



St Anne (Stanley) C of E Primary and Nursery School

French

History Curriculum Overview

TERM	Autumn 1 <u>Self, family and friends</u>	Autumn 2 <u>School Life</u>	Spring 1 <u>The World Around Us</u>	Spring 2 <u>Animals and Home Environment</u>	Summer 1 <u>Leisure</u>	Summer 2 <u>Summer</u>
Year 3	<u>Name, age, feelings, where you live [rehearsed answers]</u> <u>Numbers 1 - 10 (in and out of sequence, add)</u> <u>Body parts with definite article</u> <u>Colours</u>	<u>Objects in pencil case with indefinite article</u> <u>Classroom instructions [basic]</u> <u>Numbers 1 - 20 (in and out of sequence, number bonds to 20)</u> <u>Further colours including written words- linked to Christmas</u> <u>NC- Changes in Britain from the Stone Age to the Iron Age (Stone Age)</u> <u>What was new about the Stone Age?</u>	<u>Days and months 1 - 10 (R/W)</u> <u>1 - 31 (odd and even)</u> <u>Birthdays [saying own and others']</u>	<u>Zoo Animals</u> <u>Descriptions [singular adjectival agreement]</u> <u>Dear zoo story [join in with simple, repetitive sentences]</u> <u>1 - 39 [count in 2s]</u> <u>NC- Changes in Britain from the Stone Age to the Iron Age (Stone Age to Iron Age)</u> <u>Would you have rather lived in the Bronze or Iron Age?</u>	<u>Sports 1 and opinions [simple sentences]</u> <u>1 - 39 [random order/ backwards]</u>	<u>Jungle animals. Exotic Fruits + opinions</u> <u>Handa's surprise story [performance: simple, repetitive sentences]</u> <u>1 - 39 [calculations, halving/ doubling]</u> <u>NC- Achievements of the earliest civilisations - Depth study - Ancient Egypt Early Civilisations and Egyptians</u> <u>How do we know about the Egyptians?</u>
Year 4	<u>Descriptions of hair and eyes in first person (word order + adjectival agreement)</u> <u>Big green monster story</u> <u>Brothers and sisters in sentence 'I have...'</u> <u>1 - 39 (add/subtract, odds/evens, double/halve)</u>	<u>School subjects (genders/definite article) + simple opinions (sentences)</u> <u>Time - on hr + $\frac{1}{2}$ past</u> <u>1 - 20 Understanding of and writing words</u> <u>Alphabet linked to Christmas (link sounds and spellings)</u> <u>NC- The Roman Empire and its impact on Britain. (Romans)</u> <u>Did the Romans make Britain better?</u>	<u>Weather sentences (phrases)</u> <u>Sentences linking weather with months + seasons (simple prepositions)</u> <u>X10 - 60 (RRP)</u>	<u>Animals and habitats (sentences saying where animals live using a preposition)</u> <u>Gruffalo story</u> <u>1 - 69 (Forwards/backwards, add/subtract)</u> <u>NC- Local study on a site dating beyond 1066 that is significant to the locality</u> <u>Local area study</u> <u>What was important to our local Victorians?</u>	<u>Sports 2 [longer sentences combining opinion, sport and justification]</u> <u>Sentence stating favourite sport.</u> <u>Verbs - [I do/ I play]</u> <u>'Sporty Sophie' story (simple sentence building)</u> <u>Sentences combining sports and days/seasons</u> <u>1 - 69 (odds/evens, double/halve)</u>	<u>Asking for picnic items. Cold drinks [+milkshake, flavours, sandwich fillings, ice cream flavours [prepositions]</u> <u>Understanding and giving prices - euros</u> <u>1 - 69 (all operations)</u> <u>NC- British History beyond 1066. Changes in an aspect of social history, leisure and entertainment in the 20th century. Aspect/theme beyond 1066</u> <u>Has childhood changed overtime?</u>
Year 5	<u>Further body parts body parts</u> <u>Illness- sentences to say where pain is</u> <u>More family members</u>	<u>Clothes (uniform) + adjectival agreement of colours</u> <u>Get dressed Robert story</u> <u>Time - $\frac{1}{2}$ past and $\frac{1}{4}$ to</u>	<u>Modes of Transport</u> <u>How you travel to places and why. [complex sentences]</u> <u>Use of the negative</u> <u>x10 to 100</u>	<u>Rooms in house [6]</u> <u>[Cache cache cochons story] + bedroom furniture</u> <u>Prepositions [longer sentences]</u>	<u>Recap family members</u> <u>Hobbies [incl. musical instruments]</u> <u>[complex sentences]</u> <u>1 - 100 Sp/80 - 100 Fr</u> <u>NC- Food and Nutrition: Celebrating culture</u>	<u>Countries, flags (+ colours) and nationalities [adjectival agreement]</u> <u>Magic carpet story</u> <u>[Independent reading of</u>

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	<u>Giant Turnip story</u> [performance: sentences increasing in length throughout] 1 - 60 (all calculations)	<u>1 - 60 odds/evens, counting in 2s/5s/10s.</u> <u>Clothing linked to Christmas</u> <u>NC: Britain's settlement by Anglo-Saxons and Scots.</u> <u>Anglo Saxons and Scots</u> What impact did the Anglo Saxons have?		<u>Fr: 60-79/ Sp: 1-100</u> <u>Fr + Sp: multiples of 10 to 100 (R/W)</u> <u>NC: Anglo Saxon struggle for the kingdom of England.</u> <u>Viking and Anglo Saxon struggle for</u> <u>Would Vikings do anything for money?</u>	<u>and seasonality. (compare healthy food</u> Tomato and carrot soup	<u>familiar opinion/ weather phrases]</u> <u>1 - 100 in/out of sequence</u> <u>NC: Non European society that provides contrast with British history</u> <u>Why should we remember the Maya?</u> <u>Electrical systems: More complex switches and circuits:</u> Automatic night light/electric board game e.g. operation
Year 6	<u>Family (with possessive adjective)</u> <u>Jobs- (gender agreement)</u> <u>complex sentences in third person describing famil</u> <u>More feelings (hot, cold, thirsty etc)</u> <u>At the doctors (dialogue)</u> <u>Recall 1-100 (x10 - 100 RRP)</u> <u>Food and Nutrition: Celebrating culture and seasonality. Cooking on a budget (food from distant places)</u> Spring Rolls	<u>Time (all) + school routine - complex sentences</u> <u>Justifications for opinions on school subjects (because)</u> <u>Recall 1-100 (R/W 1 - 20 + x10 - 100)</u> <u>Christmas</u> <u>NC: Ancient Greece: A study of Greek life and achievements and influence on the western world.</u> <u>What did the Greeks do for us?</u> <u>Textiles: Combining different fabric shapes:</u> <u>Making Slippers</u>	<u>Places in town and describing locality.</u> <u>Directions -understanding and giving directions</u> <u>Round numbers up to 1,000,000</u> <u>1 - 1,000 (R/W)</u> <u>Food and Nutrition:</u> <u>Celebrating culture and seasonality. Cooking on a budget (food from distant places)</u> Chicken stir-fry	<u>Haunted castle mystery</u> <u>Character profiles and describing characters and and events</u> <u>Embed prepositions</u> <u>Counting x2, x3, x5, x10.</u> <u>fractions and decimals</u> <u>NC: Local study - An aspect of history from beyond 1066 that is significant in the locality.</u> <u>How did World War 2 impact our local area?</u>	<u>Food and cafe (transition project)</u> <u>Dialogue in café/restaurant</u> <u>Mealtime routines</u> <u>Using euros/giving and understanding prices/calculating change</u> <u>Food and nutrition: Celebrating culture and seasonality. Cooking on a budget (food from distant places)</u> Jambalaya	<u>Food and café continued (transition project)</u> <u>Completion of written transition booklet for transfer</u> <u>Using euros/giving and understanding prices/calculating change</u> <u>NC: Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</u> <u>How has communication changed over time?</u> <u>Mechanical systems: gears and pulleys</u> Fairground Rides

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						



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Year-1		<u>NC. Mechanisms: Wheels and axles</u> Make a vehicle		<u>NC. Mechanisms: Sliders and Levers</u> Making a moving picture for a book		
Year-2		<u>NC. Textiles: Joining fabrics</u> Making a puppet (sewing)				<u>NC. Freestanding structures:</u> Animal Enclosure
Year-3				<u>NC. Textiles: 2D shape to 3D product</u> Pencil cases (Could use CAD)		<u>NC. Mechanical systems: Levers and linkages</u> Information book
Year-4				<u>NC. Electrical systems: Simple circuits and switches</u> Make a torch/nightlight		<u>NC. Shell Structures: Computer aided design</u> Make a box for a childhood treasure
Year-5				<u>NC. Frame Structures</u> playground shelter		<u>NC. Electrical systems: More complex switches and circuits:</u> Automatic night light/electric board game e.g. operation
Year-6		<u>Textiles: Combining different fabric shapes:</u> Making Slippers				<u>Mechanical systems: gears and pulleys</u> Fairground Rides

TERM	Autumn-1	Autumn-2	Spring-1	Spring-2	Summer-1	Summer-2
Reception	<u>EYFS Development Matters: Physical Development: Moving and Handling /Health and self-care, Expressive Arts and Design: Being Imaginative</u>					



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	Food and Nutrition Simple recipes are chosen based on the children's current learning. Cooking will be linked to something that the children are already exploring e.g. a story book or festival. The children will be encouraged to taste and try new things and then make a variety of products under the guidance of our staff through small group activities.				
	Creating different textures. Combining different media		Uses simple tools and techniques well		Explore materials, tools and techniques, experimenting with colour, design, texture, form and function
Year 1	<u>NC. Food and Nutrition: Preparing fruit and vegetables</u> Veggie snacks		<u>NC. Food and Nutrition: Preparing fruit and vegetables</u> Fruit salad		<u>NC. Food and Nutrition: Preparing fruit and vegetables</u> Crunchy Salad
Year 2	<u>NC. Food and Nutrition: Regional/UK food</u> Harvest Fruits Smoothie		<u>NC. Food and Nutrition: Regional/UK food</u> Traffic light salad		<u>NC. Food and Nutrition: Regional/UK food</u> Scouse
Year 3	<u>NC. Food and Nutrition: Healthy and varied diet:</u> Bread making for sandwiches		<u>NC. Food and Nutrition: Healthy and varied diet:</u> Coleslaw		<u>NC. Food and Nutrition: Healthy and varied diet:</u> Fish Fingers
Year 4		<u>NC. Food and Nutrition: Healthy and varied diet (Mediterranean dish)</u> Fruit and Vegetable couscous		<u>NC. Food and Nutrition: Healthy and varied diet (Mediterranean dish)</u> Vegetable Paella	<u>NC. Food and Nutrition: Healthy and varied diet (Mediterranean dish)</u> Pasta Bake
Year 5		<u>NC. Food and Nutrition: Celebrating culture and seasonality. (compare healthy food)</u> Chicken nuggets		<u>NC. Food and Nutrition: Celebrating culture and seasonality. (compare healthy food)</u> Fish Burgers/Meatballs (Veg – Bean burgers)	<u>NC. Food and Nutrition: Celebrating culture and seasonality. (compare healthy food)</u> Tomato and carrot soup
Year 6		<u>Food and Nutrition: Celebrating culture and seasonality. Cooking on a budget (food from distant places)</u> Spring Rolls		<u>Food and Nutrition: Celebrating culture and seasonality. Cooking on a budget (food from distant places)</u> Chicken stir fry	<u>Food and nutrition: Celebrating culture and seasonality. Cooking on a budget (food from distant places)</u> Jambalaya