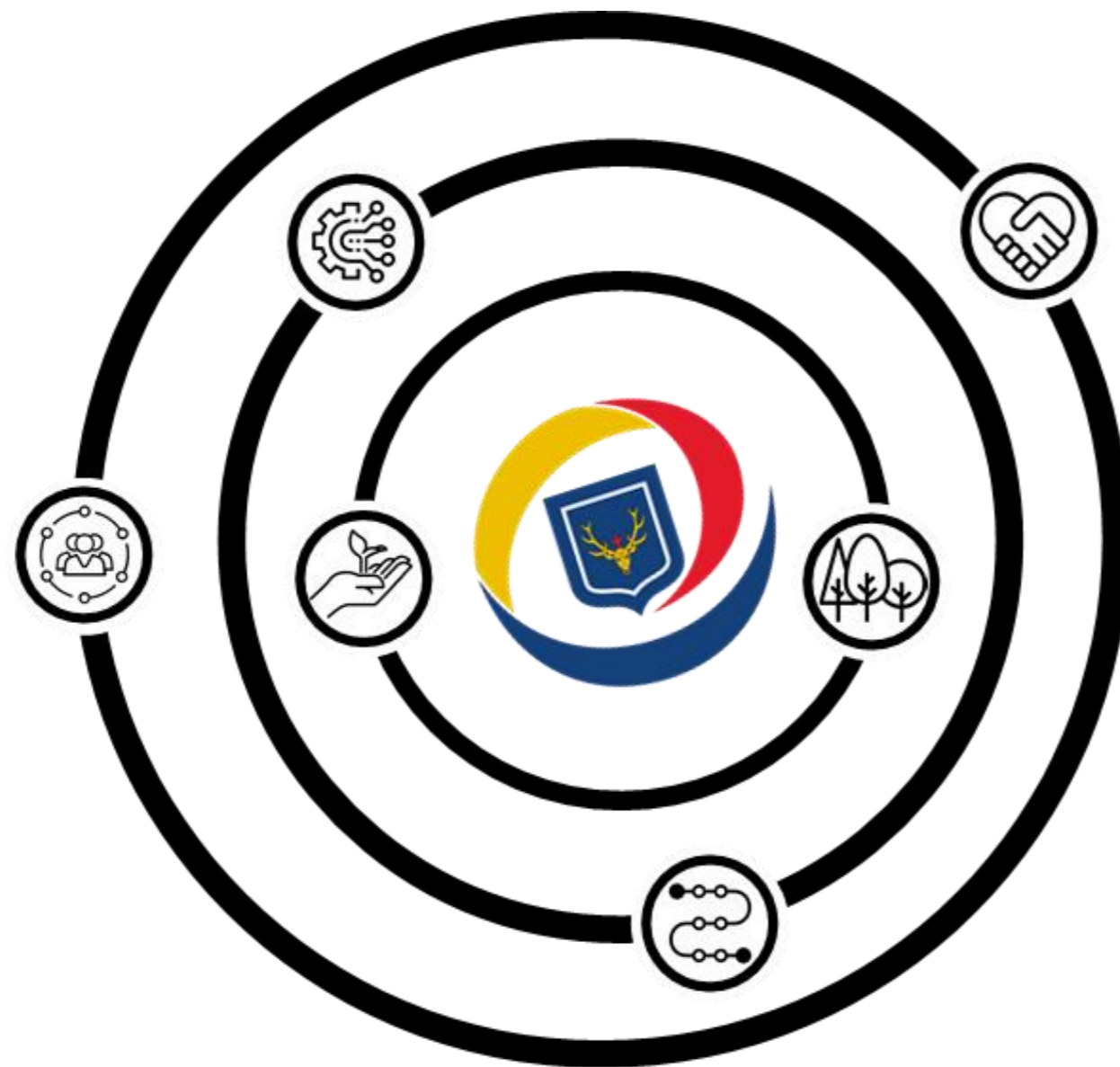


# OUR LADY AND ST. HUBERT'S PRIMARY

## Curriculum Overview and Long-Term Planning



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



OUR LADY AND ST HUBERT'S  
CATHOLIC PRIMARY SCHOOL

## Our curriculum intent

At OLSH, our collective goal is to provide children with an exciting, broad and balanced curriculum, one that promotes; a love of learning; a thirst and curiosity to learn more about the world around them and the tools and skills in order to do this. We recognise that jobs and opportunities that our children will have in the future, may not exist today - our curriculum aims to provide children with the knowledge and skills needed to thrive in such a world.

We believe we have designed a curriculum that not only showcases a progression of knowledge and skills across all subject areas, but also offers deep coverage of the National Curriculum- underpinned by our Jesuit Virtues and Values. Through the development of this curriculum, each subject area has been carefully mapped in order to provide opportunities for knowledge and skills to be taught- and revisited- to help children to 'know more and remember more' and teachers will plan a range of tasks into each unit, to enable this knowledge to be embedded in long term memory.

We have decided to use whole school themes, which will drive each half term's learning from Pre School through to Year 6, however each year group will investigate that theme in very different ways. Each theme has been carefully chosen, in order to provide our children with opportunities to explore a wide range of subjects/issues that affect them and the world **they** live in. Our themes cover topics such as: sustainability- understanding and protecting their future; appreciating God's creations- nurturing and exploring the world they live in; our past- how we have developed and lessons we have learned; identity- who we are and where we come from. These themes will have many opportunities for further enrichment, both in and out of school with visits/trips, use of our school grounds, speakers into school and lots of hands-on investigations.

Our curriculum and teaching approaches are guided by the science of how we learn and has been structured in a way in which we believe will develop schema – not only embedding knowledge in long-term memories – knowledge and understanding which will also allow our children to more easily learn in their future.

Our curriculum is also fully inclusive - our children are on a journey of understanding and teachers within our school will aim to meet the needs of all, allowing them to thrive no matter where they are on this journey of knowledge and understanding. This includes children with SEND, whose needs will be catered for using a variety of approaches.

## How we implement our curriculum

At Our Lady and St Hubert's, current academic research (from a variety of sources, often in cognitive science) is integral to how we have implemented our curriculum, both in the way that it has been structured and in the way that is delivered to our children. This research is vitally important to the work we do and continually leads to developments in our own understanding (often of how we learn best) and ultimately leads to an ever-evolving curriculum. A curriculum that meets the aims of our 'Intent' statement.

Learning can be described as a change to our long-term memory, where lessons learnt on a regular basis move from working memory to long term memory – developing a varied and rich schema in our children's brains. Our curriculum and lessons are structured in a way that enables this to happen. With the research of 'Rosenshine' underpinning our curriculum design and lesson structure - lessons are sequential – allowing knowledge and skills to be built upon.

Key learning objectives are delivered to pupils in small steps, avoiding *cognitive overload* – allowing knowledge to enter long-term memory more readily – therefore allowing **all** children to know more and remember more in **all** subjects.

Our subject leaders have planned for progression in their areas, actively developing 'golden threads' of knowledge that are planned for, developed, and assessed across the school.

We also recognise that over time, this knowledge can be lost – best shown by 'The Ebbinghaus Curve' and therefore it is important to continually review and retrieve this knowledge. Our curriculum is structured to allow for *spaced learning* and continual retrieval of taught information. Teachers actively plan for this within both their medium- and short-term planning. This process also develops fluency in a range of subjects. When children move from a process of decoding to being fluent, a greater depth of understanding can be developed of the concepts taught.

We believe that *reading* and *vocabulary development* is crucial to learning in all subjects. The 'Read, Write Inc' scheme for phonics is implemented across the school, developing the children's vital understanding of early word reading. Vocabulary is continually developed across the school. Using the research in 'Bringing Words to Life' and 'The Art and Science of Teaching Reading', a progression of vocabulary is taught across the school. Not only is tier 2 vocabulary taught, but etymology and morphology of words is also explored, better allowing children to identify unknown words which they encounter. Subject specific vocabulary (Tier 3 words) is also identified and taught and retrieved in lessons – this vocabulary is accessible for the children in subject specific knowledge organisers, designed by our subject leads.

For the reasons identified above, we teach all of our subjects on a regular basis. The broad curriculum is driven by **whole school themes**. We know that children engage more- and retain more- when they can make connections and links between their learning, so teachers will ensure that, where appropriate, the context of these lessons will be linked to the half termly theme – *interleaving* that also develops schema. Underpinning our lessons will be our 6Cs- '21<sup>st</sup> Century skills for effective learning', which will help to shape the lessons planned by our teachers, building on skills such as; communication, resilience, collaboration, critical thinking, creative problem solving and living as an active global citizen.

However, as previously mentioned, we also recognise that knowledge diminishes over time (*Ebbinghaus Curve*) and that some subjects or knowledge within subjects, does not fit into our themes. It is important therefore that we ensure that **all** our subjects are taught regularly. Subjects may be taught through our themes, however, when this is not the case, subjects are taught in different ways. There may be stand-alone units of work - we recognise that not all of the National Curriculum will fit into our overall thematic progression and some knowledge has to be taught on its own. We may also revisit previously taught knowledge and skills, checking for understanding and knowledge retention through individual lessons or practising previously taught skills – once again *interleaving* knowledge. It is important to note, that although work is thematic, children are taught subject specific lessons, such as Art, Geography and History.

Each subject unit plan will follow a simple structure:

**Assess** - It is essential for teachers assess prior knowledge in order to plan for effective progress of all children. Teachers will identify the specific knowledge and skills that children should already know linked to each of the subject areas and, through techniques such as discussions, mind maps and low stakes quizzes, teachers can then ascertain what the children have retained and adapt their planning where needed.

**Teach knowledge and skills** - Teachers will plan series of lessons for each of the subjects identified for this unit; whether they are linked to the half termly theme or a stand-alone unit of work. Children will be taught the relevant subject knowledge and vocabulary through engaging lessons, along with enrichment opportunities (both in and out of school) where possible. We understand how important experience is to the development of a rich schema and cultural capital.

Teachers will follow a carefully planned progression of subject specific knowledge and skills within their lessons: these have been mapped across the whole school to create *spaced learning*. Some subjects will be taught as stand-alone lessons where needed. Throughout the teaching of the broad curriculum, it will be important for children to have opportunities to recap and consolidate their learning, so teachers will ensure that important skills/facts are discussed and retrieved regularly. When mapping out the whole curriculum, key opportunities for revisiting taught knowledge and skills has been identified and teachers will be encouraged to use a variety of strategies regularly, as quick memory checks to ensure key learning is retained. Teachers will also plan for deliberate practice within their lessons, where children are given opportunities to develop the fluency crucial for understanding. This deliberate practice is planned to be '*desirably difficult*' – work that is challenging, but achievable for **all** children, regardless as to where they are on their learning journey.

Where children have special educational needs or disabilities (SEND), teachers will actively plan to meet these individual needs – allowing them to achieve the learning objectives that have been planned for them.

**Apply** - *Interleaving* is a method of teaching where students learn concepts in different ways at different times. This approach helps them retain information better because they are not just memorising facts and figures - they are thinking about the material and applying it to real life situations. Each half term, children will use what they have learnt and apply it to **their** real world, helping to deepen their understanding. This will often be directed by the children and focus on a key issue/area that they have studied and want to further their learning. Children will showcase and develop a range of their 6Cs here; *communicating* their ideas to others, *creating* products to solve a problem, *collaborating* with their peers and thinking *critically* about strategies/materials/ideas.

## The impact of our curriculum

When children leave Our Lady and St Hubert's, they will be ready to face the next chapter in their life; able to make their own decisions, to have self-discipline, have the courage to stand out, to understand that hard work and resilience will pay off and most importantly, to know that God is with them in all they do.

We believe that we have provided children with a coherent, broad and balanced curriculum which will promote retention of knowledge and skills and allow children to use their learning to explore the world they live in. Children will acquire a range of knowledge and key skills linked to each subject, that clearly progress through their school life and, along with the 6Cs, can be used well beyond primary school, increasing their chances and opportunities in a world where the jobs and opportunities of the future do not currently exist today.

We believe this curriculum supports our Catholic ethos and will provide many opportunities for links to be made to Catholic Social Teaching and our Jesuit virtues and values.

We believe that this curriculum will help our children to be more active citizens; knowing that they are important. They can make a difference. They are the future.



# A Wonderful World: Appreciating God's Creations – Autumn 1

## Overview

This unit will showcase the world we live in. Each year group will have the chance to explore a special part of our world- starting on a local level and then venturing further afield. Geography and Science will be some of the main drivers in this unit, with each year group focusing on place knowledge to start their learning. Location knowledge is progressive and will always start with a recap of previous knowledge. This unit also has many enrichment opportunities: children will have the opportunity to experience what it is they are learning about, and to be able to draw effective comparisons to what they already know including their local area.

## Catholic Social Teaching

### Stewardship of God's creation

Creation is a gift from God, the basics for our lives, yet we can so easily take it for granted. We are all **stewards of God's creation** by caring for the earth and acting in ways that will restore and protect our environment. Through Collective Worship, children will reflect on the ways that we are neglecting or harming our environment and how we can support those who are trying to protect it- as well as thinking about how we can protect it ourselves. This will be taught alongside the virtues of being **Eloquent and Truthful**; we are eloquent when we use language to express our ideas or opinions clearly and with conviction; being truthful is being faithful to ourselves and to Jesus and standing up for the truth.

### Preschool

### Reception

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Creation	<p><b>UW</b> – Explore natural materials, indoors and outside.</p> <p><b>UW</b> - Talk about what they see, using a wide vocabulary.</p>	<p><b>RE</b> – Introduction to God's creation</p> <p><b>PSED</b> - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p>	Autumn walk in forest school	<p>What a wonderful world</p> <p>Children version Bible – creation story</p>	<p><b>PD</b> – Begin to gain an understanding of how to move their body in different ways</p>	Seasons	<p><b>UW</b> – P,C&amp;C They talk about the features of their own immediate environment and use their senses to explore this.</p>	<p><b>Science:</b> Snow in a Jar experiment</p> <p><b>EAD/Art:</b> leaf printing, autumn walk collage</p>	<p>DIY weather station in EYFS playground</p> <p>Autumn walk in forest school</p> <p>Bear hunt in forest school</p>	<p>We're Going on a Bear Hunt</p> <p>One Snowy Day</p> <p>The Windy day</p> <p>The Sun and the Wind</p>	RE The Creation Story.

### Year 1

### Year 2

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Forests	<p><b>Geography</b> – Oceans, UK Maps, Weather patterns</p> <p><b>Science</b> – Plants, Seasons.</p>	<p><b>Art</b> – Collages using natural resources, drawings</p>	Visit to the Wyre Forest Cannock Chase Forest School	The Gruffalo Labelling, captions	<p><b>Music</b> – All About Me</p>	The Seaside	<p><b>Geography</b> – Coasts and place knowledge</p>	<p><b>History</b> – history of the British Seaside</p> <p><b>Computing</b> – Basic skills, word processing</p> <p><b>Art</b> – Drawing unit</p> <p><b>Music</b> – On the islands</p>	Visit to Weston-super-Mare (Fieldwork – human geog)	<p><b>Setting descriptions and adventure story "Over the Rainbow"</b></p> <p>Lighthouse Keeper's Lunch</p> <p>The Snail and the Whale</p>	<p><b>Science</b> – Animals including humans</p>

### Year 3

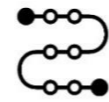
### Year 4

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Our World	<p><b>Geography</b> – Diversity (Biomes – deserts, rainforests) Location of countries and capital cities.</p> <p>Volcanoes/earthquakes, tectonics plates</p>	<p><b>Art</b> – Hokusai (water colour painting)</p>	Trip linked to science unit?	<p>Adventure story</p> <p>Colour of home</p> <p>Shape poems</p>	<p><b>Science</b> – Light</p> <p><b>PE</b> – Netball</p> <p>Gymnastics</p> <p><b>Music</b> – Chinese new year</p>	Coasts	<p><b>Geography</b> – Coasts including erosion and place knowledge, comparison</p> <p><b>Science</b> – Living things and their habitats p1/2</p>	<p><b>Art</b> – design/make a chair</p>	Trip to coast to look at coastal erosion?	<p>Adventure story based around a coast</p> <p>Explanation text on coastal erosion</p> <p>Free verse poetry on coastal erosion</p> <p>The Firework Makers Daughter</p>	<p><b>Music</b> – Body and tuned percussion: Rainforests</p>

### Year 5

### Year 6

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Rivers, Mountains and Hills	<p><b>Geography</b> – Rivers including Water Management, pollution and cleaning</p> <p><b>Science</b> – Solids Liquids and Gases inc. Water Cycle</p>	<p><b>Computing</b> - Spreadsheets</p>	Organised river exploration trip	<p>Non chronological report-rivers and animals linked to narrative text</p> <p>Suspense and mystery narrative: Wolf Brother</p> <p>Discussion text: should Bears be used for entertainment?</p>	<p><b>Art</b> – Van Gough</p> <p><b>Music</b>- Notation</p>	Rainforests	<p><b>Geography</b> – Rainforests, Biomes, rainforest destruction including Palm Oil production, Fairtrade and trade-links</p> <p><b>History</b> – Mayans</p> <p><b>Science</b> – Animals including humans</p>	<p><b>History</b> – local history (Cadbury)</p> <p><b>Art</b> – Rousseau (Painting)</p> <p><b>DT</b> – Making South America Tribal Masks</p>	Botanical Gardens Cadbury	<p>A Monster Calls</p> <p>Journey to the River Sea</p> <p>The Tyger - William Blake</p> <p><b>Explanations</b> – Chocolate Persuasion</p> <p><b>Non-chronological reports</b> - Rainforest/animals</p>	<p><b>Music</b> – Dynamics, pitch and texture. Coasts.</p>



# A Moment in Time: Learning from the Past for Our Future – Autumn 2

## Overview

This unit will give children the chance to explore significant moments in history; this could be people, ancient civilisations or key time periods. Children will learn about what happened in these 'moments in time' but most importantly, what it has taught us or the impact it had on their world today. History is the main driver in all year groups, so children will gain an understanding of chronology and use various skills to unpick and investigate a range of sources and evidence. There are lots of opportunities to link other subject areas to help to deepen and enrich the learning, along with enrichment opportunities such as trips and visits.

## Catholic Social Teaching

### Solidarity of the common good

The Catholic Social Teaching principle of **solidarity** is about recognising others as our brothers and sisters and actively working for their good. Through their Collective Worship, children will explore how we can support and help our brothers and sisters around the world, through things like foreign aid, while also thinking about building relationships that benefit all. This will be taught alongside the virtues of **Learned and Wise**; learned by learning how God wants us to live our lives, whether we are young or old, we should never stop learning about what God wants of us; wise by remembering how God wants us to live our lives and then putting it into practice to help others.

### Preschool

### Reception

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Turn back time	UW – Talk about the differences between materials and changes they notice.	EAD - Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Sorting activities – toys, food, technology  Creating a toy museum.	Dogger  Writing labels for their toys	C & L – Grow in confidence to talk about what they are looking at.	Dinosaurs	UW- TNW - They make observations of animals and plants and explain why some things occur and talk about changes. UW – Know similarities of differences past and present.	EAD Art – Dinosaur Collages UW-History – Timelines Geography - Landscapes	Museum role play, fossils – salt dough, vocabulary. The Nativity	Harrys bucket full of Dinosaur books	Music – Celebrations

### Year 1

### Year 2

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Castles, Kings and Queens	History – The lives of significant individuals from the past (Elizabeth II and Queen Victoria) Art – Portraits of Kings and Queens	History – Link to our and their family tree DT – Making shields Art – Looking at work form a range of artists	Trip to a castle	Letters and Instructions	Music – Fairytales	Remembrance	History – people we have lost in wartime with a particular focus on WW2. History – lives of significant individuals (Mary Seacole)	DT – Photo Frames incl textiles (poppy) Computing – Online communication	The Nativity  Thank you letters to the people serving in our armed forces.	Stubby: A Tale of True Friendship / instructions  Where the Poppies now grow	Music – Performing Nativity songs.

### Year 3

### Year 4

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Stone Age to Iron Age	History – Changes in Britain from the Stone Age to the Iron Age	Science – Rocks, Fossils and Soils Computing – Presentations- PPTs linked to Stone Age DT – weapons in Forest School, Stone Age invention of metal and the impact on the world	Frank Chapman stone age day  Forest School	Instructions Non chronological reports  Stone Age Boy Stone Girl Bone Girl	PE – Dance Gymnastics	Saxons	History- Anglo-Saxon settlements, invasions and kingdoms: place names and village life Anglo-Saxon art and culture (this could include a case study on Crime and punishment?)	Computing – Online collaboration- padlet DT – Textiles (Anglo Saxon purses)	Anglo=Saxon day	Mythical writing Non-Chronological report on the Anglo-Saxons  Beowulf	Science- sound Music – Haiku, music and performance: Hanami

### Year 5

### Year 6

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
The Egyptians	History – the achievements of the earliest civilizations	DT – Levers – Egyptian Shadufs Art – Canopic Jars – 3D sculpture using papier mache Music - Egyptians		The Time Travelling Cat and the Egyptian Goddess Playscripts: Egyptian Cinderella Non-chronological texts about Ancient Egypt and instructions e.g. How to make canopic jars	Science – Forces  PE – Rhythmic gymnastics and swimming	Victorians and the Black Country	History – The changing power of monarchs (Victoria) Local history study – The Black Country	Science – Evolution and inheritance (classification) Art – Cityscapes Geography – Land use past and present DT - Investigate significant Victorian inventions	The Black Country Museum	Once The Eagle poem (Reading Explorers) Cogheart The Ruby in the Smoke	Music – Theme and variation – Pop art





# Peace and Conflict: Respect for all Individuals – Spring 1

## Overview

Through our Peace and Conflict theme, children will investigate some of the struggles people have faced (and are still facing), throughout history, including battles, invasions, human rights and significant adverse events. Children will learn about how people overcame these conflicts and the impact this has on us today - how can we learn from this event or the key people involved? In this unit, History will be the main driver in each year group, but there will be strong links with subjects such as Art, and Design and Technology and opportunities for children to revisit their place knowledge. Themes of Citizenship, Diversity and British Values will underpin the focus of each year group.

## Catholic Social Teaching

### Dignity of work and the Rights of workers

The Catholic Social Teaching theme of **Dignity of Work and the Rights of Workers** is focused on the basic rights of workers and ensuring that they are respected--the right to decent and fair wages and establishing conditions that empower workers. Through Collective Worship, children will explore areas such as: Fairtrade (from the viewpoint of workers), current affairs (such as the impact of COVID 19), exploitation (UKS2), appreciating workers in our community and developing their understanding of vocation. This will be taught alongside the virtues of **Curious and Active**; being curious about the world around them and their future, and being active in their engagement and desire to make a change.

### Preschool

### Reception

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Being a kind friend	PSED – Develop their sense of responsibility and membership of a community.	C & L - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Make a friendship 'stop' in the Preschool playground	Elmer and Rose The day the crayons quit My friend bear Rainbow fish	UW – Continue developing positive attitudes about the differences between people.	People who help us	UW – PC&C - Shows interest in different occupations and ways of life.	EAD – BI - Introduces a storyline or narrative into their play.  Science – Our Bodies History – Family Backgrounds	Role play area set up with uniforms of people who help us (CL – S - Introduces a storyline or narrative into their play). Visits from emergency services into school – fire, doctor, vet etc. Think Tank	Non-fiction books for each profession  One Snowy Night A quiet night in	RE – people who help us unit  Music – Exploring sound

### Year 1

### Year 2

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
The Emergency Services	History – People who have helped us in the past <i>Florence Nightingale</i>	Science – human body Art – Printing, patterns, paint	Safeside Visit– police, nurse, firefighter	Letter writing Fact files Mr. Men – Emergency services	Music – Superheroes	The Great Fire of London	History – Events beyond living memory	Art –Painting and collaging	Selly Manor visit	The Great Fire of London / newspaper recount, mystery, Free verse poem Vlad Burning Bakery – Newspaper report	Science – Materials Music – Traditional stories

### Year 3

### Year 4

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
The Roman Invasion	History –the Celts and Romans – their lives and settlements in the UK. Boudicca, the Roman invasion and impact on UK	DT – Pop up books about the Romans Music – Roman musical motifs (Science links to sound) Art – patterns mosaics Geography – map work linked to Romans Computing – presenting of battle cry, researching of images for pop up books, RSE keeping safe online	Boudicca speech with props and shields	Newspaper reports Persuasive speech (battle cry)  Escape from Pompeii Non-fiction texts about the Romans	Science – what a plant needs to grow (pre-teach before farming)  PE – OAA Basketball	The Vikings	History –Viking settlements and invasions  The Viking and Anglo-Saxon struggle for the kingdom of England	Art – Bayeux tapestry  Science– Animals including humans p2/2 digestion and teeth		Folk Tale  Persuasive leaflet about visiting a Viking theme park  Viking narrative poetry  Charlotte's Webb	Science – Animals including humans - The digestive system  Music – Y3 unit Developing singing techniques and keeping in time: The Vikings

### Year 5

### Year 6

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Ancient Greece	History – The legacy of the ancient Greeks including lives and achievements	Computing – Protecting my personal information Geography; where is Greece on the map? What seas surround it? Look at food, climate and physical features	Guest speakers	Percy jackson and The Lightning Thief Myths and Aesop fables Discussion text: look at the different laws in Ancient Greece and debate the best version between Sparta and Athens.	Art – Drawing unit – illusions  PE – Dance and basketball	South Africa	History – Historical enquiry skills Geography – Place knowledge and culture (locational knowledge and human and physical geography) PSHE – Equality	DT – Fairgrounds	British Museum	Journey To Jo'burg Refugees – Brian Bilston The Other Side of the Truth Debates – Equality/Hunting for sport/Fairtrade	Science – Electricity Music – Advanced rhythm – Body percussion



# Nurturing Nature: Engaging and Taking Responsibility – Spring 2

## Overview

Science and sustainability will be the driving force behind our units in our theme of 'Nurturing Nature'. Children will learn about the delicate balance of nature and the world around us and the impact of humans and their decisions on this balance. Children will investigate topics that impact climate change, biodiversity and habitats and become problem solvers of the future: developing solutions that protect the world and its sustainability. Fieldwork will play an important role in allowing children to investigate locations, spot patterns and developing their understanding of sustainability.

## Catholic Social Teaching

### Dignity of the human person

**Human dignity** is something that can't be taken away. Catholic Social Teaching states that each and every person has value, are worthy of great respect and must be free from slavery, manipulation and exploitation.

Through their Collective Worship, children will be reminded that we are all made in the image of God and that God is present in all of us- no matter their race, culture or belief. Children may think about migrants and refugees, the elderly in our community, prisoners and their families and the homeless. This will be taught alongside the virtues **Intentional and Prophetic**; intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others showing how to live in harmony.

### Preschool

### Reception

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
<b>Caring for the animals</b>	<p><b>UW – Plant seeds and care for growing plants.</b></p> <p><b>Begin to understand the need to respect and care for the natural environment and all living things.</b></p>	<b>C &amp; L - Use a wider range of vocabulary.</b>	<p>Vet role play Vet to come in and visit the children Animal man Farm /zoo trip Chicks – caring in school</p>	<p>Dear Zoo Nonfictional books about animals Handa's surprise</p>	Recycling – ocean pollution, protection for sea animals	<b>Plants</b>	<b>UW – TW -</b> They make observations of animals and plants and explain why some things occur and talk about changes.	<p><b>EAD – C&amp;M-</b> Selects tools and techniques needed to shape, assemble and join materials they are using. <b>UW Science –</b> Planting seeds <b>Geography –</b> Exploring the local area <b>EAD –</b> Designing Garden area for playground</p>	<p>Cress growing experiment Bee friendly garden in EYFS – bee bombs and pollination (UW) Sunflower growing in EYFS playground Branford Park trip</p>	<p>Jack and the bean stalk Ben and the Waggle dance The tiny seed</p>	<b>Music –</b> Music and movement

### Year 1

### Year 2

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
<b>Recycling</b>	<p><b>Science –</b> Animals, living things, Seasons <b>Geography –</b> Oceans, UK maps, <b>Enquiry Project –</b> Underwater- what can we do about plastic in the oceans?</p>	<b>Art –</b> using recycled materials	Sea Life Centre	<p>The tale of the toothbrush Persuasive writing</p>	<b>Music –</b> Under the sea	<b>Minibeasts</b>	<p><b>Science –</b> Habitats, food chains, birds and composting <b>Enquiry project –</b> Is our forest school as biodiverse as it could be?</p>	<b>Art –</b> The Art of Andy Goldsworthy	Forrest school	<b>The Owl who was Afraid of the Dark / non-chron report, traditional tales,</b>	<b>Music –</b> Space

### Year 3

### Year 4

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
<b>Farming</b>	<p><b>Science –</b> Plants <b>Geography –</b> distribution of natural resources, fairtrade <b>Enquiry project –</b> Is the way we farm a sustainable industry?</p>	<p><b>DT –</b> Mini greenhouses <b>Art-</b> Georgia O'Keefe <b>History –</b> Stone Age introduced farming</p>	Mount Pleasant Farm	<p>Butterfly Lion Recount- seed</p>	<p><b>PE –</b> Cricket <b>Music –</b> Recorders</p>	<b>Energy</b>	<p><b>Geography –</b> distribution of natural resources <b>Enquiry project –</b> What energy do we use and how can we make it more sustainable?</p>	<b>Science –</b> Habitats	Iron Bridge for energy	<p>Debate text about wind farms on Banford Park Persuasive letter to governors/head about eco buddies Stig of the dump</p>	<p><b>DT –</b> Moving Toys (Cams) <b>Music –</b> Rock and Roll</p>

### Year 5

### Year 6

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
<b>Bees</b>	<p><b>Science –</b> Living things and their habitats. Life cycles of plants and humans (pollination) <b>Enquiry project –</b> How important are bees to the human race?</p>	<p><b>DT –</b> Construction of Bug hotels and bird houses <b>Computing –</b> North Pacific Tree Octopus (reliability of information)</p>	Bee keeper visitor	<p>Explanations – How do bees make honey? The Lorax/The Promise picture books with focus on nature, growing and environmental issues Explanations – How do bees make honey? Haiku Structured Poetry</p>	<b>Music –</b> Blues	<b>Plastic</b>	<p><b>Science –</b> Habitats <b>Enquiry project –</b> Is plastic a threat to humanity?</p>	<p><b>DT –</b> Recycled bottle structures <b>Computing –</b> Spreadsheets (use data from fieldwork)</p>	Sea Life Centre	<p>Trash I am who I am – Reading Explorers One Plastic Bag Song of the Dolphin Boy</p>	<b>Art –</b> Drawing unit – express yourself



# We are Engineers: Embracing Technology to Solve Problems – Summer 1

## Overview

In our 'We are Engineers' theme, children will use skills of STEM (Science, Technology, Engineering and Maths) to solve problems and create products. All children will be given a design brief to follow in order to create their own products – they will then explore the 'design, make, evaluate process' to create their products. Some children will have the opportunity to combine their products with elements of computing to develop 21<sup>st</sup> century products.

## Catholic Social Teaching

### Family and community

The word **community** is, without question, central to human experience. Being part of a **community** gives us a sense of belonging. It enables us to share personal relatedness and support perpetual growth of each other, ourselves and our environment. Children will think about what makes our community- home, school and parish. They will understand that families have different structures and compositions and reflect on what makes their own families special, as well as the diversity of families in the community . This will be linked to being **Grateful and Generous**; grateful for what they have (family) and thinking about how to be more generous to those who are not part of families or communities. This could be linked to refugees around the world and people who are new to our community.

### Preschool

### Reception

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Homes	UW - Explore and talk about different forces they can feel.	EAD - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Google maps – finding their home Junk modelling	Three little pigs	TECH – Use resources such as a hairdryer to create forces for them to explore.	Transport	UW – NW - Children know about similarities and differences in relation to objects and materials.	UW –PP- History Old and New vehicles EAD –C&M– Designing their boats.	Designing their boats.	Duck in the truck Mr Gumpys outing	Music – Musical stories

### Year 1

### Year 2

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Toys Robots	DT – Making Toys Science- Materials History – Changes in Living Memory - Toys	Computing – Programming (Beebots)	Lego land Birmingham / Black country museum	Velveteen Rabbit Narrative	Music – By the sea	Vehicles	DT – Moving vehicles Science – Plants	Computing – Programming (Scratch dialogues) History – Changes in living memory – lives of significant individuals	Cosford??	If you were Aboard the Titanic / explanation, diamante poem, fantasy A Picture Book of Amelia Earhart	Music – Myths and Legends

### Year 3

### Year 4

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Moving Monstros	DT – Making monsters using pneumatics	Science – Forces and Magnets Computing – Scratch animation History – Roman inventions	St Chad's Cathedral (Holy Communion)	100 mile an hour dog Explanations- pneumatics	Art – collage Music - recorders	Light it up	DT – Night light creation using electrical sources Science – Electricity	Computing – Scratch quiz History – Famous scientists linked to electricity		Dilemma story Instruction text on how to build an iron man The Iron Man	Music – Samba and carnival sounds and instruments: South America

### Year 5

### Year 6

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Space	DT – Creation of rockets or moving vehicles using non-electrical mechanisms Science – Earth, sun and moon	Computing – Programming, Scratch game Art – Textiles unit (DT structure)	Space Centre Leicester/ Think Tank/ Dome	George's Secret Key to the universe The Kid who came from space – Ross Wexford Science fiction Persuasive writing	Music – Holi festival	Alarms	DT – Creating a PIR sensor Computing – Microbits Science – Lights		Think tank	The Miraculous Journey of Edward Tulane The Launch – Reading Explorers SeaBEAN The Girl of Ink and Stars	Art – Warhol printing Music – Film music





# Our Place in the World: Identity and Community – Summer 2

## Overview

At Our Lady and St. Hubert's we are strengthened by our diversity and range of family backgrounds and this theme celebrates who we are. Children will learn about the history and geography of people – who we are, where we come from and why many people choose to settle and live where they do – particularly in our local area and Great Britain. Children will celebrate who they are through creating self-portraits; community events held within school will celebrate our range of family backgrounds; children will discover more about the variety of faiths followed by our local communities, underpinned by learning about the values that we have in Britain. Enrichment visits to local places of worship, will enhance children's understanding of a variety of faiths.

## Catholic Social Teaching

### Option for the poor and vulnerable

This means that God invites us to care in a special way for those who need the most help. Through Collective Worship, children will explore the many various conditions and environments that people live in- both locally and globally and the reasons for this. They will think about how they can support people who are victims of things like famine, unjust oppression, prejudice and unemployment. This will be taught alongside the values of **Attentive and Discerning**; attentive to their own experiences and those of others; and discerning about the choices they make and the effects of those choices on others.

### Preschool

### Reception

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Ourselves	UW – PC - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	PD – HSC - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	EAD – Create an art exhibition of photos of children.	Who am I?	TECH – Use iPads to take photographs and manipulate images of their friends.	School, family and parish	UW – P,C&C - They talk about the features of their own immediate environment and how environments might vary from one another. UW – NW - Children know about similarities and differences in relation to places, objects, materials and living things.	EAD – BI&E - Create simple representations of events, people and objects. UW- PC and C -History – Exploring local community	Walk of the local area Walk to church Cadbury World Trip –	Funnybones Who's in my family Peace at last	Music – Big band

### Year 1

### Year 2

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Our Community	Geography – Recap of oceans and UK maps, Fieldwork of our environment and local area. Map work.	Art – 3D sculpture/Earth Art - Collage RE – Buddhism Science – Seasonal changes Computing – E-safety,		Sports Day	Music – Animals	Gambia	Geography – Comparison with a non-EU country. Place knowledge. PSHE -	RE - Islam Art – Tie dye/ printing t-shirts	Glamba drummer man	persuasion Amazing Grace Grace and Family	Music – African call and response

### Year 3

### Year 4

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
The life of a child	History – how children's lives, rights etc have changed through modern British history- particularly Birmingham. What was the turning point? Geography- map/location recap (main countries/cities, grid refs), rural vs urban comparison.	Art – diya lamps, sculpture RE – Hinduism Computing – identity and online safety	Clent vs Birmingham Hindu Temple	Fables with a moral Play script	PE – Hockey and Swimming Music – Jazz Science – Animals including humans (and nutrition)	Spain	Geography – Physical geography of Spain. Comparison with UK including settlements and land use. Place Knowledge Art – Picasso/Gaudi portraits	Computing – Editing digital media RE - Judaism	Spanish themed day	Fantasy story Structured poetry about Spain The Lion, witch and wardrobe	Music – Rivers: Changes in pitch, tempo and dynamics

### Year 5

### Year 6

Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other	Focus	Curriculum Drivers	Other Linked Areas	Enrichment	Reading/Writing Links	Other
Local History	History – Local history project including building and use of canals, the Galton family Geography – Local land use including fieldwork PSHE – Communities and immigration, where do we come from?)	RE – Sikhism DT – building bridges	Gurdwara visit	The Minnow on the Say-Phillipa Pearce Local poet- Benjamin Zephaniah (performance poetry)	Music – Musical theatre	Democracy	PSHE – British values (Parliament and Democracy) History – History Skills (Guy Fawkes) Geography – Land use, split of the UK including counties	Computing – Social media and online reputation RE – Islam Art – Cityscapes collage DT - Research design ideas and collect data using democratic systems.	London? Invite MP for talk	The London Eye Mystery People Equal – James Berry Tell Me No Lies	Music – Leavers song/WWII

National Curriculum Coverage by Subject – Key stage 1

	Science											
	Year 1						Year 2					
	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
Identify and classify a variety of wild and garden plants, including deciduous and evergreen.												
Identify and describe a plant/tree's basic structure.												
Investigate and compare germination conditions with healthy plant growth												Grow sunflowers? 1 <sup>st</sup> week
Identify and compare things that are living, dead and things that have never been alive												
Name and identify a variety of plants and animals in their habitats (including micro habitats) and investigate the suitability of environments for animals												Gambia animals and plants
Understand simple food chains.												
Identify, classify and compare a variety of animals, including fish, amphibians, reptiles, birds and mammals.												
Identify and classify animals that are carnivores, herbivores and omnivores												
Label parts of the human body and link these body parts to senses.												
Know that animals, including humans, have offspring which grow into adults.												
Explore the basic needs of humans; focusing on survival, exercise, a balanced diet and hygiene.												
Identify and investigate differences between living things.												
Identify, name, describe a selection of materials.												
Classify and compare properties of a variety of every day materials.												
Identify and compare the suitability of a variety of every day materials for different uses.												
Investigate how some materials can change shape, by squashing, bending, twisting and stretching.												
Observe seasonal changes												
Across all year groups scientific knowledge and skills should be learned by <b>working scientifically</b> . (See Science skills progression doc)												Plant growing experiment

	Geography											
	Year 1						Year 2					
	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
Investigate and name the world's oceans											Titanic voyage	
Investigate and name the world's continents											Titanic voyage	
Identify the UK on a world map											Titanic voyage	
Investigate the countries and capitals of the United Kingdom.											Titanic voyage	
Compare and contrast a small area of the United Kingdom with that of a non-European country.												
Explore weather patterns in the United Kingdom									Weather diary			
Explore weather and climate patterns around the world, linking to poles and the equator.												
Use basic geographical vocabulary to refer to and describe key features of locations.												
Understand the difference between physical and human features of locations.												
Use world maps, atlases and globes.												
Use simple compass directions- directions, identifying locations, routes on a map...												
Use aerial photographs to recognise familiar places and known landmarks												
Use aerial photographs to recognise landmarks, human and physical features, devise a route and use/construct symbols for a key.												
Use fieldwork and observational skills.									Litter survey			

History											
Year 1						Year 2					
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
How things have changed over time - have an understanding of chronology		Hospitals		Toys		Seaside				Vehicles	Quiz at start of books
The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Examples could be scientists, reformers, Royals, medical pioneers or creative geniuses.	Queen Elizabeth and Queen Victoria	Florence Nightingale					Mary Seacole				Quiz
Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.								The Great Fire of London	Plant vegetables? Fruit trees? Dig for victory		Quiz
Significant historical events, people and places in their own locality.	Own families	Own families							Plant vegetables? Fruit trees? Dig for victory	Car manufacturers Key design points-link to local area? Link to James Watt/Matthew Boulton?	

Art and Design											
Year 1						Year 2					
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
Use experiences and ideas as the inspiration for artwork, using a range of materials.	Natural collage		Art using recycled materials		Earth art			Fire collages Use of charcoal	Natural collages		Tie dye/ pattern printing on a t-shirt
Share ideas using drawing, painting and sculpture.	Pencil sketching Painting forests	Sketching people-portraits			3D sculpture	Pencil sketching-landscapes			Replicating-sketching to complete a picture		
Explore a variety of techniques using colour, pattern, texture, line, shape, form and space.			Printing- making patterns					Printing- making patterns Mixing colours			
Learn about the work of a range of artists, artisans and designers.		Links to iconic portraits Famous Artists						Art of the time-appraisal	Andy Goldsworthy		

	Design and Technology											
	Year 1						Year 2					
	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
Design purposeful, functional, appealing products for themselves and other users based on design criteria.							Design apparatus that will protect them from the sun					
Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.												
Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.									Bug houses, bird feeders			
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.									Bug houses, bird feeders			
Explore and evaluate a range of existing products.									What houses are made of			Gambia – what houses are made of
Evaluate their ideas and products against design criteria.									Evaluate Tudor houses set for homework			
Build structures, exploring how they can be made stronger, stiffer and more stable.												
Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.												
<b><i>Use the basic principles of a healthy and varied diet to prepare dishes.</i></b>												
<b><i>Understand where food comes from.</i></b>												



Computing											
Year 1						Year 2					
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
IT skills recap/consolidation <i>(See IT section on Computing skills progression document for previous year group)</i>											
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.											
Write and test simple programs.											
Use logical reasoning to predict the behaviour of simple programs.											
Organise, store, manipulate and retrieve data in a range of digital formats.											
Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.											

Music											
Year 1						Year 2					
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
Pulse and rhythm: All about me	Timbre & rhythmic pattern: Fairy Tales	Pitch & tempo: Superheroes	Musical vocabulary: Under the sea	Vocal and body sounds: By the sea	Classical music, dynamics & tempo: Animals	On This Island: British songs and sounds	Singing-Nativity	Orchestral instruments: Traditional Stories	Dynamics, timbre, tempo & motifs: Space	Myths and Legends	African call & response song: Animals
Use their voices expressively by singing songs and speaking chants and rhymes.											
Play tuned and untuned instruments musically.											
Listen with concentration and understanding to a range of high-quality live and recorded music.											
Make and combine sounds using the inter-related dimensions of music.											

National Curriculum Coverage by Subject – Key stage 2

	Science																							
	Year 3						Year 4						Year 5						Year 6					
	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
Look at the function of parts of flowering plants, requirements of healthy growth and water transportation			Recap pre-teach before Farming																					
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.																								
Identify that animals including humans need the right type of nutrition, and where this nutrition comes from.																								
Look at nutrition, transportation of water and nutrients needed in the human body.																								
Identify that humans and other animals have skeletons and muscles for support, protection and movement.																								
Construct and interpret a variety of food chains; identifying producers, predators and prey.																								
Look at the digestive system in humans.																								
Name and investigate teeth- in animals including humans																								
Look at the human circulatory system.																								
Look at resemblance (and differences) in offspring.																								
Look at changes in animals over time.																								
Look at adaptation to environments.																								
Look at adaptation, evolution and inheritance.																								
Look at changes to the human skeleton over time.																								
Identify, name and group plants and animals'																								
Look at classification keys to identify living things in the wider environment.																								





Geography																									
Year 3						Year 4						Year 5						Year 6							
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World		
Name and locate the world's continents and main oceans. Identify the UK on a world map.																									
Name and locate known countries: USA, Ireland, France, Spain, Russia											Spain														
Name and locate the UK's main cities, identifying their human and physical features.																									
Name and locate the UK's counties, identifying their human and physical features.																									
Identify key geographical features an area of the United Kingdom, and show an understanding of how some of these aspects have changed over time.																									
Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.			Italy				Anglo-Saxons	Vikings																	
Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.																									
Locate the geographic zones of the world; longitude, latitude, Tropics of Cancer and Capricorn, time zones, arctic and Antarctic.																									
Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).					Client and Birmingham	Rhyll																		London	
Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.																									
Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.																								Mayan	
Describe and understand key aspects of: <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle <b>human geography, including:</b> settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.	Volcanoes Earthquakes Land use			Food and food miles	Land use Urban vs rural	Settlement Land use			Distribution of natural resources - energy		Land use Economic activity	Rivers Mountains Water cycle Water distribution				Natural resources Energy Food							Economic activity Trade links	Africa	Climate zones Biomes Vegetation belts Settlement
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.																									
Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.																									



Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

	History																							
	Year 3						Year 4						Year 5						Year 6					
	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World
Changes in Britain from the Stone Age to the Iron Age.				Farming																				
The Roman Empire and its Impact on Britain.					Roman Inventions		Retrieval of facts about the Romans and the reasons for them leaving England																	Impact of aqueducts , roads and bridges on Britain's landscape
The legacy of Greek or Roman culture																								Then and now: the origins and practice of democracy
Britain's settlement by Anglo Saxons and Scots.																								
The Viking and Anglo Saxon struggle for the Kingdom of England- up to 1066.																								
A local history study.		Kinver caves																Galton Family or Watt and Boulton	Cadbury's: Links with Fairtrade and impact on Birmingham	The Victorians			Impact of British industrialisation on environment and local economy	
A study of a theme in British history.						Life of children												Canals Transport		The Victorians				
In-depth study of an Early Civilizations' achievements														Egypt										
Ancient Greece.																								
A non- European society that contrasts with British history																			Mayan					
Historical enquiry																						S.Africa		Guy Fawkes

Art																												
Year 3						Year 4						Year 5						Year 6										
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World					
Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.																											Cityscapes	
Develop and share ideas in a sketchbook and in finished products.																												
Improve mastery of techniques including drawing, painting and sculpture	Painting-watercolours		Roman Mosaics			Diya lamps Sculpture		Bayeux tapestry – layering and stitching									3D sculpture - canopic jars		Textiles				Painting	Silhouettes	Benin Plaques	Express yourself	Digital photoshop Use of colour	Collage
Learn about the great artists, architects and designers in history.	Hokusai			Georgia O'Keefe								Picasso/ Gaudi portrait	Van Gough									Rousseau				Warhol		

Music																										
Year 3						Year 4						Year 5						Year 6								
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World			
Pentatonic melodies	Composition-mountains	Romans	Recorder 1 South Africa	Recorder 2 Caribbean	Jazz	Rainforest	Hanami	Vikings - singing	Rock n roll	Samba	Rivers	Dance music-remix	Egyptians	Pyramid concert	Blues	Holi	Musical theatre	Coasts	Pop art	Body percussion					Film music	Leavers/W WWII
Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.			Recorder	Recorder																						
Improvise and compose music using the inter-related dimensions of music separately and in combination.																										
Listen with attention to detail and recall sounds with increasing aural memory.																										
Use and understand the basics of the staff and other musical notations.																										
Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.																										
Develop an understanding of the history of music.																										

Design and technology

	Design and technology																								
	Year 3						Year 4						Year 5						Year 6						
	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.							Take a seat	Anglo Saxon money purse		CAMS toys	Night Light														Research design ideas and collect data using democratic systems.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.																									Research design ideas and collect data using democratic systems.
Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.		Forest School																							Making South American tribal masks.
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.																									Making South American tribal masks.
Investigate and analyse a range of existing products.																									Investigate significant Victorian inventions
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.																									
Understand how key events and individuals in design and technology have helped shape the world		Stone Age - metal	Robert Sabuda	Chance Glasswork - crystal palace						Renewable energy/electricity link	Inventors-light bulb, electricity (science books)			Pyramids Shadufs			Space travel-Nasa						Investigate significant Victorian inventions		
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.																									Making South American tribal masks.
Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.			Pop up											Pulleys											
Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.																									
Apply their understanding of computing to programme, monitor and control their products.																									
<b>Understand and apply the principles of a healthy and varied diet.</b>																									
<b>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</b>																									
<b>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</b>																									

Computing																								
Year 3						Year 4						Year 5						Year 6						
A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	A Wonderful World	A moment in time	Peace and Conflict	Nurturing Nature	We Are Engineers	Our Place in the World	
IT skills recap/consolidation <i>(See IT section on Computing skills progression document for previous year group)</i>																								
Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.																								
Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.																								
Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.																								
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.																								
Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.																								
Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.																								