

**Holy Name RC Primary School**

Curriculum Overview 2024

EYFS – Year 6

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| Early Years Foundation Stage | | | | | | | | | | | |
|  | **Autumn Term** | | | | **Spring term** | | | | **Summer Term** | | |
| **Theme** | **Me and The World Around Me** | | | | **Weather and Seasons** | | | | **Animals and their Environments** | | |
| **Religion** | *Beginnings*  Family  Domestic  Church | | *Signs and Symbols*  Belonging  Baptism  Confirmation | *Preparations*  Loving  Advent  Christmas | *Books*  Community Local Church | *Thanksgiving*  Relating  Eucharist | *Opportunities*  Giving  Lent/Easter | | *Spread the Word*  Serving  Pentecost | *Rules*  Inter-relating  Reconciliation | *Treasures*  World  Universal Church |
| **Myself** – God Knows and Love Me  **Welcome** – Baptism - a Welcome to Gods Family  **Birthday** – Looking forward to Jesus’ Birthday | | | | **Celebrating** – People Celebrating in Gods Church  **Gathering** – The Parish Family Gathers to Celebrate Eucharist  **Growing** – Looking Forward to Easter | | | | **Good News-** Passing on the Good News of Jesus  **Friends** – Friends of Jesus  **Our World** – God’s Wonderful World | | |
| **Maths** | **Nursery** | | **Number:** *Enjoying number songs*  **Number:** *Recognising numbers of personal significance*  **Number:** *Introducing 1:1 correspondence*  **Numerical Patterns:** *Saying number names in order to 5* | | **Number:** *Counting out up to 5 objects knowing the last number said is the total (cardinality)*  **Number:** *Matching numeral and quantities.*  **Number:** *Recognising numbers 1-5*  **Numerical Patterns:** *Saying number names in order to 5/10*  **Geometry:** *Building/constructing using shapes* | | | | **Number:** *Counting out up to 5 then up to 10 objects*  **Number:** *Matching numeral and quantities.*  **Number:** *Comparing sets- More*  **Numerical Patterns:** *Saying number names in order to 5/10*  **Geometry:** *Building/constructing using shapes, choosing shapes for specific purpose* | | |
| **Reception** | | **Number:** *securing 1:1 correspondence*  **Number:** *counting sets*  **Number*:*** *introducing addition/doubles/1 more*  **Number:** *subitising up to 3*  **Numerical Patterns:** *Ordering numerals 1-5 then 1-10*  **Numerical Patterns:** *Copy simple patterns*  **Geometry:** *Recognise basic shapes* | | **Number:** *Composition of numbers to 10*  **Number:***Number bonds of 5 then 10*  **Number:** *Doubling facts*  **Number:** *subitising up to 5*  **Number:** *Finding/comparing, more/less*  **Numerical Patterns:** *counting to 20 and beyond*  **Numerical Patterns:** *Compare odd and even numbers*  **Geometry:** *Recognise basic shapes and talk about basic features, corners, sides,*  **Geometry:** *Comparing height/weight, tall/short light /heavy* | | | | **Number:** *Securing composition of 1-10*  **Number:***Developing automaticity of number bonds to 5 then 10*  **Number:** *Share sets equally into groups in practical ways.*  **Numerical Patterns:** *Counting to 20 and beyond.*  **Numerical Patterns:** *Comparing sets*  **Geometry:** *Recognise basic shapes and talk about basic features, corners, sides*  **Geometry:** *Create simple repeating patterns*.  **Geometry:** *Talk about relative position.* | | |
| **English** | **Nursery** | **Word Reading** | Understand that print has meaning  Understand that print can have different purposes  Give meaning to marks seen in the environment  Turn pages correctly in a book  Hear and suggest rhymes  Counting and clapping syllables in a word  Hear initial sounds and recognise words that share initial sounds  Orally blend sounds in words | | | | | | | | |
| **Comprehension** | Look at books independently  Engage in conversation related to new and familiar stories  Use new vocabulary related to topic with prompts  Join in with familiar songs and rhymes  Shared Reading and discussion led by adults “thinking out loud” as they read  Respond to stories with pictures and verbalised sentences  Make predictions about what might happen next in a familiar story  Respond to stories with pictures and verbalised sentences  Talk about my experiences  Introduce story themes into role play | | | | | | | | |
| **Writing** | Mark making indoor & outdoor with a range of tools.  Develop an understanding that print conveys meaning.  Give meaning to marks that are seen and made  Developing a good pencil grip and improving control  Beginning to form letters from name  Copy text from the environment  Write some or all of name  Beginning to form some letters correctly  Developing GPC knowledge and sometimes choosing correct letter for a heard sound. | | | | | | | | |
| **Reception** | **Word Reading** | Continue developing skills introduced in nursery plus…  Read Write inc Set 1/2/3 speed sounds/red words as appropriate  Word Time –Blending/Segmenting skills  Guided/individual reading | | | | | | | | |
| **Comprehension** | Engage in conversation related to new and familiar stories  Retell events or experiences  Retelling stories through imitation, innovation and invention  Correctly use new vocabulary in discussions or when asking and answering questions  Join in with discussion about what I have read.  Engage with Nonfiction and poetry texts relating to topic  Develop awareness of story structure.  Oral retelling of stories, supported by independent story maps with pictures and key words.  Offer opinions relating to poetry I have heard  Answer questions related to literal content of stories and inferred, such as characters’ feelings | | | | | | | | |
| **Writing** | Orally compose sentences in response to stories  Give meaning to marks made  Spell words using known GPCs  Write first and surname  Form recognisable letters some correctly, RWI handwriting scheme.  Write simple captions or labels  Segmenting for spelling knowing letters that represent the sounds I hear and representing them correctly in written work.  Write simple sentences using full stops and capital letters  Writing labels, captions, short descriptions.  Write short, simple stories of own composition.  Write Tricky words from appropriate phases  Phonetically plausible spelling choices in written work. | | | | | | | | |
| **Understanding of the World** | | | | | | | | | | | |
| **The Natural World**  (Links to NC Science) | **Nursery/Reception** | | Exploring me and my body  Exploring our world  Comparing different environments | | Exploring weather phenomena  What grows in spring, how does it grow?  Caring for living things  Cycles – weather and life | | | | Comparing different animals  Comparing environments  Observing similarities and differences | | |
| **People Culture and Communities**  (Links to NC Geography) | **Nursery/ Reception** | | All about my family  Where do I live?  Where do others live?  What is life like for me, and people from different communities? | | What is the weather like where I live?  What is the weather like in different parts of the world? | | | | Who has a pet?  Where do different animals live?  Which animals used to help in different parts of the world? | | |
| **Past and Present**  (Links to NC History) | **Nursery/ Reception** | | Who is in my family?  What was life like for my grandparents?  What are my/their likes/dislikes?  Occupations | | Comparing change over time, autumn decay/spring growth | | | | Changing habitats over time  Life on the farm – now and then  Dinosaurs – fossils from the past | | |
| **Expressive Arts and Design** | | | | | | | | | | | |
| **Creating with Materials**  (Links to NC Art & Design/Design Technology) | **Nursery/ Reception**  **Topic Specific** | | Self-portraits, Family portraits  Model making of different people/ homes/houses  Transient art- using leaves/ autumnal debris  Abstract art –Alma Woodsey Thomas (Black History) | | Making kites  Weather wheels  Making our own weather themed musical instruments  Making weather monitors from junk modelling  Make our own set & props to become weather reporters/gardeners | | | | Creating different environments  Using animal colours/patterns to inspire our creations  Making different homes for animals  Creating landscape pictures  Creating role play areas of different environments | | |
|  | **Throughout the year** | | Exploring a variety of materials and experiment with how to use them  Explore what happens when mixing colours.  Begin thinking about how to join different media/materials together in a variety of ways  Using simple tools appropriately, independently; rolling pin, crayons etc  Practise simple safety measures when supervised**/**independently  Draw with increasing detail, representations of people, animals, places etc  Use a variety of construction materials to experiment with building by balancing/connecting pieces  Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | | | | | | | | |
| **Being Imaginative and Expressive**  (Links to NC Music, DT) | **Nursery/ Reception**  **Topic Specific** | | Exploring music, songs, dance and poetry from around the world  Traditional tales from across the globe  Constructing different types of homes/people/places. | | Creating weather dances  Exploring changing sounds  Role play  Being a weather reporter  Being a grower | | | | Becoming different animals through movement sounds and action  Explore responses to music/sounds through different forms  Role play  In the jungle  On the farm | | |
|  | **Throughout the year** | | Take part in role play relating to current topics or other child led role play  Develop storyline alongside play  Use construction materials to create simple models and representations  Join in with familiar songs and rhymes  Create simple representations of events, people and objects.  Create combinations of movements or gestures in response to music  Engage in play with small world sets, such as fire station, dolls house.  Explore sound with musical instruments, loud quiet, fast/slow  Copying simple rhythms | | | | | | | | |
| **Physical Development** | **Nursery** | | Travelling, climbing, pedalling, propelling objects, large/small movements, control and safety | | | | | | | | |
| **Reception** | | **Dance**  Actions performed at different speeds  Develop spatial awareness  Express ideas/emotions and moods through movement | | **Gymnastics**  Travelling  Stretching and Curling  Travelling taking weight on different body parts | | | **Dance/Gymnastics**  Travelling  Stretching and Curling  Travelling taking weight on different body parts  Actions performed at different speeds  Develop spatial awareness  Express ideas/emotions and moods through movement  Linking movements to create sequences | | | |
|  | **Games** CITC - Taught throughout the year  Carrying/steering  Rolling/kicking  Throwing /catching  Aiming games | | | | | | | | |
| **Physical Development**  **Fine motor** | **Nursery/ Reception** | | Across EYFS Fine Motor skill development is enhanced through a variety of activities such as pegs/peg boards, threading, using tools such as tweezers, paintbrushes, pencils and cutlery. Use of these tools is specifically taught.  Hand strength is developed through play with a variety of malleable materials, finger gym and other physical activities. Children are supported through modelling and demonstration to develop a good tripod pencil grip and begin to from a clear, neat handwriting style in which, by the end of Reception, most letters are correctly formed. | | | | | | | | |

**Holy Name Curriculum Overview**

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| **Jesus at the heart of our community: learning with CHRIST**  Holy Name RC Primary School is a welcoming place to learn. With Jesus at the heart of everything we do, we are one community who learn with:  **C**onfidence, **H**appiness, **R**esilience, **I**ndependence, **S**afety and **T**olerance …in the centre of vibrant Manchester. | | | | | | |
|  | **Confidence** | **Happiness** | **Resilience** | **Independence** | **Safety** | **Tolerance** |
| **UNCRC**  **Rights of a Child** | **Articles 12, 13 & 17**  We have the right to find out things (including  from the media around the world), form an  opinion and say what we think, through making  art, speaking and writing, unless it breaks the rights of others. | **Articles 15 & 31**  We have the right to be with our friends, play and relax by doing things like sports, music and drama. | **Articles 27, 28 & 42**  We have the right to a good enough standard of living. This means we  should have food, clothes, a place to live and an education.  All adults and children should know about this convention. We have a  right to learn about our  rights and adults should learn about them too. | **Articles 8 & 16**  We have the right to an identity and the right to a private life. For instance,  we can keep a diary that other people are not allowed to see. | **Articles 2, 3 & 19**  *[encompassing Articles*  *18 - 25 and 32 - 40]*  All adults should always do what is best for us. We have the right to a good home, access to healthcare and to be  protected from being hurt  or badly treated. We have the right to protection against discrimination. | **Articles 14, 29 & 30**  We have the right to education which  develops our personality and abilities and  encourages us to  respect other people’s rights, values and to  respect the environment.  We have the right to enjoy our own culture,  practise our own religion, and use our own language. |
| **British Values** | **Democracy**  I influence how Holy Name is run through our school and eco-councils  and by talking to staff. I contribute ideas by  taking an active part in  assemblies and lessons.  At Holy Name, we are part of Our Lady’s Parish  and choose how to serve our local community. | **Respect**  I listen to others and hear what they say. I know that  we are all entitled to our opinion as long as it  upholds British Values.  Everyone has the right to share their ideas, even if  they are different to mine.  At Holy Name, we love others as we love  ourselves and look for ‘God’ in everyone. | **Responsibility**  I take responsibility for all my actions. I know that I am as responsible for my learning as my teacher. I am responsible for being a champion of Holy Name through caring for an protecting the rights of others.  At Holy Name, we respond to Pope Francis’ invitation in Laudato Si' to *work with generosity and tenderness in protecting this world which God has entrusted to us.* | **Liberty**  I am free to form and share my opinions. As a  child of God, I can freely make choices that affect me but I know that I am  responsible for all of my actions.  At Holy Name, we have been made in the *image of God* able to make  decisions, choose to love and do right. | **Law**  I respect and follow our school rules. I know that there will be  consequences for my actions.  At Holy Name, our rules stem from the laws of our society, having Jesus as our role model and through abiding by the Ten commandments. | **Tolerance**  I actively listen to and respect the beliefs and  opinions of others even if they are different to mine. I know that the adults in school will organise and keep in check any discussions  around sensitive issues.  At Holy Name, as unique creations of God, we speak up for what is right and promote justice. |

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| **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Religion** | **Domestic Church –** *Family* **Families:** God’s love and care for every family  **Baptism/Confirmation –** *Belonging* **Belonging**: An invitation to belong to God’s family  **Advent/Christmas –** *Loving* Advent is a time to look forward to Christmas | | **Local Church –** *Community* **Special people:** People in the parish family  **Eucharist –** *Relating* **Thanksgiving:**  Mass - Jesus’ special meal  **Lent/Easter –** *Giving*  **Change:**  Lent is a time for change | | **Pentecost –** *Serving* **Holidays & Holydays:**  The Feast of the Holy Spirit  **Being Sorry –** *Reconciliation* **Being Sorry**:  God helps us to choose well the Sacrament of Reconciliation  **Universal Church –** *World*  **Neighbours**:  Share God’s world  **World Faiths** | |
| **English** | **Read, Write Inc** | | | | | |
| **Maths** | **Number:** *Place Value (within 10)*  **Number:** *Addition and Subtraction (within 10)*  **Geometry:** *Shape*  **Number:** *Place Value (within 20)* | | **Number:** *Addition and Subtraction (within 20)*  **Number:** *Place Value (within 50)*  **Measurement:** *Length and Height*  **Measurement:** *Weight and Volume* | | **Number:** *Multiplication and Division; Fractions*  **Geometry**: *Position and Direction*  **Number:** *Place Value (within 50)*  **Measurement:** *Money and Time* | |
| **Science** | **Working Scientifically** | | | | | |
| **Seasonal Changes** | | | | | |
| **Everyday Materials** | | **Animals Including Humans** | | **Plants** | |
| **Computing** | **Programming B**  Selection in quizzes (Laptops) | **Creating Media**  Digital Paintings  (iPads) | **Creating Media**  Digital Writing (Laptops) | **Data Handling**  Grouping Data (Laptops) | **Programming B**  Introduction to animation (iPads)  *\*Scratch Jnr app* | **Computing systems and networks**  Technology around us  (mainly unplugged)  *\*JIT5* |
| **History** | **History Golden Thread: *Buildings*** | | | | | |
| **Black History:**  **Mae Jemison**  Who is she?  What is she famous for?  Can we compare her to other significant black figures? | **Changes within Living Memory**  **How am I making history?**  How has our school and Moss Side changed?  Describe how the building, uniform and teachers have changed.  Business Park – what is it now and what did it used to be?  Describe how shops have changed in Moss Side – what we had before Asda. |  | **Changes within Living Memory**  **How have toys changed?**  Did my grandparents play with the same toys as me?  Talk about how, and explain why, toys have changed over time e.g. materials they are made from  How computers have changed?  Show an understanding that grandparents were children in the past |  | **Comparing significant individuals in different periods**  **How have explorers changed the world?**  Discuss the first moon landing making reference to Neil Armstrong  Who has been to space?  Talk about Tim Peake  Compare Mae Jemison with other astronauts. |
| **Geography** | **Geography Golden Thread: *Where would you like to live?*** | | | | | |
| **Local Map Work Area Study including Fieldwork:**  **What is it like here?**  **Mapping our school** and identifying school grounds, the streets around and the local area. Recognising and recording different types of land use, buildings and environments from their knowledge |  | **Human and Physical Geography enquiry with, map and plan reading skills:**  **What is the weather like in the UK**  Identify and know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Identify seasonal/ daily UK weather patterns |  | **Location and Place Skills including fieldwork:**  **What is it like to live in Shanghai?**  **Moss Side vs a small area of a contrasting non-European country**  Know and identify geographical similarities and differences through studying the human & physical geography of Moss Side and an area of a contrasting non-European country |  |
| **Design and Technology** |  | **D & T PoP 1 -2**  Preparing Fruit & Vegetables  On visit to shops, link with history, changes within living memory, buy products to make a salad  **Preparing Fruit and Vegetables** |  | **D & T PoP 1-2**  Wheels and axles:  Make a toy bus for class toy to move around the room  **Let’s look at vehicles/ Mechanisms- wheels and axels** |  | **D & T Pop 1 – 2** Templates and Joining: Make a bag for collecting samples at the park linked to materials in Science, fieldwork and plants and animals.  **Fancy a bag?  Textiles- templates and joining** |
| **Art and Design** | **Collage and Printing**  **Kandinsky**  **Painting and mixed media**  Create your own fairy-tale collage  Use colour pattern and texture  Lines, shape, form and space  Repeating patterns in print  Describe and give an opinion |  | **LS Lowry & Local Buildings**  **Focus: Drawing and Painting.**  **Drawing make your mark**  Skills include:  Using watercolours to create tone,  Work collaboratively on an enlarged drawing |  | **Artist Study:**  **Focus: Drawing & Sculpture:**  **Sculpture and 3D**  Create moods  Create tints  Look at the difference between 2D and 3D Art  How to roll and fold paper. |  |
| **P.E** | **Throwing and Catching and Gymnastics** | **Dribbling and ball mastery and Dance** | **Balancing, Stretch and Coordination and Games** | **Throwing and Catching and Gymnastics** | **Games and Dance** | **Non- invasive and conditioned games** |
| **Music** | **Pulse and Rhythm** | **Tempo** | **Musical Vocabulary** | **Timbre and Rhythmic patterns** | **Pitch and Tempo** | **Vocal and Body Sounds** |
| **RSE** |  | **Module 1 Religious Understanding**  **Let the Children Come**  **God Loves You** | **Module 2 Personal Relationships**  **Special People**  **Treat Others Well**  **….And Say Sorry** | **Module 2 Keeping Safe**  **Being Safe**  **Good Secrets and Bad Secrets**  **Harmful Substances** | **Module 2 Keeping Safe**  **Physical Contact**  **Can You Help Me?** | **Module Three Living in the wider world**  **Three in One**  **Who is My Neighbour?**  **The Communities We Live In** |

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| **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Religion** | **Domestic Church**  **Families:**  God at every beginning  **Baptism**  **Signs and Symbols**  Signs and symbols used in Baptism  **Advent/Christmas**  **Preparation**  Advent: Preparing to celebrate Christmas | | **Books -** *Local Church - Community*  The books used in Church  **Thanksgiving -** *Eucharist – Relating* A special time for saying thank you to God  **Opportunities -** *Lent/Easter – Giving* **Opportunities:**  Lent is an opportunity to start anew | | | **Pentecost –** *Serving* **Spread the Word**: Pentecost is a time to celebrate  **Reconciliation-**  Reasons for rules in the Christian family  **Universal Church –** *World* **Treasures:**  God’s treasure – The World | | |
| **English** | **Read, Write Inc. and Pathways to Write** | | | | | | | |
| Focus: Fiction story focusing on characters  Based on the text Troll Swap by Leigh Hodgkinson | Focus: Non-chronological report about Owls  Based on the text The Owl who was afraid of the dark by Jill Tomlinson | | Focus: Adventure story  Based on the text: Dragon Machine by Helen Ward | Focus: Diary entry  Based on the text:  Major Glad, Major Dizzy by Jan Oke | Focus: Letter for persuasion  Based on the text:  The Last Wolf by Mini Grey | | Focus:  Story with a moral focus  Based on the text: Grandad’s secret giant by David Litchfield |
| **Recount:** *diary entry* | **Non-chronological report**  **Poetry:** *write a poem based on* ‘*The Owl and the Pussycat’* | | **Fiction:** *write a story with an adventure focus*  **Instructions** | **Recount:** *diary entry* **Poetry:** *write a sound poem* | **Letter:** *write a persuasive letter* | | **Fiction:** *write a story with moral focus* |
| **Maths** | **Number:** *Place Value*  **Number:** *Addition and Subtraction*  **Measurement:** *Money*  **Number:** *Multiplication and Division* | | **Number:** *Multiplication and Division*  **Statistics:** *Pictograms, Tally Charts and Block*  *Graphs*  **Geometry:** *Properties of Shape*  **Number:** *Fractions* | | | **Measurement:** *Length and Height*  **Geometry:** *Position and Direction*  **Problem Solving**  **Measurement:** *Time*, *Mass, Capacity and Temperature* | | |
| **Science** | **Working Scientifically** | | | | | | | |
| **Animals, including**  **Humans** | **Living things and their Habitats** | **Everyday materials** | | | **Plants** | | |
| **Computing** | **Programming A**  Robot algorithms (BeeBots) | **Computing systems and networks**  IT around us (mainly unplugged) | **Creating Media**  Digital Photography  (iPads) | | **Programming B**  Introduction to quizzes (iPads)  *\*Scratch Jnr app* | **Creating Media**  Making Music (iPads or laptops)  \*[*Chrome Music Lab - Song Maker*](https://musiclab.chromeexperiments.com/Song-Maker/) | **Data and Information**  Pictograms (mainly unplugged plus Laptops or iPads)  *\**[*JIT5*](https://www.j2e.com/jit5#pictogram) | |
| **History** | **History Golden Thread: *Buildings*** | | | | | | | |
| **Black History:**  **Mary Seacole**.  Who is she?  What is she famous for?  Can we compare her to other significant black figures? | **Significant Events beyond living memory**  Which significant events are  Important to remember?  Great Fire of London and The Gunpowder Plot  What London was like in 1600s  Talk about the key events and group of plotters involved in the Gunpowder Plot  Explain why the Gunpowder Plot happened  Sequence the main events along a timeline  The key events of the GFoL and why the fire spread so quickly  How did London change after the fire?  How we have come to know about these two events – diaries etc. | **Comparing significant individuals in different periods**  How do the lives of significant women compare?  Learn about Florence Nightingale and Mary Seacole and their contributions  Compare their lives and talk about how we remember one more than the other  Learn why Emmeline Pankhurst is significant and compare her to Millicent Fawcett  Talk about Greta Thunberg – how do her campaigns compare to Emmeline Pankhurst’s? | |  |  | **Significant Historical People, Places and Events**  **What is a Monarch?**  Who is our Monarch today?  Who were our previous Monarchs?  How do you become a Monarch?  To sequence events from history. | |
| **Geography** | **Geography Golden Thread: *Where would you like to live?*** | | | | | | | |
| **Location and Place Skills using Human and physical geography enquiry**  **What is it like to live by the coast?**  **Manchester vs Coastal UK areas**  To name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas.  Identify the key human and physical features of the surrounding environment of our school |  |  | | **Why is our world wonderful?**  UK features and landmarks.  Oceans around the world.  Our local area  Amazing places around the world. | **Globe, Map and Plan Reading Skills with location and place skills**  **Would you prefer to live in a hot or cold place**  Name and locate 7 continents & North/South Pole  , Use simple compass directions Follow a route on prepared maps (left/right) & find information).  Using locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.  and describe maps of the world |  | |
| **Design and Technology** |  | **D & T PoP 1-2**  Sliders and levers:  Make a card/information book about the events in History or the UK- Great Fire of London.  **Moving history book** |  | | **D & T Pop 1 – 2**  Freestanding Structures e.g. make a support for plants to grow up e.g. beans/ sunflowers/ raspberries (for summer D & T)  Link to Eco School- Mr Nolan.  **Structures: Whose Home?** |  | **D & T Pop 1 – 2** Preparing Fruit & Vegetables  Grow some fruit and make a world fruit kebab from bought fruits., link to geography, naming continents etc  **Preparing Fruit and Vegetables** | |
| **Art and Design** | **Focus: Drawing & Painting:**  **Joan Miro**  **Painting and mixed media**  **Create your own troll**  Skills include:  Fine Motor Control  Identify the techniques that artists have used  Create toners and tints, including brown |  | **Focus: Sculpture**  **Sculpture and 3D houses**  **Create your own clay house**  Skills include:  Artist study  Observational drawing, investigating clay  Compare my own work to artists and peers | |  | **Focus: Collage and Printing**  **Craft and design: Map it out**  Skills include:  Collage and Printing using a wide range of materials  Create a printed piece of art by pressing, rolling, rubbing and stamping |  | |
| **P.E** | **Travelling Movement and Gymnastics** | **Dribbling and ball movement and Dance** | **Coordination, Strength and Flexibility and Games** | | **Throwing and catching and Gymnastics** | **Invasion games and Dance** | **Non-invasion Games** | |
| **Music** | **West African call and response** | **Orchestral Instruments** | **Musical Me** | | **Dynamics, timbre, tempo and motifs** | **On this Island: British songs and sounds** | **Myths and Legends** | |
| **RSE** |  | **Module 1 Religious Understanding**  Let the Children Come  I am Unique | **Module 1 Me, My Body, My Health**  Girls and Boys  Clean & Healthy | | **Module 1 Emotional Wellbeing**  Feelings, Likes and Dislikes  Feeling Inside Out  Super Susie Gets Angry The Cycle of Life | **Module 2 Keeping Safe**  Being Safe  Good Secrets and Bad Secrets  Physical Contact | **Module Three Living in the wider world**  Three in One  Who is My Neighbour?  The Communities We Live In | |

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| **Year 3** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Religion** | **Homes -** *Domestic Church – Family* God’s dream for every family  **Promises -** *Baptism/Confirmation* Promises made at Baptism  **Visitors -** *Advent/Christmas – Loving* Waiting for the coming of Jesus | | | | **Journeys -** *Local Church – Community* Christian Families  **Listening and Sharing -** *The Eucharist – Relating* Jesus gives himself to us in a special way  **Giving All -** *Lent/Easter- Giving* Lent is a time to remember Jesus’ total giving | | **Energy -** *Pentecost – Serving* Gifts of the Holy Spirit  **Choices -** *Reconciliation - Inter-Relating* The importance of examination of conscience Sacrament of Reconciliation  **Universal Church –** *World* World Faiths | | |
| **English** | **Pathways to Write** | | | | | | | | |
| Recount - letter in role  Counting On Katherine by Helaine Becker | | Fiction - fantasy story based on a fable  Based on the text  Winter’s Child by Angela McAlister | | Fiction - write a story set in the Stone Age  Based on the text Stone Age Boy by Satoshi Kitamura | Persuasion – leaflet persuading for the protection of the blue whale  Based on the text Big Blue Whale by Nicola Davies | | Fiction - adventure story  Based on the text Journey by Aaron Becker | Persuasion - tourism leaflet  Based on the text Zeraffa Giraffa by Dianna Hofmeyr |
| **Recount:** *write a fact file and biography; letter in role* | | **Fiction:** *write a fantasy story based on a fable* **Poetry:** *write and*  *perform a 5-couplet*  *poem* | | **Fiction:** *write a story set in the Stone Age* | **Non-chronological report:** *write a persuasive leaflet* **Poetry:** *write and perform a piece in the style of a Dinka poem* | | **Fiction:** *write an adventure story* | **Non-chronological report:** *write a persuasive leaflet* |
| **Maths** | **Number:** *Place Value*  **Number:** *Addition and Subtraction*  **Number:** *Multiplication and Division* | | | | **Number:** *Multiplication and Division*  **Measurement:** *Money*  **Measurement:** *Length and Perimeter*  **Number:** *Fractions* | | | **Number:** *Fractions*  **Measurement**: *Time*  **Geometry:** *Properties of Shape*  **Measurement:** *Mass and Capacity* | |
| **Science** | **Working Scientifically** | | | | | | | | |
| **Animals including Humans** | |  | | **Rocks** | **Forces and Magnets** | **Plants** | | **Light** |
| **Computing** | **Programming A**  Sequence in Music (Laptops) | | **Programming B**  Events and actions (Laptops) | | **Creating Media**  Stop motion animation (iPads)  *\*Imotion app* | **Computing Systems and Networks**  Connecting computers  (mainly unplugged) | **Creating Media**  Desktop Publishing (Laptops) | | **Data and Information**  Branching databases (mainly unplugged plus Laptops)  *\**[*https://www.j2e.com/jit5#branch*](https://www.j2e.com/jit5#branch) |
| **History** | **History Golden Thread: *Buildings*** | | | | | | | | |
| **Black History**  **Katherine Johnson**  **And Rosa Parks**  Who are they?  What are they famous for?  Can we compare them to other significant black figures? | | | **STONE AGE TO IRON AGE c/3000 BC**  **Would you rather have lived in the Stone Age, Bronze Age or the Iron Age?**   * Children know how and why life was more challenging in the Stone Age. * Children know the Stone Age ended about 5000 years ago. * Children can talk about how things changed in the Bronze and Iron Ages. * Children can talk about artefacts and other evidence left from the Stone Age/Bronze Age/ Iron Age | |  | **EARLY CIVILISATIONS c/3000 BC**  **Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty**  **How did the ancient Egyptians believe?**  What do the four early civilisations all have in common historically and geographically?  Including an in-depth study of Ancient Egypt  Children can explain that how we know about the ancient Egyptians  Children can talk about the daily life  Children know that pharaohs were important and people had slaves.  Children know about the life of the young pharaoh Tutankhamun.  Children know why pyramids were built   * Children know that there is evidence of the earliest civilisations in our art, architecture, literature, language etc. * Children know that Ancient Sumer, Indus Valley and Shang Dynasty were all around at the same time as Ancient Egypt. * Children know that Ancient Egypt was around 5000 years ago. * Children know that ancient civilisations relied on rivers to supply drinking water and to fertilize the surrounding land for crop growth. * Children know that the Stone Age was an ancient civilisation at the same time as Ancient Egypt. | | |
| **Geography** | **Geography Golden Thread: *Where would you like to live?*** | | | | | | | | |
| **Human and Physical geography enquiry skills including map and fieldwork: What are Rivers and how are they used?**  **River Study: River Mersey**  Locational geography – use of compass points, maps & fieldwork and the water cycle  Locate major rivers around the world |  | | |  | **Where does are food come from?**  **Global, map world and plan reading skills**  Using globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns; | | **Human and Physical Geography Enquiry**  **Are all settlements the same?**  **Understanding how Geography has changed over time**  Know and describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the locations and countries studied.  Importance of rivers to the earliest civilisations  *\*Cross Curricular History Link – Early Civilisations* | |
| **Design and Technology** |  | | **D & T Pop 3 – 4** e.g. Make a soup using vegetables found in Iron Age.  **Celebrating seasonality** | |  | **D & T PoP 3-4**  Shell structures  e.g. Make a storage box for rock samples liked to science, or a postcard collection from around the UK or a Christmas gift box etc.  **Hinges and catches** | |  | **D & t PoP 3 – 4**  Levers & Linkages  e.g. make an information book on the forces/ Ancient Civilisations – wheel/ moving stone on rollers.  **History Books** |
| **Art and Design** | **Drawing- Growing Artist**  Shading and making textures in pictures.  Creating simple line drawing and applying tones | |  | | **Stone Age Art**  **Focus: Drawing and Painting.  Pre-historic painting**  Early cave paintings  Skills include:  Drawing in detail through line and colours and effects  Grades of pencil for shading  Recognise art changes during historical periods  Create and use natural paints. |  | | **Egyptian Printing**  **Artist Influence: Class Egyptian Art & hieroglyphics**  **Ancient Egyptian Scrolls.**  Skills include:  Printing, drawing with lines and markings for purpose |  |
| **P.E** | **Movement, dribbling and Gymnastics** | | **Throwing and catching and Dance** | | **Coordination, Strength and Flexibility and Games** | **Invasion Games and Gymnastics** | | **Conditioned games and Dance** | **Non-invasion Games and Athletics** |
| **Music** | **Ballads** | | **Creating compositions in response to an animation (Theme: Mountains)** | | **Developing singing technique (Theme: the Vikings)** | **Pentatonic melodies and composition (Theme: Chinese New Year)** | | **Jazz** | **Traditional instruments and improvisation (Theme: India)** |
| **RSE** |  | | **Module One Religious Understanding and Me, My Body, My Health**  **Get Up!**  **The Sacraments** | | **Module Two Personal Relationships**  **Jesus My Friend**  **Friends Family and Others**  **When things Feel Bad** | **Module One Me, My Body, My Health**  **Respecting Our Bodies**  **Module Two Keeping Safe**  **Sharing Online**  **Chatting Online** | | **Module Two Keeping Safe**  **Safe in My Body**  **Drugs, Alcohol and Tobacco**  **First Aid Heroes** | **Module Three Living in the Wider World**  **A Community of Love**  **How Do I Love Others?** |
| **MFL** | **Spanish Greetings with Puppets** | | **Spanish Numbers and ages** | | **Shapes and Colours** | **Classroom objects** | | **Where do you live in Spain?** | **Journey around Latin America** |

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| **Year 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Religion** | **People -** *Domestic Church – Family* The family of God in Scripture  **Called -** *Baptism/Confirmation – Belonging* An invitation to belong to God’s family  **Gift -** *Advent/Christmas – Loving* God’s gift of love and friendship in Jesus | | **Community -** *Local Church* Special people – People in the parish family  **Giving and Receiving -** *Eucharist – Relating* Living in communion  **Self-Discipline -** *Lent/Easter – Giving* Celebrating growth to new life | | | | **New Life -** *Pentecost – Serving* To hear and live the Easter message  **Building Bridges -** *Reconciliation Inter-relating* Admitting wrong, being reconciled with God  **Universal Church –** *World* **God’s people:**  Different saints and show people what God is like | | |
| **English** | **Pathways to Write** | | | | | | | | |
| **Non-chronological report / recount Fiction:** *write a fantasy story* | **Recount:** *write a diary entry*  **Poetry:** *write a group list*  *poem* | **Fiction:** *write a historical narrative from character’s point of view* | | **Fiction:** *write an adventure story* **Poetry:** *write a free verse, personal narrative poem* | | **Non-chronological report:** *write an information board* | | **Explanation:** *write a letter about cave formation* |
| Fiction: Fantasy Story  Based on the text by: Gorilla by Anthony Browne | Recount: Diary  Based on the text: Leon and the place between by Graham Baker-Smith | Fiction: Historical Narrative from Character’s Point of View  Based on the text: Escape from Pompeii by Christina Balit | | Fiction: Adventure Story from POV of Character  Based on the text: When the giant stirred by Celia Godkin | | Information Text: Board for a Rainforest Exhibition  Based on the text Where the forest meets the sea by Jeannie Baker | | Letter: Explanation about Cave Formation  Based on the text Bleu John by Berlie Doherty |
| **Maths** | **Number:** *Place Value*  **Number:** *Addition and Subtraction*  **Measurement:** *Length and Perimeter*  **Number:** *Multiplication and Division* | | **Number:** *Multiplication and Division*  **Measurement:** *Area*  **Number:** *Fractions* **Number:** *Decimals* | | | | **Number:** *Decimals*  **Measurement:** *Money*  **Measurement:** *Time*  **Statistics:** *Discrete and Continuous Data*  **Geometry:** *Position and Direction*  **Geometry:** *Properties of Shape* | | |
| **Science** | **Working Scientifically** | | | | | | | | |
| **Animals, including**  **Humans** | **Sound** | | **States of Matter** | | **Living things and their Habitats** | | **Electricity** |  |
| **Computing** | **Programming A**  Repetition in shapes (Laptops)  \*[www.turtleacademy.com/playground](http://www.turtleacademy.com/playground) | **Programming B**  Repetition in games (Laptops) | | **Creating Media**  Audio editing (iPads) | | **Creating Media**  Photo Editing (Laptops) | | **Computing Systems and Networks**  The Internet (unplugged / either) | **Data and Information**  Data Logging (iPads)  \*Google Science Journal iPad app |
| **History** | **History Golden Thread: *Buildings*** | | | | | | | | |
| **Black History:**  **African Culture in our Community.**  What is African Culture?  What different African Cultures are represented in our school?  Can we compare two different African Cultures? | **ANCIENT GREECE c/800 - 500 BC**  **What did the Greeks ever do for us?**  Can we thank the Ancient Greeks for anything in our lives today?   * Highlight how the Ancient Greeks influenced our lives today. * Approximately identify when the Ancient Greeks lived. * Develop an understanding of democracy. * Highlight the ways men and women were treated differently. * How the Gods play an important role in Greek Society? * Study of the First Olympic Games * Compare them to today | | | | **THE ROMAN EMPIRE**  **Why did the Romans settle in Britain?**  What impact did the Romans have on Britain?   * Identify the impact the Roman Empire had on Britain today. * Highlight how the Romans came to England. * Identify how we know the Romans lived in Manchester. * Highlight the reasons people’s opinions of the Romans differed. * Understand why the Romans left England | | |  |
| **Geography** | **Geography Golden Thread: *Where would you like to live?*** | | | | | | | | |
| **Why are Rainforests important to us?**  Describe a biome  Locate and find features of the Rainforest  Describe the 4 layers of the rainforest  How is it changing?  How is it so important to us? |  | | **Human and Physical Geography enquiry including globe, map and plan reading skills**  **Why do people live near Volcanoes?**  **Naples & Pompeii compared with the North West of England**  *\*Link with History – Roman Empire*  **Volcanoes and Earthquakes**  Locating, understanding cause and impact around the world  Know and describe types of settlement and land use, economic activity and the distribution of some natural resources of the locations and countries studied. Identify differences between places. | | | |  | **Who lives in Antarctica?**  **Location & Place Skills including fieldwork, globe and map reading skills:**  **Focus on the 4 countries and regions of the UK** including human and physical features: mountains, hills, rivers.  Compare the same to Antarctica. |
| **Design and Technology** |  | **D & T PoP 3-4**  A healthy and varied diet Look at diets in Europe and make a healthy diet – Greek Salad, fish, A Greek Meze!  **Super Salads!** | |  | | **D & T PoP 3 – 4 2D** Shape – 3D Product  Make a drawstring string bag for themselves for any purpose (for storing Lego, a washbag, jewellery etc) based on the Roman Bulla.  **Bendy bags** | |  | **D & T PoP 3 – 4**  Simple Circuits & switches  Link to Science. Can you make a warning buzzer or a model of a Roman Soldier as a toy where you can make his eyes light up and switch them on and off?  **Designing and making alarm circuits using inputs with computer control** |
| **Art and Design** | **Focus: Drawing and Painting**  **Circus, or Zoo images**  **Artists: PT Barnum**  **Painting and Mixed Media**  Show facial expressions and body language  Use line, shape, tone and colour to represent forms  Features of art from Historical periods |  | **Focus: Collage and Printing:**  **Henri Rousseau**  **Tropical forests with animals**  **Craft and design. Fabric of nature**  Skills include:  Artist study  Artist comparison  Use marks and lines to show texture.  Show reflections  Print onto different materials, using at least 4 colours | |  | | **Romans**  **Focus: Sculpture**  **Coil Pots**  Skills include:  Use marks and lines to show texture  Sculpt clay  Explain features from historical periods | |  |
| **P.E** | **Movement, Dribbling and Ball mastery and Gymnastics** | **Throwing and Catching and Dance** | **Coordination, strength and flexibility and Games** | | **Invasion games (attacking) and Gymnastics** | | **Invasion (condition) games and Dance** | | **Non-invasion games and Athletics** |
| **Swimming & water safety:**  Throughout Year 4, pupils are provided with swimming instruction, attending Manchester Aquatics on a weekly basis. During this programme, pupils are taught to:   * swim competently, confidently & proficiently over a distance of at least 25 metres. * use a range of strokes effectively (For example, front crawl, backstroke & breast-stroke). * perform safe self-rescue in different water-based situations. | | | | | | | | |
| **Music** | **Body and tuned percussion (Theme: Rainforests)** | **Rock and Roll** | **Changes in pitch, tempo and dynamics (Theme: Rivers)** | | **Haiku, music and performance (Theme: Hanami festival)** | | **Samba and carnival sounds and instruments (Theme: South America)** | | **Adapting and transposing motifs (Theme: Romans)** |
| **RSE** |  | **Module One Me, My Body, My Health, Emotional Wellbeing**  **Get Up**  **We Don’t Have To Be The Same** | **Module One Me, My Body, My Health, Emotional Wellbeing**  **What is Puberty?**  **Changing Bodies**  **Boy/Girl Discussion Groups** | | **Module One Me, My Body, My Health, Emotional Wellbeing**  **What Am I Feeling?**  **What Am I Looking At?**  **I Am Thankful**  **Life Cycles** | | **Module Two Keeping Safe**  **Sharing Online**  **Safe in My Body**  **Drugs, Alcohol and Tobacco** | | **Module Three Living in the Wider World**  **What is the Church?**  **How Do I Love Others?** |
| **MFL** | **Dates** | **Pets** | **Spanish Cafés** | | **Celebrations** | | **Weather** | | **Rainforest** |

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| **Year 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Religion** | **Ourselves -** *Domestic Church – Family* Created in the image and likeness of God  **Life Choices -** *Baptism/Confirmation – Belonging*  Marriage commitment and service  **Hope -** *Advent/Christmas – Giving* Advent – Waiting in joyful hope for Jesus; the promised one | | **Mission -** *Local Church – Community*  Continuing Jesus’ mission in Diocese  **Memorial Sacrifice -** *Eucharist – Relating*  The Eucharist the living memorial of Jesus’ sacrifice  **Sacrifice -** *Lent/Easter – Giving*  Lent a time of aligning with the sacrifice already made by Jesus | | | **Transformation -** *Pentecost – Serving*  Celebration of the Spirit’s transforming power  **Freedom and Responsibility -** *Reconciliation Inter-relating*  The church is called to the stewardship of creation  **Universal Church –** *World* Commandments enable Christian’s to be free and responsible | |
| **English** | **Pathways to Write** | | | | | | |
| **Non-chronological report:** *write a magazine article* **Recount:** *write a series of diaries* | **Fiction:** *write a*  *traditional tale*  **Poetry:** *write a poem using a range of techniques (metaphors,*  *noun phrases and a refrain)* | **Fiction:** *write a myth* | | **Recount:** *write a biography*  **Poetry:** *write a free verse poem* | **One-sided discussion:**  *write a hybrid information leaflet* | **Fiction:** *write a journey story* |
| Recount: series of diaries  Based on the text: Queen of the falls by Chris Van Allsburg | Fiction: traditional tales  Based on the text: The Lost Happy Endings by Carol Ann Duffy | Fiction: myth  Create heroes, villains and monsters  Based on the text: Arthur & the Golden Rope by Joe Todd-Stanton | | Recount: biography  Based on the text: The Darkest Dark | Persuasion/ information: Hybrid leaflet  Based on the text: The Paperbag Prince by Colin Thompson | Information: text suitable for an art gallery  Based on the text: Radiant Child by Javaka Steptoe |
| **Maths** | **Number:** *Place Value*  **Number:** *Addition and Subtraction*  **Statistics:** *Read and interpret data*  **Number:** *Multiplication and Division*  **Measurement:** *Perimeter and Area* | | **Number:** *Multiplication and Division*  **Number:** *Fractions*  **Number:** *Decimals and Percentages* | | | **Number:** *Decimals*  **Geometry:** *Properties of Shape*  **Geometry:** *Position and Direction*  **Measurement:** *Converting Units*  **Measurement:** *Volume* | |
| **Science** | **Working Scientifically** | | | | | | |
| **Forces** | **Animals, including**  **Humans** | |  | **Earth and Space** | **Properties and changes of Materials** | **Living things and their Habitats** |
| **Computing** | **Programming B**  Selection in quizzes (Laptops) | **Computing Systems and Networks**  Sharing information (unplugged plus Laptops) | | **Creating Media**  Vector Drawing (Laptops) | **Creating Media**  Web Design (Y6 unit - Laptops) | **Data and Information**  Flat File Databases (Laptops) | **Creating Media**  Video Editing (iPads) |
| **History** | **History Golden Thread: *Buildings*** | | | | | | |
| **Black History:**  **Role Models**  Who are the role models from the book *Of Thee I Sing?*  Look at similarities and differences across those mentioned in the book  Choose one person to study in depth |  | | **BRITAIN’S SETTLEMENTS BY ANGLO-SAXONS, SCOTS AND VIKINGS  How did the Mayans ever compare to the Anglo-Saxons?** Who got what in the struggle for the Kingdom of England?   * Know who the Anglo-Saxons were and where they came from and when * Know how religion changed from Paganism to Christianity * Explain why the Vikings came to England * Know who King Alfred the Great was and discuss whether he really was great Know what happened in Lindisfarne * Explain the relationship between the Anglo Saxons and Vikings * Know what Danelaw and Danegeld are * Explain how we know that the Vikings came to England and talk about what they left behind | | **THE TUDORS**  **What was life like in Tudor England?**  What was Henry VIII like as a ruler?  How did people live during Tudor times?  Why did Henry VIII have so many wives?  What is Royal Progress? | |
| **Geography** | **Geography Golden Thread: *Where would you like to live?*** | | | | | | |
| **Location and Place Skills with human and physical geography enquiry**  **Can carry out an independent field work enquiry?**  **UK Study**  Identifying multiplecities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts Describe processes that give rise to key physical & human geographical features of the world | **Location and Place skills with fieldwork and human, geographical and physical geography features**  **What is life like in the Alps?**  Developing maps study skills using OS, locating specific places and human and geographical features and understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts. | |  |  | **Location and Place skills with human and physical geography enquiry skills. Where does energy come from?**  Describe the significance of energy  Look at renewable and non-renewable energy  Pros and Cons of different energy sources.  Understand geographical similarities and differences through the study of physical geography. | |
| **Design and Technology** |  | **D&T 5-6 PoP**  Combining different fabric shapes to make a quilt gift / tapestry showing the cities/ counties of the UK  **Designing with Textiles** | |  | **D & T PoP 5 – 6**  Celebrating seasonality & culture  e.g .soup.  Linked to class culture.  **Celebrating seasonality & culture** |  | **D & T PoP 5 – 6**  Pulleys & gears  Make a model theme park for younger children.  **Gears and Pulleys** |
| **Art and Design** | **Local Area: Artist Study: Mancsy/ Hundertwasser**  **Focus:**  **Printing**  **Craft and Design/ Architecture**  Skills include:  Printing for overlaying 2 or more colours and mono print |  | **Earth & Space**  **Focus: Painting & drawing**  **Drawing I need space**  Skills include:  Investigate proportions, smudging, refine brush strokes | |  | **Artist: Barbara Hepworth/Henry Moore/ Whitworth Gallery**  **Focus: Sculpture**  **Use recycled materials**  **Sculpture Interactive Installations**  Skills include:  Express emotion in art  Recycle materials into art  Research and replicate artists style |  |
| **P.E** | **Sending and receiving and Gymnastics** | **Coordination, strength and flexibility and Dance** | **Invasion games (attacking) Games** | | **Invasion (condition) games and Gymnastics** | **Non-invasion games and Dance** | **Non-invasion games and Athletics** |
| **Music** | **Composition notation (Theme: Ancient Egypt)** | **Blues** | **South and West Africa** | | **Composition to represent the festival of colour (Theme: Holi festival)** | **Looping and remixing** | **Musical theatre** |
| **RSE** |  | **Module One Me, My Body, My Health**  **Calming the Storm**  **Gifts and Talents**  **Spots and Sleep** | **Module One Me, My Body, My Health and Emotional Wellbeing**  **Body Image**  **Funny feelings**  **Emotional Changes**  **Seeing Stuff online** | | **Module Two Personal Relationships and Keeping Safe**  **Is God Calling You?**  **Under Pressure** | **Module Two Personal Relationships and Keeping Safe**  **Sharing Isn’t Always Caring**  **Impacted Lifestyles**  **Giving Assistance** | **Module Three Living in The Wider World**  **The Trinity**  **Catholic Social Teaching** |
| **MFL** | **Describing Family and Friends** | **Faces and Portraits** | **Sports** | | **Food and Drink** | **A trip across Spain** | **Saving South America** |

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| **Year 6** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Religion** | **Loving -** *Domestic Church - Family*  *Vocation and Commitment* **Baptism/Confirmation -** *Belonging*  **Expectations -** *Advent/Christmas - Belonging* | | | **Sources -** *Local Church - Community*  **Unity -** *Eucharist - Relating*  **Death and New Life -** *Lent/Easter - Giving* | | | **Witnesses -** *Pentecost - Serving*  **Healing -** *Reconciliation - Inter-relating*  **Universal Church -** *World* | |
| **English** | **Pathways to Write** | | | | | | | |
| **Recount:** *write a persuasive article* **Fiction:** *write a flashback story*  **Non-chronological report** | **Non-chronological report and explanation:** *write an informative hybrid text* **Poetry:** *write a poem in a chosen form* | | **Classic fiction Explanation** | | **Discussion:** *write a journalistic piece* **Poetry:** *write a narrative poem about a journey* | **Biography:** *write a hybrid biography piece* | **Fiction**  **Autobiography** |
| *Black History*  **Henry’s Freedom Box** | **Star of Hope, Star of Fear** by Jo Hoestlandt | | **Can we save the tiger?** by Martin Jenkins  **Private Peaceful** | | **Selfish Giant** by Oscar Wilde  **Jemmy Button** by Alix Barzelay  **The Island** by Jason Chin  *Poetry*  **The Sea** by James Reeves | **Manfish** by Jennifer Berne  **Dolphin Song** by Lauren St John | Transition Unit  **Sky Chasers** by Emma Carroll  **A Lion Above the Door**  *Poetry*  **A Tiger in the Zoo** by Leslie Norris  **The Works** **KS2** Chosen by P Corbett  **Tyger, Tyger** by M Morgan  **All the Wild Wonders of our Earth** by W Cooling  **Tell me Tiger** by C Bevan  **Captivating Creature and Captive Creature** |
| **Maths** | **Number:** *Place Value*  **Number:** *Using the 4 Operations*  **Number*:*** *Fractions*  **Geometry:** *Position and Direction* | | | **Number:** *Decimals and Percentages*  **Number:** *Algebra*  **Measurement:** *Converting Units*  **Measurement:** *Perimeter, Area and Volume*  **Number:** *Ratio*  **Statistics:** *Pie Charts, Line Graphs and Mean* | | | **Geometry:** *Properties of Shape*  **SATs Revision**  **Investigations**  **KS3 Preparations** | |
| **Science** | **Working Scientifically** | | | | | | | |
| **Light** | **Living things and their Habitats** | | | **Animals, including**  **Humans** | **Evolution and Inheritance** | **Electricity** |  |
| **Computing** | **Programming A**  Selection and variables in games (Scratch) | **Creating Media**  3D modelling Tinkercad  (iPads or Laptops) | | | **Programming B**  Sensing (Micro:Bits) | **Computing Systems and Networks**  Communication (both) | **Data and Information**  Spreadsheets (Laptops) | **Creating Media**  Making a leavers movie (iPads) |
| **History** | **History Golden Thread: *Buildings*** | | | | | | | |
| Black History:  Henry Box Brown  Who is he?  What is he famous for?  Can we compare him to other significant black figures? | **THEMES IN BRITISH HISTORY**  **LOCAL HISTORY STUDY**  Is it ever right to fight?  Including Geography cross curricular study:  How did WW2 Impact Manchester?   * WW1 took place between 1914-1918. * Trench life * The battle of the Somme * How & why the war ended. * Treaty of Versailles.   WW2   * The causes of WW2. * Evacuation of children * Rationing * Manchester Blitz – buildings * The role of women in the war. * Holocaust | | | | **THEMES IN BRITISH HISTORY**  **LOCAL HISTORY STUDY**  **What was the impact of WW2 on British people?**  How was Britain rebuilt after WWII?   * Impact of WW1 & WW2 on our local area. * NHS * Immigration * Buildings * Jobs * Housing * Economy | |  |
| **Geography** | **Geography Golden Thread: *Where would you like to live?*** | | | | | | | |
|  | **Location and Place Skills with Globe, map and plan reading skills- Why do oceans matter?**  **Would you like to live in the desert?**  Concentrating on environmental regions, key physical or human characteristics, countries, and major cities. Understand and know that there are geographical similarities and differences of a region of the UK and a region within South America  Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones | | | |  |  | **Human and Physical enquiry skills with fieldwork opportunities   Why does population change?**  **Manchester, UK and the Wider World**  Using OS maps & compass points at different scales, know directions in neighbourhood and align a map with route.  Understand key aspects of: climate zones, biomes and vegetation belts.  Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. |
| **Design and Technology** |  | **D&T 5-6 PoP**  Celebrating seasonality and culture.  Relate to History Topic of WW2   **Celebrating seasonality & culture** | | |  | **D&T 5-6 PoP**  Frame structures e.g. Make an outdoor structures eg Air Raid Shelter.  **Make prototype of the above.** |  | **D&T 5-6 PoP**  More complex circuits Make an alarm system for a car. Linked to Science – Electricity   **Designing and making alarm circuits using inputs with computer control** |
| **Art and Design** | **Local Habitats**  **Artist study: LS Lowry/C Branson**  **Focus: Drawing, Painting**  **Blitz Paintings**  **Drawing Make my voice heard**  Skills include:  Drawing on abilities to develop landscapes through detail.  Explain style of art and compare artists  Light and Shadow |  | **Human Anatomy Artist Study: Leonardo Da Vinci**  **Focus: Sculpture**  **3D sculpture**  Skills include:  Observational drawings of organs, manipulating wire, tissue paper, Plaster of Paris or Modroc to make a 3D sculpture | | |  | **Painting and mixed media- Artist study**  Skills include:  Explain use of different tools  Over print to create different patterns  Explain techniques of artist |  |
| **P.E** | **Skill application and Gymnastics** | **Coordination, strength and flexibility and Dance** | | **Invasion games (attacking) Games** | | **Invasion (conditioned) games and Gymnastics** | **Non-invasion games and Dance** | **Non-invasion games and Athletics** |
| **Music** | **Dynamics, pitch and texture (Theme: Coast - Fingal’s Cave by Mendelssohn)** | **Songs of World War 2** | | **Film music** | | **Theme and variations (Theme: Pop Art)** | **Composing and performing a Leavers' song** | **Baroque** |
| **RSE** |  | **Module One Me, My Body, My Health**  **Calming The Storm**  **Girls’ Bodies**  **Boys’ Bodies** | | **Module One Me, My Body, My Health and Emotional Wellbeing**  **Making Babies**  **Menstruation** | | **Module Two Personal Relationships and Keeping Safe**  **Do You Want a Piece of Cake?**  **Self-Talk** | **Module Two Personal Relationships and Keeping Safe**  **Cyberbullying**  **Types of Abuse**  **Making Good Choices** | **Module Three Living In The Wider World**  **The Trinity**  **Reaching Out** |
| **MFL** | **Clothing** | **School life** | | **Household Tasks** | | **Shopping** | **Free time activities** | **Treasure Hunt** |