

Dream Believe Achieve

Curriculum Map

		С	urriculum Map							
	A., t.,	A.ut.um. 2	Nursery	Carrier 2	C 1	C				
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)				
PRIME		ttention: children lis								
Communication	accurately antio	ipating key events a	nd respond to wh	at they hear witl	r relevant comme	nts, questions				
and Language		, give their attention	to what others so	y and respond a	ppropriately, wh	ile engaged in				
	another activity									
		children follow instr				swer now ana				
	'why' questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners' needs. They us									
	past, present ar	ıd future forms accu	rately when talkin	g about events t	hat have happen	ed or are to				
		uture. They develop	their own narrativ	es and explanati	ons by connectin	g ideas or				
PRIME Physical	events.	ıdling: children shov	r agad cantral an	d ca-ardination i	in large and sma	I marmonts				
Development		lidently in a range of								
Белегерители		ovement skills – run		0 1	00 0	U .				
	handle equipme	nt and tools effectiv	ely, including pen	cils for writing.		_				
		care: children know								
		d talk about ways t eds successfully, inc								
PRIME		and self-awareness								
Personal, social		nore than others. Th								
and emotional	ideas, and will	choose the resources								
development	don't need help									
		igs and behaviour: c thers' behaviour, an								
		hey work as part of								
		aviour to different si								
		ships: children play								
		about how to organ rm positive relations				eeds and				
SPECIFIC		en take part in share				liar stories				
Literacy		year. Children discu								
		r join in with singin		•	•					
		n engage in mark m alk about their mark								
		ecognise marks in th	U	U	U					
		ctivities such as rhyt								
		ounds. When ready,		earn the first six	sounds and put	their phonics				
CDECIFIC		rplete an adult-led c		2 10		51:11				
SPECIFIC Mathematics		ren count reliably wi ing a selection of co								
Tracticalitation		plore creating numb								
	ten frames.		00			· ·				
		rd measures: childre								
		ape. They recognise, s and shapes and w				eristics of				
SPECIFIC		s and shapes and as munities: children to				and in the				
Understanding	lives of family r	nembers. They know	r that other childre	en don't always	enjoy the same th	rings, and are				
the world		. They know about s		ferences betweer	r themselves and	others, and				
		, communities and t		~nncac in mol=±:	tanlann dist	a matariala				
		lren know about sin s. They talk about t								
		ight vary from one (
	explain why so	ne things occur, and	l talk about chanç	ies.	,					
		ldren recognise that			laces such as ho	mes and				
SPECIFIC		elect and use techno			music and danse	and				
Expressive art		sing media and mat ways of changing								
and design		erimenting with colo								

	thinking about	Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.								
Music Charanga	Mei	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay				

		С	urriculum Map								
	Autumn 1	Autumn 2	Reception Spring 1	Spring 2	Summer 1	Summer 2					
	(6 weeks)	(8 weeks)	(6 weeks)	(6 weeks)	(5 weeks)	(7 weeks)					
PRIME		uttention: children lis			•						
Communication	accurately anticipating key events and respond to what they hear with relevant comments, questions										
and Language		or actions. They give their attention to what others say and respond appropriately, while engaged in									
	another activity	,		1 * 1	·	(1) 1					
		children follow instr about their experier				wer now and					
		ren express themselv				s. They use					
		nd future forms accu									
		Puture. They develop	their own narrativ	es and explanati	ons by connectin	g ideas or					
DDIME DI : I	events.	11: 1:11 1		1 1: 1:							
PRIME Physical Development		ndling: children shov fidently in a range o									
Devempment		puertug in a range of , including pencils fo		vicinity space.	rieg ruituie equip	unterta arta					
		-care: children know		r good health of	physical exercise	, and a					
	healthy diet, ar	rd talk about ways t	σ keep healthy and	d safe. They mar	rage their own bo	ısic hygiene					
		eeds successfully, in									
Physical	Running	Skipping	Overarm throw		Catching	Side Gallop					
Education Lancashire	Hopping	Jumping	Rolling a ball	Kicking	Dodging	Two handed strike					
SOW						Underarm					
						throw					
PRIME		and self-awareness									
Personal, social		more than others. The									
and emotional development	don't need help	choose the resources	iney need for the	ır chosen acuvu	es. They say whe	n iney ao or					
ueveo priveru	•	 ngs and behaviour: c	hildren talk about	how they and o	thers show feelin	gs, talk about					
	their own and o	others' behaviour, an	d its consequences	s, and know that	t some behaviour	is					
		They work as part of									
		naviour to different si Iships: children play									
		about how to organ									
		orm positive relations									
SPECIFIC	U	en read and understo	•	0 1	U						
Literacy		and read them aloud				words. They					
		nderstanding when to en use their phonic kr	U			snaken.					
		lso write some irregi									
		lves and others. Som									
SPECIFIC		ren count reliably wi	· ·	•		•					
Mathematics		more or one less thar ngle-digit numbers a									
		rigie-aigit rurribers a ling, halving and sho		ck w jina ine an	swer. They sowe	problems,					
		nd measures: childre		rguage to talk al	bout size, weight,	capacity,					
	position, distan	ice, time and money	to compare quant	ities and objects	and to solve prob	lems. They					
	•	te and describe patte	• .	characteristics of	everyday objects	and shapes					
SPECIFIC		matical language to ımunities: children to		I nrasant avants	n their own lives	and in the					
Understanding		members. They know									
the world		i. They know about s									
	among families	i, communities and t	raditions.								
		dren know about sim									
	,	gs. They talk about t									
		right vary from one (me things occur, and	•		y aranaas araa pa	มนธ นเน					
		ildren recognise that			laces such as ho	nes and					
		elect and use techno									
			•								

Science			Biology:	Chemistry:	Physics: Light,	Our						
Collins Snap			Animals and	Objects and	space,	Changing						
Science			plants	materials	electricity and	World: The						
					movement	local						
						environment						
SPECIFIC	Exploring and i	xploring and using media and materials: children sing songs, make music and dance, and										
Expressive art	experiment with	experiment with ways of changing them. They safely use and explore a variety of materials, tools and										
and design	techniques, exp	erimenting with colo	rur, design, texture	, form and funct	ion.							
	Being imaginat	ive: children use who	at they have learn	t about media ar	nd materials in ori	iginal ways,						
	thinking about	uses and purposes. T	They represent the	ir own ideas, tho	rughts and feeling	s through						
	design and tech	ınology, art, music, (dance, role-play a	nd stories.		· ·						
Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect,						
Charanga		-				Rewind and						
Ů						Replay						

			Curriculum Map			
	Autumn 1	Autumn 2	Year 1 Spring 1	Spring 2	Summer 1	Summer 2
	(6 weeks)	(8 weeks)	(6 weeks)	(6 weeks)	(5 weeks)	(7 weeks)
English (Lancashire Units)	Stories by the same author Non chronological reports Poems on a theme	Repetitive patterned stories Poems on a theme Range of non- fiction texts	Classic stories or story on a theme Instructions Traditional rhymes	Traditional tales Recounts	Stories with familiar settings Non-fiction tests: booklets Traditional rhymes	Stories with fantasy settings Poems to learn by heart Recounts
Maths (White Rose Maths)	Number and place value 1 - 10, addition and subtraction within 10	Shape, Number and place value 11 - 20	Addition and subtraction within 20, Number and place value within 50	Length, weight, height, volume	Multiplication and division, fractions, position and direction	Number and place value within 100, money, time
Science	Everyday	Using our senses	Looking at	Everyday	Plant	Looking at
(Collins)	materials Our changing v Plants, animal seasons	vorlds: antics, sensing	animals Our changing wor Plants, animal and seasons		Detectives Our changing Plants, sensin	
NC coverage	distinguis h between an object and the material from which it is made identify and name a variety of everyday materials , including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	distinguis h between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials or compare and group together a variety of everyday materials on the basis of	identify and name a variety of common wild and garden plants, includin g deciduous and evergree n trees identify and describe the basic structure of a variety of common flowerin g plants, includin g trees.	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

	everyday materials on the basis of their simple physical properties			simple physical properties.		
NC Working scientifically	observiperformidentifiusing tgatheri	ng closely, using si ring simple tests ying and classifying heir observations a ng and recording d	} nd ideas to suggest ata to help in answ	answers to quest ering questions.	tions	
Computing (Purple Mash)	Online Safety Exploring Purple Mash Grouping and sorting	Pictograms Lego Builders	Maze Explorers Animated Story Books	Animated Story books (cont) Coding	Spreadsheets	Technology Outside school
History,		Events beyond living memory – Great Fire of London		Changes within Living Memory		
NC Coverage		events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
Geography	Hot and Cold areas of the World		UK countries and Capital Cities		Fieldwork in the school Grounds	
NC Coverage	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,		name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the		use simple fieldwork and observationa I skills to study the geography of their school and its grounds and the key human and physical features of its	

	vegetation,		United Kingdom		surrounding	
	ŭ		ľ		environment.	
	season and		and its		awa oranie w.	
	weather		countries, as			
	identify 		well as the			
	seasonal and		countries,			
	daily weather		continents and			
	patterns in		oceans studied			
	the United		at this key stage			
	Kingdom and					
	the location					
	of hot and					
	cold areas of					
	the world in					
	relation to the					
	Equator and					
	the North and					
	South Poles					
Art and	Drawing and			Self Portrait		Art/DT
Design	Painting.			Paintings of		3D models
	Clay			the royal		
	sculptures.			family, their		Charcoal
	Painting of			families and		drawings of
	an			self-portraits.		Robots turned
	environment					into 3D models
	studied and a clay sculture			Artist - Picasso		using materials
	of an animal			Picusso		
	living there,					
	,					
NC Coverage	NC Skills:			NC skills:		NC Skills:
	Use range of			Create		Develop a wide
	materials			sketches to		range of art and
	Use drawing painting and			record observations		design techniques using
	sculpture to			and use them		colour .pattern,
	express ideas			to revisit ideas		texture, line ,
	·					shape, form and
						space.
Design and		Pop ups and	Food		Structures	
Technology		levers	Fruit		Make an	
		Pop up picture or moving	Kebabs/fruit salads.		outdoor structure for	
		picture	Junio.		the school	
		illustrating the			grounds.	
		Great fire of				
		London.				
NC Coverage		NC Skills:	NC Skills:		NC skills:	
		Design a	Select and use a		Design a	
		purposeful and functional	range of ingredients		purposeful and	
		product for	Evaluate against		functional	
		themselves and	their designs		product for	
		others.			themselves	
		Select and use a			and others.	
		range of tools			Select and	
		Explore and use			use a range	
		mechanisms in			of tools	
		their products.	İ		I	

										Build structures,		
										exploring '		
										how they		
										can be made		
										stronger		
PSHI	E	Health and	Wel	lbeing		Relationsl	и́рs			Living in the V	Vider Worl	ld
(PSH	ΗE	Healthy	Gro	owin	Keeping	Feelings	Health	y	Valuing	Rights and	Enviro	Money
Asso	ociation)	Lifestyles	g, a	ınd	Safe	and	Relatio	n	difference	Responsibilit	nemnt	
Supp	ported by	0 0	Čh	angin	Ü	emotions ships				ies		
Jigso	aw and		g	ŭ			•					
SEAL	L		Ü									
resou	urces.											
PE		Gymnastics	<u>ک</u>	Gymn	astics	Dance Dance		ance	Athletics	Athletics	,	
(Lan	icashire)	Games		Game	8	Games		Go	ames	Swimming	Swimmi	ng
RE		Christianity	Į.	Christ	ianity	Islam		Ju	ıdaism	Hindu	Christian	rity
(Lan	icashire)									dharma		· ·
Musi	ic	Hey you! Rhythn		m in the	In The Gro	rove	Ro	ound and	Your	Reflect, I	Rewind	
(Cha	uranga)	0 0	way we walk				Ro	ound	Imagination	and Rep	lay	
				and T	he Banana					Ŭ		
				Rap								

			Curriculum Ma	D			
	Autumn 1	Autumn 2	Year 2 Spring 1	Spring 2	Summer 1	Summer 2	
	(6 weeks)	(8 weeks)	(6 weeks)	(6 weeks)	(5 weeks)	(7 weeks)	
English (Lancashire Units)	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non- chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recount: letters Classic Poems	Story as a theme Explanations Poems on a theme	
Spelling (no nonsense)	Revisit Phase 5 GPCs of pupils Homophones Introduce Year when releval homophones: blue/ blew flour/flower, he hole, one/w no/know, to/too/two) Year 2 phonics The sound /dz/ '-dge' at the end sometimes spelt elsewhere in wo and 'y'. The /s/ sound selevention words of words of the period of words of the exception words mind, behind, of the pupils.	2 homophones int. (example see/sea, be/bee is bear/bare, bear/here, whole/won, sun/son, night/knight, is spelt '-ge' and it of words, and it as 'g' ords before 'e', 'i' spelt 'c' before spelt 'kn' and at the ords tion words tion words t'i' in common is: find, kind, kind, kind, kind, kind, well as others as	Revisit The /l/ or /əl/ sor at the end of word Homophones and homophones quit night/knight, new not/knot, they're/ others as relevant Apostrophe The possessive ap (singular nouns) / contractions (can hasn't, it's, could for the following of words the fall sound spend of words The spelt '-ey' The /r/ sound spend of words The spelt '-ey' The /r/ sound spend of words the spelt '-ey' The /r/ sound spend of words the spelt '-ey' The /r/ sound spend 'qu' The sound 'qu' The sound common exception Examples includes both, could, would move, prove, impass needed by pup Suffixes Adding endings '-er', '-est', '-y' to very contraction of the pup to the	ds. I near te/quiet, t/knew, there/their and ostrophe Apostrophe for t, didn't, n't, I'll, they're) welt 'y' at the li:/ sound elt '-wr' at the ds. elt 'a' after 'w' d /3/ spelt 's' m words most, only, d, should, rove and others ils. ing-, '-ed', '- vords ending in	Revisit The possessive apostrophe (singularouns) Homophones Revision of all homophones taughts of far Apostrophe The possessive apostrophe (singularouns) Year 2 phonics The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'a' after 'w' The /ʌ/ sound spelt 'o' after 'w' Common exception words All Year 2 words not taught so far Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',		
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Multiplication and division, Money	'e' with a consond Adding '-ing-, '-e and '-y' to words ending in a single letter after a single Adding '-es' to no ending in 'y' The s'-less' and '-ly' Words ending in 'Multiplication and division, statistics	d', '-er', '-est' of one syllable consonant e vowel letter uns and verbs suffixes '-ful',	Measurement – length and height Position and direction,	Problem solving and efficient methods, Time Measuement, Investigations	

Science	What's in	Materials;	Materials;	The	Growing up	Taking Care			
(Collins)	your habitat?	good choices	shaping up	Apprentice		(Apprentice			
	0 01 : 1		0 0 1	Gardener		Gardener cont)			
	Our Changing \ What's in your		Our Changing Wo What's in your h		Our Changing Worl				
	with 3 at your	ituatuu:	With Surgon in	имии:	up.	What's in your habitat? Growing			
NC Coverage	explore and compare the difference s between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals in their habitats, including microhabitats • describe how animals obtain their food	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperat ure to grow and stay healthy.	• notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	ohserve and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.			

NC Working	from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	simple questions.	and recognising the	t they can be a	rswered in different w	TIUS.
Scientifically	observirperformidentifyusing thegathering	ng closely, using s ing simple tests ing and classifyir neir observations ng and recording	simple equipment ng and ideas to sugge data to help in ans	st answers to qu wering questions	estions S.	
Computing (Purple	Coding	Online safety	Spreadsheets	Questioning Effective	Creating pictures	Making Music Presenting
Mash) History	Significant		Significant	searching		ideas Significant
Traceig	places in their own locality		People – Neil Armstrong and Christopher Columbus			People – Queen Victoria to current Royal family.
NC Coverage	significant historical events, people and places in their own locality.		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			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
Geography		Small area of the UK where I live and play (Gannow and Burnley)		Small area in a non- European contrasting country. (America)	Seasonal and Daily weather	
NC Coverage		understand geographical similarities and differences through studying the human and physical geography of a small area		understand geographical similarities and differences through studying the human and physical geography of a small area	name and locate the world's seven continents and five oceans	

NC Geographical skills and fieldwork	example, no use aerial p	compass ear and fo hotograp	ar; left and r	ight], to des perspectives	cribe th to reco	Kinga and o smal a cor non- Europ coun nd We e locat gnise	of a l area in ntrasting pean try st) and loo tion of fea landmarks	cational and dire tures and routes and basic hum in a key	on a	map	0 0
Art and Design	Printing Draw imag of local are to turn into images for printing.	es /Dr a Obs dra the figu into stru Art i	nting awing servational wings of human ure turned or clay uctures ist — Keith							create (rariety erials to a
NC Coverage	NC skills: Use drawin and paintin to develop their ideas, experiences and imagination	g Use g mai Use paii scu exp	skills: crange of terials drawing nting and lpture to ress ideas							NC skil To use of mate creative design make produc	a range erials ely to and
Design and Technology				Wheels and Axils Create a ve for an expl	ehicle	base	te a l dish d around at well	DT Textiles Glove puppets retell a story.	to		
NC Cocervage				NC skills: Design a purposeful functional product for themselves others. Select and range of to perform practical to like cutting shaping, joining. Explore an evaluate th ideas agair design crite	and use a rols to usks d usir usir	NC si Desig purpa funct and appe produ them and a based given Selec use a of ing	kills: yn a oseful, ional aling uct for selves others d on a a criteria. t and a range gredients uate ust their	NC skills: Generate, developmented and communicate to ideas through talking, drawing templates, more ups and where appropriate, IC	heir ug, kk :T.		
PSHE (PSHE Association) Supported by Jigsaw	Health and Healthy Lifestyles	Wellbein Growin g and Changi ng	g Keeping Safe	Relationsh Feelings and emotions		ıy	Valuin g differen ce	Living in the W Rights and Responsibiliti es		Norld ironem	Money

PE	Gymnastics	Gymnastics	Dance	Dance	Athletics	Athletics
(Lancashire)	Games	Games	Swimming	Swimming	Games	Games
RE	Christianity	Christianity	Hindu dharma	Islam	Christianity	Judaism
(Lancashire)	Ĭ					
Music (Charanga)	Hands, Feet Heart	Ησ Ησ Ησ	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and
						Replay

			Curriculum Mo	ap			
			Year 3				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (5 weeks)	Summer 2	
English	(6 weeks) Folk Tales	(8 weeks) Fables	(6 weeks) Story as a	(6 weeks) Novel as a	Play scripts	(7 weeks) Classic poetry	
(Lancashir	Recount:	Poems with a	theme	theme	Non-	Mystery/	
e Units)	biographies	structure	Poems on a	Recount:	chronological	Adventure/	
3 3 1 1 1 2 3	Stographics	Persuasion:	theme	Diaries	reports	Fantasy stories	
		letters	Discussion	2 00.000		Explanations	
Spelling	Revisit						
(no	Common exce	ption words from	Strategies at the	point of writing.	Strategies for sp	elling at the	
nonsense)	Year 2		Suffixes from Ye	ar 2 ('-ness' and	point of writing	Vowel digraphs	
	D0:	00:	'-ful', with a cor	rsonant before)	from Years 1 and	ł 2	
	Prefixes and		D 0:	00:	D 0:	00.	
	Revise prefix 'i	urr. 'pre-', 'dis-', 'mis-	Prefixes and su Prefixes: 'sub-',		Prefixes and su		
	', 're-'.	pre-, cus-, mus-	'auto-' Suffixes '		Suffix '-ly' with ending in 'le' an		
		from Year 2: '-s',	unio- sugines	iess uiu iy	taught suffixes	u ic Previously	
	'-es', '-ed', '-ir		Rare GPCs		luugru sugixes		
			The /ʃ/ sound s	pelt 'ch' (mostly	Rare GPCs		
	Rare GPCs		French in origin)	The /k/ sound	The /I/ sound sp	oelt 'y' other	
		d spelt 'ei', 'eigh',	spelt 'ch' (Greek	in origin)	than at the end	of words (<i>gym,</i>	
	· ·	sound spelt 'y'	Homophones		myth)		
	Words ending		•	/not, meat/meet	The $/\Lambda/$ sound s	pelt 'ou' (<i>young,</i>	
		ue' and the /k/	Therefrical, Mico	Two, Thear, Theer	touch)		
	·	que' (French in	Apostrophe		Homophones		
	origin)		Revise contraction	ms from Year 2	heel/heal/he'll,	plain/plane.	
	Homophones				groan/grown, rain/ rein/reign		
	brake/break, g	grate/great,					
	eight/ate, wei	ight/wait, son/sun			Apostrophe	0 1/ 0	
	Apostrophe				Revise contraction	ms from year 2	
		tions from Year 2					
Maths	Number and	Addition and	Multiplication	Length and	Fractions,	Properties of	
(White	place value,	subtraction,	and division	perimeter,	Time	shape, Mass	
Rose	addition and	Multiplication	Money,	Fractions		and capacity	
Maths)	subtraction	and division	Statistics				
Science	Amazing	Can you see me?	The Power of	How does your	How does your	Rock Detectives	
(Collins)	Bodies	Carr gou see me:	Forces	garden grow?	garden grow?	Rock Deceawes	
(Commun)	Our Changing	World	Our Changing W	o o	Our Changing W	/orld	
NC	• identify	• recognise	• compare	• identify	• identify	• compare	
Coverage	that	that they	how	and	and	and group	
	animals,	need light in	things	describe	describe	together	
	includin	order to see	move on	the	the	different	
	g	things and	different	functions	functions	kinds of	
	humans,	that dark is	surfaces	of different	of different	rocks on	
	need the	the absence	• notice that	parts of	parts of	the basis	
	right	of light	some	flowering	flowering	of their	
	types	• notice that	forces	plants:	plants:	appearanc	
	and amount	light is	need contact	roots, stem/trunk,	roots, stem/trun	e and simple	
	of	reflected from	contact between	leaves and	k, leaves	physical	
	nutrition	surfaces	two	flowers	and	properties	
	, and	recognise	objects,	• explore the	flowers	• describe in	
	that	that light	but	requiremen	• explore the	simple	
	they	from the sun	magnetic	ts of plants	requireme	terms how	
	cannot	can be	forces can	for life and	nts of	fossils are	
	make	dangerous	act at a	growth	plants for	formed	
	their	and that	distance	(air, light,	life and	when	

	own	there are	•	observe		water,		growth	th	ings that
	food;	ways to		how		nutrients		(air, light,	h	ave lived
	they get	protect their		magnets		from soil,		water,	ar	e
	nutrition	eyes		attract or		and room		nutrients	tr	apped
	from	 recognise 		repel each		to grow)		from soil,	w	ithin
	what	that		other and		and how		and room	ro	rck
	they eat	shadows are		attract		they vary		to grow)	• re	cognise
	 identify 	formed when		some		from plant		and how	th	at soils
	that	the light		materials		to plant		they vary	ar	re made
	humans	from a light		and not	•	investigate		from plant	fr	om rocks
	and	source is		others		the way in		to plant	ar	rd
	some	blocked by	•	compare		which	•	investigate	σr	ganic
	other	an opaque		and group		water is		the way in	m	atter.
	animals	object		together a		transported		which		
	have	 find patterns 		variety of		within		water is		
	skeleton	in the way		everyday		plants		transporte		
	s and	that the size		materials	•	explore the		d within		
	muscles	of shadows		on the		part that		plants .		
	for	change.		basis of		flowers	•	explore the		
	support,			whether		play in the		part that		
	protectio			they are		life cycle of		flowers		
	n and			attracted		flowering		play in the		
	moveme			to a		plants,		life cycle		
	nt.			magnet,		including		of 01i		
				and		pollination, seed		flowering		
				identify				plants,		
				some		formation and seed		including pollination		
				magnetic materials		dispersal.		, seed		
			•	describe		uispersui.		, seed formation		
			•	magnets				and seed		
				as having				dispersal.		
				two poles				шары эш.		
			•	predict						
			_	whether						
				two						
				magnets						
				will attract						
				or repel						
				each other,						
				depending .						
				on which						
				poles are						
				facing.						
NC	• askin	g relevant questions	and	using differe	nt typ	pes of scientif	ic en	quiries to ans	wer tha	em
Working		a. un. simple. practica			٠.			•		

Working Scientifica lly

- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Computin g (Purple Mash)	Coding	Online Safety Spreadsheets	Touch Typing	Email (including email safety)	Branching databases	Simulations Graphing
History,		Local History – Townley		Ancient Britain from the Stone Age to the Iron Age	Roman Britain (Boudica, roads, viaducts)	
NC Coverage		a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		changes in Britain from the Stone Age to the Iron Age Bronze Age religion, technology and travel, for example, Stonehenge	the Roman Empire and its impact on Britain British resistance, for example, Boudica	
Geograph y	The Region Where I live (UK) ;OS mapwork plus fieldwork in the local area		Environment – Local community project How can we make our community (school and wider) environmentall y friendly?			Key aspects of volcanoes and earthquakes
NC Coverage	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 understand geographical					describe and understand key aspects of: physical geography, including: volcanoes and earthquakes,

	similarities and differences through the study of human and physical geography of a region of the United Kingdom,					
NC Geographi cal skills and fieldwork	featur use th and y knowl use fin local o	aps, atlases, globes es studied ALL Year e eight points of a cear 6), symbols and edge of the United keldwork to observe, in area using a range cologies. ALL year groups	groups compass, four (yean l key (including the compassure, record an grand methods, includ	ar 3, year 4) and s ne use of Ordnance wider world nd present the hun	ix-figure grid refe Survey maps) to nan and physical	rences (year 5 build their features in the
Art and Design			Printing Explore patterns on fossils/rocks to use for printing(3D relief blocks) Artist – Andi Goldsworthy		Drawing and Painting Observational drawings /paintings of mosaics.	
NC Coverage			NC links: Create sketch books to record their observations and use them to revisit and review their ideas.		NC links: Improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials.	
Design and Technolog y	Textiles Weavings using a variety of materials- link to local History.	Food Create a dish around the eat well plate usinf simple cooking techniques- boiling baking.		Mechanical Systems Use levers/pop ups or pneumatics to create a model/storybo ok to Iron Man.		Structures Investigate materials and their properties to create mini greenhouses.
NC Coverage	NC links: Use research and develop own design criteria to design innovative appealing	NC links: Select from a wider range of products/ingredi ents according to their functional and aesthetic qualities.		NC links: Generate, develop, model and communicate their ideas through discussion, annotated		NC links: Use research and develop own design criteria to design innovative appealing

	products fi for purpose Understand how key events and individuals in design technology have influenced the shape the world.	e. d :				secti expl diag prot patt and	ches, cross- ional and oded grams, otypes, ern pieces computer d design.		Select f and use wider n tools ar equipm perform	rom 2 a ange of nd ent to 1 l tasks ample and g) tely. te their nd ts their tteria nsider vs of
PSHE	Health and	l Wellbein	.a.	Relation	ships			Living in the		1
(PSHE	Healthy	Growin	Keeping	Feeling	Health	u u	Valuing	Rights and	Environem	
Associatio	Lifestyle	g and	Safe	s and	Relatio	U	difference	Responsibili	nt	ey
n)	S	Changi		emotio	ps.		00	ties		ੱਰ
Supported	-	ng		ns.						
by Jigsaw		· <i>~</i> y		1.00						
PE PE	Gymnastic	S Gum	nastics	Dance		Dan	ι <i>Γ</i> εν	OAA	Athletic	.S.
(Lancashir	Swimming		rming	Invasion	,		ision	Net/wall	Striking	
e)	Svararung	, Jovan		Games	-	Gan		games		games
RE	Christianit	y Islan	n,	Christian	nitu		stianity	Sikhism		tharma
(Lancashir	J. is issuur ill	3 131111		J. u wuu	my	Jiut	- ming	Juniushiv	Traum (a wall w
e)										
Music	Let Your	Glac	kenspiel	Three Lit	tlø,	The	Dragon	Bringing Us	Rolloct	Rewind
(Charang	Spirit Fly	Stag	•	Birds		Song	U	Together	and Rej	
a)	Spare i vy	July		2400		5514	ð	. Ogcara	a a ke	- mg
French	Getting to	Alla	bout me	Food glo	rious,	Fam	ily and	Our school	Time	
(Twinkl	know you		Classroom	lood		frien		What's in		ınting
Scheme of	• Greetin		nstructions	0	greedy		Meet my	the		- 31
Work)	S.	0	My body	dog	o		family	classroon		ys of
Supported	• What's		Actions	• Plea	se	,	Pets.	What's in		week
by	your		Colours	may			Alphabet	your		nths
Espresso	name?		Clothes	have			What's his	pencil ca		thdays
resources	• Numbe				erence		name	School		at's the
	s to 10)		S.		•	How do	subjects	dat	
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				hung	gry			you like t		
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			Curriculum Mo	ap			
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Year 4 Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)	
English (Lancashire Units)	Stories with Fantasy settings Explanations Film and Play scripts	Fairy tales Classic poetry Recount: Newspapers	Stories with sissues and theme dilemmas Non-chronological reports		Stories with a theme Poems with a structure Information booklets	Folk Tales Debate Poems on a theme	
Spelling (no nonsense)	Revisit Strategies at the writing: Have a Rare GPCs Revise: The /ei/ sound or 'ey' The /ʃ/ sound s The /s/ sound from Year 3) Word endings: Words ending /measure) Prefixes and Suprefixes 'in-', 'il' Adding suffixes vowel letters to than one syllable '-en', '-e Homophones peace/piece, madair/fare Apostrophe Possessive apossingular proper (Cyprus's popular)	go spelt 'ei', 'eigh', pelt 'ch' I spelt 'ou' (all are/ (treasure, beginning with words of more (e ('-ing', er', 'ed') ain/mane, trophe with nouns	Revisit Year 3 rare GPCs. Rare GPCs. The /g/ sound sp Word endings Words ending /t/ (creature, furnitue Endings that sour spelt '-tion', '-sion', '-ssion', '- comprehen-sion, magician) Prefixes and Suff 'anti-' and 'inter- Homophones scene/seen, male Apostrophe Revise contraction Possessive apostr plurals	nelt 'gui' ie) spelt 'ture' re) nd like /ʃən/, -cian' (invention, -expression, lfixes Prefixes ' Suffix '-ation' e/mail, bawl/ball ns from Year 2	Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. Rare GPCs Words with the /s/ sound spelt 'so (Latin in origin) Word endings Endings that sound like /3ən/ spelt '-sion' (division, confusion) Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous) Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem Apostrophe Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 an plural apostrophe rules		
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Length and perimeter, Multiplication and division	Multiplication and division, Area	Fractions, Decimals	Decimals, Money, Time	Statistics, Properties of shape, Position and direction	
Science (Collins)	Where does all that food go?	Good Vibrations	In a State	Switched On	Who am I? Where does all that food go? (cont)	Human Impact In a State (cont)	
NC Coverage	Our Changing V describe the simple functions of the basic parts of the digestive	• identify how sounds are made, associatin g some of them with somethin	Our Changing Wood compare and group materials together, according to whether they are solids,	identify common appliances that run on electricity construct a simple series	Our Changing World recognise that living things can be grouped in a variety of ways explore and use classification	• compare and group materials together, according to whether	

	system in	g	liquids or	electrical	keys to help	they are
	humans	vibrating	gases	circuit,	group, identify	solids,
	• identify	• recognise	• observe	identifying	and name a	liquids or
	the	that	that some	and	variety of	gases
	different	vibrations	materials	naming its	living things in	observe
		from	change	basic	their local and	that
	types of teeth in	sounds	state when	parts,	wider	some
	humans	travel	they are	including	environment	materials
	and their	through a	heated or	cells,	awuotuttaw	change
		medium	cooled, and	wires,		state
	simple	to the ear	•	bulbs,		when
	functions		measure or	switches		
	• construct	• find	research the	and		they are
	and · · · · ·	patterns	temperature			heated or
	interpret a	between	at which	buzzers		cooled,
	variety of	the pitch	this	• identify		and
	food	of a	happens in	whether or		measure
	chains,	sound	degrees	not a lamp		or ,
	identifyin	and	Celsius (°C)	will light		research
	g _/	features	• identify the	in a simple		the
	producers,	of the	part played	series		temperat
	predators	object	by	circuit,		ure at
	and prey.	that	evaporation	based on		which
		produced	and	whether or		this
		it	condensatio	not the		happens
		• find	n in the	lamp is		in
		patterns	water cycle	part of a		degrees
		between	and	complete		Celsius
		the	associate	loop with		(°C)
		volume of	the rate of	a battery		• identify
		a sound	evaporation	• recognise		the part
		and the	with	that a		played
		strength	temperature	switch		by
		of the	•	opens and		evaporati
		vibrations		closes a		on and
		that		circuit and		condensa
		produced		associate		tion in
		it		this with		the water
		 recognise 		whether or		cycle and
		that		not a lamp		associate
		sounds		lights in a		the rate
		get		simple		of.
		fainter as		series · · ·		evaporati
		the		circuit		on with
		distance		 recognise 		temperat
		from the		some		ure.
		sound		common		• recognise
		source		conductors		that
		increases.		and		environm
				insulators,		ents can
				and		change
				associate		and that
				metals		this can
				with being		sometime
				good		s pose
				conductors		dangers
				•		to living
		1		1		things
NC Working	•	•			lic enquiries to answe	r them
Scientifically	setting	up simple practio	cal enquiries, comp	arative and fair te	sts	

- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar
 - charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or
 - presentations of results and conclusions
 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 - identifying differences, similarities or changes related to simple scientific ideas and processes

		0 00		•	or to support their fir	•
Computing (Purple Mash)	Coding	Online safety Spreadsheets	Spreadsheets (cont) Logo	Writing for different audiences	Animation Effective Search	Hardware investigators
History		A theme in British History beyond 1066. The Great Plague of 1665.			Ancient Egypt (inclu Nile)	ding the River
NC Coverage		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			the achievements of civilizations – an ov where and when the civilizations appeare study of Ancient Egy	erview of first d and a depth
Geography	Rubbish and Recycling – environmental study		Contrasting region in a European Country – France Vitry-sur-Seine (School link - école élementaire Diderot)	Key aspects of Rivers		
NC Coverage	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		understand geographical similarities and differences through the study of human and physical geography of a region in a European country	describe and understand key aspects of: physical geography, including: rivers and mountains		

NC Geographical skills and fieldwork	studied use the and yea knowlea use field local ar	 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ALL Year groups use the eight points of a compass, four (year 3, year 4) and six-figure grid references (year 5 and year 6), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ALL year groups 								
Art and Design		Printing Use foam impressions and variety of colours.	Observational drawings Fruit/pastels 3D sculptures		Art Drawing and Painting Monet and the Impressionists- create a painting using inspiration from Monet's work. Artist – Claude Monet					
		NC links: to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history.	NC links: to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history.		NC links: to develop an awareness of great artist, architects in history.					
Design and Technology	Mechanical systems Make a product which lights up using a simple circuit. Using a simple circuit.			Textiles Design and make a wallet/purse for travelling around the world.		Food Create a soup using the eat well plate as guidance.				
	Make a product which lights up using a simple circuit. Using a simple circuit. NC links: Investigate and analyse a range of products Understand and use electrical			NC links: and analyse a range of existing products. Use research and develop own design criteria to design innovative appealing products fit for purpose.		NC links:select from and use a wider range of ingredients according to their qualities.				

	systems in their produ Select from wider rang tools and equipment perform practical to accurately cutting/joi g.	icts. r pe of to asks											
PSHE	Health and			,	Relationsl				Living i				
(PSHE Association) Supported by Jigsaw	Healthy Lifestyles	Grow g and Chan ng	d	Keeping Safe	Feelings and emotions	Healt Relati ips	U	Valuing differenc e	Rights o Respons ies		Enviro mnt	one	Money
PE (Lancashire)	Gymnastic Swimming			nnastics mming			OAA Net/wall games			etics ing and games			
RE (Lancashire)	Hindu Dharma		Chri	istianity	Sikhism		Chris	tianity	Islam			Chris	stianity
Music (Charanga)	Mamma M Wider opportunit		Staą Wid		Wider W		Wide	On Me r rtunities	Blackbir Wider opportu			Refle Rew Repl Wide	ind, ay
French (Twinkl Scheme of Work) Supported by Espresso resources	you lix • In my town	 Transport How do you go to school Directions unting I like to move it How do I get to 		Transport How do you go to school Directions I like to move it How do I get to We all go	Going shopping Fruit Vegete Clothe Where I buy French money Let's g shopp	s can i i	world U K W th Fi C A	e in the ? nited ingdom /here do ney speak rench he quator ontinents nimals /hich ontinent re the om	halj My Wh tele Qua qua Sch A m	lock ar f past day at's or vision urter p urter to ool da	nd i ast,	hobk	days and hies Seasons The weather Where around the world Holidays Sports Hobbies

			Curriculum M Year 5	ар			
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)			
English (Lancashi re Units)	Legends Persuasion	Stories with historical settings Film and play scripts Classic narrative	(6 weeks) Science fiction stories Information booklets Poems with a structure	(6 weeks) Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language	
Spelling (no Nonsense)	Strategies at the point of		Revisit Strategies at the p Have a go Apostro possession Rare GPCs Teach words with the Year 5 and 6 v guarantee, queue, vehicle, yacht) Words with the /i 'ei' after 'c' (receiv Morphology/ Ety Teach extension of using word matric Word endings Words ending in ' Revise words endi '-ible' Homophones altar/alter, led/lea	rare GPCs from word list (bruise, immediately, :/ sound spelt re, ceiling) mology f base words cesably' and '-ibly' ng in '-able' and	Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) Suffixes Problem suffixes Dictionary Teach use of dictionary to check words, refer-ring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words		
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Statistics, Multiplication and division, Perimeter and area	Multiplication an d division, Fractions	Fractions, Decimals and percentages	Decimals, Properties of shape	Position and direction, Converting units, Volume	
Science (Collins)	The Earth and Beyond	Get Sorted, Everyday Materials	Feel the Force	Circle of Life, Reproduction in Plants and Animals	Reproduction in Plants and Animals	Marvellous Mixtures; Materials All Change	
NC Coverage	describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement	• compare and group together everyday materials on the basis of their propertie s,	• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and	describe the differences in the life cycles of a mammal, an amphibian , an insect and a bird	Our Changing W describe the differences in the life cycles of a mammal, an amphibian , an insect and a bird	• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance	

	of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximate ly spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	including their hardness, solubility, transpare ncy, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic	the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	describe the life process of reproductio n in some plants and animals. describe the changes as humans develop to old age.	describe the life process of reproductio n in some plants and animals. describe the changes as humans develop to old age.	from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of
NC Working Scientifica lly	controlling taking me taking rep recording classificat using test	y variables when asurements, usir eat readings wh data and results ion keys, tables, results to make	rg a range of scient	ific equipment, wi llexity using scien and line graphs p further compara	ith increasing accu tific diagrams and tive and fair tests	iracy and precision, l labels,
	explanation presentation explanation presentation explanation presentation explanation exp	ms of and degre ons y scientific evide	e of trust in results, nce that has been u	in oral and writte sed to support or	en forms such as c refute ideas or arg	lisplays and other juments.
Computin g (Purple Mash)	Coding.	Online Safety Spreadsheets	Spreadsheets (cont)	Databases	Games Creator 3D modelling	Concept maps
History		Britain's settlement by Anglo- Saxons and Scots		Mayan civilisation c AD900		Ancient Greece (Olympic Games)

		(including				
		place names)				
NC Coverage		Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Christian conversion – Canterbury, Iona and Lindisfarne		a non- European society that provides contrasts with British history –Mayan civilization c. AD 900;		Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geograph Y	British Commonwealth	Liveragaine	Environment – climate change		Contrasting region – Amazon Basin, rainforest, biomes,	
NC Coverage	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		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		describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, understand geographical similarities and differences through the study of human and physical geography a region within North or South America	
NC Geographi cal skills and fieldwork	studied AI use the eight size use the United use fieldw	L Year groups The points of a c The points and key Thingdom and t The pork to observe, r The a range of met	and digital/comput ompass, four (year (including the use o he wider world neasure, record and hods, including sket	3, year 4) and six of Ordnance Surve present the huma	c-figure grid refere y maps) to build t ın and physical fe	nces (year 5 and their knowledge of atures in the local
Art and Design			Drawing and Painting		Textiles	

painting with digrerent texture and surfaces. Artise - Van Gogh Coverage Design Food Create a dish brush techniques to create texture and Technology Technology To culture. To Design To investigate and and apply the principles of a healthy and varied diet. Become competent in a runge of cooking techniques (for example, selecting and preparing ingredients; using uterestis and electrical equipment to equipment to decide how to season dishes and combine ingredients; adapting and using their own recipes). To generate their worts. To generate their index and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes).						
idifferent texture. Artist - Van Grigh NC Corph Exploring, with brish techniquese to create texture Mechanical systems Greats Create a dish from another culture. Tor coverage Tor understand and apply the principles of a healthy and varied diet. Become competent in a range of corbing techniques (for example, selecting and preparing ingredients; using unequilarts; using unequilarts; using utensils and electrical equipment; applying heat in different ways; using quavareness of tasks texture and smell tor decide how to sessean dishes on desires de			Create a		Design and	
Artist - Van Gogh Coverage Explaining with brush techniques to create a dish freshnology from another culture. Sesign and Greate a dish freshnology from another culture. NC To Design-To mestigate and and apply the principles of a healthy and varied diet. Become competent in a range of cooking techniques (for example, selecting and proparing, ingredients; using utensilis and electrical equipment; applying heat in different ways; using awareness of tasts, texture and small to decide how to season dishes and combine ingredients; adapting and using their own recipes). And the control of the cooking that is a season dishes and combine ingredients; adapting and using their own recipes). And the cooking the cooking that is a season dishes and combine ingredients; adapting and using their own recipes). And the cooking the cooking that are their index and communicate through discussions, and and small to decide how to season dishes and combine ingredients; adapting and using their own recipes).			painting with		make a bag for	
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			Curriculum M	ар			
	Autumn 1	Autumn 2	Year 6 Spring 1	Spring 2	Summer 1	Summer 2	
	(6 weeks)	(8 weeks)	(6 weeks)	(6 weeks)	(5 weeks)	(7 weeks)	
English (Lancashir e Units)	Novel as a theme Biography	Classic fiction Poetry – songs and lyrics Persuasion: A formal review	Older literature Information text hybrid Poems with	literature crime fiction Information Explanations text hybrid		Novel as a theme Recount: autobiography Poems on a	
0 11:	.		imagery		narrative poetry	theme.	
Spelling (No Nonsense)	Revisit Strategies at the Have a go Word able/ably', '-ible		Revisit Words contain string '-ough'		Revisit Spelling strategies writing Rare GPCs	s at the point of	
	Rare GPCs Revise words wi spelt 'ei' after 'c'	th the /i:/ sound	Prefixes and S Generating wo prefixes and su Word endings	rds from Iffixes	Revise words with from the Years 5 (bruise, guarante	and 6 word list e, <i>queue</i> ,	
	Prefixes and Su Adding suffixes vowel letters to v fer'.		The /ʃəl/ soun 'tial' and 'cial' special, artifica confidential, e	ial, partial,	immediately, vehi Word endings Words ending in ancy', '-ent', '-en	'-ant', '-ance'/'-	
	Word endings Endings that sor spelt '-cious' or ' ambitious)	und like /ous/ -tious' (<i>precious,</i>	Homophones compliment/co desert/dessert, principal/princ	ciple,	Homophones and near homophones draft/draught, dissent/descent, precede/pro- ceed, wary/weary		
	Homophones advice/advise, a licence/license, p prophecy/proph	practice/practise,	profit/prophet, stationery/ stationary All homophones from KS2				
Maths (White Rose Maths)	Number and place value, Four operations	Fractions, Positi on and direction	Decimals, Percentages, Algebra Perimeter, area and volume, Ratio Statistics		Properties of shape, Problem solving	Statistics, Investigations	
Science	Everything	Light up Your	Body Pump	Danger! Low	Nature Library	Body Health	
(Collins)	Changes Our Changing W	World world	Our Changing	Voltage	Our Changing Wo	7dd	
NC Coverage	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	 recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or 	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood vessels and blood a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations		describe how living things are classified into broad groups according to common observable characteristi cs and based on similarities and differences, including micro-	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transporte	

NC Working Scientifica lly	controlli taking n precision recordin classific using te	reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. different types of ng variables where neasurements, using taking repeat reag data and results ation keys, tables, so the results to make position of the same shape as the objects that cast them.	necessary g a range of scie dings when app of increasing con scatter graphs, be credictions to set	entific equipment, ropriate mplexity using sci var and line graph up further compo	with increasing accentific diagrams ars s grative and fair test	curacy and ud labels, s
	 reporting and exp 	g and presenting fir lanations of and de	rdings from enq	uiries, including c	onclusions, causal	relationships
		er presentations ng scientific eviden	ce that has beer	ı used to support	or refute ideas or a	rguments.
Computin g (Purple Mash)	Coding	Online safety Spreadsheets	Blogging	Text adventures	Networks	Quizzing
History		Viking and Anglo Saxon struggle for the Kingdom of England	The Great British Empire – including the impact on Lancashire.			
NC Coverage		the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
Geograph y	Where in the World are we?				Human Geograph Economic Activity pollution	

NC Coverage	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)				human geography types of settlemer economic activity links, and the dist natural resources energy, food, min	nt and land use, including trade tribution of including
NC		l us, atlases, globes a		Luter mapping to l	ocate countries and	d describe
Geographi cal skills	v	studied ALL Year g eight points of a co	•	ar 3, year 4) and	six-figure grid refe	rences (year 5
and fieldwork	and yea	r 6), symbols and lge of the United Ki	key (including tl	re use of Ordnanc		
8	 use field 	work to observe, m	easure, record a	nd present the hu		
		ea using a range of rgies. ALL year gro i		ling sketch maps,	plans and graphs,	and digital
Art and	Painting and	Painting and			Textiles	
Design	drawing	Drawing			Create (using	
	Create a painting of	Create a painting			Batik) images of the seaside.	
	natural word focusing upon	inspired by music				
	texture.	masac				
	Digital art. Artist –					
	Georgia O'Keefe					
NC	Use water	Sketch lightly			Collect	
coverage	colours to create a	before painting to combine line			information and sketches and	
	visually interesting	and colour Combine colours			present ideas imaginatively	
	piece	and tones to			Combine visual	
		enhance the mood of a piece			and tactile materials	
Dasian		<i>a</i> 1	Food			Structures/
Design and			Create a			mechanical
Technolog y			Great British Dish			systems Design
.						fairground
						ride/lights/sce ne using
						electrical circuits/motor
						s

PSHE (PSHE Assemination	Health and	Growin	Keeping	Relation Feeling	ce, lity ristic road rts. e of nantl y reed res ers a and let.		Valuin	Living in the Rights and	Env	Design- research develop design of innovati function appealir products are fit fo purpose aimed a particula individu groups. To gene , develop model a commun through discussi annotat sketches sectiona explode diagram prototyp pattern and com aided da Make-T underste and use electrica systems their pro (series of incorpor switches bulbs.bu and mo To appli underste of comp to producte r World rironem	and a criteria in the ive, ive, ive, ivel, ing is that or it ar it ar ials or rate i, ind iicate iic
PSHE	Health and	Wellbein	g	Relation	ships			Living in the	Wide		
(PSHE Association) Supported by Jigsaw			<u> </u>		Healt	thy ionshi	Valuin g differen ce	•			Mone y
PE (Lancashir e)	Gymnastic Invasion Games	In	umnastics vasion Games	Dance Net/wal games Swimmi Intervent	ng,	Dance Net/w games Swimr Interva	rall i ning ention	OAA Striking and Field games Swimming Intervention		Athletics Striking Field Go Swimmi Interven	and imes ing ition
RE	Christianit	J Hiu	ndu dharma	Islam		Christi	ianity	Buddhism		Christia	nity

(Lancashir e) Music (Charanga)	I'll be There	Classroom Jazz 2	A New Year Happy Carol	You've Got A Reflect, Friend Rewind and Replay
French (Twinkl Scheme of Work) Supported by Espresso resources	Let's visit a French town Who lives where Going to school Maths Ordinal numbers Welcome to my home	Let's go shopping Conversatio ns At the shops Clothes French money Shopping list	This is France Neighbours Distances Directions Paris Famous French Peopl Nationalities	All in a day O'clock, half past, quarter past, quarter to Am and pm 5 minute intervals 24 hour times At the airport School week