



Curriculum Overview including 2 Year Rolling Programme from Yr1/2

Reception Long Term Plan

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

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

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

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

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

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

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

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

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

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

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

| Year A | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | | Advent | | Lent | | Pentecost | |
| Maths | White Rose | Place Value (within 10) Y1 Addition and Subtraction (within 10) Y1 Geometry Y1 Place Value Year 2 Addition and Subtraction Y2 Geometry Y2 | | Place Value (within 20) Y1 Addition and Subtraction (within 20)Y1 Place Value (within 50) Y1 Length and Height Y1 Mass and Volume Y1 Money Y2 Multiplication and division Y2 Length and Height Y2 Mass, Capacity and temperature Y2 | | Multiplication and Division Y1 Fractions Y1 Position and Direction Place value (within 100) Y1 Money Y1 Time Y1 Statistics Y2 Fractions Y2 Position and Direction Y2 Problem Solving Y2 Time Y2 | |
| Phonics | Twinkl/Little Wandle | | | | | | |
| English Reading | Accelerated Reading for Y2 children and some Y1 children. | | | | | | |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| | <p>Theseus and the Minotaur – Greek myth</p> <p>Zeus- Non-Chronological report</p> <p>Journey – Aaron Becker (Picture book)</p> <p>Chitty, Chitty Bang Bang – Ian Flemming</p> <p>Perseus and Madusa – Greek myth</p> <p>Theseus and the Minotaur – Greek myth</p> <p>Zeus- Non-Chronological report</p> <p>Journey – Aaron Becker (Picture book)</p> <p>Chitty, Chitty Bang Bang – Ian Flemming</p> | <p>about space and Neil Armstrong</p> <p>Cosmic – Frank Cotrell-Boyce</p> <p>Narrative: Techniques to develop narrative writing – Based on Cosmic</p> <p>Setting description</p> <p>Science Fiction story</p> <p>Non-fiction: Newspaper report: moon landing</p> <p>Newsround quick write</p> <p>Persuasive Writing – advertisement /leaflet - Theme Park</p> | <p>Narrative: Story retelling – Hero Twins (graphic novel) and The Chocolate Tree (from another point of view).</p> <p>Recount – A memorable journey</p> <p>Descriptive writing – A good luck charm</p> <p>Diary Entry – From point of view of crew member</p> <p>Informal letter – from a crew member</p> <p>Non-fiction: persuasive writing – travel brochure</p> <p>Diary entry – day in the life of a Mayan nobleman/slave/farmer etc...</p> <p>Postcards quick write</p> <p>Biography – Research and present information about a crew member</p> | <p>Narrative:</p> <p>Drama – explore events, thoughts and feelings experienced by a character</p> <p>Playscript – Shackleton's arrival at Saint Georgia</p> <p>Non-fiction:</p> <p>Persuasive writing – To Shackleton should he leave or stay?</p> <p>Newspaper report – Shackleton's rescue</p> | <p>Narrative: Techniques to develop narrative writing – Based on The Promise</p> <p>Setting description</p> <p>Poetry: Based on descriptive words and phrases about a setting</p> <p>Diary Entry – As main character reflecting on life</p> <p>Letter giving advice – dilemma faced by a character - thank you letter from the character to the old lady</p> <p>Postcard – From the city</p> <p>Non-Fiction:</p> | |
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| | | <p>Non-fiction: Eyewitness Report Police Wanted Poster Newspaper Report Non-chronological report on a Greek God</p> | <p>Explanation Text – Day and Night (Science) Planet Fact-files (Science) Biography: Neil Armstrong</p> | | | <p>Eyewitness account – Of the robbery</p> | |
| Science | | Forces | Earth and Space | Materials and their Properties | Changing Materials | Lifecycles | Human life cycles Puberty |
| Geography | | <p>Amazing Americas locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and</p> | | <p>Energy and the Environment understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | | <p>Local study of Marlow name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> | |

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| | | <p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> | | | | |
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| History | | | <p align="center">Greeks</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> <p>Construct response by choosing and organizing relevant historical information</p> <p>Understand how our knowledge of the past is derived</p> | | <p align="center">World War 1</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> | | <p align="center">Crime and Punishment</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, contrasts and trends over time</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> |
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| | | | from a range of sources | | | | |
| Art | | Portraits | | Print Making | | Aboriginal Art | |
| DT | Kapow | | Navigating the World- CAD software | | Come dine with me | | Waist coats |
| Computing | NCCE | | | | | | |
| PSHE/RSE | Journey in Love | | | | | | |
| RE | Come and See | Domestic Church: Ourselves Baptism/Confirmation: Life choices Advent/Christmas: Hope Other Faith Week – Judaism – Pesach | | Local Church: Mission Reconciliation: Memorial sacrifice Lent/Easter: Sacrifice Other Faith Weeks – Islam – Ramadan | | Pentecost: Transformation Reconciliation: Freedom and responsibility Universal Church: Stewardship | |
| PE | The PE Hub | Gymnastics Basketball | Dance Football | Gymnastics Tag Rugby | Dance Hockey | Badminton OAA | Athletics Cricket |
| Music | Charanga | Livin' on a Prayer Rock Anthems Children are going to listen to a melody with the notes D E F sharp G A B C | Classroom Jazz 2 Jazz Improvisation and composition Children are going to listen to a song with C and blues in C | Make You Feel My Love Pop Ballads Children are going to listen to a melody using the notes B C D E F G | You've Got a Friend The music of Carole King Children are going to listen to a melody using the notes D E F G A B C | Dancing in the Street Motown Children listen to the melody using the notes F G A D | Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music |

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

| Year B | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|----------------------------|---|---|---|--|--|--|
| | | Advent | | Lent | | Pentecost | |
| Maths | White Rose | Place Value Addition and Subtraction Multiplication and Division Fractions Comparing Units | | Ratio Algebra Decimals Fractions, Decimals and Percentages Area, volume and perimeter Statistics | | Shape Position and direction | |
| English Reading | AR | | | | | | |
| English Spelling | No Nonsense Spelling | | | | | | |
| English Writing | Texts and genre of writing | Street Child - Berlie Doherty Narrative: Recounts-A Victorian Day Character descriptions – Jim Jarvis Writing in character-Jim and Mr Spink Diary Entries Writing in character | Friend or Foe – Michael Morpurgo Newspaper report: Narrative: Alternative endings/viewpoints Poetry: Mood/colour poems Non-fiction: Drama: Christmas play Conscience Alley | Narrative: Journey through the rainforest as creature. Sensory walk-including personification Non-fiction: Temperate and tropical rainforest report Layers of a rainforest- Geography Commentary for wildlife programme | Narrative: Retell Vanishing rainforest Create characters Write rainforest story Non-fiction: Deforestation research Geography Persuasive writing Debates about deforestation Geography Persuasive script writing/adverts | Narrative-What makes life worth living? Stream of consciousness Character wheel- feelings of character Writing in character Persuasive letter Non fiction: Medical practices in prehistoric times-History | Narrative: Reflective diary entry Conversational writing Audio tour of the heart Poetry: Character poem Non-fiction: Audio tour of the heart poster- Science Young Enterprise advertising and promotion |

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| | | Non-fiction: facts about workhouses- History Rich and poor Victorians History Street Jobs History | | Wildlife in rainforest information page Geography | Fairtrade PSHE/ Geography | Promoting healthy lifestyle in Greek times History Black Death poster- History | Drama: Year 6 play-Music |
| Science | | Biodiversity | Electricity | Light | Inheritance and Evolution | Circulatory System | Keeping Healthy and Changes during Puberty |
| Geography | | | | <p>Rainforests</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p> | <p>Our changing world</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> | | <p>Trades and economics</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> |

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| | | | | <p>volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate</p> | | | |
| History | | <p>Victorians</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> | <p>World War 2</p> <p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> | | | <p>Medicines through the ages</p> <p>Medicines through the ages a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, contrasts and trends over time</p> <p>Develop appropriate use of historical terms</p> <p>Ask and answer questions about change, cause, similarity, difference and significance</p> | |

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| Art | | Banquet | | Native American Art/ Tribal | | Theatre | |
| DT | Kapow | | Electrical Systems- Steady Hand Game | | Digital World – Navigating the World | | Food – Come Dine with Me |
| Computing | NCCE | Computing systems and networks - Communication and collaboration | Creating media – Web page creation | Programming A – Variables in games | Data and information – Spreadsheets | Creating media – 3D Modelling | Programming B - Sensing movement |
| French | Kapow | In My French House | Visiting a town in France | Planning a French holiday | French sport and the Olympics | French football champions | |
| PSHE/RSE | Journey in Love | | | | | | |
| RE | Come and See | Domestic Church: Loving Baptism/Confirmation: Vocations and Commitment Advent/Christmas: Expectations Other Faith Week – Judaism | | Local Church: Sources Reconciliation: Unity Lent/Easter: Death and New Life Other Faith Weeks – Islam | | Pentecost: Witnesses Reconciliation: Healing Universal Church: Common good | |
| PE | The PE Hub | Gymnastics Hockey | Dance Danish Longball | Gymnastics Tag Rugby | Dance OAA | Handball Swimming | Athletics Swimming |
| Music | Charanga | Happy Children learn a song with the melody G A B C D E Play and Copy back Copy back using instruments. Use 1 note: A | Classroom Jazz 1 Jazz and improvisation Children listen to Bosa Nova B A G and swing D E G A B | A New Year carol Benjamin Britten's music and cover versions Children listen to a song with the melody Eb, F G Ab Bb C D | The Fresh prince of Bel-Air Old School Hip Hop Children listen to a melody with the notes C D E F G A | Music and Me Create your own music inspired by your identity and women in the music industry | Reflect, Rewind Replay The history of music, look back and consolidate your learning, learn some of the language of music |