

# CURRICULUM OVERVIEW BY YEAR GROUP 2025-2026 AT Capel-Le-Ferne Primary School

| Year 1  |   |  |  |   |  |   |
|---|---|--|--|---|--|---|
|   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2                                    | Summer 1   | Summer 2  |
| Maths   | <b>NUMBER</b><br>Place Value (within 10) (Week 1-5)<br>Addition and Subtraction (Week 6-10)   |  | <b>NUMBER</b><br>Place Value (within 20) (Week 1-3)<br>Addition and Subtraction (within 20) (Week 4-6)<br>Place Value (within 50) (Week 7-8) |   | <b>NUMBER</b><br>Multiplication and Division (Week 1-3)<br>Fractions (Week 4-5)      |   |
|   | <b>SHAPE</b><br>Geometry (Week 11)<br>CONSOLIDATION (Week 12)   |  | <b>MEASUREMENT</b><br>Length and height (Week 9-10)<br>Mass and volume (Week 11-12)  |   | <b>GEOMETRY</b><br>Position and Direction (Week 6)                                   |   |
|   |   |  |  |   | <b>NUMBER</b><br>Place Value (within 100) (Week 7-8)                                 |   |
|   |   |  |  |   | <b>MEASUREMENT</b><br>Money (Week 9)<br>Time (Week 10-11)<br>CONSOLIDATION (Week 12) |   |
| Year 1  |   |  |  |   |  |   |
|   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2                                    | Summer 1   | Summer 2  |
|   |   |  | Under the Sea  |   | Superheroes  |   |
| Science   | Materials: Everyday Materials   |  | Animals: Sensitive bodies  | Animals: Comparing animals                  | Plants: Introduction to plants   | Making connections: Investigating science through stories                     |
|   | Learning throughout the year: <ul style="list-style-type: none"> <li>• Seasonal Change and weather associated with the 4 seasons.</li> </ul>                            |  |  |   |  |   |
| Personal, Social and Health Education (PSHE)<br><i>Relationship and Sex Education (RSE)</i> | Being Me in My World  | Celebrating Difference                           | Dream and Goals  | Healthy Me                                  | Relationships  | Changing Me   |
| Religious Education   | Unit 7: Who do Christians say made the world?   | Unit 8: Why does Christmas matter to Christians? | Unit 10: What do Christians believe God is like?   | Unit 9: Who is Jewish and how do they live? | Unit 11: What does it mean to belong to a faith community?                           | Unit 12: How should we care for others and the world, and why does it matter? |
|   | Learning throughout the year: <ul style="list-style-type: none"> <li>• I understand who Christians are and how they celebrate different Christian occasions.</li> </ul> |  |  |   |  |   |
| Geography   | Seasonal Change: AUTUMN   | What is the weather like in the UK?              | What is it like here?<br><br>Seasonal Change: WINTER   | What is it like here?                       | What is the weather like in the UK?<br><br>Seasonal Change: SPRING                   | What is it like to live in Shanghai?<br><br>Seasonal Change: SUMMER           |
|   | Learning throughout the year:   |  |  |   |  |   |

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|                       |  |   |  |  |  |  |
|-----------------------|--|---|--|--|--|--|
|                       | <ul style="list-style-type: none"> <li>I can describe different types of weather (Children to discuss different weather types on different days throughout the school year).</li> <li>I know that the weather is not the same everywhere in the UK (Children discuss different weather in different places in the UK on different days throughout the school year).</li> <li>I know the 4 countries in the UK and where my local area is in England (Children are familiar with the UK map and can point to where Capel-le-Ferne is on it).</li> <li>I can make comparisons between where I live and another place in the UK using reference to compass directions (Children discuss different places in the UK and if they are in the North, East, South or West).</li> </ul> |   |  |  |  |  |
| History               | <b>How am I making history?</b>  |   |  |  | <b>How have toys changed?</b>          | <b>How have explorers changed the world?</b> |
|                       | Learning throughout the year: <ul style="list-style-type: none"> <li>I can use and understand what 'past' and 'present mean' and what is a 'memory' (Children encouraged to use this in various contexts and subjects in the year).</li> <li>I can talk about my favourite toy to the children in my class and a toy my parent or grandparent used to play with (Children throughout the year present their toy to the class and a toy of either a parent or grandparent. Children discuss similarities and differences).</li> </ul>   |   |  |  |  |  |
| Art and Design        | <b>Drawing: Make your mark</b>   |   | <b>Painting and Mixed Media: Colour Splash</b> |  | <b>Sculpture and 3D: Paper Play</b>    | <b>Craft and Design: Woven Wonders</b>       |
| Design and Technology | <b>Mechanisms: Making a moving storybook</b>   |   | <b>Structures: Constructing a windmill</b>     | <b>Cooking and Nutrition: Fruit and vegetables</b> | <b>Mechanisms: Wheels and Axles</b>    | <b>Textiles: Puppets</b>                     |
| Computing             | <b>Computing systems and networks: Technology around us</b>  | <b>Creating media: Digital painting</b> | <b>Programming A: Moving a robot</b>           | <b>Data and information: Grouping data</b>         | <b>Creating media: Digital writing</b> | <b>Programming B: Programming animations</b> |
| Physical Education    | <b>Invasion Games</b>  | <b>Dance</b>                            | <b>Gymnastics</b>                              | <b>Tennis</b>                                      | <b>Athletics and Games</b>             | <b>Athletics and Games</b>                   |
| Music                 | <b>Elements of Music</b>   | <b>Classical Music</b>                  | <b>World Music</b>                             | <b>Pop Music through Different Eras</b>            | <b>Contemporary Genres</b>             | <b>Revision and Consolidation</b>            |
| French                | Learning throughout the year: <ul style="list-style-type: none"> <li>I can say 'hello' and 'good-bye' in French.</li> <li>I know where France is on a map that also includes the UK.</li> </ul>  |   |  |  |  |  |

| Year 2 |   |          |  |          |   |          |
|--------|---|----------|--|----------|---|----------|
|        | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
| Maths  | <b>NUMBER</b><br>Place Value (Week 1-4)<br>Addition and Subtraction (Week 5-9)<br><b>GEOMETRY</b><br>Shape (Week 10-12) |          | <b>MEASUREMENT</b><br>Money (Week 1-2)<br><b>NUMBER</b><br>Multiplication and Division (Week 3-7)<br><b>MEASUREMENT</b><br>Length and Height (Week 8-9)<br>Mass, Capacity and Temperature (Week 10-12) |          | <b>NUMBER</b><br>Fractions (Week 1-3)<br><b>MEASUREMENT</b><br>Time (Week 4-6)<br><b>STATISTICS</b> (Week 7-8)<br><b>GEOMETRY</b><br>Position and Direction (Week 9-10) |          |

## CURRICULUM OVERVIEW BY YEAR GROUP 2025-2026 AT Capel-Le-Ferne Primary School

|                            | Year 2   |  |   |  |   | CONSOLIDATION (Week 11-12)                                      |  |
|----------------------------|--|--|---|--|---|---|--|
|                            | Autumn 1   | Autumn 2   | Spring 1  | Spring 2                                       | Summer 1  | Summer 2  |  |
|                            | Explorers  |  | Our Monarchy: Past and Present                        |  | Our Precious World                                    |   |  |
| Science                    | Living Things: Habitats  | Living things: Microhabitats   | Materials: Uses of everyday materials                 | Animals: Life cycles and health                | Plants: Plant growth                                  | Making connections: Plant-based materials                       |  |
| (PSHE) and (RSE)           | Being Me in My World   | Celebrating Difference   | Dream and Goals                                       | Healthy Me                                     | Relationships   | Changing Me   |  |
| Religious Education        | Unit 13: What is the good news Christians believe Jesus brings? (Pt 1) | Unit 14: What is the good news Christians believe Jesus brings? (Pt 2) | Unit 15: Who is a Muslim and How do they live? (Pt 1) | Unit 16: Why does Easter matter to Christians? | Unit 17: Who is a Muslim and How do they live? (Pt 2) | Unit 18: What makes some places sacred to believers?            |  |
| Geography                  | Would you prefer to live in a hot or cold place?                       |  |   |  | Why is our world wonderful?                           | What is it like to live by the coast?                           |  |
| History                    |  | How was school different in the past?                                  | How did we learn to fly?                              | What is a Monarch?                             |   |   |  |
| Art and Design             | Painting and Mixed Media: Life in Colour                               |  | Sculpture and 3D: Clay Houses                         |  | Craft and Design: Map it out                          |   |  |
| Design and Technology      |  | Cooking and Nutrition: A balanced diet                                 |   | Mechanisms: Making a Moving Monster            |   | Textiles: Pouches   |  |
| Computing                  | Computing Systems and Networks: What is a computer?                    | Data Handling: International Space Station                             | Programming 1: Algorithms and debugging               | Online Safety: Year 2                          | Creating Media: Stop Motion (using tablets)           | Programming 2: Introduction to block coding (using 'ScratchJr') |  |
| Physical Education (Elite) | Invasion Games   | fundamentals   | yoga  | Ball Skills                                    | Striking and Fielding                                 | Athletics   |  |
| Music                      | Elements of Music  | Classical Music  | World Music   | Pop Music through Different Eras               | Contemporary Genres                                   | Revision and Consolidation                                      |  |

|       | Year 3  |          |  |          |   |          |
|-------|---|----------|--|----------|---|----------|
|       | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
| Maths | <b>NUMBER</b><br>Place Value (Week 1-3)<br>Addition and Subtraction (Week 4-8)<br>Multiplication and Division A (Week 9-12) |          | <b>NUMBER</b><br>Multiplication and Division B (Week 1-3)<br><b>MEASUREMENT</b><br>Length and Perimeter (Week 4-6)<br><b>NUMBERS</b><br>Fractions A (Week 7-9)<br><b>MEASUREMENT</b><br>Mass and Capacity (Week 10-12) |          | <b>NUMBER</b><br>Fractions B (Week 1-2)<br><b>MEASUREMENT</b><br>Money (Week 3-4)<br>Time (Week 5-7)<br><b>GEOMETRY</b><br>Shape (Week 8-9)<br><b>STATISTICS</b> (Week 10-11) |          |

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|   | Year 3   |   |  |  |   | CONSOLIDATION (Week 12)   |  |
|---|--|---|--|--|---|---|--|
|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |  |
|   | THE STONE AGE, BRONZE AGE AND IRON AGE   |   | THE ROMANS   |  | EGYPT (AFRICA)  |   |  |
| Science   | <b>Animals: Movement and Nutrition</b>   | <b>Forces and space: Forces and magnets</b>                                   | <b>Plants: Plant reproduction</b>  | <b>Materials: Rocks and Soil</b>                                 | <b>Energy: Light and shadows</b>  | <b>Making connections: Does hand span affect grip strength?</b>             |  |
| Personal, Social and Health Education (PSHE)<br><i>Relationship and Sex Education (RSE)</i> | <b>Being Me in My World</b>  | <b>Celebrating Difference</b>   | <b>Dream and Goals</b>   | <b>Healthy Me</b>  | <b>Relationships</b>  | <b>Changing Me</b>  |  |
| Religious Education   | <b>Unit 19: What is it like for someone to follow God?</b>   | <b>Unit 20: What is the 'Trinity' and why is it important for Christians?</b> | <b>Unit 22: How do festivals and family life show what matters to Jewish people?</b> | <b>Unit 23: How do Christians learn from the Creation story?</b> | <b>Unit 24: How and why do people try to make the world a better place?</b> | <b>Unit 21: How do festivals and worship show what matters to a Muslim?</b> |  |
| Geography   |  | <b>Who lives in Antarctica?</b>   |  | <b>Why do people live near volcanoes? (Escape from Pompeii)</b>  |   | <b>Are all settlements the same? Local area and India (New Delhi)</b>       |  |
| History   | <b>British History 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>   |   | <b>British History 2: Why did the Romans settle in Britain?</b>                      |  | <b>What did the Ancient Egyptians believe?</b>                              |   |  |
| Art and Design  | <b>Painting and Mixed Media: Prehistoric Paintings</b>   |   | <b>Sculpture and 3D: Abstract Shape and Space</b>                                    | <b>Drawing: Growing Artists</b>                                  | <b>Craft and Design: Ancient Egyptian Scrolls</b>                           |   |  |
| Design and Technology   | <b>Cooking and Nutrition: Eating seasonally</b>  | <b>Mechanical Systems: Pneumatic Toy</b>                                      | <b>Digital World: Electronic Charm</b>   | <b>Structures: Constructing a castle</b>                         | <b>Textiles: Cross-stitch and Applique (Egyptian Collars)</b>               | <b>Electrical Systems: Electric Poster</b>                                  |  |
|   | Learning throughout the year: <ul style="list-style-type: none"> <li>Children learn throughout the year about what food are in season and try some different foods. Pictures of different foods are displayed within the classroom environment.</li> </ul> |   |  |  |   |   |  |
| Computing   | <b>Computing systems and networks: Connecting computers</b>  | <b>Creating media: Stop-frame animation</b>                                   | <b>Programming A: Sequencing sounds</b>  | <b>Data and information: Branching databases</b>                 | <b>Creating media: Desktop publishing</b>                                   | <b>Programming B: Events and actions in programs</b>                        |  |
| Physical Education  | <b>Invasion Games</b>  | <b>fundamentals</b>   | <b>yoga</b>  | <b>Ball Skills</b>   | <b>Striking and Fielding</b>  | <b>Athletics</b>  |  |
| Music   | <b>Elements of Music</b>   | <b>Classical Music</b>  | <b>World Music</b>   | <b>Pop Music through Different Eras</b>                          | <b>Contemporary Genres</b>  | <b>Revision and Consolidation</b>   |  |

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|        |   |   |                              |                         |                                   |                          |
|--------|---|---|------------------------------|-------------------------|-----------------------------------|--------------------------|
| French | <b>French Adjectives of Colour, Size and Shape</b>  | <b>French Playground Games: Numbers and Age</b> | <b>In a French Classroom</b> | <b>French Transport</b> | <b>A Circle of life in French</b> | <b>Recap and Revisit</b> |
|        | Learning throughout the year: <ul style="list-style-type: none"> <li>Consolidate: French greetings and good-bye.</li> <li>Children know days of the week, months of the year and numbers from 1 to 30.</li> </ul> |   |                              |                         |                                   |                          |

| Year 4  |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
| Maths   | <b>NUMBER</b><br>Place Value (Week 1-4)<br>Addition and Subtraction (Week 5-7)<br><b>MEASUREMENT</b><br>Area (Week 8)<br><b>NUMBER</b><br>Multiplication and Division A (Week 9-11)<br>CONSOLIDATION (Week 12) |   | <b>NUMBER</b><br>Multiplication and Division B (Week 1-3)<br><b>MEASUREMENT</b><br>Length and Perimeter (Week 4-5)<br><b>NUMBER</b><br>Fractions (Week 6-9)<br>Decimals A (Week 10-12) |  | <b>NUMBERS</b><br>Decimals B (Week 1-2)<br><b>MEASUREMENT</b><br>Money (Week 3-4)<br>Time (Week 5-6)<br>CONSOLIDATION (Week 7)<br><b>GEOMETRY</b><br>Shape (Week 8-9)<br><b>STATISTICS</b> (Week 10)<br><b>GEOMETRY</b><br>Position and Direction (Week 11-12) |  |
| Year 4  |  |   |  |  |  |  |
|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|   | India (Asia)   |   | Britain and France   |  | Food and its origins   | Vikings and Dragons  |
| Science   | <b>Animals: Classification and changing habitats</b>   | <b>Animals: Digestion and food</b>                                | <b>Energy: Electricity and circuits</b>  | <b>Materials: States of matter</b>                                       | <b>Energy: Sound and vibrations</b>  | <b>Making connections: How does the flow of liquids compare?</b> |
| Personal, Social and Health Education (PSHE)<br><i>Relationship and Sex Education (RSE)</i> | <b>Being Me in My World</b>  | <b>Celebrating Difference</b>                                     | <b>Dream and Goals</b>   | <b>Healthy Me</b>  | <b>Relationships</b>   | <b>Changing Me</b>   |
| Religious Education   | <b>Unit 25: What kind of world did Jesus want?</b>   | <b>Unit 29: What does it mean to be a Hindu in Britain today?</b> | <b>Unit 30: How and why do people mark the significant events of life?</b>   | <b>Unit 28: Why do Christians call the day Jesus died 'Good Friday'?</b> | <b>Unit 26: When Jesus left; What was the impact of Pentecost?</b>   | <b>Unit 27: What do Hindus believe God is like?</b>              |
| Geography   | <b>Why are rainforests important to us?</b>  |   | <b>What are rivers and how are they used?</b>  |  | <b>Where does our food come from?</b>  |  |

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|                       |   |  |  |   |  |   |
|-----------------------|---|--|--|---|--|---|
|                       |   |  | (Compare local river with River Nile)      |   |  |   |
| History               |   | How have children's lives changed?         |  | British history: How hard was it to invade and settle in Britain? |  | How did the achievements of the Ancient Maya impact their society and beyond? |
|                       | Learning throughout the year: <ul style="list-style-type: none"> <li>Work on how children's lives have changed. Look at different children from different time periods.</li> </ul>  |  |  |   |  |   |
| Art and Design        | Drawing: Power Prints   |  | Painting and Mixed Media: Light and Dark   |   | Sculpture and 3D: Mega Materials           | Craft and Design: Fabric of Nature  |
| Design and Technology | Digital World: Mindful moments timer  | Textiles: Fastenings                       | Mechanical Systems: Making a slingshot car | Electrical Systems: Torches                                       | Cooking and Nutrition: Adapting a recipe   | Structures: Pavillions  |
| Computing             | Computing systems and networks: The Internet  | Creating media: Audio production           | Programming A: Repetition in shapes        | Data and information: Data logging                                | Creating Media: Photo Editing              | Programming B: Repetition in games  |
| Physical Education    | Invasion Games  | Basketball/ Netball                        | Gymnastics                                 | handball  | Cricket                                    | Athletics   |
| Music                 | Whole Class Instrumental Teaching: Ukulele  | Whole Class Instrumental Teaching: Ukulele | Whole Class Instrumental Teaching: Ukulele | Whole Class Instrumental Teaching: Ukulele                        | Whole Class Instrumental Teaching: Ukulele | Whole Class Instrumental Teaching: Ukulele                                    |
| French                | Portraits: Describing in French   | Clothes: Getting dressed in French         | French Numbers, Calendars and Birthdays    | French Weather and the Water Cycle                                | French Food – Miam, Miam!                  | French and the Eurovision Song Contest  |
|                       | Learning throughout the year: <ul style="list-style-type: none"> <li>Incorporate introducing one self with name and asking other person their name.</li> <li>Consolidate: Children know days of the week, months of the year and numbers from 1 to 30.</li> <li>Children know a number of colours.</li> </ul> |  |  |   |  |   |

| Year 5 |   |          |   |          |   |          |
|--------|---|----------|---|----------|---|----------|
|        | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
| Maths  | <b>NUMBER</b><br>Place Value (Week 1-3)<br>Addition and Subtraction (Week 4-5)<br>Multiplication and Division A (Week 6-8)<br>Fractions A (Week 9-12) |          | <b>NUMBER</b><br>Multiplication and Division B (Week 1-3)<br><b>Fractions B</b> (Week 4-5)<br>Decimals and Percentages (Week 6-8)<br><b>MEASUREMENT</b><br>Perimeter and Area (Week 9-10)<br><b>STATISTICS</b> (Week 11-12) |          | <b>GEOMETRY</b><br>Shape (Week 1-3)<br>Position and Direction (Week 4-5)<br><b>NUMBER</b><br>Decimals (Week 6-8)<br>Negative Numbers (Week 9)<br><b>MEASUREMENT</b> |          |

# CURRICULUM OVERVIEW BY YEAR GROUP 2025-2026 AT Capel-Le-Ferne Primary School

|   |  |   |  |   | Converting Units (Week 10-11)<br>Volume (Week 12)                  |  |
|---|--|---|--|---|--|--|
| Year 5  |  |   |  |   |  |  |
|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|   | Space  |   | Africa   | The Tudors  | The Victorians   | Looking after our planet:<br>Renewable Energy                  |
| Science   | <b>Forces and space: Earth and Space</b>   | <b>Making connections: Does the size of an asteroid affect the diameter of its impact crater?</b> | <b>Materials: Mixtures and separation</b>                        | <b>Materials: Properties and changes</b>  | <b>Forces and space: Unbalanced forces</b>                         | <b>Living things: Life cycles and reproduction</b>             |
|   | Learning throughout the year: <ul style="list-style-type: none"> <li>Recording data on how children grow naturally.</li> <li>compare how gestation periods vary across different mammals, including humans.</li> </ul>   |   |  |   |  |  |
| Personal, Social and Health Education (PSHE)<br><i>Relationship and Sex Education (RSE)</i> | <b>Being Me in My World</b>  | <b>Celebrating Difference</b>   | <b>Dream and Goals</b>   | <b>Healthy Me</b>   | <b>Relationships</b>   | <b>Changing Me</b>   |
| Religious Education   | <b>Unit 33: Why is the Torah so important to Jewish people?</b>  | <b>Unit 34: Creation and Science; Conflicting or Complimentary?</b>                               | <b>Unit 35: How can following God bring freedom and justice?</b> | <b>Unit 31: What does it mean if Christians believe God is Holy and loving?</b> | <b>Unit 32: What does it mean to be a Muslim in Britain today?</b> | <b>Unit 36: What matters most to Humanists and Christians?</b> |
| Geography   | <b>What is life like in the Alps?</b>  |   | <b>Why do oceans matter?</b>                                     |   |  | <b>Would you like to live in a desert?</b>                     |
|   | Learning throughout the year: <ul style="list-style-type: none"> <li>Teacher lead discussion on different renewable energies and non-renewable energies dictated by weather that is occurring (talk about solar panels on a hot day, energy demand on a very cold day).</li> </ul> |   |  |   |  |  |
| History   |  | <b>Were the Vikings raiders, traders or something else?</b>                                       |  | <b>What was life like in Tudor England?</b>                                     | <b>What is the legacy of the ancient Greek civilisation?</b>       |  |
| Art and Design  | <b>Drawing: I need Space (Space)</b>   |   | <b>Painting and Mixed Media: Portraits</b>                       |   | <b>Sculpture and 3D: Interactive Installation (China)</b>          | <b>Craft and Design: Architecture</b>                          |
| Design and Technology   | <b>Electrical Systems: Doodlers</b>  | <b>Cooking and Nutrition: What could be healthier?</b>  | <b>Structure: Bridges</b>  | <b>Digital World: Monitoring Devices</b>  | <b>Mechanical Systems: Making a pop-up book</b>                    | <b>Textiles: Soft Toys</b>                                     |

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|                    |   |                                  |  |   |   |                                     |
|--------------------|---|----------------------------------|--|---|---|-------------------------------------|
| Computing          | Computing systems and networks: Systems and searching   | Creating media: Video production | Programming A: Selection in physical computing | Data and information: Flat-file databases | Creating media: Introduction to vector graphics | Programming B: Selection in quizzes |
| Physical Education | Invasion Games  | Basketball/ Netball              | Gymnastics                                     | handball                                  | Cricket   | Athletics                           |
| Music              | Elements of Music   | Classical Music                  | World Music                                    | Pop Music through Different Eras          | Contemporary Genres                             | Revision and Consolidation          |
| French             | French Monster Pets   | Space Exploration: In French     | Shopping in France                             | French Speaking World                     | Verbs in a Week                                 | Meet my French Family               |
|                    | Learning throughout the year: <ul style="list-style-type: none"> <li>• Consolidate: Incorporate introducing one self with name and asking other person their name.</li> <li>• Consolidate: Children know a number of colours.</li> <li>• Children know the main cities in France and where they are in France.</li> </ul> |                                  |  |   |   |                                     |

| Year 6  |  |  |  |  |   |   |
|---|--|--|--|--|---|---|
|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| Maths   | <b>NUMBER</b><br>Place Value (Week 1-2)<br>Addition, Subtraction, Multiplication and Division (Week 3-7)<br>Fractions A (Week 8-9)<br>Fractions B (Week 10-11)<br><b>MEASUREMENT</b><br>Converting Units (Week 12) |  | <b>RATIO</b> (Week 1-2)<br><b>ALGEBRA</b> (Week 3-4)<br><b>NUMBER</b><br>Decimals (Week 5-6)<br>Fractions, Decimals and Percentages (Week 7-8)<br><b>MEASUREMENT</b><br>Area, Perimeter and Volume (Week 9-10)<br><b>STATISTICS</b> (Week 11-12) |  | <b>GEOMETRY</b><br>Shape (Week 1-3)<br>Position and Direction (Week 4)<br><b>THEMED PROJECTS, CONSOLIDATION AND PROBLEM SOLVING</b> (Week 5-12) |   |
| Year 6  |  |  |  |  |   |   |
|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| Science   | <b>Living things: Classifying big and small</b>  | <b>Energy: Light and reflection</b>                            | <b>Living things: Evolution and inheritance</b>  | <b>Energy: Circuits, batteries and switches</b>                    | <b>Animals: Circulation and health</b>  | <b>Making connections: Are some sunglasses safer than others?</b> |
| Personal, Social and Health Education (PSHE)<br><i>Relationship and Sex Education (RSE)</i> | Being Me in My World   | Celebrating Difference   | Dream and Goals  | Healthy Me   | Relationships   | Changing Me   |
| Religious Education   | Unit 37: Christians and how to live: What would Jesus do?  | Unit 38: Why do Christians believe that Jesus was the Messiah? | Unit 39: Why do Hindus want to be good?  | Unit 40: What difference does the resurrection make to Christians? | Unit 41: For Christians, what kind of King was Jesus?   | Unit 42: Why do some people believe in God and some people not?   |

## CURRICULUM OVERVIEW BY YEAR GROUP 2025-2026 AT Capel-Le-Ferne Primary School

|                       |   |  |   |   |   |   |                            |
|-----------------------|---|--|---|---|---|---|----------------------------|
| Geography             |   | Why does population change?                |   |   | Where does our energy come from?            | Can I carry out an independent fieldwork enquiry? |                            |
| History               | What does the census tell us about our local area?  |  | What was the impact of WW2 on British people? |   |   | Unheard histories: Who should go on the banknote? |                            |
|                       | Learning throughout the year: <ul style="list-style-type: none"> <li>I can understand how WW2 developed through tracking the development of WW2 on a regular basis (Children discuss WW2 events on a weekly basis with questions and thoughts on what might happen next).</li> <li>Who should appear on a £10? Debate different people as a class.</li> </ul> |  |   |   |   |   |                            |
| Art and Design        | <b>Drawing: Make my Voice Heard (Mayas)</b>   | <b>Craft and Design: Photo Opportunity</b> | <b>Painting and Mixed Media: Artist Study</b> |   | <b>Sculpture and 3D: Making Memories</b>    |   |                            |
| Design and Technology | <b>Structures: Playgrounds</b>  | <b>Digital World: Navigating the World</b> | <b>Textiles: Waistcoats</b>                   | <b>Mechanical Systems: Automata Toys</b>  | <b>Electrical Systems: Steady Hand Game</b> | <b>Cooking and Nutrition: Come Dine with me</b>   |                            |
| Computing             | <b>Computing systems and networks: Communication and collaboration</b>  | <b>Creating media: Web page creation</b>   | <b>Programming A: Variables in games</b>      | <b>Data and information: Spreadsheets</b> | <b>Creating media: 3D Modelling</b>         | <b>Programming B: Sensing movement</b>            |                            |
| Physical Education    | <b>Invasion Games</b>   | <b>Basketball/ Netball</b>                 | <b>Gymnastics</b>                             | <b>handball</b>                           | <b>Cricket</b>                              | <b>Athletics</b>                                  |                            |
| Music                 | <b>Elements of Music</b>  | <b>Classical Music</b>                     | <b>World Music</b>                            |   | <b>Pop Music through Different Eras</b>     | <b>Contemporary Genres</b>                        | Revision and Consolidation |
| French                | <b>French Sport and the Olympics</b>  | <b>French Football Champions</b>           | <b>In my French House</b>                     | <b>Planning a French Holiday</b>          | <b>Visiting a town in France</b>            | <b>Recap and Revisit</b>                          |                            |
|                       | Learning throughout the year: <ul style="list-style-type: none"> <li>Children can meet, introduce themselves and talk about their interests.</li> <li>Children know the main cities in France and where they are in France as well as monuments or geographical features of the area they are in.</li> </ul>  |  |   |   |   |   |                            |