

## Awdry Curriculum Overview – Autumn Term – 2025

	Autumn 1	Autumn 2
English	<ul style="list-style-type: none"> <li>▪ Narrative – beating-the-monster tales</li> <li>▪ Explanation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Narrative – portal stories</li> <li>▪ Discussion</li> </ul>
Maths	<ul style="list-style-type: none"> <li>▪ Place value and algebra</li> <li>▪ Addition and subtraction</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Division and multiplication</li> <li>▪ Fractions, decimals and percentages</li> <li>▪ Statistics</li> </ul>
History	<u>World War I</u> <ul style="list-style-type: none"> <li>▪ The causes of WWI</li> <li>▪ On land, at sea and in the air</li> <li>▪ Life on the Western Front</li> <li>▪ The Home Front</li> <li>▪ The consequences of the war</li> </ul>	<u>The Suffragettes</u> <ul style="list-style-type: none"> <li>▪ Democracy in the 19th century</li> <li>▪ The National Union of Women's Suffrage Societies</li> <li>▪ Emmeline Pankhurst and the WSPU</li> <li>▪ The Anti-Suffrage Campaign</li> <li>▪ WWI and the Representation of the People Act</li> </ul>
Geography	<u>Spatial Sense</u> <ul style="list-style-type: none"> <li>▪ Latitude and longitude</li> <li>▪ The Arctic and Antarctic Circles</li> <li>▪ Time zones</li> <li>▪ Map projection</li> <li>▪ Maps of the world</li> </ul>	<u>British Geographical Issues</u> <ul style="list-style-type: none"> <li>▪ Air pollution</li> <li>▪ Climate change</li> <li>▪ Waste</li> <li>▪ Litter</li> <li>▪ Local context</li> </ul>
Science	<u>The Human Body</u> <ul style="list-style-type: none"> <li>▪ The heart: circulation of the blood</li> <li>▪ Blood vessels and transport</li> <li>▪ Blood pressure and heart rate</li> <li>▪ Heart rate – an investigation</li> </ul>	<u>Classification of Living Things</u> <ul style="list-style-type: none"> <li>▪ Classifying organisms</li> <li>▪ Cells: plant and animal cells</li> <li>▪ Taxonomy</li> <li>▪ Vertebrates and invertebrates</li> </ul>

## Awdry Curriculum Overview – Autumn Term – 2025

RE	<ul style="list-style-type: none"> <li>▪ <u>People of God – Walk Through the Bible (The New Testament)</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Understanding Christianity – Creation and Science: Conflicting or Complimentary?</u></li> </ul>
PSHE	<p><u>Working Together &amp; My Emotions</u></p> <ul style="list-style-type: none"> <li>▪ To challenge themselves and others to work on developing new skills</li> <li>▪ To be aware of how their strengths may be useful in a range of different careers in the future</li> <li>▪ To understand and practise some skills of a good communicator</li> <li>▪ To persevere and overcome barriers to achieve a task</li> <li>▪ To recognise their own mood changes and have some strategies to help them cope</li> <li>▪ To understand how they can be overwhelmed by emotions</li> </ul>	<p><u>Rights, Rules and Responsibilities</u></p> <ul style="list-style-type: none"> <li>▪ To recognise worries and know how to do something about them</li> <li>▪ To understand the basic rights of all children</li> <li>▪ To understand why rules and laws are needed in society</li> <li>▪ To discuss the role of parliament and MPs</li> <li>▪ To investigate local councils and the role of councillors</li> <li>▪ To understand how democratic elections work at school and nationally</li> <li>▪ To discuss and debate moral and social questions</li> </ul>
Music	<p><u>Happy</u></p> <ul style="list-style-type: none"> <li>▪ Listen and appraise</li> <li>▪ Singing</li> <li>▪ Improvising and composing using instruments</li> <li>▪ Performing</li> </ul>	<p><u>Classroom Jazz</u></p> <ul style="list-style-type: none"> <li>▪ Listen and appraise</li> <li>▪ Singing</li> <li>▪ Improvising and composing using instruments</li> <li>▪ Performing</li> </ul>
Languages – Latin	Finding out more about Roman families	Finding out more about Roman food
Computing	Kodu – programming	Game creation
Art	<p><u>Art in the Italian Renaissance</u></p> <ul style="list-style-type: none"> <li>▪ Introduction to Italian Renaissance Art – The School of Athens/Vitruvian Man</li> </ul>	<p><u>Renaissance Architecture and Sculpture</u></p> <ul style="list-style-type: none"> <li>▪ Brunelleschi – Florence Cathedral</li> <li>▪ Ghiberti – The Gates of Paradise</li> </ul>

## Awdry Curriculum Overview – Autumn Term – 2025

	<ul style="list-style-type: none"><li>▪ Leonardo da Vinci – Anatomical drawings</li><li>▪ Leonardo da Vinci – Painting techniques</li><li>▪ Michelangelo – The Sistine Chapel</li><li>▪ Realistic painting – Jan van Eyck</li></ul>	<ul style="list-style-type: none"><li>▪ Donatello – St George</li><li>▪ Michelangelo as architect – St Peter's Basilica</li><li>▪ Michelangelo as sculptor – The Pietà</li><li>▪ Michelangelo's David - The influence of classical sculpture</li></ul>
DT	Food technology	
PE	<ul style="list-style-type: none"><li>▪ Forest School</li><li>▪ Tag rugby</li></ul>	<ul style="list-style-type: none"><li>▪ Gymnastics – Body Symmetry</li><li>▪ Hockey</li></ul>