

Curriculum Overview including 2 Year Rolling Programme from Yr1/2

Reception Long Term Plan

<u>Area</u>	Advent Term One Ourselves	Advent Term Two Celebrations	<u>Lent Term One</u> <u>People Who Help Us</u>	<u>Lent Term Two</u> <u>Spring</u>	Pentecost Term One Under the Sea	Pentecost Term Two Topic chosen by class
Personal, Social and Emotional Developm ent	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
Communic ation and Language	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</u> Developm	Practicing changing for PE	Practicing changing for PE	Practicing changing for PE	Practicing changing for PE	Changing for PE PE Hub: Speed and	Changing for PE PE Hub: Manipulation and
ent	PE Hub: Gymnastics	PE Hub: Dance	PE Hub: Dance	PE Hub: Speed and	Agility	Coordination and practicing for
	Funky fingers	Funky fingers	Funky fingers activities	Agility	Funky fingers	Sports Day
	activities related to	activities related to	related to People Who	Funky fingers	activities related to	Funky fingers activities related
	Ourselves	Celebrations	Help Us	activities related to	Under the Sea	to topic.
121	V. T. L.	И. Т. І.	V . T . I .	Spring	V . T . L .	V. T. I.
<u>Literacy</u>	Key Texts: We are Different	Key Texts: Sparks in the Sky	Key Texts: People Who Help Us	Key Texts: Spring	Key Texts: Commotion in the	Key Texts: Chosen to relate to topic
	The Family Book	The Lion Inside	Charlie the Firefighter	Jack and the	Ocean	Chosen to relate to topic
	My Five Senses	Incy Wincy Spider	Topsy and Tim Meet	Beanstalk	The Snail and the	Writing goal for half term:
	Funny Bones	(song)	the Police	The Hungry	Whale	Writing full sentence (s)
	Happy book	Kipper's Birthday	Doctors	Caterpillar	The Fish That Could	independently and using full
	Supertato	The Gruffalo's Child	The Jolly Postman	The Easter Journal	Wish	stops, capital letters and finger
		Shh! Santa's	Teachers		The Singing Mermaid	spaces. Beginning to introduce
	Writing goal for half	Coming!		Writing goal for	The Undersea	some narrative to writing.
	term: Learning how	Writing goal for	Writing goal for half	half term: Writing a	Cleaning Spree	
	to form letters	half term: To begin	term: Becoming	full sentence	Mriting goal for half	Guided reading:
	correctly by copy writing	to write simple CVC words	confident writing simple CVC words	mostly independently.	Writing goal for half term: Writing full	Group reading and comprehension
	wiitiiig	words	independently.	independently.	sentence (s)	Level 3 phonics comprehension
	Learning how to	Guided reading:	Beginning to write a	Guided reading:	independently and	game
	write our names	Big question	sentence	Helicopter stories	using full stops and	8
		Story recall cards		Level 3 phonics	finger spaces.	Handwriting:
	Guided reading:	Level 2 phonics	Guided reading:	comprehension		Related to needs of class
	Big question	game	Big question	game	Guided reading:	
	Story recall cards		Level 2/3 phonics	Reading	Recalling and	Phonics:
		Handwriting:	game	comprehension	anticipating short	Twinkl Phonics programme
	Handwriting:	Caterpillar Letters	Helicopter stories	Handunitina o Ona	stories	Level 4
	Caterpillar Letters	Ladder Letters	Handwriting: One	Handwriting: One armed robots & zig	Level 3 phonics comprehension	
	Phonics:	Phonics:	armed robots	zag monsters	game	
	Twinkl Phonics	Twinkl Phonics	aea 1000t3	205	Barrie	
	programme	programme	Phonics:	Phonics:	Handwriting: zig zag	
	Level 1 and Level 2	Level 2	Twinkl Phonics	Twinkl Phonics	monsters	
			programme	programme		

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

	Painting a healthy	Making party	Painting self-portraits	Decorating egg	Fish collage	Music: Learning songs related
	meal	decorations	for 'wanted posters'	cups	Plastic project	to topic
		Winter scene using	Making Jolly Postman	Making Easter		
	Music: Nursery	different	masks and acting out	cards	Music: CBeebies	
	Rhymes and songs	techniques	story		Music session	
	related to Ourselves	Christmas outdoor	People Who Help Us	Music: CBeebies	(Yolanda) and	
		learning art	split pin people	Music session	learning songs about	
			Valentine's Day cards	(Yolanda) and	Under the Sea	
		Music: Nursery		learning songs		
		Rhymes and songs	Music: Learning songs	about Spring		
		related to	related to People Who			
		Celebrations	Help Us and exploring			
			the sounds different			
			instruments make			
<u>RE</u>	Myself	Welcome	Celebrations	Gathering	Friendship	Good News
	Welcome	Birthdays	Gathering	Growing	Good News	Our World
Enrichmen	Perform sessions	Welcome Mass	Trip to postbox and	World Book Day	Perform sessions	Praise in the Park
t Activities		Taking part in	church	STEM week		St. Peter's Feast Day
		Parliament Week		Mother's Day mass		Sports Day
		Taking part in				Trip?
		Nursery Rhyme				
		Week				
		Trip?				
		Performing in				
		Christmas play				

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

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yea	ır B	Adver	it	L	ent	Pen	tecost
Subject	Scheme						
Maths	White Rose	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					Time 12	
Reading			Accelerated Rea	ading for Y2 children a	and some Y1 children.		
English	No	Homophones- blue, blew,	Strategies for	Ai spelt y, could,	A after w and qu,	L spelt el, using a	Revise spelling
Spelling	Nonsense	strategies for learning	learning words,	should, would,	mnemonics,	dictionary, adding	concepts, revise
and	Spelling	new words, phase 5	Homophones, to,	contractions, can't,	segmentation and	endings –ing, -ed,	homophones, o
Grammar	(YEAR 2	GPCs,spellng polysyllabc	two, too, hear,	didn't, hasn't, it's,	syllable clapping,	-er, -est to words	sound, I spelt il at
	ONLY)	words and common	here, one, won,	couldn't, I'll,	homophones	ending in y,	the end of words,
		exception words, I in find,	sun, son, ge and	they're, sound spelt	new/knew,	suffixes, -ment, -	common exception
	Grammar	mind, kind.	dge spellings, s	le, at the end of	there/their/they're,	ness, or after w,	words.
	(Twinkl		spelt as c before I	words, adding	adding –es to nouns	the possessive	
	Planit)	Nouns, vowels and	and y, kn and gn	endings –ing, -	and verbs ending in	apostrophe	Recapping
		consonants, demarcating	spellings.	ed, -er, -est to	y, possessive	(singular nouns)l	pronouns, forming
		sentences, forming nouns		words ending in e,I	apostrophe,	spelt al at the end	nouns using –er,
		using –ness, punctuating	Adjectives,	spelt ey, near	alphabetical order,	of words, common	progressive tense,
		sentences.	compound words,	homophones,	adding suffixes –ful,	exception words.	apostrophes for
			adjectives with –er	quite/quiet, r spelt	-less, -ly.		contractions,
			and –est,	wr, commone	Contractions, can't,	Adverbs, word	uplevelling
			subordination,	exception words,	didn't, hasn't, it's,	classes,	sentences.
			statements and	most, both, only,	couldn't, I'll,	co-ordination,	
			explanations.		they're)	apostrophes for	

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

Geography	STCAT	The British Isles	The world	Local area	
		Where we live in the	Learning about our	Explore our local	
		world.	world and where	area and its	
			the UK fits in the	features. Make	
		- Name, locate and	world.	comparisons	
		identify characteristics of		between our local	
		the 4 countries and	- Name and locate	area and	
		capital cities of the UK	the worlds 5	Australia.	
		and surrounding Seas.	oceans and 7		
		- Devise a simple map	continents.	- To understand	
		and construct a simple	- Use world maps,	geographical	
		key	atlases and globes	similarities and	
		- Use basic geographical	to identify	differences	
		vocabulary. (topic	countries,	through studying	
		specific)	continents and	the human and	
		, ,	oceans.	physical	
			- Use simple	geography of the	
			compass directions	UK and a	
			and locational and	contrasting non-	
			directional	European country.	
			language to	-Use aerial photos	
			describe features	and plan	
			and routes on a	perspectives to	
			map.	recognise	
			- Use basic	landmarks and	
			geographical	basic human	
			vocabulary. (topic	/physical features.	
			specific)	- Use simple	
				fieldwork and	
				observational	
				skills to study the	
				geography of their	
				school and its	
				grounds and the	
				key human and	
				physical features	

History	CTCAT	Our hours	Our asks al	of its surrounding environment. - Use basic geographical vocabulary. (topic specific)	Creat Fire of
History	STCAT	Our town Local devised study unit LOCAL WALKS - 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)	Finding out about the history of our school and church. - 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.		Great Fire of London Finding out about the life of Samuel Pepys and the Great Fire of London. - 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.

Art	STCAT	Food a halanced dist	Can Buildings Speak? 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	Structures haby	Artist's Adventure 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	Machanisms	- Using common words and phrases relating to the passing of time. (topic specific) Flames- Great Fire of London 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		Domestic church	:Beginnings	Local Chu	ırch: Books	Pentecost: Holic	days and Holy days	
	Come	Baptism/confirmation:	Signs and Symbols	Eucharist: 1	Γhanksgiving	Reconciliation: Being sorry		
	and See	Advent/Christmas:	Preparations	Lent/Easter:	Opportunities	Neig	hbours	
		Other Faith Week: Ju	daism - Shabbat	Other Faith	Week: Islam	_	church: Rules	
PE	The PE	Gymnastics	Dance	Gymnastics	Dance	Send and return	Send and return	
	Hub	Attack, defend, shoot	Hit, catch, run	Attack, defend, shoot	Hit, Catch, Run	Run, jump, throw	Run, jump, throw	
Music	Charanga	Hey You!	Но Но Но	In the Groove	Zootime	Friendship song	Reflect, Rewind and Replay	
		Learning the instrumental	Listen and clap back,	Learning the	Children learn the	Children learn the		
		notes C and G	then listen and clap	instrumental notes C G	instrumental melody	instrumental melody	The history of music	
			your own answer	and A	with notes C and D	with notes C D E F G A	look back and	
		Listen and clap back, then	(rhythms of words).			В	consolidate your	
		listen and clap your own		Listen and clap back,	Listen and clap back,		learning, learn some	
		answer (rhythms of words).		then listen and clap	then listen and clap your	Listen and clap back,	the language of mus	
			Composing music with	your own answer	own answer (rhythms of	then listen and clap		
		Composing music with up to	up to five notes (C D E	(rhythms of words).	words).	your own answer	Revise existing music	
		five notes (C D E F + G)	F + G)			(rhythms of words).	notes learnt	
				Composing music with up to five notes (C D E F +G)	Composing using up to five notes C D E F G	Composing using up to five notes CDEGA	Revise existing Improvisation and composing	

St Peter's Catholic Primary School 2 Year Rolling Programme Year 1 and 2 2023/24- Year A

Va	A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
TE	ear A	Advent		L	Lent		ecost	
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		Addition and Subtract Place Value (within 50 Length and Height Y1 Mass and Volume Y1 Money Y2 Multiplication and div Length and Height Y2	Mass and Volume Y1 Money Y2 Multiplication and division Y2		ion Y1 Y1	
Phonics	Twinkl/Little Wandle							
English Reading	Accelerated Reading for Y2 children and some Y1 children.							

English	No	Homophones- blue,	Strategies for	Ai spelt y, could,	A after w and qu,	L spelt el, using a	Revise spelling
Spelling	Nonsense	blew, strategies for	learning words,	should, would,	mnemonics,	dictionary, adding	concepts, revise
and	Spelling	learning new	Homophones, to,	contractions, can't,	segmentation and	endings –ing, -ed, -	homophones, o
Grammar	(YEAR 2	words, phase 5	two, too, hear, here,	didn't, hasn't, it's,	syllable clapping,	er, -est to words	sound, I spelt il at
	ONLY)	GPCs,spellng	one, won, sun, son,	couldn't, I'll,	homophones	ending in y, suffixes,	the end of words,
		polysyllabc words	ge and dge spellings,	they're, sound	new/knew,	-ment, -ness, or	common exception
	Grammar	and common	s spelt as c before I	spelt le, at the end	there/their/they're,	after w, the	words.
	(Twinkl	exception words, I	and y, kn and gn	of words, adding	adding –es to nouns	possessive	
	Planit)	in find, mind, kind.	spellings.	endings –ing, -	and verbs ending in	apostrophe	Recapping
				ed, -er, -est to	y, possessive	(singular nouns)l	pronouns, forming
		Nouns, vowels and	Adjectives,	words ending in e,I	apostrophe,	spelt al at the end	nouns using –er,
		consonants,	compound words,	spelt ey, near	alphabetical order,	of words, common	progressive tense,
		demarcating	adjectives with –er	homophones,	adding suffixes –ful,	exception words.	apostrophes for
		sentences, forming	and –est,	quite/quiet, r spelt	-less, -ly.		contractions,
		nouns using –ness,	subordination,	wr, commone	Contractions, can't,	Adverbs, word	uplevelling
		punctuating	statements and	exception words,	didn't, hasn't, it's,	classes,	sentences.
		sentences.	explanations.	most, both, only,	couldn't, I'll, they're)	co-ordination,	
				adding –ing, -ed, -		apostrophes for	
				er, -est, -y.	Verbs, singular and	possession, past	
					plural, adverbs with	and present tense.	
				Noun phrases,	–ly, comma in lists,		
				homophones,	changing adjectives		
				forming adjectives	into adverbs.		
				using-ful and –less,			
				questions and			
				commands,			
				sentence writing			

English	Texts and	We're going on a	Our Queen Elizabeth	Lila and the secret	Stone Girl, Bone	Flotsam- David	Rosie Revere,
Writing	genres of	Lion Hunt. David	 Kate Williams and 	of rain- David	Girl Laurence Ann-	Wiesner (fiction)	Engineer- Andrea
	writing	Axtell (fiction)	Helen Shoesmith	Conway and Jude	Holt (Non-fiction)	Writing a diary	Beaty (fiction)
		Retelling and	(non-fiction)	Daly (fiction)	Retelling the life of	entry from the boy	Children design and
		performing a story	Writing facts about	Emotive/feelings	Mary Anning (fact-	in the story.	describe their own
		with repeating	Queen Elizabeth.	throughout the	file)		flying machine.
		pattern.		story (getting into		The Lighthouse	
			George and the	the role of a	I am the Seed that	Keeper's Lunch-	Kites- Simon Mole
			Dragon – Chris	character)	grew the tree-	Ronald and David	(poetry)
		Watch me grow-	Wormell (fiction)		Fiona Waters	Armitage (non-	Children writing
		Frog DK (non-	Recount of the story.	A Selection of	(poetry)	fiction)	poems about their
		fiction)		Non- Fiction books	Writing poems	Writing instructions	own fictional kite.
		Labelling life cycles	The Dragon Kite-	about polar	about plants.	on how to protect	
		of frogs.	Brenda Williams	animals. (non-		the sandwiches	The Wright
			(online version)	fiction)	The Great Explorer-	from the seagulls.	Brothers- Fact book
		African Poetry	(poetry)	Writing a non-	Chris Judge (fiction)		(non-fiction)
		To recite and learn	Writing descriptive	fiction book about	Writing an adapted	Seaside Poetry	Children writing
		and selection of	poems about	a polar animal.	story about an	Writing poems	biographies about
		poems to perform.	dragons.		explorer.	around the theme	the Wright
				Jump the World		of the Seaside.	Brothers.
				Sarah Pooley			
				(Poetry)			
				Writing haikus			
				about Japan.			
				, i			
Science		Animals – life	Everyday Materials –	Plants and Growth	Seasonal changes	Living things and	Humans – senses
		cycles/ habitats and	changing state			their habitats	and health
		food chains					Seasonal changes

Geography	STCAT	Weather	Climates	Seaside	
		Learning about the	Looking in more	Our neighbourhood	
		weather around the	detail at hot and	compared with a	
		world.	cold climates.	contrasting area in	
		- Identify seasonal		the UK for example	
		and daily weather	- Identify the	a seaside resort or a	
		patterns in the UK.	location of hot and	tiny village.	
		- Use world maps,	cold areas of the	(Brighton)	
		atlases and globes	world in relation to		
		to identify the UK	the Equator and	- Use simple	
		and its countries.	North/South Poles	fieldwork and	
		- Use basic	- Use basic	observational skills	
		geographical	geographical	to study the	
		vocabulary. (topic	vocabulary. (topic	geography of their	
		specific)	specific)	school and its	
				grounds and the key	
				human and physical	
				features of its	
				surrounding	
				environment.	
				- Use basic	
				geographical	
				vocabulary. (topic	
				specific)	

History	STCAT	Castles	Great Explorers	200 years of
		Royal celebrations	Shackleton,	Transport
		within living	Armstrong and	Linked to the
		memory. Windsor	Matthew Henson,	invention of the
		(Royal family)	Mary Anning	locomotive and the
		WINDSOR CASTLE		aeroplane The
		TRIP	- The lives of	Wright Brothers
			significant	and Amelia Earhart
		- Use a wide	individuals in the	RAF MUSEUM TRIP
		vocabulary or every	past who have	
		day historical terms.	contributed to	- Events beyond
		- Using common	national and	living memory that
		words and phrases	international	are significant
		relating to the	achievements.	nationally or
		passing of time.	- Ask and answer	globally.
		(topic specific)	questions, choosing	- The lives of
		- Ask and answer	and using parts of	significant
		questions, choosing	stories and other	individuals in the
		and using parts of	sources to show	past who have
		stories and other	that they know and	contributed to
		sources to show that	understand key	national and
		they know and	features of events.	international
		understand key	- Using common	achievements.
		features of events.	words and phrases	Some should be
			relating to the	used to compare
			passing of time.	aspects of life in
			(topic specific)	different periods.
				- Using common
				words and phrases
				relating to the
				passing of time.
				(topic specific)

Art	STCAT	African Art 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 6. To look at the wild animal patterns that can be seen in different		Exploring oriental Art (Japan and China) 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		Seaside Beach Huts and Seaside Horizons 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	animal skins.	Structures – constructing a		Textiles -puppets		Mechanisms – a moving storybook
Computing	NCCE	Computing systems and networks	windmill 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	Domestic Ch	nurch –Family	Local Church -	- Special People	Pentecost - Holic	lays and Holy days
	See	Baptism/Confirmation - Belonging		Euchari	st Meals	Reconciliation - Being sorry	
		Advent/Chris	tmas - Waiting	Lent/Easte	er - Change	Universal Chur	ch - Neighbours
		Other Faith week -	- Judaism - Abraham	Other Faith \	Neek – Islam -		
				Muha	ammad		
PE	The PE Hub	Gymnastics	Dance	Gymnastics	Dance	Send and return	Send and return
		Attack, defend,	Hit, catch, run	Attack, defend,	Hit, Catch, Run	Run, jump, throw	Run, jump, throw
		shoot		shoot			
Music	Charanga	Hands, Feet, Heart	Rhythm in the Way we Walk and Banana Rap	I Wanna Play in a Band	Round and Round	Your Imagination	Reflect, Rewind and Replay
		Studying South African			Pulse, rhythm and pitch	Using your imagination.	
		Music			in different styles of		Revise existing musical
					music.	Learning melody with	notes learnt
		Children learning the				notes EGA	
		melody with notes E F G			Learning musical melody		Revise existing
		A B C			DFGAC	6	Improvisation and
						Composing using up to five notes C D E F + G	composing
					Take it in turns to	interiores e b E i i i d	
					improvise using D or D and E		
					and L		

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yea	r B	Ad	vent	Lei	nt	Pentecost	
Subject	Scheme					T	
Maths	White	Place Value		- I	n and Division	Length and Perimeter	
	Rose		nd Subtraction	Fractions a	nd Decimals	Time	
			iplication			Shape	
		and	Division			Volume and Capacity	(Y3) Co-ordinates (Y4)
						Statistics	
English	AR						
Reading			T	1	1	T	
English	No						
Spelling	Nonsense						
and	Spelling						
Grammar							
English	Texts and	Romulus and	Phillip Pullman:	How the Dragon	The Wind in the	The Chocolate Tree	Writing across topic
Writing	genre	Remus	The Firework	Came to be – folk	Willows	– Mayan folk tale	- persuasive writing:
		-story writing	Makers Daughter	tale	-Kenning poems	-retelling/in the	travel advert for
		lawww Malashlaw		-recount	about rivers	perspective of Night	India or local area
		Jenny Mclachlan:	or	-how to create a	-Wild wood setting	Jaguar	page 200 Talk for
		The Land of Roar	Tod Husbas, The	dragon/how to catch	description	-chocolate	Writing Across the Curriculum 'Hawk
		M/riting perose tonic	Ted Hughes: The Iron Man	a dragon instructional	-The great cart	recipe/instructional	
		Writing across topic	-character	text	crash newspaper	writing	Ridge Farm'.)
		Roman gods and		Talkian's Smalls	report	Dorformanco nootru	Writing perses
		goddesses	description – own metal monster	Tolkien's Smaug –	-Playscript	Performance poetry	Writing across science/topic
		biographies	-discussion writing	description -my dragon		Writing across topic	Persuasive letter
		I am a Roman	– for or against the	descriptive writing	Writing across	- diary writing - day	writing – India's
		Soldier: Josiah	capture of Iron	-my dragon	topic/science	in the life of a	pollution problems
		Wedgewood	Man page 225 Talk	information text	Explanation text : A	Mayan (choose	affecting living
		Poetry writing	for Writing Across	(page 149 Talk for	River's Journey or	heirarchy)	things and their
		r oetry writing	the Curriculum	Writing Across the	Water Cycle	nen archy)	habitats
			'Should Daleks be	Curriculum ' The	vvater cycle	Information text:	Habitats
			allowed to live on	Thunder Dragon'.)		history of chocolate	Jasbinder Bilan
			Earth?'.	manaci Bragon .		motory or endediate	:Asha and the Spirit
				Cressida Cowell: How		Information text:	Bird
				to Train Your Dragon		Mayan Gods	54

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

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

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

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

French	Kapow	To begin to understand that adjectives change if they describe a feminine noun To understand a simple description of hair and eye colour To create simple descriptive sentences To understand simple descriptive sentences	To recognise and use vocabulary relating to clothing To add colour adjectives, adapting the suffix in accordance with gender To understand adjectival position and agreement for gender and number To express an opinion (like/dislike) To describe an outfit using adjectives correctly		
		To write descriptive sentences			

St Peter's Catholic Primary School 2 Year Rolling Programme Year 3 and 4 2023/24- Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A						
	Ad	vent	Le	ent	Pento	ecost

Maths	White Rose	Addition an Multip	Value d Subtraction plication plivision	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	How to Wash A Woolly Mammoth (instructions) Stone Age Boy - Satoshi Kitamura (fiction/non-fiction elements) -Story writing - sequencing -Discussion and debate - for and against living in the Stone Age Writing across history/topic A range of Non- fiction Information texts about the Stone Age to Iron Age (non-fiction) (Skara Brae focus) 'Ning Nang Nong' -Stone Age take on the poem. (poetry) -To write a poem based on the Stone Age Trip to Chiltern Open Air Museum - Pre-historic workshop	Treasure Island- Robert Louis Stevenson (fiction) -Suspense writing -setting descriptions, -Message in a bottle Surrounded by noise — Ian Souter The Sound Collector — Roger McGough (poetry) -Performance Poetry and writing own sound poems	L Tales of Gods & Pharaohs: - Marcia Williams (narratives – Egyptian myths) -Reading and writing Egyptian Myths – Catchy beginning, middle and end -Character descriptions (job application for a pharaoh) A range of Nonfiction Information texts about the Ancient Egyptians (non-fiction) Shape poems & Calligrams (shape poetry) -Writing a shape poem about an Egyptian artefact -Calligram writing Writing across history/topic Howard Carter's diary discovering Tutankhamun's tomb (Diaries) – Diary writing	Flat Stanley - Jeff Brown (fiction) -Interviews -Informal letter writing. Writing across science – animals including humans Unicorns Uncovered - Jo Pearce (Talk for Writing Workbook) (fantasy) -Designing and describing own mythical creature -Information leaflet about a unicorn The Morning I met a Whale – Michael Morpurgo (fiction) -Persuasive writing – how can we protect our whales? (poetry) -Environmental poetry linked to book	The Queen's Token Pamela Oldfield & James de la Rue (adventure story) -diary writing -description Trip to Hampton Court Palace Writing across history/topic A range of Non- fiction Information texts about the Ancient Egyptians (non-fiction) - Explanation writing build and explain the parts of a Tudor house Henry Eighth - Usbourne (non-fiction - biography) -Writing a biography or Henry Eighth Cross-Curricular Books - What's So Special About Shakespeare? - Michael Rosen & Sarah Naylor	The Magic Finger - Roald Dahl (fiction) -Comic books -Imaginative writing "if I was an animal for a day" Natural disaster poems (poetry) -Write poems about natural disasters Writing across geography/topic Natural disaster newspaper reports Battered By hurricane winds - page 18 Schofield & Sims ks2 comprehension book (non-chronogical report) -Reading and writing newspaper reports about natural disasters
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Science	Rocks, soils and	Forces and Magnets	Animals including	Animals including	Light	Plants
	fossils		humans – what do	humans - The		
			we need to	skeleton		
			survive?			

Geography	Major continents of	Hills and Mountains	DISASTERS -
	the world –PIRATES		
		name and locate	describe and
	locate the world's	counties and cities	understand key
	countries, using maps	of the United	aspects of physical
	to focus on Europe	Kingdom,	geography,
	(including the	geographical regions	including: climate
	location of Russia)	and their identifying	zones, biomes and
	and North and South	human and physical	vegetation belts, rivers, mountains,
	America,	characteristics, key	volcanoes and
	concentrating on	topographical	earthquakes, and
	their environmental	features (including	the water cycle
	regions, key physical	hills, mountains,	
	and human	coasts and rivers),	use maps, atlases,
	characteristics,	and land-use	globes and
	countries, and major	patterns; and	digital/computer
	cities	understand how	mapping to locate
		some of these	countries and
	identify the position	aspects have	describe features
	and significance of	changed over time	stud
	latitude, longitude,		
	Equator, Northern	use maps, atlases,	
	Hemisphere,	globes and	
	Southern	digital/computer	
	Hemisphere, the	mapping to locate	
	Tropics of Cancer and	countries and	
	Capricorn, Arctic and	describe features	
	Antarctic Circle, the	stud	
	Prime/Greenwich		
	Meridian and time		
	zones (including day		
	and night)		
	<i>5 ,</i>		
	use maps, atlases,		
	globes and		
	digital/computer		
	mapping to locate		

	countries and describe features		

History	Changes in Britain	Egyptians	Tudors
	from the Stone Age		
	to Iron Age	the achievements	a local history study
		of the earliest	
	changes in Britain	civilizations – an	Develop a
	from the Stone Age	overview of where	chronologically
	to the Iron Age	and when the first	secure knowledge
		civilizations	and understanding
	Develop a	appeared and a	of British, local and
	chronologically	depth study of one	world history
	secure knowledge	of the following:	,
	and understanding	Ancient Sumer;	Develop appropriate
	of British, local and	The Indus Valley;	use of historical
	world history	Ancient Egypt; The	terms
		Shang Dynasty of	
	Develop	Ancient China	Ask and answer
	appropriate use of		questions about
	historical terms	Develop a	change, cause,
		chronologically	similarity, difference
	Ask and answer	secure knowledge	and significance
	questions about	and understanding	3.14.0.6
	change, cause,	of British, local and	
	similarity,	world history	
	difference and		
	significance	Develop	
		appropriate use of	
	Understand how	historical terms	
	our knowledge of		
	the past is derived	Ask and answer	
	from a range of	questions about	
	sources	change, cause,	
		similarity,	
		difference and	
		significance	
		Understand how	
		our knowledge of	

			+ + :	l .		
			the past is derived			
			from a range of			
			sources			
		Matisse		West African Art	Still Life	
Kapow	Food: eating		Mechanical	<u>Design</u>	Textiles: cushions	Building Volcanoes
·	seasonally		Systems:	Kente Cloth		
	,		·			
			,			
NCCF	Computing systems	Creating Media- stop	Creating media-	Data and	Programming A-	Programming B-
11002	, - ,	•	_			events and actions
			a control baranesim.8			in programs
				8	8	
KAPOW	•	French adjectives of	French playground	In the French	French transport	A circle of life in
		•		classroom	'	French
		•	•			
Journey		·				How we live in hope
in Love						(Y 3)
						God loves us in our
						differences (Y 4)
Come	Domestic Ch	nurch: Homes	Local Chur	ch: Journeys	Pentecost: Energy	
and See	Baptism/Confirm	mation: Promises	Reconciliation: Lis	stening and Sharing	Reconciliation: Choice	es
	Advent/Chris	stmas: Visitors			Universal Church;:Spe	cial Places
	Other Faith Week – Judaism – The		Other Faith Weeks – Islam – The Mosque		, ·	
	Syna	gogue				
The PE	Gymnastics	Dance	Gymnastics Hockey	Dance	Badminton	Athletics
Hub	Basketball	Football		Tag Rugby	OAA	Cricket
	NCCE KAPOW Journey in Love Come and See	NCCE Computing systems and networks-connecting computers KAPOW French greetings with puppets Journey in Love Come Domestic Chand See Baptism/Confirm Advent/Christ Other Faith Wee Syna. The PE Gymnastics	Kapow Food: eating seasonally NCCE Computing systems and networks-connecting computers KAPOW French greetings with puppets French adjectives of colour, size and shape Journey in Love Domestic Church: Homes Baptism/Confirmation: Promises Advent/Christmas: Visitors Other Faith Week – Judaism – The Synagogue The PE Gymnastics Dance	Kapow Food: eating seasonally	Kapow Food: eating seasonally	Kapow Food: eating seasonally Systems: Pneumatic toys Kente Cloth NCCE Computing systems and networks- connecting computers KAPOW French greetings with puppets Shape In Love Domestic Church: Homes and See Baptism/Confirmation: Promises Advent/Christmas: Visitors Other Faith Week – Judaism – The Synagogue The PE Gymnastics Dance Gesting Media- stop frame animation Creating media- desktop publishing information- branching databases great Creating media- desktop publishing information- branching databases great French playground games- numbers and age French transport Clurch: Journeys Reconciliation: Listening and Sharing Lent/Easter: Giving all Other Faith Weeks – Islam – The Mosque Synagogue French playground games- numbers and age French playground games- numbers and

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

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

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

Theseus and the	about space and	Narrative: Story		Narrative:
Minotaur –	Neil Armstrong	retelling – Hero Twins	Narrative:	Techniques to
Greek myth		(graphic novel) and T -		develop
		he Chocolate Tree	Drama – explore	narrative
Zeus- Non-	Cosmic – Frank	(from another point of	events, thoughts	writing – Based
Chronological	Cotrell-Boyce	view).	and feelings	on The Promise
report	Narrative:		experienced by	
	Techniques to	Recount – A	a character	Setting
Journey – Aaron	develop	memorable journey		description
Becker (Picture	narrative writing		Playscript –	Poetry:
book)	Based on	Descriptive writing – A	Shackleton's	Based on
	Cosmic	good luck charm	arrival at Saint	descriptive
Chitty, Chitty			Georgia	words and
Bang Bang – lan	Setting	Diary Entry – From		phrases about a
Flemming	description	point of view of crew		setting
Perseus and		member	Non-fiction:	
Madusa – Greek	Science Fiction		Persuasive	Diary Entry – As
myth	story	Informal letter – from a	writing – To	main character
Theseus and the		crew member	Shackleton	reflecting on life
Minotaur –		Non-fiction: persuasive	should he leave	
Greek myth		writing – travel	or stay?	Letter giving
	Non-fiction:	brochure		advice —
Zeus- Non-	Newspaper		Newspaper	dilemma faced
Chronological	report: moon	Diary entry – day in the	report –	by a character
report	landing	life of a Mayan	Shackleton's	- thank you
		nobleman/slave/farmer	rescue	letter from the
Journey – Aaron	Newsround quick	etc		character to the
Becker (Picture	write			old lady
book)		Postcards quick write		
	Persuasive			Postcard – From
Chitty, Chitty	Writing –	Biography – Research		the city
Bang Bang – lan	advertisement	and present		
Flemming	/leaflet - Theme	information about a		Non-Fiction:
	Park	crew member		

	Non-fiction: 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			Eyewitness account – Of the robbery	
Science	Forces	Earth and Space	Materials and their Properties	Changing Materials	Lifecycles	Human life cycles Puberty
Geography	Amazing Americas		Energy and the		Local study of	
	locate the world's		Environment		Marlow	
	countries, using				name and locate	
	maps to focus on		understand geographical		counties and	
	Europe (including		similarities and		cities of the	
	the location of		differences through the		United Kingdom,	
	Russia) and North		study of human and		geographical	
	and South		physical geography of a		regions and their	
	America,		region of the United		identifying human	
	concentrating on		Kingdom, a region in a		and physical	
	their		European country, and a		characteristics,	
	environmental		region within North or		key topographical	
	regions, key		South America		features	
	physical and				(including hills,	
	human		describe and understand		mountains, coasts	
	characteristics,		key aspects of physical		and rivers), and	
	countries, and		geography, including:		land-use patterns;	
	major cities		climate zones, biomes		and understand	
			and vegetation belts,		how some of	
	understand		rivers, mountains,		these aspects	
	geographical		volcanoes and		have changed	
	similarities and		earthquakes, and the		over time	
			water cycle			

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			
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			
use maps, atlases,			
globes and			
digital/computer			
mapping to locate			
countries and			
describe features			

History	Greeks	World War 1	Crime and
			Punishment
	Ancient Greece – a	a study of an	
	study of Greek life	aspect or theme	a study of an
	and achievements	in British history	aspect or theme
	and their influence	that extends	in British history
	on the western	pupils'	that extends
	world	chronological	pupils'
		knowledge	chronological
	Develop a	beyond 1066	knowledge
	chronologically		beyond 1066
	secure knowledge	Develop a	
	and understanding	chronologically	Develop a
	of British, local and	secure knowledge	chronologically
	world history	and	secure knowledge
		understanding of	and
	Develop	British, local and	understanding of
	appropriate use of	world history	British, local and
	historical terms		world history
		Develop	
	Ask and answer	appropriate use	Note connections,
	questions about	of historical terms	contrasts and
	change, cause,		trends over time
	similarity,	Ask and answer	
	difference and	questions about	Develop
	significance	change, cause,	appropriate use
		similarity,	of historical terms
	Construct	difference and	
	response by	significance	Ask and answer
	choosing and		questions about
	organizing relevant		change, cause,
	historical		similarity,
	information		difference and
			significance
	Understand how		
	our knowledge of		
	the past is derived		

	T	1					
			from a range of				
			sources				
Art		Portraits		Print Making		Aboriginal Art	
DT	Kapow		Digital World –		Food – What		Textiles – Stuffed
			CAD – Monitoring		Could be		Toys
			Devices		healthier?		·
Computing	NCCE	Computing	Creating Media-	Programming A-Selection	Date information-	Creating Media-	Programming B-
		systems and	Video Production	in Physical computing	Flat file databases	Introduction to	Selection in
		networks- Systems				Vector Graphics	quizzes
		and researching					
French	KAPOW	Meet my French	Space exploration	Verbs in a French week	French speaking	Shopping in	French monster
		family	in French		world	France	pets
PSHE/RSE	Journey						
	in Love						
RE	Come	Domestic Chu		Local Church: Mission		Pentecost: Transformation	
	and See	•	ation: Life choices	Reconciliation: Mem		Reconciliation: Free	dom and
		1	stmas: Hope	Lent/Easter: Sa		responsibility	
		Other Faith Week	– Judaism – Pesach	Other Faith Weeks – Islam – Ramadan		Universal Church: Stewardship	
PE	The PE	Gymnastics	Dance	Gymnastics	Dance	Badminton	Athletics
	Hub	Basketball	Hockey - SWB	Tag Rugby	Tennis	OAA	Cricket
Music	Charanga	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
					bei-All		керіау
		Rock Anthems	Jazz and improvisation	Pop Ballards	Old School Hip Hop	Motown	The history of music,
					ош эспоот птр пор		look back and
		Children are going to	Children listen to Bosa	Children are going to listen to a	Children lister to -	Children listen to the	consolidate your
		listen to a melody with the notes D E F sharp	Nova B A G and swing D E G A B	melody using the notes B C D E F G	Children listen to a melody with the	melody using the notes FGAD	learning, learn some
		G A B C	DLGAB	F G	notes C D E F G A	Hotes FGAD	of the language of
							music

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

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yea	ır B	Ad	vent	Lent		Pentecost	
Maths	White Rose	Addition an Multip and D Frac	e Value d Subtraction plication Division ctions ring Units	Ratio Shape Algebra Position and did Decimals Fractions, Decimals and Percentages Area, volume and perimeter Statistics		•	
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	Friend or Foe – Michael Morpurgo Newspaper report: Narrative:	Narrative: Darwin's Dragons Pupils will: Develop reading stamina. Develop	Narrative: Floodland Overall aims of this teaching sequence: To engage children with a story with which they will	Narrative-What makes life worth living? Stream of consciousness	Narrative: Reflective diary entry Conversational writing
		Character descriptions – Jim Jarvis	Letters home	techniques for answering a range of comprehension questions.	empathise To explore themes and issues, and develop and sustain ideas through	Character wheel- feelings of character	Audio tour of the heart Poetry: Character poem

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

			zones (including day and night) describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate	use maps, atlases, globes and digital/computer mapping to locate countries and describe features		digital/computer mapping to locate countries and describe features
History	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	a local history study 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			Medicines through the ages 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	

		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	Baptism/Confirma Comm Advent/Christm	nurch: Loving tion: Vocations and hitment has: Expectations Veek – Judaism	Reconcilia Lent/Easter: De	rch: Sources ation: Unity ath and New Life Weeks – Islam		Witnesses ion: Healing n: Common good
PE	The PE Hub	Gymnastics Hockey SWB	Dance Danish Longball	Gymnastics Tag Rugby	Dance OAA	Handball Swimming	Athletics Swimming
Music	Charanga	Нарру	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind Replay
		Children learn a song with the melody G A B C D E	Jazz Improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King	Create your own music inspired by your identity and women in the music industry	The history of music, look back and consolidate your

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