



Year Curriculum and Wider-Learning Overview – 2023-24

	Autumn	Spring	Summer
Catholic Life	<p>Liturgical Prayer will reflect equality, diversity and inclusion – whole school assemblies and themes following the liturgical year.</p> <p>The Celebration of Holy Mass takes place in school and children regularly attend St John's Catholic Church.</p> <p>CST: Catholic Social Teaching</p>		
Wider-Learning	<p>Behaviour Policy Updates/Expectations Safeguarding Pupil updates/reminders School Council Elections CST Live Simply - CST Harvest – CST Mysteries of the Rosary - CST Anti-bullying focus Advent/Christmas Library & Church Visits Music Services – Band Democracy work in class voting on class jobs and favourite book and displaying for whole school CST Pupil Voice and school council CST</p>	<p>Fairtrade Fortnight CST Retreat with Dan and Emily (One Life) CST World Book Day Mother's Day Live Simply - CST Lent/Easter Library & Church Visits</p>	<p>Mysteries of the Rosary - CST Father's Day Live Simply - CST Transition Library & Church Visits</p>
Learning Behaviour	Diversity/Perseverance	Resilience/Flexibility	Making Links and Connections/Collaboration

Parent/Carer Engagement	Meet the Teacher Parent Consultations (online) Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church EYFS Open Morning	Parents Consultations (Face to Face) Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church	End of Year Reports Stay and Read Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church
Religious Education and Wider Religion	The Chosen People <i>CST</i> The Mystery of God <i>CST</i>	The Good News <i>CST</i> The Mass <i>CST</i>	Eastertide <i>CST</i> The First Christians Other Religions <i>CST</i>
English	<p><u>Text:</u> Troll Swap by Leigh Hodgkinson</p> <p><u>Additional Texts:</u> Trolls Go Home by Alan McDonald The Troll by Julia Donaldson Billy Goats Gruff by Mara Alperin</p> <p><u>Writing Outcome:</u> Fiction: Story with focus on characters</p> <p><u>Greater Depth:</u> Story about two independently invented characters who swap places.</p>	<p><u>Text:</u> Dragon Machine by Helen Ward</p> <p><u>Additional Texts:</u> The Dragonsitter series by Josh Lacey Real Dragons! Jennifer Szymanski</p> <p><u>Writing Outcome:</u> Fiction: Story with adventure focus</p> <p><u>Greater Depth:</u> Story written in 1st person</p> <p><u>Text:</u> Major Glad, Major Dizzy by Jan Oke</p> <p><u>Additional Texts:</u> Naughty Amelia Jane by Enid Blyton Owen and the Soldier by Lisa Thompson</p>	<p><u>Text:</u> The Last Wolf by Mini Grey</p> <p><u>Additional Text:</u> Fantastic Mr Fox by Roald Dahl</p> <p><u>Writing Outcome:</u> Letter: Letter in the role as the character persuading to save trees</p> <p><u>Greater Depth:</u> Real life letter to specific audience e.g the local MP</p> <p><u>Text:</u> Grandad's Secret Giant by David Litchfield</p> <p><u>Additional Text:</u> The BFG by Roald Dahl</p> <p><u>Writing Outcome:</u></p>

	<p><u>Text:</u> The Owl who was Afraid of the Dark by Jill Tomlinson</p> <p><u>Additional Texts:</u> Owl Babies by Martin Waddell Above and Below by Hanako Clulow</p> <p><u>Writing Outcome:</u> Non-chronological report: Report about owls</p> <p><u>Greater Depth:</u> Alter the layout to include own subheadings and extra features.</p>	<p><u>Writing Outcome:</u> Recount: Diary entry from point of view of a toy</p> <p><u>Greater Depth:</u> Diary entry from point of view of one of the children</p>	<p>Fiction: Story with a moral focus</p> <p><u>Greater Depth:</u> Story with the point of view from the giant</p>
Mathematics	<p>Place Value Addition and Subtraction Properties of Shape Addition and Subtraction Measure- Height and Length Place Value, Multiplication and Division</p>	<p>Geometry- Property of Shape Place Value, Multiplication and Division Measurement: Mass Number; Addition and Subtraction Statistics Fractions Measurement: Volume Measurement: Position and Direction</p>	<p>Place Value, Multiplication and Division Measurement: Temperature Addition and Subtraction Statistics Fractions Measurement: Time</p>

	<p>Geometry- Position and Direction Fractions Measurement: Time</p>		
<p>Science</p>	<p>Habitats</p> <ul style="list-style-type: none"> Recall some life processes, giving examples of how they apply to plants and animals. Classify objects into alive, never been alive and was once alive, giving reasons for their choices. Match different plants and animals to their habitats. Give examples of how animals use their habitat for food and shelter. Recall that plants produce their own food for energy. Name living things that are producers and place a producer 	<p>Uses of Everyday Materials</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Name objects with the same use that are made from different materials. Name materials that are used to make objects with different uses. Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. Name properties that make materials suitable for their use. <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Measure using non-standard units. Recording results in a table. Use data to answer a simple question. Record results in a block graph <p>Cycle of Life & Health</p> <p>To understand the stages of a human life cycle are baby, toddler, childhood, adolescence, adulthood, and old age. The human life cycle starts with the baby stage.</p> <p>To understand how we can keep our bodies healthy through exercise and eating a balanced diet</p>	<p>Plant Growth</p> <p>To know the names of a range of trees and plants, how they grow and what they need to survive.</p> <p>To know the difference between deciduous and evergreen trees</p>

at the beginning
of a food chain.

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Microhabitats

Pupils who are **secure**
will be able to:

- Identify and name a variety of plants and animals.
- Recall that minibeasts live in microhabitats.
- Describe microhabitats and their conditions.
- Describe how microhabitats provide for the basic needs of animals and plants.

When working scientifically, pupils who are **secure** will be able to:

- Group minibeasts and create simple classification keys.
- Ask questions and recognise

	<p>that they can be answered in different ways.</p> <ul style="list-style-type: none"> • Gather and record data and use it to answer questions. • Plan what observations to make in an experiment. • Describe the appearance of flowering plants. 		
Art	<p>Explore and Draw Use of continuous drawing, draw for 10 minutes continuously which encourages creation. Use of pencil drawing and how line can be used to create effect.</p>	<p><i>Expressive Painting</i> Focus on the artist Charlie French and complete samples using the style of Charlie French. Medium: paint, use of plastic knives, serrated cardboard, sponges to create lines withing the paint</p>	<p><i>Be an Architect</i> Working in 3D To learn how to draw in 3D to create a drawing that depicts the real life object to create a physical object</p>
Design Technology	<p>Mechanisms: Making a Fairground wheel Designing and planning a fairground wheel, looking at axles and how they work on various objects, using this knowledge to create their own axels to make</p>	<p><i>Structures: Baby Bear's Chair</i> Use a range of techniques with paper and card to strengthen and make stable a structure ie a chair for baby bears chair in Goldilocks and the three bears so that it doesn't collapse</p>	<p><i>Textiles: Pouches</i> To use a range of stitches to create and make a pouch for the giant in our English text, use a range of decorative additions. Does the pouch fit its purpose? Assess as the work progresses and change if original plan is not working</p>

	their fairground wheel work.		
Computing	<p>Recognise uses of IT Internet Research To understand the range of IT and how we need to keep safe online. How the internet can be a good resource but ensure children are aware of how to remain safe. Keyboard & Mouse Skills Microsoft Word Ensure pupils know and understand the basic uses of the keys on the keyboard ie return, shift Use microsoft word for a presentation of some work, using copy and paste shortcuts</p>	<p>Developing Programming Using a programming tool code for Life Route planner to sequence blocks to provide instructions to make a vehicle move – progress to scratch in Summer term</p> <p>EBook Creation Book creation introduces and develops a number of digital skills that pupils will use in many other programs. It also blends together different forms of media and communication (text, audio and images) into one 'blank canvas' book.</p>	<p>Introduce Data Handling Pupils can collect data and present it in different charts using the Junior Infant Tools, creating bar chart, pictograms to portray data from information sourced in a variety of ways</p> <p>Scratch JR Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs</p>
Geography	<p>Would you prefer to live in a hot or a cold place?</p> <ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. 	<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart 	<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK.

	<ul style="list-style-type: none"> • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. 		<ul style="list-style-type: none"> • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used.
History	<p>How was school different in the past?</p> <ul style="list-style-type: none"> • Correctly order and date four photographs on a timeline and add some dates. 	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> • Identify important events surrounding the history of flight. • Explain how a significant event has changed the lives of others. • Ask questions about people and events in the past. 	<p>What is a Monarch?</p> <ul style="list-style-type: none"> • Recall that a monarch is a king or queen. • Explain that recent monarchs in the UK do not have the power to make decisions alone. • Identify some of the monarch's roles.

	<ul style="list-style-type: none"> • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past 	<ul style="list-style-type: none"> • Use primary sources to find out about people and events in the past. • Correctly order five events on a timeline 	<ul style="list-style-type: none"> • Explain that a king or queen is crowned in a special ceremony called a coronation. • Name some of the main steps in the coronation ceremony. • Explain the use of special objects in the coronation. • Use sources to explain how William the Conqueror became King of England. • Know that monarchs in the past had all the power to make decisions. • Explain how William the Conqueror kept order and conquered England. • Identify the two different types of castle built by the Normans. • Compare the similarities and differences between Norman castles. • Identify features of Norman castles. • Explain how castles have changed over time. • Recognise that we still have castles today. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy has changed over time. • Make comparisons between past and present monarchy.
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	or not and explain why		
Music	Exploring Simple Patterns Focus on Dynamics or Tempo	Exploring Feelings Through Music Inventing a Musical Story	Music that makes you Dance Exploring Improvisation
Physical Education	Mighty Movers/ Ugly Bug Ball Using music and be creative with movements to dance listening to the dynamics and tempo (link with music) Multi-Skills/Boot Camp Completing a number of fitness exercises in a given time and a range of sporting challenges	Skip to the Beat/Groovy Gymnastics To practise skipping in a variety of ways, two feet skip, forwards, backwards, cross arms etc, setting different challenges each week Brilliant Ball Skills/Gymfit Circus Completing ball skills training, how to pass a ball with accuracy, range of throws ie chest pass, over arm, under arm and when each would be appropriate. Play a range of ball games – rounders, cricket, dodge ball – all using different throws	Active Athletics/Fitness Frenzy Completing a range of athletics activities, relay, sprint, long distance, javelin, throw and incorporating this into a fun game/activity where pupils compete in teams Throwing and Catching/ Cool Core Revisiting throwing and catching to refine the skills and accuracy, practising when different throws are appropriate depending on the needs of the game.
Personal, Social, Health & Economic Education (PSHE)	My Happy Mind Meet My Brain Learning the different parts of our brain and what each part does Celebrate To celebrate the individual characteristic,	My Happy Mind Appreciate Learning to appreciate each other and what we have. Acknowledging what we do to show our appreciation Relate Learning how we relate to different people in different ways, how their character strengths can support in getting on with other people, that it is ok to react differently to each other, how	My Happy Mind Engage Goal setting is a good way to help us achieve what we want, the three steps to setting a goal and happy breathing can help when goals are tricky Consolidate

	<p>we all have and how unique we are.</p>	<p>to spot the characteristics of a good friend and recognise that within themselves. Active listening, how to stop, understand and consider and how happy breathing can help with friendships</p>	<p>Consolidating the learning from meet my brain, celebrate, appreciate, relate and engage through a range of activities.</p>
	<p>Diet and Vitamins CST Hygiene, medicine and exercise CST 1. Keeping safe: things that go onto and into bodies 2. Keeping healthy: medicines 3. Keeping safe: medicines and household products</p>	<p>Money 1. Toy Time 2. Money through the ages 3. Keeping a record</p>	<p>A Journey in Love CST We meet God's love in the community CST World Religions CST Places of Worship: - Islam Mosque - Sikh Gurdwara - Buddhist Temple</p>