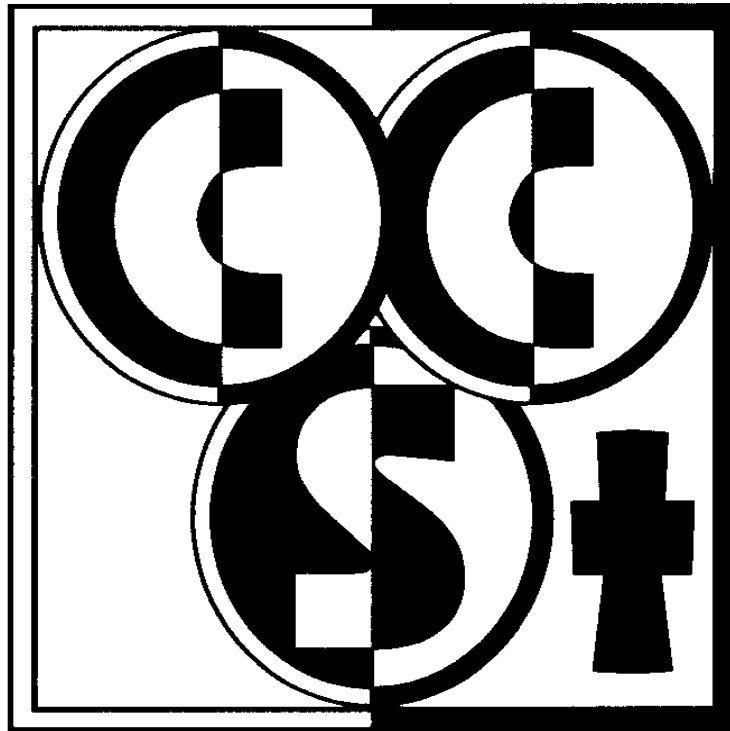


CHRIST CHURCH C OF E PRIMARY SCHOOL

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)

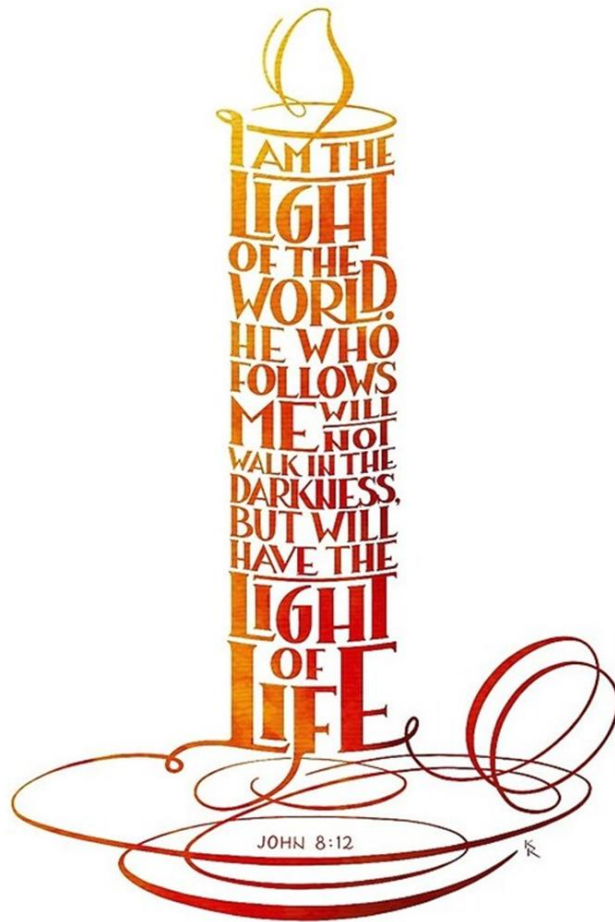
VISION STATEMENT

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:

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.

This leads to learners who are:

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

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.

emotional development and intellectual development not as alternatives but as strands of a rope, which mutually strengthen one another.

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



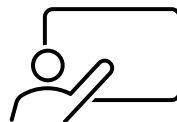
Personalised, reflecting the colourful backgrounds and experience of our pupils. It is outward facing, global and celebrates diversity whilst promoting unity. It is rooted in Christian love, authenticity, and context, making links with the real world so learners can see the relevance of their learning. Our curriculum strives to enable the children to develop a sense of

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

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. A belief in the power of our school community to change and enhance lives is crucial; children are empowered to become courageous advocates.

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.

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 Curriculum Map 2026-2027

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 - 5 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
Possible Themes	Me and My World 	Sparkle and shine! 	Our World 	Sowing a seed 	Superheroes! 	There's a Commotion in the ocean! 
The Big Question	How am I special?	How do people celebrate special times?	Where would you rather go?	How can I care for nature?	Who is a real-life superhero?	What can we discover beyond the shore?
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Celebrating Difference What makes me special Like and dislikes My Body Houses and Homes	Bonfire Night Remembrance Sunday Autumn / Hibernation Birthdays Night and day animals Diwali Advent & Christmas	Winter and seasonal change The Arctic Hot and cold places Jungle environments Animals around the world Travel and transport Toys – past and present Earth and space	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Spring	Emergency Services Heath Care Workers People who help us at school Community workers Transport Workers People who care for others How do people keep us safe? What would I like to be when I grow up? 	Summer / Seasonal change Holidays and journeys Where in the world could we go? The seaside Send me a postcard! What lives beneath the waves? Caring for our oceans Pirates Seaside art

Cultural capital and enrichment	School tour Harvest festival Visit from the dentist Buddies OPAL Play	Visit from the fire brigade Local autumn walk Nativity	Local winter walk Shrove Tuesday (Pancake Day) Chinese new year Valentines day	Pancake day Spring walk World book day Mothers day Lamb / chick visit?	Visits from real-life superheroes Local walk 'Who helps in our community'	Sports day Visit from the RNLI (Royal National Lifeboat Institution)
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationships	Build positive relationships, develop independence and establish familiar routines. Recognise and name different emotions and begin to understand how our actions affect others.	Develop kindness and respect for others. Recognise similarities and differences between people and begin to understand that families may have different beliefs, traditions and celebrations.	Develop confidence in expressing our own ideas, preferences and opinions while listening to and respecting those of others. Begin to manage feelings and behaviour in different situations.	Work and play cooperatively, take turns and take increasing responsibility for ourselves, others and the environment. Develop resilience and perseverance when things are challenging.	Recognise how people help and care for others and show sensitivity to the needs and feelings of others. Set simple goals and show increasing independence, confidence and resilience.	Show increasing independence and self-regulation, persevere with challenges and reflect on achievements. Develop confidence in managing change and preparing for transition to Year 1.
	Throughout the year we will... - Develop positive relationships with adults and peers; recognise, express and regulate our emotions; develop independence in managing our own needs; follow agreed rules and routines; cooperate, share and take turns; and develop confidence, resilience and perseverance. - Know and talk about ways to keep ourselves healthy, happy and safe, including personal hygiene, healthy food and drink, physical activity, sleep and keeping ourselves safe.					

	• Learn and use new vocabulary across all areas of learning and revisit it in different contexts. • Develop confidence in speaking to adults and peers, taking turns in conversation, asking questions and expressing ideas in increasingly well-formed sentences.					
Literacy Key Texts	All are Welcome Funny Bones Oi Frog The Colour Monster Elmer The Great Big Book of Families The Little Red Hen	Little Glow Stick Man The Nativity / Christmas story Leaf man Rama and Sita The Elves and the Shoemaker	Lost and Found Whatever Next Look Up The Naughty Bus Gigantosaurus	The Tiny Seed The Extraordinary Gardener I Will Not Ever, Never Eat a Tomato What the Ladybird Heard	Supertato A Superhero like you Emergency! My Mum is a superhero My Dad is a superhero A superpower like mine Eliot midnight superhero	Commotion in the Ocean Somebody swallowed Stanley The Lighthouse Keeper's Lunch The Night Pirates Pirate Pete

	Comprehension Engage with and enjoy stories, rhymes and books. Independently handle books correctly and talk about pictures and familiar stories. Word Reading Begin to recognise taught graphemes and blend sounds to read simple words. Writing Develop the strength, stability and control needed for writing through gross and fine motor activities. Develop controlled pencil movements and patterns and give meaning to the marks and drawings we make.	Comprehension Listen to and engage with an increasing range of books and begin to talk about what has happened in familiar stories. Word Reading Recognise taught graphemes and blend sounds to read words, captions and simple sentences. Writing Develop an effective pencil grip and begin to form taught letters correctly, using appropriate pencil movements. Begin to hear and represent sounds in words using taught graphemes.	Comprehension Retell and act out familiar stories using recently introduced vocabulary. Word Reading Recognise taught digraphs and trigraphs and blend sounds to read increasingly complex words. Writing Form taught letters with increasing accuracy and control. Segment words and represent the sounds we hear with letters or groups of letters, beginning to write simple labels and captions.	Comprehension Talk about characters, settings and key events in stories and begin to make simple predictions. Word Reading Read words containing taught graphemes and recognise an increasing number of tricky words. Writing Write words and simple phrases, using taught graphemes to represent sounds. Develop increasing consistency in letter formation and begin to use spaces between words.	Comprehension Retell familiar stories and narratives in their own words, using vocabulary influenced by books. Word Reading Blend sounds to read longer words and sentences containing taught graphemes and tricky words. Writing Write simple phrases and sentences that can be read by others, using phonics knowledge to spell words and beginning to use capital letters, finger spaces and full stops.	Comprehension Demonstrate understanding of what has been read by answering questions and talking about characters and events. Word Reading Read words and simple sentences with increasing fluency, including words containing taught graphemes and familiar tricky words. Writing Independently compose and write simple sentences, using taught sound–letter correspondences and familiar tricky words. Reread writing to check that it makes sense and use increasingly accurate letter formation and spacing
	Throughout the year we will... - Read and re-read books matched to our developing phonic knowledge, applying taught grapheme–phoneme correspondences and recognising familiar tricky words to develop accuracy, confidence and fluency. - Develop the gross and fine motor strength, coordination and control needed for writing. Develop increasingly accurate and fluent letter formation and use our growing phonics knowledge to communicate ideas through writing.					

Phonics	Consolidate Phase 1 Little Wandle Phonics – Phase 2	Consolidate Phase 2 Little Wandle Phonics – Phase 2	Consolidate Phase 2 Little Wandle Phonics – Phase 3	Consolidate Phase 3 Little Wandle Phonics – Phase 3	Consolidate Phase 3 Little Wandle Phonics – Phase 4	Consolidate Phase 3 Little Wandle Phonics – Phase 4
Mathematics Number Numerical Patterns (Shape, Space and Measures)	Mastering Number Develop subitising and counting skills. Explore the composition of numbers within 4 and begin to compare quantities. White Rose Match, sort and compare objects according to different attributes. Explore measure through practical experiences and 18. Recognise, continue and create simple repeating patterns.	Mastering Number Develop understanding of the composition of numbers within 5 and compare quantities using appropriate mathematical language. White Rose Recognise, name and explore 2-D shapes, noticing and describing their properties. Use shapes to create and explore arrangements and develop spatial awareness.	Mastering Number Develop understanding of 5, 6 and 7, including their composition and position within the number sequence. White Rose Compare mass and capacity using appropriate mathematical language. Explore and compare length and height and begin to sequence and talk about time.	Mastering Number Develop understanding of the number sequence, composition, doubles and odd and even numbers. White Rose Recognise, name and explore 3-D shapes, describing and comparing their properties. Investigate how shapes can be combined, arranged and used for different purposes.	Mastering Number Consolidate counting and subitising and explore the composition of numbers to 10. Develop understanding of number relationships. White Rose Develop spatial reasoning by selecting, rotating and manipulating shapes. Compose and decompose shapes and recognise that shapes can be combined to make new shapes.	Mastering Number Consolidate and apply understanding of subitising, counting, composition and comparison, developing fluency with number facts. White Rose Develop spatial reasoning through visualising, building and mapping. Describe positions and routes, follow and give simple instructions and represent familiar places using simple maps and plans.
	Throughout the year we will... Develop mathematical understanding through practical experiences, routines, stories, songs, games and continuous provision. Use mathematical language to describe, compare, reason and explain our thinking, making connections and applying our learning in different contexts.					

Understanding the World Past and Present People, Culture and Communities Natural World	Talk about ourselves, our families and significant experiences, noticing how we have changed over time. Explore our school and local environment and begin to understand where we live. Observe the natural world using our senses and notice signs of autumn.	Explore how and why people celebrate special times, recognising that families and communities have different beliefs and traditions. Compare celebrations now and in the past and observe seasonal changes from autumn into winter, including weather, light and dark.	Use maps and globes to explore the wider world and begin to understand that there are different places and environments beyond our immediate surroundings. Compare contrasting environments, noticing similarities and differences. Explore how life and objects have changed over time and investigate aspects of the natural world through observation, questioning and simple investigation.	Observe and describe changes in spring and investigate what plants need to grow. Explore the life cycles, features and habitats of plants and minibests. Make observations, notice changes over time and understand ways we can care for living things and the natural environment.	Explore the roles of people who help us in school and the wider community, including emergency services, healthcare and other occupations. Compare aspects of jobs, equipment and services and understand how people contribute to and care for their community.	Explore the seaside, oceans and marine habitats, comparing them with familiar environments. Investigate floating and sinking and understand ways to care for our oceans and beaches.
	Throughout the year we will... • Explore the natural world around us, making observations and talking about what we see, hear and feel. • Observe and describe seasonal change and its effect on the natural world. • Talk about our own experiences and those of people around us, developing an understanding of past and present. • Explore our immediate environment and the wider world using first-hand experiences, maps, photographs, stories and non-fiction texts. • Develop respect for different people, cultures, communities and the natural environment.					
Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Explore a range of materials, colours and tools and experiment with different ways of making marks. Use drawing, painting, music, movement and imaginative play to represent familiar experiences and ideas.	Explore colour, pattern, texture and different techniques, selecting materials for a purpose. Respond creatively to celebrations, stories, music and dance and develop imaginative play based on familiar experiences.	Experiment with different materials and techniques to represent observations, ideas and imagined worlds. Develop ideas through drawing, making, music, movement and imaginative play, explaining choices and making changes where needed.	Observe closely and represent what we see using drawing, painting, printing, modelling and natural materials. Plan and create for a purpose, selecting and combining materials and beginning to evaluate and improve our work.	Develop and extend imaginative role play, creating narratives collaboratively with others. Plan, design and construct for a purpose, selecting appropriate materials, tools and joining techniques and adapting ideas where necessary.	Independently select and combine techniques, materials and tools to express ideas and experiences. Create increasingly detailed representations and develop confidence in performing, storytelling, music, movement and imaginative play.

	Throughout the year we will... • Explore and experiment with a wide range of materials, tools and techniques, developing increasing control and confidence. • Develop our own ideas through drawing, painting, modelling, construction and other forms of creative expression, revisiting and refining our work. • Develop imagination and storytelling through role play and small-world play, creating and developing narratives with others. • Listen and respond to a range of music, songs and rhymes, exploring singing, instruments, rhythm, movement and dance. • Encounter the work of artists, designers and other creative people, talking about what we notice and using these experiences to inspire our own creations.					
Religious Education	<u>Questful RE</u> Why are we are different and special? Why do Christians say thank you to God at Harvest time?	<u>Questful RE</u> How do Christians celebrate Jesus' birthday?	<u>Questful RE</u> Which stories did Jesus hear when he was a child? Why did Jesus tell stories?	<u>Questful RE</u> Why do Christians believe that Easter is all about love?	<u>Questful RE</u> Where do some people go to worship God?	<u>Questful RE</u> Why do people of faith have special celebrations?
PSHE	Me and my Relationships	Valuing Difference	Keeping myself safe	Rights and Respect	Being my best	Growing and changing

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 Has Colne High Market always been the same?	Geography What’s the weather like in the UK?	History Why was Amelia Earhart known as the ‘Queen of the Air’?	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	DT Fruit and vegetables Making a smoothie	Art Painting and mixed media: colour splash
RE What do people believe about how the world began?	RE Why do many people give and receive gifts at Christmas?	RE What made Jesus special?	RE What happened in Holy Week?	RE How do families welcome new babies?	
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, Julia Donalson	Dragon Post, Emma Yarlette	Iggy Peck Architect, Andrea Beaty and David Roberts	Yeti and the Bird, Nadia Shireen	Beegu, Alexis Deacon	The Sea Saw, by Tom Percvia

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 Mary Anning?
Science Living things and habitats	Science Materials	Science Animals including humans	Science Animals including humans	Science Plants	Science Plants
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 across the year by a specialist teacher.					
RE Why are sacred texts so important to people of faith?	RE Why do Christians believe the birth of Jesus was such good news?	RE Why did Jesus welcome everyone?	RE How do symbols help people to understand the meaning and importance of Easter?	RE What makes a place or building sacred?	
Computing Computing systems and networks – IT around us	Computing Creating media – Digital photography	Computing Programming – Robot algorithms	Computing Data and information – Pictograms	Computing Creating media – Digital music	Computing Programming - 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 Games – Piggy in the Middle FMS – Supertato	PE Dance – Moving Along FMS – Playground games in the 20th Century	PE Gymnastics FMS – Dance – Once Upon a Giant	PE Games – Net & Wall FMS – OAA The Great Outdoors	PE Athletics FMS – Bounce Ball	PE End of KS1 - Unit Assessment Games – Striking and Fielding
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 Fractions Time Statistics Position and direction	
English (Key Texts)		English (Key Texts)		English (Key Texts)	
The Bear Under the Stairs Helen Cooper The Proudest Blue: A Story of Hijab and Family A Book of Bears Katie Viggers Hotel Flamingo by Alex Milway	Wolves by Emily Gravett Jim and the Beanstalk by Raymond Briggs The Spider and the Fly by Mary Howitt and Tony DiTerlizzi Cinderella: An Art Deco Fairy Tale by Lynn Roberts-Maloney and David Roberts	The Owl and the Pussy-cat by Edward Lear Tadpole's Promise by Jeanne Willis Too Small Tola by Atinuke The Magic Finger by Roald Dahl	The Journey Home Frann Preston-Gannon Dear Earth by Isabel Otter and Clara Anganuzzi Lost Species by Jess French and Daniel Long There's a Rang-Tan in my Bedroom by James Sellick and Frann Preston-Gannon	The Dragon Machine by Helen Ward Lizzy and the Cloud by The Fan Brothers Eric by Shaun Tan The Ride-by-Nights by Walter de la Mare	Rosie Revere, Engineer by Andrea Beaty Last Stop on Market Street by Matt de la Peña Ada Twist and the Perilous Pants by 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 Forces and magnets	Science Animals including humans (movement)	Science Animals including humans.	Science Plants Science Week	Science Light?
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 Why do many people celebrate and give thanks at Harvest time?	RE Why do Christians believe that Jesus was Emmanuel, God with us?	RE How did/does Jesus change lives?	RE Easter: Is the cross a symbol of sadness or joy?	RE Is the 'golden rule' agreed by everyone?	
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 Fabric of Nature	Design Technology Structures pavilions	Art Painting and mixed media light and dark	Design Technology Mechanical systems Making a slingshot car	Craft and Design : Power Print :Drawings	Design and Technology Electrical systems Design a torch
Music lessons are taught weekly by a specialist teacher.					
RE Where and when do some people of faith pray?	RE Why is light an important symbol in many World Faiths?	RE Why do Christians believe Jesus is the Son of God?	RE How do Christians celebrate Easter across the world?	RE What is the purpose of sacred buildings/places?	
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 (consolidation)
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 Mathchbox Diary by Paul Fleischmann The Baker by the Sea by Paula White The Lion, the Witch and the Wardrobe by C.S. Lewis	Frindleswyld (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) The 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: Depth, emotion and movement	DT Textiles: Design a Christmas decoration	DT Mechanical Systems: Gears and pulleys	Art Sculpture and 3D: Interactive installation	DT Cooking and Nutrition: Developing a recipe	Art Craft and Design: Architecture
Music lessons are taught by a specialist teacher.					
RE Why are there several Holy Books and not just one?	RE How does the birth of Jesus fit into God's Big Story?	RE Why do Christians believe that Jesus was a great teacher?	RE Why do Christians believe that Easter is a celebration of victory?	RE Did she make the right choice?	RE 5.6? 5.8? 5.10? (Awaiting publication of units)
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 girl Malorie Blackman Hidden Figures Margo Lee Shetterly Cosmic Frank Cottrell- Boyce	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 How do promises of commitment shape the lives of those who make them?	RE How do Christians prepare for Christmas?	RE Who was Jesus? Who is Jesus?	RE What are the connections between the Last Supper and the celebrations of Jewish Passover and Christian Eucharist?	RE Why is pilgrimage not a holiday?	
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 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 Cabret Bryan Selznick	The Last Bear by Hannah Gold The Promise by Nicola Davies The Origin of Species by Sabina Radeva	Resist by Tom Palmer Suffragette: The Battle for Equality David Roberts Black and British: A short, essential history by David Olusoga	Paradise Sands by Levi Pinfold The Three Little Pigs Project The Guardian The Wolves of Willoughby Chase by Joan Aitken	Grimm Tales for Young and Old by Phillip Pullman Rain Player by David Wisniewski Grimm Tales for Young and Old by Phillip Pullman	

