



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

Curriculum Policy

Date Approved	12.11.20
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Author	Head Teacher
Delegated Responsibility	Strategic Planning Committee

Approved by:	R Evans
	R Evans
	Chair of Committee
Date received by FGB	1.12.20

Mission Statement

Psalm 147:4 God counts the stars and calls them all by name

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values.

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attributes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when the children are enthused and are able to speak expressively and to explain and clarify thinking. We make meaningful connections across subjects.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether along, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

At St Michael's we will:

- Promote a Christian ethos within our caring supportive environment.
- Create and inspire confident, resilient, independent learners.
- Promote respect for themselves, each other and the wider community.
- Encourage and develop enquiring minds.
- Expect high standards of behaviour and work.
- Value all children's individuality and celebrate their successes.
- Create a nurturing environment where children are motivated to achieve their best.

Our Curriculum Intent statement

At St Michael & All Angels our curriculum is designed to be meaningful and memorable, to ensure achievement and to inspire enthusiasm for learning.

We provide learning experiences that allow children to develop interpersonal skills and build resilience. Our Curriculum is based upon Clare Sealy's 3D curriculum approach which enables children to make meaningful links with their learning.

We celebrate our own special school identity through the unique experiences that our curriculum provides. We are a listening school and believe that every child

should be treated as an individual and that one size does not fit all and that it is our job to know the strengths and areas of development for all children.

Our curriculum enables us to build character, Christian values, celebrate diversity, and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

Independence and responsibility are an essential part of our curriculum and we enable children to take on key roles, becoming global citizens, through social injustice projects both locally, nationally and globally.

We strive to ensure children leave St Michael & All Angels CE Primary School with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.

Our Foundation Stage Curriculum

In Reception, we follow the Early Years Statutory Framework for Early Years Foundation Stage, published in March 2014 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:-

- Personal, social and emotional development.
- Physical development.
- Communication and language development.
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Children experienced focused supported activities with members of staff alongside the choice of independent developmental activities to support the learning objective.

Key Stage 1 and 2

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. English is often taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Each class focuses on a word of the day in order to increase both written and spoken vocabulary. Our pupils are encouraged to read for pleasure and to read widely. We use the Oxford Reading Tree Scheme for reading and Letters and Sounds for Phonics, plus a weekly Speedspell to develop spellings. Phonic awareness helps to the development of reading by segmenting and blending sounds. The children are heard reading individually and whole class sessions. The whole

class sessions cover both fiction and non-fiction books. Whole class reading sessions also develops the children's comprehension skills.

Parents are given clear expectations about reading at home. We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions are incorporated into the weekly timetable.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

The Mathematics curriculum at St Michael & All Angels has been designed to be ambitious in expectations of all learners with an emphasis on reasoning and applying Mathematics to create life long mathematicians. We use the White Rose Hub Maths Scheme of Work. Children are taught skills and then complete challenges to apply their learning in each lesson. Practical and context-based resources allow children to make links between their learning and the world around them. We believe times tables are the key to unlocking mathematical ability. Children each have a personalised login to 'Timestable Rockstars' to enable them to practise both at home and in school.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Drama

Drama is used as a tool in developing oral skills, vocabulary development, building confidence and self-esteem and as an essential tool in developing imaginative, expressive and persuasive spoken and written language. 'Hot seating' and 'response in role' drama techniques used in English lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as the children develop and our curriculum provides opportunities to perform to wider audiences through assemblies/performances and at key festivals in Church.

Science

At St Michael & All Angels we value Science because it makes an increasingly important contribution of all aspects of life. All children are naturally curious about their environment and Science makes an invaluable contribution to their knowledge

and understanding of the world. Science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data.

We encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Art and Design Technology

Art has a very important place in our curriculum and we follow the Knowledge Schools Trust Scheme of Work. We see Art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, print-making and digital media. They will be introduced to a wide variety of artists and their styles.

Our Design and Technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

National Curriculum Art Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Computing

At St Michael & All Angels Primary School we believe that computing should permeate the curriculum. We use a progressive Scheme of Work which clearly defines the progression of knowledge and skills needed for each year group. We believe that computing should be a tool for learning. Effective computing, coupled with well trained, competent and enthusiastic staff, allows our children to develop the necessary computing skills needed for life-long learning in the 21st Century. Computing comprises of three strands, which will be delivered to ensure a balanced curriculum.

Computer Science – the study of the foundational principles and practices of computational thinking and their application in the design and development of computer systems.

IT – the creative and productive use and application of computer systems, hardware and software.

Digital Literacy – the ability of learners to use, express themselves and develop their ideas through information and communication technology with regard to safeguarding and online etiquette.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

MFL

In Key Stage 2, all children are taught French as a Modern Foreign Language. We believe that starting early allows for more time for language learning overall and a sustained experience with the potential to lead to higher levels of proficiency at the end of secondary school. In an increasingly globalised world, intercultural understanding is essential and that it is important to awaken children's interests in other people and cultures at a time when they are open and receptive. This will excite their curiosity and may help them with choices of what to study at their next school.

National Curriculum Language Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In their music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing of a wide variety of music. We encourage listening to a wide range of music with concentration and understanding. We use the Leicestershire Schools Music Service Scheme of Work.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

PSHE

In PSHE, or Personal, Social and Health Education, children are taught about the importance of mental and physical health, including self-esteem and body image. We believe it is crucial to build effective citizens through teaching about positive relationships, keeping safe, behavioural norms and setting aspirational goals. PSHE also helps children to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe

and secure enough to fulfil their academic potential. In our curriculum we actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupil for life in modern day Britain.

Our PSHE lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHE lessons weekly. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events alongside enrichment weeks such as 'Democracy Week'.

Additionally, children in Key Stage 2 watch and discuss Newsround at least twice a week, focusing on key events and issues from the world they live in. We believe giving children these learning opportunities sets them up for further learning in the future.

As a part of transition support for our Year 6 children, in the Summer Term the children attend The Warning Zone, which teaches children about how to stay safe – from e-safety to drug and alcohol misuse.

For specific policies relating to Sex and Relationships Education as a part of our PSHE lessons, please see the school website or contact the School Office.

National Curriculum PSHE Programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

RE has a mission for tolerance and respect for all in the community. We celebrate our diversity and offer a welcoming environment for all our pupils 'whatever their gender, race, ethnicity or ability'. RE is a subject that celebrates diversity and provides an opportunity to celebrate and foster an awareness of our differences in our school and in the wider world. By exploring issues within and across faiths, we believe that pupils will learn to understand and respect faiths other than their own and will develop respect for other religions, beliefs, values and traditions. Through quality teaching children will be taught a broad and authentic understanding of other faiths. They will be encouraged to think and explore, express and explain their own ideas, enabling them to make reasoned and informed judgements on religious, moral and social issues. By developing their sense of identity and belonging, children will be better prepared for a life in a multi-cultural society. The school uses the Diocesan Agreed Syllabus and Understanding Christianity Scheme of Work.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

Link to the Diocesan Scheme of Work:

<https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2016/5/24/Leicestershire-Agreed-Syllabus2016.pdf>

History & Geography

Our school uses the Knowledge Schools Trust History and Geography Scheme of Work as well as our own units. Our programme is carefully balanced and planned to be age appropriate across the years.

Within our teaching of History we aim to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim of Geography teaching at St Michaels is to stimulate children's interest and understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions of the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Geography:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Physical Education (PE)

Our outdoor PE sessions for Reception and Key Stage 1 focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Across the school, pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. This enables children to learn and develop the notion of play, honest competition, good sportsmanship and dealing with both success and defeat. Indoor PE is held in our small hall and includes dance, apparatus work and gymnastics. Swimming is introduced to the timetable from Year 1. We ensure wider participation in the community by involvement in inter-school sports and Leicestershire based

tournaments. In addition to this, children also have the opportunity to attend after school football and netball clubs.

PE Programmes of Study:

<https://www.gov.uk/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Enrichment

We are committed to the broadest educational offering and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits:

We plan a series of trips each term for each year group and these trips are directly linked to our units, for example, a Space topic in Science may include a trip to The National Space Centre.

We also run two residential trips. Our Year 3 and 4 children visit Beaumanor Hall and stay overnight and our Year 5 and 6 children have the opportunity to spend three days at Dukes Barn Activity Centre.

Themed days and weeks:

We have themed weeks throughout the year which are incorporated into our curriculum. These may be designed to fit with national initiatives, eg., World Book Day; to match with events in the UK, a national election and, also, to highlight our curriculum subjects. Each Friday we have an Achievement Assembly to celebrate the children's success in a variety of curriculum areas.

Wrap Around Care:

We provide an 'extended day' for working parents and carers from 7.45am until 5.45pm. Breakfast Club allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for by PlayFit in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax.

Monitoring and Evaluation:

The Head Teacher and teaching staff will continuously monitor the effectiveness of the curriculum. Action points will be agreed and discussed with staff. The Head Teacher will include curriculum updates when reporting to the Governing Body.

See Appendix 1 for Curriculum Maps.

Appendix 1

St Michael and All Angels Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	<p><u>Geography</u> - Spatial Sense – Year 1</p> <p><u>Science</u> –How do we keep our bodies healthy?</p> <p><u>RE</u>- What is God like?</p> <p><u>PE</u> - Football & rugby Y1 Attack, defend, shoot unit1 Y1 Send & return unit1</p> <p><u>DT</u>- P.O.P- preparing fruit & vegetables. fruit kebabs</p> <p><u>Music</u> – Pulse Y1</p> <p><u>PHSE</u>- What makes a good friend?</p>	<p><u>History</u>- Why did the Great Fire of London happen? How do we know?</p> <p><u>Science</u> –How do we use our senses?</p> <p><u>RE</u> – Why does Christmas matter?</p> <p><u>PE</u> – Y1 Dance unit 1(or own) Y1 Hit catch run unit1</p> <p><u>DT</u>- P.O.P- free standing structures</p> <p><u>Music</u> – Voice Y1</p> <p><u>PHSE</u>- What is bullying?</p>	<p><u>Science</u> – Materials- What are their properties & uses?</p> <p><u>Geography</u> – The UK Year 1 <u>Geography</u> – The Seven Continents Year 1</p> <p><u>RE</u>– Who is Jewish and what do they believe?</p> <p>Shrove Tuesday</p> <p><u>PE</u> – Gymnastics Year 1 unit 1 and Swimming</p> <p><u>DT</u>- free standing structures</p> <p><u>Music</u> – Rhythm Y1</p> <p><u>PHSE</u>- What jobs do people do?</p>	<p><u>Science</u> – Materials_ How do materials change?</p> <p><u>RE</u> – Who is Jewish and what do they believe?</p> <p>Synagogue visit- where possible</p> <p><u>PE</u> – Swimming Attack, defend, shoot unit 2</p> <p><u>Music</u> – Pitch Y1</p> <p><u>PHSE</u>- What helps us to stay safe?</p>	<p><u>Science</u> – Plants and classification-Which are the common plants?</p> <p><u>Science</u> – plants and lifecycles – What is the structure & lifecycle of a plant</p> <p><u>RE</u> – What makes some places sacred?</p> <p><u>PE</u> –Athletics- (run, jump, throw unit 1) Ball skills- (hit, catch and run)</p> <p><u>Art</u> Artist study- Van Gogh What was his life like? What did he paint? Sunflower painting <u>Music</u>- Electronic Music Y1</p> <p><u>PHSE</u>- What helps us to grow & stay healthy?</p>	<p><u>Geography</u> – Northern Europe – Year 2</p> <p><u>History</u> – What was it like for children in the past? Victorian times- compare schools, homes, toys, Visit to Sudbury Hall</p> <p><u>RE</u> – What makes some places sacred?</p> <p><u>DT</u>- P.O.P. Templates & joining</p> <p><u>PE</u> – Athletics-(run, jump, throw unit 2) Y1 send & return</p> <p><u>Music</u>- 20th Century Music Y1</p> <p><u>PHSE</u> – How do we recognise our feelings?</p>
Year 3/4	<p><u>History</u> – The War of the Roses – Yr 3</p> <p><u>Science</u> – Light</p>	<p><u>History</u> – Henry VIII Yr 3</p> <p><u>Science</u> – Light</p>	<p><u>Geography</u> – Earthquakes and Volcanoes</p>	<p><u>Geography</u> – New Zealand and the South Pacific Year 5</p>	<p><u>History</u> – The Romans – Year 2</p> <p><u>Science</u> – Animals including Humans</p>	<p><u>History</u> – Life in Ancient Rome or The Rise and Fall of Ancient Rome Year 4</p>

	<p>RE- What does it mean to be a Hindu in Britain today?</p> <p>PE – Football</p> <p>Art – Elements of Art – Light Yr 4</p> <p>Music – Pulse Y3</p> <p>French – Core Unit 1</p> <p>PHSE- What strengths, skills & interests do we have?</p>	<p>RE - What does it mean to be a Hindu in Britain today?</p> <p>PE – Dance/Freeze frames</p> <p>DT – Food Healthy and Varied Diet</p> <p>Music – Voice Y3</p> <p>French – Core Unit 2</p> <p>PHSE- How do we treat each other with respect?</p>	<p>Science – Rocks and Fossils</p> <p>RE – What do Christians learn from the Creation Story?</p> <p>PE – OAA</p> <p>Art – Art – Elements of Art – Space Yr 4</p> <p>Music – Rhythm Y3</p> <p>French – Core Unit 3</p> <p>PHSE- How can we manage our feelings?</p>	<p>Science – Rocks and Fossils</p> <p>RE- Why do Christians call the day Jesus died “Good Friday”?</p> <p>PE – Basketball</p> <p>DT – Levers and Linkages</p> <p>Music – Pitch Y3</p> <p>French – Animals</p> <p>PHSE- How will we grow & change?</p>	<p>RE-What is the Trinity?</p> <p>PE – Athletics</p> <p>Art – Monuments of Ancient Rome – Year 4</p> <p>Music - Electronic Music Y3</p> <p>French - Food</p> <p>PHSE – How can our choices make a difference to others & the environment?</p>	<p>Geography – Leicester city study including the Romans (Cultural Capital) FIELD TRIP</p> <p>RE- Why do some people think life is like a journey and what significant experiences mark this?</p> <p>PE – Athletics</p> <p>DT – simple circuits and switches</p> <p>French – At School</p> <p>Music – 20th Century Music Y3</p> <p>PHSE- How can we manage risk in different places?</p>
Year 5/6	<p>History – The Rise of Hitler and WW2 Yr 6</p> <p>DT – Make do and Mend</p> <p>Science – Electricity- What important</p>	<p>History – WW2 and the Holocaust – Yr 6</p> <p>Science – Light How our eyes see light?</p>	<p>Geography – North America Yr 6</p> <p>Science- Earth and Space</p> <p>RE -What matters to Christians and Humanists?</p>	<p>Geography – South America Year 6</p> <p>Science – Materials</p> <p>RE -What matters to Christians and Humanists?</p>	<p>Geography – Mountains Year 5</p> <p>Science – Properties and changes of Materials</p>	<p>Science – Periodic table</p> <p>RE – What does it mean to be a Muslim in Britain today?</p> <p>PE –Rounders</p>

	<p>discoveries came through electricity?</p> <p>RE- Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>PE – Football/Orienteering</p> <p>Art – Landscapes</p> <p>French – On Holiday</p> <p>Music – Pulse Y5</p> <p>PHSE- How can we keep healthy as we grow?</p>	<p>RE – How far does following God bring freedom and Justice?</p> <p>PE – Dance and Basketball</p> <p>DT –Shelters</p> <p>Art – Propaganda posters</p> <p>French – Eating Out</p> <p>Music – Voice Y5</p> <p>PHSE- How can we keep healthy as we grow?</p>	<p>PE – Rugby Gymnastics</p> <p>French – Hobbies</p> <p>Music – Rhythm Y5</p> <p>PHSE- How can the media influence people?</p>	<p>PE – Hockey, Basketball</p> <p>French – A school trip</p> <p>Music – Pitch Y5</p> <p>PHSE-How can the media influence people?</p>	<p>RE – What does it mean to be a Muslim in Britain today?</p> <p>French – Seasons</p> <p>Music – Electronic Music Y5</p> <p>PHSE- What will change as become more independent? How do friendships change as we grow?</p>	<p>Geography- British Geography Yr 6</p> <p>French – The Environment</p> <p>Music – 20th Century Music Y5</p> <p>PHSE- What will change as become more independent? How do friendships change as we grow?</p>
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St Michael and All Angels Curriculum Map 2020-2021

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1/2</u>	<p>Geography – Spatial Sense Year 2</p> <p>Science – What are the Seasonal changes & why does the length of the day alter?</p> <p>RE – Who made the world?</p> <p>PE - Football & rugby Y2 Attack, defend shoot uni1 Y2 send & return Art – Line Year 1</p> <p>Music – Pulse Y2</p> <p>PHSE- What is the same & different about us?</p>	<p>History – Prime Ministers or Kings and Queens Yr 1</p> <p>Science – Investigations</p> <p>RE- What Does it mean to belong to a faith community?</p> <p>PE – Y2 Dance unit (or own choice) and Y2 hit catch run unit1</p> <p>DT- Diwali sweets & Diva lamps & P.O.P –Sliders & Levers Art – Colour Year 1</p> <p>Music – Voice Y2</p> <p>PHSE- Who is special to us?</p>	<p>Geography – China</p> <p>Science – Healthy Lifestyles</p> <p>RE – How & why do we celebrate special & sacred times (Judaism)</p> <p>PE – Y2 Gymnastics unit1 and Swimming</p> <p>Art – Language of Art – Yr 1</p> <p>Music – Rhythm Y2</p> <p>PHSE- What helps us to stay healthy?</p>	<p>History – Prehistoric Britain Year 1</p> <p>Science – Food chains</p> <p>RE- Why does Easter matter?</p> <p>PE – Swimming and Y2 attack defend shoot unit2</p> <p>Art/DT – Architecture – yr 1</p> <p>Music – Pitch Y2</p> <p>PHSE-What can we do with money?</p>	<p>Geography – Our local area (Cultural Capital)</p> <p>Science – Lifecycles and habitats and classification.</p> <p>RE What is the Good news that Jesus brings?</p> <p>PE –Y2 hit catch run unit2 Y2 Run jump throw unit 1</p> <p>Art – Paintings of Children – Yr 1</p> <p>Music- Electronic Music Y2</p> <p>PHSE-Who helps us to stay safe?</p>	<p>Science – Animals and Habitats including mini beasts</p> <p>RE – How can we learn from sacred books?</p> <p>PE – Y2 send & return unit 2 Y2 Run jump throw unit 2</p> <p>Art/DT – Investigating Sculpture-Yr 1</p> <p>DT- P.O.P Wheels & axles-</p> <p>Music – 20th Century Music Y2</p> <p>PHSE- How can we look after each other & the world?</p>
<u>Year 3/4</u>	<p>History- Anglo Saxons and Vikings – Year 2</p> <p>Science – Forces and Magnets</p>	<p>Geography – Settlements Year 3</p> <p>Science – Electricity</p> <p>DT – Simple programming and controls</p>	<p>Geography – Amazon rainforest – physical and human – inc World Climate change</p> <p>Science- Plants</p>	<p>Geography – Rivers – Year 3</p> <p>Science – States of matter inc Water Cycle</p> <p>RE- What kind of world did Jesus want?</p>	<p>History – Ancient Egypt – Year 2</p> <p>Science - States of matter inc Water Cycle</p>	<p>History – What role did women have at all levels in Ancient Egypt? Including Cleopatra and link with Romans.</p>

	<p>Art – Early Christian and Medieval Art – Year 2</p> <p>RE- Why do people pray?</p> <p>PE – Football</p> <p>French – Playtime</p> <p>Geography – Spatial Sense – Yr 3</p> <p>Music – Pulse Y4</p> <p>PHSE- How can we be a good friend?</p>	<p>RE – Why are festivals important to religious communities?</p> <p>PE – Dance</p> <p>French – My Home</p> <p>Music – Voice Y4</p> <p>PHSE- What keeps us safe?</p>	<p>RE – What is like to follow God?</p> <p>PE – OAA</p> <p>Art – Landscapes – Yr 3</p> <p>French – My Town</p> <p>Music – Rhythm Y4</p> <p>PHSE- What are families like?</p>	<p>DT – Shell structures</p> <p>PE – Basketball</p> <p>French – Describing People</p> <p>Music – Pitch Y4</p> <p>PHSE –What makes a community?</p>	<p>RE- When Jesus left, what next?</p> <p>Art Ancient Egyptian Art – Year 2</p> <p>PE – Athletics</p> <p>French – The Body</p> <p>Music- Electronic Music Y4</p> <p>PHSE-Why should we eat well & look after our teeth?</p>	<p>Science – Yr 3 Animals inc Humans – Skeleton and nutrition</p> <p>RE – What can we learn from religions about deciding what is right and wrong?</p> <p>Art/DT – Architecture – Yr 3</p> <p>PE – Athletics</p> <p>French – Sport</p> <p>Music – 20th Century Music Y4</p> <p>PHSE- Why should we keep active & sleep well?</p>
Year 5/6	<p>History – The British Empire – Yr 5</p> <p>Science – Inheritance</p> <p>RE – Eight sentences for a happy world</p> <p>PE – Hockey and Football</p> <p>French – Actions</p>	<p>History – The Abolition of Slavery Year 5 and Black Lives Matters</p> <p>Science – Evolution</p> <p>RE – Why do some people think God exists?</p>	<p>Geography – Africa – Yr 6</p> <p>Science- Habitats and living things</p> <p>RE - Creation or Science?</p> <p>PE - Netball and multi sports</p>	<p>Geography – Coastal Erosion</p> <p>Science – Habitats and living things</p> <p>RE – What difference does the Resurrection make for Christians?</p> <p>PE –Netball and multisports</p>	<p>History – The History of Human Rights and Equality in Britain Yr 6</p> <p>Science – Animals inc Humans</p> <p>RE – What would Jesus do?</p> <p>PE- Rounders and cricket</p>	<p>Science – Animals inc Humans – drugs, SRE</p> <p>RE- What do religions say when life gets hard?</p> <p>PE – Athletics and Rounders</p> <p>Geography – Global issues Yr 6</p>

	<p><u>Geography</u> – Spatial Sense Year 5</p> <p><u>Art</u>- Language of Art – Style</p> <p><u>Music</u> – Pulse Y6</p> <p><u>PHSE</u>-What makes up a person’s identity?</p> <p><u>Computing</u> – Scratch and Hour of Code</p>	<p><u>PE</u> –Tennis and Hockey</p> <p><u>French</u> – In France</p> <p>Art – Islamic Art and Architecture Yr 5</p> <p><u>Music</u> – Blues and Garage band</p> <p><u>PHSE</u>- What decisions can people make with money?</p>	<p><u>French</u> – Family</p> <p>Art – African Art Yr 5</p> <p><u>Music</u> – Rhythm Y6</p> <p><u>PHSE</u>- How can we help in an emergency?</p>	<p><u>French</u> – A weekend with friends</p> <p>Art – China Yr 5</p> <p><u>Music</u> – Pitch Y6</p> <p><u>PHSE</u>- How can friends communicate safely?</p>	<p><u>French</u> – The future</p> <p>Art – William Morris – Yr 6</p> <p><u>Music</u>- Electronic Music Y6</p> <p><u>PHSE</u>-How can drugs common to everyday life affect health?</p>	<p><u>French</u> – Jobs</p> <p>Art – Prints and Printmaking Yr 5</p> <p><u>Music</u> – 20th Century Music Y6</p> <p><u>PHSE</u>- What jobs would we like?</p>
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