



*Dream big, shine bright*

**St NICHOLAS**  
C of E Primary School, Alcester



## Summer Curriculum Plan

| Curriculum                       | Reception                                                                                                                                                                                                                                                                                                                                                       | Year 1                                                                                                        | Year 2                                                    | Year 3                                                    | Year 4                                                                       | Year 5                                                                                        | Year 6                                                                                |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Christian Distinctiveness</b> | Church visit su 1<br>Collective Worship Open the Book                                                                                                                                                                                                                                                                                                           | Church Visit su1<br>Collective Worship Open the Book                                                          | Collective Worship Open the Book                          | Church Visit summer 2<br>Collective Worship Open the Book | Church visit su2<br>Collective Worship Open the Book                         | Collective Worship Open the Book                                                              | Collective Worship Open the Book<br>Leaver's Assembly                                 |
| <b>PSHE</b>                      | My Happy Mind: Engage<br>Jigsaw Relationships & Changing Me                                                                                                                                                                                                                                                                                                     |                                                                                                               |                                                           |                                                           |                                                                              |                                                                                               |                                                                                       |
| <b>SMSC Links</b>                | Collective Worship, Thrive, PSHE: Jigsaw, RE<br><br>OPAL – Outdoor play and learning programme to promote socialising, problem solving, team building and independent thinking.<br><br>Lyfta – provides the opportunity to build upon their understanding of cultures and surrounding themes such as sustainability, wellbeing, human diversity and compassion. |                                                                                                               |                                                           |                                                           |                                                                              |                                                                                               |                                                                                       |
| <b>Potential Experience days</b> | Reception Fair                                                                                                                                                                                                                                                                                                                                                  | Ryton Pools<br>Brean<br>(every other year)                                                                    | Brean<br>(every other year)<br>Big Camp Out               | Heart of England Forest<br>Alcester Land Use Survey       | Local Roman history walk<br>Wild swimming                                    | Anglo Saxon/Viking<br>Visitor                                                                 | PGL<br>Visits to new secondary school<br>Leavers' Fest<br>Leavers' Assembly           |
| <b>Forest School</b>             | 6 weeks for RHTBC                                                                                                                                                                                                                                                                                                                                               | 1W – Summer 1                                                                                                 | 2W – Summer 2                                             | 3H- Summer 2                                              | 4J – Summer 1                                                                | 5G – Summer 2                                                                                 | 6O – Summer 1                                                                         |
| <b>THRIVE</b>                    | Power and Identity                                                                                                                                                                                                                                                                                                                                              | Power and Identity                                                                                            | Power and Identity                                        | Skills and Structure                                      | Skills and Structure                                                         | Skills and Structure                                                                          | Skills and Structure                                                                  |
| <b>Maths</b>                     | To 20 and beyond<br>How many now?<br>Manipulate, compose and decompose<br>Sharing and grouping<br>Visualise, build and map<br>Make connections                                                                                                                                                                                                                  | Multiplication and division<br>Fractions<br>Position and direction<br>Place value within 100<br>Money<br>Time | Fractions<br>Time<br>Statistics<br>Position and direction | Fractions B<br>Money<br>Time<br>Shape<br>Statistics       | Decimals B<br>Money<br>Time<br>Shape<br>Statistics<br>Position and direction | Shape<br>Position and direction<br>Decimals<br>Negative numbers<br>Converting units<br>Volume | Shape<br>Position and direction<br>Themed projects, consolidation and problem solving |
| <b>History</b>                   | David Attenborough & Greta Thunberg - Talk about significant people and events in the past.<br><br>To sequence some significant historical events.                                                                                                                                                                                                              | Grace Darling                                                                                                 | Florence Nightingale                                      | Ancient Egypt                                             | The Roman Empire and its Impact on Britain                                   | Vikings                                                                                       | Ancient Greeks                                                                        |



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|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Geography</b>    | To find out about other countries using a map.<br>Talk about and compare different regions and cultures.                                         | The World                                                                                                                                                              | The World                                         | Italy                                                                                                                                                          | Europe                                                                                                                                               | Our Blue Planet                                                                                                    | My Place                                                                                                                               |
| <b>Science</b>      | The Seasons<br><br>All Creatures Great and Small                                                                                                 | Plants<br><br>Weather<br><br>Seasonal Changes.                                                                                                                         | Plants<br><br>Uses of Everyday Materials          | Plants<br><br>Working Scientifically (enquiry)                                                                                                                 | Animals including Humans- Digestion<br><br>Living Things and their Habitats                                                                          | Living Things and their Habitats-Plants and Animal Life Cycles<br><br>Animals including Humans – Human Life Cycles | Animals including Humans - Circulation, Diet, Nutrients and Water<br><br>Looking After Our Environment                                 |
| <b>RE</b>           | F2 Who are the people in sacred (special) stories and why might they still be important today?<br>F3 How do people know how to treat each other? | UC Creation- Who made the world?<br><br>K1.3 How do people with similar religion and worldviews share and celebrate their beliefs? (focus on non-Christian worldviews) | K1.5 What is most important for different people? | L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? (focus on non-Christian worldviews) | L2.6 Do you have to be part of a faith community to express an organised worldview?<br><br>L2.7 How have religion and history entwined in this area? | U2.4 What might it mean to 'live well'? (focus on non-Christian worldviews)                                        | U2.7 What do organised worldviews have to tell us about what truth is and where it might be found? (focus on non-Christian worldviews) |
| <b>Art</b>          | How can we use our bodies to make Art?<br>How can we use our imaginations?                                                                       | Making Birds                                                                                                                                                           | Stick Transformation Project                      | Telling Stories through Drawing and Making                                                                                                                     | The Art of Display                                                                                                                                   | Set Design                                                                                                         | Brave Colour                                                                                                                           |
| <b>Artist Focus</b> | Kandinsky<br>Henri Matisse                                                                                                                       | Andrea Butler                                                                                                                                                          | Chris Kenny                                       | <i>Exposure to a range, including: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</i>                                                                  | Anthony Gormly                                                                                                                                       | Rae Smith                                                                                                          | Liz West                                                                                                                               |
| <b>DT</b>           | To join materials and make structures – 3D models<br><br>To learn to be resilient when things go wrong.                                          | Food:<br>Fruit & Vegetables                                                                                                                                            | Mechanisms:<br>Wheels & Axles                     | Textiles:<br>Egyptian Collars                                                                                                                                  | Food:<br>Adapting a recipe                                                                                                                           | Electrical systems:<br><br>Monitoring & Control (Projects on a Page)                                               | Structures:<br>Playgrounds                                                                                                             |

How to Use IT - ongoing practise and development of skills across the year

Safe Use of Technologies – ongoing development and reinforcement through Online Safety curriculum/PSHE



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|-----------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Computing</b>      | Controlling a Digital Device:<br>To select and use technology for a purpose                | Digital Writing<br>Introduction to Animation                                               | Making Music<br>Introduction to Quizzes                                                    | Desktop Publishing<br>Events and Actions                                                   | Photo Editing<br>Repetition in Games                                                    | Selection in Quizzes<br>Flat-file databases                                                                         | 3D Modelling<br>Sensing movement                                  |
| <b>PE</b>             | Games unit 1<br>OAA                                                                        | Fitness<br>Team Building                                                                   | Fitness<br>Target Games                                                                    | Golf<br>OAA                                                                                | Cricket<br>Fitness                                                                      | Dodgeball/Handball<br>Rounders                                                                                      | Yoga<br>Rounders                                                  |
| <b>Sport</b>          | Swimming                                                                                   | Swimming<br>Athletics                                                                      | Athletics<br>Swimming                                                                      | Swimming<br>Athletics                                                                      | Athletics<br>Swimming                                                                   | Swimming<br>Athletics                                                                                               | Athletics<br>Swimming                                             |
| <b>Music</b>          | Get Set 4 Music:<br>Traditional Tales<br>Walking in the Jungle                             | Get Set 4 Music:<br>At the Seaside                                                         | Get Set 4 Music:<br>Folksongs                                                              | Get Set 4 Music:<br>Mayans                                                                 | Get Set 4 Music:<br>Samba                                                               | Get Set 4 Music:<br>Vikings                                                                                         | Get Set 4 Music:<br>Celebrations                                  |
| <b>Spanish</b>        | N/A                                                                                        | <b>Family</b>                                                                              | <b>Family</b>                                                                              | <b>The Weather</b>                                                                         | <b>The Weather</b>                                                                      | <b>The Restaurant</b>                                                                                               | <b>The Restaurant</b>                                             |
| <b>British Values</b> | Mutual Respect<br>Tolerance of those of different Faiths and Beliefs<br>Individual Liberty | Mutual Respect<br>Tolerance of those of different Faiths and Beliefs<br>Individual Liberty | Mutual Respect<br>Tolerance of those of different Faiths and Beliefs<br>Individual Liberty | Mutual Respect<br>Tolerance of those of different Faiths and Beliefs<br>Individual Liberty | Individual Liberty Mutual<br>Respect Tolerance of those of different Faiths and Beliefs | Democracy<br>Rule of Law<br>Individual Liberty Mutual<br>Respect Tolerance of those of different Faiths and Beliefs | Mutual Respect Tolerance of those of different Faiths and Beliefs |