

Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	EYFS THEMES Winter Traditional tales People Who Help Us
R.E.	Special People Meals Change	Books Thanksgiving Giving	Journeys Listening and Sharing Giving All	Community Giving and Receiving Self Discipline	Mission Memorial Sacrifice Sacrifice	Sources Unity Death and New Life	Celebrating Gathering Growing
English	Traditional and Fairy tales. Instructions. Stories from a range of cultures. Poetry - Pattern and rhyme. Letters and Sounds phases 3, 4 and 5 and use knowledge of letters and sounds to read and spell words.	Different stories from the same author Explanatory texts Instructions Letters and Sounds phases 4 and 5 and use knowledge of letters and sounds to read and spell words.	Mystery Instructions Adventure Shape poetry and calligrams <i>Spelling:</i> The u sound spelt ou e.g. young, touch • More prefixes • The suffix - ation <i>Grammar:</i> use commas after fronted adverbials • indicate possession by using the possessive apostrophe with plural nouns • use and punctuate direct speech Reading - word reading, comprehension Writing - spelling, transcription, handwriting, composition, vocabulary, grammar and punctuation	Stories from other cultures Explanation texts Poetry- creating images Information - advertisements	Poetry, Stories from other cultures, Older literature Recounts.	Journalistic Writing Flashbacks Letter and diary writing Action stories Poetry - imagery Grammar and spelling lessons Comprehension activities	<i>Literacy and Communication and Language Speaking and Listening-</i> Interact with others in a variety of contexts, negotiating plans, activities and take turns in conversations. Listen with enjoyment to stories, songs, rhymes and poems, sustaining attentive listening and respond with relevant comments, questions and actions. Use language to act out imaginary roles. <i>Writing-</i> writing letters with care. Writing words from memory and writing for a variety of purposes. <i>Reading-</i> Show an understanding of stories read, sequence events and openings. <i>Letters and Sounds-</i> Graphemes read, blend and spell simple CVC words, read tricky words

<p>Mathematics</p>	<p>Basic skills</p> <p>Spring 1 Number</p> <p>- multiplication and division</p> <p>- fractions</p> <p>Spring 2 Measurement</p>	<p>Recognise and write fractions (1/3 , 1/4, 2/4 and 3/4) of a length, shape or number of objects.</p> <p>Identifying fractions of shapes and numbers</p> <p>Geometry - properties of shapes - position and direction</p> <p>Measurement</p> <p>Basic skills</p>	<p>Fractions</p> <p>Geometry - properties of shapes - position and direction</p> <p>Measurement</p> <p>Basic skills</p>	<p>Fractions</p> <p>Measurement</p> <p>Geometry -properties of shapes -position and direction</p> <p>Continuous skills, including times tables to 12 x 12.</p>	<p>Fractions - ordering and comparing, adding, subtracting and multiplying mixed fractions</p> <p>Measurement: comparing units of measure km, m, cm, imperial and metric,</p> <p>Finding area and perimeter;</p> <p>Problem solving</p> <p>Place Value up to 1,000,000;</p> <p>Geometry - properties of shapes and position and direction.</p>	<p>Measurement and geometry -properties of shapes -position and direction</p> <p>Number and place value</p> <p>Fractions, decimals and percentages</p> <p>Ratio and proportion</p> <p>Algebra</p> <p>Logical reasoning skills</p> <p>Problem solving</p> <p>Using and applying number skills activities</p>	<p>Develop counting, reading, writing, reciting and using number skills.</p> <p>Recognise and order numbers from 0 to 20. Use addition & subtraction strategies. Count up to 10 objects reliably, solve problems. Create and continue patterns. Shape, Space and Measures- Use maths language such as 'solid' 3D shapes and 'flat' 2D shapes and maths language to describe shapes. Use associated vocabulary when comparing lengths, weights and sizes of objects. Use coins during role play activities.</p>
<p>Science</p>	<p>Looking at the similarities and differences between humans and animals.</p>	<p><i>What our school is made of?</i> learn about the materials used in the construction of our school and other significant buildings. Classify materials and examine the benefits of certain materials such as wood, metal, glass and plastic</p>	<p><i>Forces and Magnets</i> <i>Animals, including 'Humans</i> Identify that animals, inc. humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify animals inc. humans have skeletons and muscles for support, protection and movement.</p>	<p>States of Matter - Compare and group solids, liquids and gases</p> <p>Sound</p>	<p>'Animals, including Humans.'</p>	<p><i>What would a journey through your body look like?</i> Identify the main parts of the human circulatory system. Describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on bodies. Identify ways nutrients and water are transported within animals, inc. humans</p>	<p><i>Understanding of the World</i> <i>Exploration and Investigation-</i> Explore materials and describe their properties. Talk about the past and observe features of environments. Construct models and use technology. Gain an awareness of other cultures and beliefs</p>

Art and Design	<p>Mixing paint to create hot and cold paintings.</p> <p>Drawing and comparing humans and animals.</p>	<p><i>Mother Nature</i> Working with line, shape, colour and texture to develop own designs.</p> <p>Work with a range of artistic materials, developing artistic control and expression</p>	<p>Creating volcano paintings inspired by Turner and Margaret Godfrey</p>	<p>Painting flowers inspired by Georgia O'Keefe</p>	<p>Study a range of artists' work and create a self- portrait and of a portrait of an older person's face capturing differences.</p>	<p>'Landscape Art- Impressionism and post- impressionism application of colour. Learn how to discuss composition in a landscape painting, referring to foreground, middle ground and background and develop a basic understanding of perspective</p>	<p><i>Expressive Art and Design</i> Respond to sensory experiences using a wide range of materials and media. Handle, manipulate and enjoy using materials. Use different printing techniques. Experiment to create and describe different textures.</p>
Computing	<p>Illustrating an ebook - creating illustrations for a particular purpose</p> <p>Finding images using the web - safely finding, using and sorting images from the internet</p>	<p>Taking better photos</p> <p>Researching a topic</p>	<p>Videoining performances</p> <p>Exploring Computer networks</p>	<p>Prototyping an interactive toy</p> <p>Presenting the weather</p>	<p>Fusing geometry and art</p> <p>Creating a cyber - safety web page</p>	<p>Undertake market research for an app</p> <p>Create an interface for an app</p>	<p>Begin to know how to operate and use specific - equipment. Begin to understand and use vocabulary appropriate to ICT. Find out about and identify the uses of everyday technology and use information technology and programmable toys to support their learning.</p>
Design and Technology	<p>Structures</p> <p><i>Freestanding structures</i></p> <p>Explore structures such as playground equipment, street furniture</p> <p>Fold paper or card in different ways to make freestanding structures</p> <p>Consider how to make them stronger, stiffer, stand up and be more stable</p>	<p>Mechanisms</p> <p><i>Sliders and levers</i></p> <p>Explore and evaluate a collection of everyday products that have moving parts, including those with levers and slider</p> <p>Design, make and evaluate a product with a slider</p>	<p>Food</p> <p><i>Be a baker!</i></p> <p>Investigate bread including how it is made and the varieties found around the world.</p> <p>Design, make and evaluate a bread dish</p>	<p>Mechanical Systems</p> <p><i>Levers and linkages</i></p> <p>Investigate, analyse, make and evaluate a book with a lever and linkage mechanism.</p>	<p>_Structures</p> <p><i>Frame structures</i></p> <p>Investigate and make a small scaled frame structures, e.g. tents or shelters,</p>	<p>Food</p> <p><i>Grab and Go</i></p> <p>Learn about nutrients, water and fibre and their role in a healthy, varied diet.</p> <p>Design and make dishes safely and hygienically for the intended user based on design criteria.</p>	<p><i>Design and Making-</i> Investigate construction materials and join pieces together to build & balance, using a variety of resources to make models. Use simple tools safely, design, plan & make things. Understand that the sequence of instructions may be important and work co-operatively, planning and negotiating with others.</p>

Geography	Identifying seasonal and daily weather patterns in the United Kingdom, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Comparison of local area with Morogoro in Tanzania. Develop an understanding of the World map, the contrasting climates and the different lifestyles of people in different places	Physical geography study of volcanoes and earthquakes Climate	The Water Cycle	Settlement. Geographical skills and fieldwork. Locating the world's countries, using maps, focusing on Europe and beyond.	Conduct a local study of the River Mersey. Learn about transport, travel and business links.	Place-. observe features in different environments; recognising and naming familiar places. recognise and name familiar features on regular journeys and begin to know the immediate environment & the landmarks in it. Find out about their environment & talk about the features they like & dislike.
History	Would the Beatles have won X Factor? - looking at the lives of significant individuals in Britain's past.	Know reasons/ results of the Great Fire of London. Examine representation of the Fire.				Examining the history of the importance of the River Mersey to Liverpool	Time- recall & talk about past experiences, understanding Chronology through sequencing. The children will begin to differentiate between past and present.
Languages Spanish			Days/Months Birthdays Animal descriptions (agreement)	Weather linked to months and seasons Animals and Habitats	Weather linked to months and seasons Animals and Habitats	Weather linked to months and seasons Animals and Habitats	
Music	<i>In The Groove</i> <i>Rhythm in the way we walk</i> Explore ways of making long and short sounds. Listening, singing and keeping rhythm.	<i>We want to play in a band</i> Perform as part of a group - develop rhythm and an understanding of a range of instruments	Exploring and developing playing skills through the glockenspiel A study of Benjamin Britten's Friday Afternoons - There was a monkey	Guitar On-going music skills	Develop and demonstrate musical skills, knowledge and understanding. Perform rhythmic patterns confidently and with a strong sense of pulse. (Jazz Benjamin Britten)	Working with a range of instruments developing listening, performance, improvisation and composition skills. Developing an understanding of Jazz music	<i>Expressive Art and Design</i> Express their response to music physically with increasing co-ordination, control and imagination. Play co-operatively as part of a group to act out a narrative.

P.E.	<p>Dance - the children will choose movements to make into their own sequences.</p> <p>Games - the children will move in different ways and at various speeds, while thinking about the effect that exercise has on their bodies.</p> <p>Gymnastics - the children will perform basic gym movements and learn how to manage space safely.</p>	<p>Gymnastics - travel and perform twisting and turning sequences</p> <p>Dance - create movement phrases</p> <p>Games - travelling, sending and passing</p>	<p>Dance</p> <p>Games</p> <p>Healthy living</p>	<p>Gymnastics,</p> <p>Dance</p> <p>Games</p>	<p>Games</p> <p>Dance</p>	<p>Dance</p>	<p><i>Physical Development-</i> Handle tools, objects, construction and malleable materials safely with increasing control. Develop the confidence to travel around, under, over, and through balancing and climbing equipment. Use a pencil and hold it effectively to form recognisable letters and use the correct letter formation. Learn about the importance of being healthy.</p>
PSHE/SEAL	<p>Going for Goals Good to be Me</p>	<p>Going for Goals Good to be Me</p>	<p>Going for Goals Good to be Me</p>	<p>Going for Goals Good to be Me</p>	<p>Going for Goals Good to be Me</p>	<p>Going for Goals Good to be Me Dangers of drugs</p>	<p><i>Personal, Social and Emotional-</i> Express a range of feelings appropriately. They will learn what is right, wrong and why. <i>Communities-</i> Gain an awareness of the cultures and beliefs of others Going for Goals Good to be Me</p>