, understanding the key terms	Listening, Singing, performing and developing music knowledge	Development of vocal skills, and recall sounds with increasing aural memory	Playing musical instruments with increasing accuracy, fluency, control and expression	Playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts
<b>PSHE/RSE</b>	Living in the Wider World		Health and Wellbeing		Relationships	

Seven Kings Primary Plan Year 4 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>Tuesday - (Andrew Weisner)</b> Monologue Newspaper report Write a story	<b>Varjak Paw (S F Said)</b> Character description Setting description Balanced argument	<b>Leon and the Place Between (Angela McAlilister)</b> Setting description Recount Playscript	<b>Windows (Jeannie Baker)</b> Poetry Setting Description  <b>Poetry - Viking storm</b> Performance poetry	<b>Arthur and the Golden Rope (Joe Todd Stanton)</b> Character description Write a story	<b>How To Train Your Dragon (Cressida Cowell)</b> setting description Non chronological report Missing chapter
<b>Maths</b>	Place Value Addition and Subtraction Multiplication and Division		Measure: Area and perimeter Fractions and Decimals Measure: Time, Money		Measure: Length Geometry Statistics	
<b>Science</b>	States of matter	Sound	Animals including humans	Living things and their habitats	Electricity	
<b>Geography / History</b>	The Romans		Volcanoes	Earthquakes	Anglo Saxons	Vikings
<b>Art</b>	Art: Drawing project - Volcanoes (4.2 & 4.4)			Art: Drawing project - Volcanoes (4.1 & 4.3)		
<b>DT</b>	DT: Making a greenhouse and food technology (4.1 & 4.3)			DT: Making a greenhouse and food technology (4.2 & 4.4)		
<b>Computing</b>	Online Safety - Be Internet Legends		Computer Systems and Networks		Programming – Repetition in shapes - LOGO	
<b>PE</b>	Athletics	Attacking & Defending a space	Hockey/ Dance		Striking and Fielding	Swimming and Fitness
<b>RE</b>	What matters most to Humanists and Christians?		How and why do believers show their commitments during the journey of life		What does it mean to be a Jewish?	
<b>MFL: French</b>	Greetings / alphabet and spelling out names	Numbers, months and Birthdays	Shapes and colours	Designing and describing a volcano in French/Spanish.	Family	Physical description and parts of the body
<b>Music</b>	<b>Violin/Ukulele</b> Interesting time signatures: How does music bring us together?	<b>Violin/Ukulele</b> Combining elements to make music: How does music connect us to our past?	<b>Violin/Ukulele</b> Developing pulse and groove through improvisation: How does music improve our world? :	<b>Violin/Ukulele</b> creating simple melodies together: How does music teach us about our community?	<b>Violin/Ukulele</b> connecting notes and feelings: How does music shape our way of life?	<b>Violin/Ukulele</b> Purpose, identity and expression in music: How does music connect us with our environment?



PSHE/RSE	Living in the wider world	Health and Well-Being	Relationships
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Seven Kings Primary Plan Year 5 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Journey Setting description Re-telling a narrative Diary entry	Greek Myths Character description Persuasive letter Journalistic recount	Journey to the River Sea Re-telling a narrative Informal letter Character description Setting description	The Great Kapok Tree Poetry Information text	The Diver's Daughter Diary entry Journalistic recount Re-telling a narrative Biography	Macbeth Playscript Story writing
<b>Maths</b>	Place Value Addition and Subtraction	Multiplication and Division Statistics	Fractions Decimals	Decimals Percentages	Area and Perimeter Volume, Angles Properties of shape	Properties of shape Position & Direction Converting Units of measure.
<b>Science</b>	Forces	Earth and Space	Living things and their Habitats	Animals including Humans	Properties of Materials and Changes of Materials	
<b>Geography / History</b>	Ancient Greece: The Legacy of the Ancient Greeks		Climate and Biomes	South America: A Case Study	The Tudors: The Power of the Crown	
<b>Art / DT</b>	<b>Art:</b> Printmaking <b>DT:</b> Tower Project			<b>Art:</b> Printmaking <b>DT:</b> Tower Project		
<b>Computing</b>	E safety	Computational Thinking	Computer Systems and Networks		Programming	
<b>PE</b>	Lineball/Netball	Tag Rugby	Fitness	Gymnastics	Athletics	Striking and fielding
<b>RE</b>	What does it mean to be a Muslim?		Why is prayer important for religious believers?		Justice and poverty: Can religions help to build a fair world?	
<b>MFL: French</b>	Numbers and telling the time	Creating a weather report	Verbs and the present tense	Exploring Rainforest animals through National geographic books in French / Spanish (Reading and Grammar focus)	Presenting a fact file about Rainforest animals in French / Spanish (speaking and writing focus)	Consolidation
<b>Music</b>	Getting started with music tech	Emotions and musical styles	Exploring key and time signatures	Introducing chords	Words, meaning and expression	Identifying important musical elements
<b>PSHE/RSE</b>	Living in the Wider World		Health & Wellbeing		Relationships	

**Seven Kings Primary Plan  
Year 6 Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 SATS	Summer 2
<b>English</b>	Biography (on class name) <i>Rose Blanche (Ian McEwan)</i> Narrative & Informal Letter <i>Rocca San Giovanni (George Frasier Gaille)</i> <i>The Night of Death (John Ratigan)</i> Poetry	<i>Letters from the Lighthouse (Emma Carrol)</i> Diary Entry Balanced argument	<i>Eyewitness Ancient Egypt (DK)</i> <i>Ancient Egypt (National Geographic)</i> <i>Ancient Egypt: Tales of Gods and Pharaohs</i> Non-chronological report <i>The Red Pyramid (Rick Riordan)</i> Fable/ Myth	<i>The Rainplayer (David Wisniewski)</i> Narrative	<i>Video: Francis Brandywine (Literacy Shed)</i> Newspaper <i>Greta and the Giants (Zoe Tucker)</i> Persuasive letter	<i>Speech transcripts (Greta Thunberg, Martin Luther King Jr, Barack Obama)</i> Speech <i>Commentary Transcript (David Attenborough)</i> Commentary
<b>Maths</b>	Place Value 4 operations	4 operations Fractions	Fractions/ Decimals Percentages Ratio & Proportion	Percentages Ratio & Proportion Measurement Statistics	Statistics Algebra Geometry SATS Revision	Transition Securing Y6 objectives
<b>Science</b>	Light and Electricity		Animals including Humans		Evolution and Inheritance	Living Things & Habitats
<b>Geography / History</b>	WWII - Keep Calm and Carry On		Ancient Egypt	Mayan Civilisation		Sustainable Energy
<b>Art / DT</b>	<b>ART</b> Class Artist/ Visual Diaries WWII Streets Drawing Project/ Identity Project. <b>DT</b> Electronics/Textiles Wearable Electronics		<b>ART</b> Class Artist/ Visual Diaries WWII Streets Drawing Project/ Identity Project. <b>DT</b> Electronics/Textiles Wearable Electronics		<b>ART: Residential Quilt</b>  <b>DT</b> Food - WWII recipes	
<b>Computing</b>	Computing Systems - Communications & Collaboration	Computational Thinking	Creating Media - Web Page Creation		Programming - Variables in Games	
<b>PE</b>	Net and Wall games Invasion games		Net and Wall games Invasion games		OAA/ Athletics	Striking & Fielding (Swimming Boosters)
<b>RE</b>	What does it mean to be a Sikh?		What do religions say to us when life gets hard?		What will make our city/town a more respectful place?	
<b>MFL: French</b>	WWII Countries		Mexico & the Mayans Burkina Faso My Local Area		Festivals	

<b>Music</b>	Developing Melodic Phrases	Understanding Structure and Form	Gaining confidence through performance	Exploring Notation Further	Using Chords and Structure	Respecting each other through composition
<b>PSHE/RSE</b>	Living in the Wider World		Health & Wellbeing		Relationships	