



Whole School Curriculum Long Term Overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation - God's Gift's God's Family	Baptism Advent	Christmas God our Father cares for us	Lent Holy Week	Easter Pentecost	Special Celebrations
Book	Brown bear, Brown Bear (Fiction) Colour monster texts (Fiction) PSED books - emotiOons (fiction/non-fiction) Peace at last (Fiction)	We're going on a Bear Hunt (Fiction) Stick man (Fiction) Diwali texts (non-fiction) The Nativity	Jack Frost (Fiction) Winter animals (non-fiction) The runaway Wok (Fiction) Chinese New Year (non-fiction)	Dear Zoo (Fiction) Rhyming rabbit (Fiction)	Jaspers Beanstalk (Fiction) The Very Hungry Caterpillar (Fiction)	The Train Ride (Fiction) Transport texts (non-fiction)
Phonics	Phase 1 Aspect 1-7 Bug club - A Wet Walk <i>Listening/circle time games for concentration.</i>	Phase 1 Aspect 1- 7 Bug club - All sorts of Art <i>Exploring Instrumental and environmental sounds.</i>	Phase 1 Aspect 1-7 Bug club - Natural Shapes <i>Recapping Instrumental and environmental sounds</i>	Phase 1 Aspect 1-7 Bug club - The Missing button <i>Recapping Instrumental and environmental sounds, voice sounds, body percussion</i>	Phase 1 Aspect 1-7 Bug club - From seed to sandwich <i>Recapping Instrumental and environmental sounds, voice sounds, body percussion, oral blending/ Rhyme</i> Introduce Alliteration	Phase 1 Aspect 1-7 Bug club - A day at the beach <i>Recapping all aspects</i> Talking time - all children (SMA)
Topic	All about me/Colours	Autumn/ Celebrations	Winter Woollies	Dear Zoo	Down at the bottom of the garden	Transport

Creative	Colour mixing activities Brown Bear Shape printing Playdough	Use art to represent sound and movement - fireworks Autumn collages Diwali - Diya lamp/rangoli Painting, drawing and mixed media to create bonfire pictures Printing	Explore and join different materials Explore recycled materials to create igloo's Snowflake making Use art to represent sound and movement - winter	Use colour and experiment with colour mixing Still life art - flowers and spring Augustin Edouart - silhouette art - mixing colours/silhouette animals Explore and join different materials Explore recycled materials to a pet carrier from recycled boxes	Draw with increasing complexity and detail - drawing butterflies, flowers, mini beasts, animals Junk Modelling	Create closed shapes with continuous lines and begin to use these shapes to represent objects Junk model - vehicles
PSHE	SEE PSHE/RSE LTP					
PE	<u>FUNdamentals of Movement</u> Children will begin to learn the basic techniques needed to improve Agility, Balance & Co-ordination through lots of fun Multi-Skills games!	FUNdamentals of Movement Children will begin to learn the basic techniques needed to improve Agility, Balance & Co-ordination through lots of fun Multi-Skills games!	Gymnastics activities Children start to experiment with moving their bodies in a variety of ways using themes that mirror their classroom topics. Children will also start to hold their body in different positions using different body parts.	Dance & Gymnastics activities Children start to experiment with moving their bodies in a variety of ways using themes that mirror their classroom topics. Children will also start to hold their body in different positions using different body parts.	Athletics & HRE 'Exercise & our body' In Summer the children in the Nursery will start to have fun learning to run fast, jump high and throw far! (They'll also start to learn their races ready for Sports Day!) Dance activities Children start to experiment with moving their bodies in a variety of ways using themes that mirror their	Athletics & HRE 'Exercise & our body' In Summer the children in the Nursery will start to have fun learning to run fast, jump high and throw far! & Forest Schools *5 weeks only

			Mr Sigley		classroom topics. Children will also start to hold their body in different positions using different body parts. Mr Case	
Music	Weekly Rhymes and songs	Christmas production songs	Children to move in time to music.	Easter bonnet rhymes and songs	Weekly rhymes and songs	Children to move in time to music.
Reception						
RE	Creation People who help us	Baptism Advent	Christmas People who care for us	Lent Holy Week	Easter Pentecost	Prayer
Book	Who are you? Dinosaur Roar Mary Anning (dinosaur palaeontologist) Coming to England	The Gruffalo Owl Babies Binny's Diwali Kipper's birthday (home corner)	The snowman Ernest Shackleton (influential people) Lanterns and Firecrackers	Supertato All the nonsense in my teeth A superhero like you	Gingerbread man Little Red Riding Hood	The Growing Story Rainbow Fish The best Eid Ever
Phonics	Phase 2 Unit 1: s, a, t, p, Unit 2: i, n, m, d Unit 3: g, o, c, k Decodable words: at, as, an, it, is, in, is, dad, can on, not, got HFW: he, to, I, go, no into	Phase 2/3 Unit 4: ck, e, u, r Unit 5: h, b, f, ff, l, ll, ss Unit 6: j, v, w, x, Decodable words: mum, up, get, had, back, his, big, him, if, of, off, but, will HFW: he, to, I, go, no into, her, me, be	Phase 3 Unit 7: y, z, zz, qu Unit 8: ch, sh, th, ng Unit 9: ai, ee, igh, oo (long) oo (short) Decodable words: That, this, then, them,	Phase 3 Unit 10: ar, or, ur, ow, oi Unit 11: ear, air, ure, er Decodable words: For, now, down, HFW: you, all, was, give, live	Phase 2/3 Revise all aspects of 2 and 3	Phase 4 Unit 12: Adjacent consonants - ccvc, cvcc, ccvcc, cccvcc, cccvc Decodable words: Went, from, children just, help HFW: Said, have, like, so, do, some,

			with, look, see, too HFW: he, my, by, she, they, we, are, you,			come, were, there, little, one, when out, what
Topic	Me in my world & Dinosaurs	Let's celebrative & Autumn time	Winter & Cold Places	Spring & Superheroes	Traditional Tales	Summer time & under the sea
Creative	Colour mixing activities Printing activities Painting Playdough Dinosaur focus	Use art to represent sound and movement - fireworks Autumn collages Diwali - Diya lamp/rangoli Painting, drawing and mixed media to create bonfire pictures Printing Gruffalo crumble Nest building Bird feeders	Explore and join different materials Explore recycled materials to create igloo's Snowflake making Use art to represent sound and movement - winter Explore recycled materials to create a ship from recycled boxes Van Gough Winter night	Use colour and experiment with colour mixing Still life art - drawing fruit/vegetables animals Creating my own supertato	Draw with increasing complexity and detail - drawing activities Story drawings Gingerbread man - salt dough Basket weaving - little red riding hood Making Gingerbread men	Create closed shapes with continuous lines and begin to use these shapes to represent objects Under the sea art Collages/printing - rainbow fish and under the sea animals Planting Eid art focus
PSHE	SEE PSHE/RSE LTP					
PE	FUNdamentals of movement Children will continue to	FUNdamentals of movement Children will continue to develop basic techniques	Dance & Gymnastics activities	Dance & Gymnastics activities Children will continue experimenting with	Athletics & HRE 'Exercise & our body' In Summer the children in the Reception will	Athletics & HRE 'Exercise & our body'

	<p>develop basic techniques needed to further improve Agility, Balance & Co-ordination through lots of fun Multi-Skills games!</p> <p>&</p> <p>Forest Schools *5 weeks only</p>	<p>needed to further improve Agility, Balance & Co-ordination through lots of fun Multi-Skills games!</p> <p>Mr Sigley</p> <p>&</p> <p>Dance activities</p> <p>Children will continue experimenting with moving their bodies in a variety of ways. Children will also start to hold their body in different positions using different body parts and travelling over varied objects and different heights.</p> <p>Mr Case</p>	<p>Children start to experiment with moving their bodies in a variety of ways using themes that mirror their classroom topics. Children will also start to hold their body in different positions using different body parts.</p>	<p>moving their bodies in a variety of ways. Children will also start to hold their body in different positions using different body parts and travelling over varied objects and different heights.</p>	<p>start to learn how to improve their ability to run fast, jump high and throw far! (They'll also start to learn their races ready for Sports Day!)</p> <p>Mr Sigley</p>	<p>In Summer the children in the Reception will start to learn how to improve their ability to run fast, jump high and throw far!</p> <p>&</p> <p>Swimming</p>
Music						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Creation</p> <p>Families & Celebrations</p>	<p>Prayer</p> <p>Advent</p>	<p>Christmas</p> <p>Jesus, Teacher & Healer</p>	<p>Lent</p> <p>Forgiveness</p> <p>Holy Week</p>	<p>Easter</p> <p>Pentecost</p>	<p>Sharing in the Life of Jesus</p> <p>Following Jesus today</p>
focus texts	Little Red Riding Hood	Elves & The Shoemaker	Lost & Found	The Gingerbread man	The Tiger that came to Tea	Where the Wild Things

	Stickman	Night Monkey, Day Monkey	The Snail & the Whale	Room on the Broom	Monkey Puzzle	Charlie Cook's Favourite Book	
English genres	Traditional Tales	fiction: <i>Familiar Settings</i>	diary entry	instructions & Poetry	fiction: <i>Fantasy Setting</i>	non-fiction	
Phonics Bugs Club	recap phase 3	teach phase 4	teach phase 5 alternative sounds & language work	teach phase 5 alternative sounds & language work	recapping & applying all phase sounds & language work	recapping & applying all phase sounds & language work	
History	Geography	Local Area Study	Toys from the Past	Polar Regions	Significant person from the past (<i>local</i>) <i>Josiah Wedgwood</i>	Seaside in the Present	Seaside in the Past
		Spirals	Mechanisms	Simple Printing	Food & Nutrition	Structures	Making Birds
Art <i>Access Art</i>	D & T						
Science	Animals including humans		Plants		Everyday Materials		
	Seasonal Changes - Autumn		Seasonal Changes - Spring		Seasonal Changes - Summer		
Computing	Online Safety Exploring Purple mash Grouping & Sorting		Pictograms Lego Builders		Animated Story Books Coding		

			Maze Explorers		Technology Outside School	
PHSE	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RSHE		Let the children come to me God loves you	Special People Treat others well ... and say sorry	Being safe Good & bad choices Physical contact Harmful substances Can you help me?	Three in One Who is my neighbour?	The Communities we live in
PE	<u>FUNdamentals of movement</u> Children will become competent in the FUNdamentals of movement (Agility, Balance, Co-ordination) and begin to apply these skills in conditioned games &	Dance Children will start to explore how change their dance moves with relation to a stimulus (Happy/Sad, Fast/Slow)	Gymnastics Children will begin to refine movements into actions showing control, extension and a degree of fluency.	<u>Athletics</u> In Y1 children will develop their sprinting technique, their throwing technique and how to run a relay race!	<u>HRE 'Exercise & our body'</u> Y1 will begin to learn about how they body changes when they exercise whilst getting fitter! Swimming	<u>FUNdamentals of movement</u> Children will become competent in the FUNdamentals of movement (Agility, Balance, Co-ordination) and begin to apply these skills in conditioned games

	Forest Schools					
Music	Exploring sounds around us and using our voices developing into 3 pitch songs (Harvest Songs)	Keeping the beat. Sensing changes in tempo, dynamic and timbre. Singing longer songs; rhymes and alliteration (Christmas Production)	Taking turns to echo and respond. Sequencing sounds when playing instruments, taking turns to play and rest. Adding sound effects to a picture.	Explore pitch, and changes of high and low pitch through singing. Compose a soundscape with changes of pitch using graphic score. Introduce crotchet and quaver notation symbols. (Mother's Day songs)	Improvise musical patterns changing pitch, rhythm, dynamics and tempo to express the story of known nursery rhymes. Explain your plan and perform with a partner.	Developing performance skills of singing and handling instruments ready for the Summer Concert.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Old Testament Stories Sharing the life of Jesus	Special Celebrations Advent	Christmas Parables and Miracles	Lent Holy Week	Easter Pentecost	Our Church The Mass
Book	Who's afraid of the Big Bad Book?	Vlad and the Great Fire of London	The Owl Who was Afraid of the Dark	Charlie and the Chocolate Factory	Gorilla	Vlad and Florence Nightingale

	Frog and Toad Together: Dragons and Giants	The Flower Pumpkin Soup	Fantastic Mr Fox	Meerkat Mail The Enormous Crocodile	Tuesday The Puffin Keeper	Not Now, Bernard Emily Brown and the thing
English genres	<p><u>Genre/Writing outcomes</u></p> <p><i>Character description – appearance of a character: Who's afraid of the Big Bad Book?</i></p> <p>-Role Play dialogue two fairy tale characters.</p> <p>-Begin to use noun phrases</p> <ul style="list-style-type: none"> • Begin to use phrases drawn from story language to add interest. • Co-ordination (using or, and, but) • Make adjectives using suffixes such as 'ful' and 'less' • Begin to select correct choice and 	<p><u>Genre/Writing outcomes</u></p> <p><i>Character feelings – Fiction- Historical fiction: Vlad and the Great Fire of London</i></p> <ul style="list-style-type: none"> • Character hot seating and conscience reflection • Use phrases drawn from story language to add interest with independence. • Use conjunctions for co-ordination and subordination in sentences • Make adjectives using suffixes such as 'ful' and 'less' • Use the suffixes 'er' and 'est' in adjectives • Use expanded noun phrases for description and specification • Include statements, questions, commands and exclamations • Use capital letters and full stops, exclamation marks 	<p><u>Genre/Writing outcomes</u></p> <p><i>Retell the story – change character and setting – fantasy: The Owl Who was Afraid of the Dark (innovate)</i></p> <ul style="list-style-type: none"> • Orally re-tell familiar stories using narrative structure and (recap) dialogue from the text • Dramatise parts of the story. • Plan a different character and setting for the story • Independently select phrases drawn from story language to add interest 	<p><u>Genre/Writing outcomes</u></p> <p><i>Setting description: Charlie and the Chocolate Factory</i> –Orally describe including relevant details and sustain the listener's interest</p> <ul style="list-style-type: none"> • Use subordination (using when, if, that, because) independently • Use co-ordination (using or, and, but) independently. • Consistently create adjectives using suffixes such as 'ful' and 'less' • Deploy expanded noun phrases for description and specification • Correctly select and consistently use present tense and past tense throughout writing 	<p><u>Genre/Writing outcomes</u></p> <p><i>Recount – Gorilla</i></p> <ul style="list-style-type: none"> • Explore functions of sentence types: question and exclamation • Independently deploy sentence types: question and exclamation • Independently use expanded noun phrases to describe and specify • Use coordinating and subordinating conjunctions independently. • Recognise first and third person • Accurately select and use present tense throughout writing • Use capital letters, full stops, question marks and exclamation marks independently. • Use commas to separate items in a list to sequence. 	<p><u>Genre/Writing outcomes</u></p> <p><i>Character feelings – Fiction- Historical fiction: Vlad and Florence Nightingale</i></p> <ul style="list-style-type: none"> • Character hot seating and conscience reflection • Select appropriate phrases drawn from story language to add interest. • Independently use conjunctions for co-ordination and subordination in sentences • Make adjectives using suffixes such as 'ful' and 'less' for a purpose.

	<p>consistent use of present tense and past tense throughout writing</p> <ul style="list-style-type: none"> • Use capital letters and full stops to demarcate sentences <ul style="list-style-type: none"> • Begin to use commas to separate items in a list • Begin to use apostrophes to mark where letters are missing in spelling <p>Diary entry: Who's afraid of the Big Bad Book?</p> <p>Explore the functions of sentence - question</p> <ul style="list-style-type: none"> • Begin to use coordinating and subordinating conjunctions • Begin to write in "first person" (teacher modelled) • Correct choice and use of past tense throughout writing <ul style="list-style-type: none"> • Use capital letters, full stops begin to use and question marks 	<p>and question marks to demarcate sentences</p> <ul style="list-style-type: none"> • Use commas to separate items in a list • Apostrophes to mark singular possession in nouns • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Proof read work and corrections and make additions and revisions to writing <p>Instructions: Pumpkin Soup/The Flower -Use commas to separate items including 'materials/equipment needed' list</p> <ul style="list-style-type: none"> • Begin to write titles to show what the instructions are about • Begin to generate synonyms for over-used imperative verbs • Begin to create nouns which are compound • Understand the functions of sentence types - command • Explore and generate negative commands (e.g. Do not) • Include expanded noun phrases to describe and specify (use of adjectives before the noun or prepositional phrase after the noun) 	<ul style="list-style-type: none"> • Use subordination and co-ordination (using or, and, but) consistently. • Deploy expanded noun phrases for description and specification [• Write statements, question, exclamation and commands • Ensure correct choice and consistent use of present tense and past tense throughout writing • Begin to use the progressive form of verbs in the present and past tense to mark actions in progress <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list within a written context • Use apostrophes to mark where 	<ul style="list-style-type: none"> • Independently use capital letters and full stops to demarcate sentences • Use commas to separate items in a list in order to describe <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling within a setting description. • Apostrophes to mark singular possession in nouns within a setting description. <p>Formal Letter - Meerkat Mail</p> <ul style="list-style-type: none"> • Introduce and explore sentence types: rhetorical questions and commands • Begin to use "Power of 3 adjectives" <ul style="list-style-type: none"> • Use coordinating and subordinating conjunctions to extend reasoning • Correct choice and use of present tense within a letter <ul style="list-style-type: none"> • Use imperative verbs • Use commas to separate list when giving reasons <ul style="list-style-type: none"> • Use apostrophes for singular possession for reference <p>Persuasive Leaflet - The Enormous Crocodile</p> <ul style="list-style-type: none"> • Explore and use various sentence types: statement, command, exclamation or question (rhetorical) 	<ul style="list-style-type: none"> • Use apostrophes for singular possession to determine character possession. <p>Non-Chronological Report - Tuesday</p> <ul style="list-style-type: none"> • Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size • Explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings • Explore the functions of sentence types: statement, command, exclamation or question (rhetorical) • Collect and use examples of noun phrases from text within own writing. • Independently create appropriate expanded noun phrases to describe and specify • Explore the difference between proper nouns and general nouns and identify their use in this text type • Begin to use collective nouns • Use coordinating (and,or, but) and subordinating conjunctions (when, if, that, because) • Correct choice and use of present tense and/or past 	<ul style="list-style-type: none"> • Use the suffixes 'er and 'est' in adjectives for a purpose. • Use appropriate expanded noun phrases for description and specification <ul style="list-style-type: none"> • Include statements, questions, commands and exclamations to vary sentence type. • Use capital letters and full stops, exclamation marks and question marks to demarcate sentences with consistency. <ul style="list-style-type: none"> • Commas to separate items in a list within a narrative to describe. • Apostrophes to mark singular possession in nouns to determine character possession <ul style="list-style-type: none"> • Use of the progressive form of verbs in the present and past tense to mark actions in progress
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	<ul style="list-style-type: none"> • Use capital letters for proper nouns (names) Narrative re-tell of the story: Frog and Toad Together: Dragons and Giants • Orally re-tell familiar stories using narrative structure and dialogue from the text • Dramatise parts of the story. <ul style="list-style-type: none"> • Story map and retell • Use phrases drawn from story language to add interest • Use subordination and co-ordination (using or, and, but) <ul style="list-style-type: none"> • Begin to use expanded noun phrases for description and specification with support • Begin to write statements, question, exclamation and commands • Ensure correct choice and consistent use of present tense and 	<ul style="list-style-type: none"> • Independently use present tense throughout Retell the story - character and setting: Pumpkin Soup • Orally re-tell familiar stories using narrative structure and dialogue from the text • Dramatise parts of the story. • Plan a different character and setting for the story • Independently use phrases drawn from story language to add interest • Deploy subordination and co-ordination (using or, and, but) with some independence. • Independently use expanded noun phrases for description and specification [• Choose appropriate statements, question, exclamation and commands • Ensure correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list 	<p>letters are missing in spelling</p> <ul style="list-style-type: none"> • Use apostrophes to mark singular possession in nouns • Begin to write an innovative story with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story- to be supported. Setting description: Fantastic Mr Fox/Charlie and the Chocolate Factory Orally describe including relevant details and sustain the listener's interest • Use subordination (using when, if, that, because) • Co-ordination (using or, and, but) • Make adjectives using suffixes such as 'ful' and 'less' with independence 	<ul style="list-style-type: none"> • Deploy expanded noun phrases to describe and specify • Use Power of 3 adjectives <ul style="list-style-type: none"> • Use coordinating and subordinating conjunctions to extend reasoning • Independently use present tense <ul style="list-style-type: none"> • Use progressive forms in present and past tense • Use imperative verbs • Use capital letters, full stops, question marks and exclamation marks to demarcate and vary sentences • Use commas to separate list when giving reasons • Apostrophes for singular possession for informal persuasion. • Use the suffixes er and est as adjectiv <p>Poetry (rhyme)</p>	<p>tense throughout writing with consistency.</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate and vary sentences • Independently use commas to separate items in a list for detail • Independently use apostrophes for singular possession within a non-chronological report context • Explore and use capitalisation for common and proper nouns • Use simple headings for sections of the report • Use some features of written Standard English accurately. Informal persuasive letter: Puffin Keeper • Explore and independently create sentence types: statement, command, exclamation and question (rhetorical) • Independently use power of 3 adjectives • Use coordinating and subordinating conjunctions to extend and link ideas • Use progressive forms in present and past tense • Use imperative verbs for persuasion. 	<ul style="list-style-type: none"> • Proof read work and corrections and make additions and revisions to writing Recount - Diary: Vlad and Florence Nightingale • Formation of nouns by compounding • Recap functions of sentence types: statement, command, exclamation or question- deploy with consistency. <ul style="list-style-type: none"> • Independently deploy appropriate expanded noun phrases to describe and specify • Use coordinating and subordinating conjunctions to link ideas and actions. • Begin to explore Subject/ verb agreements • Begin to explore use past progressive forms <ul style="list-style-type: none"> • Recap and consolidate capital letters, full stops, question marks and exclamation marks
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		<p>past tense throughout writing</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling • Understand how apostrophes are used to mark singular possession in nouns • Begin to include descriptions of characters and setting and some dialogue. 	<ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling • Apostrophes to mark singular possession in nouns • Write innovative story with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Include descriptions of characters and setting and some dialogue- supported. • Proof read work and corrections and make additions and revisions to writing <p>Poetry - shape poems</p>	<ul style="list-style-type: none"> • Deploy appropriate expanded noun phrases for description and specification • Appropriately choose present tense and past tense throughout writing with consistency • Use capital letters and full stops to demarcate sentences with consistency. • Independently use commas to separate items in a list • Independently use apostrophes to mark where letters are missing in spelling • Independently use apostrophes to mark singular possession in nouns 		<ul style="list-style-type: none"> • Commas to separate list for persuasion. 	<ul style="list-style-type: none"> • Recap and consolidate commas to separate items in a list • Recap and consolidate apostrophes for singular possession <p>Not Now Bernard: After carrying out a practical activity, produce a flowchart or cyclical diagram ensuring content is clearly sequenced</p> <p>Write a series of sentences to explain the flowchart</p> <p>Poetry - performance poetry</p>
History	Geography	Local area in the present	Great fire of London	Non-European Comparison study	Local area in the past	Food from around the world	Significant person from the past (global)

Art	D & T	Explore and Draw	Textiles	Expressive Painting	Mechanisms	Stick project transformation	Food
Science		Uses of Everyday Materials	Materials - changing materials	Animals including Humans	Animals including Humans	Living things and their habitats	Plants
Computing		Unit 2.1 - Coding Unit 2.2 - Online Safety Unit 2.3 - Spreadsheets		Unit 2.4 - Questioning Unit 2.6 - Creating Pictures		Unit 2.5 - Effective Searching Unit 2.7 - Making Music Unit 2.8 - Presenting Ideas	
PHSE		Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PE		Dance In Year 2 children will develop their ability to learn a dance routine with guidance from a member of Staff. The class will split into two and have a dance off! Mr Case	Gymnastics Children will begin to refine movements into actions showing control, extension and a degree of fluency. They will use these movements when creating routines with guidance Mr Sigley	FUNDamentals of movement Children will become increasingly competent in the FUNdamentals of movement (Agility, Balance, Co-ordination) and will apply these skills in a variety of sports and activities	Athletics Children will develop their sprinting technique, their throwing technique, the technique of a long jump, hurdles and how to run a relay race!	Gymnastics Children will begin to refine movements into actions showing control, extension and a degree of fluency. They will use these movements when creating routines with guidance & Swimming	Swimming & Forest Schools *5 weeks only
Music		Singing together, following a	Changing tempo, dynamics and timbre to achieve a	Exploring texture,	Discover repeating patterns in music. Create	Musical story telling; beginning, middle and	Sing with more accurate pitch in

	conductor, 5-8 pitch songs, Finding the difference between the beat and the rhythm.	planned expressive effect. Introduce minim note and rest and put it into context of 3-time using The Nutcracker Ballet music. Sing Christmas production songs.	classifying instruments by timbre groupings (metal / wood/ beads/ skins) Singing and performing in 2 parts.	a rhythmic ostinato and perform a piece with a layered texture.	end. Creating expressive contrasts of tempo, dynamics, timbre and texture. .	songs and perform in time with others. (Prepare Summer Concert performance)
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Belonging - We Gather as God's Family We Listen to God's word at Mass	Prayer Advent	Christmas Reconciliation	Lent Holy Week Reconciliation and First Holy Communion Preparations	Easter Pentecost	The Eucharist is a thanksgiving to God
Book	Stone Age Boy Hansel and Gretel	Cat Tales	The Iron Man	The Battle of Bubble and Squeak	Aesop's Fables Greek Mythology	The Lion, the Witch and the Wardrobe
English genres Fiction Non-fiction Narrative	Diary Entry Biography Image description	Narrative	Character Description	Instructions	Explanation Describe a new land	Instructions

			Setting Description	Explanation	Formal Letter		Persuasive
				Conversation	Informal Letter		Non Chronological Report
History	Geography	Stone age	Natural Disasters	Bronze and Iron age	The UK	Ancient Greece	Mediterranean country study
Art	D & T	Stone age wall art	Mechanisms - making a moving toy	Working with colour and shape - Draw with Scissors	Food and Nutrition	Making Animated Drawings	Structures
Science		<p>Rocks and soils</p> <p>Describe how rocks can be grouped based on their appearance and simple physical properties</p> <p>Describe how rocks and fossils</p>	<p>Animals including humans</p> <p>Know that animals including humans need the right types and amounts of nutrition which comes from what they eat</p> <p>Know that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Forces and Magnets</p> <p>Know what is meant by friction and describe how things move on different surfaces</p> <p>Know how magnets attract/repel some</p>	<p>Light</p> <p>Know that we need light to see and dark is the absence of light</p> <p>Know that light is reflected from surfaces</p> <p>Know the dangers of the sun and how we must protect our eyes</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants (roots, stem/ trunk, leaves and flowers)</p> <p>Know the part that flowers play in the life cycle of flowering plants, including pollination, seed</p>	<p>Plants</p> <p>Know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>

	<p>are formed in simple terms</p> <p>Know that soils are made from rocks and organic matter</p>		<p>materials (two poles +/-)</p> <p>Know that some forces need contact between two objects but magnetic forces can act at a distance</p> <p>Know whether a material is magnetic or non-magnetic</p>	<p>Know that shadows are formed when light from a light source is blocked by a solid object</p> <p>Know that the size and position of shadows can change according to the position of the light source</p>	<p>formation and seed dispersal</p>	<p>Know the way in which water is transported within plants</p>
Computing	<p>Online Safety</p> <p>Coding</p>		<p>Touch typing</p> <p>Email safety</p>		<p>Branching databases</p> <p>Simulations</p>	
PHSE	<p>Being me in my world</p>	<p>Celebrating difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing me</p>
PE	<p>Invasion Games (Handball)</p> <p>Children will begin to learn the basic skills and techniques in Invasion Games (Passing, Receiving,</p>	<p>Gymnastics</p> <p>In Year 3 children will learn how to control their bodies and link movements together with fluency. In Gymnastics children will begin to experiment with mirror &</p>	<p>Health Related Exercise</p> <p>Y3 will begin to learn about how their body changes when they exercise and the different</p>	<p>Athletics</p> <p>Children will continue to develop their ability to sprint, jump and throw. They will also begin to develop their ability to run middle to long distances.</p>	<p>Invasion Games (Football/Hockey)</p> <p>Children will begin to learn the basic rules, skills and techniques in Invasion Games (Passing, Receiving, Dribbling, Shooting)</p>	<p>Striking & Fielding</p> <p>In Y3 children will be introduced to basics of striking & fielding activities (through both cricket &</p>

	<p>Dribbling, Shooting)</p> <p>Mr Sigley</p> <p>&</p> <p>Dance</p> <p>In KS2 children will begin to develop their choreography skills as they begin to contribute their own ideas to the formation of dance routines.</p>	<p>match whilst working in pairs.</p>	<p>types of physical fitness!</p> <p>&</p> <p>Forest Schools</p> <p>*5 weeks only</p>	<p>&</p> <p>Swimming</p>		<p>rounders. They will develop their skills when batting, bowling and fielding.</p>
Music	<p>Music describing motion and character</p> <p>Saint Sääns - Carnival of the Animals</p> <p>Learn to play the Recorder B A G</p>	<p>Instrumental Consorts and Music from the Ford Green Hall era.</p> <p>Relative pitch notation on the stave.</p> <p>Melodic improvisation on 2 / 3 notes</p> <p>Recorder notes C and D</p>	<p>Brazilian Samba music and Semiquaver rhythms.</p> <p>Play duet pieces on the recorder using BAGCD notes</p>	<p>More notes of the treble stave 5 lines 4 spaces.</p> <p>Melodic Phrases</p> <p>Perform in the Recorder Festival</p>	<p>5 note fun: Sing and Play pentatonic melodies.</p> <p>Compose a melody using the pentatonic scale</p> <p>Recorder note low E</p>	<p>Listening and singing skills development through singing games. (prepare for Summer Concert)</p>
French	<p>French greetings with puppets</p>	<p>French adjectives of colour, size and shape</p>	<p>French playground games- numbers and age</p>	<p>In a French classroom</p>	<p>French transport</p>	<p>A circle of life in French</p>

Year 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE		Creation and the Story of Abraham to Joseph Jesus Teaches Us How to Pray	Sharing the life of Christ: The Church as a community Advent	Christmas Old Testament: Moses - King David Special roles and responsibilities	Lent: Living as Followers of Jesus Holy Week	Easter Pentecost	Jesus the light of the world & beloved son
Book		Journey to Jo'burg (Beverley Naidoo)	Voices in the Park (Anthony Browne) Bill's New Frock (Anne Fine)	Secrets of a Sun King (Emma Carroll)	Why the Whales Came (Michael Morpurgo)	The Firework Maker's Daughter- (Philip Pullman)	Charlotte's Webb (E. B. White)
English genres		Formal persuasive letter Non-Chronological Report	Diary Write a playscript Performance poetry	Persuasive travel brochure. Informal letter Write own myth	Explanation Character Description Mystery narrative with dialogue	Instructions Own Fantasy setting description	Instructions Persuasive advert Non-chronological report
Hi sto	Ge og	Romans	Map Work	Ancient Ancients - Egypt	Rivers - The River Nile	Shang Dynasty	Mountains
Art	D & T	Story Telling Through Drawing	Textiles	Explore Still life	Electrical components	Art of Display	Food
Science		Animals including humans -	Electricity	States of matter Materials	States of matter - the water cycle	Living things and their habitats	Sound

	Digestion and teeth					
Computing	Spreadsheets On Line Safety Animation		Coding Writing for different Audiences		Logo Effective Searches Hardware Investigators	
PHSE	Being me in my world	Celebrating difference	RSE	Dreams and Goals	RSE	Healthy me
PE	Invasion Games (Football) Children will begin to learn the basic rules, skills, tactics and techniques in Invasion Games (Passing, Receiving, Dribbling, Shooting)	Gymnastics/ Parkour Children will continue to develop their ability to express their ideas through movement. In Gymnastics specifically they will learn to use Unison & Canon whilst working independently in medium sized groups. & Forest Schools *5 weeks only	Health Related Exercise Y4 will begin to learn about the different types of physical fitness and how to train/exercise to ensure progress in each type of fitness. & Swimming	Athletics In Y4 Children will continue to develop their ability to sprint, jump and throw. They will also begin to develop their ability to run middle to long distances. They will also begin to learn the Triple Jump. Mr Sigley	Invasion Games (Basketball/Hockey) Children will begin to learn the basic rules, skills, tactics and techniques in Invasion Games (Passing, Receiving, Dribbling, Shooting) & Dance Children will begin to develop their understanding of Canon and Unison in dance. They will also consider their use of space and dance terminology. Mr Case	Striking & Fielding Children will begin to learn and refine subject specific actions in striking and fielding. They will develop a deeper understanding of bowl effectively in both cricket and Rounders and how to adopt a useful batting stance.

Music	<u>Weather Wonders</u> Listen to programmatic music Free creative composition which depicts a type of weather Singing longer rounds in 3 parts	<u>Orchestra Organisation</u> Introduce Orchestral families Listen to the difference between a late baroque orchestra and a 20 th century full Symphony Orchestra and investigate why they sound different.	<u>Moody Melodies</u> Explore the Major scale on glockenspiels Improvise a melody using a major scale. Explore the sound of an Indian rag and understand why it is similar to, yet different from, a scale. Look at the sitar and tabla, traditional Indian instruments and listen to Symphony by Ravi Shankar (BBC Ten Pieces) Develop a class performance piece based on tala and rag.	<u>Step in time</u> Explore Music for dance Notice strong beat and regular tempo Perform music with the characteristic dance metre and rhythms e.g. Tango, Polka and Waltz, from a duet score. Dotted crotchet - quaver Syncopa (quaver-crotchet-quaver pattern) Fermata (pause) Purposefully compose a melodic phrase with suitable rhythms for a particular dance	<u>Starting to Song-write</u> Sing and analyse short simple songs Listen to songs from different styles Create own lyric for a street vendor. Set syllables to rhythm and notate Define a suitable metre Add melody notes from a major scale Perform the melody.	<u>Preparing to perform</u> Performance Skills: Class Singing Best instrumental work Solos (Summer Concert)
Year 4 First Access instrumental lessons	Control initial sounds, first and second notes, rhythm and counting rests	3 rd and fourth notes when ready	5 th note, longer phrases and better tone control.	Consolidation and increased rhythmic fluency	Celebration concert pieces	Summer Concert Performance piece
French	Les Animaux		Mon Anniversaires		Les Monde	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation Miracles and Sacrament of the sick.	Baptism Advent	Christmas Parables and Sayings of Jesus	Lent Holy Week	Easter Pentecost	Work of the Apostles Marriage and Holy Orders
Book	Varjak Paw	Street Child	Oranges in No Man's Land	Farther (picture book).	The Explorer	Wolf Brother

					The Explorer	The Tempest	Beowulf
English genres		Writing from a different character's perspective Monologue Formal persuasive	Biography Informal letter Showing character through dialogue	Formal letter Newspaper report Diary	Contemporary narrative Writing from an animal's perspective Metaphor poetry	Persuasive leaflet Information text	Playscript
History	Geography	European City	Local History Study	Mexico (north/south America)	Mayans	Jungles and Deserts	Anglo Saxons
Art	D & T	Typography and maps	Food	Mixed media land and city scapes	Structures	Architecture: dream Big or Small?	Mechanisms
Science	Properties and changes of materials		Earth and The Sun	Forces in Action	Life Cycles	Changes and reproduction	
Computing	Coding	Online Safety	Spreadsheets	Game creator	Word processing	Concept maps	
		Databases					
PHSE	Being me in my world	Celebrating difference	Dreams and Goals/RHSE		Healthy Me/RHSE		
PE	<u>Invasion Games</u> <u>(Football)</u>	Swimming	Gymnastics	Athletics	Striking and fielding	Dance	
			In Year 5 our pupils will develop their ability to	Children will develop their technique when: Sprinting,		In Year 5 the class will begin to learn	

	In Y5 the children will begin to learn activity specific skills and activity specific tactics		<p>travel and balance on apparatus through both Parkour and Gymnastics. In Gymnastics they will also develop their ability to use their knowledge to lead larger groups when planning group routines.</p> <p>Forest schools</p>	<p>Jumping (Long/High/Triple), Throwing (Javelin & Discus), Hurdles and Relay.</p> <p><u>Health Related Exercise</u></p> <p>Y5 will continue to learn about the different types of physical fitness and how to train/exercise to ensure progress in each type of fitness. They will also learn how to assess their own physical performance so that they successfully evaluate areas to develop.</p>	In Year 5 children will begin to apply procedural knowledge (when to apply skills) as they learn to react to game circumstances (i.e arranging fielders to block a batter hitting to their strongest side)	<p>the difference in various dance styles. Whilst applying this knowledge to create routines considering both style and stimulus.</p> <p>Invasion games</p> <p>In Y5 the children will begin to learn activity specific skills and activity specific tactics (Counter attack, Man to man marking, Zonal marking, High press, Long ball)</p>
Music	<p><u>How about harmony?</u></p> <p>Explore partner songs.</p> <p>Investigate why they fit together well.</p> <p>Introduce the concept of harmony and chords</p>	<p><u>Teach yourself tablature</u></p> <p>Ukuleles- explore melodies using tablature and recap staff notation.</p> <p>Traditional Christmas Carol melody- Silent Night</p>	<p><u>Minor Mode</u></p> <p>Explore Major, minor and chromatic tonality. Listen to music in minor key (Carol of the Bells) . Listen to familiar songs in the opposite mode.</p> <p>Explore change of tonality used for dramatic effects through singing (Food Glorious food / Dance to</p>	<p><u>More Song-writing</u></p> <p>Ukuleles - Choosing chords to match a known melody.</p> <p>Create your own (four) chord pattern using Chrome Lab arpeggio. Choose a note or two from each chord to create a matching melody.</p>	<p><u>Musical Story-Telling</u></p> <p>Listen to a range of narrative and emotive songs from various musical theatre shows and comment on all dimensions of music which enhance the presentation of the story, using accurate vocabulary.</p> <p>Perform a range of songs on Ukulele:</p>	<p><u>Preparing to perform</u></p> <p>Performance Skills: Class Singing</p> <p>Best instrumental work for Summer Concert.</p> <p><u>Historical Timeline</u> Look back over all historical music covered in Key</p>

	Begin to play ukuleles- chords of C Am F and G or G7.		your Daddy/ My Favourite Things.)	Varied strumming patterns on ukulele . Explore other strummed instruments		Stage 2 and place into a timeline.
French	French monster pets Space exploration		Shopping in France French speaking wrld		Verbs in a week Meet my French family	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>The Story of the People of God</p> <p>Prayers in the Lives of the Followers of Christ</p> <p>Celebrating the Life of Mary and the Saints</p>	<p>Celebrating the Life of Mary and the Saints</p> <p>Advent</p>	<p>Christmas</p> <p>Followers of Christ</p>	<p>Lent</p> <p>Holy Week</p>	<p>Easter</p> <p>Pentecost</p>	<p>Baptism and Confirmation Celebration</p> <p>Belonging to the Church Community</p>

Book	Journey to the River Sea	A Christmas Carol	Skellig	The Hobbit	Warhorse The Arrival	Whistling in the Dark
English genres	<p>Fiction: Narrative setting description</p> <p>Non-fiction: Biography</p>	<p>Narrative setting description and dialogue - A Christmas Carol</p> <p>Non Chronological Report - Victorian Christmas</p>	<p>Poetry: William Blake</p> <p>Narrative setting description - Skellig, the garage</p> <p>Informal letter - Michael to his mum (Skellig)</p>	<p>Narrative setting description and dialogue - The Hobbit</p> <p>Discursive writing - Debate (Contractual agreement- The Hobbit)</p> <p>Journalistic Writing - Newspaper report -The Hobbit</p>	<p>Formal letters from different perspectives The Hobbit</p> <p>Persuasive and informative Leaflet -</p>	<p>Narrative Flashback - The Piano/ Warhorse</p> <p>Monologue - Warhorse</p> <p>Journalistic Writing - Newspaper report - The Blitz,</p>

History	Geography	Vikings	Trade	The British Empire	Climate Change and sustainability	World War II	OS maps - google earth I'm in year 6 - Can you get me out of here?
Art	D & T	2D Drawing to 3D Making	Food	Activism		Brave Colour	
Science		Electricity	Living Things and their Habitats (Classification)	Animals Including humans (Human circulatory system. Diet, exercise and drugs)		Light	Evolution and Inheritance
Computing		Unit 6.1 Coding (6 lessons) Unit 6.2 Online Safety (2 lessons) Unit 5.6 3D Modelling (4 lessons)		Unit 6.4 Blogging (4 lessons) Unit 6.5 Text Adventures (5 lessons)		Unit 6.9 Spreadsheets with Microsoft Excel (8 lessons) Unit 3.9 Presenting with Microsoft Powerpoint (6 lessons) ***Unit 6.8 Understanding Binary (4 lessons)	
PHSE		Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	

<p>PE</p>	<p>swimming</p>	<p>Forest school</p>	<p><u>Health Related Exercise</u></p> <p>In Year 6 our pupils will take on the role of a Personal Trainer! Using their knowledge they will design a personal training programme for their peers!</p>	<p><u>Athletics</u></p> <p>In Y6 children will develop their technique when: Sprinting, Jumping (Long/High/Triple), Throwing (Javelin & Discus), Hurdles and Relay. Children will also develop their ability to evaluate and improve their peers' performance using the knowledge and understanding.</p>	<p><u>Gymnastics</u></p> <p>In Year 6 children will develop their core strength through their work on apparatus and working with partners. In Gymnastics children will develop their partner balances and incorporate them into routines created independently with large groups</p>	<p><u>Invasion Games (Basketball)</u></p> <p>In Y6 the children will continue to refine activity specific skills and activity specific tactics. They will be able to use the knowledge gained to make tactical decisions independently and explain why they have selected these tactics.</p> <p><u>Invasion Games (Football/Handball)</u></p> <p>In Y6 the children will continue to refine activity specific skills and activity specific tactics. They will be able to use the knowledge gained to make tactical decisions independently and explain why they</p>
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						have selected these tactics.
Music	<p><u>Gospel Songs</u> Oh when the saints, Swing Low This train is bound for Glory Mary had a baby Oh Happy Day</p> <p>Community Singing, chordal texture, call and response / echo, overall song structure including modulation. Instrumental Ensemble performance (Melody and chordal accompaniment) of Oh When the Saints</p>	<p><u>Swing Music</u> (1930s- 40s): Explore songs through 3 partner songs. Big Band instrumentation, swung rhythms, scatting. Duke Ellington, Benny Goodman, Louis Prima, Ella Fitzgerald, Glenn Miller.</p>	<p><u>Rhythm 'n' Blues</u> (1950s-early 60s): 12 bar blues structure, Ukulele 3 chord songs, lyric structure, Bass clef. Chair drumming basic rock beat. Chuck Berry, Bobby Darin,</p>	<p><u>1960s Recording Revolution</u> The Beatles Love me Do - 2 track recording. Being for the benefit of Mr Kite - 4 track recording, sampling, mixing down. Signal processing using Audacity. Synthesisers and listen to "Popcorn". Explore Piano roll views of melodies in Chrome Lab. Create a riff from a chord sequence for "All you need is love" - Class Ensemble.</p>	<p><u>Soul and Reggae</u> Calypso to Reggae (Jamaica and UK) Stylistic listening examples Off-beat guitars One-drop rhythms Timbale drum roll opening, congas Keyboard riffs, brass. Three little Birds ensemble performance. Soul music exploration: close harmony singing, Instrumentation, chord patterns riffs "Stand by Me" syncopated rhythms "You to me are everything"</p>	<p><u>Final class song performance-</u> student led choice previous selections include Fireflies /Happy / Best Day of my Life/ (song choice under constant review) Summer Concert preparation of class choice piece. Practice songs for Year 6 production.</p>
French	French sport and the Olympics	French football Champions	In my French house	Planning a French Holiday	Visiting a town in France	