



Hawks Two Year Cycle Curriculum Overview

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Maths	Maths	Maths	Maths	Maths	Maths
Place Value Addition and Subtraction Multiplication and Division	Place Value Addition and Subtraction Area Multiplication and Division Consolidation	Multiplication and Division Length and Perimeter Fractions Mass and Capacity	Multiplication and Division Length and Perimeter Fractions Decimals	Fractions Money Time Shape Statistics Consolidation	Decimals Money Time Consolidation Shape Statistics Position and Direction
English	English	English	English	English	English
Cycle 1 texts: The First Drawing A Cautionary Tale: Jim I was born in the Stone Age- Michael Rosen Writing Outcomes: Autobiography Narrative Poetry GPS: Year 3: Formation of nouns using a range of prefixes, Consonants, Vowel letters and Consonant letter vowels, Use of the forms a or an, Word families based on common words, Prepositions. Year 4: Plural 's', Possessive,	Cycle 1 texts: Existing news reports The Royal Family How to be a teacher/man on the moon. Letter to Santa/elves. Writing Outcomes: Newspaper reports Explanation text Letters GPS: Year 3: Formation of nouns using a range of prefixes, Consonants, Vowel letters and Consonant letter vowels, Use of the forms a or an, Word families based on common words, Prepositions. Year 4: Plural 's', Possessive, Standard English form of verb inflections, Noun phrases,	Cycle 1 texts: Fictional creatures The Poison Mantis Frog Reducing break times Writing Outcomes: Non-chronological report Persuasive letter GPS: Year 3: Subordinate clauses, Conjunctions, Clauses, Paragraphs, Headings and Subheadings, Past tense revision. Year 4: Fronted adverbials of place-where, Fronted adverbials of manner- how, Pronouns and possessive pronouns, Nouns, Inverted commas- a comma	Cycle 1 texts: Plant/rainforest poetry Danny the Champion of the World Writing Outcomes: Poetry Narrative Instructions GPS: Year 3: Conjunctions, Clauses, Subordinate clauses, Paragraphs, Headings and Subheadings, Past tense revision. Year 4: Fronted adverbials of place-where, Fronted adverbials of manner how, Pronouns and possessive pronouns, Nouns, Inverted commas- a comma	Cycle 1 texts: Danny the Champion of the World- book and film. Writing Outcomes: Book review Playscripts Interviews GPS: Year 3: Simple past tense, Present perfect tense, Inverted commas for direct speech, Expressing time, place and cause using conjunctions, adverbs and prepositions. Year 4: Apostrophes for plural possession, Fronted adverbials use of commas after	Cycle 1 texts: The Shirt Machine https://www.literacyshed.com/s hirtmachine.html End of year event Slime Surprise (WAGOLL) Narrative Poetry Writing Outcomes: Persuasive writing and print/television advert. Newspaper reports. Poetry GPS: Year 3: Simple past tense, Present perfect tense, Inverted commas for direct speech, Expressing time, place and cause using conjunctions, adverbs and prepositions. Year 4: Apostrophes for plural possession,

<p>Standard English form of verb inflections, Noun phrases, Expanded Noun Phrases, Fronted adverbials of time-when.</p> <p>Spellings: Suffixes beginning with vowels, 'i' spelt 'y', ou, un/mis/dis, in/il/im/ir, re/sub/inter</p> <p>Cycle 2 texts: Disastrous Day and Dented Doughnuts! The Aquarium- (WAGOLL.com) Kassim and the Greedy Dragon (T4W) The Magic Box by Kit Wright</p> <p>Writing Outcomes: Recount Narrative Poetry</p> <p>GPS: Year 3: Formation of nouns using a range of prefixes, Consonants, Vowel letters and Consonant letter vowels, Use of the forms a or an, Word families based on common words, Prepositions.</p> <p>Year 4:</p>	<p>Expanded Noun Phrases, Fronted adverbials of time-when.</p> <p>Spellings: Suffixes beginning with vowels, 'i' spelt 'y', ou, un/mis/dis, in/il/im/ir, re/sub/inter</p> <p>Cycle 2 texts: Existing news reports. Ancient Greece information texts Letter to Santa/elves.</p> <p>Writing Outcomes: Newspaper reports Explanation text Letters</p> <p>GPS: Year 3: Formation of nouns using a range of prefixes, Consonants, Vowel letters and Consonant letter vowels, Use of the forms a or an, Word families based on common words, Prepositions.</p> <p>Year 4: Plural 's', Possessive, Standard English form of verb inflections, Noun phrases, Expanded Noun Phrases, Fronted adverbials of time-when.</p> <p>Spellings: Suffixes beginning with vowels, 'i' spelt 'y', ou, un/mis/dis, in/il/im/ir, re/sub/inter</p>	<p>after the reporting clause, Inverted commas- end punctuation with inverted commas.</p> <p>Spellings: super/anti/auto, ation, ly, sure/ture, sion, ous</p> <p>Cycle 2 texts: The Day the Crayons Quit Russia information texts Edinburgh Tour guide</p> <p>Writing Outcomes: Persuasive letter Non-chronological report</p> <p>GPS: Year 3: Conjunctions, Clauses, Subordinate clauses, Paragraphs, Headings and Subheadings, Past tense revision.</p> <p>Year 4: Fronted adverbials of place-where, Fronted adverbials of manner-how, Pronouns and possessive pronouns, Nouns, Inverted commas- a comma after the reporting clause, Inverted commas- end punctuation with inverted commas.</p> <p>Spellings: super/anti/auto, ation, ly, sure/ture, sion, ous</p>	<p>after the reporting clause, Inverted commas- end punctuation with inverted commas.</p> <p>Spellings: super/anti/auto, ation, ly, sure/ture, sion, ous</p> <p>Cycle 2 texts: Matilda (Roald Dahl) Limericks How to make a Victoria Sponge/chocolate apple cake.</p> <p>Writing Outcomes: Narrative Poetry Instructions</p> <p>GPS: Year 3: Conjunctions, Clauses, Subordinate clauses, Paragraphs, Headings and Subheadings, Past tense revision.</p> <p>Year 4: Fronted adverbials of place-where, Fronted adverbials of manner how, Pronouns and possessive pronouns, Nouns, Inverted commas- a comma after the reporting clause, Inverted commas- end punctuation with inverted commas.</p> <p>Spellings:</p>	<p>fronted adverbials, Determiners- articles, Determiners demonstratives, Determiners possessive and quantifiers, Apostrophes- to mark plural possession.</p> <p>Spellings: tion/cian, sion/sion, k/c spelt ch, s spelt sc, ei spelt eigh/ey, Near homophones</p> <p>Cycle 2 texts: Matilda (Roald Dahl)- book and film</p> <p>Writing Outcomes: Book review Playscripts Interviews</p> <p>GPS: Year 3: Simple past tense, Present perfect tense, Inverted commas for direct speech, Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Year 4: Apostrophes for plural possession, Fronted adverbials use of commas after fronted adverbials, Determiners- articles, Determiners</p>	<p>Fronted adverbials use of commas after fronted adverbials, Determiners- articles, Determiners demonstratives, Determiners possessive and quantifiers, Apostrophes- to mark plural possession.</p> <p>Spellings: tion/cian, sion/sion, k/c spelt ch, s spelt sc, ei spelt eigh/ey, Near homophones</p> <p>Cycle 2 texts: Eat Healthy Now! (Science links) Sutton-Hoo discovery Narrative poetry.</p> <p>Writing Outcomes: Persuasive writing and print/television advert. Newspaper reports. Poetry</p> <p>GPS: Year 3: Simple past tense, Present perfect tense, Inverted commas for direct speech, Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Year 4: Apostrophes for plural possession, Fronted adverbials use</p>
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<p>Plural 's', Possessive, Standard English form of verb inflections, Noun phrases, Expanded Noun Phrases, Fronted adverbials of time-when.</p>			<p>super/anti/auto, ation, ly, sure/ture, sion, ous</p>	<p>demonstratives, Determiners possessive and quantifiers, Apostrophes- to mark plural possession.</p> <p>Spellings: tion/cian, ssion/sion, k/c spelt ch, s spelt sc, ei spelt eigh/ey, Near homophones</p>	<p>of commas after fronted adverbials, Determiners- articles, Determiners demonstratives, Determiners possessive and quantifiers, Apostrophes- to mark plural possession.</p> <p>Spellings:tion/cian, ssion/sion, k/c spelt ch, s spelt sc, ei spelt eigh/ey, Near homophones</p>
<p><u>History- Cycle 1</u> Changes in Britain- Stone Age/Bronze Age/Iron Age <u>Geography-Cycle 2</u> Mountains, Rivers and Coasts (+ Water Cycle)</p>	<p><u>Geography- Cycle 1</u> The UK and its context around the World (History including Royal Family) <u>History-Cycle 2</u> Ancient Greece</p>	<p><u>History- Cycle 1</u> Egyptians <u>Geography- Cycle 2</u> Russia- European comparison</p>	<p><u>Geography- Cycle 1</u> Rainforests <u>History- Cycle 2</u> Mayans- Non-European society</p>	<p><u>History- Cycle 1</u> Romans <u>Geography- Cycle 2</u> Local Historical study- Maiden Castle/Hambledon Hill (Fieldwork and mapping)</p>	<p><u>Geography- Cycle 1</u> Settlements and Land use including mapwork <u>History- Cycle 2</u> British Settlements- Anglo-Saxons</p>
<p><u>DT- Cycle 1</u> Design and make a purse. <u>Art- Cycle 2</u> Block Printing- wrapping paper designs. Focus Artists: Delita Martin Favianna Rodriguez</p>	<p><u>Art Cycle 1</u> Stone Age/ cave man art- Drawing and painting. <u>DT-Cycle 2</u> Bread exploration, designing and making.</p>	<p><u>DT Cycle 1</u> Design and make a sarcophagus with raising and lowering Mummy (pneumatic mechanism) <u>DT Cycle 2</u> Design and make a lighthouse with working light</p>	<p><u>DT Cycle 1</u> Making a rainforest model and grow your own edible garden. <u>Art- Cycle 2</u> Our local area- Landscape studies, paintings and drawing. Focus Artists: Monet's cityscapes and landscapes</p>	<p><u>Art Cycle 1</u> Collage Roman Mosaics. Focus Artists: Jean Metzinger and other examples of Roman Mosaics. <u>DT Cycle 2</u> Mechanical Posters</p>	<p><u>Art Cycle 1</u> Beach study- mixed media collage scenes with natural materials and Mod-Roc sculpting. Focus Artists: Andy Goldsworthy Nils Udo Alfred Wallis and Hokusai.</p> <p><u>Art Cycle 2</u> Bodies- studying the human body, making 3D clay models. Focus Artists: Henry Moore</p>

<p>Science- Cycle 1 States of Matter (Yr4)</p> <p>Science- Cycle 2 Rocks (Yr3)</p>	<p>Science- Cycle 1 Animals including Humans (Yr3)</p> <p>Science- Cycle 2 Sound (Yr4)</p>	<p>Science- Cycle 1 Light (Yr3)</p> <p>Science- Cycle 2 Electricity (Yr4)</p>	<p>Science- Cycle 1 Plants (Yr3)</p> <p>Science- Cycle 2 Forces and Magnets (Yr3)</p>	<p>Science- Cycle 1 Living things and their habitats (Yr 4)</p> <p>Science- Cycle 2 Animals including humans (Yr4)</p>	<p>Science- Cycle 1 Living things and their habitats (Yr 4)</p> <p>Science- Cycle 2 Animals including humans (Yr4)</p>
<p>Computing- Cycle 1- E-safety-Your rings of responsibility How do digital citizens take responsibility for themselves, their communities and their world? Computing systems and networks- connecting computers.</p> <p>Cycle 2- E-safety-My media choices What makes a healthy media choice? Computing systems and networks-The internet.</p>	<p>Computing- Cycle 1- E-safety-Password power-up How can a strong password help protect your privacy? Creating media- Stop frame animation.</p> <p>Cycle 2- E-safety-Private and personal information What information about you is ok to share online? Creating media- audio production.</p>	<p>Computing - Cycle 1- E-safety-This is me How does what I post online affect my identity? Programming- sequencing sounds</p> <p>Cycle 2- E-safety-Our online tracks How does our online activity affect the digital footprints of ourselves and others? Programming- repetition in shapes.</p>	<p>Computing- Cycle 1- E-safety-Our digital citizenship pledge What makes a strong online community? Data and information-branching databases.</p> <p>Cycle 2- E-safety-Keeping games fun and friendly How can I keep positive and have fun while playing online games, and help others do the same? Data and information- data logging.</p>	<p>Computing- Cycle 1- E-safety-The power of words What should you do when someone uses mean or hurtful language on the internet? Creating media- desktop publishing.</p> <p>Cycle 2- E-safety-Be a super digital citizen How can we be upstanders when we see cyberbullying? Creating media- photo editing.</p>	<p>Computing - Cycle 1- Cycle 1- E-safety-Is seeing believing? Why do people alter pictures and videos? Programming- events and actions in programs.</p> <p>Cycle 2- E-safety-A creator's rights and responsibilities What rights and responsibilities do you have as a creator? Programming- repetition in games.</p>
<p>PE- Cycle 1- Invasion Games - Basketball</p> <p>PE- Cycle 2- Tag Rugby</p>	<p>PE- Cycle 1- Dance - topic themed</p> <p>PE- Cycle 2- Dance - topic themed</p>	<p>PE- Cycle 1- Gymnastics</p> <p>PE- Cycle 2- Creating circuits</p>	<p>PE- Cycle 1- Invasion Games - netball</p> <p>PE- Cycle 2- Multiskills (bat and ball) - tennis and table tennis</p>	<p>PE- Cycle 1- Summer Athletics</p> <p>PE- Cycle 2- Multiskills (bat and ball) - rounders and cricket</p>	<p>PE- Cycle 1- Swimming</p> <p>PE- Cycle 2- Swimming</p>
<p>Music- Cycle 1 Developing notation skills- How does Music bring us closer together? (Y3)</p> <p>Music- Cycle 2 Interesting time signatures - How does</p>	<p>Music- Cycle 1 Enjoying improvisation - What stories does Music tell us about the past? (Y3)</p> <p>Music- Cycle 2 Combining elements to make music - How does</p>	<p>Music- Cycle 1 Composing using your imagination - How does Music make the world a better place? (Y3)</p> <p>Music- Cycle 2 Developing pulse and groove through improvisation - How does</p>	<p>Music- Cycle 1 Sharing musical experiences - How does Music help us to get to know our community? (Y3)</p> <p>Music- Cycle 2 Creating simple melodies together - How does</p>	<p>Music- Cycle 1 Learning more about musical styles - How does music make a difference to us everyday? (Y3)</p> <p>Music- Cycle 2 Connecting Notes and Feelings - How does</p>	<p>Music- Cycle 1 Practise for a performance</p> <p>Music- Cycle 2 Practise for a performance</p>

<p>Music bring us together? (Y4)</p> <p><u>RE - Cycle 1</u> Divali Would celebrating at home and in the community bring a feeling of belonging to a Hindu child? (Hinduism) (Y3)</p> <p><u>RE - Cycle 2</u> Buddha's teachings Is it possible for everyone to be happy? (Buddhism) (Y4)</p>	<p>Music connect us to the past? (Y4)</p> <p><u>RE - Cycle 1</u> Christmas Has Christmas lost its true meaning? (Christianity) (Y3)</p> <p><u>RE - Cycle 2</u> Christmas What is the most significant part of the nativity story for Christians today? (Christianity) (Y4)</p>	<p>Music improve our world? (Y4)</p> <p><u>RE - Cycle 1</u> Jesus' Miracles Could Jesus heal people? Were these miracles or is there some other explanation? (Christianity) (Y3)</p> <p><u>RE - Cycle 2</u> The 8-Fold path Can the Buddas teaching make the world a better place? (Buddhism) (Y4)</p>	<p>Music teach us about our community?</p> <p><u>RE - Cycle 1</u> Easter- Forgiveness What is 'good' about Good Friday? (Christianity) (Y3)</p> <p><u>RE - Cycle 2</u> Easter Is forgiveness always possible for Christians? (Christianity) (Y4)</p>	<p>Music shape our way of life? (Y4)</p> <p><u>RE - Cycle 1</u> Hindu Beliefs How can Brahman be everywhere and in everything? (Hinduism) (Y3)</p> <p><u>RE - Cycle 2</u> The 8-Fold path What is the best way for a Buddhist to lead a good life? (Buddhism) (Y4)</p>	<p><u>RE - Cycle 1</u> Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu? (Hinduism) (Y3)</p> <p><u>RE - Cycle 2</u> Prayer and worship Do people need to go to church to show they are Christians? (Christianity) (Y4)</p>
<p><u>Modern Foreign Languages- French</u> Cycle 1 - Phonics lesson 1 & 2(C) I'm Learning French (E) Cycle 2 - Phonics lesson 1 & 2(C) Shapes (E)</p>	<p><u>Modern Foreign Languages- French</u> Cycle 1 - Animals (E) Cycle 2 - Musical Instruments (E)</p>	<p><u>Modern Foreign Languages- French</u> Cycle 1 - I Can (E) Cycle 2 - Vegetables (E)</p>	<p><u>Modern Foreign Languages- French</u> Cycle 1 - Fruits (E) Cycle 2 - Ancient Britain (E)</p>	<p><u>Modern Foreign Languages- French</u> Cycle 1 - Presenting Myself (I) Cycle 2 - In Class (I)</p>	<p><u>Modern Foreign Languages- French</u> Cycle 1 - At the Cafe (I) Cycle 2 - Habitats or Goldilocks (I)</p>
<p><u>PSHE- Cycle 1</u> Me and My Relationships (Y3)</p> <p><u>PSHE- Cycle 2</u> Rights and Responsibilities (Y3)</p>	<p><u>PSHE- Cycle 1</u> Valuing the Difference (Y3)</p> <p><u>PSHE- Cycle 2</u> Being My Best (Y3)</p>	<p><u>PSHE- Cycle 1</u> Keeping Myself Safe (Y3)</p> <p><u>PSHE- Cycle 2</u> Growing and Changing (Y3)</p>	<p><u>PSHE- Cycle 1</u> Me and My Relationships (Y4)</p> <p><u>PSHE- Cycle 2</u> Rights and Responsibilities (Y4)</p>	<p><u>PSHE- Cycle 1</u> Valuing the Difference (Y4)</p> <p><u>PSHE- Cycle 2</u> Being My Best (Y4)</p>	<p><u>PSHE- Cycle 1</u> Keeping Myself Safe (Y4)</p> <p><u>PSHE- Cycle 2</u> Growing and Changing (Y4)</p>