Beacon Primary School, Horwich

Curriculum Overview 2026/2027

Intent and Implementation

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Beacon Primary School Proud to be curriculum overview

Early Years

The Early Years curriculum is built upon the observational points embedded within Development Matters / Early Learning Goals focussing upon meaningful learning experiences which meet the needs of learners in our community. Before the age of five, we ensure that children in Early Years have explored their immediate local environment and heritage, they have been involved with hands-on learning, explored high-quality texts, rich language experiences which promote and prioritise the development of speech and language and early reading.

Little Explorers

Little Explorers *Suggested Learning Focus*	**Early Years: Little Explorers**					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Proud to be Me!	**People Who Help Us**	**Colour**	**Animals**	**Plants**	**Our World**
Communication and Language	Wellcomm Hanen	Wellcomm Hanen	Wellcomm Hanen	Wellcomm Hanen	Wellcomm Hanen	Wellcomm Hanen
Expressive Art and Design	Making Collage Faces	Mixing Paint (fire Colours) Singing Christmas Songs	Painting Rainbows	Animal Patterns: stripes and spots	Making Flowers	Sand: Making Marks and Sandcastles
Understanding the World	Cold Hands / Warm Hands	My Family	Colour Hunt (Little Rivington)	Baby Animals: from the farm	Planting seeds (cress)	Water: Freezing and Melting
Literacy	Body Part Nursery Rhymes	My name (initial letter)	Colourful signs in the environment	Animal Nursery Rhymes	Jack and the Beanstalk	Home Corner Role Play
Mathematics	Counting Body Parts	How many people?	How many colours?	How Many Legs?	How many leaves?	People: Our friends
PSED	Naming our Body Parts	Emotions: Feeling happy and sad	Colours on me! Hair, eyes, and clothes	Caring for things (insects)	Caring for things (plants)	Caring for ourselves (safe in the sun)
Physical Development	Build a House (Little Rivington) Body Part Nursery Rhymes (Dancing)	Build a Fire engine (Little Rivington) Dress up in winter clothes	Playdough rainbows	Build a house for a bear (Little Rivington)	Build a Beanstalk (Little Rivington)	Summer Games: throwing, catching, running, jumping, hopping
Suggested Texts Books in a Series	**Traditional Tales** The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears Jack and the Beanstalk Little Red Riding Hood	**Tales from Acorn Wood by Julia Donaldson** Postman Bear Rabbits Nap Hide and Seek Pig Fox's Socks Cats Cookbook Squirrels Snowman	**Maisy by Lucy Cousins** Maisy goes to the Library Maisy goes to Hospital Maisy goes to Nursery Maisy goes to the Museum Maisy goes to the City Maisy goes on Holiday	**That's Not My by Fiona Watt** That's not my Monkey That's not my Lion That's not my Hedgehog That's not my Fox That's not my Bee That's not my Lamb	**Pip and Posy by Camilla Reid and Axel Scheffler** Pip and Posy… The Friendly Snail Pip and Posy… The New Friend Pip and Posy… The Little Puddle Pip and Posy… The Scary Monster	**Eric Carle** The Very hungry Caterpillar The Bad-Tempered Ladybird The Very Busy Spider Polar Bear, Polar Bear what do you hear? Brown Bear, Brown Bear, what do you see? From Head to Toe

					Pip and Posy… The Bedtime Frog Pip and Posy… The Super Scooter	
Trips and Visits	Library	Library	Library	Library	Library	Library

Early Years: Little Explorers			
The Early Years curriculum is built upon the observational points embedded within Development Matters / Early Learning Goals focussing upon meaningful learning experiences which meet the needs of learners in our community. Before the age of five, we ensure that children in Early Years have explored their immediate local environment and heritage, they have been involved with hands-on learning, explored high-quality texts, rich language experiences which promote and prioritise the development of speech and language and early reading.			
	Development Matters: 0-3 Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'baba', 'mamama'. Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. Understand single words in context – 'cup', 'milk', 'daddy'.	t	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, and walking. Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.
	Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w.		Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions.

Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently
Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally.	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.
Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Nursery Our Local Area	Early Years Curriculum Overview					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Proud to be Me!	**People Who Help Us**	**Colour**	**Animals**	**Plants**	**Traveling Explorers**
Week 1 **BEING EXPRESSIVE** Creating with materials Being imaginative and expressive	Self Portraits	Doctor Role Play	Coloured Ice	Small World Farm	Planting Seeds	Bear Hunt Maps
Week 2 **BEING EXPRESSIVE** Creating with materials Being imaginative and expressive	Building a house	Making Pizzas	Make a Rainbow Collaboration	Animal Songs with Instruments	Potion Making with petals and leaves	Outer Space Playdough
Week 3 **LOOKING AROUND** The Natural World People, Culture and Communities Past and Present	My Family	Recycling	Colours within each Season	Ocean Animals	Fruits and Vegetables	The Beach
Week 4 **LOOKING AROUND** The Natural World People, Culture and Communities Past and Present	Horwich	Police	Colours and Feelings	Jungle Animals	Little Rivington	Antarctica
Week 5 **TRADITIONAL TALES** Enjoying Stories	The Three Little Pigs	The Ugly Duckling	Little Red Riding Hood	Three Billy Goats Gruff	The Enormous Turnip	The Gingerbread Man
Week 6 **TRADITIONAL TALES** Enjoying Stories	Goldilocks and the Three Bears	The Wizard of Oz	Little Red Hen	Chicken Licken	Jack and the Beanstalk	Alice in Wonderland
Trips and Visits	Library	Fire Engine visits School Police officer Visit Library	Library	Zoo Lab Library	*Woodland Walk (Nursery)* *Library*	Library Local Area Walk
Key Texts	Goldilocks The Three Little Pigs My Mum by Anthony Brown Bear at Home, by Stella Blackstone Bear about Town, by Stella Blackstone	Doctor by Amanda Askew Chef by Amanda Askew Police by Amanda Askew Maisy's Recycling Truck The Wizard of Oz The Ugly Duckling	Elmer by David McKee The Little Red Hen Little Red Riding Hood How to Catch a Rainbow by Naomi Jones Wow said the Owl by Tim Hopgood	What the Ladybird Heard by Julia Donaldson Dear Zoo by Rod Campbell Tiddler by Julian Donalsdon Rumble in the Jungle Chicken Licken The Three Billy Goats Gruff	Jack and the Flum-Flum tree by Julia Donaldson The Enormous Turnip Supertato! By Sue Hendra Jack and the Beanstalk Planting a Rainbow by Lois Ehlert	What the Ladybird heard on Holiday by Julia Donaldson We're Going on a Bear Hunt by Michael Rosen Whatever Next by Jill Murphy Polar Near Polar Bear by Eric Carle The Gingerbread Man

	Five Minutes Peace by Jill Murphy		The Colour Monster by Anna Llena		Sam Plants a Sunflower by Axel Scheffler	Alice in Wonderland
Nursery	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Literacy Mark Making	Meaningful Mark-making provision based Observational Drawing Pre-writing pencil skills	Meaningful Mark-making provision based Observational Drawing Pre-writing pencil skills	Meaningful Mark-making provision based Observational Drawing Pre-writing pencil skills	Meaningful Mark-making provision based **Name Writing**	Meaningful Mark-making provision based **Name Writing** **Letter Formation**	Meaningful Mark-making provision based **Name Writing** **Letter Formation**
Literacy Phonics	Phase 1 - Aspect 1: **Environmental Sounds**	Phase 1 - Aspect 2: **Instrumental Sounds** **RWI** Blending and segmenting: Fred Says… - Body parts - Actions - Feelings - Colours	Phase 1 - Aspect 3: **Body Percussion** **RWI** Blending and segmenting: Fred Says… - Body parts (2) - Actions (2) - Toy box - Colours	Phase 1 - Aspect 4: **Rhythm and Rhyme** **RWI** Blending and segmenting: Fred Says… - Farm animals - Zoo animals - Pets Picture cards: masdtinpgockubfelhrjwzyx	Phase 1 - Aspect 5: **Alliteration** **RWI** Blending and segmenting: Fred Says… - Weather - Woods - Garden Picture cards to letter sounds: masdtinpgockubfelhrjwzyx	Phase 1 - Aspect 7: **Oral Blending** **RWI** Blending and segmenting: Initial blending - 1.1 words - 1.2 words - 1.3 words Letter sounds: masdtinpgockubfelhrjwzyx
Mathematics Master the Curriculum	Week 1: **Colours** Red, Blue, Yellow Week 2: **Colours** Green, Purple, Mix of colours Week 3: **Match** Buttons and Colours, Matching towers, Matching shoes Week 4: **Match** Match number shapes, Match shapes, Pattern handprints, Big and small Week 5: **Sort** Colour, Size, Shape Week 6: **Sort** What do you notice?	Week 1: **Number 1** Subitising, Counting, Numeral Week 2: **Number 2** Subitising Week 3: **Number 2** Counting, Numeral Week 4: **Pattern** Extend AB Colour Patterns, AB Movement Patterns Week 5: **Pattern** Fix my Pattern, Extend ABC patterns Week 6: **Consolidation** Winter activity week	Week 1: **Number 3** Dice patterns, Different patterns, Subitising to 3 Week 2: **Number 3:** Counting 3, Numeral 3, Composition of 3 Week 3: **Number 4** Counting, Numeral 4, Squares and Triangles Week 4: **Number 4:** Composition of 4 Week 5: **Number 5** Counting 5, Numeral 5, Recognising pentagons Week 6: **Number 5:** Composition of 5	Week 1: **Numbers to 5** Subitising, Counting, Numerals Week 2: **Number 6** Counting to 6, 1:1 correspondence, Ten frame Week 3: **Length** Tall and Short, Long and Short Week 4: **Mass** Balance scales, Heavier or lighter? Week 5: **Capacity** Full or Empty, Nearly Full or Empty Week 6: **Consolidation** Length, Mass, Capacity	Week 1: **Sequencing** Pictures from a nursery rhyme, stories and routines Week 2: **Position** On and under, In and out, In front and behind Week 3: **Compare Groups** More than, Fewer than Week 4: **2D Shapes** Circles, Triangles, Rectangles Week 5: **3D Shapes** Cubes and cuboids, Cylinders, Spheres Week 6: **Consolidation** Sequencing, Position, More and Fewer	Week 1: **Number** Composition of 3, 4, 5 Week 2: **What comes after?** Number lines, Ordering numbers in a line Week 3: **What comes before?** Number lines, Ordering numbers in a line Week 4: **Number to 5** Count accurately, Recognise numerals Week 5: **Consolidation** Patterns in shape, More / Fewer Week 6: **Consolidation** Before / after, Counting
PSHE	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	**What makes people special to me and others? Christianity and Judaism**	**What is Christmas to me and others?**	**How do I and other people celebrate? Sanatana Dharma**	**What is Easter to me and Others?** **Christianity concept: Salvation**	**What can I and other people learn from stories?**	**What makes places special to me and others? Christianity, Islam and Judaism**

		Christianity concept: Incarnation			**Christianity, Islam, Sanatana Dharma Sikhi**	
Physical Development **O**utdoor Learning	**Little Rivington:** A range of materials and equipment, from large and heavy tyres to small and intricate beads for threading. Obstacles to navigate safely and equipment to use safely and purposefully in den building and imaginative play. **Physical Area:** Space for running, cycling, climbing, and balancing. **Playground Games:** Marked area for games including hopscotch, beanbag games and traditional playground games. **Gross and fine motor opportunities:** A range or mark making experiences both indoor and outdoor, including ribbons and large chalks, brushes and rollers, pencils, scissors, glue and a range of craft materials					

Reception Our Local Area	Early Years Curriculum Overview					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Proud to be Me!	**People Who Help Us**	**Colour**	**Animals**	**Plants**	**Traveling Explorers**
Week 1 **BEING EXPRESSIVE** Creating with materials Being imaginative and expressive	Drawing and Painting: Self Portraits	Role Play: Doctor	Drawing and Painting: Rainbows	Role Play: Small World Farm	Pastel Pictures: The Enormous Turnip	Printing Patterns: Amazonian Butterflies
Week 2 **LOOKING AROUND** People, Culture and Communities	Who lives in my house?	Fire Fighters (Horwich Fire Station)	Celebrating with Colour (Colour in Festivals and celebrations)	Wild Animals (The Zoo)	Farmers Who Grow Vegetables	Life in the Polar Regions
Week 3 **LOOKING AROUND** The Natural World	Rivington	Being Helpful: Litter Picking	Colours in Nature: The Forest	Ocean Animals	Plants from far-away places (The Desert)	Journey to the Amazon
Week 4 **LOOKING BACK** Past and Present	Me as a Baby	Firefighters and Fire engines in the Past	Black and white TV and Photographs	Dinosaurs	Plant Life Cycle	Famous Antarctic Explorers
Week 5 **TRADITIONAL TALES** Comprehension	Goldilocks and the Three Bears	The Elves and the Shoemaker	Little Red Riding Hood	Three Billy Goats Gruff	The Enormous Turnip	Into The Forest
Week 6 **Seasons & Celebrations**	Autumn Birthday Party for a Teddy	Diwali Christmas	New Year Winter	Spring Easter	Spring	Summer
Trips and Visits	Hedgehogs Woodland Visit (Reception)	Fire Engine visits School Library	Library	The Farm (Reception) Library	Woodland Walk (Nursery) Library	Library Local Area Walk

Key Texts	**Week 1:** My Dad by Anthony Browne **Week 2:** Funny Bones **Week 3:** Me on a Map **Week 4:** Animation Week Dipdap: Home **Week 5:** Goldilocks and the Three Bears **Week 6:** Maisy's Surprise Birthday Party by Lucy Cousins	**Week 1:** Mog and the Vet by Judith Kerr **Week 2:** Fire Fighter by Amanda Askew **Week 3:** The Smartest Giant in Town by Julia Donaldson **Week 4:** Animation Week Dipdap: Sad Things **Week 5:** The Elves and the Shoemaker **Week 6:** Stick Man by Julia Donaldson	**Week 1:** Rainbow Fish by Marcus Pfister **Week 2:** Mixed by Arree Chung **Week 3:** The Day the Crayons Quit by Drew Daywalt **Week 4:** Animation Week Dipdap: Switch **Week 5:** Little Red Riding Hood **Week 6:** Elmer and the Wind by David McKee	**Week 1:** What the Ladybird Heard by Julia Donaldson **Week 2:** Dear Zoo by Rod Campbell **Week 3:** Oi Frog! By Kes Grey **Week 4:** Animation Week Dipdap: Dragon **Week 5:** Three Billy Goats Gruff **Week 6:** Betsy Buglove Saves the Bees by Catherine Jacob	**Week 1:** The Tiny seed by Eric Carle **Week 2:** Supertato! By Sue Hendra **Week 3:** Jack and the Flum-Flum tree by Julia Donaldson **Week 4:** Animation Week Dipdap: Beanstalk **Week 5:** The Enormous Turnip **Week 6:** Supertato! Bubbly Troubly By Sue Hendra	**Week 1:** Blown away by Rob Biddulph **Week 2:** The Snail and the Whale by Julia Donaldson **Week 3:** Journey by Aaron Becker **Week 4:** Animation Week Dipdap: Lost Alien **Week 5:** Into The Forest by Anthony Browne **Week 6:** What the Ladybird heard on Holiday by Julia Donaldson
Reception	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Literacy Phonics	**Read, Write, Inc** Set 1a sounds Set 1b sounds Set 1c sounds Blending and Segmenting Letter formation	**Read, Write, Inc** Set 1 (including special friends) Paper Ditty Blending and Segmenting Letter formation	**Read, Write, Inc** Red Ditty Group Letter formation	**Read, Write, Inc** Red Ditty Group Letter formation	**Read, Write, Inc** Green Ditty Group Letter formation	**Read, Write, Inc** Purple Ditty Group Letter formation
Literacy Drawing Club	Word codes: Single letter sounds e.g. 'm' 'y' 'r' Number codes: Numbers 1-10 Drawing number stories e.g. ** * to make 3	Word codes: CVC words e.g. 'sad' 'dig' 'web' Number codes: Numbers 1-10 Number story of 3 e.g., 1+2 Number story of 4 e.g., 3+1	Word codes: Simple phrases and ditties e.g. 'I can hop' 'I can run and jump' Number codes: Numbers 1-10 Number story of 5 e.g., 3+2	Word codes: Phrases and ditties with capital letters and full stops e.g. 'He sat on the wet grass.' Number codes: Subtraction facts of 3 Subtraction facts of 4 Subtraction facts of 5	Word codes: Increasingly independent use of sentences with correct punctuation and phonetically plausible spelling attempts.' Number codes: Odd and even numbers Doubles and halves	Word codes: Independent sentence writing. Number codes: Number facts to 10
Mathematics	**Power Maths** Counting to 3 Counting to 4 Counting to 5 Comparing groups within five Comparing quantities of non-identical objects Shape (3d shape)	**Power Maths** Change within 5 Number bonds within 5 Space and position Shape (2d shape)	**Power Maths** Counting to 6,7 and 8 Counting to 9 and 10 Comparing numbers within 10 Addition to 10 Measure: length Measure: weight	**Power Maths** Number bonds to 10 Subtraction Understanding pattern Patterns in number Family facts	**Power Maths** Counting on and counting back Numbers to 20 doubling halving and sharing odds and evens	**Power Maths** Numerical patterns: odds and evens Shape Volume and capacity Sorting
PSED	Being Me in My World Special People	Celebrating Difference Christmas	Dreams and Goals. Celebrations.	Healthy Me. Easter.	Relationships We Learn from Stories	Changing Me Special Places

RE	What Makes People special? Christianity and Judaism	What is Christmas? Christianity concept Incarnation	What is Easter? Christianity Concept: Salvation	What is Easter? Christianity Concept: Salvation	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism
Physical Development PE	**FMS** *Running* (linked to next topic) *Balance* (linked to gymnastics) *Throwing* (link to sending and receiving)	**ABC** Improve my Co-ordination Travel at different speeds Travel through a course Hold a shape by balancing Work as part of a team	**ABC** Improve my Co-ordination Travel at different speeds Travel through a course Hold a shape by balancing Work as part of a team	**Gymnastics** I can make basic gymnastic shapes I can travel around the room using different body parts I can balance an item on one body part	**Parachute** Improve effective teamwork. Quickly react to commands. Improve spatial awareness. Travel using different body parts.	**Games and Races** Improve effective teamwork. Navigate Obstacles. Improve Pace and control. Improve Balance and Coordination. Winning and losing.
Outdoor Learning	**Little Rivington:** A range of materials and equipment, from large and heavy tyres to small and intricate beads for threading. Obstacles to navigate safely and equipment to use safely and purposefully in den building and imaginative play. **Physical Area:** Space for running, cycling, climbing, and balancing. **Playground Games:** Marked area for games including hopscotch, beanbag games and traditional playground games. **Gross and fine motor opportunities:** A range or mark making experiences both indoor and outdoor, including ribbons and large chalks, brushes and rollers, pencils, scissors, glue and a range of craft materials					
Early Years Curriculum Overview						
Understanding the world	**Development Matters: 3-4** Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	**Development Matters: Reception** Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	**ELG** **Talk about the lives of the people around them and their roles in society.** **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.** **Understand the past through settings, characters and events encountered in books read in class and storytelling.** **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.** **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.** **Explore the natural world around them, making observations and drawing pictures of animals and plants.**	

	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Understand the effect of changing seasons on the natural world around them.	**Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**
Expressive arts and design	**Development Matters: 3-4** Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	**Development Matters: Reception** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	**ELG** **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** **Share their creations, explaining the process they have used.** **Make use of props and materials when role playing characters in narratives and stories.** **Invent, adapt and recount narratives and stories with peers and their teacher.** **Sing a range of well-known nursery rhymes and songs.** **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.**
Literacy	**Development Matters: 3-4** Understand the five key concepts about print: - print has meaning - print can have different purposes	**Development Matters: Reception** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	**ELG** **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**

	- we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	**Anticipate (where appropriate) key events in stories.** **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.** **Say a sound for each letter in the alphabet and at least 10 digraphs.** **Read words consistent with their phonic knowledge by sound-blending.** **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** **Write recognisable letters, most of which are correctly formed.** **Spell words by identifying sounds in them and representing the sounds with a letter or letters.** **Write simple phrases and sentences that can be read by others.**
Communication and Language	**Development Matters: 3-4** Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves	**Development Matters: Reception** Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound.	**ELG** **Listening, Attention and Understanding** **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.** **Make comments about what they have heard and ask questions to clarify their understanding.** **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking** **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.** **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.** **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses a**

		Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	
Mathematics	**Development Matters: 3-4** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	**Development Matters: Reception** Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	**ELG** **Have a deep understanding of number to 10, including the composition of each number.** **Subitise (recognise quantities without counting) up to 5.** **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.** **Verbally count beyond 20, recognising the pattern of the counting system.** **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.** **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**
Physical Development	**Development Matters: 3-4** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	**Development Matters: Reception**	**ELG** **Negotiate space and obstacles safely, with consideration for themselves and others.**

	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	**Demonstrate strength, balance and coordination when playing.** **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.** **Use a range of small tools, including scissors, paintbrushes and cutlery.** **Begin to show accuracy and care when drawing.**
PSHE	**Development Matters: 3-4** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	**Development Matters: Reception** See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of	**ELG** **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.** **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.** **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.** **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** **Explain the reasons for rules, know right from wrong and try to behave accordingly.**

	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	'screen time' - having a good sleep routine - being a safe pedestrian	**Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.** **Work and play cooperatively and take turns with others.** **Form positive attachments to adults and friendships with peers.** **Show sensitivity to their own and to others' needs.**

Year 1



Year 1						
'Proud to learn how to learn' – at the beginning of each new academic year two weeks are set aside to focus on the brain, how we learn and key learning behaviour expectations.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	(7-weeks)	**(7-weeks)**	**(6-weeks)**	**(5-weeks)**	**(6-weeks)**	**(7-weeks)**
	Read Write Inc.					
English **Read Write Inc. Pathways**	**Pathways to Write:** Lost and Found by Oliver Jeffers	**Pathways to Write:** Nibbles by Emma Yarlett	**Pathways to Write:** The Lion Inside by Rachel Bright	**Pathways to Write:** The Curious Case of the Missing Mammoth by Ellie Hattie	**Pathways to Write:** Toys in Space by Mini Grey	**Pathways to Write:** Goldilocks and just the one bear by leigh Hodgkinson
Spelling	**Through RWI lessons**					
Handwriting	**Read Write Inc- Stage 2**					
Mathematics **(Power Maths)**	**Unit 1: Numbers to 10** (15 lessons) **Unit 2: Part-whole within 10** (10 lessons) **Unit 3: Addition within 10** (5 lessons) **Consolidation and Assessment** (5 lessons)	**Unit 4: Subtraction within 10** (10 lessons) **Unit 5: 2D and 3D shapes** (5 lessons) **Autumn Consolidation and Assessment** (15 lessons)	**Unit 6: Numbers to 20** (15 lessons) **Unit 7: Addition and subtraction within 20** (10 lessons) **Unit 8: Numbers to 50** (5 of 10 lessons)	**Unit 8: Numbers to 50** (continued 5 of 10 lessons) **Unit 9: Introducing length and height** (5 lessons) **Unit 10: Introducing weight and volume** (10 lessons) **Consolidation and Assessment** (5 lessons)	**Unit 11: Multiplication and division** (10 lessons) **Unit 12: Halves and quarters** (5 lessons) **Unit 13: Position and direction** (5 lesson) **Consolidation and Assessment** (10 lessons)	**Unit 14: Numbers to 100** (10 lessons) **Unit 15: Money** (5 lessons) **Unit 16: Time** (5 lessons) **Summer Consolidation and Assessment** (15 lessons)
Proud to be a Historian		**My Local History** • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented.		**The Greatest Explorers** know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events		**Greatest Invention of the past: Transport** • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past

		Leading to: Year 2 Unit 2: Holidays and Year 2 Unit 3: Our Local Heroes		• use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time.		• identify similarities and differences between ways of life in different periods.
Proud to be a Geographer	**Horwich My Home (Our Local Area – what's it like where we live? Rising Stars)** • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. • 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. **Builds on learning in: Little Explorers (Our Local Area), Nursery (Our Local Area), Reception (Our Local Area)** **Leading to: Year From Horwich to Lahore, Year 3 (Climate: Time and Place, Earth and space), Year 4 (Rivers and Mountains), Year 5 (Building a Village), Year 6 (Our World in the Future)** Learning more about the local area- Horwich my home **Local area* (integrates fieldwork)** **Digimap- How can we get to Grandma's safely?** **(Fieldwork – local area walk)**		**People and Thie communities** Locational knowledge: • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use basic geographical features including beach, cliff coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Building on: EYFS (Our Local Area – people and communities, understanding the world)** **Leading to: Year 2: Our Wonderful World**	Leading to: Year 2 Unit 3: Our Local Heroes	**Animals and their habitats** • Learning and being able to use maps to locate hot and cold countries and use secondary sources to obtain simple geographical information • Name and locate the continents and five oceans. • The continents – Africa (Ghana and Kenya) vs Antarctic Building on: **EYFS – people culture and communities, The natural world, Horwich (Year 1)** **Leading to Year 2 (Our Wonderful world)**	**Building on:** Year 1 Unit 2: The Greatest Explorers
Science Units	**Animals Compairing Animals** **Compairing and grouping animals based on similarities and differences**	**Forces and Space, seasonal changes** - Learning about changes in weather and seasons	**Everyday Materials** - Learning about Materials What's It Made Of? https://www.kapowprimary.com/subjects/science/s	**Animals, Sensitive bodies** - Learning about Living things including humans, the human body and their senses	**Introduction to Plants** - Learning about living things (Plants and their habitats)	**Consolidation – making connections** **https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-**

	in characteristics and physical features and diet **https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-1/animals-including-humans-comparing-animals/**	**https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-1/forces-and-space-seasonal-changes/**	cience-key-stage-1/year-1/everyday-materials/	**https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-1/sensitive-bodies/**	https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-1/plants-introduction-to-plants/	**1/making-connections-investigating-science-through-stories/**
Proud to be a scientist	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells. **Builds on learning in: Animals, including Humans Year 1** **Leading to: Animals, including Humans Year 3, Year 4, Year 5, Year 6**	Pupils should observe an https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-1/forces-and-space-seasonal-changes/ d talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change **Builds on learning in:** **Leading to: Year 5 (Earth and Space)**	Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? **Builds on learning in:** **Leading to: Year 2 (Uses of Everyday Materials), Year 4 (States of Matter), Year 5 (Properties and changes of Materials)**	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Builds on learning in: Animals, including Humans Year 1** **Leading to: Animals, including Humans Year 3, Year 4, Year 5, Year 6**	Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). **Builds on learning in:** **Leading to: Plants Year 2, Year 3**	Pupils consolidate knowledge through use of picture books and practical investigation
Kapow	**Art and Design** Making Skills, Generating Ideas,Formal Elements , Knowledge of Artists, Evaluating **Design Technology** Mechanisms, Structures, Textiles, Cooking and Nutrition					
Proud to be a Designer / Artist	**Design Technology** Structures: Stable Structures (5 lessons)	**Art and Design** Drawing: Exploring line and shape (5 lessons)	**Design Technology** Textiles: Simple stiches (5 Lessons)	**Art and Design:** Sculpture and 3.D Paper Play (5 Lessons)	**Design Technology** Mechanisms: Wheels and axles (5 lessons)	**Art and Design** Painting and Mixed- media. (5 lessons)

Proud to be Healthy (Physical Education)	ABC Purely Wellbeing	Gymnastics Purely Wellbeing	Dance Seasons Purely Wellbeing	Send & Receive Purely Wellbeing	Athletics Purely Wellbeing	Attack and Defence Purely Wellbeing
PSHE (Jigsaw)	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE (Jigsaw)	What do Christians believes about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than Belthleham?	Who is God to the Jews? Judaism	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to the Muslims? Islam	Does insisting a Synagogue help Jewish children to feel close to God? Judaism

Year 2

Year 2						
'Proud to learn how to learn' – at the beginning of each new academic year two weeks are set aside to focus on the brain, how we learn and key learning behaviour expectations.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	(7-weeks)	**(7-weeks)**	**(6-weeks)**	**(5-weeks)**	**(6-weeks)**	**(7-weeks)**
	Read Write Inc.					
English **Read Write Inc. Pathways**	**Pathways to Write Text:** Troll Swap by Leigh Hodgkinson	**Pathways to Write Text:** The Owl who was afraid of the dark By Jill Tomlinson **Pathways to Poetry:** The Owl and the Pussycat by Edward Lear	**Pathways to Write Text:** Dragon Machine by Helen Ward Recommended Revision Unit on Great Fire of London Literacy Company **Pathways to Read Text:** The Dragon Sitter by Josh Lacey Real Dragons by Jennifer Szymanski	**Pathways to Write Text:** Recommended Revision Unit on Great Fire of London Literacy Company Major Glad, Major Dizzy by Jan Oke **Pathways to Read Text:** Owen and the Solder by Lisa Thompson **Pathways to Poetry:** Night Sounds by Berlie Doherty	**Pathways to Write Text:** The last Wolf By Mini Grey **Pathways to Read Text:** Fantastic Mr Fox by Roald Dahl	**Pathways to Write Text:** Grandad's Secret Giant by David Litchfield. **Pathways to Read Text:** Grimm's Fairytales. **Pathways to Poetry:** Fox by Kathy Henderson
Spelling	**Through Read Write Inc Lessons**					
Handwriting	**Read Write Inc Stage 2 and stage 3**					
Mathematics **(Power Maths)**	**Unit 1: Numbers to 100** (20 lessons) **Unit 2: Addition and subtraction (1)** (15 lessons)	**Unit 3: Addition and subtraction (2)** (15 lessons) **Unit 4: Properties of shapes** (15 lessons) **Autumn Consolidation and Assessment** (5 lessons)	**Unit 5: Money** (10 lessons) **Unit 6: Multiplication and division (1)** (10 lessons) **Unit 7: Multiplication and division (2)** (10 lessons)	**Unit 8: Length and height** (5 lessons) **Unit 9: Mass, capacity and temperature** (10 lessons) **Unit 10: Statistics** (10 lessons)	**Unit 11: Fractions** (15 lessons) **Unit 12: Position and direction** (5 lessons) **Consolidation and Assessment** (10 lessons)	**Unit 13: Time** (5 lessons) **Unit 14: Problem solving** (15 lessons) **Summer Consolidation and Assessment** (15 lessons)
Proud to be a Historian	**Bonfire Night and the Great Fire of London** • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events		**Holidays** • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions		**Our Local Heroes** • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework	

	• understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework Builds on : Year 1 unit 3 Great inventions: Transport		• identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place Builds on: Year 1 unit 1 my family History		• ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms. Builds on: Year 1 Unit 2: The Greatest Explorers Leading to: Year 3 Unit 3: Local History	
Proud to be a Geographer		**Weather and Seasons** • Be able to make maps and plans of real and imaginary places, using pictures and symbols • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; • Use and construct basic symbols in a key • Know about the weather and climate conditions in particular localities and how they affect the environment and the lives of people living there. • Identify seasonal and daily weather patterns in the United Kingdom.		**<u>Journeys-Food.</u>** • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents		**Our Wonderful World** What are the 7 wonders of our world? • Learning and being able to use maps to locate hot and cold countries and use secondary sources to obtain simple geographical information • Name and locate the continents and five oceans. • Identify seasonal and daily weather patterns of hot and cold areas of the world in relation to the equator and the north and south poles and their locations. • The continents – Africa (Ghana and Kenya) vs Antarctic Building on:

		Leading to: Year 3: Climate and Weather , Year 5 A Study of an Alpine region		and oceans studied at this key stage. Building on: Year 1 Our Local Area		**EYFS – people culture and communities, The natural world, Year 1 (Seasons) Horwich** **Leading to Year 3 (Climate)**	
Science Units	**Animals, including Humans –Life cycles, health and growth** **https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-2/animals-life-cycles-and-health/**	**Living and their Habitats -** (Sorting and classifying) https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-2/living-things-habitats/	**Uses of Everyday Materials –uses of materials** **https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-2/uses-of-materials/**	**Plants – plant growth** **https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-2/plants-plant-growth/**	**Living and their Habitats -** Microhabitats and minibeasts https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-2/living-things-microhabitats/	**Consolidation – making connections** **Plant base materials** **https://www.kapowprimary.com/subjects/science/science-key-stage-1/year-2/making-connections-plant-based-materials/**	
Proud to be a Scientist	Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. MRSGREN Butterflies / pulse meter **Builds on learning in: Animals, including Humans Year 1** **Leading to: Animals, including Humans Year 3, Year 4, Year 5, Year 6**	Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. Explore and compare the differences between things that are living, dead, and things that have never been alive They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. **Builds on learning in:** **Leading to: Living things and their habitats Year 4, Year 5 and Year 6**	Find out about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching . Pupils find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. **Builds on learning in: Little Explorers (Materials),**	Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Sunflowers and / or strawberries Gardening **Builds on learning in: Plants Year 1** **Leading to: Plants Year 3**	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest – African desert (Ghana and Kenya)	Consolidate knowledeg on plants and materials through use of scientific enquiry	

			Nursery (Materials), Year 1 (Learning about Materials. What's It Made Of?). **Year 4 (States of Matter), Year 5 (Properties and changes of Materials)**		**Builds on learning in:** **Leading to: Living things and their habitats Year 4, Year 5 and Year 6**		
Kapow	**Art and Design** Making Skills, Generating Ideas, Formal Elements , Knowledge of Artists, Evaluating **Design Technology** Mechanisms, Structures, Textiles, Cooking and Nutrition						
Proud to be a Designer / Artist	**Art ad Design** Drawing: Understanding tone and texture (5 lessons)	**Design and Technology** Mechanisms: Levers (5 lessons)	**Art and Design** Painting and mixed media: Colour mixing (5 lessons)	**Design and Technology:** Cooking and nutrition: Balanced Diet (6 Lessons)	**Art and Design** Sculpture and 3D clay houses (5 Lessons)	**Design and Technology** Structures A chair for a bear (5 lessons)	
Proud to be Healthy (Physical Education)	ABC Purely Wellbeing	Strike & Field Purely Wellbeing	Dance Circus Purely Wellbeing	Awareness Purely Wellbeing	Athletics Purely Wellbeing	Competitive Purely Wellbeing	
PSHE (Jigsaw)	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
RE (Jigsaw)	Is it possible to be kind to everyone all of the time?	Why do Christians belive God gave Jesus to the world?	How important is the prophet Muhammad to the Muslims? Islam	How important is it to Christians that Jesus came back to life after his Crucifixtion?	Is Shabbat important to the Jewish Children? Judaism	How important is the Qur'an to Muslims? Islam	

Year 3

Year 3						
'Proud to learn how to learn' – at the beginning of each new academic year two weeks are set aside to focus on the brain, how we learn and key learning behaviour expectations.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	(7-weeks)	**(7-weeks)**	**(6-weeks)**	**(5-weeks)**	**(6-weeks)**	**(7-weeks)**
English Pathways	**Pathways to Write Text:** Seal Surfer by Michael Foreman **Pathways to Read Text:** The Sea Book By Charlotte Milner	**Pathways to Write Text:** Winters Child by Angela McAllister **Pathways to Read Text:** *Ice Palace By Robert Swindells* **Pathways to Poetry:** Dance with Me, Autumn by The Literacy Company	**Pathways to Write Text:** Stone Age Boy by Satoshi Kitamura **Pathways to Read Text:** The Iron Man By Ted Hughes	**Pathways to Write Text:** Big Blue Whale by Nicola Davies **Pathways to Read Text:** The Morning I met a Whale by Michale Morpurgo Why would anyone hurt a whale? By the literacy company. **Pathways to Poetry:** The Magnificent Bull from the Dinka-Tribe	**Pathways to Write Text:** Journey by Aaron Becker **Pathways to Read Text:** Usborne illustrated Atlas of Britain and Ireland by Struan Reid	**Pathways to Write Text:** Zeraffa Giraffa by Dianne Hofmeyr **Pathways to Read Text:** Egyptian Cinderella by Shirley Climo. Wonderful Things by the Literacy Company **Pathways to Poetry:** Apes to Zebras
Spelling	Pathways to Spell					
Handwriting	Stage 4 RWInc					
Mathematics (Power Maths)	**Unit 1: Place value within 1,000** (15 lessons) **Unit 2: Addition and subtraction (1)** (10 lessons) **Unit 3: Addition and subtraction (2)** (10 of 15 lessons)	**Unit 3: Addition and subtraction (2)** (continued 5 of 15 lessons) **Unit 4: Multiplication and division (1)** (5 lessons) **Unit 5: Multiplication and division (2)** (15 lessons) **Autumn Consolidation and Assessment** (10 lessons)	**Unit 6: Multiplication and division (3)** (15 lessons) **Unit 7: Length and perimeter** (10 lessons) **Unit 8: Fractions (1)** (5 of 10 lessons)	**Unit 8: Fractions (1)** (continued 5 of 10 lessons) **Unit 9: Mass** (10 lessons) **Unit 10: Capacity** (10 lessons)	**Unit 11: Fractions (2)** (10 lessons) **Unit 12: Money** (5 lessons) **Unit 13: Time** (15 lessons)	**Unit 14: Angles and properties of shapes** (10 lessons) **Unit 15: Statistics** (10 lessons) **Summer Consolidation and Assessment** (10 lessons)

Proud to be a Historian	**Stone age** • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study. Leading to: Year 3 Unit 2: The Bronze Age and the Iron Age		**The Bronze Age and the Iron Age** • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance. Building on: Year 3 Unit 1: Stone age Leading to: Year 4 (Ancient Egypt; The Mayans)		**Local History** • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources. Builds on Family History (Year 1) Year 2 unit 3 Our Local heroes	
Proud to be a Geographer		**Climate and Weather –** • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts		**Our World** • improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world		Coasts • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of

		• identify the world's hottest, coldest, wettest and driest locations. Builds on learning in: Little Explorers (Our Local Area), Nursery (Our Local Area), Reception (Our Local Area) Year 1 (Horwich my Home) Year 2: Our Wonderful World Leading to: Year 4 : Rivers and The Water Cycle Year 5 (Year 5 A study of an Alpine region , Year 6 : Climate control and global warming our World in the future)		**Building on: Y2 : Our wonderful world** **Leading to: Year 5 Journeys – trade Year 6 Our Future World**		settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having. **Building on: Y2 : Our wonderful world** **Leading to: Year 5 Journeys – trade Year 6 Our Future World**
Science Units	**Light** - Light and shadows https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-3/energy-light-and-shadows/	**Animals, including Humans** - movement nutrition https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-3/movement-and-nutrition/	**Rocks** - rocks and soil https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-3/materials-rocks-and-soil/	**Forces and Magnets - Forces and Space, Forces and Magnets** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-3/forces-and-space-forces-and-magnets/**	**Plants** - Plant reproduction https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-3/plants-plant-reproduction/	**Consolidation – making connections** https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-3/making-connections-does-hand-span-affect-grip-strength/
Proud to be a scientist	Pupils should be taught to: recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect their eyes; recognise that shadows are formed when the light from a light source is blocked by an opaque object; find patterns in the way that the size of shadows change. **Builds on learning in:**	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; Pupils should continue to learn about the importance of nutrition identify that human and some other animals have skeletons and muscles for support, protection and movement. finding out how different parts of the body have special functions **Builds on learning in: Animals, including Humans Year 1, Year 2,**	Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock; recognise that soils are made from rocks and organic matter **Builds on learning in:** **Leading to: Year 6 (Evolution and Inheritance)**	Pupils should be taught to: compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two magnets will attract or repel	Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Consolidate knowledeg on animals and humans through use of scientific enquiry

	Leading to: Year 4 (Sound), Year 6 (Light)	**Leading to: Animals, including Humans Year 4, Year 5, Year 6**		each other, depending on which poles are facing. **Builds on learning in:** **Leading to: Year 5 (Forces)**	**Builds on learning in: Plants Year 1, Year 2** **Leading to:**	
Kapow	**Art and Design** Making Skills,Generating Ideas,Formal Elements ,Knowledge of Artists,Evaluating **Design Technology** Mechanisms, Structures, Textiles, Cooking and Nutrition ,Electrical Systems,Material World					
Proud to be a Designer / Artist	**Design and Technology:** Structures: Product Packaging (5 lessons)	**Art and Design:** Developing drawing skills (5 lessons)	**Design and Technology** Digital World: Wearable technology (5 lessons)	**Art and Design** Craft and Design: Ancient Egyptian Scrolls (5 lessons)	**Design and Technology:** Cooking and Nutrition: Eating Seasonally (6 lessons)	**Art and Design** Sculpture and 3D: Abstract shape and Space (5 lessons)
Proud to be Healthy (Physical Education)	ABC Purely Wellbeing	Orienteering Purely Wellbeing	Dance Jungle Purely Wellbeing	Striking & Fielding Purely Wellbeing	Athletics Purely Wellbeing	Gymnastics Purely Wellbeing
PSHE (Jigsaw)	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE (Jigsaw)	Does joining the Khalsa make someone a better Sikh? Sikhism	Has Christmas lost its true meaning?	Could Jesus heal people? Did he perform Miracles or was there some other explanation?	What is 'good' about Good Friday?	What do some deities tell Sanatanis about God? Hinduism	What ias the best way for Sikh to lead a good life? Sikhism

Year 4

Year 4						
'Proud to learn how to learn' – at the beginning of each new academic year two weeks are set aside to focus on the brain, how we learn and key learning behaviour expectations.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	(7-weeks)	**(7-weeks)**	**(6-weeks)**	**(5-weeks)**	**(6-weeks)**	**(7-weeks)**
English (Pathways)	**Pathways to Write:** Gorilla by Anthony Browne **Pathways to Read:** A world full of animal stories: 50 Folk Tales and Legends by Angela McAllister .	**Pathways to Write:** Leon and the place between by Graham Baker-Smith **Pathways to Read:** The train to Impossible Places by P.G Bell **Pathways to Poetry:** The Lost-Lost Property Office By Roger McGough	**Pathways to Write:** Escape from Pompeii by Christina Balit **Pathways to Read:** DKfindout! Volcanoes by Maria Gill	**Pathways to Write:** When the Giant stirred by Celia Godkin **Pathways to Read:** Ariki and the Island of Wonders by Nicola Davies **Pathways to Poetry:** Windrush Child by John Agard	**Pathways to Write:** Where the Forest Meets the Sea and 100 facts-Rainforest by Miles Kelly **Pathways to Read:** Fantastically Great Women who saved the planet by Kate Pankhurst. Plastic Pollution by the Literacy Company	**Pathways to Write:** Blue John by Berlie Doherty **Pathways to Read:** A Myth-Hunters Travel Guide by The Literacy Company **Pathways to Poetry:** Look Closely
Spelling	**Pathways to spell**					
Handwriting	**Letter Join**					
Mathematics (Power Maths)	**Unit 1: Place value – 4-digit numbers (1)** (10 lessons) **Unit 2: Place value – 4-digit numbers (2)** (10 lessons) **Unit 3: Addition and subtraction** (15 lessons)	**Unit 4: Area** (5 lessons) **Unit 5: Multiplication and division (1)** (15 lessons) ? **Autumn Consolidation and Assessment** (5 lessons)	**Unit 6: Multiplication and division (2)** (15 lessons) **Unit 7: Perimeter** (5 lessons) **Unit 8: Fractions (1)** (10 lessons)	**Unit 9: Fractions (2)** (10 lessons) **Unit 10: Decimals (1)** (10 of 15 lessons) **Spring Consolidation and Assessment** (5 lessons)	**Unit 10: Decimals (1)** (5 of 15 lessons) **Unit 11: Decimals (2)** (10 lessons) **Unit 12: Money** (5 lessons) **Unit 13: Time** (5 lessons)	**Unit 14: Geometry – angles and 2D shapes** (10 lessons) **Unit 15: Statistics** (5 lessons) **Unit 16: Position and direction** (5 lessons) **Summer Consolidation and Assessment** (5 lessons)
Proud to be a Historian	**Ancient Egypt** • study the achievements of the earliest civilisations • develop a chronologically secure knowledge and understand of British, local and world history • note connections, contrasts and trends over time • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources		**Roman Britan** • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources		**Crime and Punishment** • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources	

	• address and devise historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. **Builds on learning in:** ear 3 Unit 1: The Stone Age and Year 3 Unit 2: The Bronze Age and the Iron Age		• note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference. Builds on learning in: Year 3 Unit 2: The Bronze Age and the Iron Age		• address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information.	
Proud to be a Geographer		**The Americas (Rising Stars) Locational Knowledge Latitude and longitude**-Pupils should be taught to 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) 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 **Builds on learning** in Year 1: Investigating the UK Weather and seasons Year 2 : Our wonderful world Year 4: South America: The Amazon Leading to: Year 6 Climate control and global warming **Key Qs**: what are the lines of latitude? How can we find the exact locations around the world? Plotting coordinates with greater accuracy. Explore time zones		**Rivers and The Water Cycle** **Geographical Skills and Field Work** **Human and physical Features** **Digimap- Flooding and hazards (Fieldwork- local river walk)** Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies **Key Qs**: **Introducing rivers** – how does water reach the ground? What happens to water on the ground? What is a river? How does a river change along its course? **The river's journey**: How does a river change its course? What work does a river do? **Features of a river**: What the features? **Rivers in the UK** – where are the main rivers of the UK. What rivers can be seen on OS map? Local rivers – What is our local river? What features can we see? Where did it come from and where does it flow? Fieldwork – Rivington / seven acres		**Earthquakes and Volcanoes –** How does the Earth shake, rattle and roll? Human and physical geography describe and understand key aspects of physical geography, including volcanoes and earthquakes Volcano / Text: Escape to Pompeii Mt Vesuvius **Climate zones (Rising Stars) (Fieldwork- weather patterns)** **Earthquakes Key Qs: What makes up the layers of the Earth? What are the tectonic plates and where do you find them? How do tectonic plates move and what happens when they meet? What are the effects of earthquakes?** **Volcanoes: How do volcanoes work?** **People and volcanoes: How can volcanoes elsewhere in the world affect us? Why do volcanoes attract people to live near or visit them? (Katia Crafft (fantastic great women scientists and their stories)** **The impact of eruption –** Pompeii and Vesuvius

		Where are we in the big wide world? How are countries connected Comparison between host and home country Identify the position and significance of latitude and longitude. Explain the Tropics of Cancer and Capricorn Study of the Amazing America – focus study of North and South America Builds on learning in: Little Explorers (Our Local Area), Nursery (Our Local Area), Reception (Our Local Area) Year 1 (Horwich my Home) Year 2 (Let's Go on Holiday), Year 3 (Climate: Time and Place, Earth and space), Year 4 (Rivers and Mountains),		**Flooding rivers** – What causes a flood? How do floods affect people and the environment? Are there any benefits of flooding? **Rivers in Europe** – What are the main rivers of Europe? How important are rivers in Europe? Building on: Year 2 : Our wonderful world , From Horwich to Lahore Leading to: Year 5 : Journeys-trade) Year 6: Beside the sea		**Building on:** **Year 2 Our wonderful world, Year3: climate and weather** **Leading to:** **Year 6: Climate control and global warming**
Science Units	**Sound** – sound and Vibrations https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-4/energy-sound-and-vibrations/	**Animals, including Humans –** Digestion and food https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-4/animals-digestion-and-food/	**States of Matter –** Materials states of matter https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-4/materials-states-of-matter/	**Electricity** – Energy, Electricity and circuits https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-4/electricity-and-circuits/	**Living things and their Habitats** – Living things, classification and changing habitats https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-4/classification-and-changing-habitats/	**Consolidation – making connections** https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-4/making-connections-how-does-the-flow-of-liquids-compare/
Proud to be a scientist	**Learning about vibration and how sounds are made** Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it ;find patterns between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases.	Pupils should be taught to: describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions; construct and interpret a variety of food chains, identifying producers, predators and prey. Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to	Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Pupils should be taught to: identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ;recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common	Pupils should be taught to: recognise that living things can be grouped in a variety of ways (vertebrates); explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants Pupils should be taught to: recognise that environments can change and that this can	Consolidate knowledge of materials through the use of scientific enquiry

	Tuning forks **Builds on learning in: Year 3 (Light)** **Leading to: Year 6 (Light)**	understand their special functions. Teeth **Builds on learning in: Animals, including Humans Year 1, Year 2, Year 3,** **Leading to: Animals, including Humans Year 5, Year 6**	**Builds on learning in: Little Explorers (Materials), Nursery (Materials), Year 1 (Everyday Materials) Year 2 (Uses of Everyday Materials)** **Leading to: Year 5 (Properties and changes of Materials)**	conductors and insulators, and associate metals with being good conductors. **Builds on learning in:** **Leading to: Year 6 (Electricity)**	sometimes pose dangers to living things Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation **Builds on learning in: Living things and their habitats Year 2.** **Leading to: Year 5 and Year 6**	
Kapow	**Art and Design** Making Skills,Generating Ideas,Formal Elements ,Knowledge of Artists,Evaluating **Design Technology** Mechanisms, Structures, Textiles, Cooking and Nutrition ,Electrical Systems,Material World					
Proud to be a Designer / Artist	**Art and Design: Drawing: Exploring tone, Texture and Proportion (5 Lessons)**	**Design and Technology: Cooking and Nutrition: Adapting a receipe (6 lessons)**	**Art and Design: Painting and mixed media: Light and Dark (5Lessons)**	**Design and Technology: Mechanical systems: Mechanical cars (5 lessons)**	Art and Design: Craft and design: Fabric of nature (5 Lessons)	Design and Technology: Electrical systems: Exploring electrical products
Proud to be Healthy (Physical Education)	ABC Purely Wellbeing	Tactics and Strategies Purely Wellbeing	Dance Spain Purely Wellbeing	Paralympics Purely Wellbeing	Athletics Purely Wellbeing	Hockey Purely Wellbeing
PSHE (Jigsaw)	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

RE (Jigsaw)	Does insisting the Ganges make a person a better Sanatani? Hinduism	What is the most significant part of the Naticity story for Christians today?	Do Sikhs think it is important to share? Sikhism	Is Forgivness always possible for Christians?	Do people need to go to church to show that they are Christians?	What is the best way for Sanatani to lead a good life? Hinduism

Year 5

Year 5						
"Proud to learn how to learn' – at the beginning of each new academic year two weeks are set aside to focus on the brain, how we learn and key learning behaviour expectations.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	(7-weeks)	**(7-weeks)**	**(6-weeks)**	**(5-weeks)**	**(6-weeks)**	**(7-weeks)**
English (Pathways)	**Pathways to Write:** Queen of the Falls by Chris Van Allsburg **Pathways to Read:** Goodnight Stories for Rebel Girls by Elena Favilli	**Pathways to Write:** The Lost Happy Endings by Carol Ann Duffy **Pathways to Read:** Hansel and Gretel by Neil Gaiman **Pathways to Poetry:** The Moon	**Pathways to Write:** Arthur and the Golden Rope by Joe Todd-Stanton **Pathways to Read:** Odd and the Frost Giant by Neil Gaiman	**Pathways to Write:** The Darkest Dark by Chris Hadfield **Pathways to Read:** Exploring Space by the Literacy Company. **Pathways to Poetry:** Finding Magic by Eric Finney	**Pathways to Write:** The Paperbag Prince by Colin Thompson **Pathways to Read:** The Last Wild Piers Torday, Pollution- a look behind the scenes by the Literacy Company.	**Pathways to Write:** Radiant Child by Javaka Steptoe **Pathways to Read:** African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin. **Pathways to Poetry:** Animals of Africa
Spelling	**Pathways to Spell**					
Handwriting	**Letterjoin**					
Mathematics (Power Maths)	**Unit 1: Place value within 1,000,000 (1)** (10 lessons) **Unit 2: Place value within 1,000,000 (2)** (5 lessons) **Unit 3: Addition and subtraction** (15 lessons) **Unit 4: Multiplication and division (1)** (5 of 10 lessons)	**Unit 4: Multiplication and division** (1 continued) (5 of 10 lessons) **Unit 5: Fractions (1)** (10 lessons) **Unit 6: Fractions (2)** (15 lessons) **Autumn Consolidation and Assessment (5 lessons)**	**Unit 7: Multiplication and division (2)** (10 lessons) **Unit 8: Fractions (3)** (10 lessons) **Unit 9: Decimals and percentages** (10 of 15 lessons)	**Unit 9: Decimals and percentages** (continued 5 of 15 lessons) **Unit 10: Measure – perimeter and area** (10 lessons) **Unit 11: Graphs and tables** (10 lessons)	**Unit 12: Geometry – properties of shapes** (15 lessons) **Unit 13: Geometry – position and direction** (5 lessons) **Unit 14: Decimals** (10 of 15 lessons)	**Unit 14: Decimals** (continued 5 of 15 lessons) **Unit 15: Negative numbers** (5 lessons) **Unit 16: Measure – converting units** (10 lessons) **Unit 17: Measure – volume and capacity** (5 lessons)
Proud to be a Historian	**The Anglo Saxons** • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection		**The Vikings** • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms		**Journeys** • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources	

	and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance Builds on: Year 4 Unit 2 Roman Britain		• address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time. Builds on: Year 5 unit 1 the Anglo Saxons		• note connections, contrasts and trends over time. Builds on: Year 1 Unit 2: The Greatest Explorers, Year 4 Unit 2: Roman Britain, Year 5 Unit 1: The Anglo-Saxons and Year 5 Unit 2: The Vikings	
Proud to be a Geographer		**Changes in our Local Area** name and locate counties and cities of the UK, 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.		**Europe A study of the Alpine Region** • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.		**Journeys – Trade –** 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 digital/computer mapping to locate countries and describe features studied.

Science Units	**Earth and Space – Forces and space** https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-5/forces-and-space-earth-and-space/	**Animals, including humans –** Living things, life cycles and reproductions Human Timeline lessons https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-5/living-things-and-their-habitats-life-cycles-and-reproduction/	**Materials –Mixtures and separation** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-5/materials-properties-and-changes-of-materials/**	**Materials – Properties and changes** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-5/materials-properties-and-changes/**	**Forces and space, Unbalanced forces** https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-5/forces-and-space-unbalanced-forces/	**Consolidation – making connections** https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-5/animals-human-timeline/ And https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-5/making-connections-does-the-size-of-an-asteroid-affect-the-size-of-its-impact-crater/
Proud to be a scientist	Pupils should be taught to: a) describe the movement of the Earth, and other planets, relative to the Sun in the solar system b) describe the movement of the Moon relative to the Earth c) describe the Sun, Earth and Moon as approximately spherical bodies d) use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Builds on learning in: Year 1 (Seasonal Changes)** **Leading to:**	Pupils should be taught to: a) describe the changes as humans develop to old age. Pupils should be taught to: a) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird b) describe the life process of reproduction in some plants and animals. Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for	Pupils should be taught to: a) compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets b) know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution c) use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating d) give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic e) demonstrate that dissolving, mixing and changes of state are reversible changes f) explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Builds on learning in: Little Explorers (Materials), Nursery (Materials), Year 1 (Everyday Materials) Year 2 (Uses of Everyday Materials) Year 4 (States of Matter)** **Leading to:** **Year 6/ KS3**		Pupils should be taught to: a) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object b) identify the effects of air resistance, water resistance and friction, that act between moving surfaces c) recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **Builds on learning in: Year 3 (Forces and Magnets)** **Leading to:**	Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows

		example, David Attenborough and Jane Goodall. **Builds on learning in: Living things and their habitats Year 2, Year 4** **Animals, including Humans Year 1, Year 2, Year 3, Year 4** **Leading to: Year 6**			
Kapow	**Art and Design** Making Skills,Generating Ideas,Formal Elements ,Knowledge of Artists,Evaluating **Design Technology** Mechanisms, Structures, Textiles, Cooking and Nutrition ,Electrical Systems,Material World				
Proud to be a Designer / Artist	**Design and Technology:** Electrical Systems: Wobble bots (5 Lessons)	**Art and Design** Sculpture and 3D interactive Installation (5 lessons)	**Design and technology** Mechanical Systems: Gears and Pulleys (5 Lessons)	**Art and Design** Drawing: Depth, emotion and movement (5 lessons)	**Design and technology:** Structures: Bridges (5 Lessons)	**Art and Design:** Painting and mixed media: Portraits (5 Lessons)
Proud to be Healthy (Physical Education)	ABC Purely Wellbeing	Football / Send & Receive Purely Wellbeing	Dance: In the Woods Purely Wellbeing	Netball / Attack & Defend Purely Wellbeing	Athletics Purely Wellbeing	Basketball / Tactics & Strategies Purely Wellbeing
PSHE (Jigsaw)	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE (Jigsaw)	What is the best way for a Sanatani to show commitment to God? Hinduism	Is the Christmas story true?	What is the best way for a Muslim to show commitment to god? Islam	How significant is it for Christians to believe that God intended Jesus to die?	Are Rosh Hashanah and Yom Kippur important to Jewish Children? Judaism	What is the best way for Christians to show commitment to God?

Year 6



Year 6						
'Proud to learn how to learn' – at the beginning of each new academic year two weeks are set aside to focus on the brain, how we learn and key learning behaviour expectations.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	(7-weeks)	**(7-weeks)**	**(6-weeks)**	**(5-weeks)**	**(6-weeks inc. SATS week)**	**(7-weeks)**
English (pathways)	**Pathways to Write:** Star of Fear, Star of Hope by Van Allsburg **Pathways to Read:** When we were Warriors by Emma Carroll	**Pathways to Write:** Can we save the tiger? By Martin Jenkins **Pathways to Read:** Into the Jungle by Katherine Rundell. Martha's Suitcase by The Literacy Company **Poetry:** A Tiger in the Zoo by Leslie Norris	**Pathways to Write:** Selfish Giant by Oscar Wilde and Ritva Voutila **Pathways to Read:** The Happy Prince and Other Tales by Oscar Wilde. Genre- Fiction Classic	**Pathways to Write:** The Island by Jason Chin and Jemmy Button by Alix Barzelay **Pathways to Read:** The Explorer by Katherine Rundell. Exploring the Amazon by The Literacy Company **Pathways to Poetry:** The Sea by James Reeves	**Pathways to Write:** Manfish by Jennifer Berne **Pathways to Read:** Great Adventures by Alister Humphreys	**Pathways to Write:** Sky Chasers by Emma Carroll **Pathways to Read:** Sky Chasers by Emma Carroll **Pathways to Poetry:** Sonnet Written at the Close of Spring by Charlotte Smith
Spelling	**Pathways to spell**					
Handwriting	**Letterjoin**					
Mathematics (Power Maths)	**Unit 1: Place value within 10,000,000** (10 lessons) **Unit 2: Four operations** (1) (10 lessons) **Unit 3: Four operations** (2) (15 lessons)	**Unit 4: Fractions (1)** (10 lessons) **Unit 5: Fractions (2)** (10 lessons) **Unit 6: Imperial and metric** (5 lessons) **Unit 13: Geometry – properties of shape** (10 of 15 lessons)	**Unit 7: Ratio and proportion** (10 lessons) **Unit 8: Algebra** (15 lessons) **Unit 9: Decimals** (5 of 10 lessons)	**Unit 9: Decimals** continued … (5 of 10 lessons) **Unit 10: Percentages** (10 lessons) **Unit 11: Measure – perimeter, area and volume** (10 lessons)	**Unit 12: Statistics** (5 of 10 lessons) **Unit 14: Position and direction** (5 lessons) • **SATS Week** (5 lessons) **Unit 12: Statistics** (5 of 10 lessons) **Unit 13: Geometry – properties of shape** (5 of 15 lessons) **Unit 15: Problem solving** (5 of 15 lessons)	**Unit 15: Problem solving** (10 of 15 lessons) **CONSOLIDATION**
Proud to be a Historian	**The Impact of War** • develop a chronologically secure knowledge and understanding of British, local and world history		**The Ancient Greeks** • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance		**The Maya Civerlisation** • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance	

	• address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms. Builds on Year 5 Unit 3: Journeys		• construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance. Builds on: Year 4 Unit 2: Roman Britain and Year 6 Unit 1: The Mayan Civilisation		• construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance. Builds on Year 3 Unit 1: The Stone Age and Year 4 Unit 1: The Ancient Egyptians	
Proud to be Geographer		**South America The Amazon** extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.		**Protecting the Environment** • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies **Builds on learning in:** **Year 3: Climate and weather** **Year 5 The Americas** **Leading to:** KS3 Locational Knowledge and Human and Physical Geography		**Our World in the Future** describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Science Units	**Living Things: Evolution and Inheritance** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-6/evolution-and-inheritance/**	**Animals, including humans: Circulation and Health** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-6/animals-circulation-and-health/**	**Light: Energy Light and Reflection** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-6/light-and-reflection/**	**Living things and Classification: Classifying big and small** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-6/living-things-classifying-big-and-small/**	**Energy: Circuits, batteries and switches.** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-6/energy-circuits-batteries-and-switches/**	**Consolidation – making connections** **https://www.kapowprimary.com/subjects/science/science-key-stage-2/year-6/making-connections-are-some-sunglasses-safer-than-others/**
Proud to be a scientist	**Fossils. Offspring different to parents. Animal adaptation – Evolution** Pupils should be taught to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago b) recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents c) identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Builds on learning in: Year 3 (Rocks)** **Leading to:KS3**	**Humans, circulatory system. Exercise, drugs and lifestyle** Pupils should be taught to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood b) recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions c) describe the ways in which nutrients and water are transported within animals, including humans. **Builds on learning in: Animals, including Humans Year 1, Year 2, Year 3, Year 4 and Year 5** **Leading to: KS3**	**Travels in straight lines. How light enables us to see. How shadows are formed – shape** Pupils should be taught to: a) recognise that light appears to travel in straight lines b) use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye c) explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes d) use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Builds on learning in: Year 3 (Light), Year 4 (Sound)** **Leading to: KS3**	**Classifications, including microorganisms, plants and animals** Pupils should be taught to: a) describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals b) give reasons for classifying plants and animals based on specific characteristics. **Builds on learning in: Living things and their habitats Year 2, Year 4 and Year 5** **Leading to:KS3**	**Brightness of a lamp, volume of buzzer. Symbols, circuits, diagrams** Pupils should be taught to: a) associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit b) compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches c) use recognised symbols when representing a simple circuit in a diagram **Builds on learning in: Year 4 (Electricity)** **Leading to: KS3**	Pupils consolidate prior learning through scientific equiry
Kapow	**Art and Design** Making Skills,Generating Ideas,Formal Elements ,Knowledge of Artists,Evaluating **Design Technology** Mechanisms, Structures, Textiles, Cooking and Nutrition ,Electrical Systems,Material World					

Proud to be a Designer / Artist	**Art and Design:** Craft and design: Photo Opportunity (5 Lessons)	**Design and Technology:** Textiles: Bags (5 Lessons)	**Art and Design:** Drawing: Expressing Ideas (5 Lessons)	**Design and Technology:** Cooking and Nutritian: Come dine with me (6 Lessons)	**Art and Design** Sculpture and 3D: Making Memories (5 Lessons)	**Design and Technology:** Digital world: Navigating the world (5 Lessons)
Proud to be Healthy (Physical Education)	ABC Purely Wellbeing	Orienteering / Agility Purely Wellbeing	Dance: Cowboys Purely Wellbeing	Rugby / Send & Receive Purely Wellbeing	Athletics Purely Wellbeing	Gymnastics Purely Wellbeing
PSHE (Jigsaw)	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE (Jigsaw)	What s the best way for a Buddhist to show commitment to their beliefs? Buddhism	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	How are sacred teachings and stories interpreted by Sikhs today? Sikhism	How do inspirational people impact on how humanistists lie today? Humanism