



# Grove Primary School

## Whole School Curriculum Overview



2025-2026

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Reach for the stars!	Happily Ever After	Toy Story	Eco-Warriors!	Monsters have feelings too!	On Our Doorstep!
English: Writing	<p><b>1. Beegu</b> (Alexis Deacon) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Character description</li><li>• Command</li><li>• Letter</li></ul> <p><b>2. Whatever Next?</b> (Jill Murphy) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Captions and lists</li><li>• Narrative writing</li><li>• Character description</li></ul> <p><b>3. Look Up</b> (Nathan Bryon) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Making lists</li><li>• Poetry</li><li>• Biographies</li><li>• Persuasive flyers</li></ul>	<p><b>1. The Little Red Hen</b> <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Re-telling a traditional tale</li><li>• Apology letter</li><li>• Poetry</li></ul> <p><b>2. Goldilocks and the Three Bears</b> (Lauren Child) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Re-telling a traditional tale</li><li>• Captions and labels</li></ul>	<p><b>1. Toys</b> (Sally Hewitt) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Information texts</li></ul> <p><b>2. Lost in the Toy Museum</b> (David Lucas) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Recount - trip to museum</li></ul>	<p><b>1. Dinosaurs And All That Rubbish</b> (Michael Foreman) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Settings description</li><li>• Story retelling</li><li>• Pamphlet &amp; Posters</li><li>• Instructions</li></ul> <p><b>2. There's a Rang Tang in my Bedroom</b> (James Sellick) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Setting description</li><li>• Story retelling</li><li>• Pamphlet and Posters</li></ul> <p><b>3. Iggy Peck Architect</b> (Andrea Beaty) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Fact-files</li><li>• Instructions</li></ul>	<p><b>1. Where the Wild Things Are</b> (Maurice Sendak) <b>Outcomes/Genre</b></p> <ul style="list-style-type: none"><li>• Narrative</li><li>• Descriptions</li></ul> <p><b>2. Billy and the Beast</b> <b>Outcomes/Genre</b></p> <ul style="list-style-type: none"><li>• Wanted poster summary</li><li>• Email</li><li>• Description</li><li>• Recipe</li><li>• Narrative</li></ul> <p><b>3. The Lonely Beast</b> (Chris Judge) <b>Outcomes/Genre</b></p> <ul style="list-style-type: none"><li>• Letter</li><li>• Instructions</li><li>• Fictional recount</li><li>• Narrative</li></ul>	<p><b>1. Clean Up!</b> (Nathan Bryon) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Letter</li><li>• Narrative re-telling</li></ul> <p><b>2. The Smartest Giant in Town</b> (Julia Donaldson) <b>Outcomes/Genre</b></p> <ul style="list-style-type: none"><li>• Narrative writing</li><li>• Character description</li><li>• Poetry</li></ul> <p><b>3. Grace and Family</b> (Mary Hoffman) <b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Letter</li><li>• Description</li><li>• Fictional recount</li></ul>



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<b>Maths</b>	<ul style="list-style-type: none"><li>Numbers to 10</li><li>Addition &amp; Subtraction within 10</li><li>Shape &amp; Pattern</li></ul>	<ul style="list-style-type: none"><li>Numbers to 20</li><li>Addition &amp; Subtraction within 20</li></ul>	<ul style="list-style-type: none"><li>Time</li><li>Exploring Calculation Strategies</li><li>Numbers to 50</li></ul>	<ul style="list-style-type: none"><li>Addition &amp; Subtraction within 20</li><li>Fractions</li><li>Measures: length &amp; mass</li></ul>	<ul style="list-style-type: none"><li>Numbers 50-100 and beyond</li><li>Addition &amp; Subtraction</li></ul>	<ul style="list-style-type: none"><li>Money</li><li>Multiplication &amp; Division</li><li>Measures: capacity &amp; volume</li></ul>
<b>Art</b>	<b>Drawing: Make your mark</b> Explore mark making and line; work and experiment with different materials through observational and collaborative pieces.			<b>Painting and mixed media: Colour splash</b> Explore colour mixing through paint play, use a range of tools to paint on different surfaces and create paintings inspired by Clarice Cliff and Jasper Johns		<b>Sculpture and 3D: Paper play</b> Create simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.  <b>Art Week Focus</b> Craft and Design: woven wonders
<b>Computing</b>	<b>Rocket to the Moon</b> <ul style="list-style-type: none"><li>Create a simple digital list and explain its purpose</li></ul>		<b>Online Safety</b> <ul style="list-style-type: none"><li>Discuss what the internet is and how it can be used.</li></ul>	<b>Programming - Beebots</b> <ul style="list-style-type: none"><li>Write, follow and test</li></ul>	<b>Data Handling – Introduction to Data</b> <ul style="list-style-type: none"><li>Collect and represent data in different</li></ul>	<b>Creating Media – Digital Imagery</b> <ul style="list-style-type: none"><li>Plan and sequence a</li></ul>



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	<ul style="list-style-type: none"><li>Design a rocket using basic graphics tools</li><li>Sequence and follow instructions to build a model</li><li>Enter rocket data into a simple table or spreadsheet</li></ul>		<ul style="list-style-type: none"><li>Recognise that the internet may affect mood or emotions.</li><li>Recognise how internet use can affect and upset others.</li><li>Identify which information is appropriate to share and post online and which is not.</li></ul>	simple instructions, including explaining Bee-Bot controls	<ul style="list-style-type: none"><li>Use basic computer skills to sort and organise data digitally</li><li>Explore different data inputs when gathering and using information</li></ul>	<p>pictorial story using photographs</p> <ul style="list-style-type: none"><li>Take, edit and organise images using digital tools</li><li>Search for images safely and know what to do if something online causes concern</li></ul>
DT	<p><b><u>DT Week- Food Technology</u></b></p> <p>Fantastic fruits and vegetables (Healthy week)</p>	<p><b>Mechanisms: making a story book</b></p> <p>Children experiment with sliders before planning and making three pages of a moving story book, based on a familiar story.</p> <p>They will draw the page backgrounds,</p>	<p><b>Structures: Pencil Pot Exploring stability Building stable towers Designing and making a stable pencil pot</b></p>		<p><b>Textiles: Puppets</b></p> <p>Pupils explore different ways of joining fabrics before creating their own hand puppets. They work to develop their technical skills of cutting, gluing, stapling and pinning.</p>	



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		make the moving parts and assemble it.				
Geography		<b>What is it like here?</b> Locate where they live on an aerial photograph and recognise features within a local context, children create maps using classroom objects before drawing simple maps of the school grounds. Children will follow simple routes around the school grounds and carry out an enquiry as to how their playground can be improved.		<b>What is the weather like?</b> Look at the countries and cities that make up the UK, children keep a daily weather record and find out more about hot and cold places in the UK.		<b>What is it like to live in Shanghai?</b> Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork
History	<b>Astronauts</b> The children will learn about the history and		<b>Toys</b> The children will learn how to sort toys as well as Identifying		<b>Local History: Dr Lettsom</b> The children will investigate the	



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	significance of Neil Armstrong and Mae Jemison to sequence the main events of their lives.		similarities and differences between toys made withing living memory.		history of Lettsom Gardens and Dr Lettsom as part of our local history unit	
<b>Music</b>	<b>Sounds Interesting</b> To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.	<b>The long and the short of it</b> To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.			<b>Exploring Pulse and Rhythm</b> To develop children's ability to recognise and play rhythms from known songs with a sense of pulse	
<b>PE</b>	<b>Sending and Receiving</b> Throw a ball to a partner, catch a ball with 2 hands, roll a ball to a partner, stop a moving ball, aiming a ball carefully, watching the ball, turn taking, playing safely with others.  <b>Basics</b> <b>Fundamental movements and skills (recap the ABCs)</b> Effort Physical Ability Run in different ways, jumping with 2 feet, balance on one foot, throwing a ball, changing direction safely, moving at	<b>Gymnastics (mat)</b> Feedback Analysis Technique  <b>Bat/Wall Games</b> Coordination Agility Master basic movements such as throwing and catching Aiming at a target Working safely with partner  <b>Athletics</b> Technique Effort Confidence	<b>Team Building Games</b> Working with others, taking turns, sharing equipment, listening to instructions, partner work  <b>Invasion Games</b> Moving the ball using hands or feet Passing the ball to a partner Catching and stopping a ball Finding a space to move into Playing games safely with others Resilience Physical ability Confidence  Dance with Chantal @ Pioneer Dance	<b>Invasion Games/ skills</b> Moving the ball using feet Catching and stopping a ball Finding a space to move into Playing games safely with others Resilience Physical ability Confidence  <b>Target Games</b> Aim at a target Throwing carefully Rolling a ball to a target Controlling the ball Taking turns  Dance with Chantal @ Pioneer Dance	<b>Net/Wall Games – Tennis</b> Hit a ball with a racket, bounce a ball on a racket, Sending the ball over the net Catching and stopping the ball Taking turns Following simple rules  <b>Invasion Games</b> Moving the ball using hands or feet Passing the ball to a partner Catching and stopping a ball Finding a space to move into Playing games safely with others	<b>Fielding and Cricket</b> Throwing a ball underarm, catching a ball with two hands, rolling a ball to the target, retrieving the ball quickly  <b>Sports Day Prep:</b> Athletics, running safely in a race, jumping with two feet, throw for distance, balance while moving, following instructions, taking turns, cheer for others, trying their best.



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	different speeds, stopping and starting.				Feedback, Rules Confidence	
PSHE	<p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2: Mind up: Getting Focused</b> Lesson 1: How our Brain Works</p> <p><b>L3: Zones of regulation</b> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.</p> <p>Create zones of regulation posters.</p> <p><b>L4: Kapow Introduction Lesson</b> -Setting ground rules for PSHE lessons.</p> <p><b>L5 and L6</b> <b>X2 Empathy Lessons</b> To recognise and name different emotions in themselves and others, building the</p>	<p><b>Family and Relationships</b></p> <p>L1 What is family?</p> <p>L2 What are friendships?</p> <p>L3 Recognising other people's emotions</p> <p>L4 Working with others</p> <p>L5 Friendship problems</p> <p>L6 Healthy friendships</p> <p>L7 Gender stereotypes</p>	<p><b>Health and Wellbeing</b></p> <p>L1 Understanding my emotions</p> <p>L3 Ready for bed</p> <p>L5 Handwashing &amp; personal hygiene</p> <p>L6 Sun safety</p> <p>L7 Allergies</p>	<p><b>Citizenship</b></p> <p>L1 Rules</p> <p>L3 The needs of others</p> <p>L4 Similar, yet different</p> <p>L5 Belonging</p> <p>L6 Democratic Decisions</p>	<p><b>Economic Wellbeing</b></p> <p>L1 What is money</p> <p>L2 Keeping money safe</p> <p>L3 What is a bank</p> <p>L4 Saving and spending</p> <p>L5 Jobs in schools</p> <p>L6 jobs out of schools</p>	<p><b>Christopher Winter Project</b></p> <p>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Growing and Caring for ourselves:</b></p> <p><b>Lesson 1:</b> Different Friends</p> <p><b>Lesson 2:</b> Growing and Changing</p> <p><b>Lesson 3:</b> Families and Care</p> <p><b>Lessons from Kapow unit: Safety and the changing body to cover i</b></p> <ul style="list-style-type: none"><li>• L3 Getting Lost</li><li>• L4 Making an emergency.</li><li>• L5 Appropriate contact</li></ul>



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	foundation for empathy. To show kindness and understanding toward others' feelings.					
<b>RE</b>	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
<b>Science</b>	<b>Animals including humans 1</b> All about me	<b>Animals including humans 2</b> All about animals	<b>Everyday Materials 1</b> Exploring everyday materials	<b>Everyday Materials 2</b> Exploring everyday materials: Building	<b>Plants</b>	<b>Seasonal changes</b>
	<b>Scientific Enquiry</b> <ul style="list-style-type: none"><li>Asking simple questions and recognise that they can be answered in different ways</li><li>Observe closely, using simple equipment</li><li>Perform simple tests</li><li>Identify and classify</li><li>Using their observations and ideas to suggest answers to questions</li><li>Gather and record data to help in answering questions</li></ul>					



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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Near, Far & Where We Are	Bright Lights, Big City	Fire! Fire!	Into the woods	Amazing Africa	How does your garden grow?
English: Writing	<p><b>1. Lost &amp; Found</b> (Oliver Jeffers)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Narrative</li><li>• Description</li><li>• Advice</li><li>• Instructions</li><li>• NC reports</li></ul> <p><b>2. The Journey Home</b> (Fran Gannon Preston)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Persuasive letter</li><li>• Lists</li><li>• Postcards</li><li>• Wanted poster</li><li>• Information report</li><li>• Short stories</li></ul> <p><b>3. Not Bernard</b> (David McKee)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Diary entry</li><li>• Character description</li></ul>	<p><b>1. Katie in London</b> (James Mayhew)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Diary entry</li><li>• Persuasive letter</li><li>• Recount in role</li></ul> <p><b>2. A Walk in London</b> (Salvatore Rubbino)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Recount of a trip</li><li>• Guidebook: 'A Walk in...'</li></ul>	<p><b>1. The Great Fire of London</b></p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Information text</li><li>• NC report</li><li>• Warning posters</li></ul> <p><b>2. George and the Dragon</b></p> <p>(Christopher Wormell)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Setting description</li><li>• Narrative retelling</li><li>• Character description</li></ul>	<p><b>1. Woodland/ Nocturnal Animals</b></p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• NC report</li></ul> <p><b>2. Little Red</b> (Bethan Woolvin)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Letter</li><li>• Character description</li><li>• Advice</li><li>• Instructions</li></ul>	<p><b>1. Too Much Talk</b> (Angela Shelf Madearis)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Narrative retelling</li></ul> <p><b>2. The Leopard's Drum</b> (Jessica Souhami)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Narrative retelling</li></ul> <p><b>3. Anansi Tales</b> (Bobby &amp; Sherry Norfolk)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Narrative retelling</li></ul>	<p><b>1. The Pea &amp; The Princess</b> (Mini Grey)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Character descriptions</li><li>• Diary entry</li></ul> <p><b>2. Plants</b></p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Non-chronological report</li><li>• Leaflet</li></ul> <p><b>3. The Enormous Turnip</b> (Alexei Tolstoy)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Narrative retelling</li></ul>



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<b>Maths</b>	<ul style="list-style-type: none"><li>Numbers within 100</li><li>Addition &amp; Subtraction of 2-digit numbers</li><li>Addition &amp; Subtraction word problems</li></ul>	<ul style="list-style-type: none"><li>Measures: length</li><li>Graphs</li><li>Multiplication &amp; Division: 2, 5 &amp; 10</li></ul>	<ul style="list-style-type: none"><li>Time</li><li>Fractions</li><li>Addition &amp; Subtraction of 2-digit numbers</li></ul>	<ul style="list-style-type: none"><li>Money</li><li>Face, shapes and patterns; lines &amp; turns</li></ul>	<ul style="list-style-type: none"><li>Numbers within 1000</li><li>Measures: capacity &amp; volume</li><li>Measures: mass</li></ul>	<ul style="list-style-type: none"><li>Exploring calculation strategies</li><li>Multiplication &amp; Division: 3 and 4</li></ul>
<b>Art</b>		<b>Craft and design: Map it out</b> Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.			<b>Drawing: Tell a story</b> Using storybook illustrations as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.	<b>Painting and mixed media: Life in colour</b> Develop colour mixing skills, learn about the work of artist Romare Bearden and create textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them. <b>Art Week Focus</b> Sculpture and 3D: clay
<b>Computing</b>	<b>Creating media: Stop Motion</b> <ul style="list-style-type: none"><li>Use better control when taking photos</li></ul>		<b>Online Safety</b> <ul style="list-style-type: none"><li>Learn how to stay safe online,</li></ul>	<b>Programming 1: Algorithms and Debugging</b>	<b>Programming 2: Scratch Junior</b> <ul style="list-style-type: none"><li>Explore a</li></ul>	<b>Data Handling: International Space Station</b>



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	with cameras, tablets, or computers. <ul style="list-style-type: none"><li>• Use logical thinking to explore software by predicting, testing, and explaining how it works.</li></ul>	including protecting personal information, creating strong passwords, and knowing what to do if something feels uncomfortable.	<ul style="list-style-type: none"><li>• Understand how computers use machine learning to make predictions.</li><li>• Learn to be responsible and respectful online by checking if information is true and asking permission before sharing content.</li></ul>	<ul style="list-style-type: none"><li>• Understand key programming ideas, including using loops to repeat instructions and abstraction to remove unnecessary detail.</li></ul> <p>new app independently and explain how ScratchJr blocks work. Use code to create animations, follow and create algorithms, and program actions to run "on tap."</p> <ul style="list-style-type: none"><li>• Recognise and explain loops in coding and why they are useful.</li></ul>	<ul style="list-style-type: none"><li>• Explain how astronauts' basic needs are met on the ISS and identify items that support survival.</li><li>• Read temperatures and data, and design displays and algorithms to monitor conditions and meet plants' needs.</li></ul>



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						<ul style="list-style-type: none"><li>Explain how space exploration benefits life on Earth and how data can show if a planet might be habitable .</li></ul>
DT	<p><b>Mechanisms: Making a moving monster</b> Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.</p> <p><b>DT WEEK - Food Technology- balanced diet (healthy week)</b></p>		<p><b>Structures: Baby Bear's chair</b> Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.</p>	<p><b>Textiles: Pouches</b> Design and sew fabric pouches using running stitch. They will decorate and present their pouches.</p>		



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<b>Geography</b>		<b>Would you prefer to live in a hot or cold place?</b> Introduce children to the basic concept of climate zones and map out hot and cold places globally. Look at features in the North and South Poles and Kenya. Compare weather and features in the local area. Learn the four compass points. Learn the names and locate the continents of our world		<b>Why is our world wonderful?</b> Learn about the world's wonders, the names and locations of the world's oceans and consider what is unique about the local area.	<b>What is it like to live by the coast?</b> Name and locate continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas, children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	
<b>History</b>	<b>Explorers</b> In this unit the children will study the changes through the lives of significant individuals such as famous zoologists, explorers and scientists.		<b>The Great Fire of London</b> Investigate how the Great Fire of London started and spread. The children will describe some of the ways in which how we live now is different to how people lived in 1666.			<b>Kings and Queens</b> In this unit the children will sequence British kings and Queens in chronological order. The children will research about



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						some important British monarchs.
<b>Music</b>	<b>Taking Off - Exploring Pitch</b> To discriminate between higher and lower sounds and understand the soh/me interval		<b>What's the score?</b> To develop children's ability to recognise different ways sounds are made and how they can be changed		<b>Make Notes</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music.	
<b>PE</b>	<b>Fundamental movements and skills</b> (Able to apply the ABCs with fluency in a range of activities) Feedback, Confidence, Technique Running at different speeds, changing directions safely, jumping forwards, backwards and sideways, landing safely from a jump, balance on one foot, throwing and catching with control, rolling and stopping a ball, travelling in different ways, moving safely around others  <b>Throwing and Catching</b> Throwing a ball overarm and underarm Catch a ball with two hands, throwing a ball at a target, rolling a ball accurately to a partner, controlling the ball when catching, moving to catch the ball, taking turns with a partner, following simple game rules	<b>Gymnastics (Mat)</b> Travel in different ways (walking, running, crawling). Balance on hands, feet and body parts, holding shapes (curled, stretched), roll safely, jump and land safely, linking movements into short sequences, copy simple sequences, showing control when moving  <b>Bat/Wall Games</b> Hitting a ball with a bat using more control, bouncing a ball on a bat and catch it, aim a ball at a wall or target, move to hit a ball from different positions, catch a ball after it bounces, taking turns, keeping a rally going with partner, working safely with a partner	<b>Team Building Games</b> Working cooperatively in a group, taking turns and sharing equipment, helping a partner complete a task, solving simple problems as a team, communicating ideas with others, showing respect and supporting teammates.  <b>Invasion Games</b> Moving with a ball in different ways, passing a ball to a teammate with control, catching or stop a moving ball, aiming a ball towards a goal or target, finding space to help your team, following simple game rules, working with others to keep possession, play safely and fairly.	<b>Invasion Games</b> Running with the ball while keeping control, passing the ball to a teammate accurately, catching or stopping the ball safely, shooting or aim at a goal or target, moving into space to help your team, working with others to keep the ball, following the rules of the game, showing good sportsmanship  <b>Target Games</b> Aiming a ball or object at a target, throwing or roll with control, adjusting how hard or soft to throw, trying to hit different sized target, taking turns and follow game rules, working with a partner or team, watching carefully and react to the target, playing safely and fairly	<b>Net/Wall Games – Tennis</b> Hitting a ball with a racket, using more control than last year, bouncing a ball on a racket and catch it confidently, sending a ball over a net aiming at a target or space, moving towards the ball to make a controlled hit, keep a rally going with a partner for longer, aiming the ball more accurately at a target or gap, taking turns and follow game rules carefully, playing safely and think about others around you  Invasion Games - Moving into space to help your team, find gaps between opponents to receive the ball, passing the ball accurately to a	<b>Sports day Preparation</b> Run at different speeds and change pace safely, Jumping forwards, backwards, and sideways with more control, throwing for distance and aim more accurately, balance while moving and standing still for longer, following instructions quickly and safely, take turns and compete fairly with, cheer and encourage teammates, trying your best and keep improving.  <b>Striking and Fielding – Cricket</b> Throwing a ball more accurately than last year, catching a ball safely with two hands and more control, hitting a ball off a tee



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			Dance with Chantal @ Pioneer Dance	Dance with Chantal @ Pioneer Dance	teammate in space, keeping possession by moving and using space wisely, dodging opponents safely while moving with the ball, shooting or aiming at a goal when you have space, working with teammates to create space, playing fairly and follow the rules	or bowled ball with better control, stopping and roll a ball to a target more precisely, moving quickly to field the ball in the right place, taking turns and understand different roles in the game, working with a partner or team more effectively, following simple game rules and play fairly
PSHE	<p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2: Mind up: Getting Focused</b> Lesson 1: How our Brain Works</p> <p><b>L3: Zones of regulation</b> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.</p> <p>Create zones of regulation posters.</p>	<p><b>Family and Relationships</b></p> <p>L2 Families are all different</p> <p>L4 Unhappy friendships</p> <p>L5 Introduction to manners and courtesy</p> <p>L6 Change and loss</p> <p>L7 Gender stereotypes: Careers and jobs</p>	<p><b>Health and Wellbeing</b></p> <p>L1 Experiencing different emotions</p> <p>L3 Relaxation: breathing techniques</p> <p>L5 Developing a growth mindset</p> <p>L6 Healthy diet</p> <p>L7 Looking after our teeth</p>	<p><b>Citizenship</b></p> <p>L1 Rules beyond school</p> <p>L2 Our school environment</p> <p>L4 Jobs in our local community</p> <p>L5 Similar yet different- my local community</p> <p>L7 Giving my opinion</p>	<p><b>Economic Wellbeing</b></p> <p>L1 Where does money come from</p> <p>L2 Exploring needs</p> <p>L3 Exploring wants</p> <p>L4 Bank cards and accounts</p>	<p><b>Christopher Winter Project</b> (SRE and Drugs &amp; Alcohol Education)</p> <p><b>Differences:</b></p> <p><b>Lesson 1:</b> Differences</p> <p><b>Lesson 2:</b> Male and Female Animals</p> <p><b>Lesson 3:</b> Naming Body Parts</p> <p><b>Lessons from Kapow unit: Safety and the changing body to cover</b></p>



# Grove Primary School

## Whole School Curriculum Overview



### 2025-2026

	<p><b><u>L4: Kapow Introduction Lesson</u></b></p> <p>-Setting ground rules for PSHE lessons.</p> <p><b><u>L5 and L6 X2 Empathy Lessons</u></b></p> <ul style="list-style-type: none"><li>- To recognise and name different emotions in themselves and others, building the foundation for empathy.</li><li>- To show kindness and understanding toward others' feelings.</li></ul>					L2 communication online  L6 Respecting personal boundaries.  L7/8 Road Safety, Crossing roads safely.
RE	Why do we need to give thanks?	What do candles mean to people?	How do we know that people feel a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Science	<b>Animals including humans 1</b> Life cycles	<b>Animals including humans 2</b> Growth	<b>Uses of everyday materials</b>	<b>Living things and their habitats 1</b>	<b>Living things and their habitats 2</b> Habitats around the world	<b>Plants</b>



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### 2025-2026



- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Using their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions



# Grove Primary School

## Whole School Curriculum Overview



2025-2026

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Our Bodies and Our Homes	Tricks and Attractions	Rock and Roll	Light My Fire	Pyramids and Plants	
English: Writing	<p>1. Voices in the Park (Anthony Browne)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Letter writing</li><li>• Diary entries</li><li>• Narrative</li></ul> <p>2. The Tin Forest (Helen Ward)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Persuasive</li><li>• Posters</li><li>• Information leaflets</li><li>• Postcards</li><li>• Diary entries</li></ul>	<p>1. Anansi and other Trickster Tales</p> <p><b>Outcomes/Genre</b></p> <ul style="list-style-type: none"><li>• Fables</li></ul> <p>2. Aesop's Fables</p> <p><b>Outcomes/Genre</b></p> <ul style="list-style-type: none"><li>• Fables</li></ul>	<p>1. Earth Shattering Events (Robin Jacobs)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Instructions</li><li>• Guide</li><li>• Report</li><li>• Story</li></ul> <p>2. When the Giant Stirred (Celia Godkin)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Recount</li><li>• Alternative ending</li></ul>	<p>1. Stone Age Boy (Satoshi Kitamura)</p> <p><b>Outcomes / Genres</b></p> <ul style="list-style-type: none"><li>• Diary Entry</li><li>• Instructions</li><li>• Description</li><li>• Narrative</li></ul>	<p>1. The Story of Tutankhamun (Patricia Cleveland- Peck)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Non- chronological report</li><li>• Instructions</li><li>• Riddles</li><li>• Myth</li></ul>	<p>1. Cinderella of the Nile (Beverley Naidoo)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Diary</li><li>• Retelling of an Egyptian myth</li></ul>
English: Shared Reading	Guided Reading	Guided Reading	1. Earth Shattering Events (Robin Jacobs)	1. The Stone Age Boy (Satoshi Kitamura)	1. Egyptians (DK)	1. Fantastic Mr Fox (Roald Dahl)
			<ul style="list-style-type: none"><li>• Non-Fiction</li></ul>	<ul style="list-style-type: none"><li>• Non Fiction</li></ul>	<ul style="list-style-type: none"><li>• Non Fiction</li></ul>	<ul style="list-style-type: none"><li>• Fiction</li></ul>



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## Whole School Curriculum Overview



### 2025-2026

			<ul style="list-style-type: none"><li>2. <b>Faruq and the Wiri Wiri</b> (Sofia Payne)<ul style="list-style-type: none"><li>• Fiction</li></ul></li><li>3. <b>Gorilla</b> (Anthony Browne)<ul style="list-style-type: none"><li>• Fiction</li></ul></li><li>4. <b>Volcanoes, Rocks and Minerals</b> (Rodger Priddy)<ul style="list-style-type: none"><li>• Non-Fiction</li></ul></li></ul>	<ul style="list-style-type: none"><li>2. <b>The Stone Age (DK)</b><ul style="list-style-type: none"><li>• Non-fiction</li></ul></li></ul>	<ul style="list-style-type: none"><li>2. <b>The Cat Mummy</b> (Jacqueline Wilson)<ul style="list-style-type: none"><li>• Fiction</li></ul></li><li>3. <b>Utterly Brilliant Poetry</b><ul style="list-style-type: none"><li>• Poetry</li></ul></li></ul>	<ul style="list-style-type: none"><li>2. <b>The Jolly Rogers and the Pirate Piper</b> (Jonny Duddle)<ul style="list-style-type: none"><li>• Fiction</li></ul></li><li>1. <b>Little Leaders</b> (Vashti Harrison)<ul style="list-style-type: none"><li>• Non-Fiction</li></ul></li><li>2. <b>Zombierella</b> (Joseph Coelho)<ul style="list-style-type: none"><li>• Fiction</li></ul></li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Number Sense</li><li>• Exploring calculation strategies</li><li>• Place Value</li></ul>	<ul style="list-style-type: none"><li>• Graphs</li><li>• Addition and Subtraction</li><li>• Length and Perimeter</li></ul>	<ul style="list-style-type: none"><li>• Multiplication and division</li><li>• Calculating with multiplication and division</li></ul>	<ul style="list-style-type: none"><li>• Time</li><li>• Fractions</li></ul>	<ul style="list-style-type: none"><li>• Angles and Shapes</li><li>• Measures</li></ul>	<ul style="list-style-type: none"><li>• Applying multiplicative thinking</li><li>• Exploring calculation strategies</li><li>• Place value</li></ul>
<b>Art</b>	<b>Sculpture and 3D: Abstract shape and space</b> Explore how shapes and negative spaces can be represented by			<b>Painting and mixed media: Prehistoric painting</b> Discover how and why our ancient ancestors made art, experiment with natural materials to make	<b>Craft and design: Ancient Egyptian scrolls</b> Develop design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.	<b>Art Week Focus</b> Drawing: growing artists



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### 2025-2026

	three dimensional forms. Manipulate a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro.			homemade paints and play with scale to paint on a range of surfaces.		
Computing	<b>Computing systems &amp; networks: Networks</b> <ul style="list-style-type: none"><li>Understand what a network is, its purpose, and the key parts of a school network, including servers.</li><li>Explain wired and wireless connections.</li></ul>		<b>Online Safety</b> <ul style="list-style-type: none"><li>Understand how social media is used to interact and how technology can affect mood.</li><li>Recognise different types of information shared online and learn how to find reliable</li></ul>	<b>Programming 1: Scratch</b> <ul style="list-style-type: none"><li>Explore Scratch and its code blocks by predicting, testing, and understanding what they do.</li><li>Create, plan, and remix simple animations by combining and</li></ul>	<b>Creating Media: Video Trailers</b> <ul style="list-style-type: none"><li>Understand the purpose of a trailer and plan one using a storyboard and camera angles.</li><li>Create and evaluate a book trailer by editing media, adding text and transitions.</li></ul>	<b>Data Handling: Comparison Cards Databases</b> <ul style="list-style-type: none"><li>Understand what field, record, and data mean, and compare computer and paper databases.</li><li>Enter and interpret values in a spreadsheet.</li></ul>



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## Whole School Curriculum Overview



### 2025-2026

	ns and how data travels from a website to your computer .		and safe content.	changing code blocks.		
DT	<u>DT Week-</u>  Food Technology- eating seasonally (DT/healthy week)	<b>Mechanical Systems: pneumatic (spider) toy</b> Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.	<b>Structures: constructing a Castle</b> Identify and learn about the key features of a castle, before designing and making a recycled-material castle.			<b>Textiles: Cross-stitch and appliqu�</b> Learn and apply two new sewing techniques – cross-stitch and appliqu�. Utilise these new skills to design and make an Egyptian collar.
Geography	<b>Where does our food come from? 2025/26</b> Look at the distribution of the world's biomes and map food		<b>Why do people live near volcanoes?</b> Children learn that the Earth is constructed in layers, and the crust is divided into			<b>Are all settlements the same?</b> Explore different types of settlements, land use, and the difference between urban and rural. Children describe the different



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2025-2026

	imports from around the world; learn about trading fairly, focusing on Côte d'Ivoire and cocoa beans; explore where the food for the children's school dinners comes from and the argument of 'local versus global'.		tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape			human and physical features in their local area and make land use comparisons with <b>New Delhi</b> .
<b>History</b>		<b>Tudors</b> To know King Henry VIII had six wives. To understand the significance of the War of the Roses. To know wealthy Tudors liked to show off their riches through their clothes, food and homes. To know harsh punishment, including beheading, was popular		<b>Stone Age</b> Children learn about changes in Britain from the Stone Age to the Iron Age, focussing on the use of tools and settlements.	<b>Ancient Egypt</b> Children learn about the achievements of one of the earliest civilizations – Ancient Egypt. This includes understand what everyday life was like and how relevant their innovations are today.	



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### 2025-2026

		common during Tudor history.				
<b>MFL: Spanish</b>	<ul style="list-style-type: none"><li>• Spanish greetings</li><li>Aprendo espanol</li></ul>	<ul style="list-style-type: none"><li>• Spanish phonics</li><li>La fonetica</li><li>• Numbers 1-10</li><li>• Christmas</li><li>Story &amp; songs</li></ul>	<ul style="list-style-type: none"><li>• The seasons</li><li>Las estaciones</li></ul>	<ul style="list-style-type: none"><li>• Fruit</li><li>La fruta</li></ul>	<ul style="list-style-type: none"><li>• Vegetables</li><li>Las Verduras</li></ul>	<ul style="list-style-type: none"><li>• Animals</li><li>Animales</li></ul>
<b>Music</b>	<b>Animal Magic</b> To develop children's ability to create, rehearse and perform a short descriptive composition and continue to extend rhythm and pitch understanding		<ul style="list-style-type: none"><li>• Orchestra/Theatre Visit</li><li>• Play it again</li></ul> <p>To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation</p>		<b>The Class Orchestra</b> To develop children's ability to combine and perform rhythmic and melodic material as part of a class performance of a song	
<b>PE</b>	<b>Invasion Games – football</b>  <b>Striking and Fielding Cricket</b>  <b>Dance with Pioneer Dance</b>	<b>Gymnastics (mat)</b>  <b>Invasion Games: Tag Rugby</b> Communication Understanding Teamwork Physical Ability	<b>Athletics</b>  <b>Invasion Games: Hockey</b>	<b>Invasion Games: Hockey</b>  <b>Invasion Games: Netball</b>	<b>Net/ Wall Games – Tennis</b>  <b>OAA</b>  <b>Swimming @ Camberwell Leisure Centre</b>  <b>Dance with Chantal @ Pioneer Dance</b>	<b>Sports day Preparation</b> <b>Athletics</b> Rules Technique Physical ability  <b>Striking and Fielding – Rounders</b>



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### 2025-2026

<b>PSHE</b>	<p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2 and L3: Mind up: Getting Focused</b> Lesson 1: How our Brain Works Lesson 2: Mindful Awareness</p> <p><b>L4: Zones of regulation</b> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.</p> <p>Create zones of regulation posters.</p> <p><b>L5: Kapow Introduction Lesson</b> -Setting ground rules for PSHE lessons.</p> <p><b>L6 and L7</b></p>	<p><b>Family and Relationships</b></p> <p>L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs Bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender</p>	<p><b>Health and Wellbeing</b></p> <p>L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L6 Communicating my feelings L7 Diet and dental health</p>	<p><b>Citizenship</b></p> <p>L1 Rights of the child L2 Rights and responsibility L5 Charity L6 Local democracy L7 Rules</p>	<p><b>Economic Wellbeing</b></p> <p>L1 How do people pay for things L2 Budgeting L3 How do people feel about money L4 What happens when people spend money L5 Career quest</p>	<p><b>Christopher Winter Project</b> (SRE and Drugs &amp; Alcohol Education)</p> <p><b>Valuing Difference and Keeping Safe</b></p> <p><b>Lesson 1:</b> Body Difference <b>Lesson 2:</b> Personal Space <b>Lesson 3:</b> Help and Support</p> <p><b>Lessons from Kapow unit: Safety and the changing body to cover</b></p> <p>L3 Be kind online. L4 Cyberbullying L8 Keeping safe out and about.</p>



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2025-2026

	<u><b>X2 Empathy Lessons</b></u> <ul style="list-style-type: none"><li>• To recognise and describe how others might feel in different situations.</li><li>• To identify ways to show empathy through actions.</li></ul>					
RE	What makes us human?	Where do our morals come from?	Is Scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Science	Animals, Including humans Life cycles	Forces and magnets	Rocks	Light	Plants	Scientific enquiry
<b>Scientific Enquiry</b> <ul style="list-style-type: none"><li>• Ask relevant questions and using different types of scientific enquiries to answer them</li><li>• Set up simple practical enquiries, comparative and fair tests</li><li>• Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li><li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li></ul>						



# Grove Primary School

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### 2025-2026



- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings

#### Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Here and There	Ice, Ice Baby	Ruthless Romans	Sparks Will Fly	Finding Your Home	Fantastic Beasts
English: Writing	<b>1. The Tempest</b> (William Shakespeare) <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Setting Descriptions</li><li>• Story</li><li>• Script</li></ul> <b>2. Cinnamon</b> (Neil Gaiman) <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Narrative</li><li>• Journal entry</li><li>• Advert</li><li>• Informal letter</li></ul> <b>3. Ten Word Tiny Tales</b> <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Poetry</li></ul>	<b>1. Arctic Explorers: Henson, Peary and Shackleton</b> <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Biography</li></ul> <b>2. Shackleton's Journey</b> <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Job application</li><li>• Diary</li><li>• Letter</li></ul>	<b>1. Escape from Pompeii</b> <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Storyboard</li><li>• Narrative</li><li>• Setting description</li></ul>	<b>1. The Iron Man</b> (Ted Hughes) <b>Outcomes/Genre</b> <ul style="list-style-type: none"><li>• Poetry</li><li>• Description</li><li>• News report</li><li>• Instructional leaflet</li><li>• letter</li></ul>	<b>1.Varjak Paw</b> (S F Said) <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Character description</li><li>• Setting description</li><li>• Narrative</li></ul>	<b>1.Zoo</b> (Anthony Browne) <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Diary</li><li>• Playscript</li><li>• Leaflet</li><li>• Fact File</li><li>• Letter</li></ul>
English: Shared Reading	<b>1. The Tempest</b> (Shakespeare) <ul style="list-style-type: none"><li>• Fiction</li></ul>	<b>Oliver Twist</b> <ul style="list-style-type: none"><li>• Fiction</li></ul> <b>1. Hetty's Unicorn</b>	<b>1. Horrible Histories: Cut Throat</b> (Terry Dreary) <ul style="list-style-type: none"><li>• Non-Fiction</li></ul>	<b>1. Iron Man</b> (Ted Hughes) <ul style="list-style-type: none"><li>• Fiction</li></ul>	<b>1. Bad Panda</b> (Swappna Haddow) Fiction	<b>2. The Lion the Witch and the Wardrobe</b> (CS Lewis)



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## Whole School Curriculum Overview



### 2025-2026

	<p>2. <b>Cloud Tea Monkeys</b> • Fiction</p> <p>3. <b>BHM Poetry</b> (Benjamin Zephaniah) • Poem</p> <p>4. <b>Sound and India</b> □ Non Fiction</p>	<p>(Pie Corbett)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul> <p>2. <b>Poem's Aloud</b> (Joseph Coelho)</p> <ul style="list-style-type: none"><li>• Poem</li></ul> <p>3. <b>Antarctica</b> • Non-fiction</p>	<p>2. <b>Romans in Britain</b> • Non-Fiction</p>	<p>2. <b>Idia of the Benin Kingdom</b> (Ekiuwa Aire)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul>	<p>2. <b>Midnight Feasts</b> (A.F.Harold)</p> <p>Poetry</p>	<ul style="list-style-type: none"><li>• Fiction</li></ul> <p>1. <b>Amazon Rainforests</b> • Non-Fiction</p>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Place Value</li><li>• Reasoning with large numbers</li><li>• Addition and subtraction</li></ul>	<ul style="list-style-type: none"><li>• Multiplication and division</li><li>• Discrete and Continuous Data</li></ul>	<ul style="list-style-type: none"><li>• Calculating with Multiplication and Division</li><li>• Fractions</li><li>• Time</li></ul>	<ul style="list-style-type: none"><li>• Decimals</li><li>• Area and Perimeter</li></ul>	<ul style="list-style-type: none"><li>• Solving Measure and Money Problems</li><li>• Shape and Symmetry</li></ul>	<ul style="list-style-type: none"><li>• Position and Direction</li><li>• Reasoning with Patterns and Sequences</li><li>• 3D Shape</li></ul>
<b>Art</b>	<p><b>Drawing: Power prints</b> Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p>			<p><b>Sculpture and 3D: Mega materials</b> Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children</p>	<p><b>Craft and design: Fabric of nature</b> Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a</p>	<p><b>Art Week Focus</b> Painting and mixed media</p>



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### 2025-2026

				create their own sculptures.	repeating pattern suitable for fabric.	
Computing	<b>Data Handling – Investigating Weather</b> <ul style="list-style-type: none"><li>Search the web and record weather data accurately, including forecasts and sensor measurements.</li><li>Design weather stations and automated machines that respond to sensor data, explaining how they work and the units used.</li><li>Present weather information</li></ul>		<b>Online Safety</b> <ul style="list-style-type: none"><li>Understand how search results are ranked and that online information may not always be accurate.</li><li>Learn to judge the reliability of information, recognise advertising, and identify trustworthy sources.</li><li>Reflect on online behaviour, including respectful and disrespectful actions, and</li></ul>	<b>Programming – Further Coding with Scratch</b> <ul style="list-style-type: none"><li>Understand and explain how variables, tracking, and conditions work in Scratch games.</li><li>Use variables, sensing blocks, and if/else statements to create and control game actions, including a</li></ul>	<b>Creating media: website design</b> <ul style="list-style-type: none"><li>Understand Google Sites tools and tabs to plan and begin creating a website.</li><li>Design a professional, user-friendly website with clear style and useful information.</li><li>Build a website with four pages, incorporating a range of</li></ul>	<b>Computational Thinking</b> <ul style="list-style-type: none"><li>Understand that computational thinking helps solve problems and learn its key skills: decomposition, abstraction, algorithm design, and pattern recognition.</li><li>Use decomposition and abstraction to simplify problems and identify patterns to</li></ul>



# Grove Primary School

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### 2025-2026

	using spreadsheets and videos.		the positives and negatives of time online.	<ul style="list-style-type: none"><li>multiplication game.</li><li>• Debug and evaluate games by identifying errors and reflecting on improvements.</li></ul>	features and following a checklist.	<ul style="list-style-type: none"><li>aid solutions.</li><li>• Design clear algorithms, create logical step sequences, and apply computational thinking to code, refine, and evaluate work.</li></ul>
DT		<ul style="list-style-type: none"><li>• <b>DT Week Food: Adapting a recipe (dt/healthy week)</b></li><li><b>Mechanisms:</b> Make a Slingshot car Produce an accurate functioning car chassis Construct car bodies Evaluate product</li></ul>	<b>Structure: Making a Helmet (Roman topic link)</b> Investigate and model frame structures to improve their stability, then apply this research to design and create a Roman helmet.	<b>Electrical systems: Torches</b> <ul style="list-style-type: none"><li>Identify the difference between electrical and electronic products.</li><li>Evaluate a range of existing torches and their features, then develop a new functional torch design.</li></ul>		



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2025-2026

<b>Geography</b>		<b>Who lives in Antarctica?</b> Learn about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		<b>Why are rainforests important to us?</b> Develop an understanding of biomes, ecosystems and tropics; map features of the Amazon rainforest and learn about its layers; investigate how communities in Manaus use the Amazon's resources; discuss the global human impact on the Amazon; and carry out fieldwork to compare and contrast two types of forest.	<b>What are rivers and why are they used?</b> Learn about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
<b>History</b>	<b>Local History</b> History of Ruskin Park (leisure) Black History Walk- 2 lessons- Our local heroes Transport- changes in the local area		<b>Romans</b> The children will investigate the Roman Empire and the impact the Romans had on Britain. Beginning with a focus on the Roman army, and its battles with British tribes, children will find out about how the legacy of the Romans still shapes our everyday lives.		



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### 2025-2026

	Housing – how housing needs have changed					
<b>MFL: Spanish</b>	<ul style="list-style-type: none"><li>Revision of <b>greetings</b></li><li><b>Numbers 1-10</b></li><li><b>Colours</b></li></ul>	<ul style="list-style-type: none"><li><b>Hobbies</b> Se</li><li><b>Using conjunctions</b> y and pero</li><li><b>Christmas</b> Story and songs</li></ul>	<ul style="list-style-type: none"><li><b>Musical instruments</b> Instrumentos</li><li><b>Determiners</b> el, la, los, las.</li></ul>	<ul style="list-style-type: none"><li><b>Pets</b> Tienes una mascota?</li><li><b>Using determiners</b> un/una</li></ul>	<ul style="list-style-type: none"><li><b>My family</b> Mi familia</li></ul>	<ul style="list-style-type: none"><li><b>Ordering</b> verb to want Helados</li></ul>
<b>Music</b>	<b>Exploring Pentatonic Scales</b> To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases		<b>Orchestra/Theatre Visit</b> <b>Painting with sound</b> To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary		<b>Exploring singing games</b> To develop children's ability to read rhythm notation and for children to adapt and perform playground songs	
<b>PE</b>	<b>Invasion Games – Football</b>  <b>Striking and Fielding – Cricket</b>  Dance with Chantal - Pioneer Dance	<b>Gymnastics (mat)</b>  <b>Invasion Games - Tag Rugby</b> Communication Tactics Teamwork Physical Ability Leadership	<b>Athletics</b>  <b>Invasion Games – Hockey</b>	<b>Invasion Games – Hockey</b>  <b>Invasion Games- Netball</b>	<b>Net / Wall Games – Tennis</b>  OAA  Swimming @ Camberwell Leisure Centre	<b>Sports Day Prep</b>  <b>Striking and Fielding - Rounders</b>  Dance with Chantal - Pioneer Dance



# Grove Primary School

## Whole School Curriculum Overview



### 2025-2026

PSHE	<b>L1:</b> Class Charter, expectations and brain break reminder  <b>L2 and L3: Mind up: Getting Focused</b> Lesson 1: How our Brain Works Lesson 2: Mindful Awareness  <b>L4: Zones of regulation</b> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.  Create zones of regulation posters.  <b>L5: Kapow Introduction Lesson</b> -Setting ground rules for PSHE lessons.  <b>L6 and L7</b> <b>X2 Empathy Lessons</b> - To recognise and describe how others might feel in different situations.	<b>Family and Relationships</b>  L1 Respect and manners  L2 Healthy friendship  L4 Bullying  L6 Stereotypes: Disability  L8 Change and loss	<b>Health and Wellbeing</b>  L1 Looking after our teeth  L3 Celebrating mistakes  L5 My happiness  L6 Emotions  L7 Mental health	<b>Citizenship</b>  L1 What are human rights?  L2 Caring for the environment  L3 Community  L5 Diverse communities  L6 Local Councillors	<b>Economic Wellbeing</b>  L1 Value for money  L2 Why keep track of money  L3 Looking after money  L4 What influences career choices	<b>Christopher Winter Project</b> (SRE and Drugs & Alcohol Education)  <b>Year 4 Growing up:</b> <b>Lesson 1:</b> Changes <b>Lesson 2:</b> What is Puberty? <b>Lesson 3:</b> Healthy Relationships  <b>Lessons from Kapow unit: Safety and the changing body to cover</b>  L1 Internet Safety  L2 Share Aware  L5 Consuming information online
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# Grove Primary School

## Whole School Curriculum Overview

2025-2026



	- To identify ways to show empathy through actions.					
RE	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the bible the best-selling book of all time?	Does the language of scripture matter?
Science	Sound	Living things and their habitats 1	Animals including humans	Electricity	States of matter	Living things and their habitats 2 Conservation
<b>Scientific Enquiry</b> <ul style="list-style-type: none"><li>Ask relevant questions and using different types of scientific enquiries to answer them</li><li>Set up simple practical enquiries, comparative and fair tests</li><li>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>Gather, record, classify and present data in a variety of ways to help in answering questions</li><li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>Identify differences, similarities or changes related to simple scientific ideas and processes</li><li>Use straightforward scientific evidence to answer questions or to support their findings</li></ul>						

### Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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# Grove Primary School

## Whole School Curriculum Overview

2025-2026



THEME	Blood Lust and the Vikings	Frozen Nights	Ancient Greeks	The Space Race!	Watch Out for That Tree!	Let's Move
English: Writing	<p>1. <b>Beowulf</b> (Michael Morpurgo)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Setting description</li><li>• Character description</li><li>• Suspense extract</li><li>• Fight scene</li><li>• Extended ending</li><li>• Scene of playscript</li><li>• Witness account 1<sup>st</sup> person narrative</li><li>• Play script</li><li>• Eyewitness report</li></ul>	<p>1. <b>Street Child</b> (Berlie Doherty)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Diary Entries</li><li>• Letter</li><li>• Chronological Report</li></ul>	<p>1. <b>Who Let the Gods Out?</b> (Maz Evans)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Retelling</li><li>• Suspense/ fight scene</li><li>• Myth</li></ul>	<p>1. <b>Hidden Figures</b> (Winifred Conkling)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• NC reports</li><li>• Formal persuasive letter</li><li>• Informal letter</li><li>• Diary entry</li><li>• Character descriptions</li><li>• Newspaper report</li></ul>	<p><b>Chocolate Tree</b> (Linda Lowrey)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Direct address</li><li>• Setting description</li><li>• Contrasting character descriptions</li><li>• Up levelled tale with extended dialogue</li><li>• Instructions</li></ul>	<p><b>The Windrush</b> (Benjamin Zephaniah)</p> <p><b>Outcomes/Genres</b></p> <ul style="list-style-type: none"><li>• Report</li><li>• Poem</li><li>• News report</li><li>• Letter</li><li>• Narrative</li><li>• Speech</li></ul>
English: Shared Reading	<p>5. <b>Beowulf</b> (Michael Morpurgo)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul> <p>6. <b>Viking Voyages</b></p> <ul style="list-style-type: none"><li>• Non-Fiction</li></ul>	<p>1. <b>Street Child</b> (Berlie Doherty)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul> <p>2. <b>Christmas Carol</b> (Charles Dickens)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul>	<p>1. <b>Greek Myths</b> (Michael Morpurgo)</p> <ul style="list-style-type: none"><li>• Thesus and the Minotaur</li><li>• The Quest for Medusa's Head</li></ul>	<p>1. <b>The Mysteries of the Universe</b> (Will Gater)</p> <ul style="list-style-type: none"><li>• Non-Fiction</li></ul> <p>2. <b>Pillow Talk</b> (Roger McGough)</p>	<p>1. <b>Kenzukie's Kingdom</b> (Michael Morpurgo)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul>	<p>1. <b>Skellig</b> (David Almond)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul> <p>2. <b>Othello</b> (Shakespeare)</p> <ul style="list-style-type: none"><li>• Fiction</li></ul>



# Grove Primary School

## Whole School Curriculum Overview



### 2025-2026

	<p>7. <b>Jabberwocky</b> (Lewis Carroll)</p> <ul style="list-style-type: none"><li>• Poem</li></ul>	<p>3. <b>Twas the Night Before Christmas</b> (Clement Moore)</p> <ul style="list-style-type: none"><li>• Poem</li></ul>	<ul style="list-style-type: none"><li>• <i>The Story of Arachne</i></li><li>2. <b>DK Ancient Greece</b> (DK Eyewitness)</li><li>• Non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Poetry</li></ul>		
<b>Maths</b>	<ul style="list-style-type: none"><li>• Reasoning with large whole integers</li><li>• Integer addition and subtraction</li><li>• Line graphs and timetables</li></ul>	<ul style="list-style-type: none"><li>• Multiplication and division</li><li>• Perimeter and area</li></ul>	<ul style="list-style-type: none"><li>• Fractions and decimals</li><li>• Angles</li></ul>	<ul style="list-style-type: none"><li>• Fractions and percentages</li><li>• Transformations</li></ul>	<ul style="list-style-type: none"><li>• Converting units of measure</li><li>• Calculating with whole numbers and decimals</li></ul>	<ul style="list-style-type: none"><li>• 2-D and 3-D shape</li><li>• Volume</li><li>• Problem solving</li></ul>
<b>Art</b>	<p><b>Painting and mixed Media: Portraits</b> Investigate self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>		<p><b>Formal Elements: Architecture</b> Investigate the built environment through drawing and printmaking, learn about the work of architect Zaha Hadid, creatively present research on artist Hundertwasser and explore the symbolism of monument design</p>	<p><b>Drawing: I need space</b> Explore the purpose and impact of images from the 'Space race' era, use open-ended and experimental processes and combine drawing and collagraph printmaking to</p>		<p><b>Art week focus Sculpture and 3D:</b> Interactive installation Learn about the features of installation art and how it can communicate a message; explore the work of Cai Guo-Qiang and discover how our life experiences can</p>



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## Whole School Curriculum Overview



2025-2026

				create a futuristic image		inspire our art; investigate how scale, location and interactive elements affect the way visitors experience installation art.
<b>Computing</b>	<b>Computing at Alleyns</b>	<b>Computing at Alleyns</b>	<b>Online Safety</b>	<b>Programming 1 – Music</b>	<b>Programming 2 – BBC Microbit</b>	<b>Creating Media – Stop Motion</b>
			<ul style="list-style-type: none"><li>Understand the importance of strong passwords and safe online communication, and know who to ask for help.</li><li>Recognise bullying and the effects of online activity on health and well-being.</li><li>Search for basic personal</li></ul>	<ul style="list-style-type: none"><li>Recognise Scratch as a coding tool with music features and predict the effects of code blocks through experimentation.<ul style="list-style-type: none"><li>Use loops, nested loops, and sound blocks to create and enhance soundtracks, simplifying programs where possible.</li></ul></li></ul>	<ul style="list-style-type: none"><li>Explore, test, and predict how micro:bit programs will work before running them.</li><li>Plan and create animations and interactive programs using LEDs, inputs, variables, and conditions.</li><li>Build programs that respond to sensor data, and test,</li></ul>	<ul style="list-style-type: none"><li>Create simple animations or toys with images, single movements, and short stop-motion sequences.</li><li>Plan stories by decomposing ideas into storyboards with characters and make small changes for smooth animation.</li><li>Add effects like titles, refine animations, and give constructive feedback to others.</li></ul>



# Grove Primary School

## Whole School Curriculum Overview



### 2025-2026

			information responsibly and give advice to reduce negative online effects.	<ul style="list-style-type: none"><li>• Decompose, remix, debug, and evaluate programs to improve their effectiveness</li></ul>	debug, and evaluate them for improvements .	
<b>Design Technology</b>  <b>DT Week: Developing a recipe</b>	e	Mechanisms: Make a pop-up book Designing a pop-up book which uses a mixture of structures and mechanisms. Evaluate the works of others and give feedback			<b>Textiles: stuffed toys</b> Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch	Structures: Bridges Designing a stable structure that is able to support weight.  Creating a frame structure with focus on triangulation.
<b>Geography</b>		<b>Would you like to live in the desert?</b>  Exploring hot desert biomes and learning about the physical features of a desert		<b>Why do oceans matter?</b> Exploring the importance of our oceans and how they have changed over time with a		<b>Where does our energy come from?</b> Learning about renewable and non-renewable energy sources, where they come from and their



# Grove Primary School

## Whole School Curriculum Overview



### 2025-2026

		and how humans interact with this environment.		focus on the Great Barrier Reef, specifically addressing climate change and pollution.		impact on society, the economy and the environment.
<b>History</b>	<b>Vikings and Anglo-Saxons</b> <ul style="list-style-type: none"><li>Use evidence to build up a picture the Viking era.</li><li>Select relevant sections of information.</li><li>Use the library and internet for research with increasing confidence.</li></ul>		<b>Ancient Greece</b> <ul style="list-style-type: none"><li>Explore an ancient civilization in detail</li><li>Compare and contrast ancient civilizations.</li><li>Compare what was happening in the Greek civilisation with what was happening in Britain at the same time</li></ul>		<b>The Mayans</b> <ul style="list-style-type: none"><li>To explore who the Maya were and where they lived.</li><li>To understand about the Mayan religion.</li><li>To investigate what daily life was like for The Mayans</li><li>To investigate how Mayans communicate.</li></ul>	
<b>MFL: Spanish</b>	<ul style="list-style-type: none"><li><b>Revise Spanish phonetics</b> La fonetica</li><li><b>Days of the week/months of the year</b> La fecha</li><li><b>Christmas</b> Story and songs</li></ul>	<ul style="list-style-type: none"><li><b>Days of the week/months of the year</b> La fecha</li><li><b>Christmas</b> Story and songs</li></ul>	<ul style="list-style-type: none"><li><b>The weather</b> Verb hacer: Que tiempo hace?</li></ul>	<ul style="list-style-type: none"><li><b>To describe where we live</b> (verb vivir: role of gender in determining articles) Mi casa</li></ul>	<ul style="list-style-type: none"><li><b>Foods and drinks</b> (singular, plurals, role play) En la cafeteria</li></ul>	<ul style="list-style-type: none"><li><b>Habitats</b></li></ul>
<b>Music</b>	<b>Christmas performance</b>		<b>Gamelan Project</b>		<b>Southwark Splash Project</b>	



# Grove Primary School

## Whole School Curriculum Overview



### 2025-2026

	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>Play simple tunes and rhythms whilst maintaining a steady pulse</li><li>Play instruments (tuned and untuned) musically and plays in an ensemble solo and in groups</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Read symbols, letter pitch notation and rhythm notation to play sounds showing an understanding of dynamics, pitch and tempo</li><li>Create grapheme symbols and simple scores to show how sounds are sequenced and organised to make music</li><li>Read and record tunes and rhythms using informal notation and rhythm notation</li></ul>	<p><b>Jazz Project</b></p> <ul style="list-style-type: none"><li>Sing with expression</li><li>Explore octave scale d r m f s l ti d</li><li>Vary tempo dynamics articulation</li><li>Sing with phrasing and controlled legato, sing in 2 parts - ostinato, partner songs, rounds</li><li>Experience more complex rhythms and a variety of time signatures both simple and compound</li><li>Sing in a minor tonality, compare major and minor, sing in 2 part harmony to listen, remember and sing back 4 bar phrases</li></ul>	<ul style="list-style-type: none"><li>Create visual representation of music using a range of marks to represent all the interrelated elements of music</li><li>Listen to music with concentration and to describe music in terms of interrelated elements and with some understanding of historical context</li><li>Listen and respond to introductions to playing and counting</li><li>Listen to and compare music and begin to identify historical context</li><li>Show appreciation and some understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li></ul>			
PE	<p><b>Invasion Games – Football</b></p> <p>Striking and Fielding – Cricket</p>	<p><b>Gymnastics (mat)</b></p> <ul style="list-style-type: none"><li>Analysis</li><li>Confidence</li><li>Feedback</li><li>Leadership</li></ul>	<p><b>Athletics</b></p> <p><b>Invasion Games: Hockey</b></p> <p><b>Invasion Games: Netball</b></p>	<p><b>Invasion Games: Hockey</b></p> <p><b>Invasion Games: Netball</b></p>	<p><b>Net/ Wall Games: Tennis</b></p> <ul style="list-style-type: none"><li>Technique</li><li>Feedback</li><li>Respect</li></ul> <p><b>OAA:</b></p>	<p><b>Sports Day Prep</b></p> <p><b>Striking and Fielding Rounders</b></p> <ul style="list-style-type: none"><li>Tactics</li><li>Technique</li></ul>



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## Whole School Curriculum Overview



### 2025-2026

	Dance with Chantal – Pioneer Dance	Invasion Games – Tag Rugby	Swimming @ Camberwell Leisure Centre	Swimming @ Camberwell Leisure Centre	Dance with Chantal – Pioneer Dance	• Rules
PSHE	<p>L1: Class Charter, expectations and brain break reminder</p> <p>L2, L3 and L4 Mind up: Getting Focused</p> <p>Lesson 1: How our Brain Works</p> <p>Lesson 2: Mindful Awareness</p> <p>Lesson 3: Focused Awareness</p> <p>L5: Zones of regulation</p> <p>Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.</p> <p>Create zones of regulation posters.</p>	<p>Family and Relationships</p> <p>L2 Friendship skills</p> <p>L3 Marriage</p> <p>L4 Respecting myself</p> <p>L5 Family life</p> <p>L6 Bullying</p> <p>L8 Stereotypes: Race and religion</p>	<p>Health and Wellbeing</p> <p>L2 The importance of rest</p> <p>L3 Embracing failure</p> <p>L5 Taking responsibility for my feelings</p> <p>L6 Healthy meals</p> <p>L7 Sun safety</p>	<p>Citizenship</p> <p>L1: Breaking the law</p> <p>L2 Rights and Responsibilities</p> <p>L4 Contributing to the community</p> <p>L5 Pressure groups</p> <p>L6 Parliament</p>	<p>Economic Wellbeing</p> <p>L1 Why prioritise needs over wants</p> <p>L2 What is a weekly budget</p> <p>L3 What is borrowing and loaning</p> <p>L4 Risks handling money online</p>	<p>Christopher Winter Project (SRE and Drugs &amp; Alcohol Education)</p> <p>Puberty, Relationships &amp; Reproduction -</p> <p>Lesson 1: Talking about Puberty</p> <p>Lesson 2: The Reproductive system</p> <p>Lesson 3: Help and Support</p> <p><u>Lessons from Kapow unit: Safety and the changing body</u></p> <p>L1 Online Friendships</p> <p>L2 Staying safe online</p> <p>L7 Alcohol, drugs and tobacco: making decisions</p>



# Grove Primary School

## Whole School Curriculum Overview



2025-2026

	L6: Kapow Introduction Lesson -Setting ground rules for PSHE lessons.  L7 and L8 X2 Empathy Lessons -To understand how to respond empathetically in complex social situations. -To apply empathy to real-life school or community situations.					
<b>RE</b>	Why doesn't Christianity always look the same?	Why do people have to stand up for what they believe in?	What happens when we die?  (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places significant to believers?
<b>Science</b>	<b>Properties of Materials</b>  <b>Working scientifically</b> <ul style="list-style-type: none"><li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li></ul>	<b>Changes of materials</b>	<b>Forces</b>	<b>Earth &amp; Space</b>	<b>Living things and their habitats</b>	<b>Animals including humans</b>



# Grove Primary School

## Whole School Curriculum Overview

### 2025-2026



- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments



# Grove Primary School

## Whole School Curriculum Overview



2025-2026

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English: Writing</b>	<b>1. The Valley of the Lost Secrets</b> (Lesley Parr) <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Chronological report</li><li>• persuasive formal letter</li><li>• Diary</li><li>• informal letter</li><li>• newspaper</li></ul>	<b>1. Rose Blanche</b> (Christophe Gallaz) <b>Outcomes/Genre</b> <ul style="list-style-type: none"><li>• non-chronological report</li><li>• Narrative</li><li>• informal letter</li></ul>	<b>1. The Island</b> (Armin Greder) <b>Outcomes/Genre</b> <ul style="list-style-type: none"><li>• Discursive extract</li><li>• Discursive newspaper report</li><li>• Narrative</li><li>• Recount/report of visit from speaker or exhibition about refugees</li></ul>	<b>1. The Sleeper and the Spindle</b> (Modern Fairytale) (Neil Gaiman) <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Narrative with Flashback</li><li>• Retelling</li><li>• Blurb</li><li>• Character description</li><li>• Setting description</li><li>• Recount</li><li>• Own narrative with flashbacks</li></ul>	<b>1. Macbeth</b> (Shakespeare) <b>Outcomes/Genre</b> <ul style="list-style-type: none"><li>• Story extract</li><li>• Letter</li><li>• Internal monologue</li><li>• Diary</li><li>• Playscript scene</li><li>• Story ending</li></ul>	<b>1. Guardians of the Planet</b> (Dana Thomas) <b>Outcomes/Genres</b> <ul style="list-style-type: none"><li>• Report</li><li>• Leaflet</li><li>• Advert</li><li>• Explanation</li><li>• Fashion Show guide</li><li>• Script</li><li>• Speech</li></ul>
<b>English: Shared Reading</b>	<b>Stig of the Dump</b> (Cline King) Fiction	<b>I Don't Like Poetry</b> (Joshua Siegal) Poetry	<b>Blackberry Blue</b> (Jamila Gavin) Fiction	<b>SATS Revision</b>  <b>Macbeth</b> (Shakespeare) Fiction	<b>Boy in the Tower</b> (Polly Ho-Yen) Fiction	<b>Guardians of the Planet</b> (Dana Thomas) Non-Fiction
<b>Maths</b>	Integers & Decimals	Calculation problems	Decimals & Measures	Position & Direction Statistics	SATS	



# Grove Primary School

## Whole School Curriculum Overview



### 2025-2026

	Multiplication & Division	Fractions & Decimals Percentages	Angles & Properties of Shapes	Ratio & Proportion		
Art	Drawing: What is street art? Using a one-point perspective. Scaling- scale and proportion		Painting and mixed media: Artist study- David Hockney Paula Rego- finding meaning in a painting Frank Bowling- abstract paintings John Sargent- using drama techniques to explore meaning.	Craft and design: Photography: photomontage, macro photography Digital art Recreating art		Art week focus Sculpture and 3D: Making memories
Computing	<b>Computing Systems &amp; Networks: Bletchley</b> <ul style="list-style-type: none"><li>Understand that codes have different uses, decode messages, and explain how to create</li></ul>	<b>Creating Media: Web page creation</b> <ul style="list-style-type: none"><li>Create and evaluate a website, considering copyright and navigation paths, on Google Sites</li><li>Identify what makes a good web</li></ul>	<b>Online Safety</b> <ul style="list-style-type: none"><li>Understand the positive and negative impacts of sharing online and strategies for a positive online reputation.</li><li>Learn the importance of secure passwords and keeping</li></ul>	<b>Programming – Intro to Python</b> <ul style="list-style-type: none"><li>Iterate, test, and explain programs while using nested loops and Python commands with comments.</li><li>Use loops in Python, explaining their parts, and alter drawings or</li></ul>	<b>Computing Systems and networks – Exploring AI</b> <ul style="list-style-type: none"><li>Understand what AI is, its basic functions, and how it processes text and image prompts.</li><li>Identify everyday</li></ul>	<b>Big Data 1</b> <ul style="list-style-type: none"><li>Understand the purpose of barcodes and QR codes, and create and scan their own QR codes.</li><li>Explain how infrared and RFID</li></ul>



# Grove Primary School

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### 2025-2026

	<ul style="list-style-type: none"><li>secure passwords.</li><li>Research and present historical figures in computer science and their contributions in an engaging way.</li><li>Design a concept for a future computer and create a simple audio advert using basic editing skills.</li></ul>	page	<ul style="list-style-type: none"><li>software updated to protect data.</li><li>Learn how to capture evidence of online bullying to seek help.</li></ul>	<ul style="list-style-type: none"><li>programs accordingly.</li><li>Understand randomness in programs, decompose them into algorithms, and personalise code through modifications.</li></ul>	applications of AI and learn to generate and refine prompts for optimal responses.	<ul style="list-style-type: none"><li>transmit signals and identify uses of RFID.</li><li>Collect real-time data, enter it into spreadsheets, use formulas, and present findings to answer questions.</li></ul>
DT	DT Week: Healthy Week Come Dine with Me	Structures: Playgrounds Research existing playground equipment and their different forms, before designing			Textiles: Design a textile bag Design a bag and make decisions on materials, decorations and attachments	Digital world: monitoring devices Apply Computing knowledge and understanding to program a Micro:bit animal



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## Whole School Curriculum Overview



### 2025-2026

		and developing a range of apparatus to meet a list of specified design criteria.			(appendages), after learning how to sew a blanket stitch	monitoring device. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools to combine multiple objects.
Geography		What is life like in the Alps? Consider the climate of mountain ranges and why people choose to visit the Alps; focus on Innsbruck and look at the human and physical features that attract tourists; investigate tourism in the local area and map recreational land use; present findings to compare the Alps to the children's own locality	Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts			
History	(WW2)	Significant world historical figure – Harriet Tubman.				(Industrial Revolution)



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<p>Explain why World War II began and order events from early World War II on a timeline.</p> <p>Write a letter in role as an evacuee from World War II.</p> <p>To understand what the blitz was and how it affected people.</p> <p>Describe how people's diets were different during World War II and answer questions about the implementation of rationing.</p> <p>Investigate about women's wartime jobs and describe what they entailed in detail.</p>	<p>(Black History Month)</p> <p>Investigate the slave trade and slavery in the USA and life in Antebellum America.</p> <p>Examine the motives for and consequences of traveling the Underground Railroad.</p> <p>Analyse Harriet Tubman's impact on slavery and the abolition movement.</p> <p>Analyse the influence of geography and politics on maintaining the Underground Railroad.</p>			<p>Understand why the Industrial Revolution was important to Britain.</p> <p>Compare the two ways of producing cotton.</p> <p>Look into what life was like working in an early factory, particularly the high levels of heat, noise and danger.</p> <p>Understand the significance of the steam engine during the Industrial Revolution.</p> <p>Recount why coal and iron were so important for the Industrial Revolution.</p> <p>Investigate the impact that canals</p>
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		Evaluate Harriet Tubman's legacy in relation to abolition and within U.S. history.				had on trade and transport in Britain.
MFL: Spanish	<b>Revise greetings</b> <b>Asking and answering questions</b> <b>Me presento</b>	<b>Classroom objects (using possessive adjective mi)</b> <b>Mi Clase</b> <b>Christmas Story and songs</b>	<b>Clothes</b> <b>Mi Ropa</b>	<b>School routines &amp; subjects</b> <b>Revise days of the week</b> <b>Asking questions</b> <b>En el Colegio</b>	<b>Year 6 SATS</b>	<b>Healthy eating (first person conjugation of key verbs)</b> <b>Comer Sano</b> <b>Spanish cafe</b>
<b>Music</b>	Pulse, in compound and simple time Rhythm patterns in given time signatures Recognise different rhythm patterns Develop specific playing techniques Compose, arrange, practise and perform	Pulse, in compound and simple time Rhythm patterns in given time signatures with an increasing awareness of the theory Recognise different rhythm patterns Develop specific playing techniques Compose, arrange, practise and perform	Strike up the Band Ensemble Use songs as a starting point to create pieces in parts Technical: counting in anacrusis, conducting and leading ensembles	Mama don't low Appraise each other's works Begin to identify musical genres, periods and styles Comment on significant features Respond to listening (feelings and emotions) Reading graphic scores Graphic scores that include elements of pitch, rhythm meter	Year 6 Performance Sing with increased tuning and confidence in head voice and chest voice (with developing control of dynamics and phrasing) Sing in 2 parts confidently	Year 6 Performance Sing with increased tuning and confidence in head voice and chest voice (with developing control of dynamics and phrasing) Sing in 2 parts confidently
<b>PE</b>	<b>Invasion Games: Football</b>	<b>Gymnastics: Mat</b>	<b>Athletics</b>	<b>Invasion Games: Hockey</b>	<b>Net/ Wall Games: Tennis</b>	<b>Sports Day Prep:</b>



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	<p><b>Striking and Fielding: Cricket</b></p> <p><b>Swimming @ Camberwell Leisure Centre</b></p>	<p><b>Invasion Games: Tag Rugby</b></p> <p><b>Dance with Chantal – Pioneer Dance</b></p>	<p><b>Invasion Games: Hockey</b></p>	<p><b>Invasion Games: Netball</b></p>	<p>OAA</p>	<p><b>Striking and Fielding: Rounders</b></p> <p><b>Dance with Chantal – Pioneer Dance</b></p> <p><b>Swimming @ Camberwell Leisure Centre</b></p>
<b>PSHE</b>	<p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2, L3 and L4 Mind up: Getting Focused</b></p> <p>Lesson 1: How our Brain Works</p> <p>Lesson 2: Mindful Awareness</p> <p>Lesson 3: Focused Awareness</p>	<p><b>Family and Relationships</b></p> <p>L1 Respect</p> <p>L2 Respectful relationships</p> <p>L4 Challenging stereotypes</p> <p>L5 Resolving conflict</p> <p>L6 Change and loss</p>	<p><b>Health and Wellbeing</b></p> <p>L3 Taking responsibility for my health</p> <p>L4 The impact of technology on health</p> <p>L5 Resilience toolbox</p>	<p><b>Citizenship</b></p> <p>L1 Human rights</p> <p>L4 Prejudice and Discrimination</p> <p>L5 Valuing diversity</p>	<p><b>Economic Wellbeing</b></p> <p>L1 How do people navigate their feelings about money</p> <p>L2 How do people keep money safe</p> <p>L3 What money responsibilities are</p>	<p><b>Christopher Winter Project</b></p> <p>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Puberty, Relationships &amp; Reproduction - Lesson 1: Puberty &amp; Reproduction</b></p>



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	<p><b><u>L5: Zones of regulation</u></b> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.  Create zones of regulation posters.</p> <p><b><u>L6: Kapow Introduction Lesson</u></b> Setting ground rules for PSHE lessons.</p> <p><b><u>L7 and L8 X2 Empathy Lessons</u></b> To understand how to respond empathetically in complex social situations. To apply empathy to real-life school or community situations.</p>	<p>L6: Immunisation L8 Physical Health concerns</p>	<p>L6 National democracy</p>	<p>there in secondary school L4 What are the risks of gambling L6 Career routes</p>	<p><b>Lesson 2:</b> Communication in Relationships <b>Lesson 3:</b> Families, Conception &amp; Pregnancy <b>Lesson 4:</b> Online Relationships. <b>Drug education –</b> preventing early use. <b>Lessons from Kapow unit: Safety and the changing body to cover</b> L1 Alcohol L2 Critical digital consumers L3 social media</p>
RE	Why does religion look different around the world? (part 1)	Why does religion look different around the world? (part 2)	Why is it better to be there in person?	Why is there suffering? (Part1)	Why is there suffering? (Part 2)



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