

Cockerham Parochial C of E Primary School

Where a love of learning grows

Growing in knowledge

Growing in faith

Growing in God's love



Philippians 4:13 **"I can do all things through Christ who strengthens me"**

2022-23

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS I am special To give pupils an understanding that they are unique and special. To know they are loved, valued and made by God. Baby visit	Special People To give pupils an opportunity to explore Christian values through their own actions and the actions of others. To highlight the role of significant/special people in pupil's lives. To emphasise the ways in which Jesus was a special person. Christmas explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. Vicar visit	Stories Jesus told and Pupils will explore the stories that Jesus told and know that he told them to teach us about God. Stories Jesus heard Pupils will be introduced to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.	Easter and Love Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.	Special Places Pupils begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. Iman visit	Prayer Children start on their journey towards understanding what prayer is and the different ways people of faith talk to God. Prayer in different religions. Special Times Pupils develop understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. Pupils are introduced to the story of Pentecost and God as Holy Spirit.	
Year 1/2	Harvest (1.1) The aim of this unit is to raise awareness that we harvest food all around the world and that we usually	Christmas (1.3) Creation (1.2)	Creation (1.2) Jesus (1.4)	Easter Celebrating new life (1.5) The aim of this unit is to give children an opportunity to reflect on the miracles of nature and new life during springtime. Pupils will hear and be able to retell the Easter Story. They will make links between the transformation of plants and animals and the Easter story in	Baptism (1.7) The aim of this unit is to give pupils an understanding of 'church' as a holy place and a body of people so they can begin developing an understanding of what happens in church and	My World, Jesus' World (1.9) The aim of this unit is to help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.

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	have plenty, but others do not. Pupils will discuss what our response as Christians should be to the need of others.			order to develop an understanding of the resurrection.	why. To give pupils an opportunity to begin exploring places of worship other than a church. Joseph (1.8)	Multicultural Christianity (S13) The aim of this unit is to talk and think about the first Christians and the spread of Christianity. Pupils will be given a simple introduction to understanding Christianity as a Multi-cultural and worldwide faith.
Year 3/4	Harvest and the Jewish Festival of Sukkot (3.6) Explore further the meaning and purpose of Harvest Festival celebrations and the link to the Jewish festival of Sukkot. Experiences - Harvest festival Sukkot - Eating outside	Christmas: Exploring the symbolism of light (4.2) Understand and discuss the Christian belief that Jesus is the, 'Light of the World' and explore the metaphor of Jesus bringing light into people's lives. Christingle Divali Hannukkah	Jesus: The man who changed lives (3.3) Deepen our understanding into the impact Jesus had and still has on people's lives Vicar visit Mother Theresa Diversity - Martin Luther King	Exploring Easter Celebrations worldwide (S6) Widen perceptions of the celebrations of Easter, including worldwide Christian traditions.	Change the world (S7) Think about the world in which they live, how some people have changed the world and how their faith supported this change.	Are all churches the same? Sacred Places. (4.5) Explore the concept that Christianity is a multi-cultural, worldwide faith and develop our understanding of places of worship from a range of faiths including; Christianity, Islam, Sikhism and Hinduism. Trips - Visit to a church / mosque (Blackburn/Preston)
Year 5/6	The Lord's Prayer S2 Consider the meaning of the words of the Lord's Prayer and that it is the prayer that Jesus taught us to pray. Jesus the Teacher Visit to Church: Christian stations linked to activities using lines from the Lords prayer (volunteers from church to help run stations) -Christian Vision and values -Locality	How do Christians prepare for Christ? 6.2 Examine the themes of the season of Advent and the Christian belief that Jesus will return.	People of faith Hinduism 6.7 Consider what it means for a person to have faith and how having faith affects people's lives, values and decisions including the call to build God's kingdom here on earth. Experiences: respect to other faiths e.g. practices when handling holy book/ entering the holy place of worship. -Diversity	Why do Christians believe that Easter is a celebration of victory? 5.4 Explore the Easter story from the perspective of it being the story of	Pentecost 5.9 Investigate the lives and resilience of the early Christians; the significance of the life of St Paul and the concept of mission.	Ideas about God 6.6 Reflect on the nature of God, His characteristics and His relationship with people.
PSHE						

EYFS	<p>Making friends, making relationships Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>Worry and adjusting to change: self-confidence and self-awareness</p> <p>Health and self-care Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing</p>	<p>Learning the rules: managing feelings and behaviour Think about the perspectives of others. Express their feelings and consider the feelings of others.</p> <p>Worrying and adjusting to change: self-confidence and self –awareness</p>	<p>Managing feelings and behaviour – jealousy, feeling scared, friendships Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge.</p>	<p>Managing feelings and behaviour – friendships, learning to share Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.</p> <p>Making relationships – caring for others See themselves as a valuable individual. Build constructive and respectful relationships.</p>	<p>Health and self-care 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 Road Safety</p>	<p>Health and self-care Managing feelings and behaviour – anger/worry 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 Making relationships – new beginnings, overcoming change Show resilience and perseverance in the face of challenge.</p>
Year 1/2	<p>Relationships What makes a good friend? The aim of this unit is to know how to make friends with others and recognise when they feel lonely and what they could do about it. They will understand how people behave when they are being friendly and what makes a good friend. They will learn strategies for how to resolve arguments that can occur in friendships and how to ask for help if a friendship is making them unhappy. The Bear and the Piano story, Edgar the Dragon</p>	<p>Relationships What is bullying? The aim of this unit is to know how words and actions can affect how people feel. They will know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. They will understand why name calling, hurtful teasing, bullying and deliberately excluding others is unacceptable including how to report it. Kindness - Bear and the Hare – John Lewis advert</p>	<p>Living in the Wider World What jobs do people do? Children will know how jobs help people earn money to pay for things they need and want. They will understand about a range of different jobs that celebrate the different strengths and interests people have to enable them to do different jobs. They will begin to understand how people use the internet and digital devices in their jobs and everyday life. Cultural Capital: jobs – female/male careers. STEM.</p>	<p>Health and Wellbeing What helps us to stay safe? Children will know how rules and restrictions help them to keep safe and how to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them. They will begin to understand how to resist pressure to do something that makes them feel unsafe or uncomfortable and how not everything they see online is true or trustworthy. They will see that people can pretend to be someone they are not and to tell a trusted adult if they are worried for themselves or others</p>	<p>Health and Wellbeing What helps us grow and stay healthy? Children will learn that different things help their bodies to be healthy, including food and drink, physical activity. They will learn the importance of physical activity and how much rest and sleep they should have everyday. They will learn there are different ways to learn and play; how to know when to take a break from screen-time. They will learn how sunshine helps bodies to grow and how to keep safe and well in the sun.</p>	<p>Health and Wellbeing How do we recognise our feelings? Children will learn how to recognise, name and describe a range of feelings Including what helps them to feel good, or better if not feeling good. They will know how different things / times / experiences can bring about different feelings for different people. They will discuss how feelings can affect people in their bodies and their behaviour and how to manage big feelings and the importance of sharing their feelings with someone they trust. Book: In my Heart – A Book of Feelings</p>

Year 3/4	What strengths, skills and interests do we have? Discussing our self-esteem, self-worth and personal Qualities. How to challenge ourselves through goal setting and managing set backs.	How can we manage our feelings? Explore our feelings and emotions, how best to express our feelings and our behaviour. Mental health professional / Life coach	How do we treat each other with respect? Understanding respect for ourselves and others, courteous behaviour, safety and human rights.	How will we grow and change? Understand how our bodies change, that this can affect emotions and feelings and how to ask for advice and support about growing and changing. School nurse Athlete/fitness coach	How can our choices make a difference to others and the environment? How we care for others, the environment, people and animals. Discuss our shared responsibilities, how to make choices and decisions. Care home – visit?	How can we manage risk in different places? Look at how we can be keeping safe when out and about and recognising risk Police officer Brockholes - Treetops
Year 5/6	How can we keep healthy as we grow? Explore: looking after ourselves; growing up; becoming independent; taking more responsibility. School nurse visit -PSHE -Diversity	How can the media influence people? Investigate: media literacy and digital resilience; influences and decision-making; online safety. Enterprise event: advertising-influence on people -Cultural Capital		How do friendships change as we grow? Consider: different relationships, changing and growing, adulthood, independence, moving to secondary school. Careers event - Cultural Capital		

History

EYFS Understanding of the world	School/ Home Similarities and differences Family Timeline Chronology: Significant events - Talks about members of their immediate family and community-branching out to careers. Black History Month: The lives and achievements of Marcus Rashford, Nelson Mandela and Stormzy. CHRONOLOGY How have I changed?	Celebrations Christmas, Diwali, Bonfire Night Recognise people have different beliefs and celebrate special times in different ways. Remembrance Day WW2 Past events in own lives and family members. Nativity- Find similarities and differences between characters including figures from the past. Seasons – Autumn/Winter Explore the natural world around them. Describe what they see, hear and feel whilst outside. Changing seasons.	Rockets and Life as an astronaut Astronauts Who was Helen Sharman? First British Astronaut. What was life like as an astronaut? CIVILISATIONS HISTORICAL SIGNIFICANCE Carolyn Crook Nasa visitor	Castles Familiar situations in the past. The Royal Family Find similarities and differences between characters including figures from the past. Seasons-Spring Explore the natural world around them. Describe what they see, hear and feel whilst outside. Changing seasons. Special places	Farms around the World How has farm machinery changed? How it has changed? Transport, machines, jobs. Similarities and differences	At the Seaside Compare and contrast changes. Similarities and differences from grandparents holidays and now. CHILDHOOD SIMILARITIES AND DIFFERENCES RACIAL EQUALITY Migration – Welcoming others Welcome By Barroux Children draw a self-portrait labelled with their first name and use a name book/web search to learn the country their name comes from and its meaning. These are then placed on a
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	<p>Look at baby pictures and how they have changed</p> <p>People who help us, e.g. police</p> <p>Nativity- Find similarities and differences between characters including figures from the past.</p> <p>Toys Christmas– Dogger</p> <p>CHILDHOOD Similarities and differences</p>					<p>world map according to the geographical location of the name origin.</p> <p>Children consider why they have a name, where their names comes from, if they have a connection with the country and why their name was chosen for them.</p> <p>They learn why their names come from all over the world.</p> <p>Children research into African names and how they are chosen/what they represent in different African cultures and countries.</p> <p>Children reflect and discuss what their name means to them, what it reflects about them, their family, their culture – and how it links them to others within their class, our school and throughout the world through their names’ origin and meaning.</p>
<p>Year 1/2</p>	<p>What caused the Great Fire to spread so quickly?</p> <p>Events beyond living memory – Great Fire of London. Using sources and evidence to conduct an historical enquiry into the cause of the spread of the Great</p>		<p>What can we learn from maps and gravestones?</p> <p>Local History Trail: Children look at sources and evidence to learn about Cockerham in the past. They learn how to examine sources of evidence and to use an Inference Square to find out what we definitely know, what we can probably guess and to create historical questions. They learn what gravestones in St. Michael’s Churchyard, maps of Cockerham in the past, photographs, ruins, eyewitness testimony, video clips, logbooks and</p>		<p>How is a cricket fielder significant in our history?</p> <p>Significant individual: Racial equality/Black history</p> <p>Learie Constantine.</p> <p>Children learn about the life of significant local individual, Learie</p>	

	<p>Fire. Children examine sources and evidence brought by Ratty from the past - 1666. They look at photos of artefacts, paintings, maps of London and read extracts from Samuel Pepys's diaries to learn what caused the Great Fire to spread so quickly. They take part in BBC Radio drama to act out the events of the Great Fire to sequence these into chronological order.</p> <p>CAUSES National Archives Workshop – evidence. BBC Radio Drama. Book: The Great Fire of London</p>		<p>census can tell us about local life in the past. They consider jobs people did in Cockerham, what the school was like, the life expectancy of children, how Thurnham Hall has changed, how and why Cockersands Abbey was built and what it would have looked like. They learn about Plover Scar Lighthouse and Cockerham Lighthouse and about the two last female lighthouse keepers in Britain who worked on them. They will learn about the World War II Observation Tower and how the sands were used in World War II.</p> <p>SOURCES AND EVIDENCE Visit to St. Michael's Churchyard. Visit to Thurnham Hall, Cockersands Abbey, Plover Scar Lighthouse and World War II Observation Tower. Examining a poem, newspaper articles, photos, wills, letters, sketches, Ordnance survey maps from 1844, School Log Books, census and video footage from 1948.</p>		<p>Constantine, in the past. They learn who he was and how he contributed to national and international achievements. He was a cricketing legend, political activist and our first black peer. They understand what made him significant. They learn about who is significant in their own lives and in our own time. They learn what the Trinity Cross was and what it was awarded for.</p> <p>Link to EYFS: Nelson Mandela, Marcus Rashford, Stormzy.</p> <p>HISTORICAL SIGNIFICANCE Cricket game with female ex-England cricket captain. Footage of England v West Indies Cricket matches.</p>	
Year 3/4	<p>How did the Shang Dynasty change the way of life? Children learn an overview of the achievements of ancient civilisations: Ancient Sumer - , Ancient Egypt, The Indus Valley and the Shang Dynasty. They follow an in-depth study of the Shang Dynasty and their achievements. Children learn how the Shang Dynasty began,</p>		<p>What does evidence tell us about being a child in the Stone Age? We explore how children lived in the Stone Age and learn knowledge of the period to compare this to how children live today and in living memory. Children learn about the tools early humans used, what life was like in a Stone Age settlement (Skara Brae) and why Bronze was used for tools and weapons. Children present what life was like for a child in the Stone Age focusing on change. Adapted Pearson Unit: Prehistoric Britain. Links to Local History maps and Thurnham Year 1/2 and Dogger – Toys EYFS</p> <p>CHRONOLOGY, CHANGE AND CONTINUITY</p>			<p>1 week Learie Constantine/Mo Farrah – missing background</p> <p>What is the significance of the Lancashire Cotton Industry to the Lancashire Slave Trade? Children learn about The Lancashire Cotton Industry and its significance for the people of Lancashire (and beyond) in the past. Children will learn what life was like in their local area in the past (Preston or Lancaster) and how it has changed over the years. They will find out about the</p>

	<p>how they created and used Chinese writing, what life was like for people in the Shang Dynasty and how the Shang Dynasty changed the way of life. Children focus on similarities and differences between the early civilisations. Links to School/Homes EYFS, Cockerham and Thurnham</p> <p>SIMILARITIES AND DIFFERENCES</p>					<p>everyday lives of people in the past as well as significant events and how buildings and land use have changed over time. Pupils will learn where the cotton came from and the impact of the cotton industry on the lives of people caught up in the Transatlantic Slave Trade. Glasson Dock Then and Now: Links to Slave Trade, canal, Sunderland Point, Sambo's grave. Links to Learie Constantine Year1/2</p> <p>HISTORICAL SIGNIFICANCE</p> <p>Visit to Lancashire cotton mill.</p>
Year 5/6	<p>How has thinking and ideas from Ancient Greece influenced the Western World?</p> <p>A study into the Ancient Greek civilisation and beliefs and how these influenced the Western world. Children learn what the Ancient Greeks believed, who Alexander the Great was, about equality in Greek society</p>		<p>What can evidence tell us about the Benin Kingdom?</p> <p>Children learn the difference between tribes and kingdoms. They learn how the Benin Kingdom began and grew to a powerful empire. They use sources and evidence in the form of artefacts to learn about life for the Edo people and how we can learn about periods of history without primary written sources. Children examine the Benin Bronzes and learn what these teach us about the Benin Kingdom. They learn how trade links were established and which goods were traded and why the Benin Wall was so important. Links to civilisations EYFS-5/6</p> <p>SOURCES AND EVIDENCE</p>		<p>1 week cotton industry Lancashire Slave Ship called Hope/The Transatlantic Slave Trade</p> <p>History Trail: The Lancaster Slave Trade, Abolition & Fair Trade Trail</p> <p>What do sources tell us about the Transatlantic Slave Trade? Children learn about the Transatlantic Slave Trade and its links to Lancashire in the past. They will learn what life was like for enslaved people in the past including enslaved people who were forced to</p>	

	<p>and how thinking and ideas in Ancient Greece have influenced the western world.</p> <p>Links to Civilisations EYFS-5/6</p> <p>CONSEQUENCE</p>				<p>endure long journeys on board slave ships. They will learn how significant people, events and changes to laws led to the abolition of slavery over time. Children progress from the cotton industry and learn about a Lancashire Slave Trip called Hope, L'Aurore and consider the poem 'The ship called the Zong' and what these tell us about the Transatlantic Slave Trade and Britain's involvement. Links to The Cotton Industry Year3/4</p> <p>SOURCES AND EVIDENCE</p> <p>Lancaster Slave Trail</p>	
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Geography						
EYFS	<p>Journey to School Look at maps of our school/area and discuss the features they notice. Make their own maps.</p> <p>What is my journey to school like?</p> <p>Location & Place Children begin by exploring what they can see around our school (village hall, park, church, houses, pub). Link to seasonal changes. Draw a map of their journey from home to school including key places that they see on their way.</p>	<p>Celebrations Christmas, Diwali, Bonfire Night Recognise people have different beliefs and celebrate special times in different ways.</p> <p>Remembrance Day WW2 Past events in own lives and family members.</p> <p>Seasons – Autumn/Winter Explore the natural world around them. Describe what they see, hear and feel whilst outside. Changing seasons.</p>	<p>Planets Environments different to the one in which they live.</p> <p>Helen Sharman- first British astronaut</p> <p>Rockets and Life as an astronaut</p> <p>What is out there?</p> <p>Location and place Children begin with where we live and can name Cockerham village, England and planet earth. Look at a globe/map and recognise the land and the sea. Investigate what is beyond planet earth. Compare different environments and what we know about different planets. Consider what life would be like in space and find out about famous British astronaut Helen Sharman.</p>	<p>Castles Familiar situations in the past.</p> <p>The Royal Family Compare and contrast characters including figures from the past.</p> <p>Seasons-Spring Explore the natural world around them. Describe what they see, hear and feel whilst outside. Changing seasons.</p> <p>Special places</p>	<p>Farms around the World</p> <p>Machinery</p> <p>How it has changed (Farmer Parr's Visit) Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Maps Draw information from a simple map.</p>	<p>Looking after our World Explore the natural world around them.</p> <p>Sea Pollution Similarities and differences in relation to places and living things. Changes over time.</p> <p>The World (where have the children visited) Recognise some similarities and differences between life in this country and life in other countries.</p> <p>What is it like to be beside the seaside?</p> <p>Location, Environment Children make comparisons between where we live and life at the seaside. Find out about creatures that live in the sea, sky</p>

	<p>Family Timeline Talks about members of their immediate family and community-branching out to careers. Look at baby pictures and how they have changed. Comments on images of familiar situations in the past.</p>					<p>and those that live on land. Find out about sea pollution and investigate what we can do to help to protect our oceans and the creatures that live there (Someone Swallowed Stanley text). Where has Eden Bear travelled? A visit from Eden Bear. Children will learn where Eden Bear has travelled and read the amazing books which have been written on a number of settings.</p>
Year 1/2		<p>What is my school and local area like? Children identify key human and physical features in the school grounds and in Cockerham village using aerial maps and plan perspectives. They compare old and modern maps of the school and how the school has changed. They visit the nature trail at Patty’s Barn and create a journey book using observational skills which they transfer into their own sensory maps with keys. They learn how to use a basic map and key with symbols. They ask ‘What?’, ‘Who?’ and ‘Where?’ questions and consider aspects to improve the nature reserve (Patty’s Barn) for wildlife for future DT project. They learn that Cockerham is a rural village on the coast and some of the advantages and disadvantages of this location. They recap</p>		<p>Where do our favourite animals live? Beginning with Cockerham, home to the natterjack toad and the great crested newt children use maps to investigate the migration of the Whooper Swan and pink-footed goose to Cockerham marshes for winter from the Arctic and consider why these birds travel to warmer climates. They then look at the hottest and coldest places on Earth in relation to the Equator. They learn about the continents of the Earth and how temperature affects these places and the people and animals which live there. The children then research animals from all continents of the globe and consider their natural habitats.</p> <p>Location & Place Books: An anthology of intriguing animals. What it’s like to be a bird. Launch of RSPB Wild Challenge. Photos of birds from Cockerham marshes and Focus children photos.</p>		<p>Where can I walk? Children look at the route of the England Coastal Path map and the names and location of seas surrounding the UK. They learn about considerations when routing the England Coastal Path from Glasson Bridge, past Cockerham to Pilling Amenity Area by looking at maps and land use. They consider access to nature versus environmental impact for animals, plants and farming and decide if people should be able to walk the Cockerham and English Coastline. They learn about the importance of the Morecambe Bay mud flats and salt marshes as a Site of Special Scientific Interest (SSSI) and the beauty and unique habitats in our locality.</p> <p>Decision-making Visit to Patty’s Barn and walk along stretch of coastal path.</p>

		<p>these skills next term in science as they go on a wildlife hunt.</p> <p>Location & place Fieldwork – Patty’s Barn Nature Trail Fieldwork School grounds Maps: Lancashire archives Coastal Litter pick – Patty’s Barn Focus Children: My favourite place.</p>				<p>Coastal litter-picking at Patty’s Barn. Whole School Bio blitz.</p>
<p>Year 3/4</p>	<p>Why are rivers important to people? Children revisit learning on UK countries and capital cities to look at maps of the main rivers in the UK. They look at the major rivers of the world and learn about erosion, transportation and deposition. They learn about the water cycle. They look at the physical features of the Yellow River Valley (linked to Shang Dynasty in history) and the River Cocker leading to the Estuary of the River Lune focusing on vegetation belts and aquatic biomes. (Links to study of Morecambe Bay mud flats in Yr1/2). They learn about good river management and why rivers are so important to people around</p>			<p>What is the Earth made of? Overview of mountains, volcanoes and earthquakes. Children learn what mountains, volcanoes and earthquakes are and how mountains and volcanoes are formed. They conduct an in-depth study of mountains focusing on Wasdale in the Lake District and the Himalayas mountain region, home to Everest. They look at how fold mountains are formed and what attracts people to Everest and Wasdale in the Lake District. (Links to Ice age/ Stone age in history and rocks in science). LINK TO PEARSON UNIT MOUNTAINS, VOLCANOES AND EARTHQUAKES.</p> <p>Cause & effect/ Location & Place Visitor – climbing mountains RSPB Whole school Wildlife Challenge Launch</p>	<p>What are the challenges of nature? Children learn about how people have adapted to live in areas where nature poses a challenge. Children recap the challenges facing the residents of Cockerham and surrounding areas due to flooding (3/4 Cycle A) and look at effects of the coastal defences at Cleveleys and Blackpool. They learn about earthquakes and consider the challenges for the North American city of San Francisco due to Earthquakes. They explore the differing human geography and some of San Francisco’s super structures linked to DT (Autumn term). They learn how people deal with earthquakes and the immediate and secondary effects of earthquakes. LINK TO PEARSON UNIT MOUNTAINS, VOLCANOES AND EARTHQUAKES.</p> <p>Location & place</p> <p>Maps studied in History looking at the local Cotton Mill Industry and</p>	

	<p>them focusing on the Volga River in Russia.</p> <p>LINK TO PEARSON UNIT WATER, WEATHER AND RIVERS.</p> <p>Cause & effect Rivers workshop – Canal and River Trust</p>				links to the Transatlantic Slave Trade.	
Year 5/6		<p>What challenges are faced by people living in slums?</p> <p>Children use maps to locate Rochina in South America and Dharavi in India. They look at the human features and the cities infrastructure. They consider the challenges faced by people living in slums, the advantages and disadvantages of improvements and what is next for the people in Dharavi. Mindful of presenting simplistic, single-view images of countries or whole continents. Pearson Unit</p> <p>Culture & diversity</p>		<p>How can we live more sustainably?</p> <p>Children learn about sustainability, if fossil fuels are sustainable and learn about renewable sources of energy from learning about case studies of Freiburg in Southern Germany and Curitiba in the Brazilian state of Parana. Children consider how these places have improved sustainability. Children consider the use of wind energy locally with the Morecambe Bay wind farm learning how offshore wind turbines work, permitting regulations and views on impact of wind turbines on the landscape, the cost of wind energy and whether wind is the energy of the future. Children make anemometers to measure wind or a wind turbine to understand how a wind turbine works. They consider how we can live more sustainably and the distribution of natural resources in the world. Pearson Unit supplemented with local fieldwork on wind energy https://windeurope.org/about-wind/learnwind/primary-education/</p> <p>Environment & sustainability</p> <p>Fieldwork day – Patty’s Barn – Litter-picking.</p> <p>Making an anemometer or wind turbine.</p> <p>Wind farm.</p> <p>Visit to visitor centre EDF Heysham Nuclear Power Station.</p> <p>RSPB Whole school Wildlife Challenge Launch.</p> <p>The Whale clip.</p>		<p>Where do people live around the world?</p> <p>Focusing on population. Building on previous study of Cockerham, Garstang and Lancaster. Children learn about the population density around the world, the most populous regions and the population density and distribution around the UK. Children consider how and why population has changed, the challenges of an aging population, how a population pyramid is created and what we can learn from it and the best ways to feed the planet in the future.</p> <p>Cause and effect Books: What’s Where on Earth Atlas. Prisoners of Geography. Lancaster fieldwork session combines with Transatlantic Slave Trade. Patty’s Barn – Bio blitz.</p>
<p>Art & Design</p>						

EYFS	<p>Self Portraits Diversity- looking at similarities and differences Colour Mixing, pencil drawing.</p> <p>Artist: Van Gogh</p>	<p>2D and 3D representations of events and objects. Firework Junk Modelling</p> <p>Experiments to create different textures. Poppy Wreaths Locality- Remembrance Day Memorial visit</p>	<p>Colour Mixing</p> <p>3D Representations of Planets</p> <p>Artist: Kandinsky</p> <p>Junk Model Aliens. Manipulating and combining materials.</p> <p>Chalk Star Constellations</p>	<p>Design and create a castle Create and adapt designs. Coats of Arms design and paint Create simple representations In the style of printing Castle and Sun Artist: Paul Klee</p>	<p>Design and create a mini farm scene using a variety of materials and techniques. 3D Representation</p>	<p>Seaside Painting Create simple representations. Choose colours for a purpose.</p> <p>Artist: Lowry</p> <p>Pebble Art Seaside Collage</p>
Year 1/2	<p>Art & Design: Painting (colour & tone) Year 1: Explore mark making with paint, using primary colours. Year 2: Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. The children look at paintings and buildings from the Great Fire of London in 1666. . The children mix primary and secondary colours to create own painting depicting the Great Fire. The Great Fire of London. The Great Fire of London by Philippe-Jacques de Loutherbourg circa 1797</p>	<p>Art & Design: Painting (colour & tone) Year 1: Explore mark making with paint, using primary colours. Year 2: Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. The children look at paintings and buildings from the Great Fire of London in 1666. . The children mix primary and secondary colours to create own painting depicting the Great Fire. The Great Fire of London. The Great Fire of London by Philippe-Jacques de Loutherbourg circa 1797</p>	<p>Drawing (line and texture) Year 1: Explore materials and tools for mark-making Year 2: Evoke mood and represent movement through mark-making. Focus on drawing tools, pastels, charcoal – Paving slab. Lowry</p>	<p>Drawing (line and texture) Year 1: Explore materials and tools for mark-making Year 2: Evoke mood and represent movement through mark-making. Focus on drawing tools, pastels.</p>	<p>Printmaking (line and pattern) Year 1: Explore resist and relief block printing, negative stencils and clay slabs. Year 2: Create repeated patterns with positive and negative space. Use natural objects as stimulus.</p>	<p>Printmaking (line and pattern) Year 1: Explore resist and relief block printing, negative stencils and clay slabs. Year 2: Create repeated patterns with positive and negative space. Use natural objects as stimulus. Creative response.</p>
Year 3/4	<p>Drawing</p>	<p>Painting Art & Design: Improve their mastery of skills using clay within the topic of Ancient Egyptian art.</p>	<p>Textiles and Collage</p>	<p>3D Art & Design: Observational drawings of the Lake District mountains Art Gallery as launch</p>	<p>Painting Art & Design: Famous European artists Michelangelo Drawing to painting</p>	<p>Creative Response</p>

		Secondary school art teacher				
Year 5/6	Drawing & Painting Greek Art Explore Greek art, focusing on our sculpture and painting skills.		3D Illusion Art Explore illusion techniques focusing on the work of Escher.		Painting Seaside mixed media collages Develop art skills across mixed media, studying the work of Alfred Wallis and Hokusai.	
Design Technology						
EYFS	<i>Self Portraits</i> Colour Mixing, pencil drawing. Artist: Van Gogh	2D and 3D representations of events and objects. <i>Firework Junk Modelling</i> <i>Diversity-Diwali</i> Experiments to create different textures. <i>Poppy Wreaths</i>	Colour Mixing 3D Representations of Planets Artist: Kandinsky Junk Model Aliens. Manipulating and combining materials. Chalk Star Constellations	<i>Design and create a castle</i> Create and adapt designs. <i>Coats of Arms design and paint</i> Create simple representations In the style of printing Castle and Sun Artist: Paul Klee	Design and create a mini <i>farm scene</i> using a variety of materials and techniques. 3D Representation	<i>Seaside Painting</i> Create simple representations. Choose colours for a purpose. Artist: Lowry <i>Pebble Art</i> <i>Seaside Collage</i>
Year 1/2		D&T: Mechanisms Sliders and Levers – pop ups and simple levers Explore and use mechanisms for example levers in their products. Cultural Capital – recycling card and paper Making cards for those alone/nursing home at Christmas Telling story of Mary and Joseph travelling to Bethlehem		Structures Bug Hotel/Animal shelter Christian Values – recycling materials – respect for our world		D&T: Food – Preparing Fruit and Vegetables Summer snack Japanese Skewers The Eatwell Plate: The children will design purposeful, appealing products for themselves and others based on design criteria. Explore and evaluate a range of existing products and generate, develop model and communicate their ideas through talking, drawing, templates, mockups. Locality - Bradshaws Farm shop – farming – seasonality – cost – cultural capital Child Food poverty – sporting heroes who changed our lives – Marcus Rashford Using fruits/vegetables

						grown through science curriculum
Year 3/4	2024: Shell Structures D&T: Strengthen, stiffen and reinforce more complex structures, such as bridges. Bowkers	Shell Structures Food: Celebrating culture and seasonality Food Technology -Locality - Christian Vision and Values	Food and Nutrition: Healthy and Varied Diet D & T: Discovering what diet the Stone, Bronze and Iron Age people had. Recreate meals looking at cooking methods and nutrition. Helen - Meal			Mechanisms: Levers & Linkages D & T: Understand, use and control electrical systems to make a night light. David Armer - Electrician
Year 5/6				Mechanisms: Pulleys or Gears Mechanical Toys Investigate and make a toy with a moving structure		Structures: Frame structures Structures Building structures (Towers) using natural resources. -Christian Values

Music						
EYFS	Me! Learn to sing a range of nursery rhymes and action songs, whilst beginning to find the pulse in a range of ways. Use body sounds and movements to copy rhythms and mimic the pulse.	My Stories Learn to sing a further 6 songs and perform them with actions. Use imagination to ‘hear’ and retell/act out stories heard in the songs using actions and movements. Create sounds with the body and percussion instruments to copy rhythms and mimic the pulse.	Everyone! Learn to sing a further 6 songs and perform them with actions, with increasing confidence and independence. Use tuned and untuned instruments to copy rhythms and mimic the pulse. Begin to create own rhythms using these.	Our World Learn to sing a further 6 songs and perform them with actions, with increasing confidence and independence. Use tuned and untuned instruments to copy rhythms and mimic the pulse. Continue to create own rhythms using these.	Big Bear Funk Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6 Embedding foundations of the interrelated dimensions of music using voices and instruments. Playing instruments within the song Improvisation using voices and instruments	Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Year 1/2	Music, sound and dance – Sound Pictures of Great Fire of London, Body and percussion sounds	Nativity Songs Choral Choir? Make Sound picture to show the Northern Lights	In the groove Through the In The Groove song we will listen and learn the six different styles of music Blues, Latin, Folk, Funk, Baroque. Children will improvise on tuned and untuned instruments. Show Penpals as a learning community for music	Song - Round and round All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Song - Your imagination Children will be using their imagination, clap back and improvise rhythms of words in pop music. They will take it in turns to improvise using D or D	Reflect, Rewind, Replay This Unit of Work consolidates the learning that has occurred during the year focusing on Western Classical Music. All the learning is focused around

			https://go.penpalschools.com/teacher/launchpad Diversity – Chinese music – visitor	Sound picture images from long-term study of seasonal changes to landscapes and trees in local environment – link to computing	and E. They will sing, play and improvise using voices and glockenspiels.	revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Could this be changed to 1920s/1930s style to fit seaside history theme – Morecambe dances?
Year 3/4	Mamma Mia Sing, play, improvise and compose with the well-known song Mamma Mia. Listen and appraise other ABBA songs. Mamma Mia Visit	Glockenspiel 2 Exploring and developing playing skills through the glockenspiel. Promenade Music Link	Stop! Compose a rap song for the purpose of bringing awareness to bullying, using the inter-related dimensions of music.	Lean on me Improvise and compose music following the composition of a soul/gospel song, taking inspiration from Lean on Me – Bill Withers.	Blackbird Sing, play and improvise using the well-known song Blackbird. Listen and appraise other Beatles songs.	Reflect, Rewind and Replay. Consolidate the songs and musical activities and discuss the context for the History and language of Music.
Year 5/6	Classic Rock Exploring a range of classic rock songs, particularly Livin' on a Prayer and performing as an ensemble.	Developing melodic phrases How does music bring us together?	Understanding structure and form How does music connect us with our past?	Gaining confidence through performance How does music improve our world?	Exploring notation further How does music teach us about our community?	Using chords and structure How does music shape our way of life?

PE

EYFS	Multi skills Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Handwriting/Dough Disco Draws lines and circles using gross motor movements Dance Explore a range of styles through Nursery Rhymes, focusing on changing speed, movements, poise and shapes with the body.	Multi skills Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Handwriting/Dough Disco Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Elmer-Fundamental Movement Skills Unit (Miss Parlane) Revise and refine	Multi skills Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Handwriting/Pen Disco 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.	Multi skills They move confidently in a range of ways, safely negotiating space. Handwriting/Pen Disco They handle equipment and tools effectively, including pencils for writing.	Multi skills Children show good control and co-ordination in large and small movements. Handwriting/Pen Disco Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.	Multi skills They move confidently in a range of ways, safely negotiating space. Handwriting/Pen Disco Uses a pencil and holds it effectively to develop a handwriting style which is fast, accurate and efficient.
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	Progress towards a more fluent style of moving, with developing control and grace.	the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Further develop and refine a range of ball skills including: throwing, catching and aiming				
Year 1/2	Y1 Fundamental Movement Skills Baseline Lost and found KS1 Fundamental Movement Skills Zog	KS1 Dance Fire Fire Fundamental Movement Skills Rolling a Bal Dance and Movement – Great Fire of London drama activities	Y1 Gymnastics activities 1 Y1 Fundamental Movement Skills Underarm Throw	Y2 Outdoor Adventurous Activity Y1 Fundamental Movement Skills Catching and Bouncing a ball	KS1 Y2 Fundamental Movement Skills Playground games in the 20th Century Y2 Striking and fielding	LS1 Y2 Dance Seaside KS1 Y2 Athletics Local dance teacher to teach dance style from 1920s/1930s
Year 3/4	Swimming Invasion games Learn basic principles of attacking and defending through the game of basketball.	Swimming Outdoor and adventurous activities Map read and explore the school grounds through orienteering.	Swimming Dance Explore different sequences of movements and portray a story.	Swimming Gymnastics Develop flexibility and control through a range of gymnastic movements.	Swimming Athletics Improve their strength and control in their movements through athletics	Swimming Striking /fielding Master the skills of throwing and catching and combine them within a game of rounders
Year 5/6	Net and Wall Badminton Demonstrate forehand and backhand shots. Apply tactics to score points.	Outdoor and adventurous Map read and explore the school grounds through orienteering.	Dance Create a partner dance, developing their spatial awareness, teamwork and story-telling through movement.	Gymnastics Develop flexibility, control and balance through a range of gymnastic movements.	Athletics Improve their strength and control in their movements through athletics. Run for speed and distance.	Throwing and Catching (Quick Cricket) Develop their strength, control, precision and tactics in striking and fielding through Quick Cricket.
Science						

EYFS	<p>Ourselves / Senses / Keeping Healthy</p> <p>Talk about things they have observed on their bodies and what makes them unique.</p> <p>Talk about why things happen, develop an understanding of growth and (HA) discuss change.</p> <p>Explore the natural world around them.</p> <p>Cultural Capital</p> <p>Healthy eating</p> <p>Hand washing</p> <p>Cooking – designing and making salad</p>	<p>Temperature / Light and Dark</p> <p>To make observations, explain why things occur and talk about changes.</p> <p>Understand light – man-made and natural, and reflection.</p> <p>Talk about the light and sound from fireworks and bonfires.</p>	<p>Changing Materials (Space Experiments)</p> <p>Begin to conduct an experiment.</p> <p>To learn about the different planets in our solar system and the order they are from the sun.</p> <p>Understand the sun as a light and heat source. To know that the further from a light/heat source the darker/colder it gets.</p> <p>To explore and describe the way some materials can be changed by the cold.</p>	<p>Forces / Magnets / Floating and Sinking</p> <p>Children know about similarities and differences in relation to materials. They make observations, explain why some things occur, and talk about changes.</p> <p>Correctly use the terms ‘float’ and ‘sink’ and investigate which items float and which sink.</p> <p>To correctly use the terms ‘magnet’ and ‘magnetic’ and to sort items into 2 groups – ‘magnetic materials’ and ‘non-magnetic materials’.</p>	<p>Plants / Life Cycles</p> <p>Develop an understanding of growth in plants and animals.</p> <p>To make observations of plants and understand what plants need in order to grow.</p> <p>To understand the changes that happen as plants and animals grow and develop (life cycles).</p>	<p>Habitats/climate</p> <p>Super Scientists</p> <p>Predict</p> <p>Describe</p> <p>Explain</p> <p>Contrast environments-under the sea and on land.</p> <p>Habitats.</p> <p>Use the information they have built up over the past year to complete a set of experiments. Think carefully about ‘predicting’ before each experiment, ‘describing’ what is happening during the experiment and ‘explaining’ why that happened after the experiment has completed.</p> <p>Locality- nature walk to look at habitats.</p>
Year 1/2	<p>Plants</p> <p>All class: Year 1 content.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees. <p>WS: Observing closely, using simple equipment</p> <p>WS: Identifying and classifying</p> <p>WS: Gathering and recording data to help in answering questions.</p>	<p>Plants</p> <p>Growing Plants</p> <p>All class: Year 2 content.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>WS: Asking simple questions and recognising they can be answered in different ways.</p> <p>WS: Observing closely, using simple equipment.</p> <p>WS: Performing simple tests.</p> <p>WS: Using observations and</p>	<p>Animals including humans</p> <p>Year 1 content</p> <p>Types of Animals</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Environment and ecology – importance of and caring for eco-systems</p> <p>Dissecting owl pellets</p>	<p>Everyday materials</p> <p>Year 1 content</p> <p>Comparing Materials. Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Changing shape</p> <p>Year 2 content</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Uses of everyday materials</p> <p>Year 2 content</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>

		ideas to suggest answers to questions. WS: Gathering and recording data. (Longitudinal: growing vegetables for DT Spring 2 unit)				
Year 1/2 Longitudinal Study:	Seasonal Changes Weather and seasons Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies. Weekly Science wander. Observing and photographing plants, trees, foods in veg patch, surrounding fields. Use stem sentences: I know, I wonder, I think, I noticed. Weekly weather record: weather observation, season. Temperature. Grow fruit/veg in Veg patch for DT Spring 2 and for summer. Habitats Year 2 content Identify and name a variety of plants and animals in their habitats, including micro-habitats. Patty’s Barn mini nature trail: Hedgerow, pond-dipping.					
Year 3/4	Changes of State Year 4 • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation	Magnets and Forces Year 3 • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some	Plants Year 3 What Plants Need • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Parts of Plants This unit also links to Y5 Life Cycles. • identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering	Rocks and Soils Year 3 This unit also links to Y6 Evolution and Inheritance. • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks.	Electricity Year 4 • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series	Living Things Year 4 Grouping Living Things • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

		magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	plants, including pollination, seed formation and seed dispersal.		circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	
Year 5/6	Earth and Space <ul style="list-style-type: none">• describe the movement of the Earth, and other planets, relative to the Sun in the solar system• describe the movement of the Moon relative to the Earth• describe the Sun, Earth and Moon as approximately spherical bodies• use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Visitor: Nick Lister from Planetarium at Rossall	Light and Sight <ul style="list-style-type: none">• recognise that light appears to travel in straight lines• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Forces <ul style="list-style-type: none">• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object• identify the effects of air resistance, water resistance and friction, that act between moving surfaces• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Materials <ul style="list-style-type: none">• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Life Cycles <ul style="list-style-type: none">• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird• describe the life process of reproduction in some plants and animals• describe the changes as humans develop to old age.	Classifying Living Things <ul style="list-style-type: none">• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro–organisms, plants and animals• give reasons for classifying plants and animals based on specific characteristics.

Computing –Information Technology (IT), Computer Science (CS), Digital Literacy (DL)			
EYFS	Busy Bodies Patterns, Logic, Decomposition, Debugging, Algorithms, Abstraction Completes a simple program on a computer. Interacts with age-appropriate computer software.		Boats Ahoy Tinkering, Patterns, Logic, Decomposition, Creating, Collaborating, Algorithms, Abstraction Completes a simple program on a computer. Interacts with age-appropriate computer

			software.
Year 1/2	<p>Online safety and exploring Purple Mash Unit 1.1 5 lessons Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Animated stories Unit 1.6 5 lessons English – Little Red Reading Hood retelling</p> <p>Creating Pictures Unit 2.6 5 lessons Debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Geography – Creating maps and inserting images and text boxes. Art</p>	<p>Spreadsheets Unit 1.8 In this unit we will be introduced to spreadsheets including adding images to a spreadsheet and using the image toolbox and how to use the speak and count tools in 2Calculate to count items. Unit 1.4 Technology outside school Unit 1.9 Grouping and sorting Unit 1.2</p> <p>Unit 1.5 Lego builders 3 lessons Following and Creating Simple Instructions on the Computer and considering how the order of instructions affects the result.</p> <p>Unit 1.5 Maze Explorers – 4 lessons Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p>	<p>Coding Unit 1.7 Coding Unit 2.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
Year 3/4	<p>3.1 Coding Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Unit 3.2 Online safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Unit 3.3 Spreadsheets Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Unit 3.4 Touch Typing Pupils have developed their touch-typing skills and understand how to touch type using the home, bottom and top row keys using both hands.</p> <p>Unit 3.5 Email Pupils can list a range of ways the internet can be used to provide different methods of communication. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Unit 3.6 Branching Databases Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Unit 3.7 Simulations Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Unit 3.8 Graphing Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
Year 5/6	<p>Coding Unit 5.1 Develop coding skills, decomposition, repetition, algorithms and reasoning whilst creating a game.</p> <p>5.2 Online Safety Unit To mature understanding of the impact that sharing digital content can have and a greater awareness of reliability and safety when using the internet.</p> <p>5.3 Spreadsheets To learn shortcuts, automated calculation formulae and use spreadsheets in real-life contexts.</p>	<p>Databases Unit 5.4 Learn how to search databases and create one on a topic of their choice.</p> <p>Game Creator Unit 5.5 To further develop their knowledge of a variety of software by using 2DIY3D to create a quest game.</p>	<p>3D Modelling Unit 5.6 Introduction to 2Design and Make and the skills of computer aided design.</p> <p>Concept Maps Unit 5.7 To develop knowledge of 2connect software to create a collaborative concept map.</p>

MFL			
Year 1/2	/	/	/
Year 3/4	Numbers & Dates Revise the numbers 1-12. Learn how to ask and answer questions about the date and birthdays.	Animals & Colours Explore the different nouns used for animals and colours. Describe animals in French using their knowledge of colours.	The Hungry Caterpillar Learn the nouns for different fruits and the days of the week. Read and appreciate the story of The Hungry Caterpillar.
Year 5/6	Seasons and Weather Learn to describe the weather; combine weather and seasons and describe the climate in different places. Study a French poem about Autumn and perform it in small groups.	Where in the world? Study the geography of France and some countries and their flags, describing them in French with colours. Learn the 'er' verb parler to speak and be able to say which languages they speak as well as saying where they live and where they come from.	Sports Pronounce cognate and other sports accurately from text, applying phonics knowledge from previous years. Practise using a dictionary to look up unknown words and describe sports using simple sentences and state which sports they like/dislike.

Mathematics						
EYFS	Number Numberland – look at numbers 1-4 in detail. Represent 1 - 4 on fingers, on a tens frame and with objects. Join in with number songs. Recite numbers to 10 or beyond. Attempt to count objects, actions and sounds. Describe the size or shape of real-life objects (linked to Numberland)	Number Numberland numbers 6-10. Begin to recognise parts within numbers. Show accuracy when counting a group of up to 5/10 objects. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape (linked to Numberland).	Number Partitioning numbers – part whole models. Make up of teen numbers (10+ ..) Subtracting to 5, then 10. Distance – length width height Mass/ weight Volume / capacity	Number Addition Subtraction Halving and doubling Number sense	Number Counting, comparing, ordering Part whole using addition and subtraction Fractions Distance Mass / weight Capacity / volume	Number Time – days of week, order of events Money – sorting coins Space / prepositions Number sense Addition Subtraction
Year 1/2	Number and Place value (Year 1: within 10/ Year 2: within 100) Addition and subtraction (Year 1: within 10/ Year 2: within 100 and above)	Addition and subtraction (Year 1: within 10/ Year 2: within 100 and above) 2D and 3D shape	2D and 3D shape Place value within 20 – Year 1 Money – Year 1 and 2 Addition and Subtraction within 20 – Year 1 Multiplication and division – Year 2	Multiplication and division – Year 1 and 2 Length and height – Year 1 and 2 Mass, capacity and temperature – Year 1/2 Volume – Year 2	Place Value within 50 – Year 1 Multiplication and division – Year 2 Fractions – Year 1 and 2 Geometry – Position and direction – Year 1 and 2	Geometry – Position and direction – Year 1 and 2 Place Value within 100– Year 1 Measurement - Time

Year 3/4	Place value	Addition and Subtraction	Multiplication and Division	Fractions	Fractions	Shapes
	Addition and Subtraction	Measurement: Area	Length and perimeter	Decimals	Decimals	Statistics
		Multiplication and Division		Mass and Capacity	Money	Position and Direction
					Time	
Year 5/6	Place Value	Addition and Subtraction	Multiplication and Division	Decimals, Fractions and Percentages	Shape	Decimals
	Addition and Subtraction	Multiplication and Division	Fractions	Area, Perimeter and Volume	Position and Direction	Negative numbers
		Fractions	Ratio	Statistics	Decimals	Converting units
			Algebra			

English						
EYFS	<p>Traditional Tales The Little Red Hen</p> <p>Labels and Captions</p> <p>All about me Fact files The Great Big Book of Families We All Belong Elmer</p> <p>Tiger who came to Tea The Colour Monster Harry and the Dinosaurs go to school</p> <p>Number Rhymes</p>	<p>Stories by the same author Julia Donaldson The Gruffalo Stickman The Gruffalo’s Child</p> <p>Recounts The Christmas Story The Jolly Christmas Postman</p> <p>Nursery Rhymes</p> <p>Bonfire Poems</p>	<p>Recounts Whatever Next</p> <p>Rhyming Patterns Aliens Love Underpants The Smeds and the Smoos</p> <p>Alien descriptions</p> <p>Leaflets about Space</p> <p>Lists</p>	<p>Traditional Tales Rapunzel Jack and the Beanstalk Sleeping Beauty Little Red Riding Hood</p>	<p>Stories with familiar settings What the Ladybird Heard</p> <p>The Very Hungry Caterpillar Handa’s Surprise</p> <p>Recounts Educational Visits</p>	<p>Stories with Familiar settings Billy’s Bucket Sharing a Shell</p> <p>Rhyming Patterns Commotion in the Ocean</p> <p>Recounts Educational Visits</p> <p>Graduation preparation</p>
Year 1/2	<p>Repetitive patterned stories Zog: Christian Values – trust/perseverance</p> <p>George and the Dragon – Poster British Values – Cultural Capital</p> <p>Range of non-fiction texts The Great Fire of London - Recount</p>	<p>Stories By the Same Author Little Red Reading Hood, The Three Little Pigs and the Big Bad Book, A Hero Called Worlf by Lucy Rowland</p> <p>Non-chronological reports A Hibernation Story – The Bear and the Hare</p>	<p>Stories with familiar settings The Owl who was Afraid of the Dark</p> <p>Non-chronological reports An Anthology of Intriguing Animals: Penguins/Swallows Or Habitats</p> <p>Poetry: The Bathroom Fiddler</p>	<p>Animal Stories The Way Back Home,The Koala who could, The lion inside, The squirrels who squabbled</p> <p>Lost and Found, Up and down by Oliver Jeffers</p> <p>Persuasive writing - Poster/Invitation</p> <p>Bradshaw’s Farm Shop/ Strawpocalypse</p>	<p>The Great Outdoors</p> <p>Stories with familiar settings Marshmallows Non-fiction texts Booklets</p> <p>Traditional Rhymes Ten Green Bottles</p>	<p>Buckets and Spades</p> <p>Story as a theme The Whale’s Song Dyan Sheldon</p> <p>Explanations</p> <p>Poems on a theme</p>

	Instruction Writing – Making a dragon	Looking after our planet – respect – Christian Values: generosity/friendship Poems on a theme Firework Night		Cultural Capital – Growing own/seasonality - red tractor logo – produced in Britain and animals treated fairly – locality Christian Values – respect for God’s creatures Reducing use of single-use plastic This is How We Do It! Diversity – how a selection of families from around the globe, live, sleep, learn, work, communicate and eat Riddles What am I?		
Year 3/4	Non-chronological reports	Fables Aesop’s fables Classic poetry	Recount: Newspaper article Persuasion text The day the crayons quit – Drew Daywalt.	Novel as a theme The pebble in my pocket – Meredith Hooper	Water, Water Everywhere Stories with a theme Poems with a structure Information booklets	Hunted Folk tales Anansi The Trickster Spider Stories – Anansi Invites Turtle to Tea. The Classic Tales of Brer Rabbit by Joel Chandler Harris. Debate Poems on a theme
Year 5/6	Narrative: Myths and legends: Greek Recounts	Non-Chronological Report: Sci-fi: Pandora Explanation Texts: How things work Poetry/letters: The Christmas Truce	Narrative/letter writing/ diary entries/ non-chronological report: Children of Benin Kingdom Persuasive Writing: Rainforests	Classic Plays: Macbeth Newspaper report Setting/character descriptions Informal letter writing Biography- Shakespeare	Instructions How to care for... linked to Science: Living Things and their habitats Dairy entry: Through the Window Persuasive Writing: Saving the planet Poetry: Through the Window: poems using imagery and figurative language	Biographies: Street Child by Berlie Doherty Character descriptions Non-chronological report about Victorian childhood
<div>Enrichment</div> <div>Vision and Values</div> <div>Cultural Capital</div> <div>Diversity, equality, inclusion and equity</div>						
EYFS	Baby Visit Harvest Diwali Day October National Poetry Day October	Whole school Christmas Pantomime	Visit from W W’s Grandma Carolyn about NASA Chinese New Year Valentine’s Day	Mother’s Day World Book Day March Easter Week	Farmer Parrs Visit from local farmer King Charles III coronation	Father’s Day Blackpool Sea life Centre Graduation

KS1		Whole school Christmas Pantomime				
KS2						
Parental engagement						
EYFS	Parent Coffee Afternoon Parent's evening Tapestry Online Journal	Nativity Tapestry Online Journal	Parent Coffee Afternoon Phonics and Early Maths workshop Tapestry Online Journal	Parent's Evening Book Week Tapestry Online Journal	Tapestry Online Journal	Graduation Sport's Week Tapestry Online Journal End of year reports
KS1						
KS2						