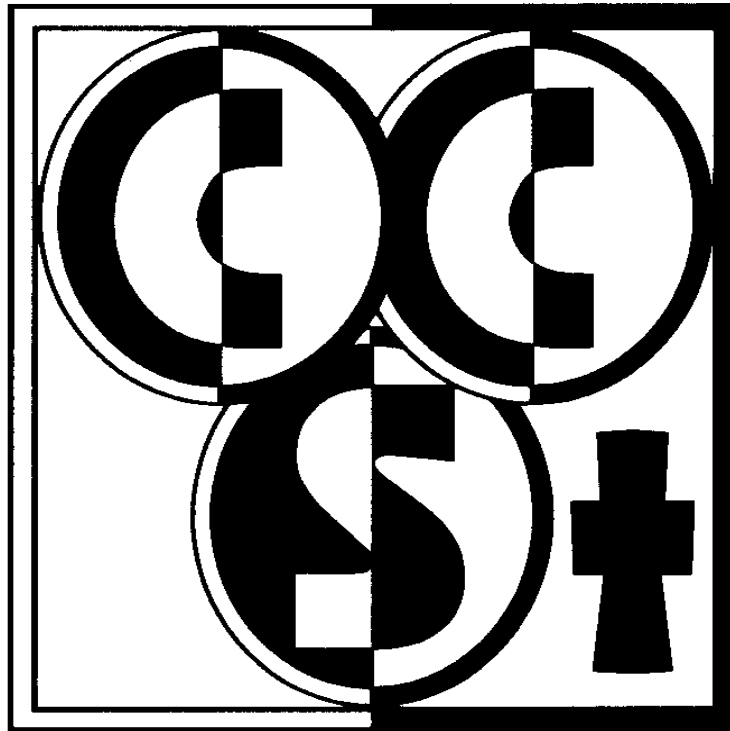


CHRIST CHURCH C OF E PRIMARY SCHOOL

Curriculum Overview



ETHOS

The ethos statement of this school is:

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all of its pupils.

MISSION STATEMENT



Our Mission Statement is built on the notion of the school being a large family. Acutely aware that we are part of God's family, **together** 'We are pilgrims on a journey, fellow travelers on the road; we are here to help each other, walk the mile and bear the load'.

The vision talks also about how **together we will grow in the 'light of Christ'**. This is derived from: **John 8:12 Good News Translation (GNT)**

Jesus the Light of the World:

¹² *Jesus spoke to the Pharisees again. "I am the light of the world," he said. "Whoever follows me will have the light of life and will never walk in darkness." And..*

1 John 1:7 Good News Translation (GNT)

⁷ *But if we live in the light—just as he is in the light—then we have fellowship with one another, and the blood of Jesus, his Son, purifies us from every sin.*

Our Christian mission was added to our 'tree of life' - the concept of which was taken from John's Gospel (John 15:5-8)

⁵ *"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. ⁶ If you do not remain in me, you are like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned. ⁷ If you remain in me and my words remain in you, ask whatever you wish, and it will be done for you. ⁸ This is to my Father's glory, that you bear much fruit, showing yourselves to be my disciples.*

Our Core Christian Values

Love



*"Teacher," he asked, "which is the greatest commandment in the Law?"
Jesus answered, "Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: 'love your neighbour as you love yourself.' (Matthew 22: 34-39)*

Forgiveness



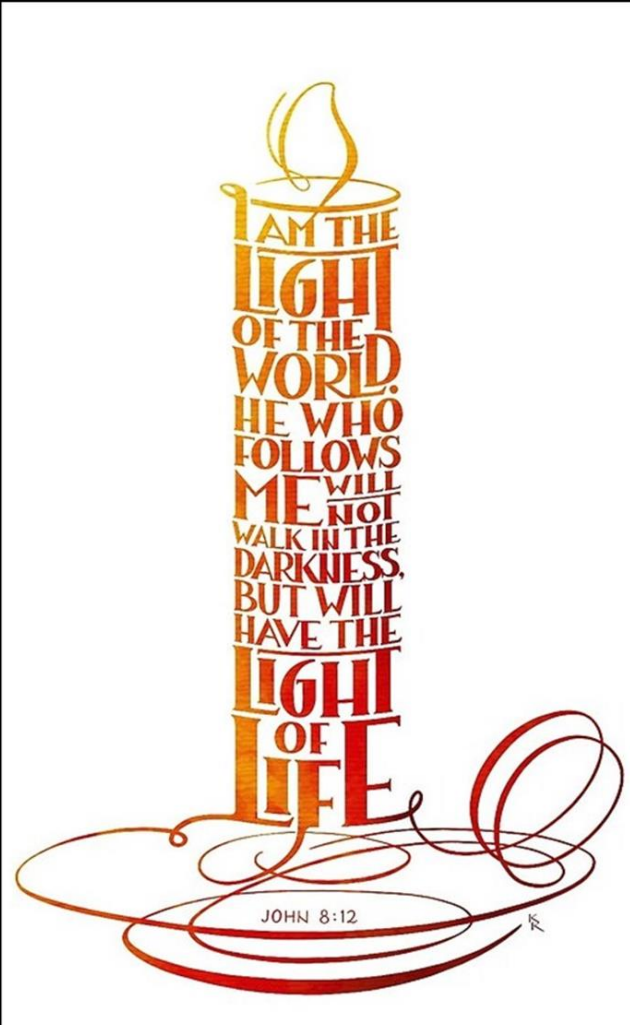
*Then Peter came to Jesus and asked,
"Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?"
"No, not seven times," answered Jesus, "but seventy times seven". (Matthew 18:21-22)*

Reconciliation



Anyone who is joined to Christ is a new being; the old is gone, the new has come. All this is done by God, who through Christ changed us from enemies into his friends and gave us the task of making others his friends also. Our message is that God was making the whole human race his friends through Christ. (2 Corinthians 5: 17-19)

VISION STATEMENT



Our Vision



At Christ Church:

- Pupils will feel safe, accepted, loved and positively understand their worth and potential as members of God's wider world.
- All will grow in the light of Christ and gain a positive experience and understanding of Christianity.
- Pupils will experience a depth and breadth of education of the highest quality, inspiring them to develop skills and enthusiasm for lifelong learning.

Together we learn, Together we achieve, Together we grow in the light of Christ.

CURRICULUM INTENT

- Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family.
- We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.

For with God nothing shall be impossible (Luke 1:37)

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

It is bespoke to the needs of the pupils at Christ Church, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom.

We are a one form entry school on the edge of Colne with a constantly evolving curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures.

Ultimately our curriculum is intended to:

- | | |
|--------------------------------------|----------------------------|
| • Develop our head and body: | What we learn |
| • Develop our hearts and character: | Who we are |
| • Develop our actions and attitudes: | How we live and learn |
| • Develop our moral compass: | Where we fit in the world. |

Implement:

Through quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be challenged to be inquisitive, compassionate, courageous and creative learners. They will have opportunities to influence their own learning through age appropriate and progressive themes and topics. Effective learning characteristics including being ambitious, reflective and imaginative will drive teaching and learning.

Impact:

Our children will have a confident set of skills, knowledge, norms and Christian values which can be used to get ahead in education and life more generally. In short they will learn more, remember more, enjoy more and develop more spiritually, socially and emotionally. Thus enabling them to be ready for their next stage in education.

The Curriculum at Christ Church

For your information:

- In the Reception Class children follow the Government's EYFS (Early Years Foundation Stage Framework). There are 7 areas of learning and development which are split into 3 prime areas (communication and language, physical development and personal, social and emotional development) and 4 specific areas (literacy, maths, understanding the world and expressive arts and design). Teaching is organised in a thematic approach.
- In Years 1-6 children will follow the National Curriculum Programme of Study. The core subjects are: English, Mathematics and Science. The foundation subjects are History, Geography, Design Technology, Computing, Art & Design, Music, Physical Education and Languages (in Key Stage 2). As a faith school Religious Education also forms part of our curriculum.

Curriculum Drivers

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart. This will be done by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences, a growth mind set, a sense of responsibility and challenges that take them beyond the classroom. Through our chosen curriculum themes, our children will;

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

This will lead to children becoming caring, compassionate, responsible, and thoughtful innovators, creators, and improvers. We aspire for our children to flourish and grow in the light of Christ, aspiring to be the best they can be as members of God's wider world.

As a result of our children being taught the Christ Church Curriculum they will:

Be Inquisitive



Our Curriculum is:	This leads to learners who are:
Based on sound knowledge progression, which will develop imagination, and a desire to explore. We see questions - and mistakes - as central to learning and we encourage 'growth mind-sets'. Knowledge is central to our curriculum design, and we ensure children acquire key concepts to support and frame future learning. We encourage collaboration and bring learning to life by promoting a sense of awe and wonder and creating memories.	Curious and confident. They will question what is happening around them and think about issues locally and globally. Motivated to learn - they will develop and nurture their own interests, be inquisitive and explore new ideas. Our children will be brave and be courageous advocates by asking questions that will matter.

Be Empowered



An enquiry-based curriculum that is informed by and encourages pupil voice. It is rigorous and coherent, promoting a progression in learning within each discipline through big ideas and key concepts, whilst making explicit connections and promoting links. There is a balanced and relevant focus on knowledge, skills, understanding and attitudes, leading to challenge for all. It sees emotional development and intellectual development not as alternatives but as strands of a rope, which mutually strengthen one another.	Enquiring and have critical minds who approach learning with curiosity and creativity. They have a solid grounding in the fundamentals of each subject. They are risk takers and mistake makers. They understand the importance of working hard and pushing themselves to reach their personal best. They are becoming independent learners.
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Be Inspired



Irresistible by making learning relevant, fun, and interesting, leading to wide-ranging experiences. It encourages collaboration and brings learning to life by promoting a sense of awe and wonder of God's amazing world. It creates memories. It inspires in all pupils a love of learning and desire to continue to learn. As confident risk takers, problem solvers and writers they will aspire to be the best they can be in whatever paths they have decided to take. They will be pursuers of excellence for themselves now and for their future selves.

Motivated to learn, interested, enthusiastic and happy. They actively engage in learning, collaborate effectively with others, and communicate confidently, growing to become lifelong learners.

Be Community Minded



Personalised, reflecting the colourful backgrounds and experience of our pupils. It is outward facing, global and celebrates diversity whilst promoting unity. It is rooted in Christian love, authenticity, and context, making links with the real world so learners can see the relevance of their learning. Our curriculum strives to enable the children to develop a sense of pride in themselves and respect for others. We actively promote opportunities to develop the children's emotional understanding necessary, in order to experience positive relationships; a sense of justice and the ability to empathise, celebrating cultures, heritages, religions, genders, sexual orientation and age.

Reflective and show an understanding and empathy towards others, leading to tolerance and respect. Our children will leave us proud of Colne - its traditions, heritage, and history, and be keen to be part of their diverse community. They will have a growing understanding of the world that they live in, their place and responsibilities within this world and are encouraged to develop their own unique strengths, which are seen as gifts from God. They will shape future learning for themselves and others in a diverse society.

A belief in the power of our school community to change and enhance lives is crucial; children are empowered to become courageous advocates.	
Be Articulate	
Developing and helping our children find their own ‘voice’ so they are able to engage in talk in all areas of learning and on the wider aspects of school life. We believe this is as important as them becoming avid readers or great writers and we work to broaden vocabulary and encourage talk in all areas of learning.	Becoming increasingly confident, fluent, and effective communicators, able to express their understanding respectfully and be open to other opinions. They will learn the importance of forgiveness through restorative justice processes and apply this to their own choices, thoughts, actions and importantly words. Individuals who have a thirst for words and can share their learning widely in a range of ways to a variety of audiences.

Reception

RECEPTION 2025 – 2026		AUTUMN	SPRING	SUMMER
SIGNIFICANT EVENTS IN SCHOOL		Harvest Festival Remembrance Day Advent / Christmas	Safer Internet Day World Book Day Easter	Local and Community History Month Sports Day Leavers Play Science Week
MAIN THEME		WHO AM I?	ISN'T IT AMAZING?	WOULD YOU RATHER?
GENERAL THEMES (These themes may be adapted at various points in the year to allow for children's interests)		Are we all made the same? Who am I? How have you changed? Where do I live? How do we celebrate?	How does your garden grow? Why do we need to look after our planet? How amazing is our body?	Are all animals the same? Who lives in the sea? What's above the clouds? Which toys are more fun?
Prime areas of learning and development	Personal, Social and Emotional Development	Throughout the year opportunities will be planned for the children to develop the following skills:		
		Managing Self Self-awareness – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interest with others, take pride in themselves and their work/ achievements, share their achievements with others Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge. Responsibility – take care of their own belongings, take care of the belongings of others and class resources Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain Self-care – personal hygiene, eating, drinking, dressing and undressing, takes care of own belongings Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep the body healthy Communication – communicate own needs in relation to being thirsty, hungry, tired, use of toilet; communicate when they need help from others including peers and adults	Self-Regulation Express Feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Recall experiences, initiate an apology when appropriate Respond – Follow instructions, requests and ideas in a range of contexts and situations Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. Active Learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress	Building Relationships Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration Use language – to negotiate, co-operate, plan and organise play, resolve conflict Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others Recognise the needs of others – show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact others, know that other children think and respond in different ways to them Communication – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions
		Physical Development	Throughout the year opportunities will be planned for the children to develop the following skills:	
	Gross Motor Skills Fundamental Movement Skills – run/running fast, travel on feet/feet and hands, underarm throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll, rock and roll, pencil roll Gross motor skills / movements – climbing, crawling, skipping, sliding, slithering, shuffling Spatial Awareness – awareness of own space, negotiates space, finds a space, change direction, stop. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. Body strength – with and without tools and equipment e.g. sky writing, carrying, pushing, pulling, digging		Fine Motor Skills Fine motor skills –demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment (Linked to handwriting / drawing) Movement of body parts – rotation of shoulder, bending, flexing and rotation of elbow and wrist, making a fist, finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media Strength – shoulder, elbow, wrist, fingers Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure Drawing – draw pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, demonstrates accuracy in their drawing Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly	
	Communication and Language		Throughout the year opportunities will be planned for the children to develop the following skills:	
		Listening, Attention and Understanding Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest	Speaking Speaking – speak clearly, speak in full sentences, use sentences that give many details	

			Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories, questions, daily routines etc. Demonstrate understanding – follow instructions, requests and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories. Ask questions to check understanding., Respond to and answer questions – 'where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predictions, speculation, provocations in different contexts and situations, including their play.	Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and speak in different contexts including small group, whole class and 1:1 discussions. Talk about and discuss familiar events or characters in stories Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc. Use tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas. Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen. Clarify thinking – use talk to connect ideas, and share their thinking in different contexts Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts ad offer explanations for why things happen.				
Specific areas of learning and development	Literacy	Recognising own name Mark making Rhyming words / games Stories with repeated refrains Sequencing stories Firework poems Non-fiction books Alliteration Christmas cards / letter to Father Christmas		Sequencing and retelling familiar stories and events Wanted / missing posters Fact files Life cycles Timeline of how plants grow Stories from other cultures		Use non-fiction books to find the answers to our questions Animal Riddles - What am I? Message in a bottle Treasure maps Seaside poetry Narrative - stories in a familiar setting		
	Phonics	Phase 2	Phase 2	Phase 3	Review Phase 3	Phase 4	Review Phase 4	
	Maths	White Rose Maths planning followed and tweaked to fit the needs of the children. Numberblocks used to enhance learning and support mastery skills.						
		Just like me Match and sort Comparing amounts Compare size, mass and capacity Exploring pattern It's me 1, 2, 3 Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles Light and Dark Representing numbers to 5 One more, one less Shapes with 4 sides Time		Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern 2		To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate First, Then, Now Adding more Taking away Spatial reasoning 2 Compose and decompose Find my pattern Doubling Sharing and grouping Even and Odd Spatial reasoning 3 Visualise and build On the move Deepening understanding Patterns and relationships Spatial reasoning 4		
	Understanding the World	Past and Present (Historical Enquiry)		Identifying family, talking about, drawing Birth - adulthood - how have we changed? Grandparents visit - how things have changed People who help us - visitors, occupations Figure - who helps - Sir Tom/Florence Nightingale Guy Fawkes - Bonfire Night Remembrance		Farming in the past How has our planet changed? (effects of global warming)		Compare teddy bears today to those of the past Compare Houses and Homes now and from the past Seaside holidays - how have they changed? Clothing - now and then Transport - now and then
The Natural World		Geographical Development	Map making of our journey to school Seasons - Autumn London in comparison to Colne		Continents - where do different animals live? Map making / reading Contrasting environments Environmental Care		Costal towns / areas Compare seaside towns to where we live Oceans / ocean pollution	

		Working Scientifically	All About me - our bodies, senses, keeping healthy Seasonal Change - Autumn / Winter Hibernation		Seasonal Change - Winter / Spring Lifecycles - plant and butterfly David Attenborough Exploring habitats Minibeasts Planting / seeds / bulbs Melting chocolate - Easter cakes		Seasonal Change - Spring / Summer Floating and Sinking Under the Sea - animals, habitats	
	People, Culture and Communities		Harvest Bonfire Night Diwali Hanukkah Christmas		Chinese New Year Easter African culture / safari animals Stories from other cultures		Pirate treasure hunts Special Places - places of worship / churches around the world	
	RE		Why are we all different and special? Why do people of faith say thank you to God at Harvest time?	Why do Christians believe Jesus is special? How do Christians celebrate Jesus' birthday? NCFU: Why do Hindus light candles at Diwali?	Which stories did Jesus hear when he was a child? Why did Jesus tell stories?	Why do Christians believe that Easter is all about love?	What makes a place holy? NCFU: Places of worship	How do you celebrate special times? NCFU: Other faith celebrations
	Expressive Arts and Design		Drawing: Marvellous Marks Music Teacher - Me! My Stories Cooking and Nutrition: Pumpkin Soup Seasonal craft: Autumn - Hibernation boxes - Nature wreaths Winter - Sliding Santa chimneys		Painting and Mixed Media: Paint my world Sculpture and 3D - Creation Station Structures: Junk modelling Music Teacher - Everyone! Our World Mothers Day cards TingaTinga African Art Seasonal craft: Spring - Petal Mandala suncatcher - Flower threading Easter - hanaing egg decoration		Music Teacher - Big Bear Funk, Reflect, Rewind and Replay Instruments - repeated rhythms Father's Day cards Structures: Boats Textiles: Bookmarks Seasonal Craft: Summer - salt painting	

Year 1

Autumn		Spring		Summer	
Significant events in school Harvest Festival	Significant events in school Anti Bullying Week Children in Need Nativity	Significant events in school Safer Internet Day NSPCC Numbers Day	Significant events in school World Book Day Easter	Significant events in school Local and Community History Month	Significant events in school Sports Day Leavers Play
Geography What is it like here?	History How Colne High Street always been the same?	Geography What's the weather like in the UK?	History Should we call Grace O'Malley a Pirate?	Geography What is it like to live in Shanghai?	History What happened to London during the fire of 1666?
Science Seasonal changes	Science Animals including humans	Science Animals including humans	Science Materials	Science Materials Science Week	Science Plants
DT Constructing a windmill	ART Drawing make your mark	DT Textiles making puppets	Art Sculpture and 3D: paper play	Design Technology Fruit and vegetables Making a smoothie	Art Painting and mixed media: colour splash
RE What are your favourite things in creation? NCFU: What do people of Muslim and Hindu faith believe about how God made the world?	RE Why do we give and receive gifts?	RE What makes Jesus special?	RE How do we celebrate new life at Easter?	RE Why is baptism special? NCFU: How do other faiths celebrate births?	RE Joseph How do we know God was with Joseph?
Music lessons are taught weekly by a specialist teacher.					
PSHE Me and my Relationships	PSHE Valuing Difference	PSHE Keeping Safe	PSHE Rights and Respect	PSHE Being my Best	PSHE Growing and Changing
PE FMS – Lost and Found FMS – Kicking	PE Dance – Three Little Pigs FMS – Underarm throw	PE Gymnastics Catching and Bouncing a ball	PE Athletics FMS –Jack and the Beanstalk	PE Tri Throlf FMS – Overarm Throw	PE FMS – Zog Dance – Fire Fire
Computing What technology is around us?	Computing Can I paint on a computer?	Computing Can I make the robot move?	Computing Can I label and group data?	Computing What is digital writing?	Computing Can I make a character move on the computer?
Maths Number :Place value (within 10) Addition & Subtraction (within 10) Geometry: Shape		Maths Number: Addition and subtraction (within 20) Place value (within 50) Measurement: length and height, weight and volume		Maths Number: Multiplication and division. Fractions Place value (within 100) Measurement: Position and Direction. Money and Time	
English (Key Texts)		English (Key Texts)		English (Key Texts)	
Cave Baby by Julia Donaldson Sidney and the moon by Emma Yartlett	Dragon Post, Emma Yarlette I Want My Hat Back, John Klassen	Iggy Peck Architect, Andrea Beaty and David Roberts The Magic bed, John Burningham	Yeti and the Bird, Nadia Shireen The Odd Egg, Emily Gravett	Beegu, Alexis Deacon Lubna and Pebble, Wendy Meddour	Stanley's Stick, John Hegley and Neal Layton The Sea Saw, by Tom Percival

Year 2

Autumn		Spring		Summer	
Significant events in school Harvest Festival	Significant events in school Anti Bullying Week Children in Need Nativity	Significant events in school Safer Internet Day NSPCC Numbers Day	Significant events in school World Book Day Easter	Significant events in school Local and Community History Month	Significant events in school Sports Day Leavers Play
Geography Would you prefer to live in a hot or cold place?	History What do we know about the Victorians and our school?	Geography Why is our world wonderful?	History Walter Tull and Learie Constantine - Why should we remember?	Geography What is it like to live by the coast?	History When and how did humans learn to fly?
Science Animals including humans	Science Animals including humans	Science Plants	Science Plants	Science Living things and habitats	Science Materials
ART Map it out	DT Building baby bear's chair	ART Painting and mixed media	DT Moving monsters	DT Mechanisms Fairground wheel	ART Sculpture and 3D
Music lessons are taught weekly by a specialist teacher.					
RE Why is the Bible special? Do people of other faiths have holy books?	RE Why was the birth of Jesus such good news?	RE What is a miracle?	RE How do symbols help us understand the Easter story?	RE Why is the church a special place for Christians? Where do people of other faiths worship?	RE What happened at the Ascension and Pentecost?
Computing What information technology is around us?	Computing Can I take digital photographs?	Computing What is an algorithm?	Computing What is a pictogram?	Computing Can a computer make music?	Computing Can I design a quiz?
PSHE Me and my Relationships	PSHE Valuing Difference	PSHE Keeping Safe	PSHE Rights and Respect	PSHE Being my Best	PSHE Growing and Changing
PE Games – Piggy in the Middle FMS – Supertato	PE Dance – Moving Along FMS – Playground games	PE Gymnastics FMS – Bounce Ball	PE Games – Net & Wall FMS – Kicking	PE Games – Striking & Fielding Athletics	PE FMS – Unit Assessment OAA – The Great Outdoors
Maths Number: Place value Addition & Subtraction Geometry-shape		Maths Measurement: money Number: Multiplication and division Measurement: length and height Measurement: mass, capacity and temperature		Maths Statistics Number: multiplication and diversion Geometry: Position and direction Problem solving Measurement: time	
English (Key Texts)		English (Key Texts)		English (Key Texts)	
The Bear and the Piano by David Litchfield The Bear Under the Stairs by Helen Cooper A Book of Bears by Katie Viggers Rabbit and Bear by Julian Gough and Jim Field	Wolve Calibri (Body) s Emily Gravett Me and You Anthony Browne The Spider and the Fly Mary Howitt and Tony DiTerlizzi After the Fall Dan Santat	The Owl and the Pussy-cat Edward Lear (already have) Tadpole's Promise Jeanne Willis Fanatical about Frogs Owen Davey Too Small Tola Atinuke	The Journey Home Frann Preston-Gannon Dear Earth Isabel Otter Lost Species by Jess French The Magic and Mystery of Trees Jen Green	The Dragon Machine Helen Ward Toys in Space Mini Grey Eric Shaun Tan (mini copy) Ride-by-Nights Walter de la Mare	Rosie Revere, Engineer Andrea Beaty Last Stop on Market Street Matt de la Peña Ada Twist and the Perilous Pants Andrea Beat The Street Beneath my Feet Charlotte Guillian

Year 3

Autumn		Spring		Summer	
Significant events in school Harvest Festival	Significant events in school Anti Bullying Week Children in Need Christmas plays	Significant events in school Safer Internet Day NSPCC Numbers Day	Significant events in school World Book Day Easter	Significant events in school Local and Community History Month	Significant events in school Sports Day Leavers Play
Geography Why do people live near volcanoes?	History How did life change for children in the North West during the Industrial Revolution ?	Geography Who lives in Antarctica?	History How did life in Britain change in the period from the Stone Age to the Iron Age?	Geography Are all settlements the same?	History What were the significant achievements of the ancient Egyptian civilisation?
Science Rocks and Fossils	Science Light	Science Animals including humans (movement)	Science Animals including humans.	Science Plants Science Week	Science Forces and Magnets
Design and Technology Cooking and nutrition: Eating food seasonally	Art and Design Drawing: Growing artists	Design and Technology Digital world: wearable technology	Art and Design Painting and mixed media: prehistoric painting	Design Technology Structures Let's construct a castle	Art and Design Craft and design: Ancient Egyptian scrolls
Music lessons are taught weekly by a specialist teacher.					
RE How do people of faith say thank you to God? NCFU: how do other faiths say thank you?	RE Christmas How does the presence of Jesus impact people's lives?	RE Rules for living: Which rules should we follow? NCFU: Does everyone follow the same rules?	RE Easter: Is the cross a symbol of sadness or joy?	RE What does it mean to be called by God?	RE Expressing Christian faith through art. NCFU: Hindu Art
Computing Connecting computers	Computing Stop-frame animation	Computing Sequencing sounds	Computing Branching databases	Computing Desktop publishing	Computing Events and actions in programs
PSHE Me and my Relationships	PSHE Valuing Difference	PSHE Keeping Safe	PSHE Rights and Respect	PSHE Being my Best	PSHE Growing and Changing
PE Health Related Fitness Games - Handball	PE Dance – Superheroes Target Games – Dodgeball	PE Gymnastics FMS – Overarm Throw	PE Games – Net & Wall Striking & Fielding - Rounders	PE Athletics FMS – Underarm Throw	PE Yoga OAA – Trust & Trails
French French greetings with puppets	French Adjectives of colour, size and shape	French French playground games	French (Consolidation)	French In a French classroom	French A circle of life in French
Maths Number: place value, addition & subtraction, multiplication & division		Maths Number: multiplication & division, fractions Measurement: Length & perimeter mass and capacity		Maths Number: fractions, Measurement: Time, mass & capacity	
English (Key Texts)		English (Key Texts)		English (Key Texts)	
Leon and the place between by Angela Mc Allister Barnabus Project The Fan Brothers Blue John by Berlie Doherty Pebble in my pocket Meredith Hooper	The BFG by Roald Dahl The Tear thief by Carol Ann Duffy The BFG by Roald Dahl	The First Drawing by Mordiaci Gerstein Pied Piper of Hamelin by Michael Morpurgo Pied Piper of Hamelin by Robert Browning	Cloud Tea Monkeys Mal Peet and Elsbeth Graham The search for giant Artic Jellyfish Chloe Savage Africa, Amazing Africa by Atinuda	Cinderella of the Nile Beverley Nadoo Mysteries of Harris Burdick Chris Van Allburg Macy and the riddle of the Sphinx	Our Tower by Joseph Cohello The Zebras Great Escape Katherine Rundell Adventure mice by Phillip Reeve

Year 4

Autumn		Spring		Summer	
Significant events in school Harvest Festival	Significant events in school Anti-Bullying Week Children in Need Christmas plays	Significant events in school Safer Internet Day NSPCC Numbers Day	Significant events in school World Book Day Easter	Significant events in school Local and Community History Month	Significant events in school Sports Day Leavers Play
Geography Why are rainforests important to us?	History How can we find out about the impact of the Lancashire cotton mills on the people of Lancashire and beyond?	Geography Where does our food come from?	History How did the Romans end up in Ribchester and what can we learn from them?	Geography Why are most of the world's cities located by rivers?	History Can we thank the Ancient Greeks for anything in our lives today?
Science Why do we have teeth? What is digestion?	Science How are animals/plants adapted/suited to live in our school grounds/local area?	Science What is the difference between sound and noise?	Science States of matter	Science Science week	Science What if we had no electricity?
Art Drawing; power prints	Design Technology Structures pavilions	Art Painting and mixed media light/dark	Design Technology Mechanical systems Making a slingshot car	Craft and Design Fabric of nature	Design and Technology Electrical systems Design a torch
Music lessons are taught weekly by a specialist teacher.					
RE Are all churches the same? NCFU: Where do other faiths worship?	RE What is the significance of light at Christmas?	RE Jesus Son of God NCFU: What is Shabbat?	RE Exploring Easter as a story of betrayal and trust.	RE What is prayer? NCFU: How do other faiths pray?	RE David and the Psalms Change the world
Computing The internet	Computing Audio editing	Computing Repetition in shapes	Computing Data logging	Computing Photo editing	Computing Repetition in games
PSHE Me and My Relationships	PSHE Valuing Difference	PSHE Keeping Safe	PSHE Rights and Respect	PSHE Being my Best	PSHE Growing and Changing
PE Invasion Games – Basketball Creative Games – Tag and Target	PE Dance – Myths and Legends Target Games – Boccia	PE Gymnastics Health Related Fitness	PE Net / Wall Games Invasion Games – Rugby	PE Athletics Swimming	PE OAA – Teamwork & Problem Solving Striking & Fielding - Cricket
French Portraits-describing in French	French Clothes-getting dressed in France	French Numbers , calendars and birthdays	French (consolidation)	French Food	French Food
Maths Number: place value, addition & subtraction, multiplication & division Measurement: area		Maths Number: multiplication & division, fractions, decimals Measurement: Length and perimeter		Maths Number: decimals, Measurement: Money, time, statistics Geometry: properties of shape, position & direction	
English (Key Texts)		English (Key Texts)		English (Key Texts)	
The Matchbook Dairy by Paul Fleischman The Baker by the sea by Paula White The Lion, the Witch and the Wardrobe by C.S.Lewis	Frindleswylde (Natalia & Lauren O'Hara) The Selfish Giant (Oscar Wilde) The Firework Maker's Daughter (Philip Pullman- have the book)	Granny Came Here on the Empire Windrush (Patrice Lawrence) Jabberwocky (Lewis Carroll) The Last Firefox (Lee Newbery)	FaRThER (Grahame Baker Smith) The Mermaid of Zennor Charles Causley The Story of Flight (Jakob Whitfield)	Weslandia (Paul Fleischman)- The Ever-Changing Earth (Grahame Baker-Smith) RoThe Fossil Hunter (Kate Winter)	Varmints (Helen Ward) The Iron Man (Ted Hughes) The Wild Robot (Peter Brown)

Year 5

Autumn		Spring		Summer	
Significant events in school Harvest Festival	Significant events in school Anti-Bullying Week Children in Need Christmas plays	Significant events in school Safer Internet Day NSPCC Numbers Day	Significant events in school World Book Day Easter	Significant events in school Local and Community History Month	Significant events in school Sports Day Leavers Play
History What do we mean by crime and punishment, what have been some of its main features over time?	Geography Would you like to live in the desert	Geography What is life like in the Alps?	History Who were the Anglo-Saxons and why did they invade and settle in Britain?	Geography Why Do Oceans Matter?	History How did the Golden Age of Islam contrast with Anglo- Saxon Britain?
Science Space	Science Forces	Science Properties of materials	Science Properties of materials	Science Living things and habitats	Science Animals including humans
Art Drawing: I need space	DT Textiles: Design a soft toy	DT Structures and Mechanisms: Making a pop-up book	Art Painting and mixed media: Portraits	DT Cooking and Nutrition: Developing a recipe	Art Craft and Design: Architecture
Music lessons are taught by a specialist teacher.					
RE How and why do Christians read the Bible?	RE NCFU: How do Sikhs show respect to their holy text? How is Christmas celebrated around the world?	RE Women in the Old Testament NCFU: What happens during Purim?	RE Why do Christians believe that Easter is a celebration of victory?	RE Why was Jesus called teacher?	RE What is Peace?
Computing Sharing information	Computing Video editing	Computing Selection in physical computing	Computing Flat file databases	Computing Vector drawing	Computing Selection in quizzes
PSHE Me and My Relationships	PSHE Valuing Difference	PSHE Keeping Safe	PSHE Rights and Respect	PSHE Being my Best	PSHE Growing and Changing
PE Invasion Games - Hockey Orienteering	PE Dance – Earthlings Teamwork and problem-solving	PE Gymnastics Dance – Heroes and Villains	PE Net & Wall – Tennis Swimming	PE Athletics Creative Games	PE Invasion Games - Netball Striking & Fielding - Rounders
French Monster Pets	French Shopping	French Verbs: Everyday Actions	French Verbs: Everyday Actions	French (Consolidation)	French Family
Maths Number: Place Value, Addition & Subtraction, Multiplication & Division, Fractions	Maths Number: Multiplication & Division, Fractions, Decimals & Percentages Measurement: Perimeter and Area Statistics		Maths Geometry: Properties of Shape, Position & Direction Number: Decimals, Negative Numbers Measurement: Converting Units, Volume		
English (Key Texts)		English (Key Texts)		English (Key Texts)	
Robot Girk by Malorie Blackman Firebird by Saviour Pirotta and Catherine Hyde Cosmic by Frank Cotteroll Boyce When the stars come out by Nicola Edwards	The Lizzie and Belle Mysteries, J.T. Williams Freedom Bird, Jerdine Nolen The Secret of Haven Point, Lisette Auton Bright Stars of Black British History	Kaspar, Prince of Cats, Michael Morpurgo Stonewall - Rob Sanders & Jamey Christoph Me, My Dad and the End of the Rainbow Benjamin Dean (mixed Y5/6 curriculum)	The Whale, Ethan and Vita Murrow The Lost Happy Endings, Carol Ann Duffy Who let the Gods out? Max Evans	The Man who Walked between the Towers The Odyssey, Gillian Cross The Good Thieves Katherine Rundell	Curiosity – The Story of a Mars Rover, Markus Motum Real-life Mysteries – Can you explain the unexplained, Susan Martineau

Year 6

Autumn		Spring		Summer	
Significant events in school Harvest Festival	Significant events in school Anti Bullying Week Children in Need Christmas plays	Significant events in school Safer Internet Day NSPCC Numbers Day	Significant events in school World Book Day Easter	Significant events in school Local and Community History Month	Significant events in school Sports Day Leavers Play
History The Blitz – is that all we need to know about WW2?	Geography Why does population change?	Geography Where does energy come from?	History How and why did the Vikings invade Britain?	Geography How could we make our local area more environmentally friendly?	History How does Mayan civilization contrast with Anglo-Saxon civilization?
Science How can we use the differences between animals to help us identify them?	Science Are all plants and animals the same? Are humans all the same?	Science How does light travel?	Science Animals including Humans	Science Animals including Humans	Science Why are some lights brighter than others?
ART Photography	Design and Technology Textiles	ART Make my voice heard	Design Technology Structures	Art Sculpture and 3D memory boxes	Design Technology Navigating the world
Music lessons are taught by a specialist teacher.					
RE Life as a journey NCFU: Pilgrimage	RE How do Christians prepare for Christmas? Why do Christians celebrate the Eucharist?	RE Why is the Exodus such a significant event in Jewish and Christian history?	RE Who was / is Jesus?	RE Ideas about God	RE People of Faith
Computing Internet communication	Computing Web page creation	Computing Variables in games	Computing Spread sheets	Computing 3D modelling	Computing Sensing
PHSE Me and My Relationships	PHSE Valuing Difference	PHSE Keeping Safe	PHSE Rights and Respect	PHSE Being My Best	PHSE Growing and Changing
PE Football Dance – Highway Man	PE Leadership Dance – Heroes & Villains	PE Gymnastics	PE Creative Games	PE Athletics Invasion Games - Netball	PE OAA Swimming
French (Revision – Everyday actions)	French French sports and the Olympics	French In my French House	Planning a French holiday	French	French Visiting a town in France
Maths Number: place value, four operations fractions Measurement converting units		Maths Number: decimals, percentages, algebra, ratio Statistics Measuring: converting units, perimeter, area & volume		Maths Geometry: properties of shapes Consolidation or SATs preparation Consolidation, investigations and preparation for KS3	
English (Key Texts)		English (Key Texts)		English (Key Texts)	
The Invention of Hugo Cabaret by Brian Selznick Leila and the Blue Fox by Kiran Millwood-Hargrave The Invention of Hugo Cabaret by Brian Selznick On the move: Poems about Migration by Michael Rosen		Resist by Tom Palmer Suffragette: The Battle for Equality David Roberts Black and British: A short, essential history by David Olusoga		Grimm Tales for Young and Old by Phillip Pullman Rain Player by David Wisniewski Grimm Tales for Young and Old by Phillip Pullman	

