


## Moor Nook Community School Curriculum Map

Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.

	<b>Nursery</b> <b>Predicted Themes and Interests – (Will be adapted to meet the needs and interests of the children)</b>					
	<b><u>Autumn 1<sup>st</sup> half</u></b>	<b><u>Autumn 2<sup>nd</sup> half</u></b>	<b><u>Spring 1<sup>st</sup> half</u></b>	<b><u>Spring 2<sup>nd</sup> half</u></b>	<b><u>Summer 1<sup>st</sup> half</u></b>	<b><u>Summer 2<sup>nd</sup> half</u></b>
<b><u>Predicted Interests</u></b>	Autumn/Marvellous Me	People Who Help Us	Traditional Tales	Farm Animals, Planting and Growing	Dinosaurs and Crazy Critters	Under the Sea and Blackpool
<b><u>Buy In</u></b>	Listening Walk/Autumn walk Nursery Rhyme Challenge	Visits from Emergency Services	Traditional Tale Tea Party. The GBM has gone missing.	Observe the ducklings hatch and grow. Build a home for the ducklings and care for them.	Raise Butterflies Travel back in time in Andy's Dinosaur Time Machine	Trip to Blackpool Sea Life Centre and beach.
<b><u>Celebration</u></b>	Harvest Festival	Christmas and Diwali Christmas Sing-Along	Chinese New Year	Strove Tuesday and Easter	Father's Day	End of year celebration of all we have achieved.
<b><u>Focus Texts</u></b>	All Kinds of People and My Many Coloured Days	Nurse Nancy, Doctor Daisy and other stories The Christmas story.	The Gingerbread Man and other Traditional Tales	The Ugly Duckling Rosie's Walk	The Hungry Caterpillar	Commotion in the Ocean
<b><u>Communication and Language</u></b>	Develop listening and attention, understanding and language skills at different times and places in class. Take turns to speak and listen. Use appropriate manners, turn taking etc. Learn one another's names. Talk for a specific purpose. Use appropriate vocab in the context of play and activities. Ask and answers questions. Explain ideas.	Demonstrates listening by trying to join in with actions or vocalisations. Shows interest in play with sounds, songs and rhymes. Listens with interest to the noises adults make when they read stories. Identifies action words by pointing to the right picture, Responds to simple instructions. Holds a conversation. Ask and answers questions. Explain ideas.	Listens to rhythmic patterns in rhymes and stories. Shows interest in play with sounds, songs and rhymes. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands simple sentences. Understands 'who', 'what', 'where' in simple questions. Developing understanding of concepts (e.g. big/little). Ask simple questions.	Can shift to a different task if attention fully obtained. Listens to stories with increasing attention and recall. Understands the use of objects (e.g. 'What do we use to cut things?') Shows understanding of prepositions. Can retell a past event in the correct order. Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind'. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Listens to stories with increasing attention and recall. Is able to follow directions. Beginning to understand 'why' and 'how' questions. Uses vocabulary focused on objects and people. Builds up vocabulary.

			Uses a variety of questions (e.g. what, where, who). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.			
<b><u>Physical Development</u></b>	Ind in self-care. Awareness of bladder and bowel urges. Communicates their need for potty or toilet. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Climbs confidently and is beginning to pull themselves up on nursery equipment. Runs safely on whole foot. Makes connections between the marks they make. Beginning to balance blocks to build.	Squats with steadiness and rises to feet without using hands. Can kick a large ball. May be beginning to show preference for dominant hand. Shows a desire to help with dressing/undressing and hygiene routines. Feeds self competently with spoon. Drinks well without spilling. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.	Makes connections between their movement and the marks. Shows control in holding books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Can copy some letters from name. Imitates drawing simple shapes such as circles and lines. Draws circles using gross motor movements. Uses one-handed tools and equipment. Beginning to be independent in self-care. Can tell adults when hungry or tired or when they want to rest or play. Climbs confidently.	Use climbing equipment. Moves freely and with confidence. Mounts stairs and steps. Can kick a large ball. Can catch a ball. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Beginning to recognise danger and seeks support. Dresses with help.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Moves freely and with pleasure and confidence in a range of ways. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children. Holds pencil near point between first two finger with good control. Begins to form recognisable letters. Uses one-handed tools and equipment safely. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
To develop children's fine and gross motor skills; this will be promoted through continuous provision and purposeful activities indoor and outdoor. Encourage and develop independence in children's self-care. Teach pencil control, hand and eye co-ordination and pincer grip 'nippy fingers'. Teach scissor skills. Children's gross motor skills will be developed through Fundamental Skills and PE.						
<b><u>PSED</u></b>	Moving on and settling in. New beginnings. Separate from main carer with support. Play alongside others-getting to know one another and making friends. Explores new environment. Express	Plays cooperatively. Seeks out others to share experiences. Gradually able to engage in pretend play with toys. Expresses own preferences and interests.	Shows affection and concern for people. Form special friendships. Enjoys responsibility. Responds to the feelings and wishes of others.	Initiates play, offering cues to peers to join them. Can play in a group, extending and elaborating play ideas. Shows confidence in asking adults for help.	Initiates play, offering cues to peers to join them. Keeps play going by responding to what others. Confident to talk to other children when playing.	Initiates conversation and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions.

	own preferences and interest. Responds to a few appropriate boundaries and understands. Share resources. Express feelings-happy/sad.	Can select and use activities and resources with help. Welcomes and values praise. Begins to learn that some things are theirs, some things are shared. Seeks comfort from familiar adults. Growing ability to distract self when upset.	Tries to help and give comfort when others are distressed. Aware that some actions can hurt others.	Can inhabit own actions. Begins to accept the needs of others and take turns and share resources, sometimes with support.	Begins to accept the needs of others and can take turns and Share.	Can usually tolerate delay when needs are not immediately met. Can usually adapt behaviour to different events, social situations and changes in routine.
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School Values, rules, routines, boundaries and expectations will continually be a focus for the children during their time in nursery. These will be reinforced continually and built upon.


<b><u>Literacy</u></b>	Encourage mark making activities in independent play. Distinguish between the different marks they make. Interested in books. Have some favourite stories, rhymes or songs.	Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.  Distinguishes between the different marks they make.	Shows awareness of rhyme and alliteration. Listens to and enjoys in with stories and poems, one-to-one and also in small groups. Looks at books independently. Handles books carefully. Sometimes gives meaning to marks as they draw and paint.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Looks at books independently. Handles books carefully. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.	Beginning to be aware of the way stories are structured. Suggests how the story might end. Recognises familiar words and signs such as own name. Holds books the correct way up and turns pages. Shows awareness of rhyme and alliteration. Ascribes meanings to marks that they see in different places.	Continues a rhyming string. Hears and says the initial sound in words. Ascribes meanings to marks that they see in different places. Writes own name.
	Phase 1 Phonics Sounds around them and develop children's listening skills.	Phase 1 Phonics Awareness of sounds made by various instruments.	Phase 1 Phonics Develop children's awareness of sounds and rhythms.	Phase 1 Phonics Develop children's appreciation and experiences of rhythm and rhyme in speech.	Phase 1 Phonics Focus is on initial sounds of words.	Phase 1 Phonics Oral blending and segmenting.
<b><u>Maths</u></b>	Says some counting words randomly. Recites some number names in sequence. Selects a small number of objects from a group when asked. Beginning to organise and categorise objects. Attempts sometimes	Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Begins to use the language of size. Uses blocks to create their own simple	Creates and experiments with symbols and marks representing ideas of number. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in	Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in numerals in the environment. Shows an interest in number problems.	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts up to three or four objects by saying one number name for each item.

	successfully, to fit shapes into spaces on inset boards and jigsaws. Associates a sequence of actions with daily routines. Filling and emptying containers. Beginning to notice shapes and patterns.	structures and arrangements.	quantity when something is added or taken away. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Uses some number names accurately in play. Understands some talk about immediate past and future. Anticipates special time-based events such as mealtimes or home time. Categorise objects according to properties such a shape and size. Use the language of size. Shows an interest in shape by playing with shapes.	Uses positional language. Shows awareness of similarities of shapes in the environment.	comments or asking questions. Compares two groups of objects, saying when they have the same number. Uses shapes appropriately for tasks.	Shows an interest in representing numbers. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Selects a particular named shape.
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Number of the week- focusing on a number each week. What it is worth? What does it look like? Where does it sit on the number line? How can we make it? What comes before/after it? Can we recognise this number in the environment?

<b><u>Understanding the World</u></b>	Enjoys pictures and stories of themselves and family and has a sense of own immediate relations. How are we different? Similarities and differences. Talk about their friends. Seeks to acquire basic skills in turning on and operating some ICT equipment.	Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Knows how to operate simple equipment, e.g. turns on CD player and uses torches. Knows that information can be retrieved from computers	Beginning to have their own friends. Remembers and talks about significant events in their own experience. Talks about how things happen and how things work. Seeks to acquire basic skills in turning on and operating some ICT equipment. Knows how to operate simple equipment, e.g. turns on CD player and remote control cars.	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things. Shows interest in the lives of people that are familiar to them. Able to use the tools on big interactive board. Knows that information can be retrieved from computers.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Shows care and concern for living things and the environment. Completes a simple program on a computer.	Recognises and describes special times or events for family or friends. Developing an understanding of growth, decay and changes over time. Completes a simple program on a computer.
<b><u>Expressive Arts and Design</u></b>	Joins in singing rhymes and songs. Expresses self through physical action and sound.	Shows an interest in the way musical instruments sound.	Describe the texture of things.	Begin to move rhythmically. Imitates movement in response to music.	Uses available resources to create props to support role-play.	Explores colour and how colours can be changed.



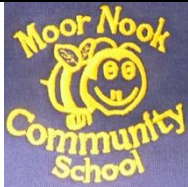
	<b>EYFS</b> <b>Predicted Themes and Interests – (Will be adapted to meet the needs and interests of the children)</b>					
	<b><u>Autumn 1<sup>st</sup> half</u></b>	<b><u>Autumn 2<sup>nd</sup> half</u></b>	<b><u>Spring 1<sup>st</sup> half</u></b>	<b><u>Spring 2<sup>nd</sup> half</u></b>	<b><u>Summer 1<sup>st</sup> half</u></b>	<b><u>Summer 2<sup>nd</sup> half</u></b>
<b><u>Predicted Interests</u></b>	Autumn\All about me	People Who Help Us	Traditional Tales	Dinosaurs/ Farm animals	Naughty Bus & Space	Around the World/Pirates
<b><u>Buy In</u></b>	Autumn Walk	Burglar Bill	The Three Little Pigs The Wolf is missing!	Letter from the farm	Naughty Bus Incident/ UFO Crash Landing	
<b><u>Celebration</u></b>	Autumn harvest festival	Visits from Emergency Services	Teddy Bears Picnic	Visit to the Farm	Alien Party	Carnival/Music visitors – bongo drums
<b><u>Focus Texts</u></b>	The Rainbow Fish The Enormous Turnip Supertato	The Highway Rat Non-fiction texts – People who help us The happy post bunny The Christmas Story	The Three Little Pigs Jack and the Beanstalk	A letter from the farm The Three Billy Goats Farmer Duck	Whatever Next The Naughty Bus Non – fiction texts	Pirates love underpants Rumble in the Jungle Walking through the jungle
<b><u>Communication and Language</u></b>	Can show some listening skills Follow simple instructions Understands the uses of the equipment Can talk about what has happened	Listens with more interest and responds to stories with refrains. Can describe where something is with prepositions Follows 2 step instructions Using ‘and’ and ‘because’ in sentences. Use language to support role play.	Can sit quietly during an activity Can listen and then complete an activity. Understands some humour Asking questions Uses different tenses Extends vocabulary and uses new vocabulary in role play.	Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener	Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way. Create their own narrative with support.	Responds appropriately to different situations Using tense correctly Create their own narrative.
<b><u>Physical Development</u></b>	Moves freely using suitable spaces and speed Draws lines and circles Holding a pen correctly Understands their own needs hunger/toilet/personal hygiene Dresses with support Knows equipment needs to be used safely	Moves freely in a variety of different ways Uses scissors and other tools safely Show a dominant hand Makes anticlockwise movement Understands the need for varied and healthy food Can write some letters and copy their name	Can stand on one foot Can catch a ball Can write some letters and copy their name Experiments moving in different ways on equipment and jumps landing safely Manages own risk assessment. Helps to put away equipment correctly	Good control and co-ordination in large and small movement Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe	Demonstrates increasing control over objects Used tools to change to materials Moving confidently Uses safety measures without direct supervision	Sports day and physical activities that are included within this using a variety of equipment.
<b><u>PSED</u></b>	Forming good relationships and	Explains their own knowledge and asks questions.	Finds compromise with peers	Include others ideas in their activity.	Taking turns	Demonstrate sensitivity to other children and form positive




	including others in play i.e. sharing Selecting own resources Communicating with peers and listening Aware of boundaries	Takes on responsibility. Confident in different social situations Aware of others feelings Solving their own problems Working as a group	Confident to speak about their own needs/opinions Understands their actions on others	Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.	Expressing preference of activity with reasoning Knowing that some behaviour is unacceptable.	relationships with other children.
<b><u>Literacy</u></b>	Rhythmic activities Looking at books and joining in with refrains Making marks for meaning Write own name Hears initial sounds Forming recognisable letters Naming letter sounds Recognises letters	Being aware of alliteration- Hears initial sounds- Continues a rhyming string Aware of the structure of stories Recognising some words Blending sounds Beginning to read simple words Segmenting words Beginning to write simple words.	Predicting stories Describing different elements in stories Rhyming string Uses storylines in role play Uses phonics to decode and segment Writing own name and captions	Demonstrating understanding of what they have read Writing irregular common words Attempting to write simple sentences using phonics Writing sentences that they and others can read	Using information books Reading and understanding simple sentences Attempting to write simple sentences using phonics Writing sentences that they and others can read	Writing more sentences using phonetically plausible and knowing using some high frequency words
<b><u>Maths</u></b>	Use number in play Recites numbers in order to 10. Recognises numbers up to 5/10 and can count out the right number of objects/actions Uses shapes in pictures Names 2D shapes	Matching objects to numerals Starts to represent numbers Counting up to 10 and beyond Counting up to 10 objects Using positional language Uses shape in construction Creates patterns	Starts to find totals by combining Counting up to 20 One more/one less up to 5 then 10 Records work with their marks Describes shapes 2D and 3D Orders items by length/weight/capacity Orders time sequence	Using mathematical language to create and solve mathematical problems One more one less without apparatus Subtraction- counting backwards	Estimating More/fewer language Subtraction in taking away Ordering numbers to 20 Use time and money language Describes shapes 2D and 3D	Using a number line to count on and backwards to solve addition and subtraction Doubling and halving Mathematical language to describe 3D shapes Using distance language
<b><u>Focus Questions</u></b>	RE – Geography – what is a season? History – How have I changed since I was a baby? Science – How does the environment change in autumn? Technology – What technology do I have in my home?	RE – Geography – where do people work? History – What are our favourite celebrations each year? Science – What does frozen and melting mean? Technology – How do I sequence instructions?	RE – Geography – How do I grow a plant? History – Can I order/sequence events in time order? Science – How do I grow a plant? Technology – How do I program the code-pilar?	RE- Geography – What are the similarities and differences in my community to the farm? History – How do I know something is from the past? Science – What is the lifecycle of a duck? Technology – To use ICT to record my observations.	RE- Geography – What is a planet? History – How do I identify distance? Science – What is a planet? Technology – To use ICT to record my findings.	RE- Geography – How do I use a map? History – Why do we wear different clothes at different times of the year.? Science – How can I make a boat float? Technology – To use a computer to find out information.

<b><u>Understanding the World</u></b>	Shows an interest in their lives and those of personal significance. Knows what makes them similar and unique Comments about what they have seen/discovered in the world Look at patterns and change in the environment Investigates toys that use ICT or have moving parts	Recognises and describes special events and joining in with them They understand differences in different families Shows an interest in different occupation. Talks about how things work Knows how simple ICT works Uses age appropriate software.	Knows that information can be selected from the computer Completes a simple program on the computer.	Know about similarities/differences with environments/materials /living things/places	Shows a concern for the living things Make observation of animals and plants and explain why some differences have occurred Look at patterns and change in the environment Understands that technology is all around us	Understands that children don't always enjoy the same thing Understands growth and decay Knows that information can be selected from the computer Completes a simple program on the computer.
<b><u>Expressive Arts and Design</u></b>	Learning new songs Simple construction Using simple tools Familiar role play	Moving to music rhythmically Exploring colour/texture to make pictures Sounds of instruments Joining in with a wider variety of role play	Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Introducing storylines to their role play	Adapting work when necessary Develop a narrative Experimentation with different textures Mixing colours	Creating different textures Selecting a wider range of tools Expressive in art/drama/dance	Children creating their own songs and adding their own music Creating their own art pieces and explaining them




	Year 1 Curriculum Overview 2020 -2021					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Investigating Number Systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic Exploring Shape Reasoning with Measures	Discovering Equivalence Reasoning with Fractions	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the story of <i>Harry the Happy Mouse</i> .  This unit includes a focus on rhymes, poems and songs, followed by both a fiction unit and a non-fiction unit.	Stories by the same author Lost and found Oliver Jeffers Non-chronological reports Penguins Poems on a theme Christmas	Stories with a repetitive pattern – Zog Information book Poems on a theme – Nature Nut Tree by Julia Donaldson Instructions	Traditional tales – The Enormous Turnip Recounts Birthday party	Stories with fantasy settings No-bot Sue Hendra Poems to learn by heart Recounts	Stories with familiar settings Goat and donkey in the great outdoors Non-fiction texts: booklets Traditional rhymes Here we go round the Mulberry bush Oranges and lemons In and out of the bluebells
Art						
Computing	Multimedia Online Safety	Search Engines	Programming	Digital Imaging Online Safety	Digital Literacy	Programming
Design Technology		Mechanisms		Structures		Cooking
Geography		Our big wide world Name and locate continents and oceans – location of hot and cold in relation to Equator	Our United Kingdom 4 countries, capital cities, landmarks		Our Local Area Fieldwork Human and physical features	
History	Significant historical event - Great Fire of London			Changes within living memory – Toys and books		
Music	Hey You!	Rhythm in the way we walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay
PE	Baseline Unit: Lost & Found	Dance Activities- Fire, Fire	Dance Activities- Robots	FMS Unit 10points hoops	FMS Unit Catching/Bouncing	Athletic Activities
	FMS- bouncing a ball	Gymnastics Activities Making Shapes	Gymnastics Activities Making Shapes	FMS Unit Rolling a ball	FMS Unit Overarm throw unit	Athletic Activities
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	

RE	Christianity (God) Why do Christians say that God is a 'Father'?	Christianity (Jesus) Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Islam How might beliefs about creation affect the way people treat the world?	Islam How might beliefs about creation affect the way people treat the world?	Christianity (Church) How might some people show that they 'belong' to God?
Science	Plants introducing common names and basic structure (Ongoing nature journals)	Animals including humans (basic structure and senses)	Everyday materials		Animals including humans (other animals: basic structure)	Plants
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness


	Year 2 Curriculum Overview 2020 -2021					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Investigating Number Systems Pattern Sniffing Solving Calculation Problems General Arithmetic	Exploring Shape Reasoning with Measures	Discovering Equivalence Reasoning with Fractions	Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the story <i>The Way Home for Wolf</i> by Rachel Bright and Jim Field.  They will produce an information leaflet and write an innovation based on the original story.	Traditional tales with a twist The Great Fairy Tale Disaster David Conway	Amazing Birds - Integrated unit Stories on a theme – The Owl who was afraid of the dark Non-Chronological Reports - Birds Persuasion – leaflet about a bird sanctuary/reserve Riddles		Animal Adventure Stories Recount: Letters to characters Classic Poems	Story as a Theme Poems on a Theme Explanations
Art						
Computing	Digital Content	Electronic Communication and Online Safety	Programming	Databases	Multimedia online safety	Programming
Design Technology		Mechanisms		Structures		Cooking
Geography		Seasonal and daily weather patterns Local area/fieldwork		Small area of the UK Fieldwork Human and physical features/map work	Non-European country  Australia	
History	Significant historical events, people and places in their own locality- Preston Docks		The lives of significant individuals in the past- Queen Elizabeth I & Queen Victoria			Events beyond living memory- Titanic
Music	Recorders- Charanga World Music	Recorders- Charanga World Music	Recorders- Charanga World Music	Recorders- Charanga World Music	Recorders- Charanga World Music	Recorders- Charanga World Music
PE	Games- Piggy in the Middle Core Task	Dance	Dance-Moving Along Unit	Games Net/Wall Activities	Games-Striking & Fielding Activities	Athletics-Colour Match Core Task

	Games-Piggy in the Middle Core Task	Gymnastics activities-Families of action Core Task	Gymnastics activities-Families of action Core Task	Outdoor Activities	Games-Striking & Fielding Activities	Year 2 FMS assessment
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
RE	Hindu Dharma What is really important? Why is this? How do we show this? Can religion help people remember what is important?	Christianity Jesus What makes us go wow or think hard?	Buddhism What can we learn from the life of people who started a religion	Christianity God What do people think is important to do daily, weekly, monthly? Why are these important?	Islam Why do some people have religious rituals?	Christianity The Church How and why is celebrating and remembering important in religion and worship
Science	Living Things and Their Habitats - Animal survival & growth	Living Things and Their Habitats Animal survival & growth	Use of Everyday Materials	Health -Animals including Humans (Humans: Grow & stay Healthy)	Health -Animals including Humans (Humans: Grow & stay Healthy)	Plants -Growing Plants
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness


	Year 3 Curriculum Overview 2020 -2021					
	Autumn 1 Local Area	Autumn 2 Celebrations	Spring 1 Stone Age	Spring 2	Summer 1	Summer 2
Maths	Investigating number systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic Exploring Shape Reasoning with Measures	Discovering Equivalence Reasoning with Fractions	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the novel - <i>Paddington</i> by Michael Bond  They will write an extended narrative of their own Paddington adventure. Followed by creating their own tourist guide to either London or their local area.	Creating their own tourist guide to London Folk Tale – The Tin Forest	Narrative – Stig of the Dump  Discussion – Would you prefer to live during the Stone Age or modern times?	Non Chronological Report - Romans  Myth/Legend - Marcia Williams' The Romans: Gods, Emperors & Dormice and Group Reader Romulus and Remus.	Fantasy Story – The Enchanted Wood/ The Secret Garden  Poetry - A Child's Garden of Verses by Robert Louis Stevenson	Descriptions/ Narrative ?
Art						
Computing	Multimedia Online Safety	Programming	Digital Literacy Online Safety		Multimedia and Compute Networks	Multimedia and Online Advertising
Design Technology		Food		Mechanical Systems –Levers and Linkages		Structures A product for a tated purpose and a stated user
French	Getting to Know You	All About Me	Food Glorious Food	Family and Family	Our School	Time
Geography	Map skills	Biomes and Climate Zones				Lake District – A region of the UK
History			Stone Age	Romans	Local History – Cotton Mills	
Music	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect. Rewind, Replay
PE	Invasion Games/Three Touch Ball	Dance	Gymnastics/ Balancing Act	Creative Games	Striking and Fielding (Rounders)	Striking and Fielding
	Invasion Games/Three Touch Ball	Dance	Gymnastics/ Balancing Act	Net/ Wall	OAA Trust and Trails Unit	Athletics Activities
PSHE	Health and Well Being		Living in the Wider World		Relationships	

RE Where can we find guidance about how to live our lives?	Christianity (God) How have some people served God?	Islam Why is the Prophet Mohammad an example for all Muslims?	Hindu Dharma Why is family important to Hindu life?	Christinanity (Jesus) What does it mean to be a disciple?	Christinity (Church) What do Christians mean by the Holy Spirit?	Sikhism Why are Gurus important to Sikhs?
Science	Plants	Light	Animals inc. humans (skeletons and movement)	Animals inc. humans Health and Nutrition	Forces and Magnets	Rocks
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness




	Year 4 - Curriculum Overview 2020 -2021					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Investigating Number Systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic Exploring Shape Reasoning with Measures	Discovering Equivalence Reasoning with Fractions	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the theme of the <i>Loch Ness Monster</i> . They will write a non-fiction article for a children's magazine. Followed by producing a narrative based on a new Lock Ness monster!	Narrative based on a new Lock Ness monster! Philip Pullman Explanations Until I met Dudley Roger McGough	Stories with fantasy settings The firework makers daughter Recount - Newspapers	Novel as a Theme Non-chronological Reports	Stories with a Theme Poems with a Structure Information Booklets	Folk Tales Debate Poems on a theme
Art						
Computing	Programming	Data Handling	Multimedia (PowerPoint)	Multimedia (Sound/Blogs) Online Safety	Computer Networks Online Safety	Programming
Design Technology	Electrical Systems		Textiles			Cooking
French	All Around Town	On The Move	Gone Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
Geography		Mountains, volcanoes and earthquakes. Mapwork, physical and human geography.		Contrasting Region European Study. (Italy)	Rivers	
History			The Great Plague		Ancient Egypt	
Music	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service
PE – Lesson 1	Baseline Unit: Lost & Found  FMS- Catching unit (may alter depending upon assessment)	Dance Activities- Fire, Fire	Dance Activities- Robots	FMS Unit 10points hoops Core Task	FMS Unit  Catching/Bouncing Core Task	Athletic Activities  Honeypot Core Task

PE – Lesson 2	FMS- bouncing a ball	Gymnastics Activities Making Shapes Core Task	Gymnastics Activities Making Shapes Core Task	FMS Unit Rolling a ball Core Task	FMS Unit Overarm throw unit Core Task	Athletic Activities Honeypot Core Task
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
RE	Hindu dharma What might a Hindu learn through celebrating Diwali?	Christianity (God) How and why might Christians use the Bible?	Sikhism How do Sikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?
Science	Electricity	Animals including Humans	Material Properties and Material Changes	Material Properties and Material Changes	Sound	Living Things and their Habitats
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness

		Year 5 Curriculum Overview 2020 -2021				
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Maths	Investigating number systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic Exploring Shape Reasoning with Measures	Discovering Equivalence Reasoning with Fractions	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based on the novel The Lion, the witch and the wardrobe by C.S. Lewis. They will write a non-chronological report on a mythological creature and develop an extended narrative based upon The Lion, The Witch and The Wardrobe.	Legends The legend of Finn McColl	Sci-Fi Stories - ET Persuasive Advert – Blackpool Zoo	Novel as a Theme Magazine Information Text Hybrid	Storyed for other Cultures Debate	Myths Reports Poems with Figurative Language
Art						
Computing	Data and databases	Internet and computer safety	Selecting and combining software use	Programming and debugging - Scratch	Animation	Programming and debugging - Scratch
Design Technology		Mechanical systems – An orrery		Food for festivals	Ancient Greek Theatre	
French	Getting to know you	All about ourselves	That’s tasty	Family and friends	School life	Time travelling
Geography		The UK Coasts		Natural Resources		Region in South America - Amazon Basin
History	The Anglos and the Scots come to Britain		Ancient Greece		The Maya Civilisation	
Music	Violins	Violins	Violins	Violins	Violins	Violins
PE	Invasion Games Core task	Invasion Games Core task	Dance	OAA Orienteering	Net/ wall Core task	Athletics core task Three run, jump and throw activities
	Swimming	Swimming	Swimming	Gymnastics Acrobatics core task	Gymnastics Acrobatics core task	Striking / fielding Core task rounders
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
RE	Christianity (God)	Islam	Hindu dharma	Christianity (Jesus)	Christianity (Church)	Judaism

Where can we find guidance about how to live our lives?	Why is it sometimes difficult to do the right thing?	Why is the Qur'an so important to Muslims?	What might Hindus learn from stories about Krishna?	What do we mean by a miracle?	How do people decide what to believe?	Do people need laws to guide them?
Science	Living Things and their habitats Life cycles, reproduction in animals and plants	Earth and Space Light and Astronomy	Forces Friction and air resistance and mechanisms	Properties and changes of materials Testing material properties	Properties and changes of materials Reversible changes	Properties and changes of materials irreversible changes
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness

	Year 6 Curriculum Overview 2020 -2021					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value  Addition Subtraction Multiplication Division  Reasoning with the four operations	Pattern sniffing  Fractions Percentages  Reasoning with fractions and percentages	Reasoning problems  Calculating measure  Reasoning with measure	Describing position  Investigating statistics  Proportional reasoning	Exploring and visualising shape  Algebra	Solving problems
English	Extended narrative based around the plot of <i>The Nowhere Emporium</i>  Hybrid information text in the form of a magazine page. To include a mini biography, a discussion text and a non-chronological report	Novel as a theme Running Wild - Michael Morpurgo	Biography Range of writing genres based on pupil's Water Park residential - Persuasion, recounts, adventure stories, letters	Classic fiction – Wizard of Oz and Mary Poppins	Novel as a theme – Wonder by R J Palacio  Autobiography - Auggie	Recounts - Wonder by R J Palacio and end of year visit  Debate – Wonder by R J Palacio
Art						
Computing	Digital Literacy (Searching)	Multimedia Online Safety (Broadcast)	Handling Data Online Safety		Programming	Programming
Design Technology	Computer aided design – design an animal		Cooking – Make burgers		Structure /Moving parts - Making a fairground ride	
French	Let's visit a French town		Let's go shopping		This is France	All in a day
Geography	Trade				Fieldwork unit Human geography, land use, economic activity, OS mapwork	
History				Viking and Anglo-Saxon struggle for the Kingdom of England.	Crime and punishment	
Music	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend		Reflect, Rewind, Replay

PE	Invasion Games Y6 Core Task  Invasion Games Y6 Core Task	Dance  Gymnastics Core Task Group Dynamics	Dance  Gymnastics Core Task Group Dynamics	OAA Orienteering  Health Related Fitness Unit	Net/Wall Core Task 2  Creative Games Calling the shots Core Task	Striking and Fielding Through a through core task (cricket)  Athletic Activities Three run, jump and throw core task
PSHE	Health and Well-being		Living in the wider world		Relationships	
RE	Christianity - God  How do Christians mark the 'turning points' on the journey of life?	Hindu dharma  Is there one journey or many?	Islam  What is Hajj and why is it important to Muslims?	Christianity - Jesus  Why do Christians b elieve Good Friday is 'good'?	Buddhism  What do we mean by a 'good life'?	Christianity - Church)  If life is like a journey, what's the destination?
Science	Living things and their habitats Classification	Evolution and inheritance Adaptations	Animals including humans - Circulatory system		Light	Electricity
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness