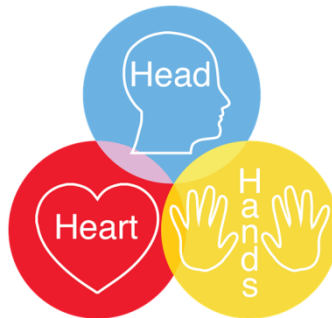# Bursley Academy

Nurture, Inspire, Achieve
Curriculum Progression Document

(Excluding English and Maths)

| Know more, Remember more | Know yourself, grow yourself | Use your learning, develop your skills |

The curriculum at Bursley Academy is a knowledge engaged curriculum, the pupils build a bank of knowledge in all subject areas but this knowledge base underpins and enables the application of key learning skills.

The **'Head'** Section of the curriculum underpins all learning. We have developed a set of crucial knowledge for all subject area strands which show what the children must know by the end of the year, this is split into terms, and we have supplemented this with expanded knowledge to extend learning for those children who need additional input and development (children exceeding their age related expectations). The 'Apply/Prove' section highlights ways the children apply their learning in practical and experiments/research contexts – developing key learning skills which support their development as well rounded learners.

Recap:

Planned, quality recap is an essential feature of the curriculum. Teachers will incorporate recap into their daily and weekly plans. In addition, the following is worthy of note:

- On the spot accurate assessment is the key to good recap.
- Teachers will quickly move to longer recap of topic areas or concepts that are not fully embedded.
- Differentiation of learning must be applied to recap work – some pupils will need more recap than others, which needs to happen without holding back the learning of the rest of the class.
- The first week in a half term is always a recap week for English and Maths, for subject strands the first lesson in the next phase of teaching for that area is a recap lesson. No new concepts are taught in recap weeks or lessons.
- Teachers will plan additional ongoing recaps as part of their weekly plans.

The focus of this document:

The following curriculum document splits the subjects (excluding English and Maths) into 'Learning Strands' and provides and overview of Each year group and subject area. These learning strands are dependent upon the subject area as to their structure. The crucial knowledge documents for each subject are available as separate subject progression documents – setting out the crucial knowledge covered in each year group.

To prevent surface learning and encourage a deeper understanding for our pupils we spend more time focusing on learning and application over time. The curriculum is designed to allow pupils to develop skills and build on knowledge throughout the year as we carefully strand learning to allow for areas to be taught, developed, repeated and applied in a range of contexts. This learning then builds progressively throughout the pupil's time in the Academy. Knowledge is developed and built on in a range of different contexts and pupils gain a deep understanding.

Teachers must ensure they teach the narrower range in more depth and follow the **teach, practice and repeat** process which ensures clear crucial knowledge is applied throughout learning based on the crucial knowledge document which are differentiated to support the learning for all. Recap lessons are used to reinforce learning and identify children who need additional support and reflection by pupils on the impact of their learning. We need to revisit areas of learning across the three terms building on the knowledge and skills to create depth of learning and understanding.

In practice this will mean that the strands of learning in all of the following subject areas will be used in a range of topic areas and stand-alone topics throughout the year and pupils will come into contacts with elements of the learning strands each term building a deeper understanding.

Within the context of the topics taught pupils **must** have a clear knowledge of the area of learning they are undertaking *e.g. this is a topic lesson and our topic is superheroes, this part of our topic is science.*

Pupil Input:

Before the start of each new topic pupils need to be given an overview of what they are covering and an opportunity to ask questions that they wish to have answered. This can be done through a question wall or a question box within the classroom in the week before the commencement of a new topic (even if this is a stand-alone short topic).

This must be built into the classroom practice of every teacher and will be reflected in the topic plan produced.

Books:

Single subject books are in place, these will stay with the child as they travel through the Academy and will only be replaced once the child fills the book. This will allow us to monitor the development of the pupil in that subject over time and give a clear record of the work undertaken in each subject area. The books are as follows:

Science: Dark Green tough shell books
History: Yellow tough shell books
Geography: Light Blue tough shell books
Art: Sketch books – other work can go into an art file
DT: Work to be kept in individual pupil files
PHSE: Purple tough shell books
RE: Light Green tough shell books
Computing: Work to be kept in individual pupil files
MFL: Dark Blue tough shell books
Music:

The Structure of each strand within subject books:

Books in each subject area move through the school with the child, building their learning journey over time. The aim is for the children to be very clear about the crucial knowledge they will learn during the unit and enable the children to reflect on the impact of the learning on their knowledge and understanding of the subject as well as raising relevant questions they wish to answer during the learning.

To do this two documents are placed in the books at the start of each unit – books should all look the same in terms of these structures:

1. Cover sheet – this just contains the title of the learning and separates this from previous learning strands.
2. Pupil Pre- knowledge sheets
3. Knowledge organisers which set out Crucial knowledge to be covered in the strand and also have a space for the children to add to.
4. Work in the books for the section of the unit undertaken
5. At the end of each section of teaching the children complete a reflection exercise to look back on their learning and identify what they know now that they did not before as well as ask questions they wish to answer further on through the strand.

Planning:

All planning is to follow the agreed format.

Overview:

Overview Plan

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Subject areas covered					
PSHE Units					
PE Units taught					

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Subject areas covered						
PHCSE Units						

This is to be completed with an overview of the term, what areas fit within topics, how long are these topics likely to be, are any of the topics stand-alone areas etc… Topics **DO NOT** have to be designed to fit around half terms, they are flexible to fit the content of your year and can vary in length.

Topic plan:

Our Topic

Picture/Photo	End of unit outcomes?

Launch → **Explore** → **Questions** → **Celebrate**

How are you going to start the topic off?	What will you be exploring?	What questions will you be answering?	How will you celebrate the end of the topic

English	Art	History
	Music	
Maths	Topic Title and Picture/Photo	Geography
Science	PSHE linked to SMSC	Computing
		P.E
		R.E
		MFL

This planning can be adapted as needed e.g. the boxes on page two can be removed and changed to fit the content of the unit.

All units must be planned in this format, even if they are single stand-alone units. These plans are then uploaded onto the website.

Detailed Medium/Weekly Planning:

This format is to be decided within the team and needs to ensure there is clarity in the learning objectives covered. It needs to be in a format that can be shared if you are absent and supply needs to cover your class.

Remember the planning should reflect the pupil's questions and also be adaptable so that if an element of your topic catches the children's attention you have the capacity to build this in.

Over planning in detail leads you to drive towards attaining all of those outcomes without adapting to the pupils as you strive to tick off objectives rather than deliver deeper learning.

SEND

Bursley Academy is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and they should be fully included in all aspects of school life.

If children have interventions then their class teachers need to ensure that they are rotating their subjects, so that children have access to all areas of the curriculum and are able to obtain the objectives.

"167. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils, the most able pupils and pupils with SEND. Inspectors will consider the school's

curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject."

Inspectors will be assessing the *'intent', 'implementation'* and *'impact'* of the school's curriculum and will want to see evidence that the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

EYFS:

The EYFS is the beginning of the **Head, Heart, Hands** curriculum and it follows the overarching principals of the whole school curriculum intent. We have developed a clear statement, in line with and expanded from, the whole school curriculum intent to reflect the specialist nature of the provision. The EYFS curriculum documents make up part of the whole school curriculum document.

Intent

At Bursley Academy we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our calming **environment provides a multi-sensory experience** filled with well-paced and variable **learning opportunities that build the children's knowledge** and develop skills in all areas of learning laid out in the Early Years Foundation Stage Framework 2021. Our children are continuously immersed in **active and enjoyable experiences, we develop resilience and challenge their learning** as they revisit activities indifferent ways.

Our curriculum is designed around what we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right practices for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Some of our children arrive below national expectations for their age. We have to teach them how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise **Personal, Social and Emotional Development** and **Communication and Language** in Nursery. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through indoor and outdoor provision, alongside trips, visits and forest school sessions.

Our aim in the EYFS is to build strong foundations rooted in academic success as well as development, so that ultimately our pupils go on to be happy, curious life-long learners.

Implementation

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in Literacy, maths and phonics everyday with regular circle time sessions to focus on PSED.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Reading is at the heart of our curriculum. Children follow the rigorous phonics program so that they meet good outcomes for reading with almost all children passing the Year One phonics screening.

We follow White Rose Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. These early

mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, NELI; rapid phonics, and maths interventions. Depending on the cohort we also run, social interaction interventions. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Our regular monitoring of teaching and learning includes observations from SLT and feedback and team meeting lead by the EYFS co-ordinator.

EYFS long term plan (Curriculum overview) Is a separate document due to its size.

Individual year group curriculum overview documents:

Year 1:

Science Focus	Seasons	Materials Natural, man-made and basic properties	Animals including humans basic body parts, mammals, animal groups, properties of groups	Plants Basic structure, common plants e.g. deciduous and evergreen
History Strand	Significant People			
History termly focus- option 1	Changes within living memory **Myself and my family- (looking at themselves and their family and the changes that have taken place)**	Significant people in history- pre 1900s **Marvellous Nurses- Florence Nightingale Mary Seacole**		Significant people in history- post 1900s Rosa Parks Martin Luther King
Geography Strand	Our Local Area			
Geography termly focus	Our Country / County		Newcastle-under-Lyme: our Town Where we live (our village) Travel and transport	
Art Strand	Drawing	Painting		Collage
Art termly focus	Line and pattern	Colour mixing		Layering/folding/creasing
Artist/artists	Henri Matisse			
DT Strand	Food	Mechanisms		Textiles
DT Termly Focus	Hygiene/food groups	sliders		Weaving
RE Strand	Celebrations			
RE Termly Focus	Christianity	Islam		Comparison **What are the similarities and differences between Christianity and Islam celebrations?**
Computing Strand	IT skills (E-safety throughout)			
Computing termly focus	Basic computer access	Using programmes		IT skills
PHSE Strand	Entire Curriculum			
PHSE termly Focus	Health and Well being	Relationships		Living in the Wider World
Music Strand	Listening			
Music Termly Focus	Drumming (Beat and Rhythm)		Instruments of Orchestra (Pitch / timbre)	
PE Strand	Entire Curriculum			
PE Termly Focus	Fundamental movement skills	Dance/Gymnastics		Team Games

Year 2:

Science Termly Focus	Everyday Materials Describe materials using properties, identify and compare materials for uses		Animals inc Humans Seven life processes, life cycles		Living things and their habitats Dietary groups, habitats and food chains	Plants Basic functions for plant parts, germination
History Strand	Significant Events					
History termly focus- option 2	Significant events (post 1900s) **The Moon Landing** The Space Race		Significant events (pre 1900s) **The Fires of Britain**		Local historical significant events **Proud to be a Potter** *Development of the Potteries*	
Geography Strand	The UK					
Geography termly focus	UK vs the world			London vs Nairobi		
Art Strand	Drawing		Painting		Sculpture	
Art termly focus	Patterns/texture/shade		Colour mixing shades and tones		Using different mediums	
Artist/artists	Stephen Wiltshire		Romero Britto			
DT Strand	Mechanisms		Structures		Food	
DT Termly Focus	Wheels and axels		Shelters		Follow recopies	
RE Strand	Holy Books and Stories					
RE Termly Focus	Holy Books /comparison			Religious stories/Comparison		
Computing Strand	Computer Science and Programming					
Computing termly focus	e-safety/IT around us/Keyboard skills		Pictograms		Coding (robot algorithms)	
PHSE Strand	Entire Curriculum					
PHSE termly Focus	Health and Well being		Relationships		Living in the Wider World	
Music Strand	Performing					
Music Termly Focus	Class room percussion		Music composition – ipad unit		Ocarina	
PE Strand	Entire Curriculum					
PE Termly Focus	Fundamental movement skills		Dance/Gynmastics		Team Games	

Year 3 (Cycle B):

Science Termly Focus	**Plants** Pollination, lifecycles, reproduction	**Animals Inc Humans** Nutrition, skeletons, muscles	**Rocks** Properties, type, fossils	**Forces** Friction, magnetism	**Light** Sources, vision, shadows
History Strand	Comparing invaders to Britain post AD				
History termly focus	Romans in Britain		Saxons in Britain		Comparison of Roman / Saxon Britain & local links
Geography Strand	Biomes				
Geography termly focus	Brilliant Biomes		Rainforest Biome in South America		Local Biome Study
Art Strand	Drawing		Painting		Collage
Art termly focus	Cave art		Egyptian art		
Artist/artists					Gaudi.
DT Strand	Food		Structures		Mechanical systems
DT Termly Focus	Design/cook/evaluate European dish		Replication of existing structures		Pneumatics
RE Strand	Rites of Passage				
RE Termly Focus	Christianity		Judaism		Sikhism
Computing Strand	Computer Programming				
Computing termly focus	e-safety/computing		e-safety/computing		e-safety/computing
PHSE Strand	Entire Curriculum				
PHSE termly Focus	Health & Well being		Relationships		Living in the Wider World
MFL termly focus	All about France Greetings, classrooms commands, numbers to 20		Days of the week, months of the year		Football project
Music Strand	Composition				
Music Termly Focus	Percussion		Pentatonic scales and notes		Composition
PE Strand	Competitive Games/ Athletics				
PE Termly Focus	Athletics/Dance		competitive games (football/Basket Ball)		Athletics/striking and fielding

Year 4 (Cycle A):

Science Termly Focus	States of matter	Animals inc Humans	Living things and Habitats	Electricity	Sound
History Strand	Comparing BC civilisations stone age, Bronze age, Egyptians				
History termly focus	Stone Age through to Iron Age		Ancient Egypt		Comparison study
Geography Strand	Europe				
Geography termly focus	United Kingdom		Europe		Comparison study
Art Strand	Drawing		Painting		Sculpture
Art termly focus					
Artist/artists					
DT Strand	Food		Mechanical systems		Textiles
DT Termly Focus			Levers and Linkages		
RE Strand	Worship and places of worship.				
RE Termly Focus	Christianity		Islam		Hindu
Computing Strand	IT Skills				
Computing termly focus	e-safety/Basic IT Skills		Logo – basic programming		Coding
PHSE Strand	Entire Curriculum				
PHSE termly Focus	Health & Well being		Relationships		Living in the Wider World
MFL termly focus	All about France Pets, colours		Routine, alphabet, age		Numbers to 40, compass, weather
Music Strand	Performing- Ukeles				
Music Termly Focus	How to hold, strum, pluck		Learning notes/songs		Learning notes/songs /Playing for purpose
PE Strand	Athletics/ Dance/ Competitive games				
PE Termly Focus	Athletics/ competitive games		Dance/ competitive games		Athletics/competitive games

Year 5: (cycle B)

Science Termly Focus	**Materials** Solids, liquids, gases, reversible and irreversible changes	**Animals inc Humans** Body systems, lifestyle	**Living things and Habitats** Classification, micro-organisms	**Forces** Mass, air resistance, gravity	**Evolution** Evolution, natural selection, adaption
History Strand	World War II				
History termly focus	Timelines/Events		Impact on Daily life		Local Study
Geography Strand	Mountains, Rivers and Coasts				
Geography termly focus	Mountains		Rivers (including local Study)		Coasts
Art Strand	Drawing		Painting		Collage
Art termly focus	Use of tone/line and shading in portraits		Application of colour theory, blending and paint types		Application of technique
Artist/artists					Lauren Yager.
DT Strand	Food		Mechanical systems		Structures
DT Termly Focus	Tudor Pottage		Fairground rides (Gears/Pulleys/Cams)		bridges
RE Strand	Beliefs				
RE Termly Focus	Judaism		Christianity		Science
Computing Strand	Programming (E-Safety throughout)				
Computing termly focus	Algorithms		design and write simple programs		Debugging
PHSE Strand	Entire Curriculum				
PHSE termly Focus	Health and Wellbeing		Relationships		Living in the wider world
MFL termly focus	Countries that boarder France colours		Food, birthdays		Family, Bastille day, clothes
Music Strand	Composition				
Music Termly Focus	Familiarity with Technology		Explore different techniques		Compose a song
PE Strand	Entire curriculum				
PE Termly Focus	Athletics		Gymnastics		Competitive Games

Year 6: (Cycle A)

Science Termly Focus	Animals Inc Humans	Living things and Habitats	Electricity	Space	Light
History Strand	Life under the rule of female monarchs in British History (Tudors and Victorians focus)				
History termly focus	Tudors		Victorians		Comparison
Geography Strand	Study Abroad – Africa				
Geography termly focus	Locational and place knowledge		Human and physical geography		Fieldwork
Art Strand	Drawing		Painting		Sculpture
Art termly focus					
Artist/artists					
DT Strand	Food		Mechanical systems		Textiles
DT Termly Focus			Electrical systems. Wooden cars (Tied in with Science)		Make do and mend
RE Strand	Religious Leaders and Teachers				
RE Termly Focus	Christianity		Muslim		Hinduism
Computing Strand	IT Skills (Including E-safety)				
Computing termly focus	E-Safety		Communication/Sharing information		Data and information
PHSE Strand	Entire Curriculum				
PHSE termly Focus	Health and Wellbeing		Relationships		Living in the wider world
MFL termly focus	Planets, parts of the body		School subjects, school timetable, numbers to 50		Modes of transport
Music Strand	Listen and perform				
Music Termly Focus	Singing		Listen and evaluate music		
PE Strand	Entire Curriculum				
PE Termly Focus	Athletics		Dance		Striking and fielding

Curriculum Overview by Subject:

Science:

Y6			Animals inc humans	Living things and habitats			Electricity		Space	Light	
Y5	Materials		Animals inc humans	Living things and habitats		Forces		Evolution			
Y4	States of matter		Animals inc humans	Living things and habitats			Electricity				Sound
Y3		Plants	Animals inc humans		Rocks	Forces				Light	
Y2	Materials	Plants	Animals inc humans	Living things and habitats							
Y1	Materials	Plants	Animals inc humans								seasons

History:

Year		Autumn	Spring	Summer
1	Strand	Significant People		
	Termly Focus	Changes within living memory **Myself and my family- (looking at themselves and their family and the changes that have taken place)** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant people in history- pre 1900s **Marvellous Nurses- Florence Nightingale Mary Seacole**	Significant people in history- post 1900s Rosa Parks Martin Luther King
2	Strand	Significant Events		
	Termly Focus	Significant events (post 1900s) **The Moon Landing** The Space Race	Significant events (pre 1900s) **Great fires of Britain**	Local historical significant events **Proud to be a Potter** *Development of the Potteries*
3	Strand	Comparing invaders to Britain post AD (Cycle B)		
	Termly Focus	Romans in Britain	Saxons in Britain	Comparison of Roman / Saxon Britain & local links
4	Strand	Comparing BC civilisations – stone age, Bronze age, Egyptians (Cycle A)		
	Termly Focus	Stone Age through to Iron Age	Ancient Egypt	Comparison study
5	Strand	World War II (Cycle B 2021-22)		
	Termly Focus	Timelines/Events	Impact on Daily life	Local Study
6	Strand	Life under the rule of female monarchs in British History (Tudors and Victorians focus) cycle A		
	Termly Focus	Tudors	Victorians	Comparison big questions

Geography:

Year		Autumn	Spring	Summer
1	Strand	Our Local Area		
	Termly Focus	Our Country / County		Newcastle-under-Lyme: our Town Where we live (our village) Travel and transport
2	Strand	The UK		
	Termly Focus	UK vs the world		London vs Nairobi
3	Strand	Biomes Cycle B (2021-22)		
	Termly Focus	Brilliant Biomes	Rainforest Biome in South America	Local Biome Study
4	Strand	Europe (Cycle A)		
	Termly Focus	United Kingdom	Europe	Comparison study
5	Strand	Mountains, Rivers and Coasts (Cycle B 2021-22)		

		Autumn	Spring	Summer
	Termly Focus	Mountains	Rivers (including local Study)	Coasts
6	Strand	Study Abroad – Africa		
	Termly Focus	Locational and place knowledge	Human and physical geography	Fieldwork

Art:

Year		Autumn	Spring	Summer
1	Strand	Drawing	Painting	Collage
	Termly Focus	Line and pattern	Colour mixing	Layering/folding/creasing
	Artist focus	**Henri Matisse**		
2	Strand	Drawing	Painting	Sculpture
	Termly Focus	Patterns/texture/shade	Colour mixing shades and tones	Using different mediums
	Artist focus	Stephen Wiltshire	Romero Britto	
3	Strand	Drawing	Painting	Collage
	Termly Focus	Cave art	Egyptian art	
	Artist focus			*Gaudi.*
4	Strand	Drawing	Painting	Sculpture
	Termly Focus			
	Artist focus			
5	Strand	Drawing	Painting	Collage
	Termly Focus	Use of tone/line and shading in portraits	Application of colour theory, blending and paint types	Application of technique
	Artist focus			*Lauren Yager.*
6	Strand	Drawing	Painting	Sculpture
	Termly Focus			
	Artist focus			

DT:

Year		Unit 1	Unit 2	Unit 3
1	Strand	Food	Mechanisms	Textiles
	Termly Focus	Hygiene/food groups	sliders	Weaving
2	Strand	Mechanisms	Structures	Food
	Termly Focus	Wheels and axels	Shelters	Follow recopies
3	Strand	Food	Structures	Mechanical systems
	Termly Focus	Design/cook/evaluate European dish	Replication of existing structures	Pneumatics
4	Strand	Food	Mechanical systems	Textiles
	Termly Focus		Levers and Linkages	
5	Strand	Food	Mechanical systems	Structures
	Termly Focus	Tudor Pottage	Fairground rides (Gears/Pulleys/Cams)	bridges
6	Strand	Food	Mechanical systems	Textiles
	Termly Focus		Electrical systems. Wooden cars (Tied in with Science)	Make do and mend

Music:

Year		Autumn	Spring	Summer
1	Strand	Listening		
	Termly Focus	Drumming (Beat and Rhythm)	Instruments of Orchestra (Pitch / timbre)	
2	Strand	Performing		
	Termly Focus	Class room percussion	Music composition (I-pad unit)	Ocarina
3	Strand	Composition		
	Termly Focus	Percussion	Pentatonic scales and notes	Composition
4	Strand	Performing- Ukeles		
	Termly Focus	How to hold, strum, pluck	Learning notes/songs	Learning notes/songs /Playing for purpose
5	Strand	Composition		
	Termly Focus	Familiarity with Technology	Explore different techniques	Compose a song
6	Strand	Listen and perform		
	Termly Focus	Singing	Listen and evaluate music	

MFL:

	Autumn Term	Spring Term	Summer Term
Year 3 and 4 Cycle A	All about France, where it is and how to get there Greetings Classroom commands Numbers to 20	French story telling - Jacques Le Gourmand Days of the week Months of the year	J'adore le football project French football teams
Year 3 and 4 Cycle B	All about France – festivals and months Pets – story telling Colours	Routine Alphabet Age	Numbers to 40 Points of the compass Weather
Year 5 and 6 Cycle A	Countries that border France Colours	Foods Recipes Party Men Birthdays in France	Family Bastille Day Clothes
Year 5 and 6 Cycle B	Planets Parts of the body/draw an alien	School subjects and opinions School timetable Numbers to 50	Modes of Transport Tour de France

RE:

Year		Autumn	Spring	Summer
1	Strand	Celebrations		
	Termly Focus	Christianity	Islam	Comparison **What are the similarities and differences between Christianity and Islam celebrations?**
2	Strand	Holy Books and Stories		
	Termly Focus	Holy Books /comparison		Religious stories/Comparison
3	Strand	Rites of Passage		
	Termly Focus	Christianity	Judaism	Sikhism
4	Strand	Worship and places of worship.		
	Termly Focus	Christianity	Islam	Hindu
5	Strand	Beliefs		
	Termly Focus	Judaism	Christianity	Science
6	Strand	Religious Leaders and Teachers		
	Termly Focus	Christianity	Muslim	Hinduism

PE:

Year		Autumn	Spring	Summer
1	Strand	Entire Curriculum		
	Termly Focus	Fundamental movement skills	Dance	Team Games
2	Strand	Entire Curriculum		
	Termly Focus	Fundamental movement skills	Dance	Team Games
3	Strand	Competitive Games/ Athletics		
	Termly Focus	Athletics/Dance	competitive games (football/Basket Ball)	Athletics/striking and fielding
4	Strand	Competitive Games/ Athletics		
	Termly Focus	Athletics/competitive games	Dance/competitive games	Athletics/competitive games
5	Strand	Entire Curriculum		
	Termly Focus	Athletics	Gymnastics	Competitive Games
6	Strand	Entire Curriculum		
	Termly Focus	Athletics	Dance	Striking and fielding

PSHE:

Year		Autumn	Spring	Summer
1	Strand			
	Termly Focus	Health and Well being	Relationships	Living in the Wider World
2	Strand	Entire Curriculum		
	Termly Focus	Health and Well being	Relationships	Living in the Wider World
3	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World
4	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World
5	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World
6	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World

Computing:

Year		Autumn	Spring	Summer
1	Strand	IT skills (E-safety throughout)		
	Termly Focus	Basic computer access	Using programs	IT skills
2	Strand	Computer Science and Programming		
	Termly Focus	e-safety/IT around us/Keyboard skills	Pictograms	Coding (robot algorithms)
3	Strand	Computer Programming		
	Termly Focus	e-safety/computing	e-safety/computing	e-safety/computing
4	Strand	IT Skills		
	Termly Focus	e-safety/Basic IT Skills	Logo – basic programming	Coding
5	Strand	Programming (E-Safety throughout)		
	Termly Focus	Algorithms	design and write simple programs	Debugging
6	Strand	IT Skills (Including E-safety)		
	Termly Focus	E-Safety	Communication/Sharing information	Data and information