

Subject / Term	Term 1 Through the Ages	Term 2 Through the Ages	Term 3 Rocks, Relics and Rumbles	Term 4 Rocks, Relics and Rumbles	Term 5 Emperors and Empires	Term 6 Emperors and Empires
English	Stone Age Boy	The Iron Man	The Firework Maker's Daughter	Pebble in my Pocket	The Leopard in the Golden Cage	Escape from Pompeii
	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>• Writing in role</li> <li>• Setting description</li> <li>• Letter</li> <li>• Narrative</li> <li>• Diary entry</li> <li>• Instructions</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Instructions</li> <li>• Apology letter</li> <li>• Menu</li> <li>• Newspaper report</li> <li>• Diary</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>• Character profiles</li> <li>• Persuasive letter</li> <li>• Instructions</li> <li>• Explanation writing</li> <li>• Narrative writing</li> <li>• Dilemma Story</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Descriptive Writing</li> <li>• Story Mapping</li> <li>• Drama</li> <li>• Writing in role</li> <li>• Non-Chronological writing</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Comic strip</li> <li>• Diary entry</li> <li>• Letter</li> <li>• Recount</li> <li>• Narrative</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Diary</li> <li>• Newspaper report</li> <li>• Balanced argument</li> <li>• Poetry - calligrams</li> <li>• Narrative</li> </ul>
	<b>SPaG</b> <ul style="list-style-type: none"> <li>• Capital letters &amp; full-stops.</li> <li>• Sentence types</li> <li>• Nouns &amp; adjectives</li> <li>• Expanded noun phrases</li> <li>• Fronted adverbials</li> </ul>	<b>SPaG</b> <ul style="list-style-type: none"> <li>• Simple past tense</li> <li>• Verbs &amp; adverbs</li> <li>• Pronouns</li> <li>• Vowel / consonants</li> <li>• Use of a / an</li> </ul>	<b>SPaG</b> <ul style="list-style-type: none"> <li>• Singular and plural nouns</li> <li>• Subordinating Conjunctions</li> <li>• Prepositions and prepositional phrases</li> </ul>	<b>SPaG</b> <ul style="list-style-type: none"> <li>• Main and subordinate clauses</li> <li>• Commas for lists</li> <li>• Alphabetical order</li> <li>• Apostrophes for contraction</li> </ul>	<b>SPaG</b> <ul style="list-style-type: none"> <li>• Possessive apostrophes</li> <li>• Coordinating conjunctions</li> <li>• Prefixes</li> <li>• Adverbial phrases</li> </ul>	<b>SPaG</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Suffixes</li> <li>• Past perfect verb tense</li> <li>• Inverted commas</li> </ul>
Guided Reading	Oliver & the Seawigs		The Wild Robot		The Boy Who Grew Dragons	Jelly Boots Smelly Boots
Maths	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction	<b>Number:</b> Multiplication and Division A	<b>Number:</b> Multiplication and Division B <b>Measurement:</b> Length and Perimeter	<b>Number:</b> Fractions A <b>Measurement:</b> Mass and Capacity	<b>Number:</b> Fractions B <b>Measurement:</b> Money and Time	<b>Geometry:</b> Properties of Shape <b>Measurement:</b> Statistics
Science	<b>Animal Nutrition and the Skeletal System</b> This project teaches children about the importance of	<b>Animal Nutrition and the Skeletal System</b> This project teaches children about the	<b>Forces and Magnets</b> This project teaches children about contact and non-contact forces,	<b>Forces and Magnets</b> This project teaches children about contact and non-contact forces, including friction and magnetism.	<b>Plant Nutrition and Reproduction</b> This project teaches children about the	<b>Light and Shadows</b> This project teaches children about light and dark. They investigate the phenomena of

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	nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeletons.	importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeletons.	including friction and magnetism. They investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials.	They investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials.	requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.	reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.
Geography			<b>Rocks, Relics and Rumbles</b> This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.		<b>Our Planet, Our World</b> 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.	
History	<b>Through the Ages</b> 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.				<b>Emperors and Empires</b> 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.	
R.E.	<b>L2.7 What does it mean to be a Christian in Britain today?</b> Pupils will learn about what Christians do at home, in church and in the wider community and why these things are important to them.	<b>L2.7 What does it mean to be a Christian in Britain today?</b> Pupils will learn about what Christians do at home, in church and in the wider community and why these things are important to them.	<b>L2.1 What do people believe about God?</b> Discuss and describe some of the ways in which Christians, Hindus and Muslims describe God.	<b>L2.5 Festivals</b> To learn about different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Pesach in Judaism and Eid ul Fitr in Islam	<b>L2.4 Why do people pray?</b> To describe how different people pray and make connections between what people believe about prayer and what they do when they pray.	<b>L2.2 Why is the Bible important?</b> To explore questions about what the Bible says and how the bible is used and valued in Christian communities today. They will explore which stories are special and why and what can we learn from sacred books?
Art	<b>Contrast and Complement</b> 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.	<b>Prehistoric Pots</b> 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.	<b>Ammonite</b> This project teaches children about artistic techniques used in sketching, printmaking and sculpture.	<b>People and Places</b> 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.	<b>Beautiful Botanicals</b> 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.	<b>Mosaic Masters</b> 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.	<b>Cook Well, Eat Well</b> This project teaches children about food groups and the	<b>Cook Well, Eat Well</b> This project teaches children about food	<b>Making it Move</b> This project teaches children about cam	<b>Making it Move</b> This project teaches children about cam mechanisms. They experiment	<b>Greenhouse</b> This project teaches children about the	<b>Greenhouse</b> This project teaches children about the purpose, structure

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	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.	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.	mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.	with different shaped cams before designing, making and evaluating a child's automaton toy.	purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.	and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.
Music	Listening, singing and playing instruments based on an R&B song.	Nativity and Christmas singing – unison and parts.	Reggae Music, singing and playing instrumental parts.	Rhythmic Patterns played on percussion instruments	Features of Disco Music, improvisation and composition.	Reflect, Rewind and Replay.
P.E.	Football / Gymnastics	Netball / Dance	Hockey / Gymnastics	Tennis / Dance	Athletics / Tri-Golf	Swimming / Lacrosse
MFL	Je me Presente – introducing yourself, numbers and colours	Les Fruits – identifying different fruits J'aime.../Je n'aime pas...	Les Animaux – identifying ten different animals Je suis.....	Les Instruments-identifying instruments. Je joue....	Les Legumes – identifying vegetables Je voudrais.....	Le Petit Chaperon Rouge-story in French. Elle s'appelle/Il s'appelle.... Le Corps – parts of the body. Je suis/ J'ai ....
Computing	We Are Programmers	We Are Bug Fixers	We Are Presenters	We Are Who We Are	We Are Communicators	We Are Opinion Pollsters
PSHE	<b>Being Me</b> 1. Getting to know each other 2. Our nightmare school 3. Our dream school 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter	<b>Celebrating Difference</b> 1. Families 2. Family conflict 3. Witness and feelings 4. Witness and solutions 5. Words that harm 6. Celebrating difference: compliments	<b>Dreams and Goals</b> 1. Dreams and goals 2. My dreams and ambitions 3. A new challenge 4. Our new challenge 5. Overcoming obstacles 6. Celebrating my learning	<b>Healthy Me</b> 1. Being fit and healthy 2. Being fit and healthy 3. What do I know about drugs? 4. Being safe 5. Safe or unsafe 6. My amazing body	<b>Relationships</b> 1. Family roles and responsibilities 2. Friendship 3. Keeping myself safe online 4. Being a global citizen 1 5. Being a global citizen 2 6. Celebrating my web of relationships	<b>Changing Me</b> 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead