














Let your light shine before others that they may see your good deeds and glorify your Father in heaven, Matthew 5:16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Special Foci	<p><b>Transition (Behaviour Curriculum)</b> – 3<sup>rd</sup> to 6<sup>th</sup> September</p> <p><b>Birthday of the Blessed Virgin Mary (Feast Day)</b> – 5<sup>th</sup> September</p> <p><b>Black History Month (Reclaiming Narratives)</b> – October</p> <p><b>Mental Health Day (Hello Yellow)</b> – 10<sup>th</sup> October</p> <p><b>Harvest Festival</b> – 22<sup>nd</sup> October</p> <p><b>Diwali</b> – 4<sup>th</sup> November</p> <p><b>Inter-Faith Week</b> – 4<sup>th</sup> – 8<sup>th</sup> November</p> <p><b>Bonfire Night Safety</b> – 5<sup>th</sup> November</p> <p><b>All Saints</b> – 7<sup>th</sup> November</p> <p><b>Remembrance Day</b> – 11<sup>th</sup> November</p> <p><b>Anti-Bullying Week (Choose Respect)</b> – 11<sup>th</sup> to 15<sup>th</sup> November</p> <p><b>Come and See Day (Sharing Learning)</b> – 14<sup>th</sup> November</p> <p><b>Positive Noticing Day</b> – 15<sup>th</sup> November</p> <p><b>Road Safety Week</b> – 18<sup>th</sup> to 22<sup>nd</sup> November</p> <p><b>Christ the King</b> – 21<sup>st</sup> November</p> <p><b>Advent</b> – 1<sup>st</sup> to 24<sup>th</sup> December</p> <p><b>Christmas Jumper Day and Christmas Dinner</b> – 12<sup>th</sup> December</p> <p><b>Christmas Week</b> – 16<sup>th</sup> to 20<sup>th</sup> December</p>	<p><b>Behaviour Curriculum</b> – 7<sup>th</sup> to 10<sup>th</sup> January</p> <p><b>Martin Luther King Day</b> – 15<sup>th</sup> January</p> <p><b>Children’s Mental Health Week</b> – 3<sup>rd</sup> to 9<sup>th</sup> February</p> <p><b>Safer Internet Day</b> – Tuesday 11<sup>th</sup> February</p> <p><b>Come and See (Sharing Learning)</b> - 25<sup>th</sup> February</p> <p><b>Ash Wednesday</b> – 5<sup>th</sup> March</p> <p><b>World Book Day</b> – 6<sup>th</sup> March</p> <p><b>National Good Samaritan Day</b> – 13<sup>th</sup> March</p> <p><b>Eid-Al-Fitr</b> – 30<sup>th</sup> March</p> <p><b>Passion Play</b></p>	<p><b>Behaviour Curriculum</b> – 22<sup>nd</sup> to 25<sup>th</sup> April</p> <p><b>Easter Week Worship (Washing of the Feet)</b> – 22<sup>nd</sup> to 25<sup>th</sup> April</p> <p><b>Christian Aid Week</b> – 11<sup>th</sup> to 17<sup>th</sup> May</p> <p><b>KS2 SATs Week</b> – w/c 12<sup>th</sup> May</p> <p><b>Year 6 Takeover Day</b> – 22<sup>nd</sup> May</p> <p><b>Multiplication Check (Y4)</b> – w/c 2<sup>nd</sup> and 9<sup>th</sup> June</p> <p><b>Phonics Screening Check (Y1)</b> – w/c 9<sup>th</sup> June</p> <p><b>Eid-Al-Adha</b> – 6<sup>th</sup> June</p> <p><b>KS2 Sports Day</b> – 17<sup>th</sup> June</p> <p><b>EYFS and KS1 Sports Day</b> – 19<sup>th</sup> June</p> <p><b>Come and See (Sharing Learning)</b> – 2<sup>nd</sup> July</p> <p><b>Celebrating Year 6</b> – w/c 21<sup>st</sup> July</p> <p><b>Transition Week</b></p> <p><b>Weddings Themed Day</b></p>			

<b>Experiences and Enhancements</b>						
<b>Christian Values to Live By</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Aspiration</b>	<b>Courage</b>	<b>Kindness</b>	<b>Respect</b>	<b>Forgiveness</b>	<b>Community</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>RE</b>	<b>Who is a Muslim and how do they live? (Part 1 -Islam)</b>	<b>What do Christians believe God is like? (God)</b>	<b>What is the 'Good News' Christians believe Jesus brings? Digging Deeper (Gospel)</b>	<b>Why does Easter matter to Christians? (Salvation)</b>	<b>Who is a Muslim and how do they live? (Part 2 – Islam)</b>	<b>What makes a place sacred to believers? (Thematic)</b>
<b>Islam</b>						
<b>Christianity</b>						
<b>Thematic</b>						
<b>Reading Rituals</b>		 <p>After the Fall by Dan Santat Cinderella: An Art Deco Fairy Tale by Lynn and David Roberts</p>	 <p>Rabbit and Bear by Julian Gough and Jim Field A Book of Bears by Katie Viggers</p>	 <p>Too Small Tola by Atinuke Fanatical about Frogs by Owen Davey</p>	 <p>Eric by Shaun Tan Ride-by-Nights by Walter de la Mare</p>	 <p>Ada Twist and the Perilous Pantaloons by Andrea Beaty The Street Beneath my Feet by Charlotte Guillian</p>
<b>English Key Texts (Writing Root and Spelling Seed)</b>	<b>Creation and Conservation</b>  <p>The Journey Home – Frann Preston-Gannon Dear Earth – Isabel Otter and Clara Anganuzzi</p>	<b>A Twist in the Tale</b>  <p>Wolves – Emily Gravett Goldilocks Project (3 texts) – Lauren Child,</p>	<b>Bravery Vs Fear</b>  <p>The Bear Under the Stairs - Helen Cooper The Bear and the Piano – David Litchfield</p>	<b>Change and Relationships</b>  <p>The Owl and the Pussy-Cat – Edward Lear Tadpole's Promise – Jeanne Willis</p>	<b>Fictional Worlds and Fantasy</b>  <p>The Dragon Machine – Helen Ward Lizzy and the Cloud – The Fan Brothers</p>	<b>Urban Metropolis</b>  <p>Rosie Revere, Engineer – Andrea Beaty The Great Fire of London – Emma Adams</p>

		Anthony Browne, Leigh Hodgkinson				
<b>Writing Fiction Non-Fiction</b>	<p><b>Persuasive Letters</b> Posters, lists, postcards, wanted posters, information reports, short stories</p> <p><b>Informative Leaflet</b> Future aspirations, a set of instructions, poems, travel blogs/ vlogs, persuasive speeches, letters</p>	<p><b>Sequel Stories (Narrative)</b> Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions</p> <p><b>Non-Chronological Leaflets</b> Captions, information writing, character descriptions and comparisons</p>	<p><b>Information Texts</b> Letters, retellings, own version narratives</p> <p><b>Narratives</b> Letters of advice, short news reports, writing in role, retellings, information poste</p>	<p><b>Rhyming Poems</b> Letters, interviews, lists, instructions</p> <p><b>Narratives</b> Simple explanations, speech and thought bubbles, setting descriptions, extended explanations</p>	<p><b>Narratives</b> Dragon guides and encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters</p> <p><b>Guidebooks</b> Descriptions, adverts / market stall pitches, letters of advice, postcards in role</p>	<p><b>Explanations</b> Short explanations, adverts, advice letters, character description (school report), invention descriptions</p> <p><b>Information Booklets</b> Persuasive poster, waning posters, instructional writing, speech bubbles, letters of advice, certificates</p>
<b>Writing Purpose</b>	<p>Inform</p> <p>Recount</p> <p>Persuade</p> <p>Reflect</p> <p>Instruct</p> <p>Entertain</p>	<p>Describe</p> <p>Inform</p> <p>Persuade</p> <p>Entertain</p>	<p>Inform</p> <p>Reflect</p> <p>Entertain</p> <p>Describe</p>	<p>Instruct</p> <p>Reflect</p> <p>Inform</p> <p>Entertain</p> <p>Describe</p> <p>Explain</p>	<p>Persuade</p> <p>Inform</p> <p>Reflect</p> <p>Instruct</p> <p>Describe</p> <p>Recount</p> <p>Entertain</p>	<p>Explain</p> <p>Persuade</p> <p>Describe</p> <p>Inform</p> <p>Instruct</p> <p>Reflect</p>
<b>Vocabulary, Grammar and Punctuation</b>	<p>E and -es for plural nouns</p> <p>Noun phrases</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p> <p>Coordinating conjunctions (and, but, so, or)</p> <p>Capital letters</p> <p>Full stops</p> <p>Questions marks</p> <p>Exclamation marks</p>	<p>Subordination (because)</p> <p>Statements</p> <p>Coordinating conjunctions (but)</p> <p>Capital letters</p> <p>Full stops</p> <p>Use of -er suffix with adjectives</p> <p>Noun phrases</p> <p>Subordination (so that, because, in order to, by)</p> <p>Statements</p>	<p>Homophones</p> <p>Graphemes for phoneme /air/</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p> <p>Coordination (and, but, or)</p> <p>Full stops</p> <p>Capital letters</p> <p>Questions marks</p> <p>Exclamation marks</p> <p>Alliteration</p>	<p>-ful and -less adjectives</p> <p>-ly adverbs</p> <p>Un- prefix</p> <p>Rhyming words / syllables</p> <p>Subordination (when, if, that, because)</p> <p>Noun phrases</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Apostrophes for contractions</p>	<p>Un- prefix</p> <p>-ment / -ness suffix</p> <p>Coordination (and, but, or)</p> <p>Subordination (because, when, if, that)</p> <p>Commands</p> <p>Statements</p> <p>Questions</p> <p>Simple / expanded noun phrases</p> <p>Question marks</p> <p>Commas in lists</p>	<p>-Est suffix</p> <p>-ful suffix</p> <p>Technical vocabulary</p> <p>Subordination</p> <p>Expanded noun phrases</p> <p>Statements</p> <p>Exclamations</p> <p>Commands</p> <p>Questions</p> <p>Exclamation marks</p> <p>Questions marks</p> <p>Commas in lists</p> <p>Present tense verbs</p>

	<p>Commas in a list</p> <p>Present progressive verbs</p> <p>Simple past tense</p> <p>Imperative verbs</p> <p>Similes</p> <p>Adverbs with -ly</p> <p>Suffix –ness</p> <p>Subordinating conjunctions (when, if, because)</p> <p>Expanded noun phrases</p> <p>Range of sentence types</p> <p>Possessive apostrophe</p> <p>Present tense</p> <p>Past tense verbs</p>	<p>Questions</p> <p>Questions marks</p>	<p>Subordination (because, as)</p> <p>Expanded noun phrases</p> <p>Apostrophes for contractions</p> <p>Commas in lists</p> <p>Simple past -ed</p> <p>Present tense verbs</p> <p>Past and present progressive</p>	<p>Capital letters – functions</p> <p>Question marks</p> <p>Past progressive</p> <p>Verb agreement</p> <p>Alliteration</p> <p>Subordination (because, so that)</p> <p>Possessive apostrophes</p> <p>Apostrophes for contraction</p> <p>Inverted commas for speech</p> <p>Verb choices</p> <p>Sequencing sentences in chronological order</p>	<p>Simple past -ed</p> <p>Imperative verbs</p> <p>Un- prefix</p> <p>-less / -ness suffix</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions – <i>when, if</i></p>	
<b>Spellings</b>	Little Wandle – Phase 5 Review (5 weeks)	Little Wandle – Bridge to Spelling (5 weeks)	Little Wandle – Spelling Units (20 weeks)			
<b>Writing Across the Curriculum</b>				<b>Science</b> – Living Things		
<b>Maths</b>	<ul style="list-style-type: none"> <li>•Place Value</li> <li>•Addition and Subtraction</li> <li>•Shape</li> </ul>		<ul style="list-style-type: none"> <li>•Money</li> <li>•Multiplication and Division</li> <li>•Length and Height</li> </ul>		<ul style="list-style-type: none"> <li>•Fractions</li> <li>•Time</li> <li>•Statistics</li> <li>•Position and Direction</li> </ul>	
<b>Science</b>	Local Habitats	Choosing Materials	Growing Seeds and Bulbs	Growing Up (Animals and Humans)	Changing Materials	Growing Healthy Plants
<b>PE</b>	Team Building Ball Skills	Sending and Receiving Gymnastics	Dance Fitness	Target Games Yoga	Athletics Dance	Striking and Fielding Games Invasion Games
<b>PSHE and RSE</b>	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
<b>Computing</b>	Online Safety	Online Safety	Online Safety	Online Safety Programming 2: ScratchJr	Online Safety Creating Media: Stop Motion	Online Safety

	Computing Systems and Networks 1: What is a computer?	Programming 1: Algorithms and Debugging	Computing Systems and Networks 2: Word Processing			Data Handling: International Space Station
<b>Geography</b>	Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What is it like to live by the coast?	
<b>History</b>		How was school different in the past?		How did we learn to fly?		What is a monarch?
<b>Art and Design</b>	Craft and design: Map it out Drawing: Tell a story (Lessons 2 and 4)		Painting and mixed media: Life in colour		Sculpture and 3D: Clay houses	
<b>DT</b>		Structures: Baby bear's chair		Mechanisms: Fairground wheel		Mechanisms: Making a moving monster
<b>Music</b>	Call and Response (Animals)	Instruments (Musical Storytelling)	Singing (On this Island)	Contrasting Dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical Me)