

# A Bespoke Curriculum



September 2022 Update

# Basic principles

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.



# Appropriate experiences

We have developed five curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

# Curriculum model

- Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.



# **What drives our curriculum?**

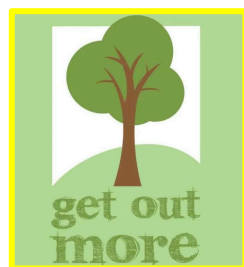
**Which challenges and opportunities do the backgrounds of our pupil present?**

**How can we best champion the culture and climate we value?**

**Do we make the most of our local and regional location?**



# Our Recovery Curriculum for a Safe and Successful Return to School

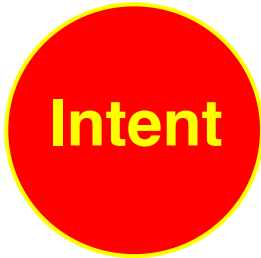


## **Cultural capital**

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.



# Every Child's Curriculum Breadth Entitlement During their WHPS Journey



1. Travel on a train
2. Go sightseeing in London
3. Walk on the beach with no shoes
4. Learn First Aid
5. Write to a penfriend
6. Travel on a boat
7. Have a sleepover in a tent, school or museum
8. Assemble flat pack furniture
9. Go fruit picking/foraging
10. Cook a meal
11. Make a den in the woods
12. Support a local charity
13. Attend a sporting event
14. Watch a sunset and sunrise
15. Cook on a campfire
16. Go crabbing
17. Check out the crazy creatures in a rock pool
18. Have a conker fight
19. Visit a theatre
20. Eat in a restaurant and use table etiquette
21. Perform to an audience outside school
22. Taste food from other cultures
23. Plant a tree
24. Organise a fundraising event
25. Visit an art gallery



26. Make a Speech
27. Fly a kite
28. Visit Parliament
29. Engage in philosophy
30. Go star gazing
31. Visit a World Heritage Site
32. Record a podcast
33. Visit a farm and feed an animal
34. Plant it, grow it, eat it
35. Enter a writing competition
36. Visit an old peoples home
37. Walk a dog
38. Host a social event for senior citizens
39. Go for a night walk
40. Light a fire
41. Visit a multi activity centre
42. Climb a tree
43. Find your way with a map and a compass
44. Go bird watching
45. Care for an animal
46. Carry out a random act of kindness
47. Do a litter pick
48. Have a teddy bears picnic in a park
49. Make a home for wildlife
50. Visit places of worship

# First Class Friday

## Intent

- Enrich the curriculum (Drivers)
- Provide opportunities for integration
- Benefits of vertical grouping
- Relationship with a range of adults
- Teachers not 'pigeon holed'
- Raise the profile of LSA's
- Exploit hidden talents and passions
- Encourage trying new things
- Push through our 'Drivers'

## Implementation

- High Quality Curriculum Content.
- Consider BAD
- Plan ahead
- Consider DRIVERS
  - *Mental Wellbeing*
  - *Problem Solving*
  - *Possibilities*
  - *Social Skills*
  - *Global Identity*
- Opportunities for applying basic skills

## Implementation Ideas

- Games and social skills  
*e.g. board games, card games*
- A new sport or greater depth  
*e.g. speed stacks, table tennis, darts*
- A specific art or craft *e.g. knitting, crochet, origami*
- Collaborate with a visiting expert.
- Explore use of a resource we already have (Greater Depth)
- Delve into cupboards – what's forgotten
- FIND A PASSION!



## Educational Visits Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summ
<b>YEAR R</b>			Local Visit – West Horndon Village			
<b>YEAR 1</b>		Gruffalo Trail or Stickman Trail  Car Exhibit Barnards Farm (DT)	Woodland Visit	Visit Wind Turbine (Design and Technology)	Hyde Hall (The Beauty of Flowers)	Seaside Visit (art)
<b>YEAR 2</b>		Coastal Visit (art)	Colchester Zoo	Chelmsford Museum (radio)	Visit the Monument (Great Fire of London)	Flatford Mill or landscape (Art)
<b>YEAR 3</b>	Paddington Station	Visit a Castle	Tower of London	Day of Travel Maritime Museum (Ernest Shackleton)	Visit a Mosque	Mountfitchet Castle (Vikings & Anglo Saxons)
<b>Cycle A</b>		Castle Visit	Art Gallery Visit (impressionism)	Place of worship visit	Stone Age- Iron age workshop – Chelmsford Museum	
<b>Cycle B</b>	Globe Theatre & Golden Hinde Southwark (The Tudors)	Imperial War Museum (2 <sup>nd</sup> Word War & Conflict)	Multi Activity Overnight			Natural History Museum (Cross Curricular)  Food and Farming Day
<b>Cycle C</b>	Ironbridge Residential	Maldon Military Museum (WW2)		Science Museum Cross Curricular	London Sight Seeing	Restaurant Visit (Design and Technology – Come dine with me)

# Developing Character through Commando Joe's

Intent

*'There is growing evidence showing that developing character traits in young people can help them achieve and develop'*

*'Character Education is at the heart of successful learning – acting as a foundation for both personal achievement and interpersonal relationships'*

COJO RESPECT Core Characters	COJO RESPECT Character Behaviour Traits
Resilience	Determined; self controlled; persistent; courageous; diligent; perseveres
Empathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfish
Self Aware	Self confident; self-disciplined; honest; humorous; humility; adaptable
Passion	Gratitude; motivated; positive attitude; inspires; will power
Excellence	Creative; curious; inquires; pride; critical thinking
Communication	Listens: influences; feedback; reflective; evaluative; presence
Teamwork	Cooperates; responsible; cares; decision makes; helpful; unity; patient



## Pillars of inclusion

**Access** - Access explores the importance of a welcoming environment and the habits that create it.

**Attitude** - Attitude looks at how willing people are to embrace inclusion and diversity and to take meaningful action.

**Choice** - Choice is all about finding out what options people want and how they want to get involved.

**Partnerships** - Partnerships look at how individual and organisational relationships are formed and how effective they are.

**Communication** - Communication examines the way we let people know about the options to get involved and about the culture.

**Policy** - Policy considers how an organisation commits to and takes responsibility for inclusion.

**Opportunities** - Opportunity explores what options are available for people from disadvantaged backgrounds.

\*The 7 Pillars of inclusion were developed by Peter Downs in a project commissioned by Play by the Rules.



Department  
for Education



COMMANDO  
JOE'S



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tuesday PM <i>On Site</i> Years 1 -3	Year 3	Year 2	Year 1	Year 3	Year 2	Year 1
Thursday PM <i>On Site</i>	Year R to take part on Forest Schools with a Continuous Provision Approach					
Friday AM <i>Barnards Farm</i> Years 4-6	Year 5	Year 6	Year 4	Year 5	Year 4	Year 6

# COJO Overview

## 'Characters' as relevant role models

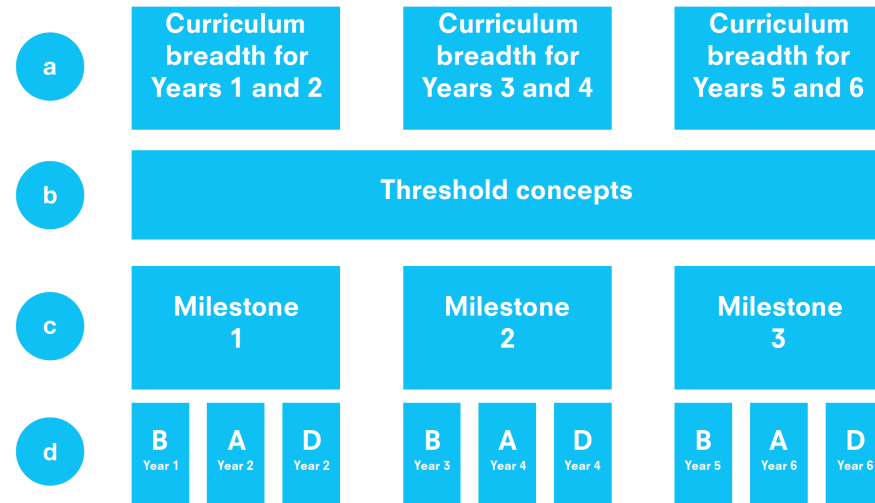
Implementation

	TOPIC CHARACTER	TOPIC CHARACTER	TOPIC CHARACTER	TOPIC CHARACTER
Year 1 topic CHARACTERS	Arthur Wharton 'The football Legend'	Lion and me 'Circle of Life'	Traditional Tale Once Upon a Time	Steve Backshall 'A walk on the Wildside'
Year2 topic CHARACTERS	Harriet Tubman 'The fight for Equality'	TheQueen 'The Longest Reign'	Pocahontas 'Troubles in the Tribe'	Samuel Pepys 'Londons Burning'
Year 3 topic CHARACTERS	Tutenkhamun 'The man behind the mask'	Ed Stafford 'Walking the Amazon'	Ernest Shackleton 'Endurance'	Nellie Bly 'Around the World in 72 Days'
Year 4 topic CHARACTERS	Levison Wood 'Survival'	Junko Tabei 'The mountain Pioneer'	Kira Salak 'Gorilla in the Mist'	Leif Erikson 'Voyage of Discovery'
Year 5 topic CHARACTERS	Mae Jemison 'Shooting for the Stars'	Tim Peake 'Blast off!'	Ranulph Fiennes 'Transglobe Adventure'	Spartacus 'Romans Revolt'
Year 6 topic CHARACTERS	Eugene Bullard 'The Sparrow'	Nancy Wake 'The White Mouse'	Amelia Earhart 'Final Flight'	Ibn Battuta 'Eastern Odyssey'

**A coherently planned academic curriculum underpinned by the four drivers, our academic curriculum sets out:**

- a clear list of the breadth of topics that will be covered;
- the ‘threshold concepts’ pupils should understand;
- criteria for progression within the threshold. concepts;
- criteria for depth of understanding.

# The diagram below shows model of our curriculum structure:



a) The curriculum breadth for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils' growing cultural capital.

b) Threshold concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.

c) Milestones define the standards for the threshold concepts.

d) Depth: we expect pupils in year 1 of the milestone to develop a Basic (B) understanding of the concepts and an Advancing (A) or Deep (D) understanding in Year 2 of the milestone. Phase one (Years 1, 3 and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. **LEARNING AT THIS STAGE MUST NOT BE RUSHED** and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. if all of the core knowledge is acquired quickly, teachers create extended knowledge.

# Sustained mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: '***How well are pupils coping with curriculum content?***' and '***How well are they retaining previously taught content?***'

# Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with spaced repetition.
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.



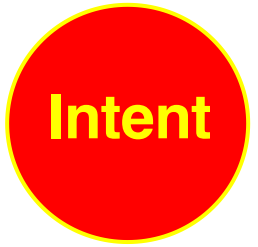
# Impact



Impact

The impact of our curriculum is that by the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; Some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

# Curriculum Layers





# Curriculum Layers

	<b>Interleaved and Spaced Curriculum</b>	<ul style="list-style-type: none"><li>○ Threshold Concepts</li><li>○ Milestones</li><li>○ Broad and Deep</li><li>○ Forward and Backward Engineered</li></ul>
	<b>Building Cultural Capital</b>	<ul style="list-style-type: none"><li>○ First Class Friday</li><li>○ 50 Things</li><li>○ Trips and Visitors</li></ul>
	<b>Retrieval Practice</b>	<ul style="list-style-type: none"><li>○ Learning by Questions</li><li>○ Big Fat Quiz of the Week</li></ul>
	<b>Interventions</b>	<ul style="list-style-type: none"><li>○ 5 Minute Box</li><li>○ Active Learning</li><li>○ Toe by Toe</li><li>○ Precision teaching</li><li>○ Lego Therapy</li></ul>
	<b>Rich Knowledge</b>	<ul style="list-style-type: none"><li>○ Problem Solving</li><li>○ Mathematics</li><li>○ Writing</li><li>○ Reading</li><li>○ Computing</li><li>○ Using Technology for Learning</li><li>○ Social Skills</li></ul>
	<b>Foundations for Learning</b>	<ul style="list-style-type: none"><li>○ Secrets of Success</li><li>○ Forest Schools</li><li>○ <i>Commando Joe</i></li><li>○ Speaking and Listening Skills</li><li>○ Speech and Language Development</li></ul>
	<b>Curriculum Drivers</b>	<ul style="list-style-type: none"><li>○ Wellbeing</li><li>○ Problem Solving</li><li>○ Possibilities</li><li>○ Global Identity</li><li>○ Social Skills</li></ul>
	<b>Heart of Our Curriculum</b>	<ul style="list-style-type: none"><li>○ Learning to Learn</li><li>○ Happy</li><li>○ Safe</li><li>○ Healthy</li><li>○ Developing Character and Social Skills</li><li>○ Developing Compassion and Empathy</li><li>○ Life Skills</li></ul>



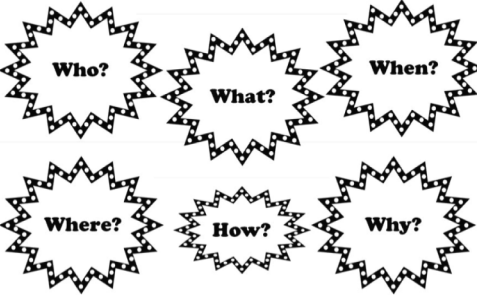
Implementation

# *Curriculum Overviews*

# Daily Dashboard - continuous provision

Implementation


What's in the news?








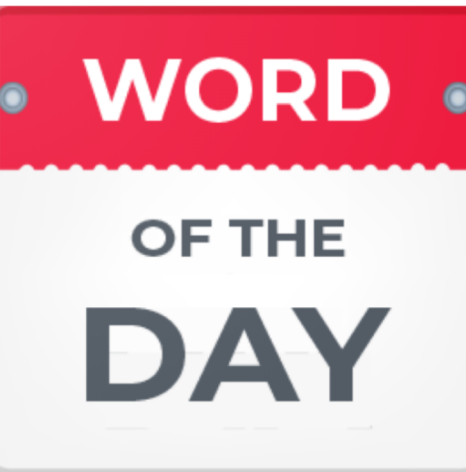
Who? What? When?  
Where? How? Why?



**This Day**  
in History

 **Sunny**  
AccuWeather 5 Day Outlook 27°F  
88°F / 65°F

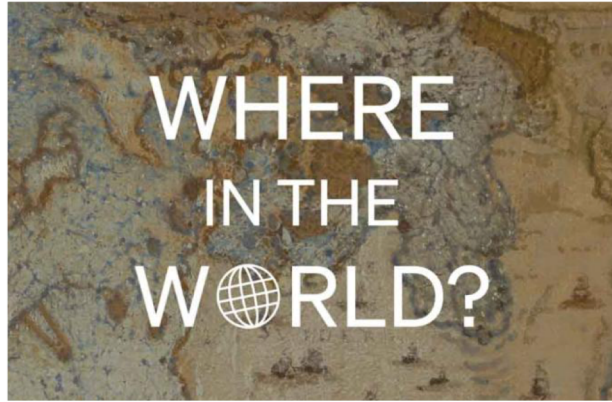
Mon	Tue	Wed	Thu	Fri
				
88° 65°	86° 67°	85° 68°	85° 61°	83° 62°



**WORD**  
OF THE  
**DAY**



*Song a*  
**DAY**



**WHERE  
IN THE  
WORLD?**

# SPECIAL EVENTS OVERVIEW

## September 2022 – July 2023

Autumn	<p><b>Recycle Week</b> – 19<sup>th</sup> – 23<sup>rd</sup> September</p> <p><b>World Mental Health Day</b> – 10<sup>th</sup> October World Mental Health Awareness Week -10<sup>th</sup> Octo</p> <p><b>October – Black History Month</b></p> <p><b>Harvest Festival</b> – 20<sup>th</sup> October</p> <p><b>Show Racism the Red Card Day</b> -22<sup>nd</sup> October</p>	Half Term	<p><b>Outdoor Classroom Day</b> – 3<sup>rd</sup> November</p> <p><b>Armistice Day</b> – 11<sup>th</sup> November</p> <p><b>Odd Socks Day</b> – 14<sup>th</sup> November</p> <p><b>Anti Bullying Week</b> – 14<sup>th</sup> – 20<sup>th</sup> November</p> <p><b>Children in Need Day</b> – 17<sup>th</sup> November</p> <p><b>The World Cup</b> – 21 Nov – 19<sup>th</sup> Dec</p>
Spring	<p><b>January - Spread the Happiness Month</b></p> <p><b>Young Voices</b> – 18<sup>th</sup> January</p> <p><b>Number Day</b> – 4<sup>th</sup> February</p> <p><b>Children's Mental Health Week</b> – 4<sup>th</sup>-11<sup>th</sup> February</p> <p><b>Safer Internet Day</b> – 7<sup>th</sup> February</p>	Half Term	<p><b>World Book Day</b> – 2<sup>nd</sup> March</p> <p><b>British Science Week</b> – 13<sup>th</sup>-17<sup>th</sup> March</p> <p><b>Red Nose Day</b> – 17<sup>th</sup> March</p> <p><b>World Poetry Day</b> -20<sup>th</sup> March</p> <p><b>Women in School Day</b> – 20<sup>th</sup> March</p>
Summer	<p><b>International Artist Day</b> – 15<sup>th</sup> April</p> <p><b>Earth Day</b> – 22<sup>nd</sup> April</p> <p><b>Star Wars Day</b> – 4<sup>th</sup> May</p> <p><b>Outdoor Classroom Day</b> – May 19<sup>th</sup></p> <p><b>Cultural Diversity Day Worlds Fair</b> – 26<sup>TH</sup> May</p>	Half Term	<p><b>Men in School Day</b> – 19<sup>th</sup> June</p> <p><b>SPORTS DAY</b> – 5<sup>th</sup> July</p> <p><b>Schools 60<sup>th</sup> Anniversary Celebrations</b></p> <p><b>School Show</b> – 12-13<sup>th</sup> July</p>



poetry



# Implementation of cycles for mixed age classes forecast

Current Cohort	2021-2022 Curriculum Content cycle	2022-2023 Curriculum Content cycle	2023-2024 Curriculum Content cycle	2024-2025 Curriculum Content cycle
Year 4	Year 3	B	C	A
Year 5	A	B	C	
Year 6	C	B		



# Performance overview



Year Group	Performances					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Harvest Festival	Nativity			Class Celebration	
1	Harvest Festival	Nativity (Props and Scenery)			Class Celebration	
2	Harvest Festival	Nativity (Narration)			Class Celebration	
3		Festival of Remembrance  Christmas Concert		Easter Concert at Care Home		End of Year Show
4		Festival of Remembrance  Christmas Concert	Young Voices	Easter Concert at Care Home		End of Year Show
5		Festival of Remembrance  Christmas Concert & Carol Singing	Young Voices			End of Year Show
6		Festival of Remembrance  Christmas Concert & Carol Singing	Young Voices Christmas Concert & Carol Singing			End of Year Show





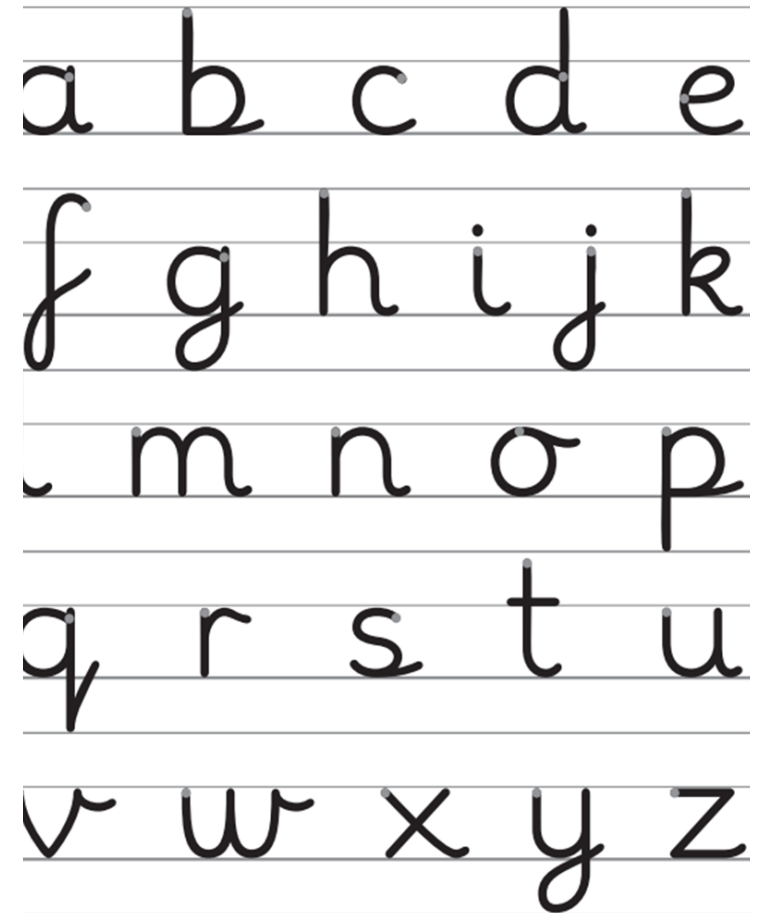
Implementation

***English***

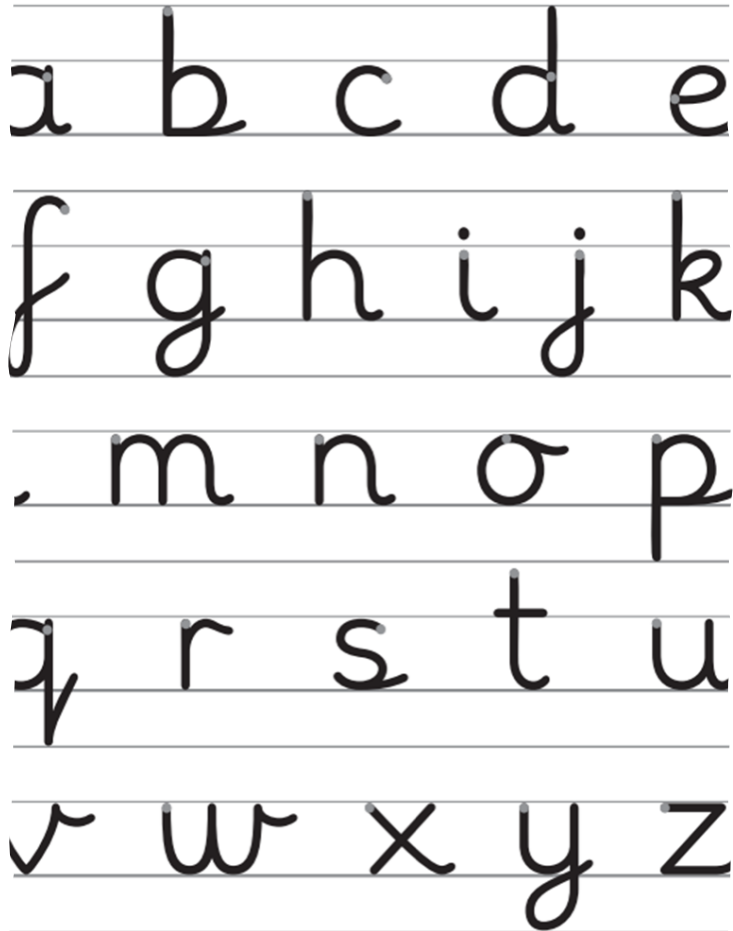
# Handwriting Progression

## FOUNDATION:

- For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following;
- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.



# Handwriting Progression



## YEARS 1 TO 3:

- Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:
- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

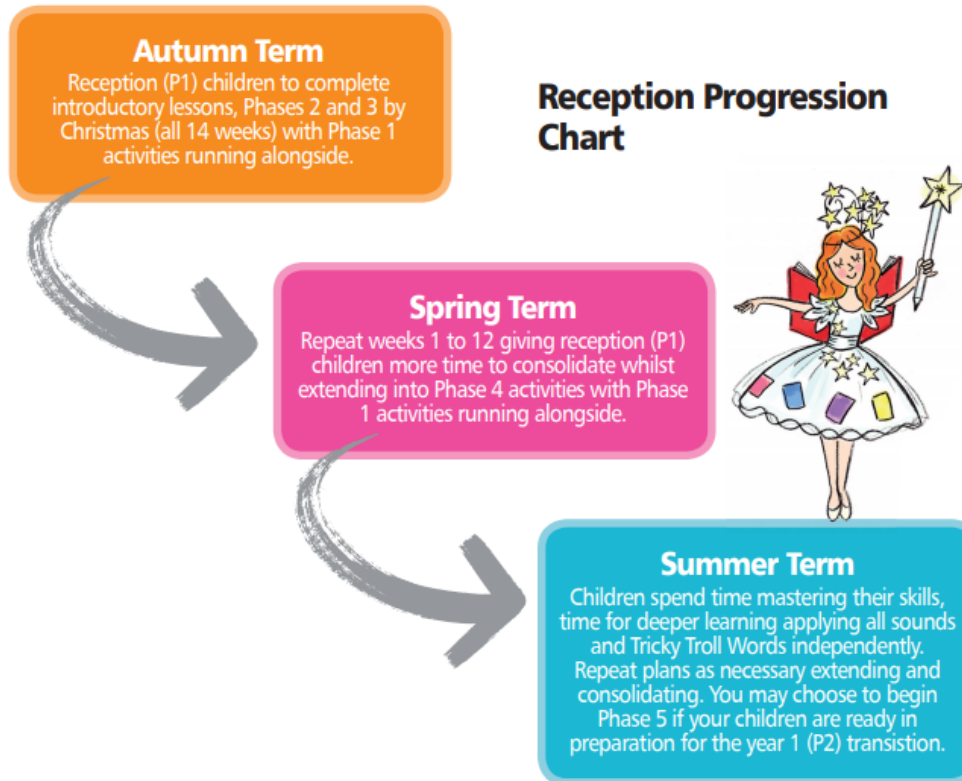
# Handwriting Progression

## YEARS 4 TO 6:

- More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:
- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing



## Phonics Progression - Reception



## Year 1 Progression Chart

### Autumn Term

Year 1 (P2) majority of children to complete Phase 5 (16 weeks) with Phase 1 activities running alongside.

Extend children working with related Phase 3 sounds with Phase 4 words

### Spring Term

Repeat weeks 1 to 16 giving year 1 (P2) children more time to consolidate whilst providing Phase 5 extension activities with Phase 1 activities running alongside.

Phase 3 children should work on Phase 5 simple word and sentence levelled work, e.g a-e words such as Caveman Dave

### Summer Term

Children spend time mastering their skills, deeper learning applying all sounds and Tricky Troll Words independently. Repeat plans as necessary extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.



## Rising stars Spelling – Year 2

Implementation

### Autumn term

#### Can you make a wish?

Focus: revision of Year 1 material

#### Can you create a wish?

Focus: revision of Year 1 material

#### Can you make a mnemonic?

Focus: common exception words

#### Can you help Geoff the giraffe?

Focus: /dʒ/ sound spelled as -ge and -dge at the end of words

#### Can you use the /s/ sound?

Focus: /s/ sound spelled 'c' before 'e', 'i' and 'y'

#### Can you guess the silent letter?

Focus: /n/ sound spelled *kn-* and *gn-*

#### Can you pair the homophones?

Focus: homophones

#### Can you write words using 'wr'?

Focus: /r/ sound spelled 'wr' at the beginning of words

#### Can you sort the treasure?

Focus: /n/ sound spelled 'o', as in *other, mother, brother*

#### Can you find contractions?

Focus: contractions

#### Can you find your contraction match?

Focus: more contractions

#### Can you find a gerbil in peril?

Focus: words ending -il, as in *pencil, fossil, nostril*

### Spring term

#### Can you link the chain?

Focus: revision of Autumn term

#### Can you complete the word challenge?

Focus: revision of Autumn term

#### Can you guess my word?

Focus: common exception words

#### Can you find the ending?

Focus: the /l/ or /əl/ sound, spelled -le at the end of words

#### Can you compose a story?

Focus: the /l/ or /əl/ sound spelled -el at the end of words

#### Can you find your way through the maze?

Focus: the /l/ or /əl/ sound spelled -al at the end of words

#### Can you match the homophones?

Focus: homophones

#### Can you help the butterfly spell?

Focus: the /aɪ/ sound spelled -y at the end of words

#### Can you change my 'y'?

Focus: adding -es to nouns and verbs ending in -y

#### Can you help the lazy princess?

Focus: adding -ed, -ing, -er and -est to a root word

#### Can you help the hiker reach the top?

Focus: adding the endings -ing, -ed, -er, -est and -y

#### Can you help the runner?

Focus: adding -ing, -ed, -er, -est and -y to one syllable words

### Summer term

#### Can you reach the jewels?

Focus: revision

#### Can you join four-in-a-row?

Focus: revision

#### Can you find a tricky one?

Focus: common exception words

#### Can you make a rhyme?

Focus: the /ɔ:/ sound spelled 'a' before 'l' and 'll'

#### Can you help the jockey?

Focus: the /i:/ sound spelled -ey, as in *key, donkey, valley*

#### Can you find a path through the swamp?

Focus: the /b/ sound spelled 'a' after 'w' and 'qu'

#### Can you help the worm spell?

Focus: the /ɜ:/ sound spelled 'or' after 'w'

#### Can you give my homework an award?

Focus: the /ɔ:/ sound spelled 'ar' after 'w'

#### Can you find the bubble's secret?

Focus: the /ʒ/ sound spelled 's', as in *television*

#### Can you spy a suffix?

Focus: suffixes -ment, -ness, -ful, -less and -ly

#### Can you find who it belongs to?

Focus: the possessive apostrophe (singular nouns)

#### Can you help Carnation?

Focus: words ending in -tion, as in *station, fiction, motion*

\* Each focus is a weeks planning.

## Rising stars Spelling – Year 3

Implementation

### Autumn term

**How does 'happy' become 'happier'?**

Focus: review of Year 2 suffixes (-ed, -ing, -er and -est)

**How does 'beauty' become 'beautiful'?**

Focus: review of Year 2 suffixes (-ness, -ment, -ful, -less)

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**How do we spell the /i/ sound in words?**

Focus: the /i/ sound spelled with a 'y'

**How can we spell the /u/ sound in words?**

Focus: the /u/ sound spelled 'ou'

**Can you correct your own writing?**

Focus: words from children's own writing

**How can we spell the /ai/ sound?**

Focus: the /ai/ sound spelled 'ei', 'eigh' or 'ey'

**How can we use prefixes?**

Focus: the *un-*, *dis-* and *mis-* prefixes

**When do we double the consonant?**

Focus: adding suffixes

**How can we spell long vowel sounds?**

Focus: spelling split digraphs

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### Spring term

**Who will win the spelling quiz?**

Focus: review of Autumn term spellings

**Who will win the revision quiz?**

Focus: review of Autumn term spellings

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**How can we use prefixes?**

Focus: the prefix *re-*

**Can we make our spelling super?**

Focus: prefixes *super-*

**Can you correct your own writing?**

Focus: words from children's own writing

**How can we use prefixes?**

Focus: the prefixes *anti-* and *sub-*

**How can we use prefixes?**

Focus: prefix *auto-*

**How can we use prefixes?**

Focus: prefix *inter-*

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### Summer term

**Who will win the spelling quiz?**

Focus: review of Spring term spellings

**Who will win the spelling quiz?**

Focus: review of Spring term spellings

**Who can remember the word list?**

Focus: words from the Year 3/4 word list

**How does 'happy' become 'happily'?**

Focus: the *-ly* suffix

**How does 'simple' become 'simply'?**

Focus: the *-ly* suffix

**Can you correct your own writing?**

Focus: words from children's own writing

**How does 'basic' become 'basically'?**

Focus: suffixes *-ally* and *-ation*

**How does 'control' become 'controlled'?**

Focus: suffixes (vowel letters)

**How does 'confuse' become 'confusion'?**

Focus: *-sion* and *-tion* endings

**How does 'active' become 'inactive'?**

Focus: *in-* and *il-* prefixes

**How does 'possible' become 'impossible'?**

Focus: *im-* and *ir-* prefixes

**Who can remember the word list?**

Focus: review of Year 3 words from the Year 3/4 word list

*\* Each focus is a weeks planning.*



## Rising stars Spelling – Year 4

Implementation

### Autumn term

#### How do suffixes change words?

Focus: review of Year 3 suffixes

#### Can we make some rules for using prefixes?

Focus: review of Year 3 prefixes

#### Can we spell words from our word list?

Focus: words from the Year 3/4 word list

#### Where do apostrophes go?

Focus: missing letters and possessive apostrophes

#### When do we double consonants?

Focus: suffixes (vowel letters)

#### Can you correct your own writing?

Focus: improving spelling in children's own writing

#### How do we add *-sion* and *-tion*?

Focus: *-sion* and *-tion* endings

#### When do we use the suffix *-ssion*?

Focus: *-ssion* endings

#### How does the *-ation* suffix work?

Focus: *-ation* suffix

#### When do we use the *-cian* ending?

Focus: *-cian* endings

#### How can we learn to spell new words?

Focus: accurately spelling words from the Year 3/4 word list

#### Can you correct your own writing?

Focus: improving spelling in children's own writing

### Spring term

#### Who will win the spelling challenge?

Focus: reviewing Autumn term spellings

#### How can we remember our spellings?

Focus: reviewing Autumn term spelling

#### Can we spell words from our word list?

Focus: Year 3/4 word list

#### What are the spelling rules for adjectives?

Focus: *-ous* endings

#### Can we spell *-ous* adjectives correctly?

Focus: *-ous* endings

#### Can you correct your own writing?

Focus: improving spelling in children's own writing

#### How do we spell 'ch' words?

Focus: /k/ sound spelled 'ch'

#### When is the /s/ sound spelled with a 'c'?

Focus: /s/ sound spelled 'c'

#### Can we create a dictionary of words?

Focus: *-ture* endings

#### Can we spell *-sure* and *-ture* words?

Focus: *-sure* and *-ture* endings

#### What is an unstressed vowel?

Focus: unstressed vowels

#### Can we spell words from our word list?

Focus: words from the Year 3/4 word list

### Summer term

#### Who will win the spelling challenge?

Focus: reviewing Spring term spelling

#### How can we remember our spellings?

Focus: reviewing Spring term spelling

#### Can we spell words from our word list?

Focus: words from the Year 3/4 word list

#### Why are *chef* and *quiche* spelled with 'ch'?

Focus: /sh/ sound spelled 'ch'

#### When do we use the *-que* ending?

Focus: *-que* endings

#### Can you correct your own writing?

Focus: improving spelling in children's own writing

#### Which words have *-que* at the end?

Focus: *-que* endings

#### Which words use 'sc' to make a /s/ sound?

Focus: /s/ sound spelled 'sc'

#### Which homophone do I need and can I spell it?

Focus: homophones and near homophones

#### Do I need *to*, *too* or *two*?

Focus: homophones and near homophones

#### How do prefixes change the meaning of words?

Focus: words with the prefixes *un-*, *dis-*, *mis-* and *re-*

#### Who will win the spelling challenge?

Focus: reviewing words from the Year 3/4 word lists

\* Each focus is a weeks planning.

## Rising stars Spelling – Year 5



Implementation

### **Autumn term**

**Who can remember prefixes?**

Focus: review of Year 4 prefixes

**Who can remember suffixes?**

Focus: review of Year 4 suffixes

**Who will win the spelling bee?**

Focus: words from the Year 3/4 word list

**What do we know about -ough words?**

Focus: words containing the letter string -ough

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**What are homophones?**

Focus: homophones and near-homophones

**Can you correct your own writing?**

Focus: words from children's own writing

**What do we know about words ending in -ious?**

Focus: words ending in -ious

**Can you be a spelling detective?**

Focus: endings that sound like /shl/ and are spelled  
-cial or -tial

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### **Spring term**

**Who will win the revision quiz?**

Focus: review of Autumn term spellings

**What do we know about -able and -ible?**

Focus: words ending in -able and -ible

**What do we know about -ably and -ibly?**

Focus: words ending in -ably and -ibly

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

**What do we know about silent letters?**

Focus: words with silent letters

**What do we know about -ant and -ent?**

Focus: words ending in -ant and -ent

**What do we know about -ancy and -ency?**

Focus: words ending in -ance/-ancy or -ence/-ency

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### **Summer term**

**Who will win the revision quiz?**

Focus: review of Spring term spellings

**Who can remember prefixes?**

Focus: revision of prefixes

**Can we make nouns and adjectives into verbs?**

Focus: converting nouns and adjectives into verbs

**What are homophones?**

Focus: homophones and near-homophones

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

**What is the possessive apostrophe?**

Focus: the possessive apostrophe – plurals

**How do we turn adjectives into adverbs?**

Focus: turning adjectives into adverbs

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can we make a class dictionary?**

Focus: words from children's own writing

**Can we remember our word list?**

Focus: revision of words from the Year 5/6 word list

*\* Each focus is a weeks planning.*

## Rising stars Spelling – Year 6

Implementation

### Autumn term

#### What can you remember?

Focus: review of Year 5 work on spelling

#### Who will be the Spelling Bee Champions?

Focus: words from the Year 5/6 word list

#### Can you be a spelling detective?

Focus: 'ei' following the letter 'c'

#### How can we use alliteration?

Focus: words from the Year 5/6 word list

#### How do suffixes change meaning?

Focus: adding suffixes to words ending in *-fer*

#### Can I correct my own writing?

Focus: words from children's own writing

#### How do I use a hyphen?

Focus: use of the hyphen

#### How can syllables help?

Focus: words from the Year 5/6 word list

#### Where do words come from?

Focus: words ending in *-gue* and *-que*

#### Can we spot the pattern?

Focus: 'ch' makes 'k' sound; 'ch' makes 'sh' sound

#### What is proofreading?

Focus: words from the Year 5/6 word list

#### Can we spell some technical terms?

Focus: words from children's own writing:  
technical vocabulary

### Spring term

#### Can you remember some spelling rules?

Focus: review of work

#### Can you spot mistakes?

Focus: words from the Year 5/6 word list

#### Can you write your own passage?

Focus: words from the Year 5/6 word list

#### Which ending does it need?

Focus: revision of words ending in *-sure* and *-ture*

#### Which spelling should we use?

Focus: revision of 'ou' spells 'u', as in *trouble*

#### How do we make a 'living dictionary'?

Focus: words from children's own writing and

#### Can you choose the right endings?

Focus: review the role and use of suffixes

#### Can you be a suffix detective?

Focus: review the role and use of suffixes

#### Do you know the right ending?

Focus: revision of /shun/ endings

#### Do you know /shal/ and /shus/?

Focus: revision of /shal/ and /shus/ endings

#### Can you choose the right endings?

Focus: review of *-able/-ably* and *-ible/-ibly* endings

#### Can you add to the 'living dictionary'?

Focus: words from children's own writing and  
Year 3/4 word list

### Summer term

#### Do you remember the -ough string?

Focus: revise the use of the *-ough* letter string

#### Can you tell the difference?

Focus: review of homophones

#### Can you use an apostrophe?

Focus: review of the use of apostrophes

#### Who will be the Spelling Bee Champions?

Focus: a spelling bee, based on the Year 5/6 word list

#### What will the Spelling Test be like?

Focus: strategies for spelling in test conditions

#### Where do words come from?

Focus: etymology

#### Can you choose the right spelling?

Focus: 'ei', 'eigh' and 'ey'; 'ea'; 'aigh'

#### Can you spot the similarities?

Focus: etymology – words with the /s/ sound  
spelled 'sc'

#### Is it American or British?

Focus: etymology – American and British spelling

#### Can you understand txt spk?

Focus: *txtng* and *spng*: what are the rules?

#### Can you make a crossword?

Focus: a review of English technical vocabulary

#### Has your spelling improved?

Focus: personal end-of-year spelling review

\* Each focus is a weeks planning.

## Reading Overview

Implementation

KS1 Reading	KS2 Reading
<p data-bbox="640 373 842 408"><u>Phonics book</u></p> <p data-bbox="344 421 470 456"><b>Age 4–5</b> School Year: Reception Band: Lilac, Pink, Red, Yellow, Light Blue</p> <p data-bbox="344 555 470 590"><b>Age 5–6</b> School Year: 1 Band: Blue, Green, Orange</p> <p data-bbox="344 689 470 724"><b>Age 6 – 7</b> School Year: 2 Band: Turquoise, Purple, Gold, White</p> <p data-bbox="353 871 1128 995">Children take 2 books home. One book matched to their phonics ability and a free choice comprehension book from the same colour band.</p> <p data-bbox="344 1050 1128 1129">Children move onto Accelerated Reader after white books ( band 11) .</p>	<p data-bbox="1415 373 1706 408"><u>Accelerated reader</u></p> <p data-bbox="1169 469 1957 810">The children will sit an assessment which will give them a <b>Zone of Proximal Development (ZPD)</b> which defines the readability range from which students should be selecting books in order to achieve optimal growth in <b>reading</b> skills. Children will then complete a quiz after each book which will demonstrate when they are ready to move to the next ZPD.</p>

## Reading Overview



Implementation

Whole class guided reading – at least once a week  
Individual reading - 4 x a week.

### **Whole class guided reading**




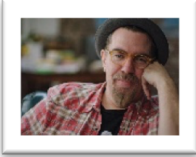


Instead of guided reading groups and a carousel of activities, pupils have reading lessons as a whole class.

These lessons are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion include a range of activities – not all of which have to have a written outcome – that enable pupils to develop their vocabulary and comprehension skills do not require you to group pupils by ability.







### **RIC reading lesson starters**

RIC starters are short tasks at the beginning of a whole-class reading session which help children practise the most important reading skills. RIC stands for retrieve, interpret and choice. These activities require children to read, watch, observe or listen to a stimulus, often a piece of media, and then answer some questions.

English - Year 1







	Autumn 1 Key Author	Autumn 2 Key Author	Spring 1 Key Author	Spring 2 Key Author	Summer 1 Key Author	Summer 2 Key Author
						
<b>Text</b>	<b>Shirley Hughes</b>	<b>Julia Donaldson</b>  <i>The Highway Rat</i> <i>The Guffalo</i> <i>The Gruffalo's child</i> <i>Zog</i> <i>Room on the Broom</i> <i>The smeds and smoos</i>	<b>Dr Suess</b>  <i>Cat in the hat</i> <i>Green eggs and Ham</i> <i>All the places you will go</i> <i>How the Grinch stole Christmas</i> <i>Fox in socks</i> <i>Horton hears a hoo</i>	<b>Drew Daywalt</b>  <i>The day the crayons quit</i> <i>The day the crayons came home</i> <i>The Crayon's Christmas</i> <i>Love from the crayon's</i>	<b>Anthony Browne</b>  <i>The Gorilla</i> <i>Into the forest</i> <i>Voices in the park</i> <i>Silly Billy</i>	<b>Allan Ahlberg</b>  <i>Funny bones</i> <i>Please Mrs Butler</i> <i>Burglar Bill</i> <i>Each Peach Pear Plum</i> <i>The jolly postman</i> <i>Mrs Wobble the waitress</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Descriptive Writing – sentences / paragraph</li> <li>• Traditional tale - COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure Story</li> </ul>	<ul style="list-style-type: none"> <li>• Fantasy Story</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive Narrative Story</li> <li>• Compare Stories</li> <li>• Descriptive Writing- COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional &amp; Ballad Poems</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Letters -Persuasive</li> <li>• Wanted Poster</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Explanation Text</li> <li>• Christmas Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Explanation Text</li> <li>• Diary - COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations</li> <li>• Wanted Posters</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Recounts</li> <li>• Explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Postcards</li> <li>• Instructions</li> <li>• Explanations</li> </ul>
<b>Drama /Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>• Perform as a character</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a Poem</li> <li>• Nativity Narration</li> </ul>	<ul style="list-style-type: none"> <li>• Act out a Story</li> </ul>	<ul style="list-style-type: none"> <li>• Read Story</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate Performances</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a Poem</li> </ul>

English - Year 2

	Autumn 1 Key text	Autumn 2 Author	Spring 1 Key text	Spring 2 Read, write, perform	Summer 1 Key text	Summer 2 Read, write, perform
						
<b>Text</b>	<b><i>Aesop's Fables</i></b> <i>The Fox and the Crow,</i> <i>The Hare and the</i> <i>Tortoise, The Boy who</i> <i>cried Wolf and The</i> <i>Goose that Laid the</i> <i>Golden Eggs.</i>	<b><i>Dick King Smith</i></b>  <i>The Hodgeheg</i>  <i>No. 49 Make a home</i> <i>for wildlife</i>	<b><i>Michael Rosen Poetry</i></b>	<b><i>Crazy Creatures</i></b>  <i>Non fiction texts</i>	<b><i>Twisted Tales</i></b> <i>The wolf story – what</i> <i>really happened to</i> <i>little Red Riding Hood.</i> <i>The true story of the</i> <i>three pigs</i> <i>The three little wolves</i> <i>and the big bad pig.</i>  <i>No. 11 Make a den in</i> <i>the woods</i>	<b><i>London's Burning</i></b>  <i>Non-fiction texts.</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Fables</li> <li>• Book Review</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure Story</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Poems</li> <li>• Shape Poems</li> <li>• Calligrams</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Traditional Tales – Pocahontas- COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional Story with a twist</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Rhyme- COJO</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Explanation Text</li> <li>• Letter</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Non – Chronological Report</li> <li>• Letter - COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Text</li> <li>• Recounts</li> </ul>	<ul style="list-style-type: none"> <li>• Non- Chronological Report</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Non-chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• News Report</li> <li>• Diary</li> <li>• Recounts</li> </ul>
<b>Drama / speaking opportunities</b>	<ul style="list-style-type: none"> <li>• Harvest Performance</li> <li>• Consider thoughts and feelings of characters</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Video</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a Poem</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Story</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• News Broadcast</li> </ul>





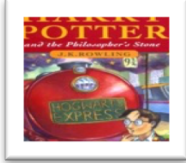



English - Year 3




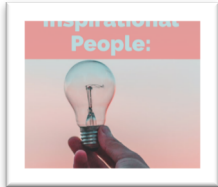


	<b>Autumn 1</b> Key text 	<b>Autumn 2</b> Read, write, perform 	<b>Spring 1</b> Meet the Author 	<b>Spring 2</b> Myths and Legends 	<b>Summer 1</b> Key text 	<b>Summer 2</b> Read, write, perform 
<b>Text</b>	<b><i>A bear called Paddington</i></b>	<b><i>Wish you were here</i></b>	<b><i>Sam Scott</i></b>	<i>Theseus and the Minotaur. King Midas Alfred the Great.</i>	<b><i>Jungle Book</i></b>	<b><i>Villainous Speech</i></b>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>Adventure Story</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Writing</li> <li>Myths and Legends – COJO</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story</li> <li>Character descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Myths and legends</li> <li>Play Scripts – COJO</li> </ul>	<ul style="list-style-type: none"> <li>Adventure Story</li> <li>Haiku / Kennings – Poetry</li> <li>Play Script</li> </ul>	<ul style="list-style-type: none"> <li>Character Descriptions</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Letter / Diary</li> <li>Explanation Text</li> </ul>	<ul style="list-style-type: none"> <li>Postcard</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Interviews (the author)</li> <li>Biography (of author)</li> <li>Influenced and inspirations</li> </ul>	<ul style="list-style-type: none"> <li>Explanation Text</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Non- Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Speech</li> <li>COJO – Advertisements</li> </ul>
<b>Drama / Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>Read Diary</li> <li>Intonation / pitch / tone</li> </ul>	<ul style="list-style-type: none"> <li>Green Screen Performance</li> <li>Remembrance Performance</li> </ul>	<ul style="list-style-type: none"> <li>Hotseat</li> <li>Tableau</li> </ul>	<ul style="list-style-type: none"> <li>Crawl Creator</li> </ul>	<ul style="list-style-type: none"> <li>Perform Haiku/ Kennings</li> <li>Engage the audience</li> </ul>	<ul style="list-style-type: none"> <li>Speech</li> <li>School Show</li> </ul>





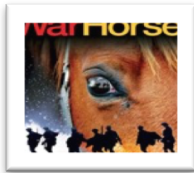



**English – CYCLE A**

	<b>Autumn 1</b> Key text 	<b>Autumn 2</b> Read, write, perform 	<b>Spring 1</b> Key text 	<b>Spring 2</b> Read, write, perform 	<b>Summer 1</b> Key text 	<b>Summer 2</b> Read, write, perform 
Text	<b>Joseph Coelho</b>  <i>Werewolf club rules</i> <i>Overheard in a tower block</i> <i>Nature poems</i> <i>How to write poems</i> <i>Poems aloud</i> <i>Zombierella</i>	<b>Battle Cry</b>	<b>Lewis Carroll Poetry</b>  <i>Jabberwocky</i>  <i>How doth thee little crocodile</i>	<b>The Storm</b>	<b>Harry Potter</b>	<b>Planet Earth</b>
Fiction Writing	<ul style="list-style-type: none"> <li>• Narrative Poems</li> <li>• Myths and Legends</li> </ul>	<ul style="list-style-type: none"> <li>• Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Nonsensical Poems</li> <li>• Figurative Language Poems</li> <li>• Kennings about Gorillas - COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Fantasy Story</li> <li>• Play Script</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and Legends – COJO</li> </ul>
Non – Fiction Writing	<ul style="list-style-type: none"> <li>• Non – Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Instructions</li> <li>• Non – Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Texts</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Text</li> <li>• Instructions / Rules</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Non – Chronological Report</li> </ul>
Drama / Speaking Opportunities	<ul style="list-style-type: none"> <li>• Perform Poem</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Remembrance Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Poem</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia Ebook</li> </ul>	<ul style="list-style-type: none"> <li>• Perform story</li> <li>• Perform a variety of stories considering mood and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate using imovie</li> </ul>

English – CYCLE B

	<b>Autumn 1</b> Key text 	<b>Autumn 2</b> Read, write, perform 	<b>Spring 1</b> Key text 	<b>Spring 2</b> Read, write, perform 	<b>Summer 1</b> Key text 	<b>Summer 2</b> Read, write, perform 
<b>Text</b>	<i>Macbeth</i>	<i>Radio Presenter</i>	<i>Meet the Author: Chris Cannaughton</i>	<i>Inspirational People</i>	<i>The Highway Man</i>	<i>Sports Manager</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Setting Description</li> <li>• Script Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other Cultures</li> </ul>		<ul style="list-style-type: none"> <li>• Descriptive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Classic/ Narrative Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Match/Game Report</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Letter</li> <li>• News report</li> <li>• Instructions / Explanations – COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Texts</li> <li>• Formal Report</li> <li>• Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews (the author)</li> <li>• Biography (of author)</li> <li>• Influenced and inspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Writing – COJO</li> <li>• Non- chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Plays Script</li> </ul>
<b>Drama / Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>• Use characterisation to explore complex issues</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Show</li> </ul>			<ul style="list-style-type: none"> <li>• Perform Poem</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Speech</li> </ul>

English – CYCLE C

	Autumn 1 Key text	Autumn 2 Read, write, perform	Spring 1 Key text	Spring 2 Read, write, perform	Summer 1 Key text	Summer 2 Read, write, perform
						
<b>Text</b>	<i>Oliver Twist</i>	<i>Ironbridge Tourist Information</i>	<i>Warhorse</i>	<i>Radio Presenter</i>	<i>Lady of Shallot</i>	<i>Dual Narrative – The Hunter.</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Historical Narrative</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Historical / Adventure Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Character Description/ Comparison.</li> <li>• Story Writing – <i>The Christmas Truce.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other Cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Poem</li> <li>• Haiku Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Wanted Poster</li> <li>• Balanced Argument</li> <li>• Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Leaflet / Brochure</li> <li>• Non – Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Chronological Report – <i>animals in war.</i></li> <li>• Diary</li> <li>• Biography – COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Scripts</li> <li>• Weather Report</li> <li>• Explanation Text</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Report – COJO</li> <li>• Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• News Report</li> </ul>
<b>Drama /Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>• Use characterisation to explore complex issues</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary</li> </ul>	<ul style="list-style-type: none"> <li>• Justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Show</li> </ul>	<ul style="list-style-type: none"> <li>• Perform improvised and scripted scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Podcast</li> </ul>



Implementation

# *Mathematics*

# Year R

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<b>Getting to know you</b> (Take this time to play and get to know the children!)  <a href="#">VIEW</a>			<b>Just like me!</b>  <a href="#">VIEW</a>			<b>It's me 1, 2, 3!</b>  <a href="#">VIEW</a>			<b>Light &amp; dark</b>  <a href="#">VIEW</a>		
Spring term	<b>Alive in 5!</b>  <a href="#">VIEW</a>			<b>Growing 6, 7, 8</b>  <a href="#">VIEW</a>			<b>Building 9 &amp; 10</b>  <a href="#">VIEW</a>			Consolidation		
Summer term	<b>To 20 and beyond</b>  <a href="#">VIEW</a>			<b>First, then, now</b>  <a href="#">VIEW</a>			<b>Find my pattern</b>  <a href="#">VIEW</a>			<b>On the move</b>  <a href="#">VIEW</a>		

# Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <p><b>Place value</b> (within 10)</p> <p>VIEW</p>					<p>Number</p> <p><b>Addition and subtraction</b> (within 10)</p> <p>VIEW</p>					<p>Geometry Shape</p> <p>VIEW</p>	<p>Consolidation</p>
Spring term	<p>Number</p> <p><b>Place value</b> (within 20)</p> <p>VIEW</p>	<p>Number</p> <p><b>Addition and subtraction</b> (within 20)</p> <p><b>NPP - Numberbonds</b></p> <p>VIEW</p>			<p>Number</p> <p><b>Place value</b> (within 50)</p> <p>VIEW</p>	<p>Measurement</p> <p><b>Length and height</b></p> <p>VIEW</p>	<p>Measurement</p> <p><b>Mass and volume</b></p> <p>VIEW</p>					
Summer term	<p>Number</p> <p><b>Multiplication and division</b></p> <p>VIEW</p>	<p>Number</p> <p><b>Fractions</b></p> <p>VIEW</p>	<p>Geometry Position and direction</p> <p>VIEW</p>	<p>Number</p> <p><b>Place value</b> (within 100)</p> <p>VIEW</p>	<p>Measurement Money</p> <p>VIEW</p>	<p>Measurement</p> <p><b>Time</b></p> <p>VIEW</p>	<p>Consolidation</p>					

# Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b>  <a href="#">VIEW</a>				Number <b>Addition and subtraction</b>  NPP - Numberbonds  <a href="#">VIEW</a>				Geometry <b>Shape</b>  <a href="#">VIEW</a>			
Spring term	Measurement <b>Money</b>  <a href="#">VIEW</a>	Number <b>Multiplication and division</b>  <a href="#">VIEW</a>				Measurement <b>Length and height</b>  <a href="#">VIEW</a>		Measurement <b>Mass, capacity and temperature</b>  <a href="#">VIEW</a>				
Summer term	Statistics  <a href="#">VIEW</a>		Number <b>Fractions</b>  <a href="#">VIEW</a>		Geometry <b>Position and direction</b>  <a href="#">VIEW</a>		Problem solving		Measurement <b>Time</b>  <a href="#">VIEW</a>			

# Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <p><b>Place value</b></p> <p><a href="#">VIEW</a></p>			<p>Number</p> <p><b>Addition and subtraction</b></p> <p><a href="#">VIEW</a></p>				<p>Number</p> <p><b>Multiplication and division</b></p> <p><a href="#">VIEW</a></p>				
Spring term	<p>Number</p> <p><b>Multiplication and division</b></p> <p><a href="#">VIEW</a></p>			<p>Measurement</p> <p><b>Length and perimeter</b></p> <p><a href="#">VIEW</a></p>			<p>Number</p> <p><b>Fractions</b></p> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <p><b>Mass and capacity</b></p> <p><a href="#">VIEW</a></p>			
Summer term	<p>Number</p> <p><b>Fractions</b></p> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <p><b>Money</b></p> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <p><b>Time</b></p> <p><a href="#">VIEW</a></p>			<p>Geometry</p> <p><b>Shape</b></p> <p><a href="#">VIEW</a></p>		<p><b>Statistics</b></p> <p><a href="#">VIEW</a></p>		<p><b>Consolidation</b></p>



# Years 4/5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	<p>Number</p> <h2>Place value</h2> <p><a href="#">VIEW</a></p>				<p>Number</p> <h2>Addition and subtraction</h2> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <h2>Area</h2> <p><a href="#">VIEW</a></p>	<p>Number</p> <h2>Multiplication and division</h2> <p><a href="#">VIEW</a></p>				<p>Consolidation</p>	
Spring term	<p>Number</p> <h2>Multiplication and division</h2> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <h2>Length and perimeter</h2> <p><a href="#">VIEW</a></p>		<p>Number</p> <h2>Fractions</h2> <p><a href="#">VIEW</a></p>				<p>Number</p> <h2>Decimals</h2> <p><a href="#">VIEW</a></p>				
Summer term	<p>Number</p> <h2>Decimals</h2> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <h2>Money</h2> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <h2>Time</h2> <p><a href="#">VIEW</a></p>		<p>Consolidation</p>		<p>Geometry</p> <h2>Shape</h2> <p><a href="#">VIEW</a></p>		<p>Statistics</p> <p><a href="#">VIEW</a></p>	<p>Geometry</p> <h2>Position and direction</h2> <p><a href="#">VIEW</a></p>	

# Years 4/5

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition and subtraction

VIEW

Measurement  
Area

VIEW

Number

Multiplication and division

Mental Maths (yr 4)

VIEW

Consolidation

Autumn term

Number

Place value

VIEW

Number

Addition and subtraction

VIEW

Number

Multiplication and division

VIEW

Number

Fractions A

VIEW

# Years 4/5

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Spring term

Number

**Multiplication and division**

[VIEW](#)

Measurement

**Length and perimeter**

[VIEW](#)

Number

**Fractions**

[VIEW](#)

Number

**Decimals**

[VIEW](#)

Spring term

Number

**Multiplication and division**

[VIEW](#)

Number

**Fractions B**

[VIEW](#)

Number

**Decimals and percentages**

[VIEW](#)

Measurement

**Perimeter and area**

[VIEW](#)

**Statistics**

[VIEW](#)

# Years 4/5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer term			Number <b>Decimals</b> VIEW	Measurement <b>Money</b> VIEW	Measurement <b>Time</b> VIEW		Consolidation	Geometry <b>Shape</b> VIEW		Statistics VIEW	Geometry <b>Position and direction</b> VIEW	

Summer term	Geometry <b>Shape</b> VIEW	Geometry <b>Position and direction</b> VIEW	Number <b>Decimals</b> VIEW	Number <b>Negative numbers</b> VIEW	Measurement <b>Converting units</b> VIEW	Measurement <b>Volume</b> VIEW
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# Year 5/6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b>  <a href="#">VIEW</a>		Number <b>Addition and subtraction</b>  <a href="#">VIEW</a>		Number <b>Multiplication and division</b>  <a href="#">VIEW</a>		Number <b>Fractions A</b>  <a href="#">VIEW</a>					
Autumn term	Number <b>Place value</b>  <a href="#">VIEW</a>	Number <b>Four operations</b>  NPP – Mental Maths (5/6)  <a href="#">VIEW</a>				Number <b>Fractions A</b>  <a href="#">VIEW</a>		Number <b>Fractions B</b>  <a href="#">VIEW</a>		Measurement <b>Converting units</b>  <a href="#">VIEW</a>		

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Spring term

Number

Multiplication and division

VIEW

Number

Fractions B

NPP - Fractions

VIEW

Number

Decimals and percentages

VIEW

Measurement

Perimeter and area

VIEW

Statistics

VIEW

Spring term

Number

Ratio

VIEW

Number

Algebra

VIEW

Number

Decimals

NPP - Decimals

VIEW

Number

Fractions, decimals and percentages

VIEW

Measurement

Area, perimeter and volume

VIEW

Statistics

VIEW

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Summer term

Geometry

---

**Shape**

VIEW

Geometry

---

**Position and direction**

VIEW

Number

---

**Decimals**

VIEW

Number

---

**Negative numbers**

VIEW

Measurement

---

**Converting units**

VIEW

Measurement

---

**Volume**

VIEW

Summer term

Geometry

---

**Shape**

VIEW

Geometry

---

**Position and direction**

VIEW

**NPP – SATs Maths**

Themed projects, consolidation and problem solving



Implementation

# *Computing*



# All Unit Summary

Predominant Area of Computing*		
	Computer Science	
	Information Technology	
		Digital Literacy

\*Most units will include aspects of all strands.

## Year 1

	Unit 1.1	Unit 1.2	Unit 1.3	Unit 1.4	Unit 1.5	Unit 1.6	Unit 1.7	Unit 1.8	Unit 1.9
	Online Safety & Exploring Purple Mash	Grouping & Sorting	Pictograms	Lego Builders	Maze Explorers	Animated Story Books	Coding	Spreadsheets	Technology outside school
Number of lessons	4	2	3	3	3	5	6	3	2
Main tool			2Count		2Go	2Create A Story	2Code	2Calculate	

## Year 2

	Unit 2.1	Unit 2.2	Unit 2.3	Unit 2.4	Unit 2.5	Unit 2.6	Unit 2.7	Unit 2.8
	Coding	Online Safety	Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Number of lessons	6	3	4	5	3	5	3	4
Main tool	2Code		2Calculate	2Question 2Investigate		2Paint A Picture	2Sequence	

## Year 3

	Unit 3.1	Unit 3.2	Unit 3.3	Unit 3.4	Unit 3.5	Unit 3.6	Unit 3.7	Unit 3.8	Unit 3.9
	Coding	Online safety	Spreadsheets	Touch Typing	Email (inc. email safety)	Branching Databases	Simulations	Graphing	Presenting
Number of lessons	6	3	3	4	6	4	3	3	5/6*
Main tool	2Code		4 lessons for Crash Course 2Calculate	2Type	2Email	2Question	2Simulate	2Graph	PowerPoint or Google Slides

\*Platform dependent

## Year 4

	Unit 4.1	Unit 4.2	Unit 4.3	Unit 4.4	Unit 4.5	Unit 4.6	Unit 4.7	Unit 4.8	Unit 4.9
	Coding	Online Safety	Spreadsheets	Writing for Different Audiences	Logo	Animation	Effective Searching	Hardware Investigators	Making Music
Number of lessons	6	4	6	5	4	3	3	2	4
Main tool	2Code		2Calculate		2Logo	2Animate			Busy Beats

## Year 5

	Unit 5.1	Unit 5.2	Unit 5.3	Unit 5.4	Unit 5.5	Unit 5.6	Unit 5.7	Unit 5.8
	Coding	Online Safety	Spreadsheets	Databases	Game Creator	3D Modelling	Concept Maps	Word Processing
Number of lessons	6	3	6	4	5	4	4	8
Main tool	2Code		2Calculate	2Investigate	2DIY 3D	2Design & Make	2Connect	MS Word or Google Docs

## Year 6

	Unit 6.1	Unit 6.2	Unit 6.3	Unit 6.4	Unit 6.5	Unit 6.6	Unit 6.7	Unit 6.8	6.9
	Coding	Online Safety	Spreadsheets	Blogging	Text Adventures	Networks	Quizzing	Understanding Binary	Spreadsheets
Number of lessons	6	2	5	4	5	3	6	4	8
Main tool	2Code		2Calculate	2Blog			2Quiz		Excel or Google Sheets



Implementation

# ***Modern Foreign Languages***

# French Curriculum overview

	Year 1 & 2	Year 3	Year 4/5/6
<b>Autumn</b>			
<i>Autumn 1</i>	About me	How I look	Useful phrases
<i>Autumn 2</i>			Going to school
<b>Spring</b>			
<i>Spring 1</i>	Hobbies and pets	Animals	Weather
<i>Spring 2</i>			Clothes and shopping
<b>Summer</b>			
<i>Summer 1</i>	Where I live	Food and drinks	On the way to school
<i>Summer 2</i>			Healthy lifestyle



Implementation

***P.E***



# Physical Education Overview



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	<p>Introduction to PE : Unit 1</p> <p>Fundamentals : Unit 1</p>	<p>Introduction to PE : Unit 2</p> <p>Fundamentals : Unit 2</p>	<p>Ball Skills : Unit 1</p> <p>Gymnastics: Unit 1</p> <p>+</p>	<p>Ball Skills : Unit 2</p> <p>Gymnastics : Unit 2</p> <p>+</p>	<p>Games : Unit 1</p> <p>Dance : Unit 1</p> <p>+</p>	<p>Games : Unit 2</p> <p>Athletics</p> <p>+</p>
	<p>Fundamentals</p> <p>Target Games</p> <p>+</p>	<p>Sending and Receiving</p> <p>Fundamentals</p> <p>+</p>	<p>Ball Skills</p> <p>Gymnastics</p> <p>+</p>	<p>Ball Skills</p> <p>Gymnastics</p> <p>+</p>	<p>Net and Wall</p> <p>Dance</p> <p>+</p>	<p>Striking and Fielding</p> <p>Athletics</p> <p>Dance</p> <p>+</p>
Year 2	<p>Ball Skills</p> <p>Fundamentals</p> <p>+</p>	<p>Sending and Receiving</p> <p>New Age Kurling</p> <p>+</p>	<p>Fitness</p> <p>Gymnastics</p> <p>Dance</p>	<p>Invasion</p> <p>Gymnastics</p> <p>+</p>	<p>Target Games</p> <p>Net and Wall</p> <p>+</p>	<p>Athletics</p> <p>Striking and Fielding</p> <p>+</p>



# Physical Education Overview



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	<p>Ball Skills Y3/4</p> <p>Fundamentals Y3/4</p> <p>+</p>	<p>Sending and Receiving</p> <p>New Age Kurling</p> <p>Dance</p> <p>+</p>	<p>Fitness</p> <p>Gymnastics</p> <p>+</p>	<p>Invasion</p> <p>Gymnastics</p> <p>+</p>	<p>Target Games</p> <p>Net and Wall</p> <p>+</p>	<p>Athletics</p> <p>Striking and Fielding</p> <p>+</p>
Year 4	<p>Basketball</p> <p>Football</p> <p>Dance</p> <p>+</p>	<p>Hockey</p> <p>New Age Kurling</p> <p>+</p>	<p>Fitness</p> <p>Gymnastics</p> <p>+</p>	<p>Netball</p> <p>Badminton Y5/6</p> <p>+</p>	<p>Tennis</p> <p>Cricket</p> <p>+</p>	<p>Athletics</p> <p>Rounders</p> <p>+</p>
Year 5	<p>Basketball</p> <p>Football</p> <p>Swimming</p> <p>+</p>	<p>Hockey</p> <p>New Age Kurling</p> <p>Swimming</p> <p>+</p>	<p>Fitness</p> <p>Gymnastics</p> <p>+</p>	<p>Netball</p> <p>Badminton Y5/6</p> <p>Dance</p> <p>+</p>	<p>Tennis</p> <p>Cricket</p> <p>+</p>	<p>Athletics</p> <p>Rounders</p> <p>+</p>
Year 6	<p>Basketball</p> <p>Football</p> <p>+</p>	<p>Hockey</p> <p>New Age Kurling</p> <p>+</p>	<p>Fitness</p> <p>Gymnastics</p> <p>+</p>	<p>Netball</p> <p>Badminton Y5/6</p> <p>+</p>	<p>Tennis</p> <p>Cricket</p> <p>Dance</p>	<p>Athletics</p> <p>Rounders</p> <p>+</p>



Implementation

***P.H.S.E***





Managing Self	Lessons
<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) It's all about... taking part!</li> </ul>	Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star'
<ul style="list-style-type: none"> <li>• Explain the reasons for rules, now right from wrong and try to behave accordingly (ELG) It's all about... taking part!</li> </ul>	Lesson 5 'What a Problem' Lesson 25 'Litter Bug'
<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) It's all about... being smart!</li> </ul>	Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'

Self-Regulation	Lessons
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) It's all about... having heart!</li> </ul>	Lesson 2 'Nan's House' Lesson 13 'Bully Boy' Lesson 20 'The New Pet'
<ul style="list-style-type: none"> <li>• Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) It's all about... being smart!</li> </ul>	Lesson 10 'Rainy Days'
<ul style="list-style-type: none"> <li>• Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG) It's all about... being smart!</li> </ul>	Lesson 18 'A Piece of Cake'

Building Relationships	Lessons
<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others (ELG) It's all about... taking part!</li> </ul>	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'
<ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers (ELG) It's all about... having heart!</li> </ul>	Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'
<ul style="list-style-type: none"> <li>• Show sensitivity to their own and to others' needs (ELG) It's all about... being smart!</li> </ul>	Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'

# Year One Overview

<b>Autumn 1</b>	<p>Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ...</p> <p>Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter</p> <p>Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety</p> <p>Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends</p> <p>Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends</p> <p>Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!</p>
<b>Autumn 2</b>	<p>Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude!</p> <p>Core Theme 1 Unit 4 LESSON 1: Happiness - Smile!</p> <p>Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr!</p> <p>Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel</p> <p>Core Theme 2 Unit 1 LESSON 2: Responses - You and Me</p> <p>Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub!</p> <p>Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green!</p> <p>Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters</p> <p>Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time!</p> <p>Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical!</p> <p>Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same</p>
<b>Spring 2</b>	<p>Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is...</p> <p>Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game</p> <p>Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is...</p> <p>Core Theme 2 Unit 2 LESSON 4: Behaviour - + and -</p> <p>Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise</p> <p>Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help</p>
<b>Summer 1</b>	<p>Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little</p> <p>Core Theme 2 Unit 4 LESSON 5: Family - My Family</p> <p>Core Theme 2 Unit 4 LESSON 6: Family - Special People</p> <p>Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants</p> <p>Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers</p> <p>Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty</p>
<b>Summer 2</b>	<p>Core Theme 1 Unit 5 LESSON 1: Sun Safety - It's a Cover Up!</p> <p>Core Theme 1 Unit 5 LESSON 2: Road Safety - Green X Code</p> <p>Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees?</p> <p>Core Theme 3 Unit 3 LESSON 2: Money - Coining it in!</p> <p>Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe</p>

## Year Two Overview

<p><b>Autumn 1</b></p>	<p>Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour!            Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike            Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair!            Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals            Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ...            Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club!            Core Theme 1 Unit 5 LESSON 7: Staying Safe – I Don't Know You</p>
<p><b>Autumn 2</b></p>	<p>Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right            Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad            Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!            Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation            Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play?            Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!</p>
<p><b>Spring 1</b></p>	<p>Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time            Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips            Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up!            Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White            Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth            Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine</p>
<p><b>Spring 2</b></p>	<p>Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls            Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits            Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up            Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need            Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles            Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!</p>
<p><b>Summer 1</b></p>	<p>Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me!            Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes            Core Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby!            Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area            Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care            Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?</p>
<p><b>Summer 2</b></p>	<p>Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings            Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words            Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope            Core Theme 3 Unit 3 LESSON 4: Money - Shopping List            Core Theme 3 Unit 3 LESSON 5: Choices - This or That?            Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den</p>

## Year Three Overview

<b>Autumn 1</b>	<p>Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat            Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar            Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection            Core Theme 3 Unit 1 LESSON 1: Rules – I’m In Charge!            Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning            Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time</p>
<b>Autumn 2</b>	<p>Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features            Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time            Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out            Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs            Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost!            Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am!            Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds            Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One            Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams</p>
<b>Spring 2</b>	<p>Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot Dot Dash            Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up!            Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community            Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap</p>
<b>Summer 1</b>	<p>Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown!            Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap            Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call            Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999            Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!</p>
<b>Summer 2</b>	<p>Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define:Healthy            Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids?            Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice            Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game            Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up            Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places</p>

## Year Four Overview

<b>Autumn 1</b>	<p>Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s Personal            Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage            Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits            Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers</p>
<b>Autumn 2</b>	<p>Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration            Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel!            Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience – Don’t Give Up            Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over            Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal?            Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act            Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef            Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall</p>
<b>Spring 2</b>	<p>Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts            Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable            Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind            Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes</p>
<b>Summer 1</b>	<p>Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That            Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock!            Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me            Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal!            Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream</p>
<b>Summer 2</b>	<p>Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains            Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree            Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings            Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside            Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars            Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices</p>



## Year Five Overview

<b>Autumn 1</b>	<p>Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ...</p> <p>Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge</p> <p>Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights</p> <p>Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business</p> <p>Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No!</p> <p>Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware</p>
<b>Autumn 2</b>	<p>Core Theme 1 Unit 4 LESSON 1: Death and Grief – It's Natural</p> <p>Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies</p> <p>Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War</p> <p>Core Theme 3 Unit 2 LESSON 1: Community Event – We're Cultured!</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What's Puberty?</p> <p>Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose!</p> <p>Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke</p> <p>Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let's Be Frank</p>
<b>Spring 2</b>	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional</p> <p>Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info</p> <p>Core Theme 2 Unit 1 LESSON 2: Listening – I'm All Ears!</p> <p>Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios</p>
<b>Summer 1</b>	<p>Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters</p> <p>Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team</p> <p>Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars</p> <p>Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive</p>
<b>Summer 2</b>	<p>Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble</p> <p>Core Theme 2 Unit 2 LESSON 2: Shared Goals – It's All Go!</p> <p>Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In</p> <p>Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips</p>

## Year Six Overview

<p><b>Autumn 1</b></p>	<p>Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams            Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers            Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’            Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That!            Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News</p>
<p><b>Autumn 2</b></p>	<p>Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States?            Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All            Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast</p>
<p><b>Spring 1</b></p>	<p>Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh!            Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch            Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...</p>
<p><b>Spring 2</b></p>	<p>Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds            Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business            Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections</p>
<p><b>Summer 1</b></p>	<p>Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket            Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms            Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!</p>
<p><b>Summer 2</b></p>	<p>Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money            Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money</p>

# Sex & Relationships Education

Lesson Order:	Lesson Title	Year Group	To be Delivered
Lesson 1	Forming Relationships	Year 6	Autumn 1
Lesson 2	Healthy Relationships	Year 6	Summer 2
Lesson 3	Sexual Relationships	Year 6	Summer 2
Lesson 4	Gender Issues	Year 6	Summer 2



# Year 6 Transition Curriculum

Week 1	<b>COMMANDO JOE: OPERATION NEW BEGINNINGS</b>
Week 2	
Week 3	 <p>The logo features the text 'be awesome big GO' in a playful, rounded font. The word 'big' is significantly larger and colored orange. A person in a blue shirt is climbing the left side of the 'B', and another person is jumping towards the bottom right of the 'G'. The word 'GO' is in a smaller, grey font above the 'big'. The text 'The PPK, Chuo Ltd in partnership with Hacemta, UK' is written vertically on the right side.</p>
Week 4	
Week 5	
Exit Resource	 <p>The logo features the text 'SPREAD THE HAPPINESS' in a colorful, bubbly font. The words are arranged in a slight arc. There are several colorful stars and dots in blue, yellow, orange, and green scattered around the text.</p>
Year 7 and beyond	<b>Monthly Keeping In Touch Visits</b>



Implementation

***Character Education,  
Science, History,  
Geography, Art, RE, Music,  
Design & Technology***

**An interleaved and spaced curriculum**

**RE in EYFS will prepare children for the multi-disciplinary approach.**

Pupils begin to explore religion and non-religious worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

**Christianity and Judaism**

<b>Theology:Thinking through believing</b>	<b>Philosophy:Thinking through thinking</b>	<b>Human/Social Sciences:Thinking through living</b>
<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• What does this <i>religious word</i> mean? How do we say this <i>religious word</i>?</li> <li>• What is this religious story about? Why might people tell this story?</li> <li>• What does the word 'God' mean?</li> <li>• What is a belief</li> <li>• Why is this sacred book important?</li> </ul>	<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• What puzzles you?</li> <li>• Is it real?</li> <li>• What is right? What is wrong? What is 'good'?</li> <li>• What do we mean by true?</li> </ul>	<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• How do people celebrate?</li> <li>• What might people use this artefact for?</li> <li>• What ceremonies and festivals have you taken part in?</li> <li>• What happens in [place of worship]?</li> <li>• What do these symbols mean?</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise simple religious beliefs or teachings.</li> <li>• Talk about some aspects of a religious or belief story.</li> <li>• Introduce key theological vocabulary such as 'God'.</li> <li>• Recreate religious and belief stories through small world play.</li> <li>• Talk about sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>• Raise puzzling and interesting questions about religious and belief stories.</li> <li>• Raise puzzling and interesting questions about the world around them.</li> <li>• Talk about what concerns them about different ways in which people behave.</li> <li>• Say what matters to them or is of value.</li> <li>• Use their senses to investigate religion and belief.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple features of religious life and practice in a family context.</li> <li>• Recognise a number of religious words.</li> <li>• Know where some religious worldviews originated</li> <li>• Name some religious symbols.</li> <li>• Name some religious artefacts.</li> <li>• Talk about religious events that they see or hear about e.g. festivals, ceremonies.</li> <li>• Talk about what people wear because of their beliefs.</li> <li>• Visit a local place of worship.</li> <li>• Talk to someone who holds a particular religious or non-religious belief.</li> </ul>

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<b>Christianity, Judaism and Hinduism</b>					
<b>1</b>	<b>Christianity, Hinduism, Judaism</b>	How does a celebration bring a community together? <b>Judaism, Christianity</b>	What does the cross mean to Christians? <b>Christianity</b>		How did the universe come to be? <b>Hinduism, Christianity, Humanism</b>
<b>2</b>	Why is light an important symbol for Christians Jews and Hindus? <b>Christianity, Judaism, Hinduism</b>	What does the nativity story teach Christians about Jesus? <b>Christianity</b>		How do Jewish people celebrate Passover (Pesach)? <b>Judaism</b>	What does it mean to say God became human? <b>Multi/ Humanism</b>
<b>Christianity, Islam, Buddhism and Humanism</b>					
<b>3</b>		What is the Trinity? <b>Christianity</b>	What is philosophy? How do people make moral decisions? <b>Christianity/Humanism</b>	What do Muslims believe about God? <b>Islam</b>	How do beliefs shape identity for Muslims? <b>Islam</b>
<b>4</b>	Where do Christian religious beliefs come from? <b>Christianity</b>	What do we mean by truth? Is seeing believing? <b>Multi, including Sikh views on God as truth</b>	How do religious groups contribute to society and culture? <b>Christianity/Islam, including Hinduism</b>		What does sacrifice mean? <b>Multi/Humanism</b>
<b>5</b>	Is believing in God reasonable? <b>Multi/Humanism</b>	How has belief in Christianity/Islam _____ impacted on music and art through history? <b>Christianity/Islam</b>	What can we learn about the world and the meaning of life from the great philosophers? <b>Buddhism/Christianity</b>	What difference does the resurrection make to Christians? <b>Christianity</b>	
<b>6</b>	How and why does religion bring peace and conflict? <b>Multi</b>	How do Buddhists _____ explain the suffering in the world? <b>Buddhism</b>	What does it mean to be human? Is being happy the greatest purpose in life? <b>Humanism/Christianity</b>	Creation or science: conflicting or complementary? <b>Christian/Humanism</b>	

Year 1 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Week 1	Wellbeing	My World	Feelings, Healthy, Relax	<a href="#">NPP Superheroes</a>
Week 2	Science	Sound	Ears, Hear, Sound, High, Low, Questions	
Week 3	Music	Hey You!	Pulse, Rhythm, Pitch, Singer	
Week 4	Art and Design	Portraits	Paint, Tones, Self-portrait, Contours	Art and Design
Week 5	Geography	Mapping the World	Place, Map, Atlas, World, Compass, North, East, South, West	<a href="#">NPP Maps</a> <a href="#">No. 18 Have a conker fight</a>
Week 6	Religious Education	Christianity, Hinduism, Judaism <i>What do my senses tell me about the world of religion and belief?</i>	Belief, reason, religion, sense, worship	
Week 7	COJO	Arthur Wharton <i>'The Football Legend'</i>	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	
<b>Autumn 2</b>				
Week 1	History	Rosa Parks	Past, Present, Future, Law, Segregation	<a href="#">NPP – Mary Seacole</a>
Week 2	Science	Light	Light, Dark, Electric, Answers	
Week 3	Art and Design	Weather	Landscape, Romantic, textured	<a href="#">NPP – Weather (EYFS)</a>
Week 4	Geography	United Kingdom: England	Country, United Kingdom, Archipelago, Human features, Physical features	<a href="#">VR Geography – Europe - UK</a>
Week 5	Design and Technology	Mechanisms: Wheels and axles	Mechanism, design, test, wheel, axel, diagnose	Car Exhibit Visit – Barnards Farm
Week 6	Religious Education	Judaism, Christianity <i>How does a celebration bring together a community?</i>	Celebration, Christian, Christmas, community, Easter, Eid-ul-Adha, Eid-ul-Fitr, festival, Hanukah, Muslim, Religion	
Week 7	Music	Rhythm In the Way we walk and the Banana rap	Rap, Improve, Compose, Melody, Reggae	

## Year 1 (Milestone 1)

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Spring 1</b>				
Week 1	Secrets of Success	Learning to Learn	Goal, Listen, Rules	
Week 2	Geography	United Kingdom: Scotland	Locate, City, Village, Town	VR Geography – Europe – UK
Week 3	Music	In the Groove	Latin, Irish Folk, Funk, Pulse, Rhythm	
Week 4	Science	Habitats	Habitats, Woodland, Pond, Dessert, Equipment	NPP Habitats Woodland Visit No. 23 Plant a tree No.34 Plant it. Grow it, Eat it No.44 Go Bird Watching
Week 5	COJO	Lion and me 'Circle of Life'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork, Stampede, Habitat, Terrain, Territory	
<b>Spring 2</b>				
Week 1	Design and Technology	Structures: Constructing a Windmill	Windmill, turbine, construct, template	
Week 2	Art and Design	In the Dark of the Night	Tones, Symbolise, Expressive, Visual	
<b>Week 3</b>	History	Neil Armstrong & The Moon Landing	Exploration, Observe , Recent, Timeline	NPP Neil Armstrong
Week 4	Science	Earth and Space	Summer, Spring, Autumn, Winter, Sun, Day, Moon, Results	British Science Week NPP Seasons VR – Physics – Space 3D
Week 5	Religious Education	Christianity <i>What does the cross mean to Christians?</i>	Christian, Cross, Crucifixion, Jesus, Resurrection, Salvation	
Week 6	COJO	Traditional Tales 'Once upon at time'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	

Year 1 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Summer 1</b>				
Week 1	Design and Technology	Textiles: Puppets	Fabric, textile, join, design	No. 48 Have a Teddy Bears Picnic
Week 2	Geography	United Kingdom: Wales	Surrounding, Environment, Characteristic	VR Geography – Europe – UK
Week 3	Science	Plants	Leaves, Flowers, Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem, Observe	NPP Plants Visit Hyde Hall VR – Biology - plants
Week 4	Art and Design	The Beauty of Flowers	Visual, Symmetrical, Charcoal, Abstract	Hyde Hall Visit
Week 5	History	Florence Nightingale	Legacy, Significant, Change	NPP – Florence Nightingale
Week 6	COJO	Steve Backshall 'A Walk on the Wildside'	Mission, Expedition, Endangered, Zoologists, Character attributes, Species.	
<b>Summer 2</b>				
Week 1	History	Queen Victoria	Decade, Coronation, Monarch, Government	
Week 2	Art and Design	Food	Experiment, Effect, Baroque, Layers	
Week 3	Science	Living Things	Living, Dead, Alive, Sort	NPP Humans/Animals VR - Biology
Week 4	Music	Your Imagination	Groove, Audience, Imagination.	
Week 5	Geography	United Kingdom: Northern Ireland	Rural, Countryside, Investigate	VR Geography – Europe – UK & Ireland
Week 6	Religious Education	Hinduism, Christianity, Humanism <i>How did the universe come to be?</i>	Brahma, care, Christian, creation, God, Hindu, origin, universe, Vishnu	
Week 7	Art and Design	At the Seaside	Inspiration, Artist, Brush, Create, Impressionist	Seaside Visit NPP – Seaside (EYFS)

Year 2 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Week 1	Learning to Learn		Emotions, Empathy, Growth Mind-set	NPP Mental Health
Week 2	Music	Hands, Feet, Heart	Rhythm, Pitch, Improvise, Compose,	
Week 3	Art and Design	Weather	Texture, Technique, Landscape, Palette knife	NPP – Weather (EYFS)
Week 4	Geography	Weather	Atmosphere, Weather, Seasonal, Symbols	No. 27 Fly a kite
Week 5	COJO	Harriet Tubman 'The fight for Equality'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	
Week 6	Religious Education	Christianity, Hinduism, Judaism <i>Why is light an important symbol for Christians Jews and Hindus?</i>	Diwali, Havdalah, Menorah, Shabbat, Symbolism, Worship	
Week 7	Performers	Harvest Festival	Audience, Purpose, Script, Expression	No. 9 Go fruit picking / foraging No. 10 Cook a meal. No. 18 Have a conker fight
<b>Autumn 2</b>				
Week 1	History	The Gunpowder Plot	Parliament, Treason, Democracy, Century	NPP – Guy Fawkes
Week 2	Design and Technology	Structures: Baby Bear's Chair	Materials, strengthening, reinforce, stability	
Week 3	Art and Design	Scenes of the Sea	Line, Primary colours, Secondary colours, Seascape	Coastal Visit No. 3 Walk on the beach bare foot. No. 16 Go crabbing. No. 17 Rock pool No.47 Do a litter pick
Week 4	Geography	Climate	Temperature, Polar, Equator, Climate	NPP Arctic
Week 5	COJO & History	The Queen 'The Longest Reign' Queen Elizabeth II	Decade, Century, Monarch, Coronation, Commonwealth	
Week 6	Science	Electricity	Series, Circuit, Bulb, Switch, Battery, Wire, Gather	
Week 7	Music	Ho Ho Ho	Audience, Question, Answer, Melody, Pulse	
	Religious Education	Christianity <i>What does the nativity story teach Christians about Jesus?</i>	Advent, Christmas, Incarnation, Jesus, Nativity, Salvation, Son of God, Thankfulness	No. 46 Carry out a random act of kindness



**Year 2 (Milestone 1)**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Spring 1</b>				
Week 1	Science	Animals and Humans	Survival, Water, Air, Food, Adult, Baby, Offspring, Hygiene, Identify	<a href="#">NPP - Humans</a> <a href="#">No.44 Go Bird Watching</a> <a href="#">No.45 Care for an animal</a> <a href="#">No.37 Walk a dog</a>
Week 2	Science	Animals and Humans	Amphibians, Reptiles, Mammals, Carnivores Herbivores, Omnivores, Classify	<a href="#">VR Biology – Animals &amp; Animals 3D</a> <a href="#">VR Biology – Human Anatomy</a> <a href="#">VR Biology – Skulls and Skeletons</a> <a href="#">NPP Animals</a>
Week 3	Art and Design	In the Jungle	Explore, Method, Foreground, Background, Contrast	Colchester Zoo Visit
Week 4	Geography	Australia	Inland, Remote, Plateau, Settlement, Coast	<a href="#">No. 22 Taste food from other cultures</a>
Week 5	Music	Zootime	Reggae, Dynamics, Tempo, Rhythm	
<b>Spring 2</b>				
Week 1	History	The invention of Radio	Influential, Communicate	Chelmsford Museum
Week 2	Design and Technology	Mechanisms: Fairground Wheel	Wheel, material, assemble, frame, rotate	
Week 3	COJO	Pocahontas 'Troubles in the tribe'	Navigate, Comrade, Mission, Tribe, Heroine, Journey, Explorer	
Week 4	History	Grace Darling	Heroine, Design and Technology, ship, gallantry,	
Week 5	Geography	Describing Map the World 2	Compass, North, South, East, West Axis, equator, hemisphere	<a href="#">NPP - Maps</a>
Week 6	Religious Education	Judaism <i>How do Jewish People Celebrate Passover?</i>	Matzah bread, Moses, Passover, Pesach, Seder plate	<a href="#">No. 22 Taste food from other cultures</a>

**Year 2 (Milestone 1)**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Summer 1</b>				
Week 1	Geography	Continents and Oceans	Ocean, Continent, Species	
Week 2	Design and Technology	Textiles: Pouches	Pouch, running stitch, decoration	No. 36. Visit an old people's home/ No 38. Host a social event for senior citizens
Week 3	Science	Forces	Push, Pull, Force, Movement, Gravity, Direction, Evidence	VR Physics – Forces & Motion
Week 4	Geography	London	Capital City, Population, Cultural, Government	1. Travel on a train 2. Go sightseeing in London
Week 5	History	The Great Fire of London	Eye Witness, Extract	No. 40 Light a fire
Week 6	COJO	Samuel Pepys 'London's Burning'	Primary Source, Evidence , Evacuate, Ferocity, Civilians, Extinguish	NPP Great Fire of London
<b>Summer 2</b>				
Week 1	Religious Education	Multi/Humansism <i>What does it mean to Say God became human?</i>	Agnostic, Allah, Atheist, Brahman, God, Humanist, Theist	
Week 2	Art and Design	Love of Landscape	Landscape, Shadow, Tint, Blend	Thetford No. 42. Climb a tree
Week 3	Design and Technology	Food: A balanced diet	Combination, ingredient, categorise	No. 34 Plant it, grow it, eat it. No. 48 Teddy bears picnic NPP – Healthy living
Week 4	Music	I want to play in a band	Dynamics, Tempo, Perform/Performance, Glockenspiel	
Week 5	History	The Plague (Black Death)	Ancient, Recount, Chronicles	
Week 6	Geography	Extreme Weather	Heatwave, drought, flood, blizzard	
Week 7	Design and Technology	Mechanisms: Making a moving Monster	Lever, linkage, pivot	

Year 3 (Milestone 2)

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Week 1	Science	Light • Look at sources, seeing, reflections and shadows. • Explain how light appears to travel in straight lines and how this affects seeing and shadows.	Reflections, Shadows, Reflective, Prediction, Observations	VR Physics – Sources of lights The Northern Lights
Week 2	Music	Glockenspiel Stage 1	Structure, Intro/Introduction, Verse, Chorus	Recycling Week – NNP- Recycling
Week 3	Art and Design	Abstract Art	Abstract, Geometrical, Spectrum, Hues, Gouache	No. 25 Visit an Art Gallery
Week 4	History	Ancient Egypt	Ancient, BCE, Historical source, Archaeologists, Excavate	NPP Ancient Egypt NPP 10 Plagues VR History – Ancient Egypt
Week 5	COJO	Tutankhamun 'The Man behind the Mask'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	
Week 6	Geography	Landscapes	Summit, Magma, Tectonics plates, Landforms	
Week 7	Geography	Earthquakes and Volcanoes	Erupt, Dormant, Collison, Meteoric	NPP Natural Disasters
<b>Autumn 2</b>				
Week 1	Performers	Remembrance	Audience, Purpose, Script, Expression	NPP WWII
Week 2	COJO	'Ed Stafford' Walking The Amazon	Amazon, Rainforest, Adventurer, Determination, Multitude	NPP Rainforests
Week 3	Music	Three Little Birds	Backing vocals, Hook, Riff, Melody, Reggae	No 44. Bird Watching
Week 4	Design and Technology	Constructing a castle	Castle, structure, curtain wall	Leeds Castle
Week 5	Science	Electrical Systems: Static Electricity	Static, electricity, electrostatic	NPP Electricity
Week 6	Religious Education	Christianity <i>What is the trinity?</i>	Baptism, Father, Gospel, Holy Spirit, Incarnation, Son, symbol, Trinity	
Week 7	Design and Technology	Food: Eating Seasonally	Climate, seasonal	No. 34 Plant it, Grow It, Eat it

**Year 3 (Milestone 2)**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Spring 1</b>				
Week 1	Secrets of Success	Learning to Learn	Practise, Succeed, Successful	
Week 2	Religious Education	Christianity/Humanism <i>What is Philosophy? How do people make moral decisions?</i>	Humanism, logical, moral, morality, philosophy	NPP Anti-bullying No29 Engage in philosophy
Week 3	History	The Roman Empire	Earth, Sun, Moon, Axis, Rotation, Orbit, Enquiry	NPP Roman Britain VR History - Ancient Rome
Week 4				
Week 5	Art and Design	Myths and Legends	Cause, Consequence, Conquered, Empire, Emperor	
<b>Spring 2</b>				
Week 1	Geography	Transport	Transport, means, journey, destination, mode,	Day of Travel
Week 2	COJO	Ernest Shackleton 'Endurance'	Terrain, Remote, Pioneer, Exploration, Endurance	Visit maritime Museum No4 Learn First Aid
Week 3	Science	Earth and space • Look at the movement of the Earth and the Moon.	Congestion, Pollution, Networks, International, Destination	NPP Mission to Mars VR – Physics – Space 3D & Space & The Sky at Night
Week 4	Music	Dragon Song	Pentatonic scale, Imagination, Pitch, Tempo	
Week 5	Design and Technology	Mechanical Systems: Pneumatic Toys	Pneumatic, system, assemble, component	
Week 6	Science	Plants • Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	Water transportation, Life cycle, Seed dispersal, Growth, Nutrients, Reproduction, Transportation, Pollination, Conclusion	NPP Plants No23 Plant a tree

**Year 3 (Milestone 2)**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Summer 1</b>				
Week 1	Design and Technology	Textiles: Cushions	Sew, cross stitch, applique	
Week 2	Science	Animals and humans • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans. • Look at teeth.	Muscle, Skelton, Digestive system, Bones, Nutrients	<a href="#">No. 4 Learn First Aid</a>
Week 3			Vertebrates, Invertebrates, Fair test	
Week 4	Art and Design	Animals	Layers, Masterpiece, Credited, Form	
Week 5	History	Vikings	Locality, Primary sources, Secondary sources, Medieval	<a href="#">NPP Vikings</a>
Week 6	Religious Education	Isalam <i>What do Muslims Believe about God?</i> <i>How do beleifs shape identity for Muslims?</i>	Allah, Muhammad, Muslim, Prophet, Qur'an, Recitation, Revelation, Shahadah, Tawhid	<a href="#">NPP The Five Pillars</a> <a href="#">VR – Islamic Cenotaph (search)</a> Visit a Mosque <a href="#">50. Visit a place of worship</a>
<b>Summer 2</b>				
Week 1	COJO	Nellie Bly 'Around the World in 72 Days'	Treacherous, Journalist, Perseverance, Architects	
Week 2	Geography	Landscapes	Landforms, Source, Reaches, Meanders, Deltas	<a href="#">NPP Water Cycle</a>
Week 3	Science	Evolution and inheritance • Look at resemblance in offspring. • Look at changes in animals over time.	Evolution, Inheritance, Resembles, Similarities, Differences	<a href="#">NPP Evolution</a>
Week 4	Music	Let your Spirit Fly	Improvise, Compose, Pulse, Rhythm, Dynamics	
Week 5	History	Anglo Saxons	Descendants, conquered, stability	<a href="#">NPP Anglo Saxons</a> Mountfitchet Castle
Week 6	Performers	School Show	Cast, Costume, Role	
Week 7	Performers	School Show	Theatre, Scene, Spotlight, Props	

**CYCLE A (Milestone 2)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Week 1	Science	Sound • Look at sources, vibration, volume and pitch.	Vibration, Volume, Pitch wave, Volume, Increase Decrease	
Week 2	Geography	Describing Maps of the World	Tropic of Capricorn, Tropic of Cancer, Prime Meridian , Hemisphere	
Week 3	COJO	Levison Wood 'Survival'	Explorer, Survival, discovery, summit	
Week 4	Art and Design	Symbolism	Mood, Adapt, Lithograph, Noirs	
Week 5	Religious Education	Christianity <i>Where do Christian religious beliefs come from?</i>	Authority, Bible, Commandments, Incarnation, Reformation, Sacrifice, Testament	<a href="#">50. Visit a place of worship</a>
Week 6	History	The Stone Age	BCE, Ancestors, Palaeolithic, Mesolithic, Neolithic	<a href="#">NPP Stone Age</a> <a href="#">VR History – Ancient Britain – Avebury Stone Circle (2)</a>
Week 7	History	The Stone age – clues from the past	Archaeologists, relics, evidence	
<b>Autumn 2</b>				
Week 1	History	Remembrance	CE, Represent, Evidence, Change, Memorial	<a href="#">VR – Conflicts (search)</a> <a href="#">31. Visit a World Heritage Site</a>
Week 2	Science	Materials • Examine the properties of materials using various tests.	Properties, Transparent, Translucent, Opaque, Classify	<a href="#">VR – Chemistry – liquids and solids</a> <a href="#">NPP Materials &amp; Changing States</a>
Week 3				
Week 4	Religious Education	Multi <i>What do we mean by truth? Is seeing believing?</i>	Axiom, burden of proof, evidence, Ik Onkar, proof, supreme truth, truth, ultimate reality, Waheguru	
Week 5	Music	Mamma Mia	Notation, Backing vocal, Percussion	
Week 6	Design and Technology	Textiles: Fastenings	Fastening, criteria,	
Week 7	Design and Technology	Food: Adapting a Recipe	Sample, evaluate, budget, packaging	<a href="#">No. 10 Cook a meal</a>

**CYCLE A (Milestone 2)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Spring 1</b>				
Week 1	Secrets of Success	Learning to Learn	Improve, Create, Creativity	
Week 2	Science	Rocks and Fossils • Compare and group rocks and describe the formation of fossils.	Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent, Appearance	<a href="#">NPP Rocks</a>
Week 3	COJO	Junko Tabei 'The Mountain Pioneer'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	
Week 4	History	The Bronze Age	Commemorate, Historical Enquiry	
Week 5	Art and Design	Impressionism	Hatching, Cross hatching, Impression, Stippling, Impasto	Gallery Visit <a href="#">25. Visit an art gallery</a>
<b>Spring 2</b>				
Week 1	Geography	Europe	Landmass, Inhabitants, Enclave, City-state, Topographical	<a href="#">22. Taste food from another culture</a>
Week 2	Religious Education	Christianity, Islam including Hinduism <i>How do religious groups contribute to society and culture?</i>	Christian, compassion, contribution, Dharma, Hindu, impact, Seva, society	<a href="#">50. Visit a place of worship</a>
Week 3	Music	Glockenspiel Stage 2	Improvise, Compose, Melody, Pulse,	
Week 4	Science	States of matter • Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.	Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating, Fair test	<a href="#">NPP Materials and Changing State</a> <a href="#">NPP The water Cycle</a> <a href="#">VR - Chemistry</a>
Week 5	Design and Technology	Mechanical Systems: Making a Slingshot Car	Chassis, slingshot, instruction, kinetic energy	
Week 6	COJO	Kira Salak 'Gorilla in the Mist'	Poaching, Region, Construct, Adventurer, Journalist, Documentation	

**CYCLE A (Milestone 2)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Summer 1</b>				
Week 1	COJO	Leif Erikson 'Voyage of Discovery'	Summoned, Guarantee, Encountered, Location, Explorer, Navigate, Motivation	
Week 2	Geography	Erosion and Deposition	Erosion, Deposition, Prevent, Maintain, Transportation	
Week 3	Science	Light • Look at sources, seeing, reflections and shadows. • Explain how light appears to travel in straight lines and how this affects seeing and shadows.	Disprove, Refraction, Reflection, Light, Spectrum	VR - Physics
Week 4	History	The Iron Age	Society, Civilisations, Fortified	VR – History – Ancient Britain
Week 5	Art and Design	Art Deco	Distinctive, Geometric, Exposed, Expressionism	
Week 6	Religious Education	Multi <i>What does sacrifice mean?</i>	Altruism, Humanist, poverty, ritual sacrifice, sacrifice, ultimate sacrifice, virtue	
<b>Summer 2</b>				
Week 1	Science	Electricity • Look at appliances, circuits, lamps, switches, insulators and conductors. • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.	Buzzers, Circuit, Series, Conductors, Insulators, Accurate	VR – Physics NPP Electricity
Week 2	Music	Blackbird	Rhythm, Pitch, Tempo, Dynamics, Texture, Structure, Civil right	
Week 3	Design and Technology	Electrical Systems: Torches	Evaluate, housing, reflector, switch, circuit	
Week 4	Design and Technology	Structures: Pavillions	Frame, structure, pavilion	
Week 5	Art and Design	The Renaissance	Annotate, Silhouette, Pigment, Tempera, Sfumato	
Week 6	Performers	School Show	characterise, dramatise, Cue,	
Week 7	Performers	School Show	Projection, Playwright, Improvise	



**CYCLE B (Milestone 3)**

	Curriculum Area	Interleaved and Spaced Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Week 1	Wellbeing	Being responsible	Destiny, Goal, Responsible	<a href="#">NPP Mental Health</a>
Week 2	Science	Earth and space • Explain day and night.	Axis, Rotation, Phases of the Moon, Star, Constellation, Solar System	<a href="#">VR – Physics - Space</a>
Week 3	COJO	Tim Peake 'Blast Off'	Nationality, Expertise, Terrain, Astronaut, Expedition	
Week 4	COJO	Mae Jemison 'Shooting for the Stars'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	<a href="#">VR – Mission to Mars</a>
Week 5	History	The Tudors	Characteristic features, Analyse, Monarchy, Hypothesis	<a href="#">NPP The Tudors</a>
Week 6	History	The Tudors		Visit Globe Theatre and Southwark <a href="#">No. 1 Travel on a train</a> <a href="#">No. 2 Go sightseeing in London</a> <a href="#">No. 19 Visit a theatre</a>
Week 7	Science	Electricity • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.	Conductors, Insulators, Amps, Volts, Voltage, Variables	<a href="#">NPP Electricity</a>
<b>Autumn 2</b>				
Week 1	History	The Second World War	Propaganda, Bias	Visit Imperial War Museum <a href="#">VR History – British History</a>
Week 2	Art and Design	Capturing Conflict	Provoke, Iconic, Grasp	<a href="#">No. 25 Visit an art gallery</a>
Week 3	Design and Technology	Textiles: Stuffed Toys	Materials, appendage, blanket stitch, decorative	
Week 4	Geography	South America	Landmass, Landlocked, Indigenous, Colony	<a href="#">VR Geography – Central &amp; South America</a>
Week 5	Music	Livin' on a Prayer	Rock, Riff, Hook, Improvise, Compose, Appraising	
Week 6	History	The Aztecs	Culture, Suitable, Reliable	<a href="#">VR History – American History – Aztec Ruin New Mexico</a>
Week 7	Religious Education	Multi/Humanism <i>Is believing in God reasonable?</i>	Cosmological, argument, existence, Ontological, reasonableness, Teleological	

**CYCLE B (Milestone 3)**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Spring 1</b>				
Week 1	Secrets of success	Learning to learn- overnight visit	Criticism, prioritising	Overnight visit No.41 Visit a multi-activity centre No.7 have a sleepover in a school, tent or museum No. 39 Go for a night walk
Week 2	History	The ancient Greeks	Democracy, Characteristic features, techniques, philosophers	NPP Ancient Greece VR History- Ancient Greece VR- Athenian Acropolis
Week 3	History	The Ancient Greeks		
Week 4	COJO	Ranulph Fiennes 'Transglobe adventure'	Sahara, conditions, descended, Transglobe Adventurer, Morale	No. 9 Go fruit picking/ foraging
Week 5	Art and Design	Explosion of pop Art	Mimic, Tertiary colours, Distinguished, portfolio	No. 25 Visit an art gallery
<b>Spring 2</b>				
Week 1	Geography	North America	Latitude, Lowlands, Agricultural, colonised	VR Geography- North America
Week 2	Religious Education	Christianity/Islam including Hinduism What can we learn about the world and the meaning of life from the great philosophers?	Corporeal. Eternal, incorporeal, Karma, philosophers, philosophy, reincarnation, self, soul	
Week 3	Design and Technology	Mechanical systems: Making a pop up book	Appropriate, mechanism, structure	
Week 4	Science	Animals and humans • Look at the human circulatory system. Evolution and inheritance • Look at changes to the human skeleton over time.	Fossils, Reproduction, Circulatory, Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Respiration, Controlled	VR – Biology No. 4 Learn First Aid
Week 5	Music	Classroom Jazz 1	Jazz, Syncopation, Structure, Swing, Tune, Note values	
Week 6	Religious Education	Christianity/Islam How has belief in Christianity/Islam impacted on music and art through history?	Aniconism, architecture, church, expressions, Hadith, Hymn, Iconoclasm Mosque Patronage	

**CYCLE B (Milestone 3)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Summer 1</b>				
Week 1	Science	Evolution and inheritance • Look at differences in offspring. • Look at adaptation and evolution.	Offspring, Adaptation, Genetics, Evolution, Opinion, Fact	VR – Biology NPP Evolution
Week 2	History	Alexander the Great	Empire, Inherited, Justify	
Week 3	COJO	Spartacus 'Roman Revolt'	Paramount, Collaboration, Opposition, Thracian Gladiator, Dedicated	VR History – Ancient Rome
Week 4				
Week 5	Art and Design	Art and Fashion	Abstract, Collaborations, Perception, Neo-Plasticism	SATS No. 25 Visit an art gallery
Week 6	Geography	Ocean Currents	Continuous, Gyres, Depict	
<b>Summer 2</b>				
Week 1	Science	Living things • Look at reproduction in plants and animals, and human growth and changes. • Look at the effect of diet, exercise and drugs.	Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects, Classification	Food and Farming Day NPP Plants VR – Biology
Week 2	Music	<i>The Fresh Prince of Bel Air</i>	Hip Hop , Synthesizer, Deck, Backing loop, Timbre	
Week 3	Design and Technology	What Could be Healthier?		No. 9 Go fruit picking/foraging No. 10 Cook a meal
Week 4	PSHE	Entrepreneur – fundraising	Enterprise, Entrepreneurs, Costumer, Viable, Profit, Business, Target market, Stake holder	No. 9 Make a Speech No. 32 Record a Podcast
Week 5	Religious Education	Christianity <i>What difference does the resurrection make to Christians?</i>	Crucifixion, Easter Sunday, Eternal life, forgiveness, Good Friday, Gospel, redemption, resurrection, sacrifice, salvation	NPP Easter Story
Week 6	Performers	School Show	Centre stage, Down stage, Up stage, Centre stage, Back stage	
Week 7	Performers	School Show	Director, Monologue, Improvise	

**CYCLE C**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Autumn 1</b>				
Week 1	History	The Victorian Era	Analyse, Hypothesis, Justify	<a href="#">NPP Victorian Britain</a>
Week 2	History	The Victorian Era		<a href="#">VR History – Historical Objects – Queen Victoria 3D</a>
Week 3	Design and Technology	Structure: Bridges	Structure, triangulation, reinforce	
Week 4	Geography	Using Maps & Local Study	Longitude, Latitude, Grid reference, Route, Coordinates	<a href="#">VR Geography – Physical</a> <a href="#">No. 43 Find your way with a map and a compass</a> <a href="#">No. 49 Find a geocache</a>
Week 5	Art and Design	Coalport China Jackfield Tiles	Qualities, tactile, ceramic	<a href="#">ronbridge Residential</a> <a href="#">No. 14 Watch a sunset and sunrise</a> <a href="#">No. 30 Go star gazing</a> <a href="#">No. 31 Visit a World Heritage Site</a> <a href="#">No. 39 Go for a night walk</a> <a href="#">No. 50 Visit a place of worship</a>
Week 6	IRONBRIDGE Local Study		Landscapes, Trail, Ingenuity Sampling, Ordnance Survey, Depict	
Week 7				
<b>Autumn 2</b>				
Week 1	COJO	<b>Eugene Bullard 'The Sparrow'</b>	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	
Week 2	History	The Second World War	Propaganda, Bias	<a href="#">Maldon Military Museum</a> <a href="#">NPP World War 2</a> <a href="#">VR History – American History – WW1</a> <a href="#">VR History – British History</a>
Week 3	COJO	<b>Nancy Wake 'The White Mouse'</b>	Anonymous, Consistent, Special Operations Agent, Espionage	
Week 4	Religious Education	Multi <i>How and why does religion bring peace and conflict?</i>	Ahimsa, Christianity, conflict, Harb al-Muqadis, Hinduism, Islam, Pacifism, peace, self-defence, Just-War Theory	
Week 5	Science	Forces and magnets • Look at the effect of gravity and drag forces. • Look at the transference of forces in gears, pulleys, levers and springs.	Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull, Variables	<a href="#">NPP Forces</a> <a href="#">VR – Physics - Forces</a>
Week 6	Music	Happy	Style indicators, Melody, Compose, Improvise	
Week 7	Geography	Biomes and Climate Zones • Tundra • Ice • Savanah	Biome, Ecosystems, Desertification, Sporadic	<a href="#">NPP Recycling</a> <a href="#">VR Geography - Physical</a>

**CYCLE C**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Spring 1</b>				
Week 1	Secrets of Success	Learning to Learn	Criticism, Prioritising	
Week 2	Science	Sound • Look at sources, vibration, volume and pitch.	Volume, Vibration, Wave, Pitch, Tone, Systematic	
Week 3	History	The Maya	Architects, Culture, Interpretation	<a href="#">NPP The Maya</a> <a href="#">VR History – Ancient Maya</a>
Week 4	COJO	Amelia Earhart 'Final Flight'	Navigation, Agility, Pioneer of Aviation, Aeronautical, Aviators	
Week 5	Art and Design	A study of Surrealism	Convey, Interpretation, Horizon	<a href="#">VR – search air transport</a>
<b>Spring 2</b>				
Week 1	Geography	Biomes and Climate Zones • Tropical Rainforests • Deserts • Marine	Biomes, Vegetation, Evaporates, Arid, Saline, Photosynthesis, Deforestation, Precipitation	<a href="#">NPP Rainforests</a> <a href="#">VR Geography - Physical</a>
Week 2	Religious Education	Buddism <i>How do Buddhists explain the suffering in the world?</i>	Buddha, Deities, Dukka, Eightfold Five, Five Precepts, Karma, Magga, Nirodha, Nirvana, Reincarnation, Samsara, Samudaya	
Week 3	Music	Classroom Jazz 2	Cover, Pulse, Rhythm, Pitch, Tempo	
Week 4	Science	Materials • Look at solubility and recovering dissolved substances. • Separate mixtures. • Examine changes to materials that create new materials that are usually not reversible.	Properties, Dissolve, Reversible Changes, Irreversible, Mixture, Controlled	
Week 5	Design and Technology	Electrical Systems: Steady Hand Game	Electromagnetic, motor,	
Week 6	Religious Education	Humanism/Christianity <i>What does it mean to be human? Is being happy the greatest purpose in life?</i>	Hedonic Calculus, Hedonism, Humanist, platonic, reason, soul, Utilitarianism	

**CYCLE C**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Summer 1</b>				
Week 1	Science	Living things • Look at the life cycle of animals and plants.		
Week 2	History	Explorers	Suitable, Reliable, Civilisations, Exploration	
Week 3	COJO	'Ibn Battuta ' Eastern Odyssey'	Subcontinents, Culture, Scholar, Explorer, Excursions, Pilgrimage	
Week 4				
Week 5	Art and Design	Cultural Tradition in Art	Lifelike, Originated, Enhance	VR – 3D Arts and Culture
Week 6	Science	Living things • Look at the life cycle of animals and plants. • Look at the classification of plants, animals and micro-organisms.	Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects	VR – Biology
<b>Summer 2</b>				
Week 1	Geography	Climate Change	Global warming, Adaptation, Carbon footprint, Systematic, Effectiveness	NPP Climate Change VR Geography – Physical No. 47 Do a litter pick
Week 2	Music	You've got a Friend	Dynamics, Timbre, Texture, Structure, Unison	
Week 3	Design and Technology	Food: Come Dine with Me	Recipe, starter, main, desert,	Restaurant Visit No. 10 Cook a meal No. 20 Eat in a restaurant and use table etiquette No. 22 Taste food from other cultures
Week 4	Religious Education	Christianity/Humanism <i>Creation or science: conflicting or complementary?</i>	Big Bang Theory, Cosmology, creation theory, evidence, evolution, Genesis	
Week 5	PSHE	Entrepreneurs -Fundraising	Enterprise, Entrepreneurs, Costumer, Viable, Profit, Target market, Stake holder	
Week 6	Performers	School Show	Centre stage, Down stage, Up stage, Centre stage, Back stage	
Week 7	Performers	School Show	Director, Monologue, Improvise	



Implementation

# EYFS

<b>Autumn 1</b>	<b>Mr Men and Little Miss</b>
Overview	A theme that allows the children to explore the wider world. During this half term of learning, the children will explore the customs, traditions and celebrations of various cultures and countries around the world. The children will look at where each place is on a world map and will begin to explore similarities and differences between each one. We will also endeavor to experience, art music and food from each of these places.
Communication and language	I will begin to use more complex sentences I will question and explain why things happen I will use relevant vocabulary to describe objects and people close to me
Physical development	Squiggle while you wiggle Dough disco Letter formation
3D PSHE	Making Relationships
Personal, social and emotional development	I will discuss and share information about my home life and my family I will begin to develop an understanding of feelings and emotions I will explore and make new relationships with the children around me
Literacy	Phase 2 phonics Explore and identify sounds in the environment Link sounds to letters Exploring letter formation Sharing, retelling and sequencing stories Giving meaning to marks made
Quality texts (This list is not exclusive)	Mr Men collection Only one you Funny bones In every house, on every street Inside out (film) Hello, harvest moon
Mathematics	What is 1,2,3,4,5? Number formation Representing numbers 0-5 Matching numeral to quantity Ordering and sequencing numbers to 5
Understanding the world	I will describe where I live and what I need to live I will look at the human body I will explore the similarities and differences between myself and others I will explore and discuss different emotions and actions linked to these I will look at the traditions, celebrations and processes of Harvest
Now Press play	The three little pigs
Expressive arts and design	Charanga
	I will explore material sand use them to create a desired effect I will explore colour I will reference other artwork and creations



<b><u>Autumn 2</u></b>	<b><u>Celebrate our world</u></b>
Overview	A theme that allows children to explore their lives, themselves and others around them. With the help of the Mr men and Little Miss characters, the children will learn about where we live, emotions, friendship, the human body and similarities and differences between themselves and others. This half term will see the children adapting to school life, new routines and expectations.
Communication and language	<p>I will follow simple instructions</p> <p>I will be focusing my attention</p> <p>I will begin to answer how and why questions</p> <p>I will begin to share my ideas and opinions</p>
Physical development	<p>Squiggle while you wiggle</p> <p>Dough disco</p> <p>Letter formation</p>
3D PE	Making Relationships
PSE development	I will look at beliefs, celebrations and traditions of other cultures and countries
Literacy	<p>Phase 2 phonics</p> <p>Exploring letter formation</p> <p>Identifying initial sounds in words</p> <p>Beginning to read and write simple words</p> <p>Using pictures in books to develop a narrative</p>
Quality texts (This list is not exclusive)	<p>Katie in London</p> <p>Handa's Surprise</p> <p>The Koala who could</p> <p>Rio (Film)</p> <p>Rama and Sita</p> <p>The magic paint brush</p> <p>The Christmas pine</p>
Mathematics	<p>Doubles to 5</p> <p>Number bonds to 5</p> <p>Relate time to events and routine</p> <p>Comparing and describing the weight of objects</p> <p>Identifying basic 2D shapes</p>
Understanding the world	<p>I will explore the food, customs and traditions of different cultures</p> <p>I will recognise and describe special times and events in my life or others</p> <p>I will identify places of interest on a world map</p> <p>I will identify and discuss the similarities and differences of countries around the world</p> <p>I will take a deeper look into the celebrations of Diwali and Christmas</p>
Now Press play	The Christmas story
Expressive arts and design	Charanga
	<p>I will explore art, music and dance from around the world</p> <p>I will explore rhythm and volume when using African drums</p> <p>I will explore the effects of marbling</p>

<b>Spring 1</b>	<b>Fantasyland</b>
Overview	A theme that begins with a crime scene and a letter. The children will have to work together throughout their learning to solve clues and answer questions in order to identify the mystery character. Through a weekly text, the children will learn about castles, dragons, giants, princesses and more. The children will end the half term with a quest where they must work together and put their learning to the test to follow the clues and find the princess.
Communication and language	I will respond to 2-part instructions I will listen to others and respond to their ideas I will develop my descriptive language
Physical development	Squiggle while you wiggle Dough disco Letter formation
3D PSHE	Self-confidence/ Self-awareness
Personal, social and emotional development	I will think about kindness and how this can be shared with others I will work as part of a team to solve a problem I will discuss character traits and the effects these will have on others
Literacy	Phase 3 phonics Writing CVC words, CVCC words and captions Create story maps Retelling familiar stories and traditional tales Identifying features of a book
Quality texts (This list is not exclusive)	The night before New Years The Giant of Jum There's a dragon in your book The Usborne official knight's handbook See inside- castles The princess and the wizard
Mathematics	What is number 6,7,8,9,10? Number formation Ordering and describing length/ height Prepositions/ positional language Matching numeral to quantity
Understanding the world	I will explore castles- their properties and features I will explore fact and fiction I will share and describe observations made I will explore the emergency services and people who help us
Now Press play	Jack and the beanstalk
Expressive arts and design	Charanga
	I will test different materials and their suitability for a purpose I will use imagination in my play I will explore colour mixing and how colours can be changed

<b>Spring 2</b>	<b><u>Terrific transformations</u></b>
Overview	A theme that explores changes over time. The children will explore different processes and will observe and comment on the changes that take place. Children will investigate the life cycles of plants and animals, changes of state through cooking and recycling and the impact it can have on the planet, changes in humans as they grow and the seasons.
Communication and language	I will use talk to order and clarify my thinking I will use immersive experiences to develop my thinking and ideas
Physical development	Squiggle while you wiggle Dough disco Letter formation
3D PSHE	Self-confidence/ Self-awareness
Personal, social and emotional development	I will think of others and how decisions and choices made can impact those around me I will discuss change, what this may look like, and how it will make me feel I will begin to consider the impact of my actions on others and the environment
Literacy	Phase 3 phonics Beginning to write simple sentences and 'hold a sentence' Identify rhyming pairs Exploring story language and phrases
Quality texts (This list is not exclusive)	What we'll build Michael Recycle The tiny seed Tree: seasons come, seasons go When I grow up A planet full of plastic
Mathematics	Representing numbers 6-10 Pattern Months of the year Number bonds to 10 1 more/ 1 less Ordering and sequencing numbers to 10
Understanding the world	I will explore states of matter I will observe and describe changes over time I will describe and talk about the life cycles of different animals I will investigate recycling and changes that need to be made to protect the planet I will follow instructions to grow a plant
Now Press play	Mini beasts Weather
Expressive arts and design	Charanga
	I will re-use materials for a new purpose I will mix and combine materials to create effect

<b>Summer 1- ELG</b>	<b><u>Our wild, wild world</u></b>
Overview	A theme that allows children to investigate and explore different habitats, animals and eco systems around the world. From jungles and oceans, to ponds and the Arctic, the children will learn where animals live and how they are suited to their environments. Children will use art and music to further explore and express their learning. Children will celebrate this half term of learning with a trip to the farm, consolidating all that they have learnt and experienced.
Communication and language	I will begin to respond to complex instructions I will give reasoning behind my ideas I will respond appropriately to what others say I will begin to explore appropriate tenses when discussing Key events
Physical development	Squiggle while you wiggle Dough disco Letter formation
3D PSHE	Managing feelings/behaviour
Personal, social and emotional development	I will take steps to resolve conflict for myself before seeking assistance from an adult
Literacy	Phase 3 phonics read and write simple sentences Writing captions for pictures Writing words phonetically Introducing punctuation
Quality texts (This list is not exclusive)	In the Savannah Monkey puzzle Lost and found Rumble in the jungle Where the sea meets the sky I don't want to be a frog
Mathematics	Numbers beyond 10 Representing numbers beyond 10 Ordering and sequencing numbers Doubles to 10 Greater than/less than Money
Understanding the world	I will explore different animals and their habitats I will explore how animals are suited to their environments I will identify and describe similarities and differences between animals, plant life and the natural world
Now Press play	On the farm Under the sea
Expressive arts and design	Charanga
	I will plan and design I will construct to bring a design to life I will use natural materials to create a desired effect

<b>Summer 2- ELG</b>	<b>Up, up and away</b>
Overview	A theme that explores fact and fiction. Children will explore aeroplanes, space, rockets and other modes of flight. Through a mixture of fiction and non-fiction texts, comic books and video, children will explore life above the ground. The children will need to work together and investigate which method of flight they think is the best and why. This theme of learning will lead to transition and children ready themselves for the move into Year 1.
Communication and language	<p>I will respond to complex instructions</p> <p>I will share and explain my ideas to others</p> <p>I will respond to and interact with others whilst completing a task</p> <p>I will develop relative narratives about scenarios and events</p>
Physical development	<p>Squiggle while you wiggle</p> <p>Dough disco</p> <p>Letter formation</p>
3D PSHE	Managing feelings/behaviour
Personal, social and emotional development	<p>I will explore transitions and how these can make us feel</p> <p>I will begin to form new relationships with people that will help me in Year 1</p> <p>I will work collaboratively with others to meet a shared goal</p>
Literacy	<p>Phase 3&amp;4 phonics</p> <p>I will read, write and understand simple sentences</p> <p>I will begin to check my written, identifying and editing mistakes</p> <p>I will identify the difference between fact and fiction</p> <p>I will develop confidence with tricky words and HFW</p>
Quality texts (This list is not exclusive)	<p>Up! (film)</p> <p>Cloud spotter</p> <p>How to catch a star</p> <p>Look up!</p> <p>Star in a jar</p> <p>Paper planes</p> <p>Aliens love underpants</p>
Mathematics	<p>Part, part, whole method</p> <p>1 more/ 1 less on a number line</p> <p>Time- O'clock</p> <p>Finding half of an object</p> <p>Adding 2 1-digit numbers</p> <p>Capacity of objects- half, full, empty</p>
Understanding the world	<p>I will look at space, what it is and how it affects us</p> <p>I will explore different modes of flight, their purpose and how they are made</p> <p>I will investigate how to make something fly</p> <p>I will test materials for a purpose</p>
Now Press play	<p>Space</p> <p>Transport</p>
Expressive arts and design	Charanga
	I will reference materials when creating






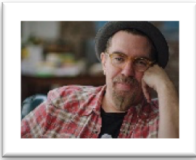


Implementation

# *Chestnut Class*

# Enhanced Provision

**A bespoke curriculum developing speech and language and adapting to the varied needs, prior experiences and dynamics of a dynamic and changing cohort.**

English – Enhanced Provision

	Autumn 1 Key Author	Autumn 2 Key Author	Spring 1 Key Author	Spring 2 Key Author	Summer 1 Key Author	Summer 2 Key Author
						
<b>Text</b>	<p><b>Shirley Hughes</b></p> <p><i>Dogger</i> <i>Alfie</i> <i>Moving Molly</i></p>	<p><b>Julia Donaldson</b></p> <p><i>The Highway Rat</i> <i>Zog</i> <i>Room on the Broom</i> <i>The paper dolls</i> <i>Tiddler</i> <i>The ugly five</i> <i>Charlie Cook's favourite book</i></p>	<p><b>Oliver Jeffers</b></p> <p><i>The way back home</i> <i>Stuck</i> <i>The great paper caper</i> <i>Here we are</i> <i>The incredible book eating boy</i></p>	<p><b>Drew Daywalt</b></p> <p><i>The day the crayons quit</i> <i>The day the crayons came home</i> <i>The Crayon's Christmas</i> <i>Love from the crayon's</i></p>	<p><b>Traditional tales</b></p> <p><i>Goldilocks</i> <i>Little Red Riding hood</i> <i>The gingerbread man</i> <i>The little red hen</i> <i>Rapunzel</i> <i>Hansel and Gretel</i></p>	<p><b>Eric Carle</b></p> <p><i>The very hungry caterpillar</i> <i>The very angry ladybird</i> <i>Brown bear, brown bear</i></p>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Descriptive Writing – sentences / paragraph COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure Story</li> </ul>	<ul style="list-style-type: none"> <li>• Fantasy Story</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive Narrative Story</li> <li>• Descriptive writing</li> <li>• Traditional tales-COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional &amp; Ballad Poems</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Letters -Persuasive</li> <li>• Wanted Poster</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Explanation Text</li> <li>• Christmas Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Explanation Text                             <ul style="list-style-type: none"> <li>• Diary</li> <li>• Letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explanations</li> <li>• Wanted Posters</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Recounts</li> <li>• Explanations</li> <li>• Character profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Postcards</li> <li>• Instructions</li> <li>• Explanations</li> </ul>
<b>Drama /Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>• Perform as a character</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a Poem</li> <li>• Nativity Narration</li> </ul>	<ul style="list-style-type: none"> <li>• Act out a Story</li> </ul>	<ul style="list-style-type: none"> <li>• Read Story</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate Performances</li> <li>• Recreating stories</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a Poem</li> </ul>

## Application of Speech and Language Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduce Paired Reading		Invite parents for art gallery		Do a radio show
Integrate into First Class Friday	Do a radio show	Visit a post office	Buy groceries at the supermarket	Ride on a bus/ train	
	Visit a shop	Walk a dog	Do a radio show		Invite parents for school tour
Visit a Pumkin Patch	Visit a church		Buy seeds at the garden centre		Order ice cream at the seaside
Perform in Harvest Festival	Perform in Nativity				Perform in the school show



**Enhanced Provision 2022 – 2023**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Week 1	Wellbeing	My World	Feelings, Healthy, Relax	NPP Superheroes
Week 2	Science	Senses	Ears, Hear, taste, touch, smell, sight	
Week 3	Music	Hey You!	Pulse, Rhythm, Pitch, Singer	
Week 4	Art and Design	Portraits	Paint, Tones, Self-portrait, Contours	
Week 5	Geography	Mapping the World	Place, Map, Atlas, World, Compass, North, East, South, West	NPP Maps No. 18 Have a conker fight
Week 6	Religious Education	Christianity, Hinduism, Judaism <i>What do my senses tell me about the world of religion and belief?</i>	Belief, reason, religion, sense, worship	
Week 7	COJO	Harriet Tubman 'The fight for Equality'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	
<b>Autumn 2</b>				
Week 1	History	The Gunpowder Plot	Parliament, Treason, Democracy, Century	NPP – Guy Fawkes
Week 2	Art and Design	Weather	Landscape, Romantic, textured	NPP – Weather (EYFS)
Week 3	Geography	United Kingdom: England	Country, United Kingdom, Archipelago, Human features, Physical features	VR Geography – Europe - UK
Week 4	Design and Technology	Structures: Baby Bear's Chair	Materials, strengthening, reinforce, stability	
Week 5	Religious Education	Judaism, Christianity <i>How does a celebration bring together a community?</i>	Celebration, Christian, Christmas, community, Easter, Eid-ul-Adha, Eid-ul-Fitr, festival, Hanukah, Muslim, Religion	
Week 6	Science	Materials	Texture, classify	

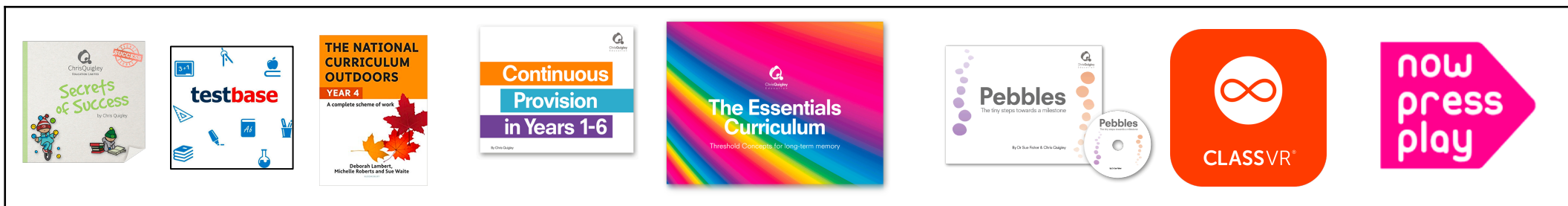
**Enhanced Provision 2022 – 2023**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Spring 1</b>				
Week 1	Art and Design	Seasons	Goal, Listen, Rules	Thorndon country park
Week 2	Geography	United Kingdom: Scotland	Locate, City, Village, Town	VR Geography – Europe – UK
Week 3	Music	In the Groove	Latin, Irish Folk, Funk, Pulse, Rhythm	
Week 4	Science	Habitats	Habitats, Woodland, Pond, Dessert, Equipment	NPP Habitats Hanningfield resevoir No. 23 Plant a tree No.34 Plant it. Grow it, Eat it No.44 Go Bird Watching
Week 5	COJO	Samuel Pepys 'London's Burning'	Primary Source, Evidence , Evacuate, Ferocity, Civilians, Extinguish	NPP Great Fire of London
<b>Spring 2</b>				
Week 1	Design and Technology	Food: balanced diet/food groups	cook, boil, plan, design, experiment	Trip to the supermarket
Week 2	Art and Design	In the Dark of the Night	Tones, Symbolise, Expressive, Visual	
Week 3	History	Neil Armstrong & The Moon Landing	Exploration, Observe , Recent, Timeline	NPP Neil Armstrong
Week 4	Science	Earth and Space	Summer, Spring, Autumn, Winter, Sun, Day, Moon, Results	British Science Week NPP Seasons VR – Physics – Space 3D
Week 5	Religious Education	Christianity <i>What does the cross mean to Christians?</i>	Christian, Cross, Crucifixion, Jesus, Resurrection, Salvation	
Week 6	COJO	Traditional Tales 'Once upon a time'	Character, traits, respect, resilience, empathy, self-awareness, positivity, excellence, communication, teamwork	NPP – Traditional tales (EYFS)

**Enhanced Provision 2022 – 2023**

	<b>Curriculum Area</b>	<b>Breadth of Study</b>	<b>Infused Key Rich Vocabulary</b>	<b>Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc</b>
<b>Summer 1</b>				
Week 1	Design and Technology	Textiles: Pouches	Fabric, textile, join, design	No. 48 Have a Teddy Bears Picnic
Week 2	History	Florence Nightingale	Legacy, Significant, Change	NPP – Florence Nightingale
Week 3	Science	Plants	Leaves, Flowers, Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem, Observe	NPP Plants Visit Hyde Hall VR – Biology - plants
Week 4	Art and Design	The Beauty of Flowers	Visual, Symmetrical, Charcoal, Abstract	Hyde Hall Visit
Week 5	Geography	United Kingdom: Wales	Surrounding, Environment, Characteristic	VR Geography – Europe – UK
Week 6	COJO	The Queen 'The Longest Reign' Queen Elizabeth II	Decade, Century, Monarch, Coronation, Commonwealth	
<b>Summer 2</b>				
Week 1	History	Queen Victoria	Decade, Coronation, Monarch, Government	
Week 2	Art and Design	At the Seaside	Inspiration, Artist, Brush, Create, Impressionist	Seaside Visit
Week 3	Science	Living Things	Living, Dead, Alive, Sort	NPP Humans VR - Biology
Week 4	Music	Your Imagination	Groove, Audience, Imagination.	
Week 5	Geography	United Kingdom: Northern Island	Rural, Countryside, Investigate	VR Geography – Europe – UK & Ireland
Week 6	Religious Education	Hinduism, Christianity, Humanism <i>How did the universe come to be?</i>	Brahma, care, Christian, creation, God, Hindu, origin, universe, Vishnu	
Week 7	Wellbeing	My achievements and successes		

# Resources to Support Teachers with Curriculum Planning and Delivery



<p><b>English</b></p>	<p><b>Mathematics</b></p>	<p><b>Science</b></p>	<p><b>Computing</b></p>	<p><b>Geography</b></p>	<p><b>History</b></p>	<p><b>Design and Technology</b></p>
<p><b>Art and Design</b></p>	<p><b>Music</b></p>	<p><b>French</b></p>	<p><b>PE</b></p>	<p><b>PSHE &amp; Wellbeing</b></p>	<p><b>Character Education</b></p>	<p><b>Religious Education</b></p>

