

St Oswald's Yearly Curriculum Overview

This outlines the minimum requirements and topic areas covered by each year group using the National Curriculum. Reception follow the EYFS programme of study.

| Year 1 | | | | | | | | | | |
|---|--|--|--|--|---|---|---|--|---|---|
| English | Maths | Science | History | Geography | RE | Art & DT | PE | ICT | Music | PSHE & E-safety |
| <ul style="list-style-type: none"> • Write accurately in sentences • Write narratives about familiar events • Recount non-fiction in order • Join sentences with "and" • Choose adjectives with help • Spell taught phonemes accurately • Form letters correctly | <p>Maths No Problem:</p> <ul style="list-style-type: none"> • Numbers to 100 inc. addition and subtraction to 10, 20 and 40 • Shapes and patterns • Length and height • Numbers to 40 • Word problems • Multiplication • Division • Fractions • Time • Money • Volume & capacity • Mass • Space | <p>Working scientifically</p> <p>Plants</p> <p>Animals, including humans</p> <p>Everyday materials</p> <p>Seasonal changes</p> | <ul style="list-style-type: none"> • Changes within living memory e.g. Royal Wedding • Events beyond living memory E.g. Great fire of London • Lives of significant individuals e.g. Neil Armstrong • Significant history in the locality e.g. Brinton's Carpets | <ul style="list-style-type: none"> • Name and locate seven continents and five oceans • Name, locate and identify capital cities and countries of UK • Identify seasons and weather in the UK • Use basic geographical vocabulary • Use atlases to identify countries • Complete simple fieldwork | <p>1.1 What is God like? (Understanding Christianity)</p> <p>1.5 What makes some places sacred? (Agreed Syllabus)</p> <p>1.3 Why does Christmas matter? (UC)</p> <p>1.7 What does it mean to belong to a faith community? (AS)</p> | <p>Art:</p> <p>Drawing and painting</p> <p>Collage</p> <p>Print</p> <p>DT:</p> <p>Mechanics – use levers</p> <p>Construction – joining materials</p> <p>Textiles – shape, join and decorate textiles</p> <p>Food – prepare healthy food</p> | <ul style="list-style-type: none"> • Multi-skills sending and receiving • Dance (Storybook) • Gym: Flight, bouncing, jumping and landing • Multi-skills: aiming • Dance (thematic) • Multi-skills: bat and ball • Dance: Moving along • Gym: Rocking and rolling • Athletics • OAA • Multi-skills partner work | <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p> <p>Write and test simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Organise, store, manipulate and retrieve data in a range of digital formats.</p> <p>Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</p> | <p>Charanga:</p> <ul style="list-style-type: none"> • Hey You! • Rhythm in the way we walk & the banana rap • In the Groove • Round and Round • Your Imagination • Reflect, Replay and Rewind | <p>E-safety:</p> <ul style="list-style-type: none"> • Internet safety • Information Literacy • Privacy security • Creative credit copyright • Relationship communication |
| Year 2 | | | | | | | | | | |
| English | Maths | Science | History | Geography | RE | Art & DT | PE | ICT | Music | PSHE & E-safety |
| <ul style="list-style-type: none"> • Write narratives about real and fictional events • Use coordinating and subordinating conjunctions • Spell common-exception words • Mark sentences with full stops, question marks and exclamation marks • Form letters accurately | <p>Maths No Problem:</p> <ul style="list-style-type: none"> • Numbers to 100 • Addition and Subtraction • Multiplication and division 2, 5 & 10 • Length • Mass • Temperature • Picture graphs • Word problems • Money • 2D and 3D shapes • Fractions • Time • Volume | <p>Working scientifically</p> <p>Living things and their habitats</p> <p>Plants</p> <p>Animals, including humans</p> <p>Uses of everyday materials</p> | <ul style="list-style-type: none"> • Changes within living memory e.g. Elizabeth II coronation • Events beyond living memory E.g. The Great Plague • Lives of significant individuals e.g. Florence Nightingale • Significant history in the locality e.g. Remembrance | <ul style="list-style-type: none"> • Understand similarities and differences between the UK and a contrasting non-European country • Use geographical vocabulary • Identify locations of hot and cold areas e.g. equator and north /south poles • Use 4 compass directions • Recognise landmarks through maps and aerial photographs • Complete simple fieldwork | <p>1.2 Who is a Muslim and what do they believe? (Agreed Syllabus)</p> <p>1.3 Who is Jewish and what do they believe? (AS)</p> <p>1.5 Why does Easter matter to Christians? (Understanding Christianity)</p> <p>1.3 What is the good news that Jesus brings? (UC)</p> <p>1.2 Who made the world? (UC)</p> | <p>Art:</p> <p>Drawing and painting</p> <p>Sculpture</p> <p>Textiles</p> <p>DT:</p> <p>Mechanics – use wheels or winding mechanisms</p> <p>Construction – measure, cut, shape and join materials</p> <p>Textiles – shape, join and decorate textiles</p> <p>Food – create simple dishes</p> | <ul style="list-style-type: none"> • Gym: High and low • Multi-skills throwing and catching • Multi-skills aiming, hitting, kicking • Gym: Pathways • Dance (storybook) • Multi-skills sending and receiving • OAA • Swimming • Dance (thematic) • Athletics • Dance: Cats | <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p> <p>Write and test simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Organise, store, manipulate and retrieve data in a range of digital formats.</p> <p>Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</p> | <p>Charanga:</p> <ul style="list-style-type: none"> • Hands, feet, heart • Ho Ho Ho • I Wanna Play in a Band • Zootime • Friendship Song • Reflect, Replay and Rewind | <p>E-safety:</p> <ul style="list-style-type: none"> • Internet safety • Information Literacy • Privacy security • Relationship communication • Cyberbullying |

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| Year 3 | | | | | | | | | | |
|---|--|--|--|--|--|---|--|---|---|---|
| English | Maths | Science | History | Geography | RE | Art & DT | PE | ICT | Music | PSHE & E-safety |
| <ul style="list-style-type: none"> • Sustain purpose of writing • Develop appropriate endings for fiction and non-fiction • Begin to use paragraphs • Write a range of sentence types • Use conjunctions, adverbs and prepositions • Sustain 1st or 3rd person • Use apostrophes • Use commas • Spell many words correctly from the 3 /4 spelling list • Join writing | <p>Maths No Problem:</p> <ul style="list-style-type: none"> • Numbers to 1000 • Addition and subtraction • Multiplication and Division • Length • Mass • Volume • Money • Time • Picture and bar graphs • Fractions • Angles • Lines and shapes • Perimeter | <p>Working scientifically</p> <p>Plants</p> <p>Animals, including humans</p> <p>Rocks</p> <p>Light</p> <p>Forces and magnets</p> | <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to Iron Age • The Roman Empire and its impact on Britain | <ul style="list-style-type: none"> • Locate the world's countries with a focus on Europe • Locate cities of the UK and identify land features • Explore similarities and differences of a region in a European country • Use the eight-point compass and map symbols • Use atlases • Complete field work in the local area | <p>L2.1 What do different people believe about God? (Agreed Syllabus)</p> <p>2a.3 What is the Trinity? (Understanding Christianity)</p> <p>L2.2 Why is the Bible so important for Christians today? (AS)</p> <p>2a.6 When Jesus left what was the impact of Pentecost? (UC)</p> <p>L2.4 Why do people pray? (AS)</p> | <p>Art:</p> <p>Drawing</p> <p>Collage</p> <p>Textiles</p> <p>DT:</p> <p>Mechanics – moving products with pulleys and gears</p> <p>Construction – use cutting and shaping techniques</p> <p>Textiles – different stitches and using seams</p> <p>Food – follow recipes</p> | <ul style="list-style-type: none"> • Gym: stretching and curling • Invasion games – football and netball skills • Target games • Dance (thematic) • Gym: Symmetry and asymmetry • Dance (storybook) • Dance (Round the clock) • Net/wall: tennis • Striking and fielding (golf) • OAA • Athletics • Swimming | <p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p> <p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>Charanga:</p> <ul style="list-style-type: none"> • Let Your Spirit Fly • Glockenspiel 1 • Three Little Birds • The Dragon Song • Bringing Us Together • Reflect, Replay and Rewind | <p>E-safety:</p> <ul style="list-style-type: none"> • Privacy security • Relationship communication • Information literacy |
| Year 4 | | | | | | | | | | |
| English | Maths | Science | History | Geography | RE | Art & DT | PE | ICT | Music | PSHE & E-safety |
| <ul style="list-style-type: none"> • Include clear plot, description and characters in narrative • Develop use of vocabulary for effect • Develop paragraphing • Use a range of sentence types including fronted | <p>Maths No Problem:</p> <ul style="list-style-type: none"> • Numbers to 10,000 • Addition and subtraction within 10,000 • Multiplication and division • Graphs • Fractions • Time • Decimals | <p>Working scientifically</p> <p>Living things and their habitats</p> <p>Animals, including humans</p> <p>States of matter</p> <p>Sound</p> <p>Electricity</p> | <ul style="list-style-type: none"> • Britain's settlement by the Anglo-Saxons and Scots • A study of an aspect of British life beyond 1066, which is significant to the locality • Achievements of an early | <ul style="list-style-type: none"> • Identify land features to include coasts or rivers • Explore the similarities and differences of a region in a European country • Describe and understand aspects of human | <p>L2.3 Why is Jesus inspiring to some people? (Agreed Syllabus)</p> <p>2a.5 Why do Christians call the day Jesus died 'Good Friday'? (Understanding Christianity)</p> <p>L2.6 Why do some people think life is a journey and what</p> | <p>Art:</p> <p>Painting (watercolour)</p> <p>Print</p> <p>Sculpture</p> <p>DT:</p> <p>Mechanics – use an electrical circuit</p> <p>Construction – use cutting and shaping techniques</p> | <ul style="list-style-type: none"> • Dance (thematic) • Invasion games – hockey & tag rugby • Target games • Gym: balance • Dance (storybook) • Gym: receiving bodyweight • Gym: rolling | <p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate</p> | <p>Charanga:</p> <ul style="list-style-type: none"> • Mamma Mia • Glockenspiel 2 • Stop! • Lean on Me • Blackbird • Reflect, Replay and Rewind | <p>E-safety:</p> <ul style="list-style-type: none"> • Relationship communication • Self-image identity • Privacy security • Information literacy • Internet safety • Cyberbullying • Creative credit copyright |

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|--|---|--|--|---|--|------------------------------|---|--|--|--|
| <p>adverbials with a comma</p> <ul style="list-style-type: none"> Develop pronoun usage Use speech marks Commas for clauses Spell most words correctly from the 3/ 4 spelling list Joined, neat handwriting | <ul style="list-style-type: none"> Money Mass, volume and length Area Geometry Position and movement Roman numerals | | <p>civilization E.g. Ancient Egyptians</p> | <p>geography including rivers or mountains</p> <ul style="list-style-type: none"> Use atlases Complete field work in the local area | <p>significant experiences mark this? (AS)</p> <p>L2.8 What does it mean to be a Hindu in Britain today? (AS)</p> <p>2a.4 What kind of world did Jesus want? (UC)</p> <p>2a.1 What do Christians learn from the creation story? (UC)</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? (AS)</p> | <p>Food – follow recipes</p> | <ul style="list-style-type: none"> Striking and fielding (cricket) Net/wall: Tennis Dance (thematic) Athletics OAA | <p>appropriate inputs and predicted outputs to test programs.</p> <p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | | |
|--|---|--|--|---|--|------------------------------|---|--|--|--|

Year 5

| English | Maths | Science | History | Geography | RE | Art & DT | PE | ICT | Music | PSHE & E-safety |
|---|--|--|--|---|--|--|---|--|--|--|
| <ul style="list-style-type: none"> Address the reader Describe characters through actions and dialogue Select vocabulary for effect Write cohesively so that texts flow Use paragraphs consistently well In non-fiction use a range of organisational techniques Vary sentence types for effect Commas used for clarity Brackets, dashes or commas used for parenthesis Spell some words correctly from Year 5/6 list | <p>Maths No Problem:</p> <ul style="list-style-type: none"> Numbers to 1,000,000 Whole number addition, subtraction, multiplication and division Word problems Graphs Fractions Decimals Percentages Geometry Position and movement Measurements Area and perimeter Volume Roman Numerals | <p>Working scientifically</p> <p>Living things and their habitats</p> <p>Animals, including humans</p> <p>Properties and changes of materials</p> <p>Forces and magnets</p> <p>Earth and space</p> | <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England A study of a theme in British history which extends pupil's knowledge beyond 1066. E.g. World War II Ancient Greece and its influence on the western world. | <ul style="list-style-type: none"> Focus on North and South American country Describe and understand aspects of human geography including climate zones, biomes and vegetation belts, rivers or coasts Understand similarities and differences through the study of a region in North or South America Use atlases effectively Complete field work in the local area | <p>U2.1 Why do some people believe God exists? (Agreed Syllabus)</p> <p>2b.1 What does it mean if God is holy and loving? (Understanding Christianity)</p> <p>2b.8 What kind of king is Jesus? (UC)</p> <p>2b.5 What would Jesus do? (UC)</p> <p>2b.6 What did Jesus do to save human beings? (UC)</p> <p>U2.6 What does it mean to be a Muslim in Britain today? (AS)</p> | <p>Art: Drawing and painting</p> <p>Sculpture</p> <p>Collage</p> <p>DT: Mechanics – use cams (inc. belts, pulleys, gears, linkages)</p> <p>Construction – Making choices with materials, tools, techniques and finishing products</p> <p>Textiles – understand how material and stitching choices affect products</p> <p>Food – create and refine recipes using different cooking techniques</p> | <ul style="list-style-type: none"> Athletics (cross country) Gym: bridges Gym: flight Invasion games (football) Dance (thematic) Target Games Dance (Indian delight) Gym: turning and spinning Net/Wall (volleyball) Striking and fielding (rounders) Athletics OAA | <p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p> <p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> | <p>Charanga:</p> <ul style="list-style-type: none"> Livin' on a Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince of Bel Air Dancing in the Street Reflect, Replay and Rewind | <p>E-safety:</p> <ul style="list-style-type: none"> Privacy security Relationships communication Self-image identity Information literacy Creative credit copyright |

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| Year 6 | | | | | | | | | | |
|---|--|---|---|--|---|---|---|---|--|---|
| English | Maths | Science | History | Geography | RE | Art & DT | PE | ICT | Music | PSHE & E-safety |
| <ul style="list-style-type: none"> • Language is selected with good awareness of a range of readers • Dialogue integrated into description • Atmosphere is generated through vocabulary choices • Cohesive devices used to link ideas • Passive and modal verbs used appropriately • Full range of punctuation including semi-colons and colons • Spell most words from the Year 5/6 spelling list | <p>Maths No Problem:</p> <ul style="list-style-type: none"> • Numbers to 10 mil • Four operations on whole numbers • Fractions • Decimals • Measures • Word problems • Percentage • Ratio • Algebra • Area and perimeter • Volume • Geometry • Position and movement • Graphs and averages • Negative numbers | <p>Working scientifically</p> <p>Living things and their habitats</p> <p>Animals, including humans</p> <p>Light</p> <p>Electricity</p> <p>Evolution and inheritance</p> | <ul style="list-style-type: none"> • A study of local history, tracing how aspects of national history are reflected in the locality E.g. The Victorians • A study of an aspect of British history beyond 1066 that reflects the changing power of monarchs. E.g. The reign of the Tudors and Stuarts | <ul style="list-style-type: none"> • Identify environmental regions and key physical aspects of a contrasting country • Identify the significance of latitude, longitude, hemispheres, tropics and time zones • Understand similarities and differences of a region in North or South America • Study human geography including land use, natural resources and energy • Physical geography including volcanoes and earthquakes | <p>2b.4 Was Jesus the Messiah? (Understanding Christianity)</p> <p>U2.3 What do religions say to us when life gets hard? (Agreed Syllabus)</p> <p>2b.6 What difference does the resurrection make for Christians? (UC)</p> <p>U2.7 What matters most to Christians and Humanists? (AS)</p> <p>2b.3 How far does following God bring freedom and justice? (UC)</p> <p>2b.2 Creation and Science (UC) – optional unit</p> | <p>Art:</p> <p>Drawing and painting</p> <p>Print</p> <p>Textiles</p> <p>DT:</p> <p>Mechanics – combining electronics and mechanics</p> <p>Construction – Making choices with materials, tools, techniques and finishing products</p> <p>Textiles - understand how material and stitching choices affect products</p> <p>Food – create and refine recipes using different cooking techniques</p> | <ul style="list-style-type: none"> • Athletics (Cross country) • Gym: Matching and mirroring • Gym: Synchronisation and canon • Invasion games: Tag Rugby • Dance (thematic) • Target games • OAA • Gym: counter balance • Striking and fielding: rounders • Dance (storybook) • Athletics • Dance (making the grade) | <p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p> <p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>Charanga:</p> <ul style="list-style-type: none"> • I'll Be There • Classroom Jazz 2 • A New Year Carol • Happy • You've Got a Friend • Reflect, Replay and Rewind | <p>E-safety:</p> <ul style="list-style-type: none"> • Relationships communication • Internet safety • Self-image identity • Privacy security • Cyberbullying • Information literacy |