



St Bartholomew's Church of England Primary School

Curriculum overview

EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Courage	Friendship	Service	Forgiveness	Justice	Love
Main theme	Amazing me	Let's celebrate	Where in the world?	People who help us	Beautiful Beasts	Who is the fairest of them all?
Possible ideas/ lines of enquiry	Routines, settling in making friends All about me, my family houses and homes Human body Dreams and goals My emotions and senses	Birthdays Special news events Harvest Bonfire night Diwali Remembrance day Space Christmas	Local area Own locality and contrasting locality Maps – signs & symbols (danger) Seasons London Changing states (Arctic) Dinosaurs Pirates	Mums (mother's day) Doctors Dentist Fire, ambulance, police School staff hairdressers cleaners Guide dog society?	Mini beasts farming Jungles and their animals under the sea hibernation bees life cycles and new life	Re-tell a story create a story Castles Superheroes Good/bad characters
Core books	<u>Nursery</u> Soloman So cosy What makes me me? The family book <u>Reception</u> How to get your teacher ready for school Can't you sleep little Bear? Owl babies We're going on a bear hunt You choose! funny bones	<u>Nursery</u> Box of tricks Tanka, Tanka Skunk Dear Santa <u>Reception</u> Room on a broom Rosie's walk Lost & Found Everybody Counts	<u>Nursery</u> Mouse who ate the moon Demolition Lost and found <u>Reception</u> Brown bear, brown bear Handa's Surprise We're walking through the jungle Poles apart Rumble in the jungle The Snail and the whale	<u>Nursery</u> Big No <u>Reception</u> Perfectly Norman Chocolate mug cake	<u>Nursery</u> Smelly Louie Oliver's vegetables Handa's hen Superworm Dear zoo <u>Reception</u> Where the wild things are Penguins Gruffalo The very hungry caterpillar The tiger who came to tea What the ladybird heard	<u>Nursery</u> No but The ugly duckling The three billy goats gruff <u>Reception</u> Not now Bernard Peace at last Jack and the jelly beanstalk Cinderella Pigs might fly

<p>Special events/trips</p>	<p><u>Nursery</u> Bring in your teddy from home</p> <p>Wellington walk</p> <p>Stay and play story themed with parents</p> <p><u>Reception</u> Special box</p> <p>Autumn trail</p>	<p><u>Nursery</u> Christmas nativity</p> <p><u>Reception</u> Christmas nativity</p>	<p><u>Nursery</u></p> <p><u>Reception</u> Chinese new year</p> <p>Mother's day</p> <p>Ice freezing/melting/ changing</p>	<p><u>Nursery</u> Lollipop lady (road safety)</p> <p>fire brigade (link to safety at Bonfire Night)</p> <p><u>Reception</u> Police (stranger danger)</p> <p>A nurse (medicines) Visit from dentist</p>	<p><u>Nursery</u> Have a picnic/Visit a park</p> <p>Butterflies</p> <p>A mini beast hunt</p> <p><u>Reception</u> Visit a garden centre/visit from gardener</p> <p>The plight of the honey bee (tasting honey/beekeeper visit)</p>	<p><u>Nursery</u> Stay and play Tea party with parents</p> <p><u>Reception</u> Visit a castle</p>
<p>Personal, social and emotional development</p>	<p><u>Nursery</u> <u>Building Relationships</u> Children develop their sense of responsibility and membership of a community.</p> <p><u>Self-Regulation</u> Children select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p><u>Managing Self</u> Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>		<p><u>Nursery</u> <u>Building Relationships</u> Children understand gradually how others might be feeling.</p> <p><u>Self-Regulation</u> Children increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p><u>Managing Self</u> Children become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>		<p><u>Nursery</u> <u>Building Relationships</u> Children play with one or more other children, extending and elaborating play ideas.</p> <p><u>Self-Regulation</u> Children find solutions to conflicts and rivalries. For example, accepting that not everyone can be 'Mr Wolf' in the game, and suggesting other ideas. Talk with others to solve conflicts.</p> <p><u>Managing Self</u> Children develop appropriate ways of being assertive.</p>	
<p><u>Reception</u> <u>Building Relationships</u> Children see themselves as a valuable individual.</p> <p><u>Self-Regulation</u> Children build constructive and respectful relationships by learning to follow the rules.</p> <p><u>Managing Self</u> Children understand factors that support</p>		<p><u>Reception</u> <u>Building Relationships</u> Children express their feelings and consider the feelings of others.</p> <p><u>Self-Regulation</u> Children identify and moderate their own feelings socially and emotionally.</p> <p><u>Managing Self</u> Children know and talk about the different factors that support their overall health and</p>		<p><u>Reception</u> <u>Building Relationships</u> Children show resilience and perseverance in the face of challenge.</p> <p><u>Self-Regulation</u> Children think about the perspectives of others.</p> <p><u>Managing Self</u> Children know and talk about the different factors that support their overall health and</p>		

	their overall health and wellbeing including: the importance of regular physical activity and healthy eating.	wellbeing including: good hygiene practices, internet safety and sensible amounts of 'screen time'.	wellbeing including; having a good sleep routine, recognising hazards in the home and how to be a safe pedestrian.
Communication and language	<p><u>Nursery</u> <u>Listening, Attention & Understanding</u> Children can sit, look and listen with increasing concentration whilst listening to a story.</p> <p>Children understand a question or instruction that has two parts. For set list of Nursery Rhymes (See Progression Statements)</p> <p><u>Speaking</u> Children begin to use vocabulary they have heard from stories and adults.</p>	<p><u>Nursery</u> <u>Listening, Attention & Understanding</u> Children enjoy listening to longer stories and can remember much of what happens.</p> <p>Children understand 'why' questions, For set list of Nursery Rhymes (See Progression Statements)</p> <p><u>Speaking</u> Children pronounce most sounds accurately in speech. (some sounds: r, j, th, ch, and sh can be more difficult.)</p> <p>Children use sentences of four to six words.</p> <p>Children begin to have a go at using irregular tenses and plurals, ('runned' for 'ran', 'swimmed' for 'swam'.)</p>	<p><u>Nursery</u> <u>Listening, Attention & Understanding</u> Children pay attention to more than one thing at a time.</p> <p>Children start and hold a conversation with an adult or a friend and continue it for many turns. For set list of Nursery Rhymes (See Progression Statements)</p> <p><u>Speaking</u> Children express a point of view and to say when they disagree with an adult or a friend, using words as well as actions.</p> <p>Children use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Children listen carefully to an adult and attempts to say multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>
	<p><u>Reception</u> <u>Listening, Attention & Understanding</u> Children are taught how to listen attentively and they understand why listening is important.</p> <p>Children enjoy learning to recite songs, rhymes, poems and stories.</p> <p>Children listen carefully to rhymes in songs, paying attention to how they sound.</p> <p><u>Speaking</u> Children learn to participate in small group, class and one-to-one discussions.</p> <p>Children are shown how to contribute their own ideas, using recently introduced vocabulary.</p> <p>Children develop social phrases.</p>	<p><u>Reception</u> <u>Listening, Attention & Understanding</u> Children practice asking questions to help them find out more and to clarify their own understanding.</p> <p>Children enjoy listening and talking about familiar stories, demonstrating an understanding of the story.</p> <p><u>Speaking</u> Children learn to articulate their ideas and thoughts in well-formed sentences making use of recently introduced vocabulary.</p> <p>Children learn to connect one idea or action to another using a range of connectives.</p>	<p><u>Reception</u> <u>Listening, Attention & Understanding</u> Children practice holding a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Children enjoy listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><u>Speaking</u> Children express their ideas and feelings about their experiences using full sentences.</p> <p>Children are taught to use past, present and future tenses correctly.</p> <p>Children learn and use new vocabulary in different contexts.</p>

		<p>Children learn to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Children can describe events in some detail.</p>	<p>Children use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
Physical development	<p><u>Nursery</u> <u>Gross Motor</u> Children continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Children go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Children skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Children use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Children become increasingly independent in meeting their own care needs</p> <p><u>Fine Motor</u> Children are increasingly independent as they get dressed and undressed.</p> <p><u>Squiggle while you wiggle</u> Up and down movement Upwards/ downwards lines Archess, circles and spirals and figure of 8</p>	<p><u>Nursery</u> <u>Gross Motor</u> Children start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Children begin to remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Children match their developing physical skills to tasks and activities in the setting.</p> <p><u>Fine Motor</u> Children use one-handed tools and equipment.</p> <p>Children show a preference for a dominant hand</p> <p><u>Squiggle while you wiggle</u> Side to side lines, squares and diagonal lines wavy lines</p>	<p><u>Nursery</u> <u>Gross Motor</u> Children choose the right resources to carry out their own plan safely.</p> <p>Children collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Children make healthy choices about food, drink, activity and tooth brushing</p> <p><u>Fine Motor</u> Children begin to master the tri-pod grip and use with increasing control when holding pens and pencils.</p> <p><u>Squiggle while you wiggle</u> Zig Zag lines Arches</p>
	<p><u>Reception</u> <u>Gross Motor</u> Children refine their fundamental movement skills. (see progression document for specific movements)</p> <p>Children can negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Children learn to combine different movements with ease and fluency.</p>	<p><u>Reception</u> <u>Gross Motor</u> Children develop strength, co-ordination, balance and agility in their movements.</p> <p>Children confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Children progress towards a more fluent style of moving, with developing control and grace.</p>	<p><u>Reception</u> <u>Gross Motor</u> Children demonstrate competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children learn to throw, catch, kick, pass, bat, and aim with a ball. (Games)</p> <p><u>Fine Motor</u> Children master how to control letter size and keeps writing on the lines.</p>

	<p>Children use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><u>Fine Motor</u> Use a range of small tools with safety and control.</p> <p>Children master the use of the tri-pod grip when using mark making tools.</p> <p>Children begin to form letters of the alphabet correctly.</p> <p><u>Dough disco</u> Ball it stretch it smack it pancake poke</p>	<p><u>Fine Motor</u> Children are taught to draw with accuracy and care.</p> <p>Children develop mastery in the use of scissor control remaining safe at all times.</p> <p>Children continue to form letters of the alphabet correctly.</p> <p><u>Dough disco</u> Squeeze Roll it (sausage) Pinch</p>	<p>Children learn to form all lower case and capital letters correctly.</p> <p><u>Dough disco</u> Doughnut Play piano Diving</p>
<p>Literacy</p>	<p><u>Nursery</u> <u>Comprehension</u> Children enjoy learning to retell the class texts with increasing confidence. The children begin to answer who and where questions surrounding these familiar texts.</p> <p>Children begin to use new vocabulary from these texts with increasing confidence. For set list of class texts (See Progression Statements)</p> <p><u>Reading</u> Children continue to develop their love of reading by listening to familiar stories and then reading these stories to themselves.</p> <p>Children can read a book from front to back turning the pages in sequence.</p>	<p><u>Nursery</u> <u>Comprehension</u> Children enjoy learning to retell the class texts with increasing confidence. The children begin to answer who, what, where and why questions surrounding these familiar texts.</p> <p>Children begin to use new vocabulary from these texts with increasing confidence. For set list of class texts (See Progression Statements)</p> <p><u>Reading</u> Children continue to develop their love of reading by choosing to select unfamiliar books and reading these books to themselves.</p> <p>Children develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Children understand that print can have different purposes.</p>	<p><u>Nursery</u> <u>Comprehension</u> Children enjoy learning to retell the class texts with increasing confidence. The children confidently answer who, what, where and why questions surrounding these familiar texts.</p> <p>Children begin to use new vocabulary from these texts with increasing confidence. For set list of class texts (See progression sheet)</p> <p><u>Reading</u> Children continue to develop their love of reading, children begin to read their favourite stories to their teachers and friends.</p> <p>Children can recognise the names of the different parts of a book. Children know that we read English text from left to right and from top to bottom.</p> <p>Children begin RWI phonics Set 1 letters and words.</p>

	<p><u>Writing</u> Children enjoy making marks and ascribing meaning to marks.</p> <p>Children follow step by step instruction to draw a simple picture.</p>	<p><u>Writing</u> Children trace writing patterns with increasing control and accuracy.</p> <p>Children follow step by step instructions to draw a more complex picture.</p>	<p><u>Writing</u> Children can write their name.</p> <p>Children form the letters 'm/a/s/t/d' accurately.</p> <p>Children use some of their print and letter knowledge in their early writing.</p>
	<p><u>Reception</u> <u>Comprehension</u> Children develop a love of reading as they learn to retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Children demonstrate an understanding of what has been read to them.</p> <p>Children anticipate key events in stories.</p> <p>For list of Class Texts – see Literacy progression statements.</p> <p><u>Word Reading</u> Children learn to read individual letters by saying the sounds for them.</p> <p>Children learn to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Children re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><u>Writing</u> Children form Set 1 lower-case letters correctly following RWI.</p> <p>Children write their own name.</p>	<p><u>Reception</u> <u>Comprehension</u> Children use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Children develop empathy for characters in stories, discussing characters' actions and feelings.</p> <p>For list of Class Texts – see Literacy progression statements.</p> <p><u>Word Reading</u> Read some letter groups that each represent one sound and say sounds for them.</p> <p>Children read a few common exception words matched to the RWI programme.</p> <p>Children read simple phrases and sentences made up of words with known letter–sound correspondences.</p> <p>Children re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><u>Writing</u> Children spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children begin to write simple captions and lists.</p>	<p><u>Reception</u> <u>Comprehension</u> Children talk with confidence about the events in a familiar story.</p> <p>Children use their knowledge of stories to innovate and create their own stories.</p> <p>Children choose their favourite stories to read to themselves and others using expression.</p> <p>Children demonstrate confidence and a love for reading and retelling familiar stories.</p> <p>For list of Class Texts – see Literacy progression statements.</p> <p><u>Word Reading</u> Read some letter groups that each represent one sound and say sounds for them.</p> <p>Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Children re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><u>Writing</u> Children learn to form capital letters correctly.</p> <p>Children write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Children re-read what they have written to check that it makes sense.</p>

	Children being to write freely during play, writing labels and captions on their pictures.	Children understand that they can write for difference purposes.	
Maths	<p><u>Nursery</u></p> <p>Colours Matching Sorting Number 1 Number 2 and subitise Patterns</p>	<p><u>Nursery</u></p> <p>Number 3 and subitise Number 4: subitise and composition Number 5 composition Length & height Capacity</p>	<p><u>Nursery</u></p> <p>Sequencing Positional language More than/ fewer 2D Shapes 3D Shapes Number composition What comes before/after? Numbers to 5</p>
	<p><u>Reception</u> <u>White Rose Maths</u></p> <p>Match, sort & compare Talk about measure & patterns It's me 123 Circles and triangles 1 2 3 4 5 Shapes with four sides</p>	<p><u>Reception</u> <u>White Rose Maths</u></p> <p>Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 & 10 Explore 3D shapes</p>	<p><u>Reception</u> <u>White Rose Maths</u></p> <p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing & grouping Visualise, build and map Make connections</p>
Understanding the world	<p><u>Nursery</u></p> <p><u>The Natural World</u> Children use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, beginning to use new vocabulary they have learnt</p> <p><u>Past and Present & People, Culture and Communities</u> Children continue developing positive attitudes about the differences between people.</p> <p>Children begin to make sense of their own life story and family's history</p>	<p><u>Nursery</u></p> <p><u>The Natural World</u> Children explore how things work.</p> <p>Children plant seeds and care for growing plants.</p> <p>Children talk about the differences between materials and changes they notice.</p> <p><u>Past and Present & People, Culture and Communities</u> Children show interest in different occupations.</p>	<p><u>Nursery</u></p> <p><u>The Natural World</u> Children explore and talk about different forces they can feel.</p> <p>Children understand the key features of the life cycle of a plant and an animal.</p> <p><u>Past and Present & People, Culture and Communities</u> Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>

	<p>Reception <u>The Natural World</u> Children explore the natural world around them, describing what they see, hear and feel whilst outside.</p> <p><u>People, Culture and Communities</u> Children learn to talk about the lives of the people around them (immediate family) and their roles in society.</p> <p><u>Past and Present</u> Children talk about themselves and their families.</p>	<p>Reception <u>The Natural World</u> Children identify some environments that are different to the one in which they live.</p> <p>Children learn about the changing seasons in the natural world and changing states of matter.</p> <p><u>People, Culture and Communities</u> Children recognise some similarities and differences between life in this country and life in other countries.</p> <p><u>Past and Present</u> Children compare and contrast characters from stories, including figures from the past.</p>	<p>Reception <u>The Natural World</u> Children draw information from a simple map.</p> <p><u>People, Culture and Communities</u> Children understand that some places are special to members of their community.</p> <p><u>Past and Present</u> Children discuss similarities and differences of familiar situations from the past.</p>
<p>Expressive art and design</p>	<p>Nursery <u>Creating with Materials</u> Children create closed shapes with continuous lines, and begin to use these shapes to represent objects. Children make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Children explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p><u>Being Imaginative & Expressive</u> Children take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Children remember and sing entire songs. (For set list of Nursery rhymes see progression statements C&L)</p>	<p>Nursery <u>Creating with Materials</u> Children draw and paint with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Children develop skills in using more complex constructions kits which involve joining and connecting objects together to create a finished master piece.</p> <p>Children begin to use multi-media in their creations and continue to develop their own ideas for what they want to make.</p> <p><u>Being Imaginative & Expressive</u> Children begin to develop complex stories through role play and small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Children begin to differentiate between different sounds.</p> <p>Children respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Nursery <u>Creating with Materials</u> Children show different emotions in their drawings and paintings, including happiness, sadness, fear etc.</p> <p>Children begin to make informed choices when joining different materials together.</p> <p>Children explore colour and colour mixing.</p> <p><u>Being Imaginative & Expressive</u> Children play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Begin to sing songs with growing awareness of pitch and rhythm.</p>
	<p>Reception <u>Creating with Materials</u> Children are taught a variety of techniques</p>	<p>Reception <u>Creating with Materials</u> Children master a variety of techniques for</p>	<p>Reception <u>Creating with Materials</u> Children use their skills for attaching materials</p>

	<p>for attaching materials.</p> <p>Children learn to refine their creative ideas by using a range of media and texture.</p> <p><u>Being Imaginative & Expressive</u> Children listen attentively and move to and talk about music.</p> <p>Children enjoy watching and talking about dance and performance.</p> <p>Children enjoy learning to sing songs in a group or on their own.</p> <p>Children enjoy role play and storytelling through play.</p>		<p>attaching materials.</p> <p>Children learn to refine their creative ideas by learning to mix colours for a purpose.</p> <p><u>Being Imaginative & Expressive</u> Children continue to listen, move and talk about music. Children now begin to express their feelings and create their own responses to music.</p> <p>Children begin to express their feelings and responses to dance and performance</p> <p>Children sing, increasingly matching the pitch and following the melody.</p> <p>Children begin to take the lead in acting out familiar stories.</p>		<p>to experiment with form and function.</p> <p>Children create collaboratively, sharing ideas, resources and skills.</p> <p><u>Being Imaginative & Expressive</u> Children create their own music and begin perform their music for an audience.</p> <p>Children enjoy singing their favourite songs for an audience.</p> <p>Children develop their own storylines during pretend play</p>	
RE	Being special and unique	Christmas and why we celebrate Diwali	Creation	Easter	Stories about Jesus	Christianity and Judaism similarities and differences
	<p>Chatterbox: I am special</p> <p>Chatterbox: Harvest</p> <p>Why is the word 'God' so important to Christians?</p>	<p>Chatterbox: Special times – how do we celebrate special times?</p> <p>Chatterbox: Christmas Why do Christians perform Nativity plays at Christmas?</p>	<p>Chatterbox: Listening to the stories Jesus heard</p> <p>Chatterbox: Stories Jesus told</p>	<p>Chatterbox: Easter Why do Christians put a cross in the Easter garden?</p>	<p>Chatterbox: Friendship, what makes a good friend?</p> <p>Special places: What makes a place special/holy?</p>	<p>Chatterbox: What is prayer?</p> <p>Chatterbox: Special People</p>

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Courage	Friendship	Service	Forgiveness	Justice	Love
Topic	Our Local Area	My Family History	Wonderful world	The Greatest Explorers	Animals and their habitats	Great Inventions
Outcome	Messy maps using objects, Lego, blocks, and other materials.	Family display of photos/memories	Map of the world display with things about each continent.	To create models/ framed pictures / a memorial of an explorer they have learnt about.	To create an information booklet Create a habitat for their chosen animal in a shoe box.	To make their own moving vehicle
English - Fiction	The Train Ride	Little Red Riding Hood	The Way Back Home	Last Stop on Market St	The Storm Whale	Grandad's Island
English - Non-Fiction	Our Trip to the Woods	Toys and Games	Bold Women in Black History	Seasons	Travel Journal	On Safari
English - Poetry		Firework night			When I am By Myself	
Mathematics	Place value within 10	Addition and subtraction within 10 Shape	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Mass and volume	Multiplication and division Fractions Position and direction	Place value within 100 Money Time
Science	Animals (Seasonal changes)	Humans (Seasonal changes)	Materials (Seasonal changes)	Materials (Seasonal changes)	Plants (Seasonal changes)	Plants (Seasonal changes)
R.E.	Harvest/ Sukkot My world/ Jesus World	My world/Jesus World Christmas - why do we give and receive gifts?	Jesus was special Why was Jesus special?	Easter – celebrating new life and new beginnings Why do we celebrate Easter?	Baptism / How do people of other faiths welcome new babies?	God and Creation How did God create the world?
History		My Family History		The Greatest Explorers		Greatest Inventions - transport
Geography	Our Local Area What is our local area?		People and their communities How do people differ in their communities?		Animals and their Habitats Do all animals live in the same habitat?	
Art	Drawing Make Your Mark		Painting and Mixed Media Colour Splash		Craft and Design – Woven Wonders	
DT		Textiles – Puppets		Mechanisms – moving story books		Models – making a toy car
Computing	Online safety	Grouping and sorting	Pictograms	Lego Builders	Maze explorers	Animal stories
P.E.	Fundamental Movement skills	Dance Gymnastics	Fundamental Movement skills	Fundamental Skills and Gymnastics	Fundamental skills Bouncing, catching, throwing underarm	Athletics and Fundamental Skills

PSHE	Belonging to a community Physical Health & Mental wellbeing	Respecting ourselves and Others (Respect for All)	Media Literacy and Digital Literacy	Money and Work Keeping Safe	Growing and Changing	Families and Friendship Safe Relationships
Music	Hey You	Rhythm in the way we walk and Banana rap	Into the grove	Round and round	Your imagination	Reflex, rewind, replay

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Courage	Friendship	Service	Forgiveness	Justice	Love
Topic	Seasons	Festivals and Fire!	Our wonderful world	Farm	Down By The River	Buckets and Spades
Outcome	Children will produce a weather forecast to present to the class using their learning from the topic. Key vocabulary, understanding of locations etc	Design, make and burn Pudding Lane	The children will present a 'World Wonders' big book written and illustrated by themselves.	Exhibition of children's farms	Children will produce a 'Great British food Map' and eat a 'Great British Menu'	Museum of DT
English - Fiction	Stardust	George and the Dragon	Little Red Riding Hood	The friendship Bench	A Lion in Paris	The Crow's Tale
English - Non-Fiction	Pirates	The Great Fire of London	How to Make a Bird Feeder	Malala's magic Pencil	Plants by DK	This is how we do it
English - Poetry		Strange		Desk Diddler		If I Were In Charge of the World
Mathematics	Place value Addition & subtraction	Addition and subtraction Shape	Money Multiplication and division	length & height mass/weight capacity and temperature	Fractions Time	Statistics Position and direction
Science	Science – Materials Seasons	Science – Materials Seasons	Science – Living things and their habitats Seasons	Science – Animals including humans Seasons	Science – Plants Seasons Study of scientist – David Attenborough	Science – Plants Seasons
R.E.	RE – The Bible (a special book) What is the Bible?	RE – Christmas (the good news!) Why do we celebrate Christmas?	RE – Jesus (friend to everyone) Who is Jesus?	RE – Easter (the symbolism) Why do we celebrate Easter?	RE – The Church/non-Christian places of worship Where else do people worship?	RE – Ascension & Pentecost What is the Pentecost?
History		The Great Fire of London		Our Local Heroes		Holidays
Geography	Seasons		The United Kingdom		Oceans	

Art	Drawing Tell a Story		Painting and Mixed Colour Life in Colour		Sculpture and 3D Clay	
DT		Moving Monsters		Photoframes		Cooking
Computing	Online safety	Coding	Spreadsheets	Questioning	Effective Searching	Creating Pictures
P.E.	Games Gymnastics	Dance – The Great Fire of London FMS Games	Invasion Games Gymnastics	OAA Dance – Moving along	Athletics Net and wall	10 key fundamental movement skills Striking and fielding
PSHE	Belonging to a community Physical Health & Mental wellbeing	Respecting ourselves and Others (Respect for All)	Media Literacy and Digital Literacy	Money and Work Keeping Safe	Growing and Changing	Families and Friendship Safe Relationships
Music	Charanga – Hands, Feet, Heart	Charanga – Ho Ho Ho	Charanga – I wanna play in a band	Charanga - Zootime	Charanga – Friendship Song	Charanga – Reflect, Rewind, Replay

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Courage	Friendship	Service	Forgiveness	Justice	Love
Topic	Who lives in a climate like this?	The Stone Age	Our World	Bronze Age and Iron Age	Volcanoes and Earthquakes	Why was the cotton industry so important to Lancashire?
Outcome	Presentation/ News report	Exhibition of work to another class/ Living museum	Gallery of Artwork	Dragon's Den	Make a volcano	Protest
English - Fiction	The Secret of Black Rock Adventure	Stone Age Boy Narrative	The Magic Paintbrush Traditional Tale	George's Marvellous Medicine Comedy	Theseus and the Minotaur retold by Hugh Lupton myth	The Wolves in the Walls Suspense
English -Non-Fiction	Climate Action Magazine Article	Christmas Dessert Social Media Post Persuasive	Skeletons and Muscles Non-chronological	How a Robot Dog Works Explanation	Earthquakes Non-chronological	My Strong Mind Instructions
English - Poetry		Autumn is Here		I asked the little boy who couldn't see.		The Colour Collector
Mathematics	Place value Addition and subtraction	Addition and subtraction Multiplication and division A	Multiplication and division B Length and perimeter	Fractions A Mass and capacity	Fractions B Money	Time Shape
Science	Animals including humans	Animals including humans	Forces and Magnets	Rocks and Soils	Light and Shadows	Plants

R.E.	Harvest How do people of faith say thank you to God for the harvest?	Christmas How does the presence of Jesus impact on people's lives?	Called by God What does it mean to be called by God?	Easter Is the cross a symbol of sadness or joy?	Jesus How did/does Jesus change lives?	Rules for living Which rules should we follow?
History		Stone Age		Bronze Age to Iron Age		Local History: The Lancashire Cotton Industry
Geography	Climate and Weather		Our World		Volcanoes and Earthquakes	
Art	Drawing Growing Artists		Painting and Mixed Media Prehistoric Art		Sculpture and 3D Abstract Space and Shape	
DT		Textiles - Stockings		Structures – Trinket Box		Mechanisms – Pneumatic Toys
Computing	Online safety	Coding	Spread sheets	Typing – word processing	Email	Data bases
P.E.	Invasion Games Gymnastics	Invasion Games Dance – Superheroes	OAA Gymnastics	Creative Games Dance	Target Games Net and Wall Games	Athletics Striking and Fielding Games
PSHE	Belonging to a community Physical Health & Mental wellbeing	Respecting ourselves and Others (Respect for All)	Media Literacy and Digital Literacy	Money and Work Keeping Safe	Growing and Changing	Families and Friendship Safe Relationships
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
MFL	A new start	The calendar and celebrations	Animals I like and don't like	Carnival and playground games	Breakfast, fruit nouns and the Hungry Giant	Going on a picnic

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Courage	Friendship	Service	Forgiveness	Justice	Love
Topic	The Americas	Ancient Egypt	Water, water everywhere	The Romans	Living things	Crime and Punishment
Outcome	American road trip display	21 st century time capsule	Educating others on the impact of water and reducing the amount of water	Children teach children – Living Museum	Creating a habitat	Display/ mini museum to showcase the work showing care and sensitivity to the subject
English - Fiction	The Boy, The Mole, The Fox and The Horse	Charlie and the Chocolate Factory	Iron Man	The Great Chocoplot	Wizards of Once	Aladdin and the Enchanted Lamp

English - Non-Fiction	Should We Feed Animals at National Parks	Secrets of a Sun King	Digestion Explanation based on Gut Garden	The Journey of Illiona	The Plague	Inviting an author to school
English - Poetry		Still I Rise				The River
Mathematics	Place value Addition and subtraction	Area Multiplication and division A	Multiplication and division B Length and perimeter	Fractions Decimals A	Decimals B Money Time	Shape Position and direction
Science	Sound	Animals including humans	States of Matter	Electricity	Living things and their habitats	Living things and their habitats
R.E.	God Davis and the Psalms What are the Psalms?	Jesus light of the World Why do we call Jesus the light of the world?	Jesus Son of God Why was Jesus special?	Exploring Easter What is Easter?	Are all churches the same?	What is prayer?
History		Ancient Egypt		The Romans		Crime and Punishment
Geography	The Americas		Rivers and Water Cycle		Coasts	
Art	Drawing Power Prints		Painting and Mixed Media Light and Dark		Craft and Design Fabric of Nature	
DT		Adapting a recipe (Cooking and Nutrition)		Fastenings (Textiles)		Torches (Electrical Systems)
Computing	Online safety	Coding	Spread sheets	Writing for an audience	Logo	Animation
P.E.	Invasion Games (Basketball)	Dance	Gymnastics	Striking and fielding (Cricket)	Athletics	Outdoor Adventurous Activities (Orienteering)
	Dance	Net and Wall	Swimming	Swimming	Swimming	Swimming
PSHE	Belonging to a community Physical Health & Mental wellbeing	Respecting ourselves and Others (Respect for All)	Media Literacy and Digital Literacy	Money and Work Keeping Safe	Growing and Changing	Families and Friendship Safe Relationships
Music	Mama Mia	Glockenspiel	Stop!	Lean on Me	Blackbird	Rewind, reflect, replay
MFL	Welcome to school super learners	My local area, your local area	Family tree and faces	Celebrating carnival/body parts	Feeling unwell / jungle animals	Summertime

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Courage	Friendship	Service	Forgiveness	Justice	Love
Topic	Homes and Habitats (Science)	Battle of the Bridges (DT)	Stargazers (Science)	Vicious Vikings (History)	Every Picture Tells a Story (Art)	Teddy Bear, Teddy Bear (DT)

Outcome	Simulated archaeological dig.	Making a model of a bridge	Exhibition of work	Make a Viking artefact	Exhibit pieces of art	Museum Display
English -Fiction	Zoo by Anthony Browne	Cosmic The Snowman	One Small Step	The Present	Computer dad	The Explorer
English -Non-Fiction	Emperor Penguins	Mars Transmission	Kick	Screen Use	Plastic Pollution	Scott of the Antarctic
English - Poetry			The Malfeasance			The Highwayman
Mathematics	Place value Addition and subtraction	Multiplication and division A Fractions A	Multiplication and division B Fractions B	Decimals and percentages Perimeter and area Statistics	Shape Position and direction	Decimals Negative numbers Converting units Volume
Science	Living things and their habitats	Forces in Action Scientist Study: Astronomers Galileo/Brian Cox	Earth and Space	Living things and their habitats	Animals including humans	Materials
RE	How and why do Christians read the Bible? How important are holy books in other faiths?	Christmas - Matthew and Luke Christmas Around the World (Theme week)	Jesus the Teacher What did Jesus teach?	Why do Christians believe that Easter is a celebration of Victory?	Exploring the lives of significant women in the Old Testament. Jewish Festival of Purim	Pentecost –what happened next?
History		The Anglo Saxons		The Vikings		Local History: The Transatlantic Slave Trade
Geography	Changes in our local environment		Natural Resources		Globalisation	
Art	Drawing I Need Space		Painting and Mixed Media Portraits		Sculpture and 3D Interactive Installation	
DT		Christmas Decoration (Textiles)		Viking House (Structures)		What could be healthier? (Cooking)
Computing	Online Safety Coding	Spreadsheets	Databases	Game Creator	Modelling	Concept Maths
P.E.	Gymnastics Invasion games - rugby	Dance Invasion games - hockey	Gymnastics Net and wall	Dance Striking & fielding - Cricket	Athletics Striking & fielding - cricket	OAA Creative games
PSHE	Belonging to a community Physical Health and Mental Wellbeing	Respecting ourselves and others (Friendship week)	Media Literacy and Digital Resilience	Money and Work Keeping Safe	Growing and Changing	Families and friendships Safe relationships

Music	Charanga: Livin' on a Prayer	Charanga: Classroom Jazz 1	Charanga: Make You Feel My Love	Charanga: The Fresh Prince of Bel Air	Charanga: Dancing in the Street	Charanga: reflect, rewind and replay
MFL	My school, my subject	Time in the city	Healthy eating - going to market	Clothes, colours, fashions show	Out of this world	Going to the seaside

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Courage	Friendship	Service	Forgiveness	Justice	Love
Topic	The Amazing Amazon	The World at War	Heroes and Villains	The Magnificent Mayans	Our World, Our Future	Faster, Higher, Stronger
Outcome	Animation	Exhibition of work	Campaign to raise awareness of conservation issues	Codex	Plan for the future of the local area	Mini Olympics
English -Fiction	Explorers and Adventurers	World War Two The Piano	A Monster Calls	Firework Makers Daughter	Thornhill	The Journey
English -Non-Fiction	The Nowhere Emporium	Pixar Films	Greta	Postcard from Prison	Goldilocks	Detailed Timeline on Ancient Greece
English - Poetry	List Poem Climate change			Hope-a-potamus		
Mathematics	Place value Addition and subtraction Multiplication and division	Fractions A Fractions B Converting units	Ratio Algebra Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and direction	Problem solving
Science	Adaptation, Evolution and inheritance Scientist study – Charles Darwin	Electricity	The Human Body	Classification	Classification Scientist study – Carl Linnaeus	Light and Shadows
R.E.	6.1 Life as a journey	6.2 How do Christians prepare for Christmas?	6.3 Why do Christians celebrate the Eucharist? 6.4 Why is the Exodus such a significant event?	6.5 Easter celebrations worldwide. 6.5 Easter. Who was Jesus?	6.6 Ascension and Pentecost	6.7 Ideas about God 6.8 People of faith
History		The Impact of War		The Mayan Civilisation		The Ancient Greeks
Geography	South America – The Amazon		Migration		Our World in the Future	
Art	Drawing Make My Voice Heard		Painting and Mixed Media Artist Study		Craft and Design Photo Opportunity	

DT		Come Dine With Me (Cooking and Nutrition)		Steady Hand Game (Electrical)		Fairground Toy (Mechanisms)
Computing	Online safety Coding	Spreadsheets Blogging	Text adventures	Networks	Quizzing	Binary
P.E.	Dance Invasion games	Gymnastics Invasion games	Dance OAA	Striking and fielding Gymnastics	Net and wall Athletics	Creative Games Team building
PSHE	Belonging to a community Physical Health and Mental Wellbeing	Respecting ourselves and others (Friendship week)	Media Literacy and Digital Resilience	Money and Work Keeping Safe	Growing and Changing	Families and friendships Safe relationships
Music	Charanga - Happy	Charanga – classroom jazz 2	Charanga – A new year carol	Charanga – You've got a friend	Charanga – Music and me	Charanga – reflect, rewind and replay
MFL	Everyday life	Where I live, you live	Playing and enjoying sport	This is me, hobbies and fun	Café, culture and restaurants	Performance time