

Walsden St Peter's Primary School Curriculum

1. English

We use the *Letters and Sounds* scheme to teach phonics. To develop reading, we use books and resources from a variety of schemes and publishers, including Oxford Reading Tree, Rigby Star, Rigby Rocket, Project X, Literacy Links, DK, Wolf Hill, Young Puffin etc.

Year R Term 1	Key Texts/ Resources	Outcomes	Phonic Work	Writing/ Fine Motor opportunities
<i>Home & School</i>	Guided Reading Texts (Various) Individual Reading books Doodle Sticks Mark Making Materials Name Cards	To introduce guided reading books. To introduce individual reading books. To understand the features of books. To discuss texts with an adults. To listen to a variety of stories with interest. To write their name. To practice gross motor movements. To mark make with purpose.	Phase 1 Introduction to Phase 2	Mark making opportunities throughout free learning areas Doodle sticks Name writing Outdoor writing opportunities
<i>Light & Dark & Festivals</i>	Guided Reading Texts (Various) Individual Reading books	To continue with guided reading. To continue with individual reading. To follow instructions. To listen and respond to poetry. To listen to, respond to and discuss a range of stories. To speak in front of others and take on a role in a performance. To practice gross motor movements. To mark make with purpose.	Phase 2 & Phase 1 revision.	Mark making opportunities throughout free learning areas Doodle sticks Outdoor writing opportunities

Year R Term 2	Key Texts/ Resources	Outcomes	Phonic Work	Writing/ Fine Motor opportunities
<i>Winter Exploration</i>	Guided Reading Texts (Various) Individual Reading books Variety of information books. Variety of story books.	To continue with guided reading. To continue with individual reading. To use phonic knowledge to decode words in texts. To listen to instructions carefully. To tell an oral story. To use phonic knowledge to write simple words. To find facts in information texts. To record their own adventure. To complete diary entries.	Phase 2 & Phase 1 revision.	Mark making opportunities throughout free learning areas. Group writing materials. Diary writing resources. Adventure writing resources. Outdoor writing opportunities
<i>Materials</i>	Guided Reading Texts (Various) Individual Reading books Various poem books. Variety of instruction examples.	To continue with guided reading. To continue with individual reading. To use phonic knowledge to decode words in texts. To read some frequent & simple key words in texts. To take part in completing a class poem To write instructions. To listen and respond to poetry. To take part in a performance in front of others. To take on a role in a performance. To take part in drama sessions using speaking & listening skills.	Phase 2 & introduction to Phase 3 & Phase 1 revision	Mark making opportunities throughout free learning areas. Group writing materials. Instruction writing resources. Outdoor writing opportunities.

Year R Term 3	Key Texts/ Resources	Outcomes	Phonic Work	Writing/ Fine Motor opportunities
<i>Fairy Tales</i>	Guided Reading Texts (Various) Individual Reading books Variety of fairy tales (traditional & alternative versions)	To continue with guided reading. To continue with individual reading. To use phonic knowledge to decode words in texts. To read some frequent & simple key words in texts. To listen to & respond to a variety of fairy tales. To begin to understand the conventions of a fairy tale. To write a character profile. To write a simple story.	Phases 1-3	Mark making opportunities throughout free learning areas. Group writing materials. Outdoor writing opportunities Fairy tale writing materials.
<i>Farm</i>	Guided Reading Texts (Various) Individual Reading books Variety of fact/information books Variety of different fiction (story) books.	To continue with guided reading. To continue with individual reading. To use phonic knowledge to decode words in texts. To find and share facts and information from non-fiction texts. To use phonic knowledge to decode words in texts. To read some frequent & simple key words in texts. To read & understand facts in books To read & respond to a range of stories. To write about an educational visit.	Finish Phase 3 & revise phases 1-3	Mark making opportunities throughout free learning areas. Group writing materials. School trip writing materials Outdoor writing opportunities.

English units are taught alongside regular spelling, grammar and punctuation lessons

Year 1 Term 1 Unit	Year 1 Term 2 Unit	Year 1 Term 3 Unit
<i>Traditional Tales</i>	<i>Stories from other cultures</i>	<i>Fantasy Worlds</i>
<i>Labels, Captions & Lists</i>	<i>Poems (using the senses)</i>	<i>Poetry (Pattern & Rhyme)</i>
<i>Information Texts</i>	<i>Instructions</i>	<i>Recount</i>

<p>Year 2 Term 1</p> <p>(BH) (JK)</p>	<p>Year 2 Term 2</p> <p>(BH) (JK)</p>	<p>Year 2 Term 3</p> <p>(BH) (JK)</p>
<p><i>Film Narrative</i></p> <p><i>extended writing</i></p>	<p><i>Alphabetical Order</i></p> <p><i>extended writing</i></p>	<p><i>Dictionary Work (Nocturnal Animals SATs)</i></p> <p><i>extended writing</i></p>
<p><i>Instructions</i></p> <p><i>extended writing</i></p>	<p><i>Grammar</i></p> <p><i>extended writing</i></p>	<p><i>Poetry: The Magic Purse</i></p> <p><i>extended writing</i></p>
<p><i>Poetry</i></p> <p><i>extended writing</i></p>	<p><i>Information Texts</i></p> <p><i>extended writing</i></p>	<p><i>Poetry: Silly Stuff or Riddles</i></p> <p><i>extended writing</i></p>

Year 3 Term 1 Unit	Year 3 Term 2 Unit	Year 3 Term 3 Unit
Familiar Settings	Instructions	Reports
Information Texts	Adventure and mystery	Letters
Myths and Legends	Shape Poetry	Dialogue and Plays
Performance poems		

Year 4 Term 1 Unit	Year 4 Term 2 Unit	Year 4 Term 3 Unit
Fantasy fiction	Stories with historical settings	Stories that raise issues
Information texts	Poetry Creating images	Explanatory texts
Newspaper and Recounts	Persuasive texts	Exploring form

Year 5 Term 1 Unit	Year 5 Term 2 Unit	Year 5 Term 3 Unit
Significant authors	Stories from other cultures	Reports and explanations
Narrative poetry	Persuasive writing	Older language
Instructions		

Year 6 Term 1 Unit	Year 6 Term 2 Unit	Year 6 Term 3 Unit
<p><i>Fiction Genres</i> (Fantasy, Adventure, Horror, Familiar, Issues)</p>	<p><i>Short stories with flashbacks</i></p>	<p><i>Extending narrative</i></p>
<p><i>Argument</i> (Persuasion, Discussion, Debate)</p>	<p><i>Journalistic Writing</i></p>	<p><i>Biography & Autobiography</i></p>
<p><i>Poetry (imagery)</i> Personification</p>		

2. Mathematics

Medium term Plans for Autumn Year 1

Week	Main focus of teaching and activities each day
1	<i>Number and place value</i>
2	<i>Addition</i>
3	<i>Money and Measures</i>
4	<i>Measures and Shape</i>
5	<i>Addition and subtraction</i>
6	<i>Number and place value</i>
7	<i>Doubling and halving and Measures</i>
8	<i>Shape and Data</i>
9	<i>Addition and subtraction</i>
10	<i>Addition and subtraction</i>
11	<i>Number and Addition and subtraction</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Spring Year 1

Week	Main focus of teaching and activities each day
1	<i>Number and place value</i>
2	<i>Addition and subtraction</i>
3	<i>Addition and subtraction</i>
4	<i>Measures</i>
5	<i>Doubles, halves and sequences and Data</i>
6	<i>Number and place value</i>
7	<i>Measures and subtraction</i>
8	<i>Measures and Data</i>
9	<i>Addition and subtraction</i>
10	<i>Addition and subtraction</i>
11	<i>Money</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Summer Year 1

Week	Main focus of teaching and activities each day
1	<i>Number and fractions</i>
2	<i>Addition and subtraction</i>
3	<i>Addition and subtraction</i>
4	<i>Shape and measures</i>
5	<i>Multiplication and division</i>
6	<i>Money</i>
7	<i>Addition and subtraction</i>
8	<i>Measures and shape</i>
9	<i>Multiplication and division</i>
10	<i>Addition and subtraction</i>
11	<i>Measures and data</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Autumn Year 2

Week	Main focus of teaching and activities each day
1	<i>Number and place value</i>
2	<i>Addition and subtraction</i>
3	<i>Money and Measures</i>
4	<i>Measures and Shape</i>
5	<i>Addition and subtraction and Money</i>
6	<i>Number and Fractions</i>
7	<i>Doubling and halving and Mental addition and subtraction</i>
8	<i>Shape and Data</i>
9	<i>Addition and subtraction</i>
10	<i>Addition and subtraction</i>
11	<i>Mental addition</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Spring Year 2

Week	Main focus of teaching and activities each day
1	<i>Number and place value</i>
2	<i>Addition and subtraction</i>
3	<i>Addition and subtraction</i>
4	<i>Measures</i>
5	<i>Multiplication and division</i>
6	<i>Number and Fractions</i>
7	<i>Addition and subtraction</i>
8	<i>Measures and Data</i>
9	<i>Multiplication and division</i>
10	<i>Addition and subtraction</i>
11	<i>Mental addition and subtraction and Money</i>

The order in which the teacher delivers these weekly topics may change.

Year 2 Medium Term Planning - Summer

Week	Maths topic covered
1	<i>Counting in tens, on and ordering numbers to 100</i>
2	<i>Adding and subtracting, partitioning eight, nine and ten</i>
3	<i>Adding and subtracting 10 and 11</i>
4	<i>Time – telling the time</i>
5	<i>Problem solving: listing all possibilities</i>
6	<i>Find complements to multiples of ten</i>
7	<i>Using pairs to ten to bridge ten</i>
8	<i>Shape: Rotation</i>
9	<i>Finding change</i> <i>Time – days of the week and months.</i>
10	<i>Capacity</i>
11	<i>Multiplication and division: practical problems</i>
12	<i>Assess and review</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Autumn Year 3

Week	Main focus of teaching and activities each day
1	<i>Number, place value and money</i>
2	<i>Mental addition and subtraction</i>
3	<i>Mental addition and subtraction</i>
4	<i>Shape or measures or data</i>
5	<i>Mental multiplication and division</i>
6	<i>Number, place value and money</i>
7	<i>Mental addition and subtraction</i>
8	<i>Mental addition and subtraction</i>
9	<i>Shape or measures or data</i>
10	<i>Mental multiplication and division</i>
11	Fractions or decimals or percentages or ratio

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Spring Year 3

Week	Main focus of teaching and activities each day
1	<i>Number, place value and money</i>
2	<i>Mental addition and subtraction</i>
3	<i>Written addition and mental subtraction</i>
4	<i>Measures/data: Length, weight, bar charts</i>
5	<i>Fractions</i>
6	<i>Number, place value and money</i>
7	<i>Mental addition and mental subtraction</i>
8	<i>Written addition and mental subtraction</i>
9	<i>Measures/shape: Time, position and direction</i>
10	<i>Mental multiplication and division</i>
11	<i>Mental multiplication and division</i>

The order in which the teacher delivers these weekly topics may change.

Year 3 Medium Term Planning - Summer

Week	Maths topic covered
1	<i>Rounding and ordering four-digit numbers</i>
2	<i>Multiplication and division facts for the 2, 3, 4, 5, 6, 8, 9 and 10 times tables</i>
3	<i>Area and perimeter</i>
4	<i>Mental and written addition of three-digit numbers</i>
5	<i>Subtraction including finding a difference and counting back, checking</i>
6	<i>Shape – horizontal and vertical lines Draw polygons and classify them</i>
7	<i>Reasoning and explaining</i>
8	<i>Doubles and multiplying and dividing two-digit numbers by single-digit numbers</i>
9	<i>Fractions</i>
10	<i>Measures – standard metric units in relation to capacity</i>
11	<i>Problem solving</i>
12	<i>Assess and review</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plan for Autumn Year 4

Week	Main focus of teaching and activities each day
1	<i>Number, place value and money</i>
2	<i>Mental addition or subtraction</i>
3	<i>Written addition and Frog subtraction</i>
4	<i>Shape</i>
5	<i>Mental multiplication and division</i>
6	<i>Number, place value and money</i>
7	<i>Mental addition and subtraction</i>
8	<i>Written addition or subtraction</i>
9	<i>Measures/data: Time, bar charts, pictograms</i>
10	<i>Mental multiplication and division</i>
11	<i>Mental multiplication and division</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Spring Year 4

Week	Main focus of teaching and activities each day
1	<i>Number, place value and money</i>
2	<i>Written addition and subtraction</i>
3	<i>Written addition and mental subtraction</i>
4	<i>Measures/data: Length, weight, bar charts</i>
5	<i>Fractions</i>
6	<i>Number, place value and money</i>
7	<i>Written addition and mental subtraction</i>
8	<i>Written addition and mental subtraction</i>
9	<i>Measures/shape: Time, position and direction</i>
10	<i>Mental multiplication and division</i>
11	<i>Written multiplication and division</i>

The order in which the teacher delivers these weekly topics may change.

Year 4 Medium Term Planning - Summer

Week	Maths topic covered
1	<i>Rounding and ordering four-digit numbers</i>
2	<i>Multiplication and division facts for the 2, 3, 4, 5, 6, 8, 9 and 10 times tables</i>
3	<i>Area and perimeter</i>
4	<i>Mental and written addition of three-digit numbers</i>
5	<i>Subtraction including finding a difference and counting back, checking</i>
6	<i>Shape – horizontal and vertical lines Draw polygons and classify them</i>
7	<i>Reasoning and explaining</i>
8	<i>Doubles and multiplying and dividing two-digit numbers by single-digit numbers</i>
9	<i>Fractions</i>
10	<i>Measures – standard metric units in relation to capacity Read numbered divisions on a scale, including weight and length</i>
11	<i>Problem solving</i>
12	<i>Assess and review</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Autumn Year 5

Week	Main focus of teaching and activities each day
1	<i>Number (place value in whole numbers) and Written Addition</i>
2	<i>Number (place value in decimals) and Written Addition of money</i>
3	<i>Written and Mental subtraction</i>
4	<i>Shape</i>
5	<i>Mental multiplication and division and Fractions</i>
6	<i>Number, place value and Written multiplication</i>
7	<i>Mental multiplication and division and Written Division</i>
8	<i>Number, place value and Written subtraction</i>
9	<i>Measures/Data</i>
10	<i>Fractions</i>
11	<i>Mental and written addition and subtraction and Written multiplication</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Spring Year 5

Week	Main focus of teaching and activities each day
1	<i>Place value and negative numbers Written Addition</i>
2	<i>Mental addition and subtraction including money</i>
3	<i>Place value and Addition of decimals</i>
4	<i>Co-ordinates and line graphs</i>
5	<i>Mental multiplication and division; written multiplication</i>
6	<i>Fractions, decimals and word problems</i>
7	<i>Written division; multiplying fractions</i>
8	<i>Number (place value, Addition of decimals</i>
9	<i>Perimeter, area and volume</i>
10	<i>Number, place value and written subtraction</i>
11	<i>Mental & written addition & subtraction; Written \times and \div</i>

The order in which the teacher delivers these weekly topics may change.

Year 5 Medium Term Planning - Summer

Week	Maths topic covered
1	<i>Ordering number</i>
2	<i>Place value</i>
3	<i>Mental multiplication and division</i>
4	<i>Written multiplication and division</i>
5	<i>Fractions, decimals, percentages, ratio and proportion</i>
6	<i>Shape: Symmetry, co-ordinates , reflection and translation</i>
7	<i>Reasoning and explaining</i>
8	<i>Mental addition and subtraction</i>
9	<i>Subtraction by finding a difference</i>
10	<i>Handling data: probability and mode</i>
11	<i>Problem solving</i>
12	<i>Assess and review</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Autumn Year 6

Week	Main focus of teaching and activities each day
1	<i>Number (place value in whole numbers) and Written Addition</i>
2	<i>Number (place value in decimals) and Written Addition of money</i>
3	<i>Written and Mental subtraction</i>
4	<i>Shape</i>
5	<i>Mental multiplication and division and Fractions</i>
6	<i>Number, place value and Written multiplication</i>
7	<i>Algebra</i>
8	<i>Number, place value and Written division</i>
9	<i>Measures/Data</i>
10	<i>Fractions</i>
11	<i>Mental and written addition and subtraction and Written multiplication</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Spring Year 6

Week	Main focus of teaching and activities each day
1	<i>Place value and negative numbers Written Addition</i>
2	<i>Geometry – coordinates</i>
3	<i>Place value and Addition of decimals</i>
4	<i>Algebra</i>
5	<i>Mental multiplication and division; written multiplication</i>
6	<i>Fractions, decimals and word problems</i>
7	<i>Written division; multiplying fractions</i>
8	<i>Number (place value, Addition of decimals)</i>
9	<i>Perimeter, area and volume</i>
10	<i>Mental & written addition & subtraction; Written \times and \div</i>
11	<i>Ratio and proportion</i>

The order in which the teacher delivers these weekly topics may change.

Medium term Plans for Summer Year 6

Week	Main focus of teaching and activities each day
1	<i>Number & Place value</i>
2	<i>Place value</i>
3	<i>Multiplication and division</i>
4	<i>Statistics</i>
5	<i>Ratio & Proportion</i>
6	<i>Shape</i>
7	<i>Shape – circles</i>
8	<i>Measurement</i>
9	<i>Calculations</i>
10	<i>Being Secondary-ready – what does it mean?</i>
11	<i>Being Secondary-ready – what does it mean?</i>

The order in which the teacher delivers these weekly topics may change.

3. Foundation Subjects

Year 1	Term 1	Term 2	Term 3
Humanities	<i>Ourselves</i> <i>Polar Regions</i>	The Wild People who help us	<i>Farming</i> <i>Seaside & Holidays</i>
Science	<i>Seasons</i> <i>Humans & Animals</i> <i>Materials</i>	Seasons & Life Cycles Forces	Seasons – Living & Growing Plants
Music	Sounds interesting The Long and Short of it	Feel the pulse Taking off	What's the score? Rain, rain, go away
PE	Dance	Gymnastics	Games
Design and Technology	Moving models Pop-up Cards	Making puppets Food Technology	Growing & Cooking Moving puppets
Art	Mixing Colours Sewing	<i>Printing &</i> <i>Malleable Materials</i> <i>Junk Modelling</i>	<i>Malleable Materials</i> <i>Photography and Still Life</i>

Computing	We are painters We are celebrating	<i>We are collectors</i> <i>We are storytellers</i>	<i>We are TV chefs</i> <i>We are treasure hunters</i>
PSHCE	SEAL New Beginnings Getting on and falling out	<i>SEAL</i> <i>Going for goals</i> <i>Relationships</i>	<i>SEAL</i> <i>Good to be me</i> <i>Changes</i>

Year 2	Term 1	Term 2	Term 3
Humanities	Walsden – past, present, future Famous people	Ghana/Japan WW1 Elizabeth 1	Dinosaurs Space (Moon landing)
Science	Healthy humans Electricity	Materials Plants	Animals (inc. humans) Habitats
Music	Carousel Music Primary music scheme		
PE	Gymnastics	Dance	Games/Swimming

Design and Technology	Design use for derelict site Electrical model	Chocolate crispies Japanese or Ghanaian task Old fashioned acrobat toy	Clay models/Modroc dinosaurs Sock puppets Mosaics
Art to support theme	Picasso, colour mixing, clay etc.	Patterns, pastel paintings	Collage paintings, mosaic space art
Computing	'My Word' Digital camera	Paint programme Internet	Digital devices Algorithms
PSHCE SEAL	New beginnings Getting on & falling out	Going for goals! Good to be me!	Relationships Changes

Year 3	Term 1	Term 2	Term 3
Humanities	Greeks History & Geography of Jesus	From Stone Age to Iron Age	Comparison of Blackpool & Paris
Science	Rocks & Soils Magnets	How your body works (Animals inc. Humans)	Plants Light & Shadow

Music	Percussion Learning songs Recorders	Singing rounds Singing harmony Performing 'show' songs	Percussion Composition Keyboard
PE	Netball/Basketball Gymnastics	Cricket Dance	Football Athletics
Design and Technology	Greek clay pottery Making Greek temples	Healthy sandwiches	Straw models of Eiffel Tower
Art	Watercolours	Investigating Pattern	Picasso
Computing	We are programmers We are bug fixers	We are presenters We are network engineers	We are communicators We are opinion pollsters
MFL	Greetings, numbers, classroom objects, where I live, numbers, months, weather	Family, colours, birthdays, pets, family, dates	Family, pets, sports, body, time, activities
PSHCE	Taking part Developing skills of communication/participation Drugs	Choices Keeping safe	Animals & us Relationships

Year 4	Term 1	Term 2	Term 3
Humanities	World War 2	Three city comparison	Invaders & Settlers - Vikings
Science	Healthy Lifestyles Teeth & Body	Electricity Sand States of matter	Environmental Study Habitats
Music	Percussion Learning songs Recorders	Singing rounds Singing harmony Performing 'show' songs	Percussion Composition Keyboard
PE	Netball Dance	Gymnastics Hockey	Athletics Cricket
Design and Technology	Warm food preparation	Electrical Circuits	Textiles
Art	Oil Paints (Renoir/Monet)	Take a seat	Aboriginal Art
Computing	Software Developing Toy Design	Digital Music HTML Writing	Producing a Wiki Presenting the weather

MFL	Greetings, numbers, classroom objects, where I live, numbers, months, weather	Family, colours, birthdays, pets, family, dates	Family, pets, sports, body, time, activities
PSHCE	People who help us – Police Drugs	Living in a diverse world Keeping safe	Developing our school grounds Relationships

Year 5	Term 1	Term 2	Term 3
Humanities	Romans in Britain Boudicca Deserts and Tropical lands	Anglo Saxons to 1066 Amazing Universe – volcanoes & earthquakes	Ancient Egypt Rivers, mountains and oceans
Science	Solids, liquids & gases	Life cycles of animals Reproduction in flowering plants	Earth, space & planets The origins of Earth
Music	Percussion Learning songs Recorders	Singing rounds Singing harmony Performing 'show' songs	Percussion Keyboard Violin
PE	Hockey/Handball Gymnastics Swimming	Netball/Football Dance	Football Athletics/Orienteering Striking & Fielding

Design and Technology	Bread	Moving Toys	
Art	Watercolours Objects and meanings	Talking Textiles	Picasso
Computing	We are game developers We are cryptographers	We are artists We are Web developers	We are bloggers We are architects
MFL	In the town, school, drinks and snacks, using Euros	Money, parts of body, sports, clothes, colour	Places, directions, travelling to France, letters
PSHCE	Children's Rights Human Rights Drugs	Rules & Laws Keeping Safe	Respect for property Relationships

Year 6	Term 1	Term 2	Term 3
Humanities	<i>Early Islamic Civilisation in Baghdad AD900</i> <i>Maps & Mapping Skills</i>	<i>The Big Smoke: A Study of London</i>	<i>John Fielden & Local History</i> <i>Victorian Inventions</i>

Science	<i>Diet & Exercise</i> <i>Light</i>	<i>Classification of Living Things</i> <i>Blood & Oxygen:</i> How Our <i>Circulatory System</i> Works	<i>Electricity</i> <i>Adaptation</i>
Music	Percussion Learning songs Recorders	Singing rounds Singing harmony Performing 'show' songs	Percussion Keyboard Violin
PE	<i>Tag Rugby (Invasion Game)</i> <i>Gymnastics</i> - creating a sequence	<i>Dance</i> - Folk and Country <i>Basketball (Invasion)</i>	<i>Cricket/Tennis</i> <i>Gymnastics</i>
Design and Technology	Christmas <i>Food & Drink</i>	<i>Textile: A Peg Bag Business</i>	<i>Structures: design & build a birdhouse</i>
Art	Oil paints and Watercolours	Talking Textiles	Comparative Art
Computing	E-safety - staying safe in a digital world Spreadsheets Keeping tabs on Christmas shopping	Using algorithms to create a computer game for younger children (Kodu) Design game covers and advertising strategies to 'sell' the game	Use the Internet to carry out research Create a multi-media presentation

MFL	In the town, school, drinks and snacks, using Euros	Money, parts of body, sports, clothes, colour	Places, directions, travelling to France, letters
PSHCE	Local democracy for young citizens Drugs	In the media – what's the news? Keeping safe	Moving on Relationships

4. Religious Education

2-year cycle: First year

YEAR GROUP	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Foundation Stage Christianity plus other significant festivals	F1 Where do we live? Who lives there? Field 1: How do people express belief?	F2 How do Christians celebrate Christmas? Field 1: How do people express belief?	F3 What makes a good helper? Field 2: What does it mean to be human?	F4 What can we see in our wonderful world? Field 3: How do we live together?	F5 Who and what are special to us? Field 3: How do we live together?
YEAR GROUP	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	
Year 1 Christianity/Islam /non-religious world view	1.1 Why are some books and stories special? Field 1: How do people express belief?	1.2 What does it mean to belong to a church or a mosque? Field 1: How do people express belief?	1.3 How can we care for others? Field 2: What does it mean to be human? Field 3: How do we live together?	1.4 How do we celebrate special occasions? Field 1: How do people express belief?	
Year 2 Christianity/Islam /non-religious world view	2.1 How do people pray? Field 2: What does it mean to be human?	2.2 How do Christians and Muslims mark new life? Field 1: How do people express belief?	2.3 How can we make good choices? Field 1: How do people express belief?	2.4 How can we look after our planet? Field 3: How do we live together?	
LOWER KS2 Christianity/Islam/Judaism/Sikhism /non-religious world view	3.1 How are beliefs expressed through art? Field 1: How do people express belief?	3.3 What does it mean to be a Jew? Field 1: How do people express belief?	4.1 Which faiths make up our community? Field 3: How do we live together?	4.4 What words of wisdom can guide us? Field 2: What does it mean to be human?	
UPPER KS2 Christianity/Islam/Judaism/Sikhism /non-religious	5.1 Why are some places and journeys special? Field 1: How do people express	5.2 What do Muslims believe about a good life? Field 1: How do people express	6.3 What is compassion? Field 2: What does it mean to be human?	6.4 Can charity change the world? Field 3: How do we live together?	

world view	belief?	belief?		
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Suggested Festivals

All: Christmas and Easter

KS1: (Y1) Hanukkah (Judaism); (Y1) [Eid Al-Fitr](#) (Islam); (Y2) Eid Al-Adha (Islam); (Y2) Diwali (Hinduism)

KS2: Rosh Hashanah/Yom Kippur (Judaism); Vesak or Visakah Puja ("Buddha Day"); Eid Al-Adha (Islam)

Other festivals may be looked at either as a discrete lesson or within the context of a specific unit to enrich the children's knowledge e.g. Holi, Hanukkah, Passover (Pesach) etc.

2-year cycle: Second year

YEAR GROUP	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Foundation Stage Christianity plus other significant festivals	F1 Where do we live? Who lives there? Field 1: How do people express belief?	F2 How do Christians celebrate Christmas? Field 1: How do people express belief?	F3 What makes a good helper? Field 2: What does it mean to be human?	F4 What can we see in our wonderful world? Field 3: How do we live together?	F5 Who and what are special to us? Field 3: How do we live together?
YEAR GROUP	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	
Year 1 Christianity/Islam /non-religious world view	1.1 Why are some books and stories special? Field 1: How do people express belief?	1.2 What does it mean to belong to a church or a mosque? Field 1: How do people express belief?	1.3 How can we care for others? Field 3: How do we live together?	1.4 How do we celebrate special occasions? Field 1: How do people express belief?	
Year 2 Christianity/Islam /non-religious world view	2.1 How do people pray? Field 2: What does it mean to be human?	2.2 How do Christians and Muslims mark new life? Field 1: How do people express belief?	2.3 How can we make good choices? Field 1: How do people express belief?	2.4 How can we look after our planet? Field 3: How do we live together?	

<p>LOWER KS2 Christianity/Islam/ Judaism/Sikhism /non-religious world view</p>	<p>3.2 What do creation stories tell us about the world?</p> <p>Field 2: What does it mean to be human?</p>	<p>4.3 How do festivals use light as a symbol?</p> <p>Field 3: How do we live together?</p>	<p>4.2 Who can inspire us?</p> <p>Field 1: How do people express belief?</p>	<p>3.4 What do Christians believe about a good life?</p> <p>Field 1: How do people express belief?</p>
<p>UPPER KS2 Christianity/Islam/ Judaism/Sikhism /non-religious world view</p>	<p>5.3 Should we forgive others?</p> <p>Field 3: How do we live together?</p>	<p>5.4 What matters most? (Humanism and two world faiths)</p> <p>Field 2: What does it mean to be human?</p>	<p>6.1 What does it mean to be a Sikh?</p> <p>Field 1: How do people express belief?</p>	<p>6.4 What matters most to Christians?</p> <p>Field 1: How do people express belief?</p>

Suggested Festivals

All: Christmas and Easter

KS1: (Y1) Hanukkah (Judaism); Y1) [Eid Al-Fitr](#) (Islam); (Y2) Eid Al-Adha (Islam); (Y2) Diwali (Hinduism)

KS2: Diwali (Hinduism); [Eid Al-Fitr](#) (Islam); Vaisakhi (Sikhism); Hanukkah (Judaism)

Other festivals may be looked at either as a discrete lesson or within the context of a specific unit to enrich the children's knowledge e.g. Holi, Rosh Hashanah, Passover (Pesach) etc.