



St Luke's CE Primary School Curriculum Overview

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	<p>Led by children's interests</p> <p>Children in Reception learn and develop well through high-quality play in enabling environments, by adults modelling, through guided learning and direct teaching. Children are regularly encouraged to develop their own ideas, which is incorporated into curriculum planning. By acknowledging, and building on, children's own interests, children feel valued as an individual, someone who is an expert in their own life experiences. Alongside the child's interests, the curriculum in Reception covers a wide range of seasonal, cultural and topical themes throughout the year. Guided by the Statutory Framework for the EYFS and Development Matters.</p>				
	Getting to know our children and their families.					
Working with experts and volunteers.	Local visit - First walk to church to meet Rev. Matt. Harvest Festival	Fire Engine visit from Merseyside Fire and Rescue. Theatre Visit to The Atkinson.	Favourite stories - bring a book to school day. Visit from a police officer, doctor, children's nurse Dentist visit to discuss oral health.	Spring Walk World Book Day Trip to Imagine That!	Inviting parents/ grandparents to help with gardening.	Local nature walk. Walk to Formby library.
Communication and Language	<p>We know that the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Home Visits Settling in activities Children talking about experiences that are familiar to them Sharing facts about me! Familiar Stories Colour Monsters Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Learn rhymes, poems and songs. Daily circle and story time.	Weekend news Listening and responding to stories Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Explore how and why questions. Begin to answer questions in front of whole class.	Retell stories with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Follow stories with pictures and prompts. Share work with class by standing up at the front.	Describe events in detail using time connectives Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story Children to talk about their own passions / goals / dreams.	Re-read books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Explore who, what, where, when, why and how questions. Begin to organise, sequence and clarify ideas and events.	Read aloud books to children that will extend their knowledge of previously taught facts. Select books containing photographs and pictures, for example, placed in different weather conditions and seasons. Explore a range of tenses when speaking in sentences.

Personal, Social and Emotional Development	<p>We know that children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>Explore different emotions and understand how people show emotions. Focus on independent dressing: coat on independently. Get changed for P.E with support. Self-care focus: independent toileting and wash hands. Encourage children to access different areas within the setting. Learn to seek support of adults when needed. Build confidence to speak to peers and adults.</p>	<p>Children to talk about how they are feeling. Begin to consider the feelings of others. Learn to adapt behaviour to a range of situations. Collaboratively develop class rules and understand the need to have rules. Learn how dress to PE independently. Play with children who are playing with the same activity. Begin to develop friendships.</p>	<p>To focus during longer whole class lessons. To follow two-step instructions. Begin to show resilience and perseverance in the face of challenge. Practise doing zips and buttons. Begin to work as a group with support. Use taught strategies to support turn taking.</p>	<p>Identify and moderate their own feelings socially and emotionally. Consider the feelings and needs of others. Listen to the ideas of other children and agree on a solution and compromise.</p>	<p>To control their emotions using a range of techniques. To set a target and reflect on progress throughout. Learn to identify and name healthy foods. Continue to manage own basic needs independently. Work as a group. Begin to develop relationships with other adults around the school.</p>	<p>Follow instructions of two steps or more. Understand the importance of healthy food choices. Show resilience and perseverance in the face of challenge. Build strong friendships.</p>
Physical Development	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					

	Children learn to increasingly independent as they get dressed and undressed e.g. putting coats on and doing up zips. Develop the skills children need to manage the school day successfully for lining up and meal times.	Children continue to develop overall body strength, co-ordination, balance and agility. Children gain confidence using a range of large and small apparatus indoors and outdoors.	Children refine the fundamental movement skills including: Rolling, crawling, walking, jumping, running, hopping, skipping and climbing.	Children continue to develop their small motor skills so they can use a range of tools competently, safely and confidently.	Children further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Developing confidence, competence, precision and accuracy when engaging om activities that involve a ball.	Children have developed and continue to build on the foundations of a handwriting style which is fast, accurate and efficient.
Literacy	Children in Reception are taught early reading through the Read, Write, Inc. phonics programme, beginning in their first week of school. Children are taught language comprehension through shared stories and talk with adults. They learn to read words through daily teaching of letter sounds and apply what they have been taught by reading words containing the sounds they know in matched books, starting from picture books for sharing and sound-blending books.					
	Children will begin to read individual letters by saying the sounds for them.	Beginning to blend sounds into words so children can read short words made up of the sounds they know.	Children will be learning to read simple phrases and sentences.	Children will be able to read some letter groups that each represent one sound.	Children will continue to revisit common exception words (Red Words) and may use them in writing.	Children will be learning to for lower-case and capital letters correctly. Children will be learning to write short sentences with known sound-letter correspondence using a capital letter and full stop.
Mathematics	Children in Reception develop a deep maths-mastery foundation through daily NCETM lessons in addition to a range of play-based learning opportunities embedded within the Reception provision. Children also develop a secure base of mathematical knowledge through focusing on a number a week., helping to develop a long-lasting understanding of Early Years mathematical skills. Children are encouraged to notice numbers and numerical patterns within their immediate environment, spot connections, have a go and not be afraid to make mistakes.					
	Children will develop the key skills of counting. Objects, actions and sounds. Children will be able to continue, copy and create repeating patterns.	Children will learn the skill of subitising and be able to link the number symbol with its cardinal number value.	Children will count verbally to 10 and beyond 20. Children begin to understand the 'one more than/ one less than' relationship between numbers.	Children explore the composition of numbers to 10.	Children will be learning to compose and decompose shapes.	In Reception will have opportunities to compare length, weight and capacity. They will be learning to automatically recall number bonds for numbers 0-5 and some to 10.

Understanding the World	<p>We know that understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>Children can talk about members of their immediate family and community, naming and describing people who are familiar to them.</p>	<p>Recognising that people have different beliefs and celebrate special times in different ways. Children will continue to explore the natural world around them.</p>	<p>Understand the past through events encountered in books. Know about people who help us. Children will recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Comment on images of familiar situations in the past. Children will be learning to compare and contrast characters from stories, including figures from the past.</p>	<p>To know that peoples in other countries may speak in different languages. Know and recognise the signs of Summer.</p>	<p>Draw information from a simple map. Children will be confident and understand the effect of changing seasons on the natural world around them.</p>
Expressive Arts and Design	<p>We know that the development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Children will be supported in creating collaboratively, share ideas, resources and skills. Children will sing in a group or on their own, introducing new and familiar songs repeating them gradually.</p>	<p>Children begin to develop storylines in their pretend play.</p>	<p>To watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Children will be able to explore and engage in music making and dance, performing solo or in groups.</p>	<p>Children in Reception will be exploring, using and refining a variety of artistic effects to express their ideas and feelings.</p>	<p>Children will be listening attentively, move to and talk about music, expressing their feelings and responses.</p>
Religious Education	<p>Which people are special and why?</p>	<p>Questful RE: Early Years Christmas</p>	<p>Which places are special and why?</p>	<p>Questful RE: Early Years Easter</p>	<p>Where do we belong?</p>	<p>What is special about our world?</p>
	Christian Values: Love and Kindness					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Home and Me	The Animal Kingdom	Toys	Pirates and Explorers	Into the Forest	Beside the Seaside!
Working with experts and volunteers, incl visits		Knowsley Safari Park; Singing Christmas Songs in local nursing homes	Children as curators in class museums, invitations to parents/other classes; older members of community talk about their toys. Museum of Liverpool (Toys)	Pirates Ahoy workshop at Liverpool Museum; Pirate Visitor	Local environment Cambridge Field, St Luke's Church grounds; Forest Schools	Train ride – to compare Southport, Formby, Crosby seafronts
Lead Subjects	Science	Science	History	Geography	Science	History
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Using observations and ideas to suggest answers to questions in our sensory science experiments.	Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; Identify and name a variety of animals that are omnivores, carnivores, herbivores; describe and compare the structure of the animals (fish, amphibians, reptiles, birds and mammals incl. pets); Observe, ask simple questions, gather and record data to help in answering questions.	Develop an awareness of the past through observing and comparing modern toys with toys from the past. Use vocab to represent the passing of time e.g. older, newer. Investigate the contribution to the toy world of local inventor Frank Hornby .	Use simple compass directions (N, S, E, W) and locational and directional language [near, far; left, right], to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Name and locate the world's seven continents and five oceans	Identify and name a variety of common wild and garden plants including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants, including trees: leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem.	How and why holidays have changed in living memory – (transport, leisure time, etc) interviews with older relatives. Formby's Lifeboat history. Grace Darling Exploring evidence from Atkinson topic boxes.
	Geography	Geography	Science	History		Geography

	Using geographical vocabulary and aerial photographs to refer to human and physical features of our local area. Devising a simple map from school to church.	Identify the location of hot and cold areas of the world in relation to the equator and the N/S poles	distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, metal, describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.	What is a pirate? Consider Sir Francis Drake – hero to the English, pirate to the Spanish! Christopher Columbus. Include female pirates Mary Read, Anne Bonny, also the Liverpool Privateers (wealthy businessmen) and the goods they plundered. Other explorers in history: Neil Armstrong, Mae Jemison		Geographical skills and fieldwork. Compare the “sea sides” of Southport, Formby and Crosby re human features / tourism / industry / leisure. Use compass directions and locational and directional language. Use aerial photographs and plan perspectives to recognize landmarks and basic human/physical features
English	English					
	<p>In addition to Write Stuff units, regular short writing from personal experience: holiday news, book/film/TV Show review, character descriptions, school visit recounts, thank you letters to visitors, prayers, etc</p> <p>Rehearse a sentence, hold a sentence, write a sentence including: leaving spaces between words, joining words and joining clauses using and, beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark and using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Reinforce spelling from “ongoing” below.</p>					
Write Stuff Unit Texts (and Genre)	<p>1. Narrative <i>The Bear and the Piano</i> by David Litchfield (adventure)</p> <p>2. Non-Fiction <i>Seasons</i> by Hannah Pang (information text)</p>	<p>1. Narrative <i>Wombat goes walkabout</i> by Michael Morpurgo (adventure)</p> <p>2. Non-Fiction <i>On Safari</i> (travel journal)</p>	<p>1. Non-fiction <i>Toys from the past</i> by Sally Hewitt (Report)</p> <p>2. Narrative <i>Pinocchio</i> by Carlo Collodi (traditional tale)</p>	<p>1. Narrative <i>Grandad’s Island</i> by Benji Davis (adventure)</p> <p>2. Narrative <i>If all the world were</i> by Joseph Coelho (story of love, loss and hope)</p>	<p>1. Non-fiction Our trip to the woods (recount)</p> <p>2. Narrative <i>Little Red Riding Hood</i> by Lari Don (traditional tale)</p>	<p>1. Narrative <i>The Storm Whale</i> by Benji Davies (story)</p> <p>2. Narrative <i>Song of the Sea</i> StudioCanal (Irish myth)</p>
Additional	Computing	Design Technology	Computing	P.E. - Dance	Computing	Computing

Subjects	1.1 Technology Around Us (Teach Computing)	Textiles: animal puppets	1.3 Moving a robot (Teach Computing)	'Pirate Dance', using simple movement patterns PE Passport or Dance Notes	1.5 Digital Writing (fairy tale story) (Teach Computing)	1.6 Programming animations (Teach Computing)
	Music	Music	Music		Music	Music
	All About Me (Kapow): identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Classical music, dynamics and tempo: Animals (Kapow): use bodies and instruments to listen and respond to pieces of classical music that represent animals; learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	Superheroes (Kapow): how to identify high and low notes and to compose a simple tune, children investigate how tempo changes can help tell a story and make music more exciting		Timbre and rhythmic patterns: Fairy Tales (Kapow): timbre; learning that different sounds can represent characters and key moments in a story; explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	Vocal and Body sounds: By the Sea (Kapow): make links between music, sounds and environments; use percussion, vocal and body sounds to represent calm or stormy seas.
	Design and Technology	History	Design and Technology		Art and Design	Design Technology
Food: fruits and vegetables (Kapow)	The lives of significant individuals of the past: David Attenborough, naturalist.	Mechanisms, wheels and axles. Design and build a moving vehicle (Kapow)		Making birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird Artists: Andrea Butler, Talking Points – range of artists, incl Hoang Tien Quwet	Constructing a windmill: Making stable structures to support a turbine	
	P.E. - Dance Dance of the Animals - PE Passport or Dance Notes					
Discrete Subjects	Art and Design	History	Art and Design	Art and Design		Art and Design
	The drawing journey. Introducing sketchbooks.	Events beyond living memory that are significant – Gunpowder Plot & Guy Fawkes	The drawing journey	Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.		The drawing journey
	Art and Design	Computing				

		Spirals: drawing, collage and mark-making Artist: Molly Haslund	Online safety – safer internet day	Artists: Emma Burleigh, Paul Klee		
Maths	Mathematics					
	Maths No Problem planning used for daily discrete mathematics lessons. Additional daily number lessons following MCETM programme.					
	Numbers to 10; Addition and Subtractions; Positions; Numbers to 20; Addition and Subtraction within 20		Shapes and Patterns; Height and Length; Numbers to 40; Addition and Subtraction within 40; Multiplication		Division; Fractions; Numbers to 100; Time; Money; Volume; Capacity; Mass; Space	
R.E.	Religious Education					
	Who is a Christian?	Christmas. Why do we give and receive gifts?	What makes some places sacred? Incl Christianity, Judaism, Islam	Easter Celebrating New Life and New Beginnings	What does it mean to belong to a faith community? Incl Christianity, Judaism, Islam	
P.E.	Physical Education					
	Gymnastics: balancing and spinning on points and patches Fundamental Movement Skills 2	Games: Invasion games skills 1	Yoga Games: target games 2	Games: Striking and Fielding Games Skills 1	Gymnastics: pathways: small and long Athletics 2	Games: Net and Wall Games Skills 1 OAA
PHSE	PHSE					
	Citizenship E-Safety Financial Education Health and wellbeing including mental health, Relationships and Sex Education, Staying Safe including Drug Education					
	Values: Our Christian Values: Love and Forgiveness; Fundamental British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.					
Ongoing all year:	Geography	Science	Computing		English: Read, Write Inc	

	<p>Name, locate and identify characteristics of the countries and capital cities of UK and its surrounding seas: Scotland on St Andrew's Day (30th Nov). Wales on St David's Day (1st March) N. Ireland on St Patrick's Day (17th March) England on St George's Day (23rd April)</p> <p>Identify our seasonal and daily weather patterns.</p>	<p>Seasonal changes, including changes in plants/trees, observe and describe weather associated with the 4 seasons and how day length varies.</p> <p>Working scientifically: asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.</p>	<p>Online safety: Whenever children are engaged in electronic communication, we establish and reinforce messages about using technology safely and responsibly.</p> <p>Digital literacy: use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Reading - Phonics daily phonics lessons in differentiated groups, using Read, Write, Inc.</p> <p>Reading - Comprehension regular individual and guided reading sessions to develop comprehension/interpretation skills.</p> <p>Spelling - spell Year 1 common exception words (St Luke's list); name the letters of the alphabet in order, matching lower case and capital letters; division of words into syllables; adding -s and -es to words; suffixes (-ing, -ed, -er and -est) that can be added to verbs where no change is needed in the spelling of root words; vowel digraphs and trigraphs; compound words; how the prefix <i>un-</i> changes the meaning of verbs and adjectives; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting - hold a pencil comfortably and correctly; practise handwriting skills, forming digits and letters correctly and leaving spaces between words.</p>
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Year 2	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Where We Live	A Material World	Christmas Around the World	Once Upon a Time	Calling all Superheroes	Plague and Fire	Walk on the Wild Side
Working with experts and volunteers, incl visits	Local walks / school grounds Synagogue visit		NATIVITY PERFORMANCE				National Trust Martin Mere RLPO
Lead Subjects	Geography	Science	R.E.	English	English	History	Science
	Use maps, atlases, globes, aerial photographs. UK countries/counties. Understand geographical similarities and differences through studying the human and physical geography of where I live and play (Formby) and a small area in a contrasting non-European country: Shyira, Rwanda (links with Church). Draw our own maps and develop understanding of geographical vocabulary, symbols and keys.	Identify and compare the use and suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, paper, cardboard for particular uses.	Christmas. Why was the birth of Jesus such good news? Christmas. The journey to Bethlehem	Writing Looking at features, story structures and settings of traditional tales and recounting/ retelling a traditional tale. Creating alternative versions of well-known tales.	Writing - narrative Superhero stories; characterisation	Events beyond living memory – The Great Plague and the Great Fire of London. Village of Eyam Make links with Covid 19 Lives of significant people: Samuel Pepys, Ann Hobart, Thomas & Hannah Farriner, Sir Christopher Wren; Charles II	Explore and compare the differences between things that are living, dead, and things that have never been alive; identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; identify and name a variety of plants and animals in their habitats, including micro-habitats; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Notice that animals, including humans, have offspring which grow into adults (chicks) find out about and describe
	History	History	Geography		Science	Geography	
					Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Fair/unfair testing to free a frozen Superhero	UK countries/counties. Use maps, atlases, globes, London/River Thames Map making	
					History		

	Significant historical events, people and places in their own locality Change over time, including the growth of the railway, the first lifeboat Research the features of homes today and homes from the past. Recognise household objects from the past and present, and make comparisons across the time period. (Living memory, i.e. 100 years, Victorians as per local area).	Lives of significant people: Charles Mackintosh (waterproof) John Dunlop (pneumatic tyre) John McAdam (tarmac)	Location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use maps, aerial photographs. Locate 7 continents and 5 oceans.		Lives of significant people – real life super heroes: Tim Peake, Helen Sharman, Malala Yousafzai, Greta Thunberg		the basic needs of animals, including humans, for survival (water, food and air)GEOG G1; G4; G6; G9
				Christmas for Christians around the world: Australia, Mexico, European country (depending on cohort links, Rwanda, Japan.			

English - writing

In addition to Write Stuff units, regular short writing from personal experience: holiday news, book/film/TV Show review, character descriptions, school visit recounts, thank you letters to visitors, prayers, etc
 Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes.
planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary
writing what they want to say, sentence by sentence
editing by making simple additions, revisions and corrections to their own writing by; evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation

Write Stuff Unit Texts (and Genre)	1. Narrative <i>A Lion in Paris</i> by Beatrice Alemagna (adventure)	1. Non-fiction <i>Firework safety</i> (WS Style – own plan) (information poster) 2. Non-fiction <i>Meerkat Christmas</i> by Emily Gravett (postcard)	1. Narrative <i>Little Red Reading Hood</i> by Lucy Rowland (traditional tale with a twist)	1. Narrative <i>Supertato</i> by Sue Hendra (adventure) (WS Style - own plan): 2. Poetry Superhero Riddle (WS Style - own plan) (riddle)	1. Non-fiction <i>The Great fire of London</i> by Emma Adams (author), James Weston Lewis (illustrator) (diary)	1. Non-fiction <i>Habitats</i> by Dorling Kindersley Limited (non-chronological report) 2. Poetry <i>If I were in charge of the world</i> by Judith Viorst (free verse)
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Additional Subjects	Music	Design and Technology	Design and Technology	Design and Technology	P.E. -Dance	Design and Technology
	British songs and sounds: on this island (Kapow): Creating sounds to represent three contrasting landscapes: seaside, countryside and city	Textiles: Christmas pouches	Structures: Baby Bear's Chair	Mechanisms – Making a moving monster	Fire of London dance PE Passport or Dance Notes	Food: a balanced diet
Discrete Subjects	Art and Design		Music		Science	Art and Design
	Explore and Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills Artists: Rosie James, Alice Fox		Orchestral instruments: traditional western stories (Kapow): Three Bears, Snow Queen, Red Riding Hood, Jack and the Beanstalk The instruments of the orchestra and identifying these within a piece of music; how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action		Identify and compare the use and suitability of a materials used in building houses.	Stick Transformation Project Explore how you can transform a familiar object into new and fun forms. Artist: Chris Kenny
			Computing 2.3 Robot algorithms (Teach Computing)			Music West African call and response: animal safari (Kapow): Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.
	Computing	Art and Design	Computing	Art and Design	Art and Design	
						Computing 2.6 Programming quizzes (Teach Computing) P.E. - OAA Orienteering

	2.1 Information Technology (Teach Computing)	The drawing journey	Online safety – safer internet day	The drawing journey	The drawing journey	
			Art and Design Exploring the world through mono print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. Artists: Xgaoc’o X’are, Leonardo Di Vinci	Computing 2.2 Digital photography (Teach Computing)	Music Musical me (Kapow): learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using letter notation to write a melody.	
Maths	Mathematics					
	Maths No Problem planning used for discrete mathematics lessons. Additional daily number lessons following MCETM programme. Introduce Time tables Rock Stars from Spring term.					
	Numbers to 100 Addition and Subtraction Multiplication by 2, 5 and 10 Division by 2, 5 and 10 Length Mass		Temperature Pictograms Word Problems Money 2D Shapes 3D Shapes Fractions		Fractions Time Volume	
R.E.	Religious Education					
	Who is Jewish and what do they believe?	QR- Christmas – Why was the birth of Jesus such good news?	Who is a Muslim?	Easter: How do Symbols help us to understand the story?	What can we learn from sacred books? Incl Christianity, Judaism, Islam	
P.E.	Physical Education					
	Gymnastics: pathways – straight, zigzag and curving Fundamental Movement Skills 3	Yoga Invasion Games Skills 2	Gymnastics: spinning, turning and twisting Games: target games 3	Striking and Field Games Skills 2	Athletics 2	Games: net and wall games 2
PHSE	PHSE					
	Citizenship E-Safety Financial Education Health and wellbeing including mental health, Relationships and Sex Education, Staying Safe including Drug Education					

Ongoing
all year:

Science	History	Computing	English: RWI till end of Autumn term
<p>School Troughs Plant seeds/bulbs to observe and describe</p>	<p>Series of books about famous people in story time (one per half term):</p>	<p>Online safety: Whenever children are engaged in electronic communication, we establish and reinforce messages about using technology safely and responsibly. Digital literacy: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Reading - Phonics daily phonics lessons in differentiated groups, using Read, Write, Inc. until automatic decoding has become embedded and reading is fluent, so that they read most words quickly and accurately, without overt sounding and blending Reading - Comprehension regular individual and guided reading sessions to develop comprehension/interpretation skills. Spelling - segmenting spoken words into phonemes (Fred Talk) and representing these by graphemes, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including common homophones; learn to spell common exception words (St Luke's list) and more words with contracted forms; learn the possessive apostrophe (singular) ; distinguishing between homophones and near-homophones; add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly; write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Grammar and Punctuation - part of the Write Stuff daily lessons, consolidated in Morning Motivator daily sessions: correct choice and consistent use of present tense and past tense throughout writing; use sentences with different forms: statement, question, exclamation, command; use expanded noun phrases to describe and specify; use of the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming, he was shouting); use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns; use subordination (when, if, that, because) and co-ordination (or, and, but); use some features of written Standard English. Handwriting – Taught in discrete lessons: form lower-case letters of the correct size relative to one another; write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters; learn to write with the St Luke's joined style as soon as they can form letters securely with the correct orientation.</p>

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Harvest	Stone Age to Iron Age	Humans are Animals Too	Forces	Roman Empire	UK Today
Working with experts and volunteers, incl visits	Y3 lead Harvest Service Pinewoods: Forest School Ness Gardens	Lunt Meadows: Stone Age Community Archaeology Site Catalyst Museum, Widnes (Rocks,	Vicar visit to talk about praying (RE)		Roman Fort Visit	
Lead Subjects	Science Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	History Explore changes in Britain from the Stone Age to the Iron Age. During this time, we will continue to develop our chronological understanding and consider how our knowledge of the past is constructed from a range of sources. Late Neolithic hunter-gatherers and early farmers, Skara Brae Bronze Age religion, technology and travel – Stonehenge. Iron age hill forts, tribal kingdoms, farming, art and culture.	Science Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food - they get nutrition from what they eat; identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identifying and grouping animals, comparing and contrasting diets. Research different food groups and how they keep us healthy.	Science Compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing. Raising questions and carrying out tests. Identifying how properties make things useful in everyday life.	History Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: the legacy of the Roman Empire, sites such as Chester The impact of technology, culture and beliefs, including early Christianity.	Geography Locational knowledge – a broad overview. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Name and locate the counties and cities of the UK, geographical regions and their human/physical features (hills, mountains, coast, rivers) and land use patterns and understand how some of these have changed over time. Explain the different countries of Great Britain, The British Isles, the UK Identify the position of the
	Design and Technology Cooking and Nutrition Eating seasonally: Kapow British seasonal foods, making tarts.				Latin Introduction to Latin: when and where was Latin spoken? Why are we learning Latin? Its place in the development of English. Maximum Classics Unit 1: The origins of language.	

				Gathering and recording data to find answers to their questions.		Prime Greenwich Meridian and time zones, including day and night.
English	English – writing composition					
	<p>In addition to Write Stuff units, regular short writing from personal experience: holiday news, book/film/TV Show review, character descriptions, school visit recounts, thank you letters to visitors, prayers, etc</p> <p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas.</p> <p>Draft writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; organising paragraphs around a theme; in narrative, creating settings, characters and plot; in non-narrative, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; proof-read for spelling and punctuation errors.</p> <p>Perform: read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
Write Stuff Unit Texts (and Genre)	<p>1. Poetry <i>Autumn Is Here</i></p> <p>2. Non-fiction <i>The Gardener</i> by Sarah Stewart (letter)</p>	<p>1. Narrative <i>Stone Age Boy</i> by Satoshi Kitamura (story)</p> <p>2. Non-fiction <i>Skara Brae</i> by Dawn Finch (holiday brochure)</p>	<p>1. Narrative <i>The Incredible Book Eating Boy</i> by Oliver Jeffers (comedy)</p>	<p>1. Non-fiction <i>Earthquakes in Earth Shattering Events</i> by Robin Jacobs (non-chronological report)</p> <p>2. Narrative <i>George's Marvellous Medicine</i> by Roald Dahl (comedy)</p>	<p>1. Narrative <i>Wisp: A Story of Hope</i> by Zana Fraillon (a story of hope)</p> <p>2. Non-fiction <i>Street Beneath My Feet</i> by Charlotte Guillain and Yuval Zommer (explanation)</p>	<p>1. Narrative <i>Flood</i> by Alvaro F. Villa (tragedy)</p> <p>2. Non-fiction <i>Climate Action The Future is in our Hands</i> (magazine article)</p>
Additional Subjects	Art and Design	Science	Art and Design	Computing	Geography	Art and Design
	The drawing journey. Autumn floor, leaves, flowers, seasonal foods.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock; recognise that soils are made from rocks and organic matter. Mary Anning, British fossil-hunter.	Making Animated Drawings Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets. Artists: Lauren Child	3.2 Stop motion animation- Teach Computing (The Iron Man)	Use maps, atlases and globes and digital computer mapping to locate Italy and Rome and the spread of the Roman Empire, including Britain. Location of Hadrian's Wall. Understand land use patterns, how some of these have changed over time. Roman trade links: imports and exports, including slaves.	Cloth Thread Paint Explore how artists combine media in relation to landscape Artists: Hannah Rae, Alice Kettle
	Forest School	Geography		Design and Technology	Design and Technology	Computing

	Take part in outdoor and adventurous activity challenges both individually and within a team; enhancing science curriculum	Physical geography – describe and understand key aspects of mountains, volcanoes and earthquakes. Human geography – types of settlement and land use. Locational knowledge: mountains of the United Kingdom: the three peaks - Yr Wyddf (Snowdon), Ben Nevis, Scafell Pike. Ranges: Pennines, Eryri (Snowdonia), Grampians, Cairngorms, Lake District.		Mechanical systems – pneumatic toys	Castles – structures	3.5 Branching databases – UK counties and cities
	Music				P.E. - dance	
	Singing and Performing – Harvest, including a performance at church.				The Romans	
					Computing	
					3.3 Sequencing sounds (Teach Computing)	
					Music	
					Ballads (Kapow): inspired by our class text, Ancient Rome: Modern Rhymes for Ancient Times. Identify features of ballads and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	
Discrete Subjects	Computing	Art and Design	Music	Art and Design	Art and Design	Science
	3.1 Connecting Computers (Teach Computing)	Gestural drawing with charcoal. Making loose, gestural drawings with charcoal, and exploring drama and performance. Artists: Heather Hansen, Laura McKendry, Edgar Degas	Pentatonic melodies and composition (Kapow) Chinese New Year Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies	The drawing journey	The drawing journey	Recognise that we need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect our eyes; recognise that shadows are formed when the light from a light source is blocked by an opaque
	Music					
	Jazz: Kapow Ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.					

		Design and Technology	Computing			object; measure shadows and find patterns in the way that the size of shadows change.
		Textiles: making cushions	Online safety – safer internet day			
	Music					
	Liverpool Anglican Cathedral vocal programme 30 mins per week					
	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
	Gymnastics: symmetry and asymmetry Games: basketball	Games: tag rugby Yoga	Games: dodgeball; Games: hockey	Athletics Games: handball	Swimming or OAA	OAA or swimming Games: cricket
	Latin					
	Maximum Classics Unit 2: Present tense verbs					
Maths	Mathematics					
	Maths No Problem planning used for discrete mathematics lessons. Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Time tables Rock Stars.					
	Numbers to 1000 Addition and Subtraction Multiplication and Division		Length Mass Volume Money Time		Pictograms and Bar-Charts Fractions Angles Lines and Shapes Perimeter	
R.E.	Religious Education					
	What do people believe about God? Incl Christianity, Judaism, Islam	QR Unit: 3.2 Christmas. God with us.	Why do people pray? Incl Christianity, Judaism, Islam	QR Unit: 3.4 Exploring the sadness and joy of Easter.	How do religious and non-religious people celebrate festivals? Incl Christianity, Judaism, Islam	What does it mean to be a Christian?
PHSE	PHSE					
	Citizenship E-Safety Financial Education Health and wellbeing including mental health, Relationships and Sex Education, Staying Safe including Drug Education					
	Values: Christian Values: Love and Thankfulness; Fundamental British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.					
Ongoing all year:	Computing		English			

Online safety:

Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Digital literacy:

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Reading

Three whole class guided reading sessions a week will focus on specific areas of the Key Stage 2 curriculum in reading. These three sessions will individually focus on skills relating to: vocabulary in context; retrieving information; and making inferences from the text. Verbal questions will be given by the class teacher to model these skills, before the children independently answer a variety of structured questions around this particular skill. All three sessions will revolve around the same text, which will often be related to the cohort's ongoing topic. This will enable the children to simultaneously improve their speed of reading, their skimming and scanning of a text, as well as supporting their knowledge around a given topic.

In addition to this, the children will engage with an ongoing narrative text with a high level of challenge, over the course of a term. The three books will be one classic fiction, one modern classic and one class choice. This will be for three sessions a week. These texts will be 'interrogated' using 'book talk' where the main focus is verbal modelling by the class teacher when analysing the text with the class. This can focus on inferential and vocabulary skills, but can also involve making predictions or summarising the events. Children will use some partner-talk to discuss their ideas and will rehearse verbal answers under the guidance of their teacher. These sessions will also enable the class teacher to model prosody, as the children follow along using their own copy of the text. The children should use a supportive tool (ruler, lolly-stick or coffee stirrer) to support their following of the text and improve their speed of decoding.

To further supplement this and to develop the children's reading stamina and love of reading, less formal sessions will also take place throughout the school week. All children will be afforded a weekly opportunity to participate in 'book club.' This is a verbal opportunity for the children to share what they are reading with their peers in class, discussing themes, characters and early plot developments. This is a time for children to recommend books for their peers and to discuss books which multiple children have read. There will also be 3 sessions a week where reading for pleasure and developing reading stamina are the only focuses. The children should record their progress in their reading logs.

After completing the Read, Write Inc scheme for reading, children will also be given a structured, weekly library slot to read their book or exchange it once finished. The library is also open and available to children throughout the week, during some playtimes and lunchtimes.

Writing: transcription

Spelling (Y3/4) – discrete lessons. Use further prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-) and suffixes(-ation, -ly, -ous) and understand how to add them; spell further homophones; learn to spell words ending with -sure, -ture, -sion, -tion; words with the /j/ sound spelt ch; words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que; words with the /s/ sound spelt sc; words with the /ei/ sound spelt ei, eigh, or ey and words that are often misspelt (Y3/4 word list); place the possessive apostrophe accurately in words with both regular and irregular plurals; homophones and near-homophones; use the first two or three letters of a word to check its spelling in a dictionary; write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.

Handwriting – teach and practise St Luke's joined style as soon as pupils are forming printed letters accurately and of consistent size. Write legibly, fluently and with increasing speed; choosing the writing implement that is best suited for a task – taught discretely daily, with intervention where needed.

Vocabulary Grammar and Punctuation – part of the Write Stuff daily lessons, consolidated in Morning Motivator daily sessions: correct use of *a* and *an*; expressing time, place and cause using conjunctions (eg *when, before, after, while, so, because*), adverbs (eg *then, next, soon, therefore*), or prepositions (eg *before, after, during, in, because of*); present perfect form of verbs, introduction to inverted commas for direct speech.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rivers	After the Romans	Rainforests	First Civilisations	Ancient Egyptian Civilisation	Europe
Working with experts and volunteers, incl visits	River Alt fieldwork River Mersey	Y4 support the church's Christingle Service	Residential visit – Crosby Hall (OAA)	Y4 lead the school's Easter service	World Museum, Liverpool	
Lead Subjects	Geography UK – name and locate River Mersey, River Severn, River Thames Europe? World? - describe and understand key aspects of physical geography: rivers and the water cycle human geography, including: settlements near rivers / rivers for trade links - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps,	History Britain's settlement by Anglo-Saxons. How did Saxon England begin and what happened during the Anglo Saxon period? Comparing daily life in Saxon England with the Romans. Did the settlement by the Anglo Saxons make England a better or worse place to live? Movement and Migration Where they invaded from and to the changing power of the different kingdoms Society and Culture Social structure Conversion to Christianity and importance to life The roles/jobs played in everyday life Achievements and Legacy Key archaeological sites Talents as metalworkers Surviving documents Achievements of key individuals (Offa, Bede, Gildas)	Geography South America. Climate zones - overview land use, resources, trade links, change over time. Brazil	History An overview of Ancient Civilisations: Timeline Location, important rivers Trade / bartering Religion / worship Governance/rulers/monarchy Place of women in society How the civilisation ended / downfall Legacy: key achievements / impact on today's world Ancient Sumer; Ancient Egypt (briefly as studied in depth Summer 1); Indus Valley; Shang Dynasty	History An in-depth study of Ancient Egypt Movement and Migration The importance of being near a reliable water source for settlements. The travel within and out of Egypt for military and economic reasons. Society The hierarchy of the social pyramid. The roles undertaken by different tiers and the amount known about each tier being varied. Culture The importance of writing to their culture. The role the gods played in aspects of life: afterlife, farming, Nile, writing. Pharaoh being associated with the Gods. Trade The Nile as a 'highway' for domestic and international trade. The import and export of goods to allow society to develop and grow.	Geography Understand geographical similarities and differences through the study of human and physical geography of a region in a European country: Using maps to gain an overview of Europe (including the location of Russia) and then focus on a chosen area, including its most significant human and physical features, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; comparing the location with Formby/Merseyside and presenting findings in a variety of ways.

	plans and graphs, and digital technologies.					
	<p>Science</p> <p>Compare and group materials, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature this happens in °C. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p>Science</p> <p>Recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment; recognise that environments can change and that this can sometimes pose dangers to living things; construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>Achievements and Legacy</p> <p>Agricultural developments to maintain and grow the population (plough, ox drawn plough, sickle, irrigation and shaduf)</p> <p>Writing to allow the kingdom to run with a centralised government</p> <p>Writing as a way to record and document events alongside the significant role in governance</p> <p>Governance</p> <p>Pharaoh's role leading both kingdoms</p> <p>The centralised nature of the government. The bureaucracy that was delivered and maintained by the scribal class.</p>	
English	English – writing composition					
	<p>Through the Write Stuff scheme:</p> <p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas.</p> <p>Draft writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; organising paragraphs around a theme; in narrative, creating settings, characters and plot; in non-narrative, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; proof-read for spelling and punctuation errors.</p> <p>Perform: read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					

Write Stuff Unit Texts (and Genre)	1. Non-Fiction <i>Once Upon a Raindrop</i> by James Carter (Script for factual tour) 2. Narrative <i>A River</i> by Marc Martin (WS style – own planning) 3. Poetry <i>The River</i> by Valerie Bloom	1. Narrative <i>The Boy, The Mole, The Fox and The Horse</i> by Charlie Mackesy (story of friendship and hope) 2. Narrative <i>Aladdin and the Enchanted Lamp</i> by Phillip Pullman (traditional tale)	1. Non-Fiction <i>Should we Feed animals at National Parks</i> by Chris Turnham (Balanced argument) 2. Narrative <i>The Great Kapok Tree</i> by Lynne Cherry	1. Narrative <i>Charlie and the Chocolate factory</i> by Roald Dahl (adventure) 2. Narrative <i>The Great Chocoplot</i> by Chris Callaghag (mystery)	1. Non-Fiction <i>Secrets of a Sun King</i> by Emma Carroll (diary) 2. Narrative Galgamesh The King (WS style – own planning)	1. Non-Fiction Sicily Holiday Brochure (persuasive writing) 2. <i>Non-Fiction Gut Garden - A Journey into the Wonderful World of your Microbiome</i> by Katie Brosnan (explanation)
Additional Subjects	<p>Rivers: Kapow Changes in pitch/tempo and dynamics Representing different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <p>Art and Design Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create a concertina book to retell key points from <i>Fox</i>. Artists: Laura Carlin, Shaun Tan</p>	<p>Music Romans: Kapow Repeating patterns in music; introduction to motifs; pupils adapt and transpose motifs</p>	<p>Music Rainforests: Kapow body and tuned percussion to create rhythms of the rainforest</p>		<p>P.E. - dance The Pyramids: Dance Notes</p> <p>Art and Design The Art of Display Explore how the way we display our work can affect the way it is seen (pyramids) Artists: Anthony Gormley, Thomas J Price</p>	<p>Computing 4.2. Audio production (Teach Computing)</p>
Discrete Subjects	<p>P.E. Gymnastics Partner work - Pushing and pulling Games: Basketball</p> <p>Computing</p>	<p>P.E. Games: Dodgeball and Tag Rugby</p> <p>Art and Design</p>	<p>P.E. Games: Hockey Swimming or Yoga</p> <p>Art and Design</p>	<p>P.E. Games: handball Yoga or swimming</p> <p>Science</p>	<p>P.E. Athletics</p> <p>Science</p>	<p>P.E. Games: Cricket OAA</p> <p>Science</p>

4.1 The internet (Teach Computing)	The drawing journey	Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns. Artists: Rachel Parker, Shaheen Ahmed	Identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors.	SOUND Identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases. Make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.	Name the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach and small and large intestine) and explore questions that help us to understand their special functions; identify the different types of teeth in humans and their simple functions.
	Design and Technology Cooking and nutrition: adapting a recipe Making biscuits		Computing		
		4.3 Repetition in shapes (Teach Computing) Online safety – safer internet day			
			Design and Technology	Design and Technology	Design and Technology
			Electrical systems: Torches	Structures: pavilions	Mechanical systems: sling-shot cars
			Art and Design	Computing	Art and Design
			The drawing journey	4.4. Data loggers (Teach Computing)	The drawing journey
			Music		
			Wider opportunities instrument: brass play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations		

Latin

Maximum Classics: language section and culture section to lessons; new language learning is frequently re-visited over the course of the scheme. Assessment “quiz” at the end of each unit.

	Unit 3 Verbs & adverbs Unit 4 Subject & object nouns	Unit 4 Cont Subject & object nouns Unit 5 Simple sentences in Latin	Unit 5 Cont Simple sentences in Latin Unit 6 Numerals & the verb 'to be'	
Maths	Mathematics			
	Maths No Problem planning used for discrete mathematics lessons. Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Time tables Rock Stars.			
	Numbers up to 10 000 Addition and Subtraction within 10 000 Multiplication and Division	Further Multiplication and Division Graphs Fractions Decimals	Money Mass, Volume and Length Area Geometry Position and Movement Roman Numerals	
R.E.	Religious Education			
	Why is Jesus inspiring to some people?	QR unit: Christmas. Exploring the symbolism of light. Christingle	Why do some people think life is a journey? Incl Christianity, Judaism, Hinduism	QR unit: Exploring Easter as a story of betrayal and trust. EASTER SERVICE
PHSE	PHSE			
	Citizenship E-Safety Financial Education Health and wellbeing including mental health, Relationships and Sex Education, Staying Safe including Drug Education			
	Values: Christian Values: Love and Hope; Fundamental British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.			
Ongoing all year:	Geography	Computing	English	
	Where in the World? Countries of Europe; introduce <i>Where's Wally?</i> for on-going exploration across the year. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Online safety: Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Digital literacy: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they	Reading Three whole class guided reading sessions a week will focus on specific areas of the Key Stage 2 curriculum in reading. These three sessions will individually focus on skills relating to: vocabulary in context; retrieving information; and making inferences from the text. Verbal questions will be given by the class teacher to model these skills, before the children independently answer a variety of structured questions around this particular skill. All three sessions will revolve around the same text, which will often be related to the cohort's ongoing topic. This will enable the children to simultaneously improve their speed of reading, their skimming and scanning of a text, as well as supporting their knowledge around a given topic. In addition to this, the children will engage with an ongoing narrative text with a high level of challenge, over the course of a term. The three books will be one classic fiction, one modern classic and one class choice. This will be for three sessions a week. These texts will be 'interrogated' using 'book talk' where the main focus is verbal modelling by the class teacher when analysing the text with the class. This can focus on inferential and vocabulary skills, but can also involve making predictions or summarising the events. Children will use some partner-talk to discuss their ideas and will rehearse verbal answers under the	

offer for communication and collaboration.

guidance of their teacher. These sessions will also enable the class teacher to model prosody, as the children follow along using their own copy of the text. The children should use a supportive tool (ruler, lolly-stick or coffee stirrer) to support their following of the text and improve their speed of decoding.

To further supplement this and to develop the children's reading stamina and love of reading, less formal sessions will also take place throughout the school week. All children will be afforded a weekly opportunity to participate in 'book club.' This is a verbal opportunity for the children to share what they are reading with their peers in class, discussing themes, characters and early plot developments. This is a time for children to recommend books for their peers and to discuss books which multiple children have read. There will also be 3 sessions a week where reading for pleasure and developing reading stamina are the only focuses. The children should record their progress in their reading logs.

Children will also be given a structured, weekly library slot to read their book or exchange it once finished. The library is also open and available to children throughout the week, during some playtimes and lunchtimes.

Spelling (Y3/4) – discrete lessons. Use further prefixes (dis- , mis- , in- , il- , im- . ir- . re- , sub- , inter- , super- , anti- , auto-) and suffixes(-ation, -ly, -ous) and understand how to add them; spell further homophones; learn to spell words ending with -sure, -ture, -sion, -tion; words with the /ʃ/ sound spelt ch; words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que; words with the /s/ sound spelt sc; words with the /eɪ/ sound spelt ei, eigh, or ey and words that are often misspelt (Y3/4 word list); place the possessive apostrophe accurately in words with both regular and irregular plurals; homophones and near-homophones; use the first two or three letters of a word to check its spelling in a dictionary; write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.

Handwriting – write legibly, fluently and with increasing speed; choosing the writing implement that is best suited for a task; intervention where needed.

Grammar and Punctuation – part of the Write Stuff daily lessons, consolidated in Morning Motivator daily sessions : the grammatical difference between plural and possessive -s; standard English forms for verb inflections instead of local spoken forms; noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials followed by commas; use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition; use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Maya Civilisation	Planet Earth	Anglo-Saxon and Viking Conflict	Changes	Formby and York	Circle of Life
Working with experts and volunteers, incl visits	Range High School: Maya Cultural day and performance to parents.				York (residential) Formby Village Formby Civic Society Range High food tech facilities	
Lead Subjects	<p>History</p> <p>Mayan civilization c. 900AD: a non-European society that provides contrasts with British history</p> <p>Chronology – duration, scaled timelines, concurrent timelines Source work – extracting, interpreting, drawing conclusions</p> <p>The duration of the Maya civilization including key dates of cities being built; the achievements of the Maya civilization including the number system. How it was used and why it was useful for them.</p> <p>Key learning is to be able to make chronological links between the Maya and other eras that have been studied; use available sources to extract and interpret information then, use said information to draw conclusions related to the Maya’s achievements.</p>	<p>Science</p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system; describe the movement of the moon relative to the Earth; describe the sun, Earth and moon as approximately spherical bodies and use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>We will learn about the forces of gravity and air resistance, using our investigative skills to explore their effects. Identify the effects water resistance and friction that act between moving surfaces</p>	<p>History</p> <p>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor (1066)</p> <p>Chronological understanding: sequence events, use scale to calculate intervals between events, relate timeline events to others they have studied.</p> <p>Source analysis, interpretation and evaluation; extracting information from sources (artefacts, pictorial, written) and interpreting information into one conclusion</p> <p>Historical enquiry: create and pursue a line of enquiry; create their own enquiries to pursue with support.</p> <p>Life in Saxon England: why was it an attractive target for the Vikings? (monastery)</p> <p>Introduction to raids and the fear they caused (violence)</p>	<p>Science</p> <p>Properties and changes of materials (To be cont’d in Summer 1 as discrete science) Compare / group together everyday materials on the basis of their properties: hardness, solubility, transparency, conductivity (electrical & thermal), and response to magnets; know that some materials will dissolve in liquid to form a solution, & describe how to recover a substance from a solution; decide how mixtures might be separated, incl filtering, sieving, evaporating; give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, incl metals, wood and plastic; demonstrate that dissolving, mixing & changes of state are reversible changes; explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, incl changes associated with burning / the action of acid on bicarb of soda</p>	<p>Geography</p> <p>Name and locate York and Formby, identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects in Formby have changed over time; understand geographical similarities and differences; human geography, including: types of settlement and land use; Geographical skills and fieldwork: use maps, atlases and digital/computer mapping to locate York and Formby and describe features studied; symbols and keys (including the use of Ordnance Survey maps); use fieldwork to observe, measure, record and present the human and physical features using a range of methods, incl sketch maps, plans and graphs, digital technologies.</p>	<p>Science</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; describe the life process of reproduction in some plants and animals; try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs</p>

			and pillaging) Compare Saxon and Viking timelines How were the Saxons viewed by the Vikings? Depth study into Alfred the Great and subsequent Saxon leaders	Music Performing - practise, rehearse and present a performance. Musical Theatre (Kapow)	History Local history: York and Formby, investigating the Viking foundations of both. Formby Local Study: focus on the development of road/rail links. What impact have the development of road and rail links had on Formby? What was housing, schooling, shopping, employment, population like before? Why did people wish to visit and/or live in Formby?	
English	English – writing composition					
	<p>Through Write Stuff scheme:</p> <p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary. In writing narrative, consider how authors develop characters and settings.</p> <p>Draft writing by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narrative, describe settings / characters / atmosphere and integrate dialogue to convey character / advance the action; use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others’ writing; proposing changes to vocabulary/grammar/punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register, proof-reading for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>					
Write Stuff Unit Texts (and Genre)	1. Poetry <i>The Highwayman</i> , Alfred Noyes (discrete)	1. Non-Fiction <i>Mars Transmission</i> (journal) 2. <i>The Snowman</i> , Raymond Briggs (story) - discrete	1. Narrative <i>Nowhere Emporium</i> , Ross Mackenzie (mystery) 2. Non-Fiction Raid at Lindisfarne Viking (recount) WS-style, own plan	1. Narrative Zoo, Anthony Browne (narrative)	1. Poetry <i>The Most Dangerous Animal in the World</i> , Valerie Bloom	1. Non-Fiction <i>David Attenborough</i> , Maria Isabel Sanchez Vegara (biography) 2. Narrative The Piano (WS-style, own plan)
Additional	Geography	Geography	Geography		Computing	Computing

Subjects	Mapping skills: World map, revisit hemispheres, tropics, time zones, vegetation belt, continents, oceans. Learning about the physical geography of Central America and how it impacted the Maya. Use map work skills to locate the major sites of the Maya.	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	World map - locate Viking countries; revisit hemispheres, continents; UK: locate counties and cities invaded by the Vikings Types of settlement/land use		5.4 Flat file databases (Teach Computing)	Selection in Physical Computing (Teach Computing)	
	Art and Design	Computing	Art and Design				
	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. Artists: Louise Fili, Grayson Perry	5.2 Video production (Teach Computing)	Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion inspired by Anglo-Saxon/Viking culture Artists: Alice Fox, Rahul Mishra				
	Computing						
	5.1 Systems and searching (Teach Computing)						
Discrete Subjects	Music		Art and Design	Art and Design	Art and Design	Art and Design	
	Wider opportunities instrument: brass play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations		The drawing journey	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. Artists: Rae Smith, Fausto Melotti	The drawing journey		
		Blues (Kapow) Introduction to this and its history; identify the key features and mood of Blues music and its importance and purpose. 12-bar Blues and the Blues scale: combine these to improvise a piece					

			with a familiar, repetitive backing.			
	Science	Art and Design	Computing	Design Technology	Design Technology	Design Technology
	Investigate mechanisms: Recognise that some mechanisms (inc levers, pulleys, gears) allow a smaller force to have a greater effect	The drawing journey	Online safety - safer internet day	Electronic systems: The Doodlers	Cooking and Nutrition: what could be healthier? Adapting a bolognese recipe.	Mechanical systems: pop-up book based on last half term's York visit.
	P.E.	Design Technology	Science	P.E.	Music	Music
	Games: Basketball Swimming or gymnastics - matching, mirroring and contrasting	Textiles: stuffed toys	Describe the changes as humans develop to old age (as part of SRE).	Games: Handball yoga	Looping and Mixing (Kapow)	South and West Africa (Kapow)
		P.E.	P.E.		P.E.	P.E.
		Gymnastics – matching, mirroring and contrasting or swimming Games: tag rugby	Games: hockey Games: Dodgeball		dance British Values (PE Passport) Athletics	Athletics Games: cricket
					Science Properties and changes of materials Cont'd from Spring 2	
Latin						
Maximum Classics: language section and culture section to lessons; new language learning is frequently re-visited over the course of the scheme. Assessment "quiz" at the end of each unit.						
Unit 7 Adjectives & agreement Unit 8 Prepositions			Unit 8 Cont Prepositions Unit 9 Past continuous tense		Unit 9 Cont Past continuous tense Unit 10 Third group nouns; Letters & numbers	
Maths	Mathematics					
	Maths No Problem planning used for discrete mathematics lessons. Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Time tables Rock Stars.					
	Numbers up to 1 000 000 Addition and Subtraction Multiplication and Division Word Problems Graphs			Fractions Decimals Percentages Geometry		Position and Movement Measurements Perimeter and Area Volume Roman Numerals

R.E.	Religious Education				
	What would Jesus do?	QR unit: Christmas. The Gospels of Matthew and Luke	If God is everywhere, why go to a place of worship? Incl Christianity, Judaism, Islam, Hinduism	QR unit: Why do Christians believe that Easter is a celebration of Victory?	What does it mean to be a Muslim?
PHSE	PHSE				
	Citizenship E-Safety Financial Education Health and wellbeing including mental health, Relationships and Sex Education, Staying Safe including Drug Education				
Values: Christian Values: Love and Faithfulness; Fundamental British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.					
Ongoing all year:	Geography	Computing	English		
	<p>Where in the World? Counties of the UK; <i>Where's Wally?</i> for on-going exploration across the year. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Online safety: Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Digital literacy: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Reading Three whole class guided reading sessions a week will focus on specific areas of the Key Stage 2 curriculum in reading. These three sessions will individually focus on skills relating to: vocabulary in context; retrieving information; and making inferences from the text. Verbal questions will be given by the class teacher to model these skills, before the children independently answer a variety of structured questions around this particular skill. All three sessions will revolve around the same text, which will often be related to the cohort's ongoing topic. This will enable the children to simultaneously improve their speed of reading, their skimming and scanning of a text, as well as supporting their knowledge around a given topic.</p> <p>In addition to this, the children will engage with an ongoing narrative text with a high level of challenge, over the course of a term. The three books will be one classic fiction, one modern classic and one class choice. This will be for three sessions a week. These texts will be 'interrogated' using 'book talk' where the main focus is verbal modelling by the class teacher when analysing the text with the class. This can focus on inferential and vocabulary skills, but can also involve making predictions or summarising the events. Children will use some partner-talk to discuss their ideas and will rehearse verbal answers under the guidance of their teacher. These sessions will also enable the class teacher to model prosody, as the children follow along using their own copy of the text. The children should use a supportive tool (ruler, lolly-stick or coffee stirrer) to support their following of the text and improve their speed of decoding.</p> <p>To further supplement this and to develop the children's reading stamina and love of reading, less formal sessions will also take place throughout the school week. All children will be afforded a weekly opportunity to participate in 'book club.' This is a verbal opportunity for the children to share what they are reading with their peers in class, discussing themes, characters and early plot developments. This is a time for children to recommend books for their peers and to discuss books which multiple children have read. There will also be 3 sessions a week where reading for pleasure and developing reading stamina are the only focuses. The children should record their progress in their reading logs.</p> <p>Children will also be given a structured, weekly library slot to read their book or exchange it once finished. The library is also open and available to children throughout the week, during some playtimes and lunchtimes.</p>		

Spelling (Y5/6) – discrete lessons. Word endings (*-cious, -tious, -cial, -tial, -ant, -ance/-ancy, -ent, -ence/-ency, -able / -ably, -ible / -ibly*); use of the hyphen; words containing *ough*; spell some words with 'silent' letters; continue to distinguish between homophones and other words which are often confused; use knowledge of morphology and etymology in spelling; use dictionaries to check the spelling and meaning of words; use a thesaurus; learn to spell the Y5/6 word lists.

Grammar and Punctuation – part of the Write Stuff daily lessons, consolidated in Morning Motivator daily sessions : converting nouns or adjectives into verbs using suffixes; Verb prefixes; Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun; indicating degrees of possibility using adverbs (*perhaps, surely*) or modal verbs (*might, should, will, must*); devices to build cohesion within a paragraph; linking ideas across paragraphs using adverbials of time, place and number or tense choices; use of brackets, dashes or commas to indicate parenthesis; Use of commas to clarify meaning or avoid ambiguity

Handwriting – write legibly, fluently and with increasing speed; choosing the writing implement that is best suited for a task; intervention where needed.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fit for Life	Ancient Greece	Evolution Solution	Transatlantic slave trade	NYC	Macbeth
Working with experts and volunteers, incl visits		World Museum, Liverpool; Y6 write and present our Remembrance Service		Slavery Museum, Liverpool Mission Impossible: the Easter story	Church to experience communion service	Prescot Theatre: Shakespeare North; Residential Dearne Valley Activity Centre
Lead Subjects	Science	History	Science	History	Geography	English
	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function; describe the ways in which nutrients and water are transported within animals, including humans.	<p>A study of Greek life and achievements and their influence on the western world.</p> <p>how BC and AD are structured; sequence events that include both on scaled timelines. Compare with other eras studied to make links.</p> <p>how to extract information from maps and, with support, infer how this would impact Ancient Greeks.</p> <p>the influence of religion on the lives of the Greeks using a range of written and pictorial sources including mythology.</p> <p>inferring information from archaeology through an aspect of Greek culture that we still use today (Olympics, theatre etc)</p>	Recognise that living things have changed over time & that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Consider how Charles Darwin and Alfred Wallace developed their ideas on evolution.	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>History of slavery around the world, focusing in on the transatlantic slave trade of the 16th -19th centuries, all the way to Modern day slavery and people trafficking. We will look at various movements including the civil rights movement in the 20th Century USA, as well as modern day movements such as Black Lives Matter. Key people in the movement for civil rights including Martin Luther King, Rosa Parks, Harriet Tubman, William Wilberforce, Ignatius Sancho and Olaudah Equiano. We will look at Liverpool's involvement with the slave trade, with buildings being built on</p>	Understand geographical similarities and differences through the study of human and physical geography of a region in North America (NYC): Using maps to gain an overview and then focus on a chosen area, including its most significant human and physical features, and comparing the location with Liverpool/Merseyside and presenting findings in a variety of ways.	<p>Shakespearean language</p> <p>Play scripts</p> <p>Character descriptions</p> <p>Summaries</p>
	P.E.					Science
	Indoor athletics and circuit training – health related fitness					use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

		Democracy in Athens and relate to modern Britain's democracy.		slave money		
English	English – writing composition					
	<p>Through Write Stuff scheme:</p> <p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary. In writing narrative, consider how authors develop characters and settings.</p> <p>Draft writing by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narrative, describe settings / characters / atmosphere and integrate dialogue to convey character / advance the action; use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary/grammar/punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register, proof-reading for spelling and punctuation errors.</p>					
Write Stuff Unit Texts (and Genre)	1. Poetry <i>Hope-o-potamus</i> , Greg James and Chris Smith (Narrative Poem) Discrete	1. Narrative <i>Perseus and Medusa</i> (Myth) (WS-style own plan) 2. Non-Fiction <i>Detailed Timeline on Ancient Greece</i> by Ben Hubbard (timeline)	1. Narrative <i>Tyger</i> , SF Said (Adventure in Dystopian World) 2. Non-Fiction <i>The Origin of Species</i> , Sabina Radeva (non-chronological report)	1. Narrative <i>Freedom</i> , Catherine Johnson (adventure) (WS-style own plan)	1. Narrative <i>Man on Wire</i> , Philippe Petit (WS-style own plan)	1. Narrative <i>Thornhill</i> , Pam Smy (ghost story)
Additional Subjects	Design and Technology	Geography	Geography	Geography	Music	Design and Technology
	Cooking and nutrition Come Dine with Me Understand the farm to fork process.	Locate Greece on a world map, identify the position and significance of latitude, longitude; revisit Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn; describe and understand key aspects of: physical geography and human geography in relation to Greece.	Describe and understanding key aspects of physical geography: habitats, biomes, climate zones, vegetation belts, water sources Human geography: impact of changes in the distribution of natural resources	World maps: use maps to track the routes of slave ships. Revisit Equator, Northern Hemisphere, Southern Hemisphere Economic activity, incl trade links	Pop Art: theme and variations (Kapow)	Mechanical systems: automata toys to tell a part of the story of Macbeth
		Computing	Computing	R.E.	Computing	
		6.2 Webpage creation (Teach Computing)	6.3 Variables in games (Teach Computing)	What can be done to reduce racism? Incl Christianity, Judaism,	6.4 Introduction to Spreadsheets (Teach Computing)	

			Islam, Hinduism, Buddhism, Sikhism, Bah'a'ullah		
Art and Design	P.E.		Art and Design		Art and Design
2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. Artists: Lubaina Himid, Claire Harrup	dance Ancient Greek inspired dance – create and perform (Dance Notes)		Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. Artists: Luba Lukova, Faith Ringgold, Shepard Fairey		Shadow Puppets Explore how traditional and contemporary artists use cut outs and shadow puppets. Create a shadow puppet scene for Macbeth. Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte

Discrete Subjects	Music	Science	P.E.	P.E.	P.E.	P.E.
	Advanced rhythms (Kapow): Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	ELECTRICITY Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; use recognised symbols when representing a simple circuit in a diagram.	Games: Hockey and Dodgeball	Games: Handball Gymnastics: group sequencing	Athletics Yoga	Games: Cricket OAA (residential) Dance Street Dance - explore street dance and learn motifs from the genre as well as creating our own unique signature moves. We will create individual, small group and whole class routines.
	Computing 6.1 Communication and collaboration		Computing Online safety – safer internet day	Music Film Music (Kapow): Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film	Art and Design The drawing journey	Music Composing and performing a Leavers' song – to be performed at the Leavers' Show (Kapow)
	P.E. Games: Basketball	Design and Technology Electrical systems: Steady	Design and Technology Structures: playgrounds	Science Living things and their	Science Light	Geography Dearne Valley: Use OS map.

	<p>hand game Form and function, design and make, test and evaluate.</p> <p>P.E. Games: Tag Rugby</p>		<p>Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>locate county, topographical features, human and physical characteristics, land use.</p>
	<p>Music Fingal's Cave (Kapow) Appraise the work of a classical composer (Felix Mendelssohn); Improvise as a group, using dynamic, pitch, texture; create a group composition featuring changes in texture, dynamics and pitch</p>	<p>Art and Design The drawing journey</p>			
	<p>Art and Design The drawing journey</p>				
Latin					
Maximum Classics: language section and culture section to lessons; new language learning is frequently re-visited over the course of the scheme. Assessment "quiz" at the end of each unit.					
<p>Unit 11 Possessive noun endings Unit 12 Negatives, commands & conjunctions</p>		<p>Unit 12 cont Unit 13 Simple past tense</p>		<p>Unit 13 cont Unit 14 Questions & answers</p>	
Maths	Mathematics				
	Maths No Problem planning used for discrete mathematics lessons. Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Time tables Rock Stars.				
	<p>Numbers to 10 000 000 Four Operations on Whole Numbers Fractions Decimals</p>	<p>Measurements Word Problems Percentages Ratio Algebra Area and Perimeter Geometry</p>		<p>Position and Movement Graphs and Averages Negative Numbers Volume</p>	

R.E.	Religious Education				
	What do religions say to us when life gets hard? Incl Christianity, Hinduism, Islam	QR unit: How do Christians prepare for Christmas?	How do family life and festivals show what matters to Jewish people?		QR unit: the Eucharist
PHSE	PHSE				
	Citizenship E-Safety Financial Education Health and wellbeing including mental health, Relationships and Sex Education, Staying Safe including Drug Education				
	Values: Christian Values: Love and Respect; Fundamental British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.				
Ongoing all year:	Geography		Computing	English	

Where in the World?

Climate zones, biomes and vegetation belts;
Where's Wally? for on-going exploration across the year.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Online safety:

Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Digital literacy:

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Reading

Three whole class guided reading sessions a week will focus on specific areas of the Key Stage 2 curriculum in reading. These three sessions will individually focus on skills relating to: vocabulary in context; retrieving information; and making inferences from the text. Verbal questions will be given by the class teacher to model these skills, before the children independently answer a variety of structured questions around this particular skill. All three sessions will revolve around the same text, which will often be related to the cohort's ongoing topic. This will enable the children to simultaneously improve their speed of reading, their skimming and scanning of a text, as well as supporting their knowledge around a given topic.

In addition to this, the children will engage with an ongoing narrative text with a high level of challenge, over the course of a term. The three books will be one classic fiction, one modern classic and one class choice. This will be for three sessions a week. These texts will be 'interrogated' using 'book talk' where the main focus is verbal modelling by the class teacher when analysing the text with the class. This can focus on inferential and vocabulary skills, but can also involve making predictions or summarising the events. Children will use some partner-talk to discuss their ideas and will rehearse verbal answers under the guidance of their teacher. These sessions will also enable the class teacher to model prosody, as the children follow along using their own copy of the text. The children should use a supportive tool (ruler, lolly-stick or coffee stirrer) to support their following of the text and improve their speed of decoding.

To further supplement this and to develop the children's reading stamina and love of reading, less formal sessions will also take place throughout the school week. All children will be afforded a weekly opportunity to participate in 'book club.' This is a verbal opportunity for the children to share what they are reading with their peers in class, discussing themes, characters and early plot developments. This is a time for children to recommend books for their peers and to discuss books which multiple children have read. There will also be 3 sessions a week where reading for pleasure and developing reading stamina are the only focuses. The children should record their progress in their reading logs.

Children will also be given a structured, weekly library slot to read their book or exchange it once finished. The library is also open and available to children throughout the week, during some playtimes and lunchtimes.

Spelling (Y5/6) – discrete lessons. Word endings (*-cious, -tious, -cial, -tial, -ant, -ance/-ancy, -ent, -ence/-ency, -able / -ably, -ible / -ibly*); use of the hyphen; words containing *ough*; spell some words with 'silent' letters; continue to distinguish between homophones and other words which are often confused; use knowledge of morphology and etymology in spelling; use dictionaries to check the spelling and meaning of words; use a thesaurus; learn to spell the Y5/6 word lists.

Grammar and Punctuation – part of the Write Stuff daily lessons, consolidated in Morning Motivator daily sessions: linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials such as *on the other hand, in contrast, or as a consequence*) and ellipsis; layout devices (eg headings, sub-headings, columns, bullets, tables) to structure text; use of the semi-colon, colon and dash to mark the boundary between independent clauses; use of the colon to introduce a list and use of semi-colons within lists; consistent punctuation of bullet points to list information how hyphens can be used to avoid ambiguity (eg *man eating shark / man-eating shark, or recover / re-cover*)

Handwriting – write legibly, fluently and with increasing speed; choosing the writing implement that is best suited for a task; intervention where needed.

