



OUR LADY OF COMPASSION SCHOOL

CURRICULUM

[TWO-YEAR CYCLE PLANS – CYCLE A]

FS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About You and Celebrations	Weather Watchers	Starry Night	Dangerous Dinosaurs	Creatures and Habitats	Splash
Mini Home Project	RE Focus – Make a Nativity scene. Model, collage, painting etc...		Art Focus - Make a junk model rocket.		Science Focus - Make a bug hotel.	
Key Events and Celebrations	Harvest Festival Black History Month Advent Diwali	Bonfire Night Remembrance Day Remembrance. St. Andrew's Day Hanukkah Christmas	New Year Epiphany Lunar New Year Burns Night Valentine's Day Shrove Tuesday Ash Wednesday St David's Day	St. Patrick's Day World Book Day British Science Week Mother's Day Ramadan Easter	St. George's Day Ascension Pentecost May is the Month of Mary	Father's Day Sacred Heart
Key Texts and Literacy	<ul style="list-style-type: none"> In Every House on Every Street. The Story of Creation Who are you? From Head to Toe – Eric Carle Once There Were Giants. Rosa Parkes. Why Do You Love Me So Much? Harvest Festival (CBeebies My First Harvest) 	<ul style="list-style-type: none"> Diwali. Rosie's Hat After the Storm – Percy the Park Keeper William's Winter Wish The Snowman and the Snow Dog. 'Twas The Night Before Christmas. The Christmas Story 	<ul style="list-style-type: none"> Look Up The Gruffalo's Child Peace at Last Night Monkey, Day Monkey How to Catch a Star Can't you Sleep Little Bear How the Stars Came to Be 	<ul style="list-style-type: none"> Cave Baby Tyrannosaurus Drip. Dear Dinosaur Harry and the Bucketful of Dinosaurs Chomp, Chomp Big Roars! Here Come the Dinosaurs 	<ul style="list-style-type: none"> The Tiny Seed How Does a Butterfly Grow? My First Book of Garden Bugs 	<ul style="list-style-type: none"> Fatou Fetch the Water Penguin on Holiday Lucy and Tom at the Seaside Commotion in the Ocean
FS1 Phonics	Phase 1 – See Letters & Sounds Activities. Bug Club – Phase 1 Unit A – A Wet Walk Unit B – All Sorts of Art Unit C – Nature Shapes		Phase 1 – See Letters & Sounds Activities. Bug Club – Phase 1 Unit D – The Missing Button Unit E – From Seed to Sandwich Unit F – A Day at the Beach		Continuation of Phase 1 and introduction of Phase 2 s a t p i n	
FS1 Literacy	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing					

'm' for mummy. • Write some or all of their name. • Write some letters accurately.						
FS2 Phonics – Bug Club	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3 – Recap	Phase 4 and Revision
FS2 Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter /sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 				<p>ELGs Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	
Maths Numberblocks	<ul style="list-style-type: none"> ▪ Counting to 1. ▪ 2 is more than 1. ▪ Counting to 2, the 'twoness' of 2. ▪ 3 is more than 2. 	<ul style="list-style-type: none"> ▪ Counting to 3; Comparing numbers 1, 2 and 3 – 'bigger' and 'smaller'; ordering numbers 1 to 3; 3 is made of 2 and 1. ▪ 4 is more than 3; Counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising) ▪ 5 is more than 4; ▪ Counting to 4; adding 1s. 	<ul style="list-style-type: none"> ▪ Counting to 5; line up 1 to 5 in order; identify missing numbers within a 1 to 5 line-up. ▪ The key principles of counting: one to one correspondence ; cardinality; stable order. ▪ Subitising numbers 1 to 5; different ways of arranging blocks to 5; conservation of number. ▪ Composition of 	<ul style="list-style-type: none"> ▪ 4 can be partitioned into 2 and 2; and 1 and 1 and 1 and 1. ▪ The number of a group can be changed by adding to it or taking from it; addition and subtraction of 1; number bonds to 5. ▪ Addition and Subtraction of numbers to 5; number bonds to 5. 	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'), • Show 'finger numbers' up to 5, • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5, • Experiment with their own symbols and marks as well as numerals, • Solve real world mathematical problems with numbers up to 5, • Compare quantities using language: 'more than', 'fewer than'. 	

			<p>numbers 1 to 5: Introduction to 'part-part-whole.' Structure; partitioning a whole number into parts; conservation of number.</p>			
FS1 Shape Space and Measure	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>					
FS2 Power Maths	<p>Unit 1: Numbers to 5 Unit 2: Comparing Groups within 5 Unit 3: Shape (2D and 3D)</p>	<p>Unit 4: Change within 5 Unit 5: Number Bonds within 5 Unit 6: Space</p>	<p>Unit 7: Numbers to 10 Unit 8: Comparing Numbers within 10 Unit 9: Addition to 10 Unit 10: Measures (Length, height and weight)</p>	<p>Unit 11: Number Bonds to 10 Unit 12: Subtraction Unit 13: Exploring Pattern</p>	<p>Unit 14: Counting On and Back Unit 15: Numbers to 20 Unit 16: Numerical Patterns</p>	<p>Unit 17: Shape (Composing and decomposing shapes) Unit 18: Measure (Volume and Capacity) Unit 19: Sorting (Optional) Unit 20: Time & Money</p>
FS1 - RE – People of God	<p>NA – Creation: God the Creator NB – God Our Father Cares For Us. NC – Advent – Getting Ready ND – Christmas – Mary the Mother of Jesus</p>		<p>NE – Baptism – My Name NF – God's Family NG – Lent – Jesus and his Father NH – Holy Week – Hearing</p>		<p>NI – Easter - Alleluia NJ – Pentecost – The Air Around Us NK – Special Celebrations 25th July – St James Feast Day (Class Saint)</p>	
FS1 - RE NL - Continuous Unit throughout the year	<p>The unit will develop the children's knowledge experience of the Bible and Mary being the mother of Jesus.</p>					
FS2 - RE – People of God	<p>RA – Creation – God's Gifts RB – People Who Care for Us RC – Advent</p>		<p>RD – Christmas RE – Baptism RF – People Who Help Us RG – Lent</p>		<p>April 16th – St Bernadette Feast Day (FS2HM Class Saint) RH – Holy Week RI – Easter RJ – Pentecost</p>	

			RK – Prayer July 25th – St Christopher Feast Day (FS2M Class Saint)			
FS1 C&L	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 					
FS2 C&L	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 					ELGs Listening, Attention and Understanding <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
C&L	Listen and ask questions with your friends – can I join in with your game?	Describe what you can see outside using your senses	Use recently learned vocabulary throughout the day – names of planets	Learn the names of the different dinosaurs	Play minibeast describing game, use questioning to learn about different minibeast- how many legs does it have?	Use instruments and body parts to make the sounds of the beach

PSED - Jigsaw	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships and Families	Changing Me
FS1 PSED	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 					
FS2 PSED	<p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian. 				<p>ELGs:</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. 	
FS1 EAD	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 					

<p>FS2 EAD</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 				<p>ELG: Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
<p>FS2 EAD</p>	<p>Make friendship bracelets for your new friends</p>	<p>Autumn weather dance: https://www.bbc.co.uk/teach/school-radio/ks1-dance-autumn/zmxnjhv</p> <p>Make a snowflake out of a pipe cleaner and beads</p>	<p>Create a telescope and look at the stars</p>	<p>Create a dinosaur fossil out of clay</p>	<p>Make a minibeast habitat outside with a friend</p>	<p>Transient Art - Use driftwood, pebbles and shells to make a picture</p>
<p>FS1 Understanding the World</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>					
<p>FS2 Understanding the World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>				<p>People and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world Children know about similarities and differences in</p>	

	Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.				relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	
UOW	Learn about the different celebrations and festivals.	Learn about hibernating animals	Learn the planet song	Learn the Dinosaur Stomp Dance Read non-fiction books on dinosaurs	Go on a minibeast hunt with magnifying glasses – where are they hiding?	Use pipes to make a water carrying system
REAL PE	Bike Adventure & Pirate Adventure	Moon Adventure & Fun in the Jungle	Train Adventure & Line Out	Clown's Naughty Ball & Off to the Seaside	Circus Training School & Land of the Beans	The Hairy, Scary Woods & Little Kitties Time to Play
FS1 Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
FS2 Physical Development	• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes				ELGs: Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	

Memorable Experiences	<i>Autumn Walk/Autumn Treasure Bag Woodland Walk Walk to Friary - Buddy Assembly Nativity</i>	<i>Make a Bird Feeder Dinosaur Trip Mother's Day Assembly</i>	<i>Trip to Parkridge Centre Grow a Sunflower Challenge Crowning of Mary Sports and Culture Week Sport Day</i>
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KS1	ENGLISH Literary Tree	HUMANTIES [HISTORY] Active Learn	RELIGIOUS EDUCATION People of God	SCIENCE Hamilton	MUSIC Kapow	COMPUTING Kapow	ART Kapow	Design & Technology Kapow	MFL Kapow	PE Real PE
AUTUMN A	<ul style="list-style-type: none"> Journey - Aaron Becker Jim and the Beanstalk – Raymond Briggs Send For A Superhero - Michael Rosen Lost and Found - Oliver Jeffers The Bear and The Piano - David Litchfield 	Weather and Field Skills (Geography)	<p>Unit A - Creation</p> <p>Unit B - Families and Celebrations</p> <p>Unit C - Prayer</p> <p>Unit D - Advent</p> <p>Unit E - Christmas</p>	<p>Amazing Me! (Animals including humans)</p> <p>Wild Weather (Seasonal Changes)</p>	<p>Pulse and rhythm Theme: All about me</p> <p>Tempo Theme: Snail and mouse</p>	<p>Computing systems and networks Improving mouse skills</p> <p>Programming Algorithms unplugged</p> <p>Online Safety Discuss what the internet is and how it can be used.</p>	<p>Drawing: Make your Mark</p> <p>Craft and Design: Woven Wonders</p>	<p>Mechanisms: Making a moving story book</p> <p>Structures: Constructing a windmill</p>		<p>Personal Skills: Coordination (foot skills) Static Balance (One Leg)</p> <p>Social Skills: Dynamic Balance to Agility (Jumping and Landing) Static Balance Seated</p>
SPRING A	<ul style="list-style-type: none"> Sidney, Stella and The Moon - Emma Yarlett Beegu - Alexis Deacon Pig the Pug – Aaron Blaney Billy and the Beast – Nadia Shireen 	Hot and cold Places (Geography)	<p>Unit E - Christmas</p> <p>Unit F - Jesus: Teacher and Healer</p> <p>Unit G - Forgiveness</p> <p>Unit H - Lent</p> <p>Unit I - Holy Week</p>	<p>Brilliant Builders (Materials)</p> <p>Growing Things (Plants)</p>	<p>Pitch and tempo Theme: Superheroes</p> <p>Musical me</p>	<p>Skills showcase Rocket to the moon</p> <p>Computing systems and networks What is a computer?</p> <p>Online Safety Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset others.</p>	<p>Drawing: Telling a story</p>	<p>Textiles: Puppets</p> <p>Mechanisms: Wheels and axels</p>		<p>Cognitive Skills: Dynamic Balance (On a Line) Static Balance (Stance)</p> <p>Creative Skills: Coordination (Ball Skills) Counter Balance (With a Partner)</p>

SUMMER A	<ul style="list-style-type: none"> ▪ If All The World Were - Joseph Coelho ▪ A Walk in London – Salvatore Rubbino ▪ Stanley’s Stick - John Hegley ▪ The Minpins - Roald Dahl 	<p>Comparing Countries of the UK (Geography)</p>	<p>Unit J - Easter</p> <p>Unit K - Pentecost</p> <p>Unit L - Sharing Jesus’ Life</p> <p>Unit M - Following Jesus Today</p>	<p>Wild and Wonderful Creatures (Animals Including Humans)</p> <p>Food Chains (Living Things and their Habitats)</p>	<p>On this island: British songs and sounds</p> <p>Orchestral instruments Theme: Traditional western stories</p>	<p>Programming Algorithms and debugging</p> <p>Computing systems and networks Word processing</p> <p>Online Safety Identify which information is appropriate to share and post online and which is not.</p>	<p>Craft and Design: Map it out</p>	<p>Smoothies</p>		<p>Physical Skills: Coordination (Sending and Receiving) Agility (Reaction / Response)</p> <p>Health and Fitness Skills: Agility (Ball Chasing) Static Balance (Floor Work)</p>
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LKS2	ENGLISH Literary Tree	HUMANITIES [HISTORY] Active Learn	RELIGIOUS EDUCATION People of God	SCIENCE Hamilton	MUSIC Kapow	COMPUTING Kapow	ART Kapow	Design & Technology Kapow	MFL Kapow	PE Real PE
AUTUMN A	<ul style="list-style-type: none"> Journey - Aaron Becker The Selfish Giant - Oscar Wilde Sparky - Jenny Offill Cloud Tea Monkeys - Mal Peet The Tin Forest - Helen Ward 	<p>Villages, towns and cities (Y3 Geography)</p> <p>Mountains, volcanoes and earthquakes (Y3 Geography)</p>	<p>Unit A Belonging- We gather as God's family.</p> <p>Unit E We listen to God's word at Mass</p> <p>Unit C Advent</p> <p>Unit D Christmas</p>	<p>Light Shining the Light</p> <p>Living Things and Their Habitats Habitat Helpers</p>	<p>Instrumental lessons unit: South Africa</p> <p>Developing Singing Technique Theme: Vikings</p>	<p>Computing systems and networks Emailing</p> <p>Programming Programming: Scratch</p> <p>Online Safety Differentiate between fact, opinion and belief online. Explain how to deal with upsetting online content.</p>	<p>Drawing: Growing artists</p> <p>Craft and design: Ancient Egyptian scrolls</p>	<p>Mechanical systems: Pneumatic toys</p> <p>Digital world: Wearable technology</p>	<p>French greetings with puppets</p> <p>French adjectives for colour, size and shape</p>	<p>Unit 1 - Personal Coordination – Footwork Static Balance – One Leg</p> <p>Unit 2 - Social Dynamic balance to agility Jumping and Landing</p>
SPRING A	<ul style="list-style-type: none"> The Lion the Witch and the Wardrobe - C S Lewis Ruckus Winter's Child - Angela McAllister & Grahame Baker Smith The Present [Visual Literacy] 	<p>Water and weather (Y3 Geography)</p> <p>Rivers (Y4 Geography)</p>	<p>Unit D Christmas</p> <p>Unit B Reconciliation - Y3 & Y4 (School /Parish)</p> <p>Unit E We listen to God's Word at Mass</p> <p>Unit F Lent</p>	<p>Rocks This Planet Rocks</p> <p>Animals Including Humans The Circle of Life</p>	<p>Instrumental lessons unit: Caribbean</p> <p>Body and tuned percussion Theme: Rainforests</p>	<p>Creating media Video trailers</p> <p>Creating media Website design</p> <p>Online safety Recognise that digital devices communicate with each other to share personal information.</p>	<p>Drawing: Power prints</p>	<p>Eating seasonally</p> <p>Structures: Constructing a castle</p>	<p>French playground games - numbers and age</p> <p>In a French classroom</p>	<p>Unit 3 - Cognitive Dynamic- On a line Coordination- Ball Skills</p> <p>Unit 4 - Creative Coordination- Sending and Receiving</p>

SUMMER A	<ul style="list-style-type: none"> ▪ Taking Flight ▪ The Queen's Token - Pamela Oldfield ▪ Jabberwocky - Lewis Carroll ▪ The BFG - Roald Dahl 	<p>Migration (Y4 Geography)</p> <p>Natural resources (Y4 Geography)</p>	<p>Unit I Easter</p> <p>Unit J The Eucharist is a Thanksgiving to God</p> <p>Unit K Pentecost</p>	<p>Electricity Electric Personalities</p> <p>Plants Greatly Green Growers</p>	<p>Jazz</p> <p>Adapting and transposing motifs Theme: Romans</p>	<p>Programming Further coding with scratch</p> <p>Programming Computational thinking</p> <p>Online Safety Explain what social media platforms are used for. Recognise why social media platforms are age-restricted.</p>	<p>Craft and design: Fabric of nature</p>	<p>Textiles: Cushions or Egyptian collars</p> <p>Electrical systems: Electric poster</p>	<p>Bon appetit!</p> <p>Shopping for French food</p>	<p>Unit 5 – Physical Agility - Reaction and Response Static Balance – Floor work</p> <p>Unit 6 – Health and Fitness Agility – Ball chasing Static Balance – Stance</p>
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UKS2	ENGLISH Literary Tree	HUMANTIES [HISTORY] Active Learn	RELIGIOUS EDUCATION People of God	SCIENCE Hamilton	MUSIC Kapow	COMPUTING Kapow	ART Kapow	Design & Technology Kapow	MFL Kapow	PE Real PE
AUTUMN A	<ul style="list-style-type: none"> ▪ Journey - Aaron Becker ▪ The Lost Happy Endings - Carol Ann Duffy ▪ Rain player - David Wisniewski ▪ Literacy through RE 	<p>Slums (Y5 Geography)</p> <p>Biomes (Y5 Geography)</p>	<p>Unit A Creation</p> <p>Unit B Miracles and sacrament of the sick</p> <p>Unit C Advent</p>	<p>Properties of Materials Materials Consultants</p> <p>Light Theatre Lighting Technicians</p>	<p>Film music</p> <p>Composition notation Theme: Ancient Egypt</p>	<p>Programming Micro:bit</p> <p>Data Handling Mars Rover 1</p>	<p>Drawing: <i>I need space!</i></p> <p>Craft and design: Architecture</p>	<p>Textiles: Stuffed toys</p> <p>Electrical systems: Doodlers</p>	<p>Portraits – describing in French</p> <p>Meet my French family</p>	<p>Personal Coordination Ball Skills</p> <p>Agility Reaction / Response</p> <p>Social Dynamic Balance On a Line</p> <p>Counter Balance With a Partner</p> <p>(Class 6 Swimming)</p>
	SPRING A	<ul style="list-style-type: none"> ▪ The invention of Hugo Cabret - Brian Selznick ▪ The Three Little Pigs Project - The Guardian ▪ The Last Wild - Piers Torday 	<p>Energy and Sustainability (Y5 Geography)</p> <p>Local Fieldwork (Y6 Geography)</p>	<p>Unit D Christmas</p> <p>Unit E Baptism</p> <p>Unit F Parables and sayings of Jesus</p> <p>Unit G Lent</p> <p>Unit H Holy Week</p>	<p>Electricity Electric Art</p> <p>Living Things and Their Habitats Illustrating Life Cycles</p>	<p>Musical theatre</p> <p>Theme and variations Theme: Pop Art</p>	<p>Skills Showcase Mars Rover 2</p> <p>Computing systems and networks Bletchley Park</p>	<p>Drawing: <i>Make my voice heard</i></p>	<p>Structures: Bridges</p> <p>Digital world: Monitoring devices</p>	<p>Clothes – getting dressed in France</p> <p>French weather</p>

SUMMER A	<ul style="list-style-type: none"> ▪ The Man Who Walked between the Towers - Mordicai Gerstein ▪ Romeo and Juliet - William Shakespeare ▪ Can we Save the Tiger? - Martin Jenkins and Vicky White 	<p>Population (Y6 Geography)</p> <p>Globalisation (Y6 Geography)</p>	<p>Unit I Easter</p> <p>Unit J Pentecost</p> <p>Unit K The work of the apostles</p> <p>Unit L Marriage and Holy Orders</p>	<p>Revision Block Medical Manoeuvres</p> <p>Animals Including Humans The Human Species</p>	<p>Songs of World War 2</p> <p>Composing and performing a leavers' song</p>	<p>Creating media History of computers</p> <p>Skills showcase Inventing a product</p>	<p>Craft and design: Photo opportunity</p>	<p>Developing a recipe</p> <p>Mechanical system: Making a pop-up book</p>	<p>Exploring the French speaking world</p> <p>Planning a French holiday</p>	<p>Physical Dynamic Balance to Agility Jumping and Landing</p> <p>Static Balance One Leg</p> <p>Health and Fitness Coordination Sending and Receiving</p> <p>Agility Ball Chasing</p> <p>(Class 5 Swimming)</p>
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