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| Values | | Compassion | | | Service | | | Truthfulness | | | | Hope | | | Courage | | | | Friendship | | | | |
| Responsibility | | | Peace | | | Thankfulness | | | | Forgiveness | | | Perseverance | | | | Trust | | | | |
| Creativity | | | Generosity | | | Wisdom | | | | Humility | | | Justice | | | | Respect/Reverence | | | | |
|  | | **Communication and Language** | | **Personal, Social and Emotional Development** | | | **Physical Development** | | | **Literacy** | | | **Mathematics** | | | **Understanding the World** | | | | **Expressive Arts and Design** | | | |
| Reception | Autumn | Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases.  Engage in story times.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs. | | Manage their own needs – personal hygiene.  Identify and moderate their own feelings socially and emotionally.  Express their feelings and consider the feelings of others.  Build constructive and respectful relationships.  See themselves as a valuable individual. | | | Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.  Progress towards a more fluent style of moving, with developing control and grace.  Develop their small motor skills so that they can use a range of tool competently, safely and confidently. | | | Begin to read individual letters by saying the sound for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Begin to read some letter groups that each represent one sound and say sounds for them. | | | Just like me:  Match and Sort.  Making comparisons.  Spatial Reasoning:  Compare size, mass and capacity.  Exploring Patterns  It’s Me 1,2,3:  Representing 1, 2, 3.  Comparing 1, 2, 3.  Composition of 1, 2, 3.  Spatial Reasoning:  Circles and Triangles  Spatial Awareness | | | Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Recognise that people have different beliefs and celebrate special times in different ways.  Draw information from a simple map. | | | | Sing in a group or on their own, increasingly matching the pitch and following the melody.  Create collaboratively, sharing ideas, resources and skills. | | | |
| Spring | Use new vocabulary in different contexts.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | Show resilience and perseverance in the face of challenge.  Think about the perspective of others. | | | Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Read a few common exception words matched to RWI.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case letters correctly. | | | Alive in 5:  Introducing zero.  Comparing numbers to 5.  Composition of 4 & 5.  Compare Mass  Compare Capacity  Growing 6, 7, 8:  6, 7, & 8.  Making pairs.  Combining 2 groups.  Length & Height  Time  Building 9 and 10 | | | Comment on images of familiar situations in the past.  Compare and contrast characters from stories including figures from the past.  Recognise that some environments are different from the one in which they live. | | | | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Watch and talk about dance and performance art, expressing their feelings and responses. | | | |
| Summer | Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. | | | Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | Form capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using capital letter and full stop.  Re-read what they have written to check that it makes sense. | | | To 20 and beyond.  First, then, now.  Find my pattern.  On the move. | | | Describe what they see, hear and feel outside.  Understand the effect of changing seasons on the natural world around them.  Explore the natural world around them. | | | | Develop storylines in their play.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | | | |
|  |  | **Science** | **History** | | **Geography** | **Art** | | **DT** | **RE** | | | **Computing** | | **Music** | **PE** | | | **Spanish** | **PSHE** | | | **RSHE** | |
| Year 1 | Autumn | -Everyday Materials  -Seasonal Changes | People who help us  (Significant Individual – Florence Nightingale) | |  |  | |  | 1.10 What does it mean to belong to a faith community?  1.1 - “What do Christians believe God is like?” | | | Using technology correctly and safely.  Recognise common uses of ICT outside the classroom. | |  | Invasion games – football/rugby/hockey  Fitness | | | N/A | Being me in my world  Celebrating Difference | | |  | |
| Spring | -Animals Including Humans  -Seasonal Changes | Digging for Dinosaurs  (Significant Individuals – Mary Anning) | | Geographical skills and fieldwork | Formal elements of Art (Shape, line, colour) | | Textiles – Puppets (Design and make a dinosaur puppet) | 1.7 Who is Jewish and how do they live | | | Algorithms.  Debugging | |  | Outdoor and adventurous activities  Dance  Gym | | | N/A | Dreams and Goals  Healthy Me | | |  | |
| Summer | -Plants  -Seasonal Changes | Kings and Queens (The Queen’s Jubilee) | | Locational and Place knowledge | Sculptures and Collages | | Design and make a sculpture  /Collage. | 1.2 Who do Christians say made the world?  1.9 How should we care for the world and for others, and why does it matter? | | | Predicting behaviour of simple programs.  Create and debug simple programs. | |  | Striking and field games  Racquet sports  Athletics | | | N/A | Relationships | | | Changing Me | |
| Year 2 | Autumn | -Everyday Materials  -Seasonal Changes | Changes in Living Memory | | Locational knowledge:  Continents and oceans | Formal elements of art:  Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings. | | Food: A balanced diet  Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap. | Incarnation\* (digging deeper) Why does Christmas matter to Christians? | | | Computing systems and networks:  What is a computer? | |  | Invasion games – football/rugby/hockey  Fitness | | |  | Being me in my world  Celebrating Difference | | |  | |
| Spring | -Living Things and Habitats  -Seasonal Changes  -Animals inc Humans: Nutrition, Hygiene | The Victorians (Local History: Ironbridge / Blist Hill) | | Human and physical geography:  Weather patterns  Key physical features  Key human features | Art and design skills  Design, drawing, craft, painting and art appreciation: exploring tone through shading, developing weaving skills, working with clay and experimenting with brush strokes. | | Mechanisms:  Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving figure. | Religious Symbols  Salvation\* (digging deeper) Why does Easter matter to Christians? | | | Programming: Algorithms and debugging | |  | Outdoor and adventurous activities  Dance  Gym | | |  | Dreams and Goals  Healthy Me | | |  | |
| Summer | -Plants  -Seasonal Changes | Charles Darwin (Significant figure & link to local history) | | Locational knowledge:  Continents and oceans  Capital cities of the UK  Focus on geographical skills and fieldwork | Human form  Exploring how bodies and faces are portrayed in art: looking at works of art, creating collages, drawing portrait, creating a peg figure and collage. | | Textiles  Learn how to sew a running stitch ready to design, make and decorate a pouch using a template. | God\*(digging deeper) What do Christians believe God is like? | | | Data handling: International Space Station | |  | Striking and field games  Racquet sports  Athletics | | |  | Relationships | | | Changing Me | |
| Year 3 | Autumn | -Rocks and Soils | Stone Age to Iron Age  (Changes in Britain) | | Locational knowledge:  Continents and oceans | Formal elements of art  Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark. | | Textiles:  Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion. | Incarnation\* (core) What is the trinity? | | | Computing systems and networks:  Networks and the internet | |  | Invasion games – football/rugby/hockey  Fitness | | | Phonics  Greetings  Numbers 1-10  Age  Pencil case  Christmas – La Navidad | Being me in my world  Celebrating Difference | | |  | |
| Spring | -Forces and Magnets.  - Animals Including Humans: Skeleton & Muscles | Ancient Egyptians – (Early civilization) | | Human and physical geography:  Weather patterns  Key physical features  Key human features | Art and design skills  Design, drawing, craft, painting and art appreciation – creating puppets, drawing from observation, learning the difference between a tint and a shade | | Mechanical Systems:  Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams. | Salvation\* (core) Why do Christians call the day Jesus died ‘Good Friday’? | | | Computing systems and networks: Emailing | |  | Outdoor and adventurous activities  Dance  Gym | | | Classroom language  Animals  Colours  Listening / Reading – Describing pictures  Easter | Dreams and Goals  Healthy Me | | |  | |
| Summer | -Light  -Plants- Seed Dispersal |  | | Locational knowledge:  Continents and oceans  Capital cities of the UK  Focus on geographical skills and fieldwork | Prehistoric art  Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past | | Food: Eating seasonally  Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits. | Kingdom of God\* What is the impact of Pentecost? | | | Computing systems and networks: Journey inside a computer | |  | Striking and field games  Racquet sports  Athletics | | | Days of the Week  Food  Ordering the text and re-telling a story  Snack foods  Ordering food in a cafe | Relationships | | | Changing Me | |
| Year 4 | Autumn | -Animals  Including Humans: Digestive System and Teeth | Ancient Greece  (Greek Life and achievements) | | Location Knowledge and Geographical Skills and Fieldwork  Name key topographical features and understand how they have changed over time. | Every picture tells a story | | Food – biscuits/Cupcakes | L2.3 What is the ‘Trinity’ and why is it important for Christians  L2.7 What do Hindus believe God is like? | | | Online Safety  Computer system and networks | |  | Invasion games – football/rugby/hockey  Fitness | | |  | Being me in my world  Celebrating Difference | | |  | |
| Spring | -Sound  -States of Matter | The Roman Empire  (Impact on Britain) | | Rock cycle  Mountain regions  Human & Physical Knowledge  Rivers and the water cycle (linked to science)  Locate the main counties and cities around school locality.  Four-figure grid references. | Formal elements of art | | Structures | L2.8 What does it mean to be Hindu in Britain today?  L2.5 Why do Christians call the day Jesus died ‘Good Friday’? | | | Creating Media – Word processing and web design | |  | Outdoor and adventurous activities  Dance  Gym  Swimming | | |  | Dreams and Goals  Healthy Me | | |  | |
| Summer | Electricity  -Living Things and Habitats | History of Farming (Local Study – Past to present)) | | Location Knowledge  On a world map locate oceans, desert, rainforest or temperate regions.  Human & Physical Knowledge  Understand climate, rivers, mountains | Sculptures | | Electrical Systems | L2.6 For Christians, when Jesus left, what was the impact of Pentecost?  L2.11 How and why do people mar the significant events of life? | | | Further Coding with scratch  Data Handling | |  | Striking and field games  Racquet sports  Athletics | | |  | Relationships | | | Changing Me | |
| Year 5 | Autumn | -Forces - | WW1 & WW2 | |  | Kapow Y5 - Formal elements: Architecture | | Kapow Y5 - Mechanical systems: Pop-up book | U2.1 What does it mean if Christians believe God is holy and loving?  U2.8 What does it mean to be a Muslim in Britain today? | |  | | |  | Invasion games – football/rugby/hockey  Fitness | |  | | Being me in my world  Celebrating Difference | |  | |
| Spring | -Earth and Space  Properties and Changes of Material |  | | Frozen Planet | Kapow Y5 - Every picture tells a story | | Kapow Y5 - Electrical systems: Electronic greetings cards  Kapow Y6 - Electrical systems: Steady hand game | U2.3 Why do Christians believe Jesus was the Messiah?  U2.9 Why is the Torah so important to Jewish people? | |  | | |  | Outdoor and adventurous activities  Dance  Gym  Swimming | |  | | Dreams and Goals  Healthy Me | |  | |
| Summer | -  -Life Cycles of Humans and Animals  -Living things and habitats | Suffragettes | | |  | | --- | | Human and Physical geography | | Kapow Y5 - Design for a purpose | | Kapow Y5 - Food: What could be healthier? | U2.4 Christians and how to live: ‘What would Jesus do?’  U2.10 What matters most to Humanists and Christians? | |  | | |  | Striking and field games  Racquet sports  Athletics | |  | | Relationships | | Changing Me | |
| Year 6 | Autumn | -Animals Including Humans (Circulatory system, drugs/diet)  Living Things and Habitats | Sinking of the Titanic | | Liverpool  Contrasting Location | Great artists in history.  Artist focus – Andy Warhol – Pop Art 1960s  Kapow Y6 - Make my voice heard | | Technical knowledge  Pulleys – Flaxmill trip (Link to Science – Forces)  Kapow Y6 - structure: Playgrounds | U2.2 Creation and science: conflicting or complementary?  U2.11 Why do some people believe in God and some people not? | |  | | |  | Invasion games – football/rugby/hockey  Fitness | |  | | Being me in my world  Celebrating Difference | |  | |
| Spring | - Electricity  -Light | Crime and Punishment | |  | Art in crime (printing) (portrait)  Kapow Y6 – Still Life | | Kapow Y5 - Textiles: Stuffed toys  Kapow Y6 - extiles: Waistcoats | U2.7 Why do Hindus want to be good?  U2.5 What do Christians believe Jesus did to ‘save’ people? U2.5 What do Christians believe Jesus did to ‘save’ people? | |  | | |  | Outdoor and adventurous activities  Dance  Gym  Swimming | |  | | Dreams and Goals  Healthy Me | |  | |
| Summer | - Evolution and Inheritance | Darwin (Local Study - Shrewsbury) | | Darwin (Local Study - Shrewsbury) | Kapow Y6 - Photography | | Food Technology  Kapow Y6 - Food: Come dine with me | U2.6 For Christians, what kind of king is Jesus?  U2.12 How does faith help people when life gets hard? | |  | | |  | Striking and field games  Racquet sports  Athletics | |  | | Relationships | | Changing Me | |