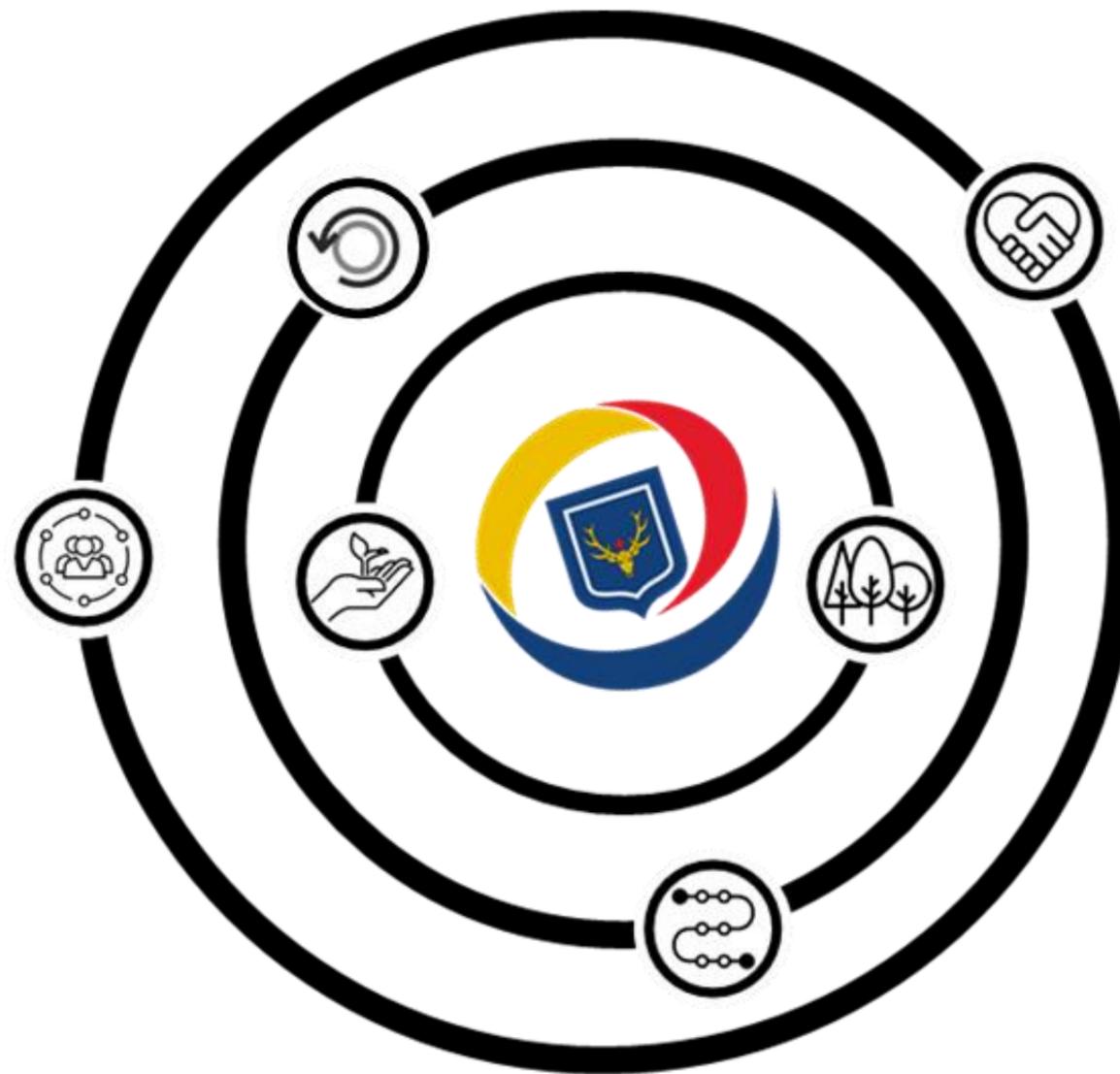


OUR LADY AND ST. HUBERT'S PRIMARY

Curriculum Overview and Long-Term Planning



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.

Our curriculum intent

At OLSH, our collective goal is to provide children with an exciting, broad and balanced curriculum, one that promotes; a love of learning; a thirst and curiosity to learn more about the world around them and the tools and skills in order to do this. We recognise that jobs and opportunities that our children will have in the future, may not exist today - the world is rapidly evolving - our curriculum aims to provide children with the knowledge and skills needed to thrive in such a world.

We believe we have designed a curriculum that not only showcases a progression of knowledge and skills across all subject areas, but also offers deep coverage of the National Curriculum - underpinned by Catholic Social Teaching and our school Virtues and Values. Through the development of this curriculum, each subject area has been carefully mapped in order to provide opportunities for knowledge and skills to be taught- and revisited- to help children to 'know more and remember more'. Through careful planning of tasks, this knowledge is embedded in long term memory. Children are also able to develop their understanding of how and why they can live out social action inspired by the Catholic faith and Church teachings.

Each half term's learning (from Pre School through to Year 6) will be driven by a whole school theme, with each year group investigating that theme in very different ways. Each theme has been carefully chosen, in order to provide our children with opportunities to explore a wide range of subjects/issues that affect them and the world **they** live in. Our themes cover topics and Catholic Social Teaching themes such as: sustainability- understanding and protecting their future; appreciating God's creations- nurturing and exploring the world they live in; our past- how we have developed over time and lessons we have learned; identity- who we are and where we come from. These themes will have many opportunities for further enrichment, both in and out of school with visits/trips; use of our school grounds; speakers in school and lots of hands-on investigations.

Our curriculum and teaching approaches are guided by the science of how we learn and has been structured in a way in which we believe will develop schema – not only embedding knowledge in long-term memories – knowledge and understanding which will also allow our children to more easily learn in their future.

Our curriculum is also fully inclusive - our children are on a journey of understanding and teachers within our school will aim to meet the needs of all, allowing them to thrive no matter where they are on this journey of knowledge and understanding. This includes children with SEND, whose needs will be catered for using a variety of approaches.

Our children will leave Our Lady and St Hubert's prepared for their next stage of their education, with a thirst for knowledge and a desire to improve not only themselves, but the world in which they live in. They will be resilient, recognising that failures are stepping stones to success; they will be problem solvers – thinking critically about information they have at their fingertips, and they will be able to collaborate effectively with one another, through use of strong communication. We recognise the fundamental importance of primary education in creating lifelong learners and our curriculum intent reflects this.

How we implement our curriculum

At Our Lady and St Hubert's, current academic research (such as in cognitive science, educational theory and OFSTED research series) is integral to how we have implemented our curriculum, both in the way that it has been structured and in the way that is delivered to our children. This research is vitally important to the work we do and continually leads to developments in our own understanding and ultimately leads to an ever-evolving curriculum. A curriculum that meets the aims of our '*Intent*' statement.

Learning can be described as a change to our long-term memory, where lessons learnt on a regular basis move from working memory to long term memory – developing a varied and rich schema in our children's brains. Our curriculum and lessons are structured in a way that enables this to happen. Lessons are sequential, allowing knowledge and skills to be built upon. Key learning objectives are delivered to pupils in small steps, avoiding *cognitive overload* – allowing knowledge to enter long-term memory more readily – therefore allowing **all** children to know more and remember more in **all** subjects. Our curriculum and lesson design is backed by researchers such as *Rosenshine*. Our subject leaders have planned for progression in their areas, actively developing '*threads*' of knowledge that are planned for, developed, and assessed across the school.

We also recognise that over time, this knowledge can be lost – best shown by '*The Ebbinghaus Curve*' and therefore it is important to continually review and retrieve this knowledge. Our curriculum is structured to allow for *spaced learning* and continual retrieval of taught information. Teachers actively plan for this within both their medium- and short-term planning. This process also develops fluency in a range of subjects. When children move from a process of decoding to being fluent, a greater depth of understanding can be developed of the concepts taught. The process of continually exploring these 'golden threads' in different subjects creates a spiral curriculum, with previous knowledge being not only retrieved but also built upon.

We believe that *reading* and *vocabulary development* is crucial to learning in all subjects. The '*Read, Write Inc*' scheme for phonics is implemented across the school, developing the children's vital understanding of early word reading. Vocabulary is continually developed across the school. Using the research in '*Bringing Words to Life*' and '*The Art and Science of Teaching Reading*', a progression of vocabulary is taught across the school. Not only is tier 2 vocabulary taught, but etymology and morphology of words is also explored, allowing children to better identify unknown words which they encounter. Subject specific vocabulary (Tier 3 words) is also identified and taught and retrieved in lessons – this vocabulary is accessible for the children during lessons and through display and resources.

For the reasons identified above, we teach all of our subjects on a regular basis. The broad curriculum is driven by **whole school themes**. We know that children engage more- and retain more- when they can make connections and links between their learning, so teachers will ensure that, where appropriate, the context of these lessons will be linked to the half termly theme – *interleaving* that also develops schema. Subject 'drivers' explore the theme from a specific point of view, for instance, in our *continuity and change* theme, Year 1 look at *children's toys*, Year 2 look at *vehicles*. In History lessons, children will explore these areas from a historical point of view (exploring our knowledge and disciplinary threads of history – see subject progression). Teachers will then make links with other areas of their curriculum, mainly through reading and writing, but where appropriate, in other subjects such as Design and Technology, Computing, Science and Art. We do, however, recognise that as knowledge diminishes over time (*Ebbinghaus Curve*), it is important that we ensure that **all** our subjects are taught regularly. Therefore, where subjects do not fit into our whole school theme, they are taught as standalone units. Our overview below shows what is being taught in each subject and when it is taught. For more detailed information on what is specifically taught, please refer to the *subject progression documents* available.

As mentioned in our intent statement, we recognise that, for children to be successful, life-long learners, they need to develop skills beyond the National Curriculum, skills needed for effective learning in the 21st Century. We define these skills as our 6Cs (Communication, Collaboration, Critical Thinking, Creativity, Citizenship and Character). Teachers will actively plan to find opportunities in all subject areas, to explore aspects of the 6Cs – more information can be found in our 6C progression documentation.

In order for learning to be effective, teachers will apply the following structure to their lessons.

Assess - It is essential for teachers assess prior knowledge in order to plan for effective progress of all children. Teachers will identify the specific knowledge and skills that children should already know linked to each of the subject areas and, through techniques such as discussions, mind maps and low stakes quizzes, teachers can then ascertain what the children have retained and adapt their planning where needed.

Teach knowledge and skills - Teachers will plan series of lessons for each of the subjects identified for that half term; whether they are linked to the half termly theme or a stand-alone unit of work. Children will be taught the relevant subject knowledge and vocabulary through engaging lessons, along with enrichment opportunities (both in and out of school) where possible. We understand how important experience is to the development of a rich schema and cultural capital.

Teachers will follow a carefully planned progression of subject specific knowledge and skills within their lessons: these have been mapped across the whole school to create *spaced learning*. Throughout the teaching of the broad curriculum, it will be important for children to have opportunities to recap and consolidate their learning, so teachers will ensure that important skills/facts are discussed and retrieved regularly. When mapping out the whole curriculum, key opportunities for revisiting taught knowledge and skills has been identified and teachers will be encouraged to use a variety of strategies regularly, as quick memory checks to ensure key learning is retained. Teachers will also plan for deliberate practice within their lessons, where children are given opportunities to develop the fluency crucial for understanding. This deliberate practice is planned to be '*desirably difficult*' – work that is challenging, but achievable for **all** children, regardless as to where they are on their learning journey.

Where children have special educational needs or disabilities (SEND), teachers will actively plan to meet these individual needs – allowing them to achieve the learning objectives that have been planned for them.

Apply - *Interleaving* is a method of teaching where students learn concepts in different ways at different times. This approach helps them retain information better because they are not just memorising facts and figures - they are thinking about the material and applying it to real life situations. Each half term, children will use what they have learnt and apply it to **their** real world, helping to deepen their understanding. This will often be directed by the children and focus on a key issue/area that they have studied and want to further their learning. Children will showcase and develop a range of their 6Cs here; *communicating* their ideas to others, *creating* products to solve a problem, *collaborating* with their peers and thinking *critically* about strategies/materials/ideas.

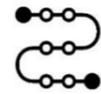
The impact of our curriculum

When children leave Our Lady and St Hubert's, they will be ready to face the next chapter in their life; able to make their own decisions, to have self-discipline, have the courage to stand out, to understand that hard work and resilience will pay off and most importantly, to know that God is with them in all they do.

We believe that we have provided children with a coherent, broad and balanced curriculum which will promote retention of knowledge and skills and allow children to use their learning to explore the world they live in. Children will acquire a range of substantive and disciplinary knowledge linked to each subject, that clearly progress through their school life and, along with the 6Cs, can be used well beyond primary school, increasing their chances and opportunities in a world where the jobs and opportunities of the future may not currently exist today.

We believe this curriculum supports our Catholic ethos and will provide many opportunities for links to be made to Catholic Social Teaching and our school virtues and values. We believe that in line with research by Maslow, that our curriculum and ethos will develop a sense of belonging that enables **all children**, including those with special educational needs to achieve their potential.

We believe that this curriculum will help our children to be more active citizens; knowing that they are important; that they can make a difference; that they are the future.



Overview

This unit will give children the chance to explore significant moments in history; this could be people, ancient civilisations or key time periods. Children will learn about what happened in these 'moments in time' but most importantly, what it has taught us or the impact it had on their world today. History is the main driver in all year groups, so children will gain an understanding of chronology and use various skills to unpick and investigate a range of sources and evidence. There are lots of opportunities to link other subject areas to help to deepen and enrich the learning, along with enrichment opportunities such as trips and visits.

Digital Literacy - Managing Online Information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

British Values

Mutual Respect, Tolerance and Diversity

Preschool

Reception

Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development	Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development
<p>Phase 1 phonics Discriminates between sounds. Listening games Oral Blending and segmenting Understand that print has meaning and can have different purposes Spot and suggest rhymes</p> <p>Dogger</p>	<p>More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names</p>	<p>Explore natural materials Properties of materials My Life and my family's history What's your job?</p> <p>RE: Unit A: God the Creator; Unit E: Baptism</p> <p>CST theme: Families & Community EYFS Focus 1: My family at home EYFS Focus 2: My family at school</p>	<p>Listening to longer stories Retelling nursery rhymes.</p>	<p>Meeting my needs, e.g. brushing teeth, food, toileting, washing hands (RSE/PSHE)</p>	<p>Creating with materials: Join different materials together Join in with simple repetitive rhymes and songs.</p>	<p>Fine Motor Shows they can use one handed tools Gross Motor – Explores moving their bodies in different ways.</p>	<p>RWI phonics: Listening skills/fred talk games/ set 1 sounds.</p> <p>The Tiger who came to Tea</p> <p>Letterjoin: Easy letters and Easy words u, w and e</p>	<p>Maths: Match, sort/ compare, Measure and patters, circles and triangles, number, shapes with 4 sides.</p>	<p>History: All about me (When I was born/family) Science: All about Me RE: Unit A: Creation; Unit E: Baptism Cooking: Toast RE: Creation and Baptism</p> <p>CST theme: Families & Community EYFS Focus 3: We are all different and we love and care for each other. EYFS Focus 4: We look after each other because we are all brothers and sister in God's family.</p>	<p>Computing: Little Computers Music: Exploring sounds</p>	<p>Managing my own health (RSE/PSHE)</p>	<p>DT: Structures: Junk Modelling</p>	<p>PE: Unit 1 and 2– Body Management To move safely in a space.</p>

Year 1

Year 2

Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
<p>History: Kings and queens</p> <p>CST theme: Families & Community KS1 Focus 1: We are all part of a community. KS1 Focus 2: We look after and care for each other.</p>	<p>The Reluctant Dragon – Easy letters Paddington at the Palace – Easy letters The Queen's hat – Harder letters Retell – Winnie the Pooh meets the King Retell – Get Up Elizabeth</p>	<p>RE: Unit A: Creation; Unit B: Families and Communities; Unit F: Jesus' healer and teacher. Maths: Place value (10), addition and subtraction, shape Science: Seasonal Changes</p>	<p>DT: Structures: Constructing windmills Computing: Technology around us Music: Keeping the pulse x 4 PE: Unit 1 and 2 Attack, Defend and Shoot</p>	<p>Dips and Dunkers</p>	<p>History: Remembrance</p> <p>CST theme: Solidarity and the Common Good KS1 Focus 3: We build together a community of peace. KS1 Focus 4: We celebrate together.</p>	<p>Retell – Stubby Recount – Mary Seacole Retell – Where the Poppies Grow Instructions – Creating a plastic garden poppy</p>	<p>RE: Unit A: Old Testament Stories; Unit F: Special Celebrations. Maths: Place value, addition and subtraction, shape. Science: Habitats</p>	<p>DT: Mechanisms: Fairground wheel Cooking and nutrition: Balanced diet Computing: IT around us Music: West African call and response song (animals) x 4 PE: Unit 1 and 2 Attack, Defend and Shoot</p>	<p>Pasties</p>

Year 3					Year 4				
Curriculum Driver/s	Reading/Writing Links	Core Subjects		Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
History: Stone Age/Iron Age CST theme: Families & Community KS2 Focus 1: What makes community?	Poetry Persuasive Retell – Stone Age Boy Diary Entry – Stone Age Boy Retell – Stone Girl, Bone Girl Non-chronological report – Stone Age	RE: Unit A: Belonging; Unit E: We listen to God's word at Mass Maths: Place value, addition and subtraction, multiplication and division Science: Movement and Nutrition	DT: Textiles: Cross stitch and Appliqué cushions; Structures: Constructing a castle Computing: Connecting Computers French: La phonétique 1 (Phonetics 1) and J'apprends le français (I Am Learning French) Music: Ballads x 4 PE: Tag Rugby	Tomato and Pasta Sauce	History: Anglo Saxons CST theme: Families & Community KS2 Focus 2: Who is in my community?	Retell – The Bear and the Piano Setting Description Diary Entry Retell – Grendel's Point of view Non-Chronological Report – Anglo Saxons	RE: Unit A: Creation; Unit B: Jesus teachers us how to pray. Maths: Place value, addition and subtraction, Area, multiplication and division. Science: Digestion and Food	DT: Mechanical systems: Making a slingshot car; Textiles: Fastening Computing: The internet French: La phonétique 2 (Phonetics 2) and Je me présente (Presenting Myself) Music: Body and tuned percussion x 4 PE: Swimming and Tag Rugby	Bread
Year 5					Year 6				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
History: Egyptians CST theme: Families & Community KS2 Focus 3: Building up the community.	Retell – the True Story of the Three Little Pigs Character Description and Setting Retell - Egyptian Cinderella Instructions Ancient Egyptian – Non-Chronological Report	RE: Unit A: Creation; Unit E: Baptism Maths: Place value, addition and subtraction, multiplication and division, fractions Science: Mixtures and Separation	DT: Cooking and nutrition: Developing a recipe; Electrical systems: Doodlers Computing: Systems and searching French: La phonétique 3 (Phonetics 3) and Chez moi (My Home) Music: Composition notation x 4 PE: Tag Rugby	Apple and Parsnip Soup	History: Victorians CST theme: Dignity of Work KS1 Focus 4: Enabling each other to aim high.	Retell – The Lighthouse Biography – Charles Darwin Character Description Newspaper Report Poetry based on the Raven	RE: Unit A: The Story of the people of God; Unit B: Followers of Christ Maths: Place value, addition, subtraction, multiplication and division, fractions, converting units. Science: Clarifying Big and Small	DT: Structure: Playgrounds; Mechanical systems: Automata toys Computing: Communication and collaboration French: La phonétique 4 (Phonetics 4) and À l'école (At School) Music: Dynamics pitch and tempo x 4 PE: Tag Rugby	Cottage Pie



Overview

This unit will showcase the world we live in. Each year group will have the chance to explore a special part of our world- starting on a local level and then venturing further afield. Geography and Science will be some of the main drivers in this unit, with each year group focusing on place knowledge to start their learning. Location knowledge is progressive and will always start with a recap of previous knowledge. This unit also has many enrichment opportunities: children will have the opportunity to experience what it is they are learning about, and to be able to draw effective comparisons to what they already know including their local area.

Digital Literacy: Self-image and identity; Online Bullying

Self-Image and Identity - This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online Bullying - This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

British Values

Democracy and Rule of Law

Preschool

Reception

Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development	Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development
<p>Phase 1 phonics. Discriminates between sounds. Engage in extended conversations about stories, learning new vocabulary Count or clap syllables in a word</p> <p>Owl Babies</p> <p>Letter join: Pre-writing patterns Circles and Spirals</p>	<p>Begin to order number names I see 1,2,3</p>	<p>I can talk about the differences between materials and changes I notice RE: Special Celebrations; and Advent</p> <p>CST theme: Rights & Responsibilities EYFS Focus 1: God wants everyone to be happy. EYFS Focus 2: God gives us all we need to be happy</p>	<p>Sing songs Know that rhymes and can talk about familiar books/retell long stories</p>	<p>Become outgoing with unfamiliar people Show confidence in new social situations (RSE/PSHE)</p>	<p>Create closed shapes with continuous lines and begin to use shapes to represent objects Play instruments with increasing control to express feelings and ideas Sing entire songs</p>	<p>Fine Motor Shows they can use one handed tools Gross Motor – Explores moving their bodies in different ways. Become independent as I get dressed/ undressed</p>	<p>RWI Set 1 sounds Brown Bear, Brown Bear, what do you see?</p> <p>Letterjoin: Easy letters and Easy words c, o, a and d</p>	<p>Maths: sort/ compare, Measure and patters, circles and triangles, number, shapes with 4 sides.</p>	<p>Geography: My School/ home Birmingham Four seasons/ weather Science: Materials Cooking: Fruit Salad RE: Baptism and Advent</p> <p>CST theme: Rights & Responsibilities EYFS Focus 3: Making the right choices EYFS Focus 4: We share all God's gifts</p>	<p>Computing: Art Attack Music: Exploring sounds</p>	<p>Build constructive and respectful relationships (RSE/PSHE)</p>	<p>Art: Drawing</p>	<p>PE: Unit 1 – Dance</p>

Year 1

Year 2

Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
<p>Geography: Forests</p> <p>CST theme: Stewardship KS1 Focus 1: Learning from God's creation (interdependence) KS1 Focus 2: Making good choices – being responsible</p>	<p>Retell – Autumn Retell – The Tiny Seed Retell – The Gruffalo Character Description – Gruffalo Instructions – The Gruffalo</p>	<p>RE: Unit C: Prayer; Unit D: Advent Maths: Place value (10), addition and subtraction, shape. Science: Everyday Materials</p>	<p>Art: Drawing Computing: Creating Media – Digital painting Music: Sound patterns x 1 Musical vocabulary x 2 PE: Unit 1 and 2 – Dance</p>	<p>Apple Crumble</p>	<p>Geography: Gambia</p> <p>CST theme: Rights & Responsibilities KS1 Focus 3: Helping each other to make the right choices KS1 Focus 4: Fair shares for all</p>	<p>Character Description – Grace and Family Retell – Grace and Family Retell – How the elephant got his trunk Retell – The Snowman Instruction – How to build a Snowman</p>	<p>RE: Unit E: Parables and Miracles; Unit C: Advent Maths: Place value, addition and subtraction, shape. Science: Microhabitats</p>	<p>Art: Drawing Computing: Creating media – Digital photography Music: Instruments (musical storytelling) x 2 PE: Unit 1 and 2 – Dance</p>	<p>Ice lollies</p>

Year 3					Year 4				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
Geography: The Earth (Volcanoes) CST theme: Stewardship KS2 Focus 1: All things are connected	Retell – The Lion and the Mouse Retell – Th Hare and the Tortoise Retell – The Owl who was afraid of the dark Retell – The Tear Thief Setting Description Diary Entry – Miranda the Explorer	RE: Unit B: Reconciliation; Unit C: Advent Maths: Place value, addition and subtraction, multiplication and division. Science: Forces and magnets	Art: Drawing Computing: Stop-Frame Animation French: Les animaux (Animals) Music: Ballads x 1 and developing singing technique x 2 PE: Unit 1 – Dance	Chocolate and courgette cakes	Geography: Coast and Coastal Erosion CST theme: Solidarity and the Common Good KS1 Focus 2: We walk together as people of peace	Retell – The Way Back Home Retell – Pirate Section Firework-Maker's Daughter Character Description of Razvani Setting Description of Firework Display Explanation Text	RE: Unit E: Jesus light of the world; Unit C: Advent. Maths: Place value, addition and subtraction, Area, multiplication and division. Science: Electricity and Circuits	Art: Drawing Computing: Audio production French: Ma famille (My Family) Music: Body and tuned percussion x 1 and Changes in pitch and tempo x 2 PE: Swimming and Unit 1 – Dance	Cranberry and cinnamon tray back
Year 5					Year 6				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
Geography: Rivers CST theme: Rights & Responsibilities KS2 Focus 3: Recognising the difference between rights and responsibilities	Retell – Wind in the Willows Retell – Cloud Tea Monkeys Diary – Running on the Roof of the World Mountain Poetry Explanation of the Water Cycle	RE: Unit B: Miracles of the sick; Unit C: Advent. Maths: Place value, addition and subtraction, multiplication and division, fractions Science: Properties and Changes	Art: Drawing Computing: Video production French: As-tu un animal? (Do you have a pet?) Music: Composition notation x 1 and Blues x 2 PE: Unit 1 – Dance	Christmas cake	Geography: The Amazon Rainforest CST theme: Stewardship KS2 Focus 4: Seeing God in creation.	Retell – The Rainplayer Retell – The Great Kapok Tree Non-Chronological Report – Rainforest Explanation Text – Chocolate	RE: Unit L: Celebration the life of Mary and the saints and Unit C: Advent Maths: Place value, addition, subtraction, multiplication and division, fractions, converting units. Science: Light and Reflection	Art: Drawing Computing: Webpage creation French: Le week-end (The Weekend) Music: Dynamics pitch and tempo x 1 and Theme and variations x 2 PE: Unit 1 – Dance	Mince pies



Peace and Conflict: Respect for all Individuals – Spring 1

Overview

Through our Peace and Conflict theme, children will investigate some of the struggles people have faced (and are still facing), throughout history, including battles, invasions, human rights and significant adverse events. Children will learn about how people overcame these conflicts and the impact this has on us today - how can we learn from this event or the key people involved. In this theme, History will be the main driver in each year group, but there will be strong links with subjects such as Art, and Design and Technology and opportunities for children to revisit their place knowledge. Themes of Citizenship, Diversity and British Values will underpin the focus of each year group.

Digital Literacy: Online Relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

British Values

Individual Liberty

Preschool

Reception

Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development	Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development
<p>Phase 1 phonics.</p> <p>Recognise words with the same initial sound, such as money and mother</p> <p>Recognise the different parts of a book</p> <p>Letter join: Pre-writing patterns Lines and Diagonals</p>	<p>Show me 1,2,3</p> <p>Move and label 1,2,3</p> <p>Explore position and routes</p> <p>Explore patterns</p>	<p>Continue developing positive attitudes about the differences between people</p> <p>Different countries in the world and I can talk about the differences I have experienced or seen in photos</p> <p>RE: Christmas and God our father cares for us.</p> <p>CST theme: Dignity of the Human Person EYFS Focus 1: God made me and loves me very much EYFS Focus 2: God made me and all my friends very beautiful</p>	<p>I can develop my pronunciation of sounds</p>	<p>Develop a sense of responsibility and membership of our community (RSE/PSHE)</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city.</p>	<p>Use and remember movements relating to music</p>	<p>RWI – Grouped - Set 2</p> <p>Handa's Surprise</p> <p>Letterjoin: Easy letters and Easy words n, m, h, j and y</p>	<p>Maths: Mass and Capacity, Number, length, height and time, exploring 3-D shapes</p>	<p>History: What to wear? Changes over time and weather. Sequencing of a character Past and Present Science: Animal adventures Cooking: Pancakes RE: Christmas and People Who Help Us CST theme: Dignity of Work EYFS Focus 3: Everybody's gifts are needed to build God's world EYFS Focus 4: When we build together we can do much more.</p>	<p>Computing: Junior explorers</p> <p>Music: Music/movement and Transport</p>	<p>Express my feelings and consider the feelings of others (RSE/PSHE)</p>	<p>DT: Textiles Bookmarks</p> <p>PE: Gymnastics RB Gym: Balance Ability</p>	

Year 1

Year 2

Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
<p>History: Florence Nightingale</p> <p>CST theme: Dignity of Work KS1 Focus 1: Everybody's work is valuable and important for the community. KS1 Focus 2: Working together to build up our school family.</p>	<p>Retell – One Snowy Night</p> <p>Retell – Mr. Men Little Miss Fire Station</p> <p>Retell – Mr Men Little Miss Hospital</p> <p>Dairy – Vlad and the Florence Nightingale Adventure</p> <p>Recount of Florence Nightingale</p>	<p>RE: Unit E: Christmas; Unit L: Sharing Jesus' life, Unit M: Following Jesus</p> <p>Maths: Place value (20), addition and subtraction, place value (50), length and height, mass and volume.</p> <p>Science: Sensitive Bodies</p>	<p>DT: Mechanisms: Making a moving storybook</p> <p>Computing: Programming A – Moving a robot</p> <p>Music: Musical vocabulary x 3</p> <p>PE: Unit 1 – Gymnastics</p>	<p>Toasted Pitta Pockets</p>	<p>History: Fire of London</p> <p>CST theme: Dignity of Work KS1 Focus 3: Finding my special job – my gift for the world KS1 Focus 4: Working hard to be the best you can be for others</p>	<p>Retell – Zog</p> <p>Retell – Valad and The Great Fire of London</p> <p>Diary Entry – Vlad and The Great Fire of London</p> <p>Retell – The Three little pigs</p> <p>Setting Description – Tin Forest</p> <p>Free Verse Poetry – Fire</p>	<p>RE: Unit D: Christmas; Unit B: Sharing in the Life of Jesus, Unit L: The Mass</p> <p>Maths: money, multiplication and division, length and height, mass, capacity and temperature.</p> <p>Science: Use of Everyday Materials</p>	<p>DT: Cooking and nutrition: Balanced diet</p> <p>Structures: Baby bear's chair</p> <p>Lessons 2, 3, 4 (not lesson 1)</p> <p>Computing: Programming A – Robot algorithm</p> <p>Music: Orchestral instruments x 3</p> <p>PE: Unit 1 – Gymnastics</p>	<p>Rock Cakes</p>

Year 3					Year 4				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
History: Romans CST theme: Solidarity and the Common Good K21 Focus 1: I listen to you with my ears, eyes, heart and mind.	Setting/ Character description Retell – Escape from Pompeii Informal Letter – Escape from Pompeii Character Description of Boudicca Non-Chronological Report – The Roman Legacy	RE: Unit D: Christmas; Unit J: The Eucharist as Thanksgiving Maths: Multiplication and division. Length and perimeter, fractions, mass and capacity. Science: Rocks and Soils	DT: Cooking and nutrition: Eating seasonally Lessons 2, 4, 5 and 6 (not lessons 1 and 3) and Digital world: Wearable technology Lessons 2, 3, 4 (not lessons 1 and 6) Computing: Sequency sounds French: Les instruments (Instruments) Music: Developing singing technique x 3 PE: Swimming and Unit 1 – Gymnastics	Carrot and coriander soup	History: Vikings CST theme: Dignity of the Human Person KS2 Focus 2: I have been given a special gift for the world	Persuasive Letter to parents Retell – The Emperor's New Clothes Viking Character Description Information Leaflet Kennings linked to Vikings	RE: Unit D: Christmas and Unit K: Sharing in the life of Jesus; Unit F: Old Testament Maths: Multiplication and division, length and perimeter, fractions, decimals. Science: States of Matter	DT: Structures: Pavilions (4 lessons) and Cooking and nutrition: Adapting a recipe Lessons 1,2,3, 5 (not lessons 4 and 6) Computing: Repetition in shapes French: En classe (In the Classroom) Music: changes and pitch and tempo x 3 PE: Unit 1 – Gymnastics	Cheese and potato pie
Year 5					Year 6				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
History: Greeks CST theme: Dignity of the Human Person KS2 Focus 3: Each person is unique and irreplaceable – everyone matters	Character Description – Hercules Retell – Hercules Retell – Percy Jackson and the Lightning Thief Diary Entry Ancient Greece – Non-Chronological Report	RE: Unit D: Christmas; Unit F: Parables and sayings; Unit K: The Work of the Apostles Maths: Multiplication and division, fractions, decimals and percentages, perimeter and area, statistics. Science: Earth and Space	DT: Mechanical systems: Making a pop-up book Lessons 1, 2, 3 (not lesson 4) and Digital world: Monitoring devices (4 lessons) Computing: Selection in physical computing French: La date (The Date) Music: Blues x 3 PE: Unit 1 – Gymnastics	Sausage and bean hot pot	History: Benin Civilisation CST theme: Solidarity and the Common Good KS1 Focus 4: Building our own Mission Team.	Retell – Journey to Jo'burg Biography – Nelson Mandela Persuasive Letter	RE: Unit D: Christmas; Unit G: prayer in the lives of the followers of Christ. Maths: Ratio, Algebra, Decimals, fractions/decimals/ percentages, area/perimeter and volume, statistics. Science: Evolution and Inheritance	DT: Electrical systems: Steady hand game Lessons 2, 3, 4 (not lesson 1) and digital world: Navigating the world (5 lessons) Computing: Variables in games French: Manger et Bouger (Healthy Lifestyles) Music: Theme and variations x 3 PE: Unit 1 – Gymnastics	Salmon/tuna fish cakes



Nurturing Nature: Engaging and Taking Responsibility – Spring 2

Overview

Science and sustainability will be the driving force behind our units in our theme of 'Nurturing Nature'. Children will learn about the delicate balance of nature and the world around us and the impact of humans and their decisions on this balance. Children will investigate topics that impact climate change, biodiversity and habitats and become problem solvers of the future: developing solutions that protect the world and its sustainability. Fieldwork will play an important role in allowing children to investigate locations, spot patterns and developing their understanding of sustainability.

Digital Literacy: Health, Wellbeing and Lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

British Values

Mutual Respect, Tolerance and Diversity

Preschool

Reception

Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development	Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development
<p>RWI – Phase 1 phonics introduction.</p> <p>The Hungry Caterpillar</p> <p>Write some letters accurately</p> <p>Understand that we read English text from left to right and from top to bottom</p> <p>Letter join: Pre-writing patterns Jellies and Zig zags</p>	<p>Show me 1,2,3</p> <p>Move and label 1,2,3</p> <p>Explore position and routes</p> <p>Explore patterns</p>	<p>Understand the key features of the life cycle of an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>RE: Lent and Holy Week</p> <p>CST theme: Stewardship EYFS Focus 1: Discovering God's beautiful creation EYFS Focus 2: Playing in and caring for God's creation</p>	<p>Understand 'why' questions.</p>	<p>Follow rules and understand why they are important.</p> <p>(RSE/PSHE)</p>	<p>Explore materials freely, to develop my ideas about how to use them and what to make</p> <p>Join different materials and explore different textures</p>	<p>Choose resources to carry out my own plan.</p> <p>Gross motor: To jump and land safely from a height</p> <p>Fine Motor: Begin to hold a pencil with a modified tripod grip to show control</p>	<p>RWI: Grouped/streamed</p> <p>The Bog Baby</p> <p>Letterjoin: Easy letters and Easy words g, q, b, p and k</p>	<p>Maths: Mass and Capacity, Number, length, height and time, exploring 3-D shapes</p>	<p>Geography: Town where I live</p> <p>Describe weather daily</p> <p>Human features of local area</p> <p>Science: I am Scientist</p> <p>Cooking: Berry Mess</p> <p>RE: Lent and Holy Week</p> <p>CST theme: Stewardship EYFS Focus 3: Helping God's creation grow EYFS Focus 4: Celebrating God's creation</p>	<p>Computing: Introduction to Data</p> <p>Music: Transport</p>	<p>Identify and moderate my own feelings socially and emotionally</p> <p>(RSE/PSHE)</p>	<p>Art: Painting</p>	<p>PE: Manipulation & Coordination</p>

Year 1

Year 2

Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
<p>Geography: Recycling</p> <p>CST theme: Rights & Responsibilities KS1 Focus 1: Happiness is? KS1 Focus 2: Finding happiness with each other</p>	<p>Retell – The Tale of the toothbrush</p> <p>Retell – Someone swallowed Stanley</p> <p>Dairy Entry</p> <p>Retell – The Storm Whale</p> <p>Recount</p> <p>Spring Poetry</p>	<p>RE: Unit H: Lent; Unit I: Holy Week</p> <p>Maths: Place value (20), addition and subtraction, place value (50), length and height, mass and volume.</p> <p>Science: Comparing Animals</p>	<p>Art: Painting</p> <p>Computing: Data and Information – Grouping Data</p> <p>Music: Pitch and Tempo x 4</p> <p>PE: Unti 1 and 2 – Send/Return</p>	<p>Pasta bake</p>	<p>Geography: Biodiversity and climate</p> <p>CST theme: Stewardship KS1 Focus 3: God's gardeners KS1 Focus 4: Celebrating the harvest</p>	<p>Retell – Tadpole's Promise</p> <p>Dairy – The Owl who was Afraid of the Dark</p> <p>Riddle – Mini Beasts</p> <p>Non-Chronological Report on Mini Beasts</p> <p>Retell – The Forgotten Forest</p>	<p>RE: Unit G: Lent; Unit H: Holy Week</p> <p>Maths: Maths: money, multiplication and division, length and height, mass, capacity and temperature.</p> <p>Science: Lifecycles and Health</p>	<p>Art: Painting</p> <p>Computing: Data and Information – Pictograms</p> <p>Music: Structure x 4</p> <p>PE: Unit 1 and 2 – Send/Return</p>	<p>Hedgehog bread</p>

Year 3					Year 4				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
Geography: Farming CST theme: Dignity of Work KS2 Focus 1: Exploring our understanding of work. How does work build us up?	Retell – The Girl who planted trees Retell – A section of Fantastic Mr. Fox Recount – Postcard Instructions to Plant Vegetables Persuasive letter to Blue Peter asking for a Blue Peter Explanation texts	RE: Unit F: Lent and Unit H: Holy Week Maths: Multiplication and division. Length and perimeter, fractions, mass and capacity. Science: Light and Shadows	Art: Painting Computing: Branching databases French: Les fruits (Fruits) x 4 Music: Pentatonic melodies x 4 PE: Swimming and Tennis History: Romans	Tinned fruit crumble	Geography: Energy – natural resources CST theme: Stewardship KS2 Focus 2: Enough for everybody's need but not everybody's greed.	Retell – Greta and the Giants Biography – Greta Thunberg Diary Entry – Stig of the Dump Rhyming couplets Formal Persuasive Letter to council	RE: Unit G: Lent; Unit H: Holy week Maths: Multiplication and division, length and perimeter, fractions, decimals. Science: Sounds and Vibrations	Art: Painting Computing: Data logging French: Au salon de thé (At the Tea Room) Music: Samba and carnival sounds x 4 PE: Tennis and OAA	Fruit fool
Year 5					Year 6				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
Geography: Mountains - Sustainable Tourism? CST theme: Stewardship KS2 Focus 3: Stewards of God's world (understanding the concept)	Setting Description – The Promise Informal letter to Granny – Hummingbird Diary Entry – Last Persuasive Letter to the Council Explanation of a Life Cycle Haikus - Habitats	RE: Unit G: Lent; Unit H: Holy week Maths: Multiplication and division, fractions, decimals and percentages, perimeter and area, statistics. Science: Lifecycles and Reproduction	Art: Painting Computing: Flat-file databases French: Les Jeux olympiques (The Olympics) Music: South and west Africa x 4 PE: Tennis and OAA	Scones	Geography: Protecting Biomes CST theme: Rights & Responsibilities KS2 Focus 4: Happiness comes in having and giving	Retell – Somebody crunched Colin Diary Entry Palindrome Poem Information Letter – reduce plastic	RE: Unit F: Lent; Unit H: Holy week Maths: Ratio, Algebra, Decimals, fractions/decimals/ percentages, area/perimeter and volume, statistics. Science: Circuits, Batteries and Switches	Art: Painting Computing: Introduction to spreadsheets French: Les Vikings (Vikings) Music: Baroque x 4 PE: Tennis and OAA	Mini Victoria sponges

Overview

Through our continuity and change theme, children will explore various aspects of how things have changed over time and the reasons for this. From changes in lifestyle and the things we use on a daily basis; the technology we utilise – the bridges we use and the vehicles we drive to go over them, and even our laws and the origins of democracy. A fundamental part of our teaching is also why things may have stayed the same – when things haven't changed, what is it about aspects of the law, technology, lifestyle etc that has created longevity? The main driver for our work will be history, with links to DT.

Digital Literacy: Online Reputation; Copyright and Ownership

Online Reputation - This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Copyright and Ownership - This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

British Values

Democracy and Rule of Law

Preschool

Reception

Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development	Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development
<p>RWI – Phase 1 phonics</p> <p>Goldilocks and the Three Bears</p> <p>Use some of my print and letter knowledge in my early writing</p> <p>Letter join: Pre-writing patterns Loopies and Waves</p>	<p>Take and give 1,2,3</p> <p>Match, talk, push and Pull</p> <p>Talk about dots, Compare and sort collections.</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant</p> <p>Talk about what I see, using a wide vocabulary</p> <p>RE: Easter CST theme: Dignity of Work EYFS Focus 1: We are helping to do God's work EYFS Focus 2: We are our gifts for each other.</p>	<p>Express a point of view and debate... Start a conversation.</p>	<p>Talk about my feelings using words 'happy' 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling (RSE/PSHE)</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls/houses</p>	<p>Use a grip with control when holding pencil</p> <p>Gross motor: Communicating ideas through movement. Fine motor: independence putting on a coat and shoes, begin to do zips. Use one handed tools.</p>	<p>RWI: DM: Read longer sentences containing phase 4 words and tricky words.</p> <p>The Three Little Pigs</p> <p>Letterjoin: Easy letters and Easy words v, s and r</p>	<p>Maths: Number to 20, manipulate, compose and decompose, sharing and grouping, make connections.</p>	<p>History: Celebrations in the past Comparing celebrations Sequencing/ questions celebrations Science: Our beautiful Plant Cooking: Pasta Salad RE: Easter CST theme: Dignity of the Human Person EYFS Focus 3: We show our love for each other EYFS Focus 4: We thank God for loving us and our love for each other</p>	<p>Computing: Fantastic Tales Music: Transport and Big Band</p>	<p>Think about the perspectives of others (RSE/PSHE)</p>	<p>DT: Structures Boats</p>	<p>PE: Speed Agility Travel</p>

Year 1

Year 2

Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
<p>History: toys old and new</p> <p>CST theme: Dignity of the Human Person KS1 Focus 1: God loves us equally as His children. KS1 Focus 2: We are all different and amazing</p>	<p>Retell – The Velveteen Rabbit Character Description – The Velveteen Rabbit Character Description – Paddington Paper Dolls – Informal letter Retell – The Three Little Pigs Instruction to make a moving toy</p>	<p>RE: Unit J: Easter Maths: Multiplication and division, fractions, position and direction, place value (100), money and time. Science: Introduction to Plants</p>	<p>DT: Cooking and nutrition: Smoothies Lessons 1, 2, 5 and 6 (not lessons 3 and 4) Computing: Creating Media Digital writing Music: Pitch and Tempo x 1 and Musical symbols x 1 PE: Unit 1 and 2 – Run, Jump and Throw</p>	<p>Toasted pitta pockets</p>	<p>History: Vehicles</p> <p>CST theme: Dignity of the Human Person KS1 Focus 3: We love and look after each other because we are all brothers and sisters KS1 Focus 4: Loving each other makes us strong</p>	<p>Retell – Jack and the Beanstalk Explanation Text – Life cycle of a Bean Retell – The Way Back Home Recount/ Biography – Lewis Hamilton Letter to Lewis Hamilton</p>	<p>RE: Unit I: Easter Maths: Fractions, time, Statistics, position and direction. Science: Plant Growth</p>	<p>DT: Mechanisms: Making a moving monster (4 lessons) and textiles: Pouches Lessons 1, 2, 3. Computing: Creating media – Digital Music Music: Structure x 1 and Pitch x 1 PE: Unit 1 and 2 – Run, Jump and Throw</p>	<p>Couscous Salad</p>

Year 3					Year 4				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
History: Life of a Victorian child/compared to now CST theme: Dignity of the Human Person KS2 Focus 1: We are all equal in God's eyes and loved	Retell – Egg drop Retell – Mrs Armitage on wheels Rosie Revere Engineer – Diary Entry Biography – Ayrton Senna Instructions to make a Moving Monster Clerihew	RE: Unit I: Easter; FHC Prep Maths: Fractions, money, time, shape, statistics Science: Plant Reproduction	DT: Mechanical system: Pneumatic toys Lessons 2, 3, 4 (not lesson 1) Computing: Desktop publishing French: Les glaces (Ice-Creams) Music: Pentation melodies x 1 Music: Traditional instruments x 1 PE: Athletics and OAA	Pizza	History: Famous scientist linked to electricity CST theme: Dignity of Work KS1 Focus 2: The many sides of working together to build up the community.	Setting Description – The Iron Man on the top of the cliff Retell – Hogarth spotting The Iron Man Biography – Nikola Tesla Instructions	RE: Unit I: Easter Maths: Decimals, Money, Time, Shape, Statistics, Position and direction. Science: Classification and Changing Habitats	DT: Electrical systems: Torches Lessons 2, 3, 4 (not lesson 1) Computing: Photo editing French: Quel temps fait-il? (What Is the Weather?) Music: samba and carnival sounds x 1 and Adapting and transporting motifs x 1 PE: Athletics	Quesadillas
Year 5					Year 6				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
History: Galton family and industrialisation CST theme: Dignity of Work KS1 Focus 3: Recognising and helping others to find their gift and share it.	Newspaper Report Biography – Katherine Johnson Non-Chronological report about Space	RE: Unit I: Easter Maths: Shape, position and direction decimals, negative numbers, converting units and volume. Science: Imbalanced Forces	DT: Structures: Bridges (4 lessons) Computing: Vector graphics French: Les vêtements (Clothes) Music: south and west Africa x 1 and Composition to represent festival of colour x 1 PE: Swimming and Athletics	Chickpea and mushroom curry	History: Athens – (Democracy) CST theme: Dignity of the Human Person KS2 Focus 4: People matter more than possessions	Retell – Phillip Pullman Newspaper Report	RE: Unit I: Easter Maths: Shape, position/ directions, projects and problem solving. Science: Circulation and Health	DT: Cooking and nutrition: Come dine with me Lessons 2, 4, 5 and 6 (not lessons 1 and 3) Computing: 3D Modelling French: Moi dans le monde (Me in the World) Music: Baroque x 1 and composing a leavers song x 1 PE: Athletics	Vegetable lasagne



Our Place in the World: Identity and Community – Summer 2

Overview

At Our Lady and St. Hubert's we are strengthened by our diversity and range of family backgrounds and this theme celebrates who we are. Children will learn about the history and geography of people – who we are, where we come from and why many people choose to settle and live where they do – particularly in our local area and Great Britain. Children will celebrate who they are through creating self-portraits; community events held within school will celebrate our range of family backgrounds; children will discover more about the variety of faiths followed by our local communities, underpinned by learning about the values that we have in Britain. Enrichment visits to local places of worship, will enhance children's understanding of a variety of faiths.

Digital Literacy: Privacy and Security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

British Values

Individual Liberty

Preschool

Reception

Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development	Literacy	Maths	Understanding of the World	Communication and Language	Personal, Social and Emotional Development	Expressive Arts and Design	Physical Development
RWI – Phase 1 phonics Pirates love underpants Write some or all of my name Letter join: Easy letters and Easy words i, l and t	Lead on own repeats Start to puzzle Making patterns together Make games and actions	Explore and talk about different forces Talk about the differences between materials and changes I notice RE: Pentecost and God's Family CST theme: Solidarity and the Common Good EYFS Focus 1: We are friends. EYFS Focus 2: We play together in love and peace.	Use talk to organise play: "Let's go on a bus... you sit there... I'll be the driver".	Play with one or more other children, extending and elaborating play ideas (RSE/PSHE)	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know.	Gross motor: Communicating ideas through movement. Fine motor: independence putting on a coat and shoes, begin to do zips. Use one handed tools.	RWI: Groups/streamed The Night Pirates Letterjoin: Easy letters and Easy words f, x and z	Maths: Number to 20, manipulate, compose and decompose, sharing and grouping, make connections.	Geography: Home country – England Capital city – London Aware countries UK Land and sea Science: Changing Seasons Cooking: Fruit Smoothie RE: Pentecost and Prayer CST theme: Solidarity and the Common Good EYFS Focus 3: We help each other. EYFS Focus 4: We thank God for each other	Computing: A is for Algorithm Music: Big Band	Show resilience and perseverance in the face of challenge (RSE/PSHE)	Art: Sculpture	PE: Cooperate & Solve Problems

Year 1

Year 2

Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
Geography: Our Community CST theme: Solidarity and the Common Good KS1 Focus 1: We are brothers and sisters. One family – One world. KS1 Focus 2: We learn together.	Retell- Birmingham Boy Retell – The Growing Story Recount – Summer Walk Invitation – To an event at School Seasons Riddle Letter – To my Year 2 teacher	RE: Unit K: Prayer; Unit G: Forgiveness Maths: Multiplication and division, fractions, position and direction, place value (100), money and time. Science: Making Connections	Art: Sculpture Computing: Programming B – Programming animations Music: Musical symbols x 4 PE: Unit 1 and 2 – Hit Catch Run	Ice lollies	Geography: The Seaside CST theme: Families & Community KS1 Focus 3: I belong to my family and my community. KS1 Focus 4: My community needs me.	Diary – Lighthouse Keeper's Lunch Retell – Lighthouse Keeper's Lunch Retell – The Storm Whale Recount – Weston Trip Non-Chronological Report – Weston Trip	RE: Unit J: Pentecost; Unit K: Our Church Maths: Fractions, time, Statistics, position and direction. Science: Making Connections	Art: Sculpture Computing: Programming B – programming quizzes Music: Pitch x 4 PE: Unit 1 and 2 – Hit Catch Run	Beach biscuits

Year 3					Year 4				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
Geography: Rural and urban life CST theme: Rights & Responsibilities KS2 Focus 1: Barriers to happiness	Retell – Town, Mouse, Country Mouse Retell – The Invisible Non-Chronological Report – the Five food grow Letter writing	RE: Unit K: Pentecost; Unit G: Prayer Maths: Fractions, money, time, shape, statistics Science: Making Connections	Art: Sculpture Computing: Events and actions in programs French: Key vocabulary and phonetics 1 revision Music: Traditional instruments x 4 PE: Cricket	Fruit flap jack	Geography: France CST theme: Rights & Responsibilities KS2 Focus 2: Exploring our responsibilities for each other	Setting Description – Narnia Lucy's Diary Entry Instructions for a Spanish Postcard from Spanish Non-Chronological Report	RE: Unit J: Pentecost; Unit L: Roles & Responsibilities Maths: Decimals, Money, Time, Shape, Statistics, Position and direction. Science: Making Connections	Art: Sculpture Computing: Repetition in games French: Key vocabulary and phonetics 1 and 2 revision Music: Samba and carnival sounds x 4 PE: Cricket	Summer pudding
Year 5					Year 6				
Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking	Curriculum Driver/s	Reading/Writing Links	Core Subjects	Other Taught Areas	Cooking
Geography: Climate change CST theme: Solidarity and the Common Good KS1 Focus 3: We face challenges together	Retell – Leather Shoe Charlie Diary Entry – Leather Shoe Charlie Recount – Two Brothers Recount – School Trip Non-Chronological Report – The Industrial Revolution	RE: Unit J: Pentecost; Unit L: Marriage & Holy Orders Maths: Shape, position and direction, decimals, negative numbers, converting units and volume. Science: Human Timeline/ Making Connecting	Art: Sculpture Computing: Selection in quizzes French: Key vocabulary and phonetics 1, 2 & 3 revision Music: Composition to represent festival of colour x 4 PE: Swimming and Cricket	Fruit crumble	Geography: Oldbury Life CST theme: Families & Community KS2 Focus 4: Building up the Kingdom of God.	Own Autobiography – Based on the format of the Little People, Big Dreams Books.	RE: Unit J: Pentecost; Unit E: Baptism & Confirmation Maths: Shape, position/ directions, projects and problem solving. Science: Making Connections	Art: Sculpture Computing: Sensing movement French: Key vocabulary and phonetics 1, 2, 3 and 4 revision Music: Composing a performance x 4 PE: Cricket	Marble cake