

Year group	6	Academic year	2025-2026	Teacher(s)	Mrs Tyler	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Class Novel	<p>The Final Year Matt Goodfellow</p> <p>Short versions: Around the World in Eighty Days by Jules Verne The Railway children by Edith Nesbit Black Beauty by Anna Sewell</p>	<p><i>Omar Rising by Aisha Saeed.</i></p>	<p>SHAKESPEARE Macbeth script and comic</p>	<p>Ways to be Me by Libby Scott</p>	<p>When the Sky Falls by Phil Earle</p>	<p>The Boy Who Harnessed the Wind: by William Kamkwamba</p>
Pictures linked to History /Geography	<p>History: Picture Book: Suffragettes: The Battle for Equality by David Roberts (Non-Fiction)</p> <p>Her Fearless Run - Katherine Switzer</p>	<p>The Best Christmas Present in the World - Michael Morpurgo (1 week)</p>	<p>Every Human has Rights: A Photographic Declaration for Kids by National Geographic Kids, Mary Robinson (Non-Fiction/Poetry)</p>	<p>Rose Blanche - Ian McEwan</p>	<p>Ada's Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood</p>	<p>The Story of Climate Change Hardcover - 2 Mar. by Catherine Barr</p>

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<p>VIPERS (Repeat of poetry and debate)</p>	<p>2 WEEKS FICTION 2 WEEKS NON-FICTION 2 WEEKS POETRY</p> <p>Baba Yaga - Traditional Tales The Circulatory System</p>	<p>2 WEEKS FICTION 2 WEEKS NON-FICTION 2 WEEKS DEBATE</p>	<p>1. Macbeth 2. Shakespeare - Non - Fiction 3. Dulce Et Decorum Est</p>	<p>SATS REVISION</p> <p>2 WEEKS FICTION 2 WEEKS NON-FICTION 2 WEEKS DEBATE</p>	<p>Anne Frank's Diary Extracts from the novel of Around the World in Eighty Days</p>	<p>2 WEEKS FICTION 2 WEEKS NON-FICTION 2 WEEKS DEBATE</p>
<p>Poetry</p>	<p>Stars with Flaming Tails by Valerie Bloom</p>	<p>Wilfred Owen collection: Focus: Dulce Et Decorum est by Wilfred Owen</p>	<p>Shakespeare for Every Day of the Year by Allie Esiri (One a day for term)</p>		<p>In Flanders Fields by John Mc Crae</p>	
<p>Everyone's Welcome</p>	<p>King of The Sky by Nicola Davies - Starting a new</p>	<p>Where the Poppies grow by Hilary Robinson and Martin Impey - Poem about war and Peace</p>	<p>The Silence Seeker by Ben Morley and Carl Pearce</p>	<p>How to Heal a Broken Wing by Bob Graham - (helping people to heal)</p>	<p>My Princess Boy by Cheryl Kilodavis - boys dressing as girls</p>	<p>And Tango makes Three by Justin Richardson and Peter Parnell - (Relationships)</p>

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<p>Memorable learning</p>	<p>Suffragettes Project Box from the library Museum Session: Remembrance and WWI -s (Aut 2) 11th November Warning Zone school Trip</p>	<p>WWI Workshop - CLS November - Pop Art - Richard III - 2 hour library session Adventure Training: Residential for 2 days Drawn to Wildlife - CLS Art session</p>	<p>WWII Project Box from the library Suffragette visit from local historian.</p>	<p>University Experience - Loughborough University History of Light - Artefacts from library</p>	<p>Human Rights project Box from the library Museum Session - Evacuees Dig for Victory Posters - Library Services</p>	<p>Beaumanor Hall Trip- WWII Experience</p>
<p>English Writing</p>	<p>Hansel and Gretel by Neil Gaiman - Text Type - Narrative Genre - Traditional Tale Goldilocks - Guilty or not?</p>	<p>Kensuke's Kingdom by Michael Morpurgo Text Type - Narrative Genre - Adventure Story</p>	<p>Macbeth Text Type - Narrative Genre - Classical tragedy Macbeth -</p>	<p>Rose Blanche by Ian McEwan Text Type: Narrative Genre: Story based on the Holocaust</p>	<p>The Arrival by Shaun Tan - Narrative Is Screen use making children lazy?</p>	<p>The Origin of Species Text Typer: Non-Fiction Genre: Non-Chronological report</p>

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	Text Type - Non-Fiction Genre - Newspaper Report	Letter based on 'The Best Christmas Present in the World' by Michael Morpurgo. Poem: Tyger, Tyger: William Blake	Text Type - Macbeth - a setting description Macbeth: Instructions - How to make a witches' potion.		Text Type: Non-Fiction Genre: Balanced Argument	Poetry - Rudyard Kipling IF
Grammar/Spelling	Inverted commas Conjunctions Adjectives Similes Adverbial phrases Questions Alliteration Modal verbs Complex Sentences Comparatives and Superlatives Passive Voice Subjunctive Form Semi-colon Bullet points Dashes for parenthesis Spelling	Prepositions Adjectives Collective nouns Complex Sentence Relative Clause Modal Verbs Rhetorical questions Verbs Adverbs Adjectives Pathetic Fallacy Inverted Commas Passive Voice Semi-colon to divide clauses	Inverted commas Simile Complex Sentence Semi-colon to link clauses Prepositions Adverbs Noun Phrases Conjunctions Adverbials Spelling	Relative Clause Sentences Metaphor Adverb/Adverbial phrases Simile Dialogue Semi-colon Complex Sentence Brackets Verbs Pathetic Fallacy Noun Phrases Adjectives Conjunction Alliteration Colon to separate two clauses Brackets	Adverbials Colon to introduce a list Subordinate clause Relative Clause Modal verb Brackets Questions Complex sentence Semi-colons Dash Commas in a list Alliteration Metaphor Spelling	Rhetorical Questions Relative Clause Contractions Adverbials Adverbs Adjectives Colon - for a list Synonyms Alliteration Metaphor Verbs Cause and effect conjunction Spelling Focus on morphology and etymology

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	<p>Review homophones and near homophones Review suffixes beginning with consonant letters to words: ment, less, ful, ly. Review suffixes beginning with vowel letters to words. Focus on doubling the consonant after a short vowel words from the Y5/6 statutory word list Explore suffixes beginning with vowel letters to words ending in -fer Review cial, tial, cially and tially endings.</p>	<p>Spelling Review able, ably, ible and ibly endings Review cious and tious endings Review words with the /i/ sound spelt ei after c Review ent, ence, ency, ant, ance and ancy endings Review tion, ation, cian, sion and sion endings Review sure and ture endings Review all suffixes</p>	<p>Review words with silent letters b, k, l, h, t. Focus on unstressed vowels: words from the Year 5/6 statutory word list Review affixes: morphology Review affixes: words from the year 5/6 statutory word list Review words containing ough</p>	<p>Modal Verbs Rhetorical questions Inverted commas Dashes for parenthesis Colon to separate a list Spelling: Review words containing rarer letter combinations: words from from the Y3/4 and 5/6 statutory word list Focus on etymology: words from the Y5/6 statutory word list Review homophones and commonly confused words</p>	<p>Review use of hyphen Review use of apostrophe for contraction Review use of apostrophe for possession Review commonly misspelt words from the class</p>	<p>Revision of strategies to spell words</p>
<p>Maths</p>	<p>Place Value - BIDMAS Addition and Subtraction (including perimeter,</p>	<p>Addition and Subtraction Multiplication and Division Fractions, decimals and Fractions,</p>	<p>Fractions, decimals and percentages Measure</p>	<p>Measure Geometry (1 week) Statistics</p>	<p>Revision SATs Ratio</p>	<p>Consolidation and projects</p>

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	decimals, fractions, money)	decimals and percentages				
Science Big question	Why is our circulatory system so important?	How are plants and animals the same and how are they different?	How can you light up a light bulb?	How can we see?	How do flowers and animals reproduce?	Have we always looked like this?
Science	The Human Body 1. The Heart: Circulation of the Blood 2. Blood Vessels and Transport 3. Components of Human Blood 4. Blood Pressure and the Arteries 5. Heart Rate- an Investigation	Classification of Living Things 1. Cells 2. Tissues 3. Organs 4. Vertebrates 5. Invertebrates	Electricity 1. Simple Series Circuits 2. Parallel Circuits 3. Switches 4. Planning an investigation 5. Investigation	Light 1. How light travels 2. How we see 3. Shadows and their shapes 4. The Colour of Light 5. Making a periscope	Reproduction 1. Asexual reproduction 2. Sexual reproduction in non-flowering plants 3. Sexual reproduction in flowering plants 4. Reproduction in animals 5. Growth stages	Evolution 1. Fossils and Evolution 2. Inheritance 3. Adaptation 4. Charles Darwin 5. Alfred Wallace EOY QUIZ
Physical Education	Fitness Football	Dodgeball Tennis	OAA Gymnastics	Hockey Football	Athletics Swimming	Swimming Rounders
Computing	Computing systems and networks Bletchley Park (Option 1: Google)	Data Handling Big Data 1	Creating media History of Computers	Programming Intro to Python	Online Safety Online Safety Y6	

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	<p>(Option 2: Microsoft Office 365)</p> <p>(3 lessons: 1-3) Lesson 1: Secret codes Lesson 2: Brute force hacking Lesson 3: Bletchley Park</p>	<p>(4 lessons: 1,3,4 and 5)</p> <p>Lesson 1: Barcodes Lesson 3: RFID Lesson 4: Using RFID Lesson 5: Transport data</p>	<p>(3 lessons: 3-5)</p> <p>Lesson 3: First computers Lesson 4: Computers that changed the world Lesson 5: Future computer</p>	<p>(4 lessons: 1-4)</p> <p>Lesson 1: Tinkering with Logo Lesson 2: Nested loops Lesson 3: Using python Lesson 4: Using loops in Python</p>	<p>(4 lessons : 1,2,4 and 6)</p> <p>Lesson 1: Life online Lesson 2: Sharing online Lesson 4: Capturing evidence Lesson 6: Think before you click</p>	
<p>Geography Big Question:</p>	<p>What can we learn from studying maps?</p>	<p>What would you see in South America?</p>	<p>What makes Africa the continent that it is?</p>	<p>FREE</p>	<p>Is globalisation good or bad?</p>	<p>How do humans negatively impact the Earth?</p>
<p>Geography:</p>	<p>Spatial Sense</p> <ol style="list-style-type: none"> Latitude and Longitude The Arctic and Antarctic Circles Time Zones Map Projection Maps of the World 	<p>South America</p> <ol style="list-style-type: none"> An introduction to South America The countries of North America (take plan from North America unit lesson 1) Past civilisations and empires The Andes Mountains and the Atacama Desert 	<p>Africa</p> <ol style="list-style-type: none"> The Continent of Africa Past civilisations and empires - Mansa Musa African Biomes The Sahara Desert and Desertification Food and Farming 		<p>Globalisation</p> <ol style="list-style-type: none"> What is globalisation? Economic Globalisation Political Globalisation Social Globalisation Globalisation; a global force for good? 	<p>British Geographical Issues</p> <ol style="list-style-type: none"> Air Pollution Climate Change Waste Local context <p>EOY QUIZ</p>

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		<p>4. Brazil (Agriculture and Industry)</p> <p>5. The Amazon Rainforest</p>				
History Big Question:	How would British culture be different without the work of the suffragette movement?	Why was World War I different to any previous war?	How have Human rights changed over time?	FREE	Who was Adolf Hitler and what is he remembered for?	What were the consequences of WWII and have they had impact on British Values today?
History	<p>The Suffragettes</p> <p>1. Chronology</p> <p>2. Democracy in the 19th Century</p> <p>3. The National Union of Women's Suffrage Societies</p> <p>4. Emmeline Pankhurst and the WSPU</p> <p>5. The Anti-Suffrage Campaign</p> <p>6. World War I and the Representation of the People Act</p>	<p>World War I</p> <p>1. The Causes of World War I</p> <p>2. On land, at sea and in the air</p> <p>3. Life on the Western Front</p> <p>4. The Home Front</p> <p>5. The Consequences of the War</p>	<p>The History of Human Rights</p> <p>1. Human Rights</p> <p>2. Children's Rights</p> <p>3. Racial Equality</p> <p>4. Freedom of Belief and Religion</p> <p>FOCUS ON RUNNING THEME OF EMPATHY AND DEMOCRACY AND HAVING A VOICE</p>		<p>The Rise of Hitler and World War II</p> <p>1. The Armistice and the Treaty of Versailles</p> <p>2. The Rise of the Nazi Party</p> <p>3. Life in Nazi Germany</p> <p>4. Kristallnacht and the Refugee Crisis</p> <p>5. The Second World War</p>	<p>World War II and the Holocaust</p> <p>1. World War Two</p> <p>2. The Battle of Britain and the Blitz</p> <p>3. The Codebreakers at Bletchley Park</p> <p>4. The Holocaust</p> <p>5. The Home Front</p> <p>EOY QUIZ</p>

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<p>PSHE (Personal, Social & Health Education) SMSC (Spiritual, Moral, Social & Cultural)</p>	<p>Introduction Lesson Setting ground rules for RSE and PSHE lessons</p> <p>Family and relationships</p> <ul style="list-style-type: none"> • Respect • Respectful relationships • Stereotypes: Attitudes • Challenging stereotypes • Resolving conflict • Change and loss 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • What can I be? • Relaxation: Mindfulness • Taking responsibility for my health • The impact of technology on health • Resilience toolbox • Immunisation • Good and bad habits • Physical health concerns 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Alcohol • Critical digital consumers • Social media • Physical and emotional changes of puberty • Conception • Pregnancy and birth • First Aid: choking • First Aid: basic life support 	<p>Citizenship</p> <ul style="list-style-type: none"> • Human Rights • Food choices and environment • Caring for others • Prejudice and discrimination • Valuing diversity • National democracy 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • How do people navigate their feelings about money? • How do people keep money safe? • What money responsibilities are there in secondary school? • What are the risks of gambling? • What is a workplace? • What career routes are there? 	<p>Identity</p> <ul style="list-style-type: none"> • What is identity? • Identity and body image. <p>Transition Lesson</p> <ul style="list-style-type: none"> • Dealing with change
<p>RE Big Question</p>	<p>Enquiry 1: What is the best way for a Muslim to show commitment to God?</p>	<p>Enquiry: Do Christmas celebrations and traditions help Christians</p>	<p>Enquiry: Is anything ever eternal?</p>	<p>Enquiry: Is Christianity still a strong religion 2000 years after</p>	<p>Enquiry 2: How is the Qur'an vital to Muslims today?</p>	<p>Enquiry 3: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>

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		understand who Jesus was and why he was born?		Jesus was on Earth?		
Discovery RE	<p>Theme: Commitment. Religion: Islam</p> <p>Piece 1 I can discuss what I have been committed to and what I would like to commit to in the future. Bridge Concept: Commitment.</p> <p>Piece 2 I can explain why some reasons for prayer might be important to Muslims. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can explain why helping the poor or needy might support a Muslim in showing commitment to God.</p>	<p>Theme: Incarnation Religion: Christianity</p> <p>Piece 1 I can explain how different celebrations remember events which might be in the past or present. Bridge Concept: Celebrations.</p> <p>Piece 2 I can discuss what Christmas traditions may link directly to the Biblical story of the birth of Jesus. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can explain what a Christian</p>	<p>Theme: Beliefs and Meanings/ Salvation Religion: Christianity</p> <p>Piece 1 I can explain why I think some things will last forever and what I mean by that. Bridge Concept: Eternity.</p> <p>Piece 2 I can discuss different types of love and whether they may be able to last for ever. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can discuss the</p>	<p>Theme: Beliefs and Meanings/ Salvation Religion: Christianity</p> <p>Piece 1 I can explain who has been an influence or inspiration in my life and why. Bridge Concept: Inspirations.</p> <p>Piece 2 I can discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can explain</p>	<p>Theme: Sacred writings. Religion: Islam</p> <p>Piece 1 I can consider how written guidance might impact on my behaviour. Bridge Concept: Guidance and teachings.</p> <p>Piece 2 I can explain why I think some events were important during the Night of Power. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can explain</p>	<p>Theme: Life after death. Religion: Islam</p> <p>Piece 1 I can consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds. Bridge Concept: Motivation</p> <p>Piece 2 I can interpret some things the Qur'an says about life after death. I apply this knowledge to the enquiry question.</p> <p>Piece</p>

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	<p>I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can explain how fasting might show commitment to God for a Muslim. Piece 4</p> <p>I can apply this knowledge to the enquiry question. Piece 5</p> <p>I can name a commitment that is important to me and say why it is important. Piece 5</p> <p>I can explain some of the ways that Muslims might show commitment to God. Piece 6</p> <p>I can say which I think is the best way for a Muslim to show commitment to God and say why. Piece 6</p>	<p>might learn from Christmas items about the significance of Jesus' birth. Piece 4</p> <p>I can explain what a Christian might find most significant in Christmas celebrations. Piece 5</p> <p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. Piece 5</p> <p>I can describe some of the ways that</p>	<p>Christian beliefs in heaven and what actions a Christian might take to obtain eternal life. Piece 4</p> <p>I can discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good. Piece 5</p> <p>I can explain my own beliefs about whether anything is ever eternal. Piece 5</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever</p>	<p>I can explain some ways in which Christianity is influencing lives today regarding symbols and Christian organisations. Piece 4</p> <p>I can explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country. Piece 5</p> <p>I can explain how the influence people have had on me has affected my views. Piece 5</p> <p>I can explain a reason why</p>	<p>some actions a Muslim might take to show respect to the Qur'an. Piece 4</p> <p>I can interpret some sayings from the Qur'an and understand there may be different interpretations. Piece 5</p> <p>I can explain what I have learnt from a text and how I might care for things which are important to me. Piece 5</p> <p>I can explain facts about the treatment of the</p>	<p>3</p> <p>I can say how instructions in the Qur'an can help Muslims lead a good life. Piece 4</p> <p>I can explain some actions a Muslim might take as Jihad. Piece 5</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p>
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	<p>I can identify commitments I could improve upon and say how.</p>	<p>Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>Piece 6</p> <p>I can start to explain how I might remember and celebrate somebody who is incredibly special.</p>	<p>eternal.</p> <p>I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives.</p> <p>Piece 6</p> <p>I can explain my own beliefs about what it means to lead a good life.</p>	<p>people may believe Christianity is still a strong religion today.</p> <p>I can give my opinion as to whether Christianity is a strong religion and why I think this.</p> <p>Piece 6</p> <p>I can explain a legacy I would like to leave the world.</p>	<p>Qur'an and how it was revealed.</p> <p>I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today.</p> <p>Piece 6</p> <p>I can explain how I would like something important to me to be respected and treated.</p>	<p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Piece 6</p> <p>I can express a vision of how leading a good life could make the world the place I want it to be.</p>
<p>Design Technology</p>		<p>Structures: Create five apparatus designs, applying the design criteria to their work.</p>		<p>Textiles: Waistcoats: Consider a range of factors in their design criteria and use this to</p>		<p>Food: Come Dine With me: Find a suitable recipe for their course. Record the relevant</p>

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		<p>Make suitable changes to their work after peer evaluation.</p> <p>Make roughly three different structures from their plans using the materials available.</p> <p>Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.</p> <p>Secure their apparatus to a base.</p> <p>Make a range of landscape features using a variety of materials which will enhance their apparatus.</p>		<p>create a waistcoat design.</p> <p>Use a template to mark and cut out a design.</p> <p>Use a running stitch to join fabric to make a functional waistcoat.</p> <p>Attach a secure fastening, as well as decorative objects.</p> <p>Evaluate their final product.</p>		<p>ingredients and equipment needed.</p> <p>Follow a recipe, including using the correct quantities of each ingredient.</p> <p>Write a recipe, explaining the process taken.</p> <p>Explain where certain key foods come from before they appear on the supermarket shelf.</p>
<p>Artists and Architecture</p>	<p>Impressionism and Post-Impressionism Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin</p>		<p>Art in the 20th Century - Modernism and Beyond: Artists: Picasso, Nicolson, Hepworth,</p>		<p>Art in the Italian Renaissance Artists: Michelangelo, Leonardo da Vinci, Raphael</p>	

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			Auerbach, Frink, Hockney, Bowling, Himid, Boyce		
Art Concept and Skills	<p>Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin).</p> <p>Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage</p> <p>PAINTING DRAWING COLLAGE</p>		<p>Concepts: Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender, installation art.</p> <p>Skills: A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.</p>		<p>Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles - sfumato, comparison of Leonardo and Michelangelo, realism - linear perspective.</p> <p>Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.</p> <p>PAINTING</p>

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					DRAWING 3D FORM	
Music	<p>Unit: Music and Technology</p> <p>Focus Songs:</p> <p>Do what you want by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p> <p>Fanfare for the Common Man by Aaron Copland</p> <p>It's All About Love by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p> <p>Let's Write a Song by Joanna Mangona and Chris Madin Arranged by Chris Taylor</p> <p>Sunshine on a Rainy day by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p>		<p>Unit: Creative Composition</p> <p>Focus Songs:</p> <p>Disco Fever by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p> <p>1812 Overture by Pyotr Ilyich Tchaikovsky</p> <p>La Bamba Public Domain Arranged by Chris Taylor</p> <p>Hondo (War) by Matimba</p> <p>Vakuru (Elders) by Matimba</p> <p>Change by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p>		<p>Unit: Improvising with Confidence.</p> <p>Focus Songs:</p> <p>Wake up! by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p> <p>We shall overcome Public Domain Arranged by Chris Taylor</p> <p>Down by the Riverside Public Domain Arranged by Chris Taylor</p> <p>You belong with me by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p> <p>Dance the night away by Joanna</p>	

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					Mangona and Chris Taylor Arranged by Chris Taylor	
French	<p>Introductions</p> <p>Recap introductions and basics in a conversation.</p> <p>Grammar: Basic conversation.</p>	<p>Describing myself 1</p> <p>Describe your hair and eye colour.</p> <p>Describe hair style</p> <p>Grammar: Adjective after the noun.</p> <p>Grammar: Adjectival endings.</p>	<p>Describing myself 2</p> <p>Describe yourself using adjectives.</p> <p>Creating longer sentences with connectives</p> <p>Using negatives structures</p> <p>Grammar: How adjectives change to describe feminine nouns</p>	<p>Hobbies</p> <p>Name sports and hobbies.</p> <p>Give opinions about sport.</p> <p>Extending sentences by giving reasons for opinions</p> <p>Grammar: Gender with the definite article</p>	<p>Fashion</p> <p>Name clothes</p> <p>Say what you like / dislike wearing.</p> <p>Give details about your clothes.</p> <p>Grammar: Adjectival endings Gender with the indefinite article</p>	
Festivals and Celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day	Guy Fawkes Remembrance Sunday Diwali St Andrews Day Advent and Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day Ramadan	Eid ul Adha

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<p><i>British Values</i></p>	<p><i>Democracy - Suffragettes Mutual Respect - Suffragettes</i></p>		<p><i>History of Human Rights Tolerance Democracy Individual Liberty</i></p>		<p><i>Religion, tolerance, faith - WWII</i></p>	<p><i>Religion, tolerance, faith - WWII Nazi Regime - rule of law</i></p>
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