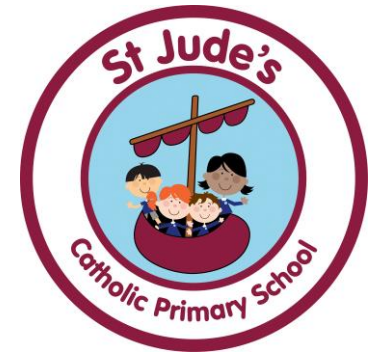


# ST. JUDE'S CATHOLIC PRIMARY SCHOOL



## Whole School Long Term Subject Overview

## RE- Come and See

|           | Autumn   | Spring  | Summer                                      |  |                                      |  |
|-----------|--|---|---|--|--------------------------------------|--|
| Preschool | <b>Creation and Covenant</b>                               | <b>Prophecy and Promise</b>                   | <b>Galilee to Jerusalem</b>                 | <b>Desert to Garden</b>                    | <b>To the ends of the Earth</b>      | <b>Dialogue and Encounter</b>                        |
| Reception | <b>Creation and Covenant</b>                               | <b>Prophecy and Promise</b>                   | <b>Galilee to Jerusalem</b>                 | <b>Desert to Garden</b>                    | <b>To the ends of the Earth</b>      | <b>Dialogue and Encounter</b>                        |
| Year 1    | <b>Domestic Church</b><br><br><b>Baptism/ Confirmation</b> | <b>Judaism</b><br><br><b>Advent/Christmas</b> | <b>Local Church</b><br><br><b>Eucharist</b> | <b>Eucharist</b><br><br><b>Lent/Easter</b> | <b>Pentecost</b><br><br><b>Islam</b> | <b>Reconciliation</b><br><br><b>Universal Church</b> |
| Year 2    | <b>Domestic Church</b><br><b>Baptism/ Confirmation</b>     | <b>Judaism</b><br><b>Advent/Christmas</b>     | <b>Local Church</b><br><b>Eucharist</b>     | <b>Eucharist</b><br><b>Lent/Easter</b>     | <b>Pentecost</b><br><b>Islam</b>     | <b>Reconciliation</b><br><b>Universal Church</b>     |
| Year 3    | <b>Domestic Church</b><br><b>Baptism/ Confirmation</b>     | <b>Judaism</b><br><b>Advent/Christmas</b>     | <b>Local Church</b><br><b>Eucharist</b>     | <b>Eucharist</b><br><b>Lent/Easter</b>     | <b>Pentecost</b><br><b>Islam</b>     | <b>Reconciliation</b><br><b>Universal Church</b>     |
| Year 4    | <b>Domestic Church</b><br><b>Baptism/ Confirmation</b>     | <b>Hinduism</b><br><b>Advent/Christmas</b>    | <b>Local Church</b><br><b>Eucharist</b>     | <b>Eucharist</b><br><b>Lent/Easter</b>     | <b>Pentecost</b><br><b>Judaism</b>   | <b>Reconciliation</b><br><b>Universal Church</b>     |
| Year 5    | <b>Domestic Church</b><br><b>Baptism/ Confirmation</b>     | <b>Judaism</b><br><b>Advent/Christmas</b>     | <b>Local Church</b><br><b>Eucharist</b>     | <b>Eucharist</b><br><b>Lent/Easter</b>     | <b>Pentecost</b><br><b>Islam</b>     | <b>Reconciliation</b><br><b>Universal Church</b>     |

|        |  |   |   |  |                                      |  |
|--------|--|---|---|--|--------------------------------------|--|
| Year 6 | <b>Domestic Church</b><br><br><b>Baptism/<br/>Confirmation</b> | <b>Judaism</b><br><br><b>Advent/Christmas</b> | <b>Local Church</b><br><br><b>Eucharist</b> | <b>Eucharist</b><br><br><b>Lent/Easter</b> | <b>Pentecost</b><br><br><b>Islam</b> | <b>Reconciliation</b><br><br><b>Universal Church</b> |
|--------|--|---|---|--|--------------------------------------|--|

## RSE – A Journey In Love

|           | Autumn   | Spring   | Summer   |
|-----------|--|--|--|
| Preschool | <b>The wonder of being special and unique</b>        | <b>The wonder of being special and unique</b>        | <b>The wonder of being special and unique</b>        |
| Reception | <b>The wonder of being special and unique</b>        | <b>The wonder of being special and unique</b>        | <b>The wonder of being special and unique</b>        |
| Year 1    | <b>We meet God's love in our family</b>              | <b>We meet God's love in our family</b>              | <b>We meet God's love in our family</b>              |
| Year 2    | <b>We meet God's love in the community</b>           | <b>We meet God's love in the community</b>           | <b>We meet God's love in the community</b>           |
| Year 3    | <b>How we live in love</b>                           | <b>How we live in love</b>                           | <b>How we live in love</b>                           |
| Year 4    | <b>God loves us in our differences</b>               | <b>God loves us in our differences</b>               | <b>God loves us in our differences</b>               |
| Year 5    | <b>God loves us in our changing and developing</b>   | <b>God loves us in our changing and developing</b>   | <b>God loves us in our changing and developing</b>   |
| Year 6    | <b>The wonder of God's love in creating new life</b> | <b>The wonder of God's love in creating new life</b> | <b>The wonder of God's love in creating new life</b> |



## All are Welcome (PSHE)

|           | Autumn  | Spring   |  | Summer  |   |  |
|-----------|---|--|--|---|---|--|
| Preschool | <b>The Family Book (families are different)</b>                             | <b>Blue Chameleon (everyone is different)</b>                        | <b>You Choose (we all like different things)</b>                               | <b>Red Rockets and Rainbow Jelly (liking different things)</b>                | <b>Hello, Hello (diversity)</b>   | <b>Mommy, Mama and Me (celebrate my family)</b>                                      |
| Reception | <b>The Family Book (families are different)</b>                             | <b>Blue Chameleon (everyone is different)</b>                        | <b>You Choose (we all like different things)</b>                               | <b>Red Rockets and Rainbow Jelly (liking different things)</b>                | <b>Hello, Hello (diversity)</b>   | <b>Mommy, Mama and Me (celebrate my family)</b>                                      |
| Year 1    | <b>Hair, It's a Family Affair (celebrate how families can be different)</b> | <b>Elmer (to like the way I am)</b>                                  | <b>Going to the Volcano (working together)</b>                                 | <b>Want to Play Trucks (gender expectations)</b>                              | <b>My World, Your World (we share the world with lots of people, being different)</b> | <b>Errol's Garden (teamwork)</b>   |
| Year 2    | <b>The Great Big Book of Families (to understand what diversity is)</b>     | <b>How to be a Lion (empathising with others, finding solutions)</b> | <b>All are Welcome (diverse children from diverse families)</b>                | <b>Can I Join Your Club? (being excluded)</b>                                 | <b>Amazing (disabilities)</b>   | <b>What the Jackdaw Saw (awareness of the need to communicate in different ways)</b> |
| Year 3    | <b>Beegu (making people to feel welcome, it's ok to be different)</b>       | <b>The Hueys in the New Jumper (it's ok to be different)</b>         | <b>This is Our House (to understand how someone can feel like an outsider)</b> | <b>Planet Omar: Accidental Trouble Magnet (stereotypes and mental health)</b> | <b>We're All Wonders (bullying those who are different, don't be a bystander)</b>     | <b>The Truth About Old People (stereotypes and discrimination)</b>                   |

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|--------|--|---|--|--|---|---|
| Year 4 | <b>Aalfred and Aalbert<br/>(different families/relationships and being gay)</b>      | <b>Red: A Crayon's Story (be who you are)</b>                         | <b>Julian is a Mermaid<br/>(difference and acceptance)</b>     | <b>Dogs Don't Do Ballet (you can be what you want to be)</b> | <b>Along Came A Different<br/>(overcoming racism)</b> | <b>When Sadness Comes to Call<br/>(achieving good mental health)</b>          |
| Year 5 | <b>And Tango Makes Three (different families/relationships and being gay)</b>        | <b>How to Heal a Broken Wing<br/>(choosing to not be a bystander)</b> | <b>Kenny lives with Erica and Martina<br/>(discrimination)</b> | <b>Rose Blanche<br/>(prejudice and choices)</b>              | <b>Mixed (racism, altering perceptions)</b>           | <b>The Girls (the importance of companionship)</b>                            |
| Year 6 | <b>The Only Way is Badger<br/>(consequences of actions, can link to friendships)</b> | <b>The Island (racism)</b>  | <b>King of the Sky<br/>(feeling a sense of belonging)</b>      | <b>Leaf (acceptance)</b>                                     | <b>Introducing Teddy (trans)</b>                      | <b>A Day in the Life of Marlon Bundo<br/>(LGBT+, democracy and prejudice)</b> |

## English

|           | Autumn   | Spring   |  |  | Summer   |  |
|-----------|--|--|--|--|--|--|
| Preschool | <p><b>All About Me</b></p> <p><b>All Are Welcome</b></p> <p><b>We're going on a bear hunt</b></p> <p><b>Guess how much I love you</b></p>                    | <p><b>Festivals and Celebrations</b></p> <p><b>Meg and Mog</b></p> <p><b>Leaf Man</b></p> <p><b>The Christmas Story</b></p>  | <p><b>Home and Away</b></p> <p><b>Goldilocks and the three bears</b></p> <p><b>Billy Goats Gruff</b></p> <p><b>The Three Little Pigs</b></p> | <p><b>All at Sea</b></p> <p><b>Big book of blue</b></p> <p><b>A hole at the bottom of the sea</b></p>                  | <p><b>Creatures great and small</b></p> <p><b>Tadpole to frog</b></p> <p><b>Crunching munching caterpillar</b></p> <p><b>Bug homes</b></p>                 | <p><b>Ready set grow...</b></p> <p><b>The growing story</b></p> <p><b>Tiny seed</b></p> <p><b>Sam plants a sunflower</b></p> |
| Reception | <p><b>Marvellous me and my fabulous family</b></p> <p><b>What makes Me and Me?</b></p> <p><b>And Tango makes three</b></p> <p><b>Love makes a family</b></p> | <p><b>Colours of the world</b></p> <p><b>Room on the Broom</b></p> <p><b>Owl babies</b></p> <p><b>Peace at Last</b></p> <p><b>Can't You Sleep Little Bear?</b></p> | <p><b>Home and Away</b></p> <p><b>Little Red Riding Hood</b></p> <p><b>The Three Little Pigs</b></p> <p><b>Handa's Surprise</b></p>          | <p><b>All at Sea</b></p> <p><b>Commotion in the Ocean</b></p> <p><b>Tiddler</b></p> <p><b>That's not my Pirate</b></p> | <p><b>Creatures great and small</b></p> <p><b>What the ladybird heard</b></p> <p><b>The Very Hungry Caterpillar</b></p> <p><b>Mad about Minibeasts</b></p> | <p><b>Ready set grow...</b></p> <p><b>Titch</b></p> <p><b>Jack and the beanstalk</b></p> <p><b>Oliver's Vegetables</b></p>   |
| Year 1    | <p><b>Stanley's Stick</b></p> <p><b>Beegu</b></p>  | <p><b>Naughty Bus</b></p> <p><b>Letters</b></p> <p><b>Diaries</b></p>  | <p><b>I want my hat back</b></p>   | <p><b>Cave Baby</b></p> <p><b>The Magic Bed</b></p>  | <p><b>Iggy Peck, Architect</b></p>   | <p><b>Julian is a Mermaid</b></p>  |



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|--------|--|---|---|--|--|---|
|        | <b>Own version 'alien' narratives</b><br><b>Descriptions</b><br><b>Commands</b><br><b>Letters</b><br><b>Nonsense-word</b><br><b>Dictionary</b><br><b>Poems</b><br><b>Non-fiction reports</b> | <b>Sequels</b><br><b>Non-chronological reports</b>        |   |  |  |   |
| Year 2 | <b>Goldilocks and the Three Bears</b><br><b>Wolves</b>   | <b>The Journey Home</b><br><b>We are Water Protectors</b> | <b>The Bear under the Stairs</b><br><b>The Bear and the Piano</b> | <b>The Owl and the Pussycat</b><br><b>Tadpole's Promise</b>        | <b>The Dragon Machine</b><br><b>Toys in Space</b>                    | <b>The Great Fire of London</b><br><b>A Walk in London</b>        |
| Year 3 | <b>Leon and the Place Between</b><br><b>The First Drawing</b>  | <b>The BFG</b><br><b>The Tin Forest</b>                   | <b>The Pied Piper of Hamelin</b><br><b>Escape from Pompeii</b>    | <b>Black Dog</b><br><b>Cinderella of the Nile</b>                  | <b>The Mysteries of Harris Burdick</b><br><b>How to Live Forever</b> | <b>Jim, A Cautionary Tale</b><br><b>Our Tower</b>                 |
| Year 4 | <b>Varmints</b><br><b>The Mermaid of Zennor</b>  | <b>FARTHER</b><br><b>Until I met Dudley</b>               | <b>Frindleswylde</b><br><b>Cinnamon</b>                           | <b>The Lion and the Unicorn</b><br><b>Odd and the Frost Giants</b> | <b>Baker by the Sea</b><br><b>Shackleton's Journey</b>               | <b>The Lion, the Witch and the Wardrobe</b><br><b>Jabberwocky</b> |

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| Year 5 | <b>The Man Who Walked Between the Towers</b><br><br><b>Hidden Figures</b> | <b>The Tempest</b><br><br><b>Percy Jackson</b>          | <b>The Lost Thing</b><br><br><b>Freedom Bird</b>                                       | <b>The Sleeper and the Spindle</b><br><br><b>Beowulf</b>            | <b>Children of the Benin Kingdom</b><br><br><b>Anne Frank</b> | <b>Curiosity</b><br><br><b>Firebird</b>                      |
| Year 6 | <b>The Arrival</b><br><br><b>Windrush Child</b>                           | <b>The Promise</b><br><br><b>Can We Save the Tiger?</b> | <b>The Invention of Hugo Cabret</b><br><br><b>Suffragette: The Battle for Equality</b> | <b>The Three Little Pigs Project</b><br><br><b>Boy in the Tower</b> | <b>The Wind in the Wall</b><br><br><b>Romeo and Juliet</b>    | <b>Some Places More than Others</b><br><br><b>Night Mail</b> |

## Maths

|           | Autumn  | Spring  | Summer  |
|-----------|---|---|---|
| Preschool | <p style="text-align: center;"><b>Colours!</b><br/> <b>Matching &amp; Sorting</b><br/> <b>Number 1 &amp; Number 2</b><br/> <b>Patterns</b></p>  | <p style="text-align: center;"><b>Number 3 &amp; Number 4</b><br/> <b>Number 5 &amp; Number 6</b><br/> <b>Height &amp; Length</b><br/> <b>Capacity</b></p>  | <p style="text-align: center;"><b>Sequencing</b><br/> <b>Position</b><br/> <b>More than/fewer</b><br/> <b>2D/3D shapes</b></p>  |
| Reception | <p style="text-align: center;"><b>Getting to Know You</b><br/> <b>Match, Sort and Compare Objects</b><br/> <b>Talk about Measure and Patterns</b><br/> <b>It's Me 1, 2, 3</b><br/> <b>Circles and Triangles</b><br/> <b>1,2,3,4,5</b><br/> <b>Shapes with 4 Sides</b></p> | <p style="text-align: center;"><b>Alive in 5!</b><br/> <b>Mass and Capacity</b><br/> <b>Growing 6,7,8</b><br/> <b>Length, Height and Time</b><br/> <b>Building 9 and 10</b><br/> <b>Explore 3D Shapes</b></p>                           | <p style="text-align: center;"><b>To 20 and Beyond</b><br/> <b>How Many Now?</b><br/> <b>Manipulate, compose and decompose</b><br/> <b>Sharing and Grouping</b><br/> <b>Visualise, build and map</b><br/> <b>Make connections</b><br/> <b>Consolidation</b></p> |
| Year 1    | <p style="text-align: center;"><b>Number: Place Value</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Shape</b></p>  | <p style="text-align: center;"><b>Place Value within 20</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Place Value within 50</b><br/> <b>Measurement: Length and Height</b><br/> <b>Measurement: Weight and Volume</b></p>    | <p style="text-align: center;"><b>Number: Multiplication and Division</b><br/> <b>Fractions</b><br/> <b>Geometry: Position and Direction</b><br/> <b>Place Value to 100</b><br/> <b>Measurement: Money</b><br/> <b>Measurement: Time</b></p>                    |
| Year 2    | <p style="text-align: center;"><b>Place Value</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Measurement: Money</b><br/> <b>Number: Multiplication and Division</b></p>   | <p style="text-align: center;"><b>Number: Multiplication and Division</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Geometry: Properties of shape</b><br/> <b>Fractions</b><br/> <b>Measurement: Length &amp; Weight</b></p> | <p style="text-align: center;"><b>Geometry: Position and Direction</b><br/> <b>Measurement: Time</b><br/> <b>Statistics</b><br/> <b>Measurement: Mass, Capacity &amp; Temperature</b></p>   |

|        |  |   |  |
|--------|--|---|--|
| Year 3 | <p><b>Number: Place Value</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Number: Multiplication and Division</b></p>                               | <p><b>Number: Fractions</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Measurement: Length and Perimeter</b><br/> <b>Statistics</b><br/> <b>Number: Multiplication and Division</b></p>           | <p><b>Number: Fractions</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Measurement: Money</b><br/> <b>Geometry: Properties of Shape</b><br/> <b>Measurement: Time</b><br/> <b>Measurement: Mass &amp; Capacity</b></p> |
| Year 4 | <p><b>Number: Place Value</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Number: Multiplication and Division</b></p>                               | <p><b>Number: Multiplication and Division</b><br/> <b>Measurement: Length and Perimeter</b><br/> <b>Measurement: Area</b><br/> <b>Number: Fractions</b><br/> <b>Number: Decimals</b></p>                    | <p><b>Number: Decimals</b><br/> <b>Measurement: Money</b><br/> <b>Measurement: Time</b><br/> <b>Statistics</b><br/> <b>Geometry: Properties of shape</b><br/> <b>Geometry: Position and Direction</b></p>                        |
| Year 5 | <p><b>Number: Place Value</b><br/> <b>Number: Addition and Subtraction</b><br/> <b>Number: Multiplication and Division</b><br/> <b>Number: Fractions</b></p> | <p><b>Number: Multiplication and Division</b><br/> <b>Number: Fractions</b><br/> <b>Number: Decimals and Percentages</b><br/> <b>Measurement: Perimeter and Area</b><br/> <b>Statistics</b></p>             | <p><b>Geometry: Shape</b><br/> <b>Geometry: Position and Direction</b><br/> <b>Number: Decimals</b><br/> <b>Negative numbers</b><br/> <b>Measurement: Converting Units</b><br/> <b>Measurement: Volume</b></p>                   |
| Year 6 | <p><b>Place Value</b><br/> <b>Number: Four Operations</b><br/> <b>Fractions</b><br/> <b>Geometry: Position and Direction</b></p>                             | <p><b>Decimals</b><br/> <b>Percentages</b><br/> <b>Algebra</b><br/> <b>Statistics</b><br/> <b>Measurement: Converting Units</b><br/> <b>Measurement: Perimeter, Area &amp; Volume</b><br/> <b>Ratio</b></p> | <p><b>Properties of Shape</b><br/> <b>Transition</b></p>   |



## Science

|           | Autumn  | Spring  |   |  | Summer   |  |
|-----------|---|---|---|--|--|--|
| Preschool | Explore different parts of the body – facial features.              | Seasonal Change – Autumn.   | Seasonal changes - Winter   | Seasonal changes - Spring<br><br>Looking at beach, the sea and sea creatures<br><br>Planting seeds and exploring how plants grow.    | Mini-beast hunt<br><br>Making a bug hotel<br><br>Life cycle of a frog/ caterpillar<br><br>Show respect for living things and the natural environment | Seasonal changes – Summer.<br><br>Use all their senses in hands on exploration of natural resources such as soil, seeds and water.<br><br>Understand the lifecycle of a plant.<br><br>Explore how we have grown from babies to starting Reception. |
| Reception | Growing and changing from babies to adults<br><br>Parts of the body | Seasonal changes- Autumn<br><br>Nocturnal animals<br><br>Hibernation/ animal homes<br><br>Explore the natural world around them | Seasonal changes – Winter<br><br>Explore the natural world around them - Freezing and Melting | Explore the natural world around them - Investigate floating and sinking<br><br>Name and describe different sea creatures - research | Seasonal changes- Spring<br><br>Mini-beast hunt<br><br>Observing minibeast - similarities and differences  | Seasonal changes – Summer<br><br>Naming different parts of a plant<br><br>Looking after living plants  |

|        |  |                     |   |                                     |   |   |
|--------|--|---------------------|---|-------------------------------------|---|---|
|        |  | - light and shadows | Explore the natural world around them<br>- Investigate materials/textures/magnets/<br>Waterproof                          | sea creatures and their environment | Looking after living things<br><br>Life cycle of a butterfly<br><br>Life cycle of stick insects and ladybird  | Life cycle of tadpoles and butterflies<br><br>Growing plants under different conditions<br><br>Healthy Eating |
| Year 1 | The human body<br><br>Seasonal changes - Autumn<br><br>Materials<br><br>Seasonal changes - Winter  |                     | Planting A<br><br>Animals<br><br>Sustainability - Caring for our plant<br><br>Seasonal changes - Spring<br><br>Planting B |                                     | Plants<br><br>Planting C<br><br>Sustainability – Growing and cooking<br><br>Seasonal changes - Summer   |   |
| Year 2 | Animals, including humans – Animals needs for survival<br><br>Animals, including humans – Humans<br><br>Uses of everyday materials – materials<br><br>Sustainability – Plastic |                     | Plants (light and dark)<br><br>Living things and their habitats<br><br>Plants (light and dark)                            |                                     | Plants (bulbs and seeds)<br><br>Animals, including humans – Growing up<br><br>Plants (bulbs and seeds)<br><br>Animals, including humans – Growing up<br><br>Sustainability – Wildlife |   |
| Year 3 | Animals, including humans – Skeletons<br><br>Animals, including humans – Movement  |                     | Rocks - Fossils<br><br>Rocks - Soils  |                                     | Plants A<br><br>Forces and magnets - Forces   |   |

|        |   |   |  |
|--------|---|---|--|
|        | <p>Animals, including humans</p> <p>Sustainability – Food waste</p> <p>Rocks</p>                    | <p>Light</p>  | <p>Forces and magnets - Magnets</p> <p>Plants B</p> <p>Sustainability – Biodiversity</p>   |
| Year 4 | <p>Group and classify living things</p> <p>Data collection A</p> <p>States of matter</p>            | <p>Sound</p> <p>Data collection B</p> <p>Electricity</p> <p>Sustainability - Energy</p>   | <p>Data collection c</p> <p>Habitats</p> <p>Sustainability – deforestation</p> <p>The digestive system</p> <p>Food chains</p>  |
| Year 5 | <p>Forces</p> <p>Earth and Space</p> <p>Sustainability - Global warming</p>                         | <p>Properties and changes of materials –<br/>Properties of materials</p> <p>Animals, including humans</p> <p>Living things and their habitats - Life cycles</p> | <p>Living things and their habitats –<br/>Reproduction A</p> <p>Properties and changes of materials -<br/>Reversible and Irreversible changes</p> <p>Sustainability - Plastic pollution</p> <p>Living things and their habitats –<br/>Reproduction B</p> |
| Year 6 | <p>Living things and their habitats</p> <p>Electricity</p> <p>Sustainability - Renewable energy</p> | <p>Light</p> <p>Sustainability – Light pollution</p> <p>Animals, including humans - The<br/>circulatory system</p>  | <p>Evolution and inheritance - Variation</p> <p>Evolution and inheritance - Adaptions</p> <p>Fossils</p>   |



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|--|--|--|--|
|  |  | Animals, including humans - Diet, drugs<br>and lifestyle |  |
|--|--|--|--|

| History   |   |   |   |  |  |   |
|-----------|---|---|---|--|--|---|
|           | Autumn  |   | Spring  |  | Summer   |   |
| Preschool | Begin to make of their own life story and family's history. | Remembrance Sunday – Poppy day  | Research about Chinese New Year.  |  | Life cycle of a frog<br><br>Life cycle of a butterfly        | Understand the lifecycle of a plant.<br><br>Begin to make sense of their own life story as we look to the future and moving into Reception and how we have grown from being babies. |
| Reception | Growing and changing from babies to adults                  | Remembrance Day – What does the Poppy represent?<br><br>Guy Fawkes – The Gunpowder Plot | To find information about Chinese New Year using the Internet/non fiction books | Compare the beach/seaside holidays from the past to now. | Life cycle of a stick insect<br><br>Life cycle of a ladybird | Life cycle of a plant<br><br>Life cycle of a butterfly  |
| Year 1    | <b>Toys</b>   |   | <b>Christopher Columbus and Neil Armstrong</b>                                  |  | <b>LS Lowry</b>  |   |
| Year 2    | <b>Florence Nightingale and Edith Carvell</b>               |   | <b>The Great Fire of London</b>   |  |  |   |

|        |                                  |                      |                              |
|--------|----------------------------------|----------------------|------------------------------|
| Year 3 | <b>Stone Age to Iron Age</b>     | <b>Ancient Egypt</b> | <b>Ancient Greece</b>        |
| Year 4 | <b>Romans</b>                    | <b>Anglo-Saxons</b>  |                              |
| Year 5 | <b>Anglo- Saxons and Vikings</b> | <b>Ancient Maya</b>  |                              |
| Year 6 | <b>World War 2</b>               |                      | <b>A Northern Powerhouse</b> |

# Geography

|           | Autumn   | Spring   | Summer   |   |                                 |  |
|-----------|--|--|--|---|---------------------------------|--|
| Preschool | <p>Make connections between the features of the family and other families.</p> <p>Local area - people in our Community (Visits from Nurse/Doctor, dentist, lollypop lady)</p>                      | <p>Seasonal Change – Autumn. Looking at how our environment and the world around us changes over autumn.</p>   | <p>Researching different homes linked to this term's stores</p>  | <p>Seasonal changes from winter to spring. Looking at how our environment and the world around us changes over spring.</p> <p>Looking at beach, the sea and sea creatures</p>   |                                 | <p>Seasonal changes – summer. Looking at how our environment and the world around us changes over summer.</p>            |
| Reception | <p>Draw information from a simple map – schools location</p> <p>Houses and Homes</p> <p>Talk about people in our Community -Nurse, doctor, paramedic, dentist, lollypop lady, vet, firefighter</p> | <p>Seasonal changes- Autumn</p> <p>Nocturnal animals</p> <p>Hibernation/ animal homes</p> <p>Explore the natural world around them – light and shadows</p> | <p>Seasonal changes – Winter</p> <p>Explore the natural world around them -Freezing and Melting</p> <p>Explore the natural world around them – Investigate materials/textures/ magnets/Waterproof</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Explore the natural world around them - Investigate floating and sinking</p> <p>Name and describe different sea creatures - research sea creatures and their environment</p> <p>Sea/oceans/ landmarks/ parts of the world.</p> <p>Compare the beach/seaside holidays from the past to now.</p> | <p>Seasonal changes- Spring</p> | <p>Seasonal changes – Summer</p> <p>Compare countries (Discuss growing fruits and vegetables in different countries)</p> |

|        |                             |  |  |  |                                    |  |
|--------|-----------------------------|--|--|--|------------------------------------|--|
|        |                             |  | Find information about Chinese New Year using the Internet/non fiction books<br><br>Recognise environments that are different to one in which they live – houses and homes |  |                                    |  |
| Year 1 | <b>Our Local Area</b>       |  | <b>What a Wonderful World</b>  |  |                                    |  |
| Year 2 | <b>Let's Explore the UK</b> |  |  |  | <b>A Kenyan Adventure</b>          |  |
| Year 3 | <b>New York</b>             |  |  |  | <b>Local Study – London</b>        |  |
| Year 4 | <b>Naples</b>               |  |  |  | <b>Local Study –Blackpool</b>      |  |
| Year 5 |                             |  | <b>Manaus</b>  |  | <b>Local Study – Liverpool</b>     |  |
| Year 6 | <b>The Himalaya</b>         |  |  |  | <b>Local Study – Lake District</b> |  |

## Art and Design

|           | Autumn   |  | Spring   |   | Summer  |   |
|-----------|--|--|--|---|---|---|
| Preschool | <p>Self Portraits</p> <p>Express ideas and feelings through making marks, and give meaning to the marks they make.</p> <p>Explore colour</p> | <p><b>Yoi Kusaman – Artist (pumpkin art)</b></p> | <p>Begin to use shapes to represent objects – characters from traditional tales.</p> | <p>Paint for a purpose – under the sea.</p> | <p>Explore at different animal skin patterns.</p> | <p>Paint for a purpose – plants and growing</p> <p>Colour mixing</p>        |
| Reception | <p><b>Andy Goldsworthy – Artist Sculptor</b></p>   |  | <p><b>Kandinski – Artist</b></p>   |   | <p><b>Louise Borgeoise – Artist/Sculptor</b></p>  | <p><b>Vincent Van Gogh – Artist</b></p> <p><b>Yayoi Kusama – Artist</b></p> |
| Year 1    | <p><b>Dale Chihuly – Artist/Sculptor</b></p>   |  |  |   | <p><b>Lowry – Artist</b></p>                      |   |
| Year 2    |  |  | <p><b>Van Gogh – Artist</b></p> <p><b>Clarice Cliff – Designer/craft maker</b></p>   |   | <p><b>Degas – Artist/Sculptor</b></p>             |   |
| Year 3    | <p><b>Alexander Calder – Sculptor</b></p>  |  |  |   | <p><b>Bridget Riley – Artist</b></p>              |   |

|        |   |  |   |
|--------|---|--|---|
| Year 4 |   | <b>Anthony Gormley – Artist/Sculptor</b>                     | <b>Leonardo Da Vinci – Artist and Architect</b> |
| Year 5 | <b>Joan Miro – Artist/Sculptor</b>                            | <b>Henri Rousseau – Artist<br/>William Morris – Designer</b> |   |
| Year 6 | <b>Barbara Hepworth - Sculptor<br/>Zaha Hadid – Architect</b> |  | <b>James Isherwood – Artist</b>                 |

## Design and Technology

|           | Autumn   |   | Spring                                  |  | Summer  |   |
|-----------|--|---|---|--|---|---|
| Preschool | Explore junk modelling                             | Leaf man characters   | Explore junk modelling                  | Make sea creatures   | Create a bug hotel<br>To use a variety of tools to make mini beasts out of playdough.   | Explore junk modelling  |
| Reception | Make 3D houses and homes using different materials | Making hedgehogs/owls<br>Making rockets<br><br>Create outdoor sculptures with natural materials | Make a Chinese dragon                   | Make sea creatures using play dough/ clay<br><br>Make under the water collage/ sea creatures/ fish tanks/sand pictures | Use junk modelling/ play dough to make own minibeasts<br><br>Louise Bourgeois- Create spider sculptures in various sizes including a large collaborative piece. | To use a variety of tools and resources to create models and pictures of animals/plants |
| Year 1    |  |   | <b>A Chair for Baby Bear Structures</b> |  | <b>Rockets Sliders</b>  |   |
| Year 2    | <b>Fire engines Axels</b>                          |   |   |  | <b>Pizza (Cooking and nutrition) Healthy Food</b>   |   |



|        |  |   |  |
|--------|--|---|--|
| Year 3 | <b>Moving Monsters<br/>Pneumatics</b>                |   | <b>Animals in their habitats<br/>Levers and linkages</b>     |
| Year 4 | <b>Design Packaging<br/>Strengthening structures</b> | <b>Torches<br/>Electric circuits switches</b> | <b>Pasta Dish (Cooking and Nutrition)<br/>Healthy eating</b> |
| Year 5 | <b>Bridges<br/>Structures</b>                        |   | <b>Fans<br/>Gears</b>  |
| Year 6 | <b>Fairground rides<br/>Controlling devices</b>      | <b>Phone Cases<br/>Textiles</b>               | <b>Bread (Cooking and Nutrition)<br/>Healthy Diet</b>        |

| <b>Online Safety – Project Evolve</b> |                      |                 |                      |                   |                             |                                  |                         |                         |
|---------------------------------------|----------------------|-----------------|----------------------|-------------------|-----------------------------|----------------------------------|-------------------------|-------------------------|
|                                       | Autumn               |                 |                      | Spring            |                             |                                  | Summer                  |                         |
| Whole School                          | Online Relationships | Online Bullying | Privacy and Security | Online Reputation | Managing Online Information | Health, Well-Being and Lifestyle | Self-Image and Identity | Copyright and Ownership |

## Computing

|           | Autumn                              |  | Spring                                     |   | Summer   |                                  |
|-----------|-------------------------------------|--|--|---|--|----------------------------------|
| Reception |                                     |  |  |   | <b>Look at what I can do!</b>                              |                                  |
| Year 1    | <b>Basic Skills</b>                 | <b>Using text-based programs to process and format text and Images</b> | <b>Unplugged algorithms</b>                | <b>Programming, coding and robotics</b> | <b>Data collection and representation using Pictograms</b> | <b>Presenting information</b>    |
| Year 2    | <b>What is a computer?</b>          | <b>Unplugged algorithms</b>  | <b>Scratch junior</b>                      | <b>Modifying text and images</b>        | <b>Storing and presenting data</b>                         | <b>Presenting information</b>    |
| Year 3    | <b>Composing emails</b>             | <b>Introduction to Scratch</b>   | <b>Predicting and Debugging Algorithms</b> | <b>Altering digital media</b>           | <b>Inside a computer</b>                                   | <b>Publishing online content</b> |
| Year 4    | <b>Branching databases</b>          | <b>Repetition and forever loops</b>                                    | <b>Designing a game</b>                    | <b>Making a Special Effects movie</b>   | <b>Smarter Searching and Online Safety</b>                 | <b>Pixel Art</b>                 |
| Year 5    | <b>Create and search a database</b> | <b>Using Variables</b>   | <b>Coding Using Micro:Bits</b>             | <b>Stop motion animation</b>            | <b>World wide web and internet</b>                         | <b>3D Modelling</b>              |

|              |  |                                   |  |                       |  |                                  |
|--------------|--|-----------------------------------|--|-----------------------|--|----------------------------------|
| Year 6       | Creating formula in Excel  | Edublocks- Introduction to Python | Programming a Game   | Creating a Podcasting | HTML   | Social Media & Being Safe Online |
| <b>Music</b> |  |                                   |  |                       |  |                                  |
|              | Autumn   |                                   | Spring   |                       | Summer   |                                  |
| Preschool    | <b>Listen with increased attention to sounds</b><br><br><b>Sing entire songs - Christmas performance and songs</b> |                                   | <b>Explore music and dance using the Chinese dragon.</b>                           |                       | <b>Playing instruments with increasing control to express their feelings and ideas.</b><br><br><b>Respond to what they have heard expressing their thoughts and feelings</b> |                                  |
| Reception    | <b>Singing songs and nursery rhymes</b><br><br><b>Wigan Music Services - Chime</b>                                 |                                   | <b>Explore dance using the Chinese dragon</b><br><br><b>Charanga – Our Stories</b> |                       | <b>Children perform, sing, dance and use instruments to represent life cycles/ plant growth.</b><br><br><b>Charanga – Our World</b>  |                                  |
| Year 1       | <b>Hey You!</b><br>Hip Hop/Rap   |                                   | <b>In the Groove</b><br>Blues, Latin, Folk, Funk, Baroque, Bhangra                 |                       | <b>No Place Like – Kerry Andrew</b><br>BBC Ten Pieces Classical  |                                  |
| Year 2       | <b>Hands, Feet Heart</b><br>South African Music  |                                   | <b>Zootime</b><br>Reggae   |                       | <b>Finlandia – Jean Sibelius</b><br>BBC Ten Pieces Classical   |                                  |

|        |  |   |   |
|--------|--|---|---|
| Year 3 | <b>Let Your Spirit Fly</b><br>R & B          | <b>3 Little Birds</b><br>Reggae                                   | <b>Hall of the Mountain King – Edvard Grieg</b><br>BBC Ten Pieces Classical |
| Year 4 | <b>Mamma Mia</b><br>70s/80s Pop              | <b>Stop!</b><br>Grime, Classical, Bhangra, Tango, Latin<br>Fusion | <b>Symphony No 1-</b><br>BBC Ten Pieces Classical<br>Florence Price         |
| Year 5 | <b>Classroom Jazz 1</b><br>Jazz              | <b>Fresh Prince of Bel Air</b><br>Hip Hop                         | <b>Short Ride in a Fast Machine – John<br/>Adams</b><br>Classical           |
| Year 6 | <b>Classroom Jazz 2</b><br>Jazz, Latin Blues | <b>Happy</b><br>Pop/Motown  | <b>Ride of the Valkyries – Richard Wagner</b><br>Classical                  |

| PE        |                                      |                         |   |                                     |                |  |
|-----------|--------------------------------------|-------------------------|---|-------------------------------------|----------------|--|
|           | Autumn                               |                         | Spring  |                                     | Summer         |  |
| Preschool | Balancing movements                  | Dance, yoga and fitness | Skip, hop, stand on one leg and hold a pose<br><br>Use one handed tools and equipment | Pencil grip and control             | Team Games     | Use cutlery correctly<br><br>Dressing and undressing |
| Reception | Throwing, catching, rolling, kicking | Dance                   | Gymnastics<br><br>Listening and following instructions                                | Balancing/ moving in different ways | Team games     | Team games/ sports day                               |
| Year 1    | Multi-Sports                         | Gymnastics              | Invasion Games  |                                     | Team Games     | Athletics  |
| Year 2    | Multi-Sports                         | Gymnastics              | Invasion Games  |                                     | Team Games     | Athletics  |
| Year 3    | Team Games                           | Gymnastics              | Net and Wall Games  | Orienteering<br><br>Athletics       | Invasion games | Striking and Fielding                                |

|        |                   |                   |                           |  |                              |                       |
|--------|-------------------|-------------------|---------------------------|--|------------------------------|-----------------------|
| Year 4 | <b>Team Games</b> | <b>Gymnastics</b> | <b>Net and Wall Games</b> | <b>Swimming</b>                                  |                              |                       |
| Year 5 | <b>Team Games</b> | <b>Gymnastics</b> | <b>Net and Wall Games</b> | <b>Orienteering</b><br><b>Athletics</b>          | <b>Striking and fielding</b> | <b>Invasion games</b> |
| Year 6 | <b>Team Games</b> | <b>Gymnastics</b> | <b>Invasion</b>           | <b>Orienteering</b><br><b>Net and wall games</b> | <b>Athletics</b>             | <b>Athletics</b>      |

### MFL - Spanish

|        | <b>Autumn</b>       | <b>Spring</b>       | <b>Summer</b>     |                   |
|--------|---------------------|---------------------|-------------------|-------------------|
| Year 3 | <b>All about me</b> | <b>All about Me</b> | <b>Family</b>     |                   |
| Year 4 | <b>Birthdays</b>    | <b>Birthdays</b>    | <b>The Body</b>   |                   |
| Year 5 | <b>Animals</b>      | <b>Animals</b>      | <b>Vegetables</b> |                   |
| Year 6 | <b>Adjectives</b>   | <b>Adjectives</b>   | <b>Sports</b>     | <b>Transition</b> |



**PSHE**

Autumn

Spring

Summer

Preschool

**Making relationships with others.**

**Discuss feelings/ behaviours**

**Discuss feelings of others**

**Friendships**

**Healthy Eating**

**Feelings and Emotions**

**Sense of responsibility**

**Discuss feelings/ transition into Reception**

Reception

**Making relationships with others.**

**Discuss feelings/ behaviours**

**Discuss feelings of others**

**Follow more complex instructions**

**Work cooperatively**

**Discuss feelings**

Year 1

**Relationships**

**Living in a Wider World**

**Health and Wellbeing**

Year 2

**Relationships**

**Living in a Wider World**

**Health and Wellbeing**

Year 3

**Relationships**

**Living in a Wider World**

**Health and Wellbeing**

Year 4

**Relationships**

**Living in a Wider World**

**Health and Wellbeing**

Year 5

**Relationships**

**Living in a Wider World**

**Health and Wellbeing**



|        |                      |                                |                             |
|--------|----------------------|--------------------------------|-----------------------------|
| Year 6 | <b>Relationships</b> | <b>Living in a Wider World</b> | <b>Health and Wellbeing</b> |
|--------|----------------------|--------------------------------|-----------------------------|