



Our Curriculum Design

Our **global explorers**, wearing their **Christian values**, carry their **backpacks** to gather and learn to apply skills and knowledge as they complete their expeditions. When they arrive safely home they unpack their backpack into their **cupboard** so their knowledge and skills are ready to use again whenever they need to.



Expeditions may be long and last a whole term or they might be shorter trips, excursions, outings, journeys or jaunt but whenever they complete one they will have in their cupboards memories, experiences, skills and knowledge to use at any point in the future: while still at this school, their next school or in ten / twenty / thirty years' time.

Many of their expeditions will be in their year group continent and include aspects of all curriculum subjects. Travel further afield through whole school excursions or specific subject outings will provide a broad and balanced, memorable and exciting wider curriculum.



Our Explorers Logo of LOVE Shoes of HOPE Jacket of COMPASSION Watch of WISDOM T-shirt of FORGIVENESS Trousers of THANKFULNESS Hat of TRUST	The Expedition Backpack Collecting key items of knowledge and skills and how to apply them	The Home Cupboard Treasuring the knowledge and skills they have carried home and keeping them safe to access in the future
<i>INTENT</i>	<i>IMPLEMENTATION</i>	<i>IMPACT</i>

Planning an expedition takes a lot of thought:

1. Where do you want our children, as learners, to go?
2. We think about our aims: we are flexible and ambitious
3. We relate our expeditions to our curriculum aims which are based on the four basic elements of the Church of England's vision¹, Christian Aid's Global Neighbours scheme and our school's core Christian values²

Know more, remember more, be able to do more

¹ Educating for wisdom, knowledge and skills, Educating for hope and aspiration, Educating for community and living well, Educating for dignity and respect

² Love, compassion, thankfulness, forgiveness, wisdom, hope and trust



Early years foundation stage (EYFS) statutory framework

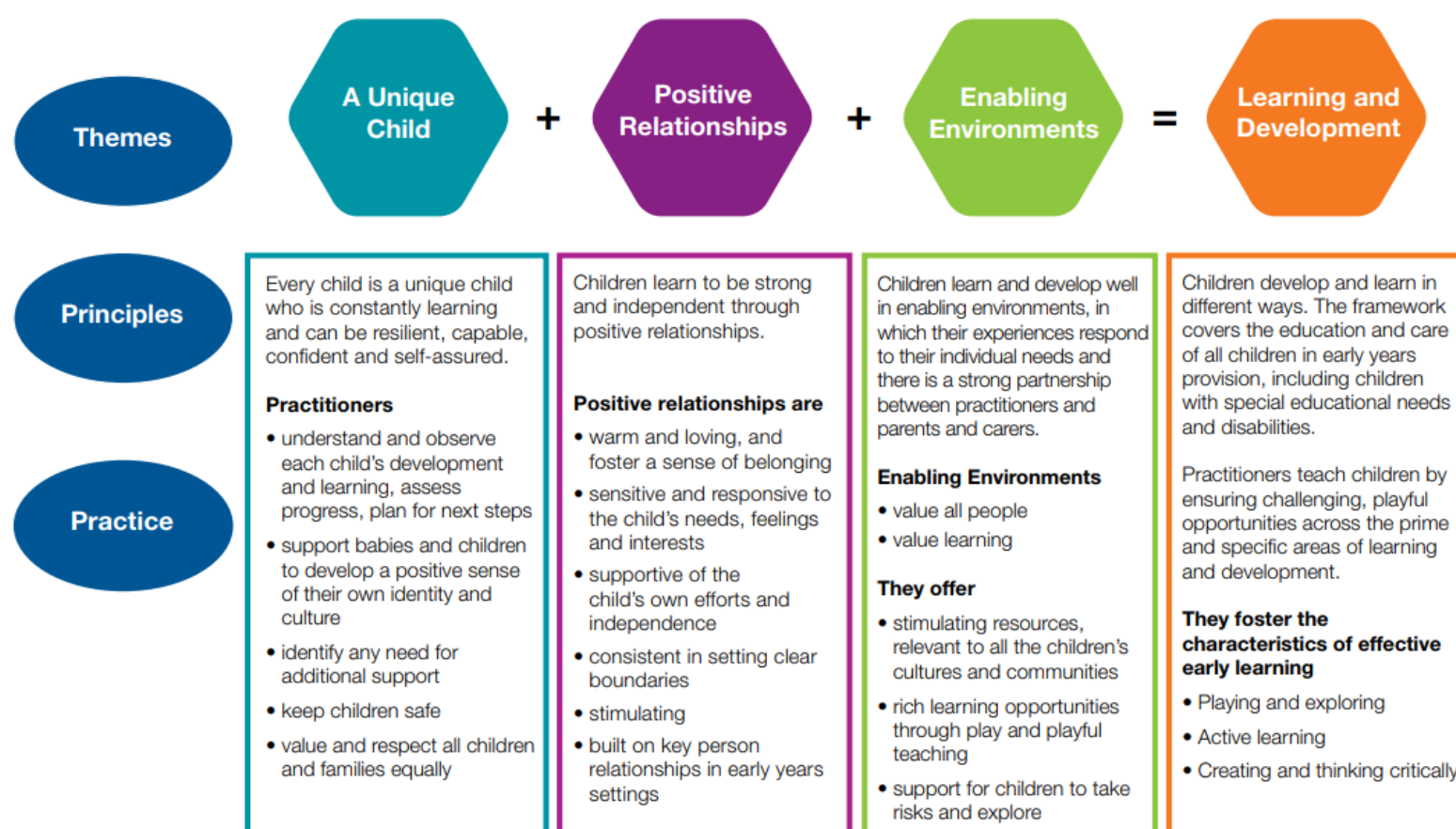
The standards that school and childcare providers must meet for the learning, development and care of children from birth to 5
 Published: 31 March 2014 Last updated: 4 September 2023

Development Matters in the Early Years Foundation Stage (EYFS)

Non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Christian Values		
	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours
Summer term – class assembly for parents/carers to reflect on an area of learning with a focus on active global citizenship

RSHE				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Firework safety Black History Month	Remembrance Day Anti-bullying Week	Safer Internet Day Children’s Mental Health Week World Book Day	Pride Month	Sun safety Water safety
Ongoing throughout the year to support ELGs – daily routines, developing independences, co-operative play, turn taking, school/class rules, continuous provision, storytime				
Families and friendships NSPCC Pants	Belonging to a community	Setting goals Safe internet use	Families and relationships	Growing and changing
Wellbeing – Kapow (additional lessons that can be taught at any point in the year)				
Trying something new	My surroundings	Similarities and differences	Kind words	Being animals

Literacy	
Our Approach to Reading Our Approach to Writing	Drawing Club Read Write Inc
Mathematics	
Our Approach to Maths White Rose Maths	Mastering number Numbots

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Special – where do we belong?	Why do Christians perform nativity plays at Christmas?	Why is the word God important to Christians?	Why do Christians put a cross in an Easter Garden?	Which places are special and why?	Which stories are special and why?

Understand the World (Geography – Kapow)
EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development Matters statements, while also laying the foundations for pupils’ further geography learning. The activities help the children to explore fictional and real maps in familiar contexts and to experience the surrounding natural environment, noticing changes in the weather and seasons over time.

Understanding the World (History – Kapow)
EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development Matters statements, while also laying the foundations for pupils’ further history learning. The activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives.

Expressive Arts and Design (Art and Design – Kapow)					
Drawing	Painting and mixed media	Sculpture and 3D	Craft and design		
Marvellous Marks	Paint my world	Creation station	Let’s get crafty		
Autumn craft	Christmas craft	Winter craft	Spring craft	Easter craft	Summer craft
Autumn wreaths	Salt dough decorations	Threaded snowflakes	Suncatchers	Egg threading	Salt painting

Expressive Arts and Design (Design Technology – Kapow)				
Structures	Cooking and nutrition	Textiles	Structures	
Junk modelling	Soup	Bookmarks	Boats	
Autumn	Christmas	Spring	Easter	Summer
Hibernation box	Sliding picture	Flower threading	Hanging decoration	Designing and making a rainbow salad

Expressive Arts and Design (Music – Charanga original scheme)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

MFL (French) – Language Angels		
Autumn	Spring	Summer
Nursery rhymes	Transport	In the jungle



Christian Values		
	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours
Class assembly for parents/carers to reflect on an area of learning with a focus on active global citizenship: Refugee Week in June – linked with History unit, 'How have explorers changed the world'

RSHE				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Firework safety Black History Month	Remembrance Day Anti-bullying Week	Safer Internet Day Children's Mental Health Week World Book Day	Pride Month	Sun safety Water safety
Families and people who care for me Mental Wellbeing Healthy Eating	Caring Friendships Drug, alcohol and tobacco	Online relationships Internet safety and harms	Respectful relationships Physical health and fitness Basic First Aid	Being safe Health and prevention Changing adolescent body
Wellbeing – Kapow (additional lessons that can be taught at any point in the year)				
Making mistakes	Sound	Understanding others	Sharing	Gardening

English		
Our Approach to Reading	Our Approach to Writing	Read Write Inc
Maths		
Our Approach to Maths White Rose Maths	I see maths Mastering number	Numbots

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who am I? What does it mean to belong?	Why does Christmas matter?	Who is Jewish? What do they believe?		Who made the world?	What makes some places sacred to believers?

Science – Kapow					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal Changes	Everyday Materials	Sensitive Bodies	Comparing Animals	Introduction to plants	Making Connections

Computing – Teach Computing					
Digital painting	Digital writing	Grouping data	Moving a robot	Programming animation	Technology around us

Geography – Kapow		
The 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this knowledge of location and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are also introduced in this unit, supporting the development of basic geographical skills. With a more secure grasp of location, scale and place, pupils are able to look at a context that will be less familiar to them in our 'What is it like to live in Shanghai?' unit, helping them to begin to developing an understanding of how communities and place can be similar or different to one another, as advised by the National curriculum.		
Autumn 1	Spring 1	Summer 1
What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?

History – Kapow

The 'How am I making history?' unit supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, 'How have toys changed?' extends this understanding of chronology further into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time. With a more secure grasp of this concept, pupils are able to look at a context that will be less familiar to them in our 'How have explorers changed the world?' unit, which will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.

Autumn 2	Spring 2	Summer 2
How am I making history?	How have toys changed?	How have explorers changed the world?

Art and Design – Kapow *(The units can be taught in ANY order)*

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Make your mark	Colour splash	Paper play	Woven wonders

Design Technology – Kapow *(The units can be taught in ANY order)*

Mechanisms	Structures	Textiles	Mechanisms	Cooking and nutrition
Making a moving story book	Constructing a windmill	Puppets	Wheels and axles	Smoothies

Music – Charanga (original scheme)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay

MFL (French) – Language Angels

Autumn	Spring	Summer 1	Summer 2
Minibeasts	In my town	Superheroes	Teddy Bear picnic

PE – Get Set 4 PE

Autumn	Spring	Summer
Running and Jumping Balance, Agility and Co-ordination Multi-Skills Games	Throwing and Catching Balance, Agility and Co-ordination Dance and Movement	Running and Jumping Throwing and Catching Multi-Skills Games



Christian Values		
	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours
Class assembly for parents/carers to reflect on an area of learning with a focus on active global citizenship: Show the Love in February – linked with Geography unit, 'Why is our world wonderful?'

RSHE				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Firework safety Black History Month	Remembrance Day Anti-bullying Week	Safer Internet Day Children's Mental Health Week World Book Day	Pride Month	Sun safety Water safety
Families and people who care for me Mental Wellbeing Healthy Eating	Caring Friendships Drug, alcohol and tobacco	Online relationships Internet safety and harms	Respectful relationships Physical health and fitness Basic First Aid	Being safe Health and prevention Changing adolescent body
Wellbeing – Kapow (additional lessons that can be taught at any point in the year)				
Perseverance	Colour expressions	Compliments	Generosity	Nature walk

English			
Our Approach to Reading	Our Approach to Writing	Read Write Inc	Spelling Shed
Maths			
Our Approach to Maths White Rose Maths	I see maths Mastering number	Numbots/TTRockstars	

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who is Muslim? What do they believe?		What do Christians believe God is like?	Why does Easter matter?	What is the Good News that Jesus brings?	How should we care for the world and why does it matter?

Science - Kapow – Kapow					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Habitats	Microhabitats	Uses of everyday materials	Life cycles and health	Plant growth	Making Connections

Computing – Teach Computing					
Computing systems around us	Creating digital music	Data and information pictograms	Digital photography	Programming a robot	Programming quizzes

Geography – Kapow		
Children revisit the concept of place by studying another non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and, as in Year 1, compare this to their locality. 'Why is our world wonderful?', the second unit in Year 2 gives pupils the chance to look at features in the UK and explore further physical and human features in the wider world. The third unit builds on geographical skills learnt in Key stage 1 so far and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.		
Autumn 1	Spring 1	Summer 1
Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?

History - Kapow

The first unit in Year 2 'How was school different in the past?' gives pupils the chance to look at history through the familiar school context. The second and third units move onto less familiar contexts again, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society as a whole.

Autumn 2	Spring 2	Summer 2
How was school different in the past?	How did we learn to fly?	What is a monarch?

Art and Design – Kapow *(The units can be taught in ANY order)*

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Tell a story	Life in colour	Clay houses	Map it out

Design Technology – Kapow *(The units can be taught in ANY order)*

Mechanisms	Cooking and nutrition	Mechanisms	Structures	Textiles
Fairground wheel	A balanced diet	Making a moving monster	Baby bear's chair	Pouches

Music – Charanga (original scheme)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay

MFL (French) – Language Angels

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shapes	Seasons	Animals	Instruments	I am able..... I know how to	Little Red Riding Hood

PE – Get Set 4 PE

Autumn	Spring	Summer
Running and Jumping Balance, Agility and Co-ordination Dance and Movement	Throwing and Catching Balance, Agility and Co-ordination Multi-Skills Games	Running and Jumping Throwing and Catching Multi-Skills Games



Christian Values		
	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours
Class assembly for parents/carers to reflect on an area of learning with a focus on active global citizenship: World Environment Day, 5 th June – linked with Geography unit, 'Are all settlements the same?'

RSHE				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Firework safety Black History Month	Remembrance Day Anti-bullying Week	Safer Internet Day Children's Mental Health Week World Book Day	Pride Month	Sun safety Water safety
Families and people who care for me Mental Wellbeing Healthy Eating	Caring Friendships Drug, alcohol and tobacco	Online relationships Internet safety and harms	Respectful relationships Physical health and fitness Basic First Aid	Being safe Health and prevention Changing adolescent body
Wellbeing – Kapow (additional lessons that can be taught at any point in the year)				
Practice makes perfect	Making a difference	Shared interests	Appreciation	Motion detection

English	
Our Approach to Reading Our Approach to Writing	Read Write Inc Spelling Shed
Maths	
Our Approach to Maths White Rose Maths	I see maths Mastering number TTRockstars

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to be a Hindu today?		What is it like to follow God?	What do Christians learn from the creation story?	When Jesus left, what next?	What are the deeper meanings of festivals?

Science – Kapow					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Movement and nutrition	Forces and magnets	Rocks and soil	Light and shadows	Plant reproduction	Making connections

Computing – Teach Computing					
Connecting computers	Desktop publishing	Stop frame	Branching databases	Programming - sequencing sound	Programming - events and actions

Geography – Kapow		
Year 3 starts with 'Why do people live near volcanoes?' for deeper insight into physical processes than in Key Stage 1. 'Who lives in Antarctica?' expands on Year 2's hot and cold places and how location affects people differently. 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources, which Year 4 will expand on.		
Autumn 1	Spring 1	Summer 1
Who do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?

History – Kapow

'What did the ancient Egyptians believe?' is placed at the end of Year 3 so that pupils have a sufficient understanding of the history of the UK before they compare and make connections with other ancient civilisations.

Autumn 2	Spring 2	Summer 2
British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the ancient Egyptians believe?

Art and Design – Kapow *(The units can be taught in ANY order)*

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Growing artists	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls

Design Technology – Kapow *(The units can be taught in ANY order)*

Textiles	Electrical systems	Mechanical systems	Digital world	Cooking and nutrition	Structures
Cushions	Electric poster	Pneumatic toys	Wearable technology	Eating seasonally	Constructing a castle

Music – Charanga (original scheme)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay

MFL (French) – Language Angels

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics 1 I am learning	Vegetables	Fruits	Ice-creams	Presenting Myself	My Family

PE – Get Set 4 PE

Autumn	Spring	Summer
Invasion Games (Rugby/Football) Running and Jumping (Cross Country) Dance and Movement Patterns (Gymnastics/Dance)	Net/Wall Games (Tennis/Badminton) Balance, Agility and Co-ordination (Gymnastics, Dance) Invasion Games (Netball/Basketball)	Running and Jumping (Athletics) Throwing and Catching (Athletics) Striking and Fielding Games (Rounders/Cricket)



Christian Values		
	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours
Class assembly for parents/carers to reflect on an area of learning with a focus on active global citizenship: Fairtrade Fortnight in February/early March – linked with Geography unit, 'Where does our food come from?'

RSHE				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Firework safety Black History Month	Remembrance Day Anti-bullying Week	Safer Internet Day Children's Mental Health Week World Book Day	Pride Month	Sun safety Water safety
Families and people who care for me Mental Wellbeing Healthy Eating	Caring Friendships Drug, alcohol and tobacco	Online relationships Internet safety and harms	Respectful relationships Physical health and fitness Basic First Aid	Being safe Health and prevention Changing adolescent body
Wellbeing – Kapow (additional lessons that can be taught at any point in the year)				
Resilience	My thoughts	Pen pals	Giving to my community	Making a beat

English	
Our Approach to Reading Our Approach to Writing	Read Write Inc Spelling Shed

Maths		
Our Approach to Maths White Rose Maths	I see maths Mastering number	TTRockstars

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to be a Sikh today?		What kind of world did Jesus want?	Why do Christians call the day Jesus died 'Good Friday'?	What is the Trinity (Incarnation and God)?	How and why do believers show their commitment during the journey of life?

Science – Kapow					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Digestion and food	Electricity and circuits	States of matter	Sound and vibrations	Classification and changing habitats	Making connections

Computing – Teach Computing					
The internet	Audio production	Photo editing	Data logging	Programming – repetition in shapes	Programming – repetition in games

Geography – Kapow		
In 'Why are rainforests important to us?' children are introduced to biomes. This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade. The third unit, 'What are rivers and how are they used?' builds on these concepts further and gives children and opportunity to bring learning back to their locality during the fieldwork opportunity. The second and third unit in Year 4 build upon the concepts of settlements existing around natural resources and physical processes such as weather and climate.		
Autumn 1	Spring 1	Summer 1
Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?

History - Kapow

The British History units are after 'How have children's lives changed?' in Year 4 because these units look at more abstract substantive concepts, such as power, invasion, settlement and trade, which are often challenging for children to understand.

Autumn 2	Spring 2	Summer 2
How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?

Art and Design – Kapow *(The units can be taught in ANY order)*

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Power Prints	Light and dark	Mega materials	Fabric of nature

Design Technology – Kapow *(The units can be taught in ANY order)*

Electrical systems	Mechanical systems	Digital world	Cooking and nutrition	Structures	Textiles
Torches	Making a slingshot car	Mindful moments timer	Adapting a recipe	Pavilions	Fastenings

Music – Charanga (original scheme)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay

MFL (French) – Language Angels

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics 2 What is the weather?	The date	In the classroom	At the tearoom, at the café, at the restaurant	Do you have a pet?	Habitats

PE – Get Set 4 PE

Autumn	Spring	Summer
Invasion Games (Netball/Basketball) Invasion Games (Rugby/Football) Balance, Agility and Co-ordination (Gymnastics, Dance) Running and Jumping (Cross Country)	Net/Wall Games (Tennis/Badminton) Running and Jumping (Orienteering) Dance and Movement Patterns (Gymnastics/Dance)	Running and Jumping (Athletics) Throwing and Catching (Athletics) Striking and Fielding Games (Rounders/Cricket) Swimming



Christian Values		
	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours
Class assembly for parents/carers to reflect on an area of learning with a focus on active global citizenship: World Water Day, 22 nd March – linked with Geography unit, ‘Why do oceans matter?’

RSHE				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Firework safety Black History Month	Remembrance Day Anti-bullying Week	Safer Internet Day Children’s Mental Health Week World Book Day	Pride Month	Sun safety Water safety
Families and people who care for me Mental Wellbeing Healthy Eating	Caring Friendships Drug, alcohol and tobacco	Online relationships Internet safety and harms	Respectful relationships Physical health and fitness Basic First Aid	Being safe Health and prevention Changing adolescent body
Wellbeing – Kapow (additional lessons that can be taught at any point in the year)				
Growth mindset	Others around me	Working together	Pay it forward	Adaptive sports

English	
Our Approach to Reading Our Approach to Writing	Read Write Inc Spelling Shed
Maths	
Our Approach to Maths White Rose Maths	I see maths Mastering number TTRockstars

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean for Muslims to follow God?	What kind of King is Jesus?	How can following God bring freedom and justice?	What did Jesus do to save human beings?	What would Jesus do?	Why do some people believe in God, and some not?

Science – Kapow						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Mixtures and separation	Properties and changes	Earth and space	Life cycles and reproduction	Imbalanced forces	Human timeline	Making connections

Computing – Teach Computing					
Searching	Vector graphics	Video production	Flat file databases	Programming – selection in physical computing	Programming – selection in quizzes

Geography – Kapow		
‘What is life like in the Alps?’ begins Year 5 with a case study combining the interdependence of both the human and physical environment, additionally building exposure to colder environments as introduced in Key stage 1 and in Year 3. ‘Why do oceans matter?’ builds on the understanding children have gained around climate change during Year 4. Exploration of a different type of biome and how humans utilise this environment is explored in the unit ‘Would you like to live in a desert?’		
Autumn 1	Spring 1	Summer 1
What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?

History - Kapow

The British History unit 'What was life like in Tudor England?' is taught first, allowing an opportunity to revisit and build on the children's understanding of the chronology of British history from Year 4. They then move on to comparing Britain to ancient Greece and the Maya civilisation.

Autumn 2	Spring 2	Summer 2
British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxons?

Art and Design – Kapow *(The units can be taught in ANY order)*

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
I need space	Portraits	Interactive installation	Architecture

Design Technology – Kapow *(The units can be taught in ANY order)*

Mechanical systems	Digital world	Cooking and nutrition	Structures	Textiles	Electrical systems
Making pop-up book	Monitoring devices	What could be healthier?	Bridges	Stuffed toys	Doodlers

Music – Charanga (original scheme)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing On The Street	Reflect, Rewind and Replay

MFL (French) – Language Angels

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics 3 Do you have a pet?	My home	Olympics	Habitats	Clothes	The planets

PE – Get Set 4 PE

Autumn	Spring	Summer
Invasion Games (Rugby/Football) Swimming Running and Jumping (Cross Country) Balance, Agility and Co-ordination (Gymnastics, Dance)	Net/Wall Games (Tennis/Badminton) Swimming Dance and Movement Patterns (Gymnastics/Dance) Invasion Games (Netball/Basketball)	Striking and Fielding Games (Rounders/Cricket) Running and Jumping (Athletics) Throwing and Catching (Athletics)



Christian Values		
	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours
Class assembly for parents/carers to reflect on an area of learning with a focus on active global citizenship: Holocaust Memorial Day, 27 th January – linked with History unit, 'What was the impact of WWII on the people of Britain?'

RSHE				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Firework safety Black History Month	Remembrance Day Anti-bullying Week	Safer Internet Day Children's Mental Health Week World Book Day	Pride Month	Sun safety Water safety
Families and people who care for me Mental Wellbeing Healthy Eating	Caring Friendships Drug, alcohol and tobacco	Online relationships Internet safety and harms	Respectful relationships Physical health and fitness Basic First Aid	Being safe Health and prevention Changing adolescent body
Wellbeing – Kapow (additional lessons that can be taught at any point in the year)				
Goal setting	Myself	Community	Apologising	Brain breaks

English	
Our Approach to Reading Our Approach to Writing	Read Write Inc Spelling Shed

Maths		
Our Approach to Maths White Rose Maths	I see maths Mastering number	TTRockstars

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creation and Science - Kapow – conflicting or complimentary?	Was Jesus the Messiah?	What does it mean for a Jewish person to follow God?	What difference does the resurrection make for Christians?	What does it mean if God is holy and loving?	How do religions help people through good times and bad times?

Science – Kapow					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classifying big and small	Light and reflection	Evolution and inheritance	Circuits, batteries and switches	Circulation and exercise	Making connections

Computing – Teach Computing					
Communication	3D modelling	Webpage creation	Introduction to spreadsheets	Programming – variable games	Programming – sensing movement

Geography – Kapow		
'Can I carry out an independent fieldwork enquiry?' is the last unit in Year 6, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer. Units in Year 6 expose children to more complex issues of population, energy production and consumption and encourage them to consider data through an analytical lens. These units, build upon components learnt throughout Key stage 2 such as settlement, economic opportunity, weather and physical processes.		
Autumn 1	Spring 1	Summer 1
Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

History – Kapow

'What does the census tell us about our local area?' and 'What was the impact of World War 2 on the people of Britain?' are together so the children can compare local and national issues. 'Unheard histories' is a transition unit preparing children for studying history at Key Stage 3, and so is the final unit.

Autumn 2	Spring 2	Summer 2
What does the Census tell us about our local area?	British history 6: What was the impact of WWII on the people of Britain?	Unheard histories: Who should go on the banknote?

Art and Design – Kapow *(The units can be taught in ANY order)*

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Make my voice heard	Artist study	Making memories	Photo opportunity

Design Technology – Kapow *(The units can be taught in ANY order)*

Digital world	Cooking and nutrition	Structures	Textiles	Electrical systems	Mechanical systems
Navigating the world	Come dine with me	Playgrounds	Waistcoats	Steady hand game	Automata toys

Music – Charanga (original scheme)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay

MFL (French) – Language Angels

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics 4 At school	The weekend	Healthy lifestyles	WWII	Me in the world	Vikings

PE – Get Set 4 PE

Autumn	Spring	Summer
Invasion Games (Netball/Basketball) Invasion Games (Rugby/Football) Balance, Agility and Co-ordination (Gymnastics, Dance) Running and Jumping (Athletics, Cross Country)	Net/Wall Games (Tennis/Badminton) Running and Jumping (OAA/Orienteering) Swimming Dance and Movement Patterns (Gymnastics/Dance)	Striking and Fielding Games (Rounders/Cricket) Running and Jumping (Athletics) Throwing and Catching (Athletics)