





Yearly Subject / Thread Overview 2025-2026					
Class Teachers: Natalie Evans & Susan Smith			Year Groups: Mint Class		
HT1 (7 weeks)	HT2 (7 ½ weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
History	Why time	Geography	History	Why time	Geography
'Change'		'Diversity'	'Justice'		'Journeys'
'Courage'	'Compassion'	'Courage'	'Compassion'	'Responsibility'	'Responsibility'
Quality Texts How to Wash a Woolly Mammoth <ul style="list-style-type: none"> Writing instructions Stone Age Boy – Satoshi Kitamura <ul style="list-style-type: none"> Narrative writing The First Drawing – Mordicai Gerstein <ul style="list-style-type: none"> Character description Diary entry Recount 	Quality Texts The Boy who Grew Dragons – Andy Shepherd <ul style="list-style-type: none"> Poetry Information Texts Diary Entry Informal Letter How to Train your Dragon – Cressida Cowell <ul style="list-style-type: none"> Narrative Writing Character emotions Propositional Phrases Punctuating Speech 1st person retelling Non Chronological report. 	Quality Texts The Boy who Biked the World – Alistair Humphreys <ul style="list-style-type: none"> Diary Entries Instructions Explanation Texts 	Quality Texts Arthur and the Golden Rope – Joe Todd Stanton <ul style="list-style-type: none"> Narrative writing <ul style="list-style-type: none"> -Character descriptions -Planning Diary Entry in character Persuasive letters How to be a Viking – Cressida Cowell	Quality Texts Hello Lighthouse – Sophie Blackall <ul style="list-style-type: none"> Informal letter Speech Newspaper Report Diary Entry Book review 	Quality Texts Ocean Meets the Sky – The Fan Brothers <ul style="list-style-type: none"> Character Descriptions Poetry
(The Stone Age)	(Levers and Linkages)	(Europe)	(Vikings and Anglo-Saxons)	(Electrical Systems)	(Rivers)
History The Stone Age <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 		Geography Europe <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region in a European country use maps, atlases, globes and digital/computer mapping to 	History Vikings and Angle-Saxons <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		Geography Rivers <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how



		locate countries and describe features studied			some of these aspects have changed over time
	Science Living Things and their Habitats <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	Science Sound <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	Science Animals including Humans <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey 	Science Electricity <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	Science States of Matter <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Computing Programming A – Repetition in Shapes <ul style="list-style-type: none"> To identify that accuracy in programming is important. To create a program in a text-based language. To explain what ‘repeat’ means. To modify a count-controlled loop to produce a given outcome. To decompose a task into small steps. To create a program that uses count-controlled loops to produce a given outcome. 	Computing Creating Media – Photo Editing <ul style="list-style-type: none"> To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image 	Computing Creating Media – Audio Production <ul style="list-style-type: none"> To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio 	Computing Computer Systems & Networks – The Internet <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the WWW To describe how content can be added and accessed on the WWW To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content 	Computing Programming B – Repetition in Games <ul style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition 	Computing Data & Information – Data Logging <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects ‘data points’ from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions



	Design Technology Levers and Linkages		Food Technology Healthy and Varied Diet	Design Technology Electrical Systems	
<p>Art Printmaking – Press Printing</p> <ul style="list-style-type: none"> Learn about the first paintings (The First Drawing – Mordicai Gerstein) Create cave paintings mixing our own browns. Draw and develop designs for printmaking in sketchbooks. Draw a Stone Age inspired image onto polystyrene tile and print this using one or two colours. Make and repeat a print applying the right amount of ink and pressure, aiming to create several identical prints. 		<p>Art Drawing – Skills & Styles</p> <ul style="list-style-type: none"> Mimic the drawing styles of several European artists inc Da Vinci, Draw with increasing confidence, adding finer details and at times, indicating 3D objects Use a drawing media such as pencils HB-6B, graphite and charcoal to add depth and tone to drawings. Identify and explore different textures and experiment with different ways and mediums to draw these. Explore different lines from natural and manmade objects and begin to replicate these in drawing. Study an object and draw small details using a viewfinder. Draw portraits with some finer details with several identifiable features – use tone to add depth. Create a landscape composition identifying the foreground, middle and background – using tone if appropriate. Develop a drawing within a sketchbook and begin to annotate their own work – highlighting their thoughts. 			<p>Art Textiles – Felt Making</p> <ul style="list-style-type: none"> Use the names of some different fabrics – corduroy, denim, silk, wool etc. Learn about different types of textiles such as weaving, felting, collage, sewing, batik, tie dye and the techniques these involve. Focus and reflect on the felt artwork of local textile artist Caren Threlfall. Plan and create a wet felt ‘painting’ using wool fibres, based on colours relating to a topic areas (rivers). Combine two techniques – sew onto created felt. Thread a needle and pull the thread through to an equal length. Begin to add embellishments to work e.g. buttons, bead, sequins etc. Adapt and refine their work.
<p>R.E. <i>Harvest</i> <i>How do people of faith say thank you to God for the harvest?</i></p>	<p>R.E. <i>Christmas</i> <i>How does the presence of Jesus impact on people’s lives?</i></p>	<p>R.E. <i>Called by God</i> <i>What does it mean to be called by God?</i></p>	<p>R.E. <i>Easter</i> <i>Is the cross a symbol of sadness or joy?</i></p>	<p>R.E. <i>Rules for Living</i> <i>Which rules should we follow?</i></p>	<p>R.E. <i>Jesus</i> <i>How did/does Jesus change lives?</i></p>
<p>Trips / Experiences</p> <ul style="list-style-type: none"> Stone Age Survival Workshop 	<p>Trips / Experiences</p> <ul style="list-style-type: none"> Witherslack Wetlands 	<p>Trips / Experiences</p>	<p>Trips / Experiences</p> <ul style="list-style-type: none"> Hawse End Residential 	<p>Trips / Experiences</p>	<p>Trips / Experiences</p> <ul style="list-style-type: none"> Swallows and Amazons experience on Lake Windermere