

HUMANITIES (HISTORY AND GEOGRAPHY)

			Spring Term		Summer Term	
Year 5/6 Year A	SPACE RACE- USA	STONE AGE	SPACE RACE- RUSSIA	IRON AGE	GREECE TODAY	ANCIENT GREECE
Year 5/6 Year B	COASTLINE S	ROMANS	COASTLINE S/ FORCES	EVOLUTIO N	BATTLE OF SEDGEMO OR	SHANG DYNASTY
Year 3/4 Year A	POVERTY- TUDORS	THE THIRD WORLD- KENYA	POVERTY- VICTORIAN S	Qatar - Richer nations	EARLY ISLAMIC EMPIRE	EGYPT
Year 3/4 Year B	SAXONS AND SCOTS	WATER- RIVERS	VIKINGS		ITALY	STOGURSEY HISTORY

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

Year R/1/2 Year A	Where we live	Winter animals	Dinosaurs and fossils	Space and our planet	Castles and royalty	Weather	
Year R/1/2 Year B	TOYS	CELEBRATIONS	UNITED KINGDOM	GREAT FIRE OF LONDON	OTHER CULTURES		
Year R/1/2 Year C	Friends and family	Autumn	Winter Festivals	MEMORIES	Jobs	Technology	SEASIDE

Updated 7.8.24 by GT

Year A= 2023/24 in green for KS2 2024/25 for Triscombe

Year B = 2024/25 in blue

Year C (EY/KS1 only)= 2023/24

English Overview Sep 2024

TRUST CURRICULUM Years 5-6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	'COSMIC' By Frank Cottrell-Boyce Fiction: Science Fiction writing Focus: Character		'WOLF BROTHER' by Michelle Paver Fiction: Historic fiction		'THE ADVENTURES OF ODYSSEUS' by Hugh Lupton, Daniel Morden and Christina Balit	

	<p>Plot type: Finding tale Non-fiction: Persuasion and NCR Poetry: Grace Nicholls ‘Cosmic Disco’ forms of poetry</p>	<p>Focus: Setting and suspense Plot type: Quest/ journey Non-fiction: Recount and discussion Poetry: Rhythm- Selected poems for children by Charles Causley</p>	<p>Fiction: Suspense Focus: Openings and Endings Plot type: Voyage and return Non-fiction: Letters and Newspaper article writing (any needed for moderation) Poetry: Reciting poetry (Dip into any from Year ¾ and have poetry slam)</p>
Year B	<p>QUEEN OF DARKNESS (main) and Astrix the Gaul (additional, optional)</p> <p>Focus: Character Plot: Good vs evil (overcoming a monster) Fiction: Historical thriller</p> <p>Non-Fiction: discussion (whose side to choose and why.. rebellion or Roman rule?)</p> <p>THE UNDEFEATED Poetry: lyric poetry</p> <p>IF 3YR cycle: ‘KRINDLEKRAX’ by Phillip Ridley Fiction: Modern Fiction Plot type: Defeat the Monster</p>	<p>THE DAM Fiction: magical realism Plot type: Journey Focus: Settings</p> <p>Non-Fiction x 2: Explanation and Newspaper</p> <p>POEMS THE WIND BLEW IN Poetry: Collaborative poetry</p> <p>IF 3YR cycle: ‘FLOODLAND’ By Marcus Sedgwick/ The Time Slip Scarab Fiction: Thriller Plot type: Portal Focus: Settings Non-Fiction x 2: Explanation and Newspaper Poetry: Collaborative poetry</p>	<p>THE HIGHWAYMAN by Alfred Noyes Fiction: Adventure story Non-Fiction: Instructions Poetry: Performance Poetry</p> <p>THE LADY OF SHALOTT by Alfred Tennyson Poetry: ancient civilisation rhyme and song free verse</p>

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	<p>Focus: Description</p> <p>Non-Fiction x 2: Discussion and NCR</p> <p>Poetry:</p>		
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PRE-TRUST CURRICULUM Years 3-4 English	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	<p>Iron Man by Ted Hughes CLPE (links with forces and magnets)</p> <p>Narrative plot: Defeat the monster</p> <p>Focus: Suspense</p> <p>Suggestion: Own narrative about a hero robot</p> <p>Non-fiction: Should the farmers trap the Iron man or not? Discussion</p> <p>Recount (diaries and newspaper reports)</p>		<p>Varjak Paw</p> <p>Narrative plot: Quest/ journey</p> <p>Focus: Character</p> <p>Suggestion: Own narrative about an animal's journey/ magical abilities</p> <p>Non-fiction: Explanation 'How the digestive system Works'</p> <p>Poetry - The Lost Words - this is such a great text about the importance of words</p>		<p>Tales told in tents CLPE</p> <p>Narrative plot: Short stories (various)</p> <p>Focus: Settings</p> <p>Suggestion: Own compendium of short stories set in another area of the world</p> <p>Non-fiction: NCR about different Middle Eastern Countries</p> <p>Instructions</p>	

	Poetry - Everyone Sang (PSHE link with feelings)		Performance Poetry - Marshmallow clouds (science link with nature)
Year B	<p>ARTHUR AND THE GOLDEN ROPE (POR)</p> <p>Focus: Setting Plot type: Defeat the Monster Fiction: Own myth Non-fiction: Recount (Newspaper) - Wolf extinguishes essential fire</p> <p>A KID IN MY CLASS Poetry: soliloquy</p>	<p>THE MIRACULOUS JOURNEY OF EDWARD TULANE (POR)</p> <p>Focus: Setting Plot type: Adventure/voyage Fiction: bildungsroman Non-fiction: Persuasion</p> <p>CARIBBEAN DOZEN POETRY: Rhyme</p>	<p>THE RHYTHM OF THE RAIN</p> <p>Focus: Openings & Endings Plot type: realism/journey fiction: realist fiction Non-fiction: Explanation The importance of water/the water cycle</p> <p>THE RAINMAKER DANCED POETRY: Performance poetry</p>

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

FOUNDATIONAL CURRICULUM Years R-1 English	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A (2025/26)	<p>Where we live Errol's Garden</p> <p>Fill my bucket</p>	<p>Winter animals</p> <p>Lost and Found</p> <p>Ernest Shackleton – Little People Big Dreams</p>	<p>Dinosaurs and Fossils</p> <p>A First Book of Dinosaurs</p> <p>Stone Girl, Bone Girl</p>	<p>Space and our planet</p> <p>Look up!</p> <p>Professor Astor Cat's Solar System</p>	<p>Castles and Royalty</p> <p>Rapunzel</p> <p>Look Inside a Castle</p>	<p>Weather</p> <p>Out and About: A First Book of Poems</p> <p>Please, Mr Magic Fish</p>
Year B	<p>Traction Man</p> <p>Story Plot: Defeat the monster Narrative Feature: Openings & Endings</p> <p>NF: Instructions</p> <p>Poetry: Celebration poems Nursery rhymes throughout</p>		<p>Claude in the City</p> <p>Narrative Feature: Setting Description</p> <p>NF: Non chronological report- Newspaper NF: Recount</p>		<p>Anna Hibiscus's Song</p> <p>Narrative Feature: Description</p> <p>NF-Explanation</p> <p>Poetry: Performance poetry</p>	

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Year C	<p>The Enormous Turnip</p> <p>Story Plot: Cumulative Narrative Feature:</p> <p>NF: Diary recount (Guy Fawkes)</p> <p>Poetry: Nursery rhymes throughout</p>	<p>The Three Billy Goats Gruff</p> <p>Story Plot: Defeat the Monster Narrative Feature: Character Description</p> <p>NF: Discussion to convince the troll not to eat the goats</p>	<p>Leaf</p> <p>NF: Recount (diary entry)</p> <p>Poetry: Animal poetry</p>	<p>The Snail and the whale</p> <p>Story Plot: Journey Narrative Feature: Speech & Dialogue</p>
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MATHEMATICS OVERVIEWS

Mastering Number

Reception Overview








Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

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<ul style="list-style-type: none">• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds• compare sets of objects by matching• begin to develop the language of 'whole' when talking about objects which have parts	<ul style="list-style-type: none">• understand that two equal groups can be called a 'double' and connect this to finger patterns• sort odd and even numbers according to their 'shape'• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern• order numbers and play track games• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	<ul style="list-style-type: none">• begin to generalise about 'one more than' and 'one less than' numbers within 10• continue to identify when sets can be subitised and when counting is necessary• develop conceptual subitising skills including when using a rekenrek
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Year 1	
1	<p>Previous Reception experiences and counting within 100</p> <ul style="list-style-type: none"> • 1NPV-1 Count within 100, forwards and backwards, starting with any number. • 1.9 Composition of numbers: 20-100
2	<p>Comparison of quantities and part-whole relationships</p> <ul style="list-style-type: none"> • 1NPV-1 Count within 100, forwards and backwards, starting with any number. • 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. • 1.1 Comparison of quantities and measures • 1.2 Introducing 'whole' and 'parts': part-part-whole
3	<p>Numbers 0 to 5</p> <ul style="list-style-type: none"> • 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. • 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • 1.3 Composition of numbers: 0-5
4	<p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p> <ul style="list-style-type: none"> • 1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.
5	<p>Numbers 0 to 10</p> <ul style="list-style-type: none"> • 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. • 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • 1.4 Composition of numbers: 6-10
6	<p>Additive structures</p> <ul style="list-style-type: none"> • 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. • 1.5 Additive structures: introduction to aggregation and partitioning • 1.6 Additive structures: introduction to augmentation and reduction
7	<p>Addition and subtraction facts within 10</p> <ul style="list-style-type: none"> • 1NF-1 Develop fluency in addition and subtraction facts within 10. • 1.7 Addition and subtraction: strategies within 10
8	<p>Numbers 0 to 20</p> <ul style="list-style-type: none"> • 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. • 1.10 Composition of numbers: 11-19
9	<p>Unitising and coin recognition</p> <ul style="list-style-type: none"> • 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. • 2.1 Counting, unitising and coins

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Both are available online

Year 2	
1	<p>Numbers 10 to 100</p> <ul style="list-style-type: none"> • 2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. • 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. • 1.8 Composition of numbers: multiples of 10 up to 100 • 1.9 Composition of numbers: 20-100
2	<p>Calculations within 20</p> <ul style="list-style-type: none"> • 2AS-1 Add and subtract across 10. • 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". • 1.11 Addition and subtraction: bridging 10 • 1.12 Subtraction as difference
3	<p>Fluently add and subtract within 10</p> <ul style="list-style-type: none"> • 2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. • 1.7 Addition and subtraction: strategies within 10
4	<p>Addition and subtraction of two-digit numbers (1)</p> <ul style="list-style-type: none"> • 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • 1.13 Addition and subtraction: two-digit and single-digit numbers • 1.14 Addition and subtraction: two-digit numbers and multiples of ten
5	<p>Introduction to multiplication</p> <ul style="list-style-type: none"> • 2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • 2.2 Structures: multiplication representing equal groups • 2.3 Times tables: groups of 2 and commutativity (part 1) • 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1 • 2.5 Commutativity (part 2), doubling and halving
6	<p>Introduction to division structures</p> <ul style="list-style-type: none"> • 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). • 2.6 Structures: quotitive and partitive division
7	<p>Shape</p> <ul style="list-style-type: none"> • 2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.
8	<p>Addition and subtraction of two-digit numbers (2)</p> <ul style="list-style-type: none"> • 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. • 1.15 Addition: two-digit and two-digit numbers • 1.16 Subtraction: two-digit and two-digit numbers
9	<p>Money</p> <ul style="list-style-type: none"> • This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.
10	<p>Fractions</p> <ul style="list-style-type: none"> • 3.0 Guidance on the teaching of fractions in Key Stage 1
11	<p>Time</p> <ul style="list-style-type: none"> • This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

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Plan for first 2 years only- 2024-25 and 2025-26

Y3/4 Year A	1	2	3	4	5	6	7	8	9	10	11	12	13
Autumn	Y3 Unit 1		Y3 Unit 2										Consolidation/ catch up week/ Y4 Unit 3 Perimeter (condensed)
	** Adding and subtracting across 10		** Numbers to 1,000										
Spring	Y4 Unit 2				Y3 Unit 5 and Y3 Unit 7 (same as Y4 Unit 1)				Y4 Unit 6				
	Numbers to 10,000				** Column Addition ** Column Subtraction				Understanding & Manipulating multiplicative relationships				
Summer	Y4 Unit 12 Division with remainders		Y4 Unit 8 Review of fractions from KS1	Y3 Unit 8 ** Unit fractions (condensed)	Y3 Unit 9 ** Non-unit fractions (condensed)	Y4 Unit 9 ** Fractions greater than 1 (slight condense)			Y3 Unit 10 Parallel and perpendicular sides in polygons		Y4 Unit 10 Symmetry in 2D shapes (condensed)		Consolidation/ catch up week/ Y4 Unit 7 Coordinates (condensed)

Y3/4 Year B	1	2	3	4	5	6	7	8	9	10	11	12	13	
Term 1 and 2	Y3 Unit 1		Y3 Unit 2		Y3 Unit 4				Y3 Unit 5 and Y3 Unit 7 (same as Y4 Unit 1)				Y3 Unit 6	
	** Adding and subtracting across 10		** Numbers to 1,000 (condensed)		Manipulating the additive relationship and securing mental calculation				** Column Addition ** Column Subtraction				2, 4, 8 times tables →	
	Y3 Unit 6	Y4 Unit 6					Y3 Unit 8				Y3 Unit 9			

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Term 3 and 4	→ 2, 4, 8 times tables	Understanding & Manipulating multiplicative relationships			** Unit fractions			** Non-unit fractions →
Term 5 and 6	Y3 Unit 9 ** → Non-unit fractions	Y4 Unit 9 ** Fractions greater than 1 (condensed 'intro')	Y4 Unit 12 Division with remainders	Y3 Unit 3 Right angles	Y4 Unit 3 Perimeter	Y4 Unit 7 Coordinates	Consolidation/catch up week	

** 'Anchor units'

NB Y3 and Y4 Unit 11 Time is not included. Time should be taught throughout the year to secure effectively.

Year 5/6

Year A

Y5/6 Year A	1	2	3	4	5	6	7	8	9	10	11	12	13
Autumn- Y 5/6	Assessment Week	Unit 1 Y6 Calculating using knowledge of structure 1 , 2 , 3				Assessment Week	U2 Y6 Multiples of 1,000	Unit 3 Y6 Numbers up to 10m		Assessment Week	Unit 9 Y6 Statistics		
Spring Y6- CB													
Spring Y5- GT	Unit 1 Y5 Decimal fractions					Assessment Week	Unit 6 Y5 Fractions				Unit 8 Y5 Calculating with decimal fractions		

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Summer Y6- CB			SATS Week	Unit 9 Year 5	Assessment Week	Unit 10 Y6	Unit 11 Year 6
Summer Y5- GT		Unit 4 Y5	Short multiplication and division	Converting units			

Autumn units for Year B- Money, Negative Numbers, Factors, Multiples and Primes, Area and Scaling

YEAR 5/6

RE Overview Taken from Diocese of Oxford Scheme of Work

TRUST CURRICULUM Years 5-6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	6.6- Does it matter what we believe about creation?	5.2- Does God communicate with humans?	6.1- Are the saints encouraging role models?	6.4- Is the resurrection important to Christians?	HUMANISM https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2-1/units/humanism-d630/lessons	6.5- Can we know what God is like? (All faiths and none)
Year B	5.1- Do Sikhs need the Guru Granth Sahib?	6.2- Is “God made man” a good way to understand the Christmas story?	5.3- Does the community of the Gurdwara help Sikhs lead better lives?	5.6- What is best for our world? Does religion help people decide?	Courageous Advocacy	

PRE-TRUST CURRICULUM Years 3-4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year A	3.3- Is a Hindu child free to choose how to live?	3.2- Is light a good symbol for celebration?	3.5- Does Jesus have authority for everyone?	3.1- Does taking bread and wine show that someone is a Christian?	ISLAM https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2-1/units/islam-f461/lessons	4.3- Is a holy journey necessary for believers?
Year B	3.3- Is a Jewish child free to choose how to live?	4.2- Does the Christmas narrative need Mary?	4.5- Did Jesus really do miracles?	4.6- Does prayer change things?	3.6- Can made-up stories tell the truth? 4.1- Do murtis help Hindus understand God?	

FOUNDATIONAL CURRICULUM Years R-2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	3.2- Is light a good symbol for celebration? (simplified- Diwali focus/ ONA)	The Nativity (ONA)	1.3- Does Creation help people understand God?	1.4- Should everyone follow Jesus?	1.6- Do we need shared special places?	
Year B	God adapted from AMV	2.2- Do religious symbols mean the same to everyone?	2.1- Who should you follow?	2.4- How should the Church celebrate Easter?	1.5- Are some stories more important than others?	2.5- Can stories change people?

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Year C	1.1- Is everyone special?	1.2- Should we celebrate Harvest or Christmas?	2.3 Is it important to celebrate the New Year?	Adapt AMV unit for Foundation stage about Easter	JUDAISM https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1-1/units/judaism-7011/lessons	2.6- How should you spend the weekend?
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Science Overview- Use TIG TAG

TRUST CURRICULUM Years 5-6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Earth and Space		Electricity (Y6) Light (Y6)		Human Life Cycles Living Things and their habitats	
Year B	Materials and change		Forces		The Heart and Health Blood and Transportation Evolution and Inheritance	

PRE-TRUST CURRICULUM Years 3-4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Forces and magnets Rocks and soils		Food and Digestion Classifying Living Things & their habitats		Life Cycles/ Helping Plants Grow well	
Year B	Solids, liquids and gases		Sound Light		Electricity	

FOUNDATIONAL CURRICULUM Years R-2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Marvellous Minibeasts	Weather and seasons	My Brilliant Body		Plants: Growth and Care	
Year B	Exploring uses of everyday materials		Diet and Health		Growth	
Year C	Forces and Fun		Introduction to Plants		Animals	The senses

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Art & Design Overview (Trust Arts Award Achievement)

Reception, Year 1, Year 2		
Term 1 & 2	Term 3 & 4	Term 5 & 6

Year A	<p>YEAR A TERM 1 & 2 R/1/2 Autumn A DRAWING/PAINTING</p> <p>Theme: Minibeasts Artist: Rosalind Monks https://www.rosalindmonks.com/about Artist: Lucy Arnold https://lucyarnold.com/ Medium: Pen/watercolor Skill: Still life/colour, pattern, line (drawing & painting) Application idea: Study Rosalind's art & her background. Learn about line/line drawing (thick/thin/impact/straight/wavy etc). Apply by recreating a line minibeast by Rosalind and one of your own. Study Lucy Arnold minibeast art. Learn watercolour techniques. Apply by recreating Lucy Arnold art and then some of your own minibeasts.</p>	<p>YEAR A TERM 3 & 4 R/1/2 Spring A SCULPTURE</p> <p>Theme: Save the Planet Artist: Andy Goldsworthy https://www.tate.org.uk/art/artists/andy-goldsworthy-7274 Medium: Natural objects and cameras (photography) Skill: colour, form, texture, space Application idea: Study Andy Goldsworthy art. Study the form & colour/texture of natural objects. Consider space to create own art inspired by Andy Goldsworthy.</p>	<p>YEAR A TERM 5 & 6 R/1/2 Summer A MIXED MEDIA</p> <p>Theme: Castles / Royalty Artist: Portraits – The Luttrell Family (various artists) https://artuk.org/visit/venues/national-trust-dunster-castle-4962 Artist: Various (Kings and Queens) https://www.rmg.co.uk/whats-on/national-maritime-museum/tudors-windsors-british-royal-portraits Video: https://youtu.be/YtEMOJUJaZo Medium: magazines, tissue paper, 3D materials, fabric etc Skill: Collage of self-portraits using mixed media (tissue paper/magazine cuttings/3D materials) Application idea: Study the Luttrell Family portraits, their artists and understand the reason these were created/hung in</p>
	<p>Theme: Local area Artist: : Harriet Popham/Tucker</p>		

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

	<p>Theme: Weather Artist: Joseph.W.M.Turner https://www.tate.org.uk/art/artists/joseph-mallord-william-turner-558 (Specifically 'Shipwreck 1806-7, Slave Ship c1879, A rainbow with Cattle c1815) Medium: acrylic paint/pastel (chalk/oil) Skill: colour (mixing) Application idea: Over the course of the term, teach primary colours and how to make secondary colours from these. Learn about Joseph Turner and his 'sea/weather' themed art. Teach blending skills using oil and chalk pastels. Use all three techniques to recreate seascapes by Turner and/or other weather images.</p> <p>(PATTERN, COLOUR, LINE)</p>	<p>https://www.harrietpopham.com/ Medium: nature printing, rubbings & poly-printing Skill: printmaking Application idea: Study Harriet Popham/Turner (with possibility of visit from the artist – local). Study texture of objects through rubbings, identifying pattern through the colour/absence of colour on the rubbings. Repeat with printing with natural objects such as leaves/twigs etc. Learn how to use poly-tiles to remove some of the form then use this to create a print.</p> <p>(TEXTURE, PATTERN, SPACE, FORM)</p>	<p>Dunster Castle. Study portraits of kings and queens. Learn how to create images using collage. Create collage portraits of kings and queens for your history display. Next, reflect on work and create another collage of a self-portrait.</p> <p>Additional: Trip to Dunster Castle , Local trip to sketch & photograph Stogursey Castle</p> <p>(PATTERN, COLOUR, TEXTURE)</p>
<p>Year B</p>	<p>YEAR B TERM 1 & 2 R/1/2 Autumn B DRAWING/PAINTING</p> <p>Theme: Creation Medium: Acrylic paint Skill: Colour mixing & primary/secondary colours, including tone. Application idea: Revisit primary and secondary colours. Teach chn about tone using black and white added to a colour to make it darker or lighter. For each part of the story of creation, create images which reflect children's own perception E.G God created the oceans, chn use blues /black & white to create an image that reflects their view. At the end, class could create a whole class creation timeline merging from one colour/tone to the next to tell the story (this could even be done with handprints).</p> <p>Theme: Celebrations/winter Artist: Claude Monet https://fiveminutehistory.com/an-impression-of-winter-by-claude-monet/ https://www.nationalgallery.org.uk/paintings/claude-monet-snow-scene-at-argenteuil Medium: pencil & acrylic paint Skill: sketching, underpainting (background) and splattering Application idea: Practise sketching and painting winter images by Claude Monet (practise underpainting and splatter painting), learn about his life. Final piece to create a sketch and painting of Stogursey School using underpainting and splatter painting to create a wintery (snow) scene.</p>	<p>YEAR B TERM 3 & 4 R/1/2 Spring B SCULPTURE</p> <p>Theme: London Artist: Edward Landseer (Trafalgar Square Lions) http://www.speel.me.uk/sculptlondon/landseerlions.htm Medium: Clay (additive sculpture) Skill: Additive sculpture Application idea: Study Edward Landseer London Lions. Study additive sculpting techniques for recreating lions, including sketching and studying form of lion toys (3D). Recreate lions, reflect, improve. Apply skills to own additive sculpting project.</p> <p>Theme: Great Fire of London Artist: David Best (sculptor of London 1066 using matchsticks) https://www.domusweb.it/en/news/2016/09/01/london_1666_david_best.html Medium: Matchsticks/lolly sticks, glue, blue Tack Skill: Additive sculpting Application idea: Study David Best sculptures. Experiment with techniques for forming sculptures from matchsticks/lolly sticks. Create own London themed sculpture/famous landmark. (Could do the burning with risk assessment but may be sad to see their work destroyed.)</p>	<p>YEAR B TERM 5 & 6 R/1/2 Summer B MIXED MEDIA</p> <p>Theme: Other Cultures (Hinduism) Artist: Various Hindu Gods PPTX: https://www.twinkl.co.uk/resource/t2-r-019-hindu-gods-information-powerpoint-and-worksheet-pack Medium: Mixed media (Bright fabric, glue, sequins and paint) Skill: collage to form images of Hindu Deities Application idea: Study Gods and fabric collage. Test skills and apply by creating collage deities.</p>

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

<p>Year C</p>	<p>YEAR C TERM 1 & 2 R/1/2 Autumn C SCULPTURE</p> <p>Theme: Food Artist: Giuseppe Arcimboldo https://www.twinkl.co.uk/resource/t-t-14187-food-ks1-giuseppe-arcimboldo-information-powerpoint-presentation https://www.giuseppe-arcimboldo.org/ Medium: Fruit & vegetables, poster paint, camera Skill: Sculpture & printing</p> <p>Application idea: Study works by Giuseppe. Create self portraits using own photographs, fruit and veg. Photograph for display. Create prints using fruit & vegetables. (can be an EYFS continuous provision station).</p> <p>Theme: Guy Fawkes Artist: N/A Study story of Guy Fawkes https://www.brightideascrafts.co.uk/blog-project-ideas/guy-fawkes-crafts-top-10/ Medium: bright paper/cellophane, paper straws/tubes, junk modelling materials. Skill: Sculpture with junk</p> <p>Application idea: To create sparklers/fireworks/rockets using card tubes (painted), with strips of brightly colours cellophane/paper coming out. To hold junk modelling days for chn to sculpture their own Guy Fawkes/bonfire night sculptures.</p>	<p>YEAR C TERM 3 & 4 R/1/2 Spring C MIXED MEDIA</p> <p>Theme: Memories Artist: n/a Medium: photographs & objects which hold memories Skill: collage Application idea: Create memory trees (hand prints for leaves) using photos and objects which hold memories for the children. Individual or class project.</p> <p>Theme: Outside Artist: Lorenzo Manuel Duran https://www.lorenzomanuelduran.com/en/Leaf-1/ Medium: Natural objects, pencil, paint, paper etc. Skill: Mixed media Application idea: Study Lorenzo's leaf mixed media art pieces. Collect leaves/outdoor objects and create own mixed media pieces from these (eg make a hedgehog from a leaf, sketching the nose & using the leaf for the spines etc).</p>	<p>YEAR C TERM 5 & 6 R/1/2 Summer C DRAWING/PAINTING</p> <p>Theme: Animals Artist: TBC Medium TBC</p> <p>Theme: Seaside Artist: https://www.tate.org.uk/kids/make/paint-draw/sand-art-picture</p> <p>Medium TBC</p>

<p>Year 3 & 4</p>			
<p>Year A</p>	<p>3/4 Autumn A DRAWING/PAINTING</p> <p>Theme: Poverty/Victorians/Tudors Artist: William Morris https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint https://www.wmgallery.org.uk/</p>	<p>3/4 Spring A SCULPTURE/MIXED MEDIA Theme: Human Body Artist: Antony Gormley https://antonygormley.com/ Medium: boly printing, clay/Natural object sculpture Skill: Additive sculpture, printing, form study and use of natural objects</p>	<p>3/4 Summer A MIXED MEDIA</p> <p>Theme: Egyptians Artist: Medium: Skill: Application idea:</p>

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

	<p>Medium: painting Skill: Block painting Application idea: Create wallpaper (Victorian, William Morris style) using block painting</p> <p>RELIGIOUS/EVENT THEME Harvest Christmas</p> <ul style="list-style-type: none"> Chalk & oil pastel within harvest art/Christmas art 	<p>RELIGIOUS/EVENT THEME Easter</p>	<p>RELIGIOUS/EVENT THEME</p> <p>RELIGIOUS/EVENT THEME</p>
Year B	<p>3/4 Autumn B DRAWING AND PAINTING</p> <p>Theme: Europe Artist: Ed Fairburn https://edfairburn.com/ Medium: maps (places within Europe) and artists line pens Skill: Line (think/thin) drawing</p> <p>RELIGIOUS/EVENT THEME Harvest Christmas</p> <ul style="list-style-type: none"> Chalk & oil pastel within harvest art/Christmas art 	<p>3/4 Spring B SCULPTURE</p> <p>Theme: Anglo Saxons & Vikings Artist: Anglo Saxons https://www.twinkl.co.uk/resource/t2-h-5735-anglo-saxon-art-powerpoint</p> <p>Medium: Clay Skill: Clay subtractive sculpturecarving art</p> <p>RELIGIOUS/EVENT THEME Easter</p>	<p>3/4 Summer B MIXED MEDIA Theme: Water/Local History Artist: Robin Brooks https://robinbrookart.com/collage-landscape/ https://somerse rivers.uk/somerset-rivers/south-somerset-rivers/river-parrett/</p> <p>Medium: paper collage (opaque/translucent) Application: To create images of the River Parrett using collage of a range of transparencies of paper.</p> <p>RELIGIOUS/EVENT THEME</p>

Year 5 & 6			
Year A	<p>5/6 (Artsmark) Autumn A DRAWING/PAINTING PAINTING</p> <p>Theme: Space Race Artist: Chelsey Bonestell https://www.bonestell.org/</p>	<p>5/6 (Artsmark) Spring A SCULPTURE</p> <p>Theme: Ancient Times (Stone to Iron Age) Artist: Henry Moore</p>	<p>5/6 (Artsmark) Summer A MIXED MEDIA</p> <p>MIXED MEDIA</p>

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

	<p>Medium: shaving foam painting (ink) and stencilling (Acrylic paint) Skill: creating abstract effects - painting Application: additives for paint and ink, stencilling.</p> <p>RELIGIOUS/EVENT THEME Harvest Christmas</p> <p>RELIGIOUS/EVENT THEME Harvest Christmas</p> <ul style="list-style-type: none"> Charcoal, chalk & oil pastel within harvest art/Christmas art 	<p>Medium: Sculpture – poly printing, clay, sculpting foam, sculpting blocks (subtractive sculpting) Skill:</p> <p>RELIGIOUS/EVENT THEME Easter</p>	<p>Theme: Myths & Legends/Ancient Greece Artist: Ancient Greeks https://www.historyforkids.net/ancient-greek-architecture.html</p> <p>https://www.twinkl.co.uk/resource/ancient-greek-architecture-ks2-information-powerpoint-t-h-1650526310</p> <p>Medium: matchsticks, other construction materials (clay/stone/wire/plaster) Skill: Architecture/construction Application: To design and create an architectural model</p> <p>RELIGIOUS/EVENT THEME</p>
Year B	<p>5/6 (Artsmark) Autumn B MIXED MEDIA</p> <p>Theme: Romans Artist: Various Roman mosaics http://www.primaryhomeworkhelp.co.uk/romans/mosaics.html https://theancienthome.com/blogs/blog-and-news/roman-mosaics-history-materials-examples Medium: Paper times, glue, cartridge paper, Mosaic tiles, grout, grouting tools, MDF backing Skill: Painting with tiles/pattern</p> <p>RELIGIOUS/EVENT THEME Harvest Christmas</p> <ul style="list-style-type: none"> Charcoal, chalk & oil pastel within harvest art/Christmas art 	<p>5/6 (Artsmark) Spring B SCULPTURE</p> <p>Theme: Disasters - volcanoes and earthquakes Artist: Danny Osbourne https://www.dannyosborne.com/lava-process Medium: Sculpture – mixed media printing, wire modelling, paper mache sculpting (additive sculpting) Skill: sculpting with a variety of materials, printing</p> <p>RELIGIOUS/EVENT THEME Easter</p>	<p>5/6 (Artsmark) Summer B DRAWING</p> <p>Theme: Art Through the Ages Artist: variety from a range of countries to study how drawing techniques and styles (as well as materials) have developed through history to the current era. Medium: Drawing/digital drawing Skill: artist study Application: study, application of all techniques discovered</p>

Design & Technology-Red= PSHE financial education/ church school distinctiveness 2024/25- all Year B

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

TRUST CURRICULUM Years 5-6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Cooking: Asian foods Construction: Researching vehicles		Cooking: Italian/ Spanish Chef Construction: Creating vehicles		Cooking: Cakes Construction: Evaluating vehicles	
Year B	Cooking: Baking Jewish foods Woodwork: Researching bird houses		Cooking: Baking Sikh foods Woodwork: Making/ evaluating bird houses		Cooking: Cooking Hindu foods Courageous advocacy: raising money for NSPB	

PRE-TRUST CURRICULUM Years 3-4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Cooking: Asian foods Construction: Bridge building (research)		Cooking: Italian/ Spanish Chef Construction: Bridge building (creating)		Cooking: cakes Construction: evaluating vehicles	
Year B	Cooking: Baking Jewish foods Woodwork: Researching bird houses		Cooking: Baking Sikh foods Woodwork: Making/ evaluating bird houses		Cooking: Cooking Hindu foods Courageous advocacy: raising money for NSPB	

FOUNDATIONAL CURRICULUM Years R-2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Cooking: Asian foods Construction: Bridges		Cooking: Italian/ Spanish Chef Construction: vehicles		Cooking: Cakes Construction: Fairy villages	
Year B	Cooking: Baking Jewish foods Woodwork: using tools		Cooking: sikh food Woodwork: Making bird houses		Cooking: Cooking Hindu foods	

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

					Courageous advocacy: raising money for NSPB
Year C	Cooking: TBC		TBC		TBC

PE Overview Black (REAL PE with teachers leading) Orange (Sports Coach leading)

TRUST CURRICULUM Years 5-6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	SWIMMING Multi-skills/ Gymnastics		Cognitive/ creative Gymnastics/ Dance		Personal/ social/fitness/physical Invasion Games/ Summer Sports	
Year B	SWIMMING Multi-skills/ Gymnastics		Cognitive/ creative Gymnastics/ Dance		Personal/ social/fitness/physical Invasion Games/ Summer Sports	

PRE-TRUST CURRICULUM Years 3-4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	SWIMMING Multi-skills/ Gymnastics		Cognitive/ creative Gymnastics/ Dance		Personal/ social/ fitness/ physical Invasion Games/ Summer Sports	
Year 3	Personal/ social/physical Multi-skills/ Gymnastics		Cognitive/ creative Gymnastics/ Dance		SWIMMING Invasion Games/ Summer Sports	

FOUNDATIONAL CURRICULUM Years R-2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Personal Multi-skills	Social/ physical Gymnastics	Cognitive Gymnastics	Creative Dance	SWIMMING Invasion Games/ Summer Sports	

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

Year B	Personal Multi-skills	Social/ physical Gymnastics	Cognitive Gymnastics	Creative Dance	SWIMMING Invasion Games/ Summer Sports
Year C	Personal Multi-skills	Social/ physical Gymnastics	Cognitive Gymnastics	Creative Dance	SWIMMING Invasion Games/ Summer Sports

MFL Overview- Taken from Language Angels scheme
YEAR A

	Autumn Unit	Spring Unit	Summer Unit	Unit 4 * Optional unit
Y1/2 (Stogursey only) EYFS/ KS1	Les salutations (Greetings) Comptines et chansons (Nursery Rhymes)	Dans la jungle (In the jungle)	Les couleurs et les nombres (Colours and numbers)	Les super-heros (Superheroes)
Y3/4 Early Language Teaching Tab	J'apprends le francais (I am learning French)	Les formes (shapes)	Petit Chaperon rouge (Little Red Riding Hood)	Les glaces (Ice-creams)
Y5/6	Les Planetes (The Planets)	A l'école (At school)	Manger et bouger (healthy lifestyles)	Moi dans le monde (Me in the world)

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

Progre ssive Teachi ng				
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YEAR B FOR ALL

	Autumn Unit	Spring Unit	Summer Unit	Unit 4 * Optional unit
Y1/2 (Stogursey only) EYFS/ KS1	Les transports	Les petites betes (Minibeasts)	Les saisons (Seasons)	Les formes (shapes)
Y3/4 Intermediate Teaching Tab	Je me presente	En classe	As-tu un animal?	Traditions and celebrations
Y5/6	Le weekend	Les habitats	Moi dans le monde	WW2

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

Progressive Teaching				
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RSHE Overview- To be creatively made by teacher responding to needs from small steps and one book from no Outsiders each half term for diversity work

Personal Development and Mental Health through own bespoke targets in class through GROWS framework

Red= Stogursey Adventurers

Computing Overview taken from Teach Computing for Year B- 2024/25 KS2 and Year A for Grow and Flourish

TRUST CURRICULUM Years 5-6	Mandatory Units				Optional unit
Year A (Year 5 scheme)	1. Computing systems and networks- systems and searching	2. Creating media- Video Production	3. Data and information- flat-file databases	4. Programmin g- Selection in physical computing	5. Creating media- Introduction to vector graphics
Year B (Year 6 scheme)	1. Creating media- webpage creation	2. Program ming – Variable s and games	3. Data and informat ion- spreads heets	4. Creating media- 3D modellin g	5. Using microbit (Transiti on project)

COMPUTING CURRICULUM Years 3-4	Mandatory Units	Optional unit

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

Year A (Year 3 scheme)	1. Computing systems and networks-connecting computers	2. Creating media-stop-frame animation	3. Data and information-Branching databases	4. Programmi ng A- Sequencing sounds 5.	6. Creating media-Desktop publishing
Year B (Year 4 scheme)	1. Progra mming-repetiti on in shapes (Logo)	2. Creatin g media-Photo editing	3. Comput ing system s and networ ks- the internet	4. Data and informa tion- data logging	5. Creatin g media-audio product ion

GROW AND FLOURISH CURRICULUM Years R-2					Optional unit
Mandatory Units					
Year A (Year 2 scheme)	1. Programm ing- Robot algorithms	2. Computin g systems and networks-IT around us	3. Data and information- pictograms	4. Creating media-digital music	5. Creating media-digital photograp hy
Year B					
Year C (Year 1 scheme)	1. Computing systems and networks-technology around us	2. Programmi ng A-moving a robot	3. Creating media-digital painting	4. Data and information - grouping data	5. Creating media-digital writing

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

Music from Oak National Academy 2024/25- YEAR A

YEAR A	Autumn Unit	Spring Unit	Summer Unit	Unit 4 * Optional unit
YR/1/2	Pulse	Timbre	Rhythm 1	Contrasts
Y3/4	Pulse and metre 1	Timbre 1	Rhythm 1	Musical processes
Y5/6	Duration	Timbre 3	Rhythm 3	Tonality
YEAR B	Autumn Unit	Spring Unit	Summer Unit	Unit 4 * Optional unit
YR/1/2	Pulse and metre	Tempo, Dynamics, Timbre	Rhythm 2	Pitch
Y3/4	Pulse and metre 2	Timbre 2	Rhythm 2	Texture

QET PRIMARY CURRICULUM LONG-TERM OVERVIEW SEPTEMBER 2024 ONWARDS (Year B- KS2 and Year A Triscombe) Maths is Year A for KS2!

Y5/6	Metre	Harmony	Rhythm 4	Sturcture