



## Curriculum Overview including 2 Year Rolling Programme from Yr1/2

### Reception Long Term Plan

<u>Area</u>	<u>Advent Term One</u> <u><b>Ourselves</b></u>	<u>Advent Term Two</u> <u><b>Celebrations</b></u>	<u>Lent Term One</u> <u><b>People Who Help Us</b></u>	<u>Lent Term Two</u> <u><b>Spring</b></u>	<u>Pentecost Term One</u> <u><b>Under the Sea</b></u>	<u>Pentecost Term Two</u> <u><b>Topic chosen by class</b></u>
<u>Personal, Social and Emotional Development</u>	Circle time themes: Creating class rules Friendship Learning about different families Exploring our senses Looking at how I have changed since I was a baby. Exploring our feelings Living a healthy lifestyle	Circle time themes: Growth mindset How is Christmas special in my family?	Circle time themes: Living a healthy lifestyle Learning about St. Valentine and thinking about who we love.	Circle time themes: How do I grow? Friendships and kindness Looking at our differences Egg trust exercise	Circle time themes: A healthy lifestyle	Circle time: Transition activities – getting ready for year one. Open the box session with year one. Journey In Love sessions
<u>Communication and Language</u>	Show and Tell with shoeboxes Learning new vocabulary related to: Our Senses Feelings Our body	Show and Tell Learning new vocabulary related to: Parliament Week Bonfire Night Diwali Remembrance Day Nursery Rhymes (Nursery Rhyme Week) Birthdays	Show and Tell Learning new vocabulary related to: Firefighters Police Doctors/Nurses Paramedics Post People Other PWHU	Show and Tell Learning new vocabulary related to: Spring Plants Growing Minibeasts Easter	Learning new vocabulary related to: Under the Sea Marine mammals Fish Mermaids Sustainability	Show and Tell Learning new vocabulary related to new topic

		Winter Christmas				
<u>Physical Developm ent</u>	Practicing changing for PE PE Hub: Gymnastics Funky fingers activities related to Ourselves	Practicing changing for PE PE Hub: Dance Funky fingers activities related to Celebrations	Practicing changing for PE PE Hub: Dance Funky fingers activities related to People Who Help Us	Practicing changing for PE PE Hub: Speed and Agility Funky fingers activities related to Spring	Changing for PE PE Hub: Speed and Agility Funky fingers activities related to Under the Sea	Changing for PE PE Hub: Manipulation and Coordination and practicing for Sports Day Funky fingers activities related to topic.
<u>Literacy</u>	<p>Key Texts: We are Different The Family Book My Five Senses Funny Bones Happy book Supertato</p> <p>Writing goal for half term: Learning how to form letters correctly by copy writing</p> <p>Learning how to write our names</p> <p>Guided reading: Big question Story recall cards</p> <p>Handwriting: Caterpillar Letters</p> <p>Phonics: Twinkl Phonics programme Level 1 and Level 2</p>	<p>Key Texts: Sparks in the Sky The Lion Inside Incy Wincy Spider (song) Kipper's Birthday The Gruffalo's Child Shh! Santa's Coming!</p> <p>Writing goal for half term: To begin to write simple CVC words</p> <p>Guided reading: Big question Story recall cards Level 2 phonics game</p> <p>Handwriting: Caterpillar Letters Ladder Letters</p> <p>Phonics: Twinkl Phonics programme Level 2</p>	<p>Key Texts: People Who Help Us Charlie the Firefighter Topsy and Tim Meet the Police Doctors The Jolly Postman Teachers</p> <p>Writing goal for half term: Becoming confident writing simple CVC words independently. Beginning to write a sentence</p> <p>Guided reading: Big question Level 2/3 phonics game Helicopter stories</p> <p>Handwriting: One armed robots</p> <p>Phonics: Twinkl Phonics programme</p>	<p>Key Texts: Spring Jack and the Beanstalk The Hungry Caterpillar The Easter Journal</p> <p>Writing goal for half term: Writing a full sentence mostly independently.</p> <p>Guided reading: Helicopter stories Level 3 phonics comprehension game Reading comprehension</p> <p>Handwriting: One armed robots &amp; zig zag monsters</p> <p>Phonics: Twinkl Phonics programme</p>	<p>Key Texts: Commotion in the Ocean The Snail and the Whale The Fish That Could Wish The Singing Mermaid The Undersea Cleaning Spree</p> <p>Writing goal for half term: Writing full sentence (s) independently and using full stops and finger spaces.</p> <p>Guided reading: Recalling and anticipating short stories Level 3 phonics comprehension game</p> <p>Handwriting: zig zag monsters</p>	<p>Key Texts: Chosen to relate to topic</p> <p>Writing goal for half term: Writing full sentence (s) independently and using full stops, capital letters and finger spaces. Beginning to introduce some narrative to writing.</p> <p>Guided reading: Group reading and comprehension Level 3 phonics comprehension game</p> <p>Handwriting: Related to needs of class</p> <p>Phonics: Twinkl Phonics programme Level 4</p>

			Level 3	Level 3	Phonics: Twinkl Phonics programme Level 3	
<u>Mathematics</u>	Baseline maths activities Matching Sorting Comparing numbers Number of the week 1 & 2 Sizes and weight Patterns Positional language Circles	Number of the week 3, 4, 5 One more, one less Number formation 2D shapes Days of the week Months of the year and birthdays Order of the day	Composition of 5 Number bonds to 5 Number of the week 6, 7, 8 Combining 2 numbers Comparing mass and capacity Height and length Time	Number of the week 9 & 10 Comparing numbers up to 10 Number bonds to 10 3D shapes Patterns	Numbers of the week 11 – 20. Spatial reasoning	Doubling Halving/Sharing Odd and Even numbers Patterns and Relationships Spatial Reasoning
<u>Understanding the World</u>	Learning about our senses Learning about our bodies and comparing those to other bodies e.g. Animal bodies Healthy eating: what is on my plate? Welly Wednesday outdoor learning.	Why do we celebrate bonfire night? Learning about Remembrance Sunday Looking at different celebrations around the world and comparing them to our culture Planning a birthday party (links with RE) Autumn and Winter changes Christmas around the world Welly Wednesday outdoor learning	Learning about fire and fire safety Comparing old police photos to modern police photos Looking at maps Learning about different types of People Who Help Us What do we do in an emergency?  Welly Wednesday outdoor learning.	Signs of Spring Growing our own plants Learning about different minibeasts and their habitats Comparing how we celebrate Easter to how it is celebrated around the world.  Welly Wednesday outdoor learning.	Learning facts about marine mammals Comparing sea animals in Britain to sea animals in other countries Comparing now and then with climate change What threats do our oceans face?  Welly Wednesday outdoor learning.	Inputs chosen to relate to topic  Welly Wednesday outdoor learning
<u>Expressive Arts and Design</u>	Painting my family Texture painting Self portraits Making spoon puppets of selves	Firework art Poppy art Making masks related to Nursery Rhymes	Painting people who help us Making fire trucks with junk modelling	Flower picture using cotton reels Acting out the life style of a butterfly Mother's Day cards	Painting sea creatures Making junk modelling marine mammals	Creations related to topic Cooking – making sandwiches, pizza Making Father's Day cards

	Painting a healthy meal  Music: Nursery Rhymes and songs related to Ourselves	Making party decorations Winter scene using different techniques Christmas outdoor learning art  Music: Nursery Rhymes and songs related to Celebrations	Painting self-portraits for 'wanted posters' Making Jolly Postman masks and acting out story People Who Help Us split pin people Valentine's Day cards  Music: Learning songs related to People Who Help Us and exploring the sounds different instruments make	Decorating egg cups Making Easter cards  Music: CBeebies Music session (Yolanda) and learning songs about Spring	Fish collage Plastic project  Music: CBeebies Music session (Yolanda) and learning songs about Under the Sea	Music: Learning songs related to topic
<u>RE</u>	Myself Welcome	Welcome Birthdays	Celebrations Gathering	Gathering Growing	Friendship Good News	Good News Our World
<u>Enrichment Activities</u>	Perform sessions	Welcome Mass Taking part in Parliament Week Taking part in Nursery Rhyme Week Trip? Performing in Christmas play	Trip to postbox and church	World Book Day STEM week Mother's Day mass	Perform sessions	Praise in the Park St. Peter's Feast Day Sports Day Trip?

**2 Year Rolling Programme      Year 1 and 2**  
**2022/23- Year A and B**

Year B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Advent		Lent		Pentecost	
Subject	Scheme						
Maths	White Rose	Place Value (within 10) Y1 Addition and Subtraction (within 10) Y1 Geometry Y1  Place Value Year 2 Addition and Subtraction Y2 Geometry Y2		Place Value (within 20) Y1 Addition and Subtraction (within 20)Y1 Place Value (within 50) Y1 Length and Height Y1 Mass and Volume Y1  Money Y2 Multiplication and division Y2 Length and Height Y2 Mass, Capacity and temperature Y2		Multiplication and Division Y1 Fractions Y1 Position and Direction Place value (within 100) Y1 Money Y1 Time Y1  Statistics Y2 Fractions Y2 Position and Direction Y2 Problem Solving Y2 Time Y2	
Phonics	Twinkl/ Little Wandle						
Reading	Accelerated Reading for Y2 children and some Y1 children.						
English Spelling and Grammar	No Nonsense Spelling (YEAR 2 ONLY)  Grammar (Twinkl Planit)	Homophones- blue, blew, strategies for learning new words, phase 5 GPCs,spelling polysyllabc words and common exception words, I in find, mind, kind.  Nouns, vowels and consonants, demarcating sentences, forming nouns using –ness, punctuating sentences.	Strategies for learning words, Homophones, to, two, too, hear, here, one, won, sun, son, ge and dge spellings, s spelt as c before l and y, kn and gn spellings.  Adjectives, compound words, adjectives with –er and –est, subordination, statements and explanations.	Ai spelt y, could, should, would, contractions, can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re, sound spelt le, at the end of words, adding endings –ing, -ed, -er, -est to words ending in e,I spelt ey, near homophones, quite/quiet, r spelt wr, commune exception words, most, both, only,	A after w and qu, mnemonics, segmentation and syllable clapping, homophones new/knew, there/their/they’re, adding –es to nouns and verbs ending in y, possessive apostrophe, alphabetical order, adding suffixes –ful, -less, -ly. Contractions, can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)	L spelt el, using a dictionary, adding endings –ing, -ed, -er, -est to words ending in y, suffixes, -ment, -ness, or after w, the possessive apostrophe (singular nouns)I spelt al at the end of words, common exception words.  Adverbs, word classes, co-ordination, apostrophes for	Revise spelling concepts, revise homophones, o sound, I spelt il at the end of words, common exception words.  Recapping pronouns, forming nouns using –er, progressive tense, apostrophes for contractions, uplevelling sentences.

				<i>adding –ing, -ed, -er, -est, -y.</i>  <i>Noun phrases, homophones, forming adjectives using –ful and –less, questions and commands, sentence writing.</i>	<i>Verbs, singular and plural, adverbs with –ly, comma in lists, changing adjectives into adverbs.</i>	<i>possession, past and present tense.</i>	
English Writing  Texts and genres of writing		<b>Katie in London- James Mayhew</b> (fiction) Captions and descriptions about landmarks from the story  <b>The Big Book of the UK Imogen Russell Williams and Louise Lockhart</b> (non-fiction) Tourist leaflet about the UK.  <b>Poems about Animals- Brian Moses</b> (poetry) Nonsense poems about animals.	<b>The High Street- Alice Melvin</b> (fiction/rhyme) Writing a verse to form a collective poem about Marlow high street  <b>Let's Build a House- Mick Manning and Brita Granstrom</b> (non-fiction) Children writing an explanation text about a house that they choose to build.  <b>Iggy Peck Architect, Andrea Beaty</b> (poetry) Writing poems about buildings.	<b>Somebody Swallowed Stanley- Sarah Roberts</b> (non-fiction) Persuasive letters to the prime minister  <b>The Storm Whale- Benji Davies</b> (fiction) Retelling the story of the Storm Whale from the whale's point of view.  <b>Around the World in 80 Poems – James Berry</b> Writing poems about the world.	<b>Errol's Garden, Gillian Hibbs</b> (fiction) Newspaper report about the success of the garden  <b>The Tiny Seed- Eric Carle</b> (non-fiction) Instructions  <b>I am the Seed that grew the Tree- Fiona Waters</b> (poetry) Writing poems about plants	<b>Kira the Koala- Dawn Appleby and Frances McKay</b> (fiction) Writing an adapted version of the story e.g. changing animal and location  <b>Aboriginal Dreaming Stories (Twinkl resource)</b> (non-fiction) Retelling an Aboriginal story  <b>Jump the World – Sarah Pooley (Waltzing Matilda)</b> (poetry) Learn and adapt a poem.	<b>Toby and the Great Fire of London- Margaret Nash</b> (non-fiction) Writing diary entries from the time of the Great Fire.  <b>Who was Samuel Pepys? Paul Harrison</b> (non-fiction) Fact - files about Samuel Pepys  <b>Fire Poems</b> Senses poems about fire.
Science		Animals, including humans	Seasonal changes	Uses of everyday materials	Plants  Seasonal changes	Living Things and their habitats	Humans – body parts Seasonal changes

Geography	STCAT	<b>The British Isles</b>  <i>Where we live in the world.</i>  <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding Seas.</li> <li>- Devise a simple map and construct a simple key</li> <li>- Use basic geographical vocabulary. (topic specific)</li> </ul>		<b>The world</b>  <i>Learning about our world and where the UK fits in the world.</i>  <ul style="list-style-type: none"> <li>- Name and locate the worlds 5 oceans and 7 continents.</li> <li>- Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>- Use simple compass directions and locational and directional language to describe features and routes on a map.</li> <li>- Use basic geographical vocabulary. (topic specific)</li> </ul>		<b>Local area</b>  <i>Explore our local area and its features. Make comparisons between our local area and Australia.</i>  <ul style="list-style-type: none"> <li>- To understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country.</li> <li>-Use aerial photos and plan perspectives to recognise landmarks and basic human /physical features.</li> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</li> </ul>	
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						<p>of its surrounding environment.</p> <p>- Use basic geographical vocabulary. (topic specific)</p>	
History	STCAT		<p><b>Our town</b>  <i>Local devised study unit</i>  <b>LOCAL WALKS</b>            - Significant historical events, people and place in the locality of Marlow.            - Local significant people - Mary Shelly, Steve Redgrave            - Using common words and phrases relating to the passing of time.            (topic specific)</p>		<p><b>Our school</b>  <i>Finding out about the history of our school and church.</i></p> <p>- Changes within living memory and beyond living memory. Where appropriate these should be used to reveal aspects of change in national life.            - Using common words and phrases relating to the passing of time.            (topic specific)            - Identify similarities and differences between ways of life in different times. Some should be used to compare aspects of life in different periods.</p>		<p><b>Great Fire of London</b>  <i>Finding out about the life of Samuel Pepys and the Great Fire of London.</i></p> <p>- Events beyond living memory that are significant nationally or globally.            - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.            - Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>



							- Using common words and phrases relating to the passing of time. (topic specific)
Art	STCAT		<b>Can Buildings Speak?</b> 1. Investigating different building types 2. Exploring and recording a building using a viewfinder 3. Create a building in style of Paul Klee using pastels 4. Design a tile using clay 5. Painting tile 6. Investigating a building through the work of Piet Mondrian		<b>Artist's Adventure</b> 1. To investigate Jackson Pollack 2. To explore Pointillism Painting 3. To create picture in style of Monet's pond 4. To create a Van Gogh Starry Night 5. Portrait in style of Frieda Kahlo 6. Design flowers in style of Georgia O'Keefe		<b>Flames- Great Fire of London</b> 1.To think about the colours seen in a flame 2.To use watercolours to create a fire scene 3.To understand how collage can be used to create depth and texture 4.To understand how to manipulate clay (play dough/plasticine) 5.To use clay to make Tudor Houses 6.To paint clay houses to create Pudding Lane.
DT	KAPOW	Food – a balanced diet		Structures – baby bear's chair		Mechanisms: Fairground wheel	
Computing	NCCE?	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
PSHE/RSE	Journey in Love						We meet God's love in our family (Y1) We meet god's love in our community (Y2)

RE	Come and See	Domestic church :Beginnings Baptism/confirmation: Signs and Symbols Advent/Christmas: Preparations Other Faith Week: Judaism - Shabbat		Local Church: Books Eucharist: Thanksgiving Lent/Easter: Opportunities Other Faith Week: Islam		Pentecost: Holidays and Holy days Reconciliation: Being sorry Neighbours Universal church: Rules	
PE	The PE Hub	Gymnastics Attack, defend, shoot	Dance Hit, catch, run	Gymnastics Attack, defend, shoot	Dance Hit, Catch, Run	Send and return Run, jump, throw	Send and return Run, jump, throw
Music	Charanga	<p>Hey You!</p> <p>Learning the instrumental notes C and G</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Composing music with up to five notes (C D E F + G)</p>	<p>Ho Ho Ho</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Composing music with up to five notes ( C D E F + G)</p>	<p>In the Groove</p> <p>Learning the instrumental notes C G and A</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Composing music with up to five notes (C D E F +G)</p>	<p>Zootime</p> <p>Children learn the instrumental melody with notes C and D</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Composing using up to five notes C D E F G</p>	<p>Friendship song</p> <p>Children learn the instrumental melody with notes C D E F G A B</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Composing using up to five notes C D E G A</p>	<p>Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>Revise existing musical notes learnt</p> <p>Revise existing Improvisation and composing</p>



English Spelling and Grammar	<p>No Nonsense Spelling (YEAR 2 ONLY)</p> <p>Grammar (Twinkl Planit)</p>	<p><i>Homophones- blue, blew, strategies for learning new words, phase 5 GPCs, spelling polysyllabic words and common exception words, I in find, mind, kind.</i></p> <p><i>Nouns, vowels and consonants, demarcating sentences, forming nouns using -ness, punctuating sentences.</i></p>	<p><i>Strategies for learning words, Homophones, to, two, too, hear, here, one, won, sun, son, ge and dge spellings, s spelt as c before l and y, kn and gn spellings.</i></p> <p><i>Adjectives, compound words, adjectives with -er and -est, subordination, statements and explanations.</i></p>	<p><i>Ai spelt y, could, should, would, contractions, can't, didn't, hasn't, it's, couldn't, I'll, they're, sound spelt le, at the end of words, adding endings -ing, -ed, -er, -est to words ending in e, I spelt ey, near homophones, quite/quiet, r spelt wr, commune exception words, most, both, only, adding -ing, -ed, -er, -est, -y.</i></p> <p><i>Noun phrases, homophones, forming adjectives using -ful and -less, questions and commands, sentence writing</i></p>	<p><i>A after w and qu, mnemonics, segmentation and syllable clapping, homophones new/knew, there/their/they're, adding -es to nouns and verbs ending in y, possessive apostrophe, alphabetical order, adding suffixes -ful, -less, -ly.</i></p> <p><i>Contractions, can't, didn't, hasn't, it's, couldn't, I'll, they're)</i></p> <p><i>Verbs, singular and plural, adverbs with -ly, comma in lists, changing adjectives into adverbs.</i></p>	<p><i>L spelt el, using a dictionary, adding endings -ing, -ed, -er, -est to words ending in y, suffixes, -ment, -ness, or after w, the possessive apostrophe (singular nouns) I spelt al at the end of words, common exception words.</i></p> <p><i>Adverbs, word classes, co-ordination, apostrophes for possession, past and present tense.</i></p>	<p><i>Revise spelling concepts, revise homophones, o sound, I spelt il at the end of words, common exception words.</i></p> <p><i>Recapping pronouns, forming nouns using -er, progressive tense, apostrophes for contractions, uplevelling sentences.</i></p>
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English Writing	Texts and genres of writing	<p><b>We're going on a Lion Hunt. David Axtell</b> (fiction) Retelling and performing a story with repeating pattern.</p> <p><b>Watch me grow-Frog DK</b> (non-fiction) Labelling life cycles of frogs.</p> <p><b>African Poetry</b> To recite and learn and selection of poems to perform.</p>	<p><b>Our Queen Elizabeth - Kate Williams and Helen Shoesmith</b> (non-fiction) Writing facts about Queen Elizabeth.</p> <p><b>George and the Dragon – Chris Wormell</b> (fiction) Recount of the story.</p> <p><b>The Dragon Kite-Brenda Williams</b> (online version) (poetry) Writing descriptive poems about dragons.</p>	<p><b>Lila and the secret of rain- David Conway and Jude Daly</b> (fiction) Emotive/feelings throughout the story (getting into the role of a character)</p> <p><b>A Selection of Non- Fiction books about polar animals.</b> (non-fiction) Writing a non-fiction book about a polar animal.</p> <p><b>Jump the World Sarah Pooley</b> (Poetry) Writing haikus about Japan.</p>	<p><b>Stone Girl, Bone Girl Laurence Ann-Holt</b> (Non-fiction) Retelling the life of Mary Anning (fact-file)</p> <p><b>I am the Seed that grew the tree-Fiona Waters</b> (poetry) Writing poems about plants.</p> <p><b>The Great Explorer-Chris Judge</b> (fiction) Writing an adapted story about an explorer.</p>	<p><b>Flotsam- David Wiesner</b> (fiction) Writing a diary entry from the boy in the story.</p> <p><b>The Lighthouse Keeper's Lunch-Ronald and David Armitage</b> (non-fiction) Writing instructions on how to protect the sandwiches from the seagulls.</p> <p><b>Seaside Poetry</b> Writing poems around the theme of the Seaside.</p>	<p><b>Rosie Revere, Engineer- Andrea Beaty</b> (fiction) Children design and describe their own flying machine.</p> <p><b>Kites- Simon Mole</b> (poetry) Children writing poems about their own fictional kite.</p> <p><b>The Wright Brothers- Fact book</b> (non-fiction) Children writing biographies about the Wright Brothers.</p>
Science		Animals – life cycles/ habitats and food chains	Everyday Materials – changing state	Plants and Growth	Seasonal changes	Living things and their habitats	Humans – senses and health Seasonal changes

Geography	<b>STCAT</b>	<b>Weather</b> <i>Learning about the weather around the world.</i> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the UK.</li> <li>- Use world maps, atlases and globes to identify the UK and its countries.</li> <li>- Use basic geographical vocabulary. (topic specific)</li> </ul>		<b>Climates</b> <i>Looking in more detail at hot and cold climates.</i> <ul style="list-style-type: none"> <li>- Identify the location of hot and cold areas of the world in relation to the Equator and North/South Poles</li> <li>- Use basic geographical vocabulary. (topic specific)</li> </ul>		<b>Seaside</b> <i>Our neighbourhood compared with a contrasting area in the UK for example a seaside resort or a tiny village. (Brighton)</i> <ul style="list-style-type: none"> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>- Use basic geographical vocabulary. (topic specific)</li> </ul>	
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History	STCAT		<b>Castles</b> <i>Royal celebrations within living memory. Windsor (Royal family)</i> <b>WINDSOR CASTLE TRIP</b>  <ul style="list-style-type: none"> <li>- Use a wide vocabulary or every day historical terms.</li> <li>- Using common words and phrases relating to the passing of time. (topic specific)</li> <li>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>		<b>Great Explorers</b> <i>Shackleton, Armstrong and Matthew Henson, Mary Anning</i>  <ul style="list-style-type: none"> <li>- The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>- Using common words and phrases relating to the passing of time. (topic specific)</li> </ul>		<b>200 years of Transport</b> <i>Linked to the invention of the locomotive and the aeroplane The Wright Brothers and Amelia Earhart</i> <b>RAF MUSEUM TRIP</b>  <ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally or globally.</li> <li>- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>- Using common words and phrases relating to the passing of time. (topic specific)</li> </ul>
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Art	STCAT	<b>African Art</b> 1.To become familiar with the style of Tingatinga 2.To create a wild animal picture in the style of Tingatinga 3.To create a wild animal picture in the style of Tingatinga 4.To look at the wild animal patterns that can be seen in different animal skins 5. To look at the wild animal patterns that can be seen in different animal skins 6. To look at the wild animal patterns that can be seen in different animal skins.		<b>Exploring oriental Art (Japan and China)</b> 1. Exploring the story of the Willow pattern 2.Refining our Willow Pattern plates 3.To explore Japanese Cherry Blossom paintings 4. To investigate A Great Wave by Kanazawa 5. To explore Oriental Art through printmaking 6. To refine our printmaking		<b>Seaside Beach Huts and Seaside Horizons</b> 1.To create beach hut sketches in detail 2.To draw other human geographical features found on a beach 3.To use sketches to create a seaside scene 4.To use sketches to create a seaside scene 5.To use paint to add colour to a beach scene 6.To use paint to add colour to a beach scene	
DT	KAPOW		Structures – constructing a windmill		Textiles -puppets		Mechanisms – a moving storybook
Computing	NCCE	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
PSHE/RSE	Journey in Love						We meet God’s love in our family (Y1) We meet God’s love in our community (Y2)



RE	Come and See	Domestic Church –Family Baptism/Confirmation - Belonging Advent/Christmas - Waiting Other Faith week – Judaism - Abraham		Local Church - Special People Eucharist Meals Lent/Easter - Change Other Faith Week – Islam - Muhammad		Pentecost - Holidays and Holy days Reconciliation - Being sorry Universal Church - Neighbours	
PE	The PE Hub	Gymnastics Attack, defend, shoot	Dance Hit, catch, run	Gymnastics Attack, defend, shoot	Dance Hit, Catch, Run	Send and return Run, jump, throw	Send and return Run, jump, throw
Music	Charanga	Hands, Feet, Heart  Studying South African Music  Children learning the melody with notes E F G A B C	Rhythm in the Way we Walk and Banana Rap	I Wanna Play in a Band	Round and Round  Pulse, rhythm and pitch in different styles of music.  Learning musical melody D F G A C  Take it in turns to improvise using D or D and E	Your Imagination  Using your imagination.  Learning melody with notes E G A  Composing using up to five notes C D E F + G	Reflect, Rewind and Replay  Revise existing musical notes learnt  Revise existing Improvisation and composing

Year B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Advent		Lent		Pentecost	
Subject	Scheme						
Maths	White Rose	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Fractions and Decimals		Length and Perimeter Time Shape Volume and Capacity (Y3) Co-ordinates (Y4) Statistics	
English Reading	AR						
English Spelling and Grammar	No Nonsense Spelling						
English Writing	Texts and genre	<b>Romulus and Remus</b> -story writing  <b>Jenny Mclachlan: The Land of Roar</b>  <b>Writing across topic</b> Roman gods and goddesses biographies  <b>I am a Roman Soldier: Josiah Wedgewood</b> Poetry writing	<b>Phillip Pullman: The Firework Makers Daughter</b>  or <b>Ted Hughes: The Iron Man</b> -character description – own metal monster -discussion writing – for or against the capture of Iron Man page 225 Talk for Writing Across the Curriculum ‘Should Daleks be allowed to live on Earth?’.	<b>How the Dragon Came to be – folk tale</b> -recount -how to create a dragon/how to catch a dragon instructional text  <b>Tolkien’s Smaug – description</b> -my dragon descriptive writing -my dragon information text (page 149 Talk for Writing Across the Curriculum ‘The Thunder Dragon’.)  <b>Cressida Cowell: How to Train Your Dragon</b>	<b>The Wind in the Willows</b> -Kenning poems about rivers -Wild wood setting description -The great cart crash newspaper report -Playscript  <b>Writing across topic/science–</b> Explanation text : A River’s Journey or Water Cycle	<b>The Chocolate Tree – Mayan folk tale</b> -retelling/in the perspective of Night Jaguar -chocolate recipe/instructional writing  Performance poetry  <b>Writing across topic</b> – diary writing - day in the life of a Mayan (choose heirarchy)  Information text: history of chocolate  Information text: Mayan Gods	<b>Writing across topic</b> - persuasive writing: travel advert for India or local area page 200 Talk for Writing Across the Curriculum ‘Hawk Ridge Farm’.)  <b>Writing across science/topic</b> Persuasive letter writing – India's pollution problems affecting living things and their habitats  <b>Jasbinder Bilan :Asha and the Spirit Bird</b>

			-letter writing (letter of apology from Hogarth)  <b>Writing across topic – City Sounds Heard After Dark</b> by Wes McGee. Poetry  <b>Goodnight Stroud</b> page 7 Pie Corbett’s Jumpstart Poetry	-writing in role  <b>Not my Best Side: U.A Fanthorpe</b> -Free verse poetry  <b>Jess Smith: Dragonory</b> -retelling from the perspective of the dragon			<b>The Extraordinary Life of Mahatma Gandhi or Malala Yousafzai (Fiction)</b> Biographies  Colour poems - India
Science		Electricity	Animals, including humans	Sound	States of Matter	States of Matter	Living things and their habitats <b>MOP END TRIP</b>
Geography			<b>Best of British</b> (counties and cities in the UK) locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and		<b>Rivers</b> <b>TRIP INTO MARLOW – SUPPORT WRITING</b> <b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical</b>		<b>Contrasting localities – Marlow &amp; India</b>  <b>INDIAN FOOD</b>  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in

			<p>human characteristics, countries, and major cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>		<p><b>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</b></p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>		<p>a European country, and a region within North or South America</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>
History		<p><b>The invaders – ROMANS</b> <b>VERULANIUM TRIP</b></p> <p>the Roman Empire and its impact on Britain</p> <p>a local history study</p>		<p><b>Anglo-Saxons and Vikings (settlers)</b> <b>VIKINGS DAY</b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the</p>		<p><b>Mayans</b> <b>MAYANS DAY</b></p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of</p>	

		<p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> <p>Understand how our knowledge of the past is derived from a range of sources</p>		<p>Kingdom of England to the time of Edward the Confessor</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> <p>Understand how our knowledge of the past is derived from a range of sources</p>		<p>Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> <p>Understand how our knowledge of the past is derived from a range of sources</p>	
Art			<p>Portraying Relationships</p> <p><u>Artists</u> Ambassadors - Holbein</p>		<p>Bauhaus</p> <p><u>Designers</u> Walter Gropius</p>		<p>Mapping and Journeys</p> <p><u>Design Inspirations</u> Cartography</p>
DT	Kapow	Mechanical systems: making a slingshot car		<b>Food: adapting a recipe</b>		Textiles: Fastenings	

Computing	NCCE	Computing systems and networks- The internet	Creating Media- Audio production	Creating media- Photo editing	Data and information- data logging	Programming A Repetition in shapes	Programming B Repetition in games
French	Kapow	Portraits- describing in French	Clothes- getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food- Miam, Miam!	French and the Eurovision Song Contest
PSHE/RSE	Journey in Love						How we live in hope (Y 3) God loves us in our differences (Y 4)
RE	Come and See	Domestic Church: People Baptism/Confirmation: Called Advent/Christmas: Gift Other Faith Week – Judaism – The Torah		Local Church: Community Reconciliation: Giving and receiving Lent/Easter: Self-Discipline Other Faith Weeks – Islam – The Qur'an		Pentecost: New Life Reconciliation: Building Bridges Universal Church: God's People	
PE	The PE Hub	Gymnastics Football	Dance Netball	Gymnastics Tag Rugby	Dance Hockey	<b>Tennis OAA</b>	Athletics Rounders
Music	Charanga	Mamma Mia  Understanding ABBA's music  Looking at songs with the instrumental melody G A B C  Sing and Copy Back Listen and sing back	Glockenspiel 1  Exploring and developing playing skills  Children are going to listen to a song that includes the notes DEF CDE  Children are going to improvise using the note D	Stop!  Children are going to write lyrics to a song linked to a particular theme (bullying)  Sing and Copy Back Listen and sing back  Play and Improvise Using your instruments, listen and play your own answer using one note: C  Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	The Dragon Song  Music from around the world, celebrating our differences and being kind to one another  Children are going to listen to a song that includes the notes B C D E F G  Improvise Challenge 1 Listen and copy back using the notes G, A + B  Children are going to have a go at composing music using up to D E G A B	Blackbird  The Beatles, equality and civil rights  Children are going to listen to a song that includes the notes C D E F G  Sing and Copy Back Listen and sing back  Play and Improvise Using your instruments, listen and play your own answer using one note: C	Reflect, Rewind and Replay  The history of music, look back and consolidate your learning, learn some of the language of music  Revise existing musical notes learnt  Revise existing Improvisation and composing

French	Kapow	<p>To begin to understand that adjectives change if they describe a feminine noun</p> <p>To understand a simple description of hair and eye colour</p> <p>To create simple descriptive sentences</p> <p>To understand simple descriptive sentences</p> <p>To write descriptive sentences</p>	<p>To recognise and use vocabulary relating to clothing</p> <p>To add colour adjectives, adapting the suffix in accordance with gender</p> <p>To understand adjectival position and agreement for gender and number</p> <p>To express an opinion (like/dislike)</p> <p>To describe an outfit using adjectives correctly</p>				
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**St Peter's Catholic Primary School      2 Year Rolling Programme      Year 3 and 4**  
**2023/24- Year A**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Advent		Lent		Pentecost	

Maths	White Rose	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Fractions and Decimals		Length and Perimeter Time Shape Volume and Capacity (Y3) Co-ordinates (Y4) Statistics	
English Reading	AR						
English Spelling	No Nonsense Spelling						



English Writing	Texts and genre of writing	<p><b>How to Wash A Woolly Mammoth (instructions)</b></p> <p><b>Stone Age Boy - Satoshi Kitamura</b> (fiction/non-fiction elements)</p> <ul style="list-style-type: none"> <li>-Story writing – sequencing</li> <li>-Discussion and debate – for and against living in the Stone Age</li> </ul> <p>Writing across history/topic</p> <p>A range of Non-fiction Information texts about the Stone Age to Iron Age (non-fiction) (Skara Brae focus)</p> <p><b>‘Ning Nang Nong’</b></p> <ul style="list-style-type: none"> <li>-Stone Age take on the poem. (poetry)</li> <li>-To write a poem based on the Stone Age</li> </ul> <p>Trip to Chiltern Open Air Museum – Pre-historic workshop</p>	<p><b>Treasure Island- Robert Louis Stevenson</b> (fiction)</p> <ul style="list-style-type: none"> <li>-Suspense writing</li> <li>-setting descriptions,</li> <li>-Message in a bottle</li> </ul> <p><b>Surrounded by noise – Ian Souter</b></p> <p><b>The Sound Collector – Roger McGough</b> (poetry)</p> <ul style="list-style-type: none"> <li>-Performance Poetry and writing own sound poems</li> </ul>	<p><b>L Tales of Gods &amp; Pharaohs: - Marcia Williams</b> (narratives – Egyptian myths)</p> <ul style="list-style-type: none"> <li>-Reading and writing Egyptian Myths – Catchy beginning, middle and end</li> <li>-Character descriptions (job application for a pharaoh)</li> </ul> <p>A range of Non-fiction Information texts about the Ancient Egyptians (non-fiction)</p> <p><b>Shape poems &amp; Calligrams</b> (shape poetry)</p> <ul style="list-style-type: none"> <li>-Writing a shape poem about an Egyptian artefact</li> <li>-Calligram writing</li> </ul> <p>Writing across history/topic</p> <p><b>Howard Carter’s diary discovering Tutankhamun’s tomb</b> (Diaries)</p> <ul style="list-style-type: none"> <li>– Diary writing</li> </ul>	<p><b>Flat Stanley - Jeff Brown</b> (fiction)</p> <ul style="list-style-type: none"> <li>-Interviews</li> <li>-Informal letter writing.</li> </ul> <p>Writing across science – animals including humans</p> <p><b>Unicorns Uncovered - Jo Pearce (Talk for Writing Workbook)</b> (fantasy)</p> <ul style="list-style-type: none"> <li>-Designing and describing own mythical creature</li> <li>-Information leaflet about a unicorn</li> </ul> <p><b>The Morning I met a Whale – Michael Morpurgo</b> (fiction)</p> <ul style="list-style-type: none"> <li>-Persuasive writing – how can we protect our whales? (poetry)</li> <li>-Environmental poetry linked to book</li> </ul>	<p><b>The Queen’s Token – Pamela Oldfield &amp; James de la Rue</b> (adventure story)</p> <ul style="list-style-type: none"> <li>-diary writing</li> <li>-description</li> </ul> <p>Trip to Hampton Court Palace</p> <p>Writing across history/topic</p> <p>A range of Non-fiction Information texts about the Ancient Egyptians (non-fiction)</p> <ul style="list-style-type: none"> <li>– Explanation writing build and explain the parts of a Tudor house</li> </ul> <p><b>Henry Eighth - Usbourne</b> (non-fiction - biography)</p> <ul style="list-style-type: none"> <li>-Writing a biography or Henry Eighth</li> </ul> <p>Cross-Curricular Books –</p> <p><b>What’s So Special About Shakespeare? – Michael Rosen &amp; Sarah Naylor</b></p>	<p><b>The Magic Finger - Roald Dahl</b> (fiction)</p> <ul style="list-style-type: none"> <li>-Comic books</li> <li>-Imaginative writing “if I was an animal for a day...”</li> </ul> <p><b>Natural disaster poems</b> (poetry)</p> <ul style="list-style-type: none"> <li>-Write poems about natural disasters</li> </ul> <p>Writing across geography/topic</p> <p><b>Natural disaster newspaper reports Battered By hurricane winds – page 18 Schofield &amp; Sims ks2</b> comprehension book (non-chronological report)</p> <ul style="list-style-type: none"> <li>-Reading and writing newspaper reports about natural disasters</li> </ul>
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Science		Rocks, soils and fossils	Forces and Magnets	Animals including humans – what do we need to survive?	Animals including humans - The skeleton	Light	Plants
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Geography			<p><b>Major continents of the world –PIRATES</b></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>use maps, atlases, globes and digital/computer mapping to locate</p>		<p><b>Hills and Mountains</b></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features stud</p>		<p><b>DISASTERS -</b></p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features stud</p>
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			countries and describe features				
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History		<p><b>Changes in Britain from the Stone Age to Iron Age</b></p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> <p>Understand how our knowledge of the past is derived from a range of sources</p>		<p><b>Egyptians</b></p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> <p>Understand how our knowledge of</p>		<p><b>Tudors</b></p> <p>a local history study</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p>	
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				the past is derived from a range of sources			
Art			Matisse		West African Art	Still Life	
DT	Kapow	Food: eating seasonally		Mechanical Systems: Pneumatic toys	<u>Design</u> Kente Cloth	<b>Textiles: cushions</b>	<b>Building Volcanoes</b>
Computing	NCCE	Computing systems and networks- connecting computers	Creating Media- stop frame animation	Creating media- desktop publishing	Data and information- branching databases	Programming A- sequencing- sounds great	Programming B- events and actions in programs
French	KAPOW	French greetings with puppets	French adjectives of colour, size and shape	French playground games- numbers and age	In the French classroom	French transport	A circle of life in French
PSHE/RSE	Journey in Love						How we live in hope (Y 3) God loves us in our differences (Y 4)
RE	Come and See	Domestic Church: Homes Baptism/Confirmation: Promises Advent/Christmas: Visitors Other Faith Week – Judaism – The Synagogue		Local Church: Journeys Reconciliation: Listening and Sharing Lent/Easter: Giving all Other Faith Weeks – Islam – The Mosque		Pentecost: Energy Reconciliation: Choices Universal Church;:Special Places	
PE	The PE Hub	Gymnastics Basketball	Dance Football	Gymnastics Hockey	Dance Tag Rugby	Badminton OAA	Athletics Cricket

Music	Charanga	<p>Let Your Spirit Fly</p> <p>RnB and other styles</p> <p>Children listen to a song using the melody E F G A B C</p> <p>Sing and Copy Back Listen and sing back</p>	<p>Glockenspiel 2</p> <p>Exploring and developing playing skills using the glockenspiel</p> <p>Children will listen to a melody in C D E F G</p> <p>Children will compose using notes C D E F G</p>	<p>Three Little Birds</p> <p>Reggae and animals</p> <p>Children listen to a melody using the notes C D E G A B flat</p> <p>Sing and Copy Back Listen and sing back</p>	<p>Lean on Me</p> <p>Soul Gospel music and helping one another</p> <p>Children listen to a melody using the notes G A B C D E</p> <p>Sing and Copy Back Listen and sing back</p>	<p>Bringing us Together</p> <p>Children listen to a melody using the notes G C A</p> <p>Sing and Copy Back Listen and sing back</p> <p>Play and Improvise Using your instruments, listen and play your own answer using one note: C</p>	<p>Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>Revise existing musical notes learnt</p> <p>Revise existing Improvisation and composing</p>
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**St Peter's Catholic Primary School      2 Year Rolling Programme      Year 5 and 6**  
**2024-25- Year A**

Year A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Advent		Lent		Pentecost	
Maths	White Rose	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Fractions and Decimals		Length and Perimeter Time Shape Volume and Capacity (Y3) Co-ordinates (Y4) Statistics	
English Reading	AR						
English Spelling	No Nonsense Spelling						
English Writing	Texts and genre of writing	<b>Perseus and Madusa</b> – Greek myth	<b>A range of Non-fiction texts</b>	<b>Shackleton's Journey</b> – William Grill	<b>Shackleton's Journey</b> – William Grill	<b>The Promise</b> – Nicola Davies	<b>Macbeth</b> – William Shakespeare

		<p><b>Theseus and the Minotaur</b> – Greek myth</p> <p><b>Zeus- Non-Chronological report</b></p> <p><b>Journey</b> – Aaron Becker (Picture book)</p> <p><b>Chitty, Chitty Bang Bang</b> – Ian Flemming</p> <p><b>Perseus and Madusa</b> – Greek myth</p> <p><b>Theseus and the Minotaur</b> – Greek myth</p> <p><b>Zeus- Non-Chronological report</b></p> <p><b>Journey</b> – Aaron Becker (Picture book)</p> <p><b>Chitty, Chitty Bang Bang</b> – Ian Flemming</p>	<p>about space and Neil Armstrong</p> <p><b>Cosmic</b> – Frank Cotrell-Boyce</p> <p><b>Narrative: Techniques to develop narrative writing</b> – Based on Cosmic</p> <p>Setting description</p> <p>Science Fiction story</p> <p><b>Non-fiction:</b> Newspaper report: moon landing</p> <p>Newsround quick write</p> <p>Persuasive Writing – advertisement /leaflet - Theme Park</p>	<p><b>Narrative:</b> Story retelling – Hero Twins (graphic novel) and <b>T - he Chocolate Tree</b> (from another point of view).</p> <p><b>Recount</b> – A memorable journey</p> <p><b>Descriptive writing</b> – A good luck charm</p> <p><b>Diary Entry</b> – From point of view of crew member</p> <p>Informal letter – from a crew member</p> <p><b>Non-fiction:</b> persuasive writing – travel brochure</p> <p>Diary entry – day in the life of a Mayan nobleman/slave/farmer etc...</p> <p>Postcards quick write</p> <p><b>Biography</b> – Research and present information about a crew member</p>	<p><b>Narrative:</b></p> <p><b>Drama</b> – explore events, thoughts and feelings experienced by a character</p> <p><b>Playscript</b> – Shackleton's arrival at Saint Georgia</p> <p><b>Non-fiction:</b></p> <p><b>Persuasive writing</b> – To Shackleton should he leave or stay?</p> <p><b>Newspaper report</b> – Shackleton's rescue</p>	<p><b>Narrative: Techniques to develop narrative writing</b> – Based on The Promise</p> <p>Setting description</p> <p><b>Poetry:</b> Based on descriptive words and phrases about a setting</p> <p><b>Diary Entry</b> – As main character reflecting on life</p> <p><b>Letter giving advice</b> – dilemma faced by a character - thank you letter from the character to the old lady</p> <p>Postcard – From the city</p> <p><b>Non-Fiction:</b></p>	
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		<b>Non-fiction:</b> Eyewitness Report Police Wanted Poster Newspaper Report Non-chronological report on a Greek God	Explanation Text – Day and Night (Science) Planet Fact-files (Science)  Biography: Neil Armstrong			<b>Eyewitness account</b> – Of the robbery	
Science		<b>Forces</b>	<b>Earth and Space</b>	<b>Materials and their Properties</b>	<b>Changing Materials</b>	<b>Lifecycles</b>	<b>Human life cycles Puberty</b>
Geography		<b>Amazing Americas</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  understand geographical similarities and		<b>Energy and the Environment</b>  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		<b>Local study of Marlow</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	

		<p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>					
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History			<p><b>Greeks</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> <p>Construct response by choosing and organizing relevant historical information</p> <p>Understand how our knowledge of the past is derived</p>		<p><b>World War 1</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p>		<p><b>Crime and Punishment</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, contrasts and trends over time</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p>
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			from a range of sources				
Art		Portraits		Print Making		Aboriginal Art	
DT	Kapow		Digital World – CAD – Monitoring Devices		Food – What Could be healthier?		Textiles – Stuffed Toys
Computing	NCCE	Computing systems and networks- Systems and researching	Creating Media-Video Production	Programming A-Selection in Physical computing	Date information-Flat file databases	Creating Media-Introduction to Vector Graphics	Programming B-Selection in quizzes
French	KAPOW	Meet my French family	Space exploration in French	Verbs in a French week	French speaking world	Shopping in France	French monster pets
PSHE/RSE	Journey in Love						
RE	Come and See	Domestic Church: Ourselves Baptism/Confirmation: Life choices Advent/Christmas: Hope Other Faith Week – Judaism – Pesach		Local Church: Mission Reconciliation: Memorial sacrifice Lent/Easter: Sacrifice Other Faith Weeks – Islam – Ramadan		Pentecost: Transformation Reconciliation: Freedom and responsibility Universal Church: Stewardship	
PE	The PE Hub	Gymnastics Basketball	Dance Hockey - SWB	Gymnastics Tag Rugby	Dance Tennis	Badminton OAA	Athletics Cricket
Music	Charanga	Livin' on a Prayer  Rock Anthems  Children are going to listen to a melody with the notes D E F sharp G A B C	Classroom Jazz 1  Jazz and improvisation  Children listen to Bosa Nova B A G and swing D E G A B	Make You Feel My Love  Pop Ballads  Children are going to listen to a melody using the notes B C D E F G	The Fresh Prince of Bel-Air  Old School Hip Hop  Children listen to a melody with the notes C D E F G A	Dancing in the Street  Motown  Children listen to the melody using the notes F G A D	Reflect, Rewind and Replay  The history of music, look back and consolidate your learning, learn some of the language of music

**St Peter's Catholic Primary School      2 Year Rolling Programme      Year 5 and 6**  
**2024-25- Year B**

Year B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Advent		Lent		Pentecost	
Maths	White Rose	Place Value Addition and Subtraction Multiplication and Division Fractions Comparing Units		Ratio Algebra Decimals Fractions, Decimals and Percentages Area, volume and perimeter Statistics		Shape Position and direction	
English Reading	AR						
English Spelling	No Nonsense Spelling	words with -fer words with -able and 'ible	words with '-cious' or '-tious' endings Homophones ('ce'/'se')	words with 'ough' words ending -cial and -tial generating words from prefixes	homophones generating words from root words generating words from prefixes	words ending in – ant, -ance and -ancy generating words from root words Rare GPCs in Golden Words	words ending in – ent, -ence and -ency homophones statutory words (revision of Golden Words)
English Writing	Texts and genre of writing	Street Child - Berlie Doherty  Narrative: Recounts-A Victorian Day  Character descriptions – Jim Jarvis	Friend or Foe – Michael Morpurgo  Newspaper report:  Narrative:  Letters home	Narrative: Darwin's Dragons  Pupils will: Develop reading stamina. Develop techniques for answering a range of comprehension questions.	Narrative: Floodland Overall aims of this teaching sequence: To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through	Narrative-What makes life worth living?  Stream of consciousness  Character wheel- feelings of character	Narrative: Reflective diary entry  Conversational writing  Audio tour of the heart  Poetry: Character poem

		<p>Writing in character-Jim and Mr Spink</p> <p>Diary Entries</p> <p>Writing in character</p> <p>Non-fiction: facts about workhouses- History Rich and poor Victorians</p> <p>History Street Jobs History</p>	<p>Poetry: Remembrance</p> <p>Non-fiction:</p> <p>Drama: Christmas play</p> <p>Conscience Alley</p>	<p>Work out the meaning of words from context. Draw inferences and justify these with evidence. Explain and discuss understanding of what they have read, using quotations and evidence from the text. Make comparisons within and across texts. Annotate text extracts to support analysis.</p>	<p>discussion To develop creative responses to the text through drama, storytelling and artwork</p> <p>To write in role in order to explore and develop empathy for characters</p> <p>To write with confidence for real purposes and audiences</p>	<p>Writing in character</p> <p>Persuasive letter</p> <p>Non fiction: Medical practices in prehistoric times-History</p> <p>Promoting healthy lifestyle in Greek times History</p> <p>Black Death poster- History</p>	<p>Non-fiction: Audio tour of the heart poster- Science</p> <p>Young Enterprise advertising and promotion</p> <p>Drama: Year 6 play-Music</p>
Science		<b>Biodiversity</b>	<b>Electricity</b>	<b>Inheritance and Evolution</b>	<b>Light</b>	<b>Circulatory System</b>	<b>Keeping Healthy and Changes during Puberty</b>
Geography				<p><b>Rainforests</b></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time</p>	<p><b>Our changing world</b></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>		<p><b>Trades and economics</b></p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and</p>

				<p>zones (including day and night)</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>		<p>digital/computer mapping to locate countries and describe features</p>
History		<p><b>Victorians</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p>	<p><b>World War 2</b></p> <p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p>			<p><b>Medicines through the ages</b></p> <p>Medicines through the ages a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Develop a chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time Develop</p>	

		Develop appropriate use of historical terms  Ask and answer questions about change, cause, similarity, difference and significance	Develop appropriate use of historical terms  Ask and answer questions about change, cause, similarity, difference and significance			appropriate use of historical terms Ask and answer questions about change, cause, similarity, difference and significance	
Art		Banquet		Native American Art/ Tribal		Theatre Design	
DT	Kapow		Electrical Systems- Steady Hand Game		Digital World – Navigating the World		Food – Come Dine with Me
Computing	NCCE	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement
French	Kapow	In My French House	Visiting a town in France	Planning a French holiday	French sport and the Olympics	French football champions	
PSHE/RSE	Journey in Love						
RE	Come and See	Domestic Church: Loving Baptism/Confirmation: Vocations and Commitment Advent/Christmas: Expectations Other Faith Week – Judaism		Local Church: Sources Reconciliation: Unity Lent/Easter: Death and New Life Other Faith Weeks – Islam		Pentecost: Witnesses Reconciliation: Healing Universal Church: Common good	
PE	The PE Hub	Gymnastics Hockey SWB	Dance Danish Longball	Gymnastics Tag Rugby	Dance OAA	Handball Swimming	Athletics Swimming
Music	Charanga	Happy  Children learn a song with the melody G A B C D E	Classroom Jazz 2  Jazz Improvisation and composition	A New Year Carol  Benjamin Britten's music and cover versions	You've Got a Friend  The music of Carole King	Music and Me  Create your own music inspired by your identity and women in the music industry	Reflect, Rewind Replay  The history of music, look back and consolidate your



		Play and Copy back Copy back using instruments. Use 1 note: A	Children are going to listen to a song with C and blues in C	Children listen to a song with the melody Eb, F G Ab Bb C D	Children are going to listen to a melody using the notes D E F G A B C		learning, learn some of the language of music
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