

Our Remote Learning Long-Term Curriculum Overview

2021-2022

EYFS 2 Year Olds Room	Autumn	Spring	Summer
Remote Learning Provision	Home learning activities and learning will be set through Rising Stars, Seesaw and our school website. Learning will be practical, hands on and follow the interests of the children to suit their current learning and quality texts.		
<i>Personal, Social and Emotional Development</i>	<p>To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period.</p> <p>With the support of a key person show an interest in play.</p> <p>Notice others around them.</p> <p>Build interactions through the interests of the child.</p> <p>To react to stimulus to help calm emotions and feelings for example: looking at family photographs together.</p>	<p>To begin to find their own unique way of managing transitions.</p> <p>Begin to show confidence within their play.</p> <p>Play alongside their peers and developing friendships.</p> <p>With the support of an adult wait and take a turn for example rolling a ball or a car.</p> <p>Begin to show an awareness of themselves. Using various props and resources.</p>	<p>To have developed a sense of assurance for example developing relationships with other adults and peers.</p> <p>Show independence within their play and making choices.</p> <p>To have established friendships with peers.</p> <p>To begin to demonstrate taking a turn independently.</p> <p>Explore emotions and feelings through stories and their play.</p>
Communication and Language	<p>To begin to join in with some songs and Nursery Rhymes (even just with actions)</p> <p>To being to change attention to follow a prop or prompt.</p> <p>Listen to short stories in a small group.</p>	<p>Recognise familiar environmental sounds and say what they can hear.</p> <p>Listen to some longer stories and join in with some key words and phrases in familiar stories.</p>	<p>To be able to shift to a different task if attention fully obtained.</p> <p>Listen and follow one step instructions.</p>

	<p>Use some single words to express their wants, needs and feelings.</p> <p>Recognise familiar objects to develop their vocabulary.</p> <p>Understand frequently used words, such as, 'all gone', 'no', 'bye bye'.</p>	<p>Build on their repertoire of Nursery Rhymes and begin to sing them unprompted.</p> <p>Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings.</p> <p>Use the speech sounds p,b,m,w</p>	<p>Listen and join in during circle times, taking a more active role in participating.</p> <p>Know and sing a wide variety of Nursery Rhymes and songs.</p> <p>Role play familiar scenarios, communicating with one another, for example, going to the shops or the Doctors.</p> <p>Express themselves using a wide range of vocabulary and speak in longer sentences.</p>
Physical Development	<p>Feeling secure and comfortable during nappy time.</p> <p>At snack time sitting together with peers.</p> <p>Sitting and walking independently.</p> <p>Begin to sit on a small bike and know how it is used.</p> <p>Showing an interest in exploring materials and tools.</p>	<p>Showing an interest in Potty training.</p> <p>Sitting together for snack times and trying different tastes and textures.</p> <p>To gain control over their bodies through both indoor and outdoor play.</p> <p>Developing fine manipulative skills through using different objects and tools.</p>	<p>To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat.</p> <p>Following snack time routines, making choices independently.</p> <p>To use large equipment, ride bikes and scooters with support.</p> <p>To be able to hold tools and objects using a palmer grasp comfortably.</p>
Literacy-Reading	<p>To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses.</p> <p>Enjoy looking at class made books related to families.</p> <p>To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc.</p>	<p>To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently.</p> <p>To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing?</p> <p>Recognise their name alongside their photograph.</p>	<p>Have a selection of favourite stories.</p> <p>To understand that stories have a beginning and the end and join in saying 'The end'.</p> <p>To join in with key phrases when reading familiar books with adults.</p> <p>To talk in simple sentences and phrases about books the enjoy, using the images to help them.</p>

	To use a basic picture book and find information following a prompt. E.g. Where is the dog?		To listen to audio stories without images. Recognise familiar logos related to their interests.
Literacy - Writing	To join in with short dough gym sessions to develop fine motor control To make marks on table tops to support core strength. Show an interest in mark marking- fingers, large apparatus, tools. Hold a tool with a fist palmer grip.	Distinguishes between the different marks they make. Use tweezers to pick up a small object. To develop hand-eye co-ordination through scooping/pouring and filling activities.	Imitate during simple shapes such as circles and lines. Make marks on a picture to stand for their name. Enjoy drawing freely using a range of tools. Notice some print such as familiar logo. Children to use a digital pronate grip. Use lacing cards to develop fine motor skills.
Maths	To combine objects such as stacking blocks and cups. Put objects inside others and take them out again. Begin to take part in finger rhymes with numbers. To explore and use shape sorters and puzzles.	To begin to compare sizes, bigger, little and smaller. To use number language in their play, beginning to sequence numbers orally 0-5. To complete an inset puzzle and to demonstrate matching and sorting skills within their play. To notice and comment on patterns including stripes and spots etc.	To begin to use the language of weight in everyday contexts and through stories and rhymes. To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness. To use objects to make simple arrangements, using associated language 'the same'. Begin to count objects and actions in everyday contexts and counting up to 3 fingers. Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc

<p>Understanding the World</p> <p>Investigation & Exploration</p>	<p>Play and explore in their natural environment displaying high levels of engagement. Children to begin to respond by simple comments and nonverbal gestures and movements.</p> <p>Begin to explore seasonal change e.g. the leaves are falling off the tree.</p> <p>Exploring senses –and purpose of body parts Naming body parts</p> <p>Exploring light and colours through sensory play.</p> <p>Exploring sound linking to bonfire night.</p> <p>Play with a variety of wheeled toys, exploring pushing and pulling.</p>	<p>Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons.</p> <p>Observing changes of state through ice/water and using their senses to explore.</p> <p>Explore the natural world, focusing on digging and planting seeds.</p> <p>Observe and notice flowers and plants growing using their senses.</p>	<p>Use descriptive terms, such as ‘hot’ and ‘cold’.</p> <p>Create simple dens with adult support and begin to understand shade and keeping cool.</p> <p>Use senses to explore sand/pebbles/water/bubbles.</p>
<p>People, culture and communities</p>	<p>Recognise their family and key people during key person time. Children to name their family by using a family photograph.</p> <p>Understanding that Christmas is a special celebration.</p> <p>Settling in to their new environment and understanding where things are located in the classroom.</p>	<p>Begin to imitate their own family and cultures through pretend play.</p> <p>Understanding that Easter is a special celebration.</p> <p>Begin to understand that there are different environments, for example, understanding that penguins live where it is cold.</p>	<p>Bring in photos from family days out to share during Key Person time.</p> <p>Begin to have their own friends.</p> <p>Recognising familiar places and logos through looking at photos (local shops, places of interest).</p> <p>Talk about places they might go on a sunny day, for example, the beach. Imitate these experiences in the role play.</p>
<p>Time</p>	<p>Learning about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.)</p>	<p>Begin to understand the sequence of dressing in warm clothes for outside (putting on outdoor suit, then wellies, then hat, gloves etc.)</p>	<p>Understand the routine of the day with less prompts.</p>

<p>Expressive Arts and Design</p>	<p>Explore different materials using all their senses.</p> <p>Begin to show an interest in early mark making.</p> <p>Explore sounds using musical instruments and sound makers.</p> <p>Use our voices to make sounds.</p> <p>Starting to develop imaginative play by exploring resources within the provision.</p>	<p>Manipulate and play with different materials, exploring textures.</p> <p>Make early marks using various tools and equipment.</p> <p>Beginning to experience tone, pitch and volume.</p> <p>Join in singing songs and rhymes copying actions.</p> <p>Beginning to use resources imaginatively, using resources in different ways. For example: using a block as a phone.</p>	<p>Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do.</p> <p>Intentionally making marks in different styles.</p> <p>Expressing their ideas when mark making and sometimes giving meaning to them.</p> <p>Explore different rhythms, beat and using their bodies appropriately.</p> <p>Developing imaginative play from their own learning experiences, stories and rhymes.</p>
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EYFS Nursery	Autumn	Spring	Summer
Remote Learning Provision	Home learning activities and learning will be set through Rising Stars, Seesaw and our school website. Learning will be practical, hands on and follow the interests of the children to suit their current learning and quality texts.		
<i>Personal, Social and Emotional Development</i>	<p>Begin to understand the rules and take part in routines of the day, sometimes with support.</p> <p>To begin to build positive relationships with new adults and peers.</p> <p>To begin to feel confident in asking an adult for help when needed.</p> <p>Select and use resources independently to achieve a goal they have chosen.</p>	<p>Play with one or more children, extending and elaborating play.</p> <p>To develop their sense of belonging to the school community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Show increasing confidence when faced with a new experience.</p> <p>Begin to show sensitivity towards how others are feeling. Describe how characters might be feeling in stories.</p>	<p>To have established a group of one or more children they like to play with repeatedly.</p> <p>Talk with others to solve conflicts and be able to take turns in their play saying 'my turn please' and waiting patiently when others respond with 'yes, in five minutes'.</p> <p>Talk about their feelings, describing when they are happy, sad, worried, angry etc and begin to regulate their feelings knowing when they may need support to manage them.</p> <p>To know that we have class and school rules which need to be followed and to understand why they are important in our school community.</p> <p>Show more confidence in new social situations.</p>
Communication and Language	<p>To know some rhymes, begin to talk about familiar books.</p> <p>Enjoy listening to longer stories and remember some of what happened.</p> <p>Sing a larger repertoire of Nursery Rhymes and Songs.</p>	<p>Use longer sentences of 4 to 6 words.</p> <p>Use talk to organise themselves and their play eg. 'let's go on the bus, I'll be the driver.</p> <p>To know many rhymes, be able to talk about familiar books and tell a longer story. (See Pie Corbett Literacy)</p>	<p>Be able to express points of view and debate when they disagree with an adult or a friend using words as well actions.</p> <p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>To begin to use tenses in the correct context.</p>

	<p>To use a wide range of vocabulary linked to interests, the world around them and quality texts.</p> <p>Understand a two part question or instruction.</p> <p>Understand Why questions.</p>	<p>To begin to pay attention to more than one thing at a time.</p>	<p>Begin to pronounce more difficult sounds correctly (r,j,th,ch,sh).</p>
<p>Physical Development</p>	<p>To begin to independently use large outdoor equipment including bikes, scooters and climbing equipment with increasing control to support their gross motor skills.</p> <p>Gain confidence when going up and down stairs using alternate feet and when climbing on outdoor equipment and apparatus.</p> <p>Use large-muscle movements when painting, chalking or making marks with water on vertical surfaces to stimulate large shoulder movements.</p> <p>Use a range of one-handed tools and equipment with increasing control to do what they set out to do e.g. using tweezers to move objects, using hammers and nails during forest school activities and using scissors to make snips in paper.</p> <p>Match their developing physical skills to become more confident, competent and adaptive movers when choosing how to travel across and over balancing and climbing equipment.</p> <p>Be increasingly independent in meeting their own care needs when going to the toilet and washing their hands.</p>	<p>To begin to transfer physical skills learnt in one context to another such as using scissors to snip paper then using them to cut herbs from the garden when preparing food.</p> <p>Begin to recognise and talk about healthy food and drink choices.</p> <p>Use a range of tools for different purposes in order to carry out their own plan e.g. Choosing a large spade to create a bigger hole, a wheelbarrow to transport resources safely, using scissors to cut and adapt resources.</p> <p>Begin to develop more control over a pencil, changing from palmer grasp to four finger grip when drawing lines and circles.</p> <p>Begin to eat independently learning how to use a knife and fork.</p> <p>Know the importance of brushing our teeth every morning and night and limiting the amount of sugar they eat and drink, making healthier choices.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>During music and movement sessions with Mrs Naylor children will be increasingly able to imitate, remember and initiate rhythmic sequences and patterns of movement.</p> <p>Collaborate with others to manage large items, moving them safely and sensibly and negotiating space to avoid obstacles.</p> <p>Begin to use a tripod grip to hold a pencil with good control to make more detailed drawings and when beginning to write recognisable letters from their name.</p> <p>Show a preference for a dominant hand.</p> <p>Understand and talk about why we need to wash our hands throughout the day, including after going to the toilet and before snack and lunch.</p>

<p>Literacy - Reading</p>	<p>Independently select favourite books demonstrating positive reading behaviours including holding the book the correct way up, turning the pages one at a time and talking about the illustrations.</p> <p>Begin to understand that print carries meaning, noticing and commenting on print in the environment and in books.</p> <p>Begin to develop phonological awareness by spotting and suggesting rhyme in stories, songs and when playing rhyming games.</p> <p>Recognise and distinguish between environmental sounds.</p>	<p>Name the different parts of a book including title, front cover and content page.</p> <p>Know that print can have different purposes and enjoy giving their own meaning to print, using diagrams and illustrations as a guide.</p> <p>Know that stories have sequence and use language including first, next, then and finally to describe what has happened in our story focus.</p> <p>Hear and say the initial sound in their name.</p> <p>Know that stories have a title and can predict the title using illustrations as a guide.</p>	<p>Count and clap syllables in names when singing hello to each other every day.</p> <p>Recognise words with the same initial sound during games such as 'I Spy' or on sound hunts.</p> <p>Begin to hear and say the initial, final and then middle sound in cvc words.</p> <p>Know the difference between a letter and word and follow print to 'read' the title of a familiar story.</p> <p>Engage in extended conversations about stories, learning new vocabulary and using it when retelling the story.</p> <p>Know that the author is the person who write a story and the illustrator draws the pictures.</p> <p>Begin to identify letters of the alphabet.</p>
<p>Literacy - Writing</p>	<p>Notice and talk about print in their environment such as their name, well known logos and labels with photographs such as on those on resources.</p> <p>Add some marks to their drawing which they give meaning to e.g. that says mummy.</p> <p>Explore mark making on a large scale both indoors and outdoors, developing control over one handed tools.</p>	<p>Begin to know that sounds in words are represented by a letter.</p> <p>Show interest in letters and sounds during phonic games.</p> <p>Make marks on their pictures which stand for their name.</p> <p>Use a pencil with increasing control to draw lines and circles.</p>	<p>Children to use a tripod grip when using a pencil with increasing control.</p> <p>Recognise and identify some letters of the alphabet in the environment and in stories, non-fiction texts etc.</p> <p>Children to be able to write their name and some letters accurately.</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list</p>

		<p>Begin to form some letters in their name.</p> <p>Be able to follow and copy patterns to support letter formation.</p>	<p>that starts at the stop of the page and write 'M' for mummy.</p> <p>To be able to break down a sentence into words and keep it in their head, asking an adult to record their ideas and beginning to read their own sentence back.</p>
Maths	<p>Recite numbers beyond 5 in the correct sequence.</p> <p>Show finger numbers up to 3 through number rhymes and songs.</p> <p>Begin to count objects and actions up to 3 using one to one correspondence, knowing that the last number reached tell you how many are in the set and beginning to match numerals to quantity.</p> <p>Begin to show an understanding of numerals and their meaning such as knowing that they are 3.</p> <p>Talk about and begin to comment on 2D and 3D shapes they use through their play, using mathematical language such as 'round'</p> <p>Understand positional language through words e.g 'The ball in under the chair'.</p> <p>Begin to describe a sequence of events, real or fictional, using words first, next, then, before etc.</p>	<p>Begin to recognise sets of up to 3 objects on sight without having to count them individually.</p> <p>To experiment with their own symbols and marks as well as numerals during play and outdoor games.</p> <p>To know the names and properties of 2D shapes including circle, triangles, squares and rectangles and to use them in everyday context and in their drawings.</p> <p>To talk and identify patterns in the environment using language to describe them.</p> <p>To describe a familiar route, using positional language..</p> <p>To make comparisons relating to size, length, weight and capacity.</p>	<p>Count reliably objects and actions up to 5 using one to one correspondence and matching the numeral to the quantity.</p> <p>Solve real world mathematical problems with numbers up to 5 through daily routines and activities.</p> <p>To compare quantities using language 'more than' and 'fewer or less than'.</p> <p>To begin to identify and talk about properties of 3D shapes when building and constructing during their play.</p> <p>Extend and create ABAB patterns and noticing and correcting errors .</p> <p>Discuss routes and locations within their environment and immediate locality, exploring maps and discussing familiar landmarks.</p>
Understanding the World	<p>Use descriptive terms, such as 'fast', 'slow', 'hot' and 'cold'</p>	<p>Understand light and dark. Begin to know that the sun gives us light in the day and we get light from the stars and reflective light from the moon in the night.</p>	<p>Talk about the differences between the materials and changes the notice.</p>

Investigation & Exploration	<p>Talk about and begin to describe what they can see in their environment. Noticing how their environment changes through the seasons.</p> <p>Explore how things work, investigating and talking about various light sources including lights, fire, torches etc</p>	<p>Plant seeds and care for growing plants.</p> <p>Under the key features of a growing plant.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the key features of the life cycle of a plant – seed, shoot, flower</p>	<p>Exploring collections of materials and talking about their properties during a range of play situations.</p> <p>Exploring and talking about changes in ingredients when mixing together and cooking.</p>
People, culture and communities	<p>Recognise, name and notice they have similarities and differences that connect them and distinguish them from others e.g. colour of eyes, hair skin.</p> <p>Know where they live.</p> <p>Know who they live with.</p>	<p>Explore different occupations and different ways of life.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to explore maps within books and real-life experiences.</p>
Time	<p>Begin to make sense of their own life story and family photographs.</p> <p>Understand language of today, tomorrow and yesterday.</p> <p>Days of the week song.</p>	<p>Speak about an event which has happened in the past and discuss a future event.</p>	<p>Order a sequence of up to 3 events.</p>
Expressive Arts and Design	<p>Listen to sounds with increased attention, expressing their thoughts and ideas.</p> <p>Use objects and natural materials as props to support imaginative play, using it to represent something else.</p> <p>Explore and use different materials freely to express new ideas.</p>	<p>Remember and sing a variety of songs and rhymes.</p> <p>Explore different instruments, using them to express their feelings and ideas. - Music with Mrs Naylor</p> <p>Match the pitch of a tone sung by another person.</p> <p>Use small world equipment to develop complex stories.</p>	<p>Create their own songs or change parts of songs they know.</p> <p>Move melodically when singing familiar songs.</p> <p>Begin to combine construction materials, blocks and other chosen media to make imaginative and complex small worlds, using props to support play.</p>

	<p>Join different materials and explore different textures.</p> <p>Draw closed shapes with continuous lines and begin to use these lines to represent objects.</p>	<p>Use drawings to represent ideas, giving meaning to what they have drawn.</p> <p>Explore colour mixing, making predictions about what two primary colours will make a secondary colour and experimenting to find out.</p>	<p>Begin to draw with increasing complexity and detail such as representing a face with a circle and including features.</p> <p>Begin to show different emotions in their drawings and painting, talking about happiness, sadness, fear etc.</p>
<p>MFL (Not statutory)</p>	<p>Name Colours (azul, blanco, rojo, verde, Amarillo, negro, naranja) Christmas carols/vocabulary</p> <p>Number: 1-7</p>	<p>Name Colours (x7) Number: 1-10</p>	<p>Name Colours (x7) Number: 1-10</p>

EYFS Reception	Autumn	Spring	Summer
Remote Learning Provision	Home learning activities and learning will be set through Rising Stars, Seesaw and our school website. Learning will be practical, hands on and follow the interests of the children to suit their current learning and quality texts.		
<i>Personal, Social and Emotional Development</i>	<p>To begin to form positive attachments to adults and develop friendships with their peers.</p> <p>Become familiar within a new environment such a classrooms, outdoor space, canteen and hall.</p> <p>Begin to talk about what it feels like to be happy, sad, angry, scared and to feel loved.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs.</p> <p>Begin to understand the rules and take part in routines of the day, sometimes with support.</p>	<p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual and speak about themselves positively.</p> <p>Children to talk about their strengths and the things they would like to get better at.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>To be able to follow the rules and routines of the day with little reminders or support.</p> <p>To play co-operatively in a small group and begin to resolve any conflicts with others.</p> <p>To feel confident in approaching and speaking to familiar adults.</p> <p>To show increasing resilience when faced with challenges in their play.</p>	<p>To demonstrate a good understanding of their feelings and the feelings of others and be able to self-regulate their behaviour.</p> <p>To be able to wait for what they want.</p> <p>To be able to control their immediate impulses.</p> <p>To give focused attention to others and respond in conversations.</p> <p>To be able to follow instructions involving several ideas or actions.</p> <p>Work and play co-operatively with others, taking turns when playing.</p> <p>Show sensitivity to their own and other's needs.</p> <p>Show independence and resilience when engaging in new activities.</p>

			<p>To be able to explain the reason for rules and have a good understanding of right and wrong. Be able to behave appropriately.</p> <p>To be able to manage their own basic hygiene and personal needs.</p>
Communication and Language	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>To begin to be able to take part in small group discussions using new vocabulary.</p> <p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>To become more confident in using tenses in the correct context.</p>	<p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have read.</p> <p>To be able to take part in small group discussions using new vocabulary.</p> <p>To retell familiar stories using their own words or phrases from the book. (See Pie Corbett Literacy)</p>	<p>To be able to talk about fiction and non-fiction books using new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate.</p> <p>Express themselves using full sentences, including use of past, present and future tenses.</p> <p>To be able to use conjunctions, with some modelling and support from the teacher.</p> <p>To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify understanding.</p>
Physical Development	<p>Walk up the stairs with alternative feet and with growing confidence.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use a comfortable (pincer grip) with good control when holding pens and pencils.</p>	<p>Continue to develop fine motor skills during continuous provision.</p> <p>Use a range a tools in their play with increasing control e.g., paintbrushes, wooden spoons, tweezer and child friendly knife when preparing food.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools with good control including scissors, paintbrushes and cutlery.</p>

	<p>Have the confidence to attempt to travel across the monkey bars to support the development of their core and upper body strength.</p> <p>Begin to form letters correctly.</p> <p>Sit with a good posture on the carpet and on a chair.</p> <p>Begin to understand ways on how to be calm e.g. breathing, meditation and peer massage.</p> <p>Take part in weekly yoga sessions and explore moving their body to create yoga poses.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing etc.</p> <p>Take part in weekly Rugby Tots sessions and develop skills in throwing and catching balls and negotiating obstacles when holding a ball.</p>	<p>Begin to show accuracy and care when drawing.</p> <p>To be able to form most letters of the alphabet correctly.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Begin to develop the skills to ride a bike without stabilisers through Bike-ability sessions.</p>
Literacy-Reading	<p>Reading individual letters by saying the sound for them.</p> <p>Read simple phrases and sentences made up of words with known letter – sound correspondences and a few exception words.</p>	<p>Children to know the letter name.</p> <p>To recognise and read diagraphs within phase 3 –Spring 1: qu, ch, sh, th,ng. Spring 2: ai,ee, igh, oa, oo,</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>To recognise and read diagraphs within phase 3 ar, or, ur, ow,oi, ear, ure, er.</p> <p>To be able read some phase 4 common exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>
Literacy - Writing	<p>To be able to break down a sentence into words and keep it in their head.</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write ‘M’ for mummy.</p>	<p>Begin to use capital letters and full stops with adult support.</p> <p>Begin to write simple captions and sentences that they can read back.</p>	<p>Sit with the correct posture at a table for some time.</p> <p>Write for different purposes.</p> <p>Use 3 finger, tripod grip to hold writing tools.</p>

	<p>Children to be able to write their name and some letter accurately.</p> <p>Hear, say and write the sounds in words based on their phonic knowledge.</p> <p>Write phase 2 common exception words and read them back.</p>	<p>Write phase 3 common exception words and read them back.</p> <p>Children to begin to write independently during child-initiated play.</p>	<p>Write phase 4 common exception words and read them back.</p> <p>Form letters correctly in a pre-cursive style.</p> <p>Write simple sentences that can be read by others.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
<p>Maths</p>	<p>Exploring mathematical themes such as composition, addition, subtraction, ordinality etc. of numbers 1-5 (See Maths Hub Planning)</p> <p>Recall the name and properties of some 2D shapes.</p> <p>Subitising up to 5 objects.</p> <p>Begin to learn number bonds to 5.</p> <p>To be able to sort objects according to given criteria and begin to set their own criteria for sorting objects.</p> <p>To recognise patterns in the environment.</p> <p>To begin to use mathematical language to compare objects e.g. Taller/shorter.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Exploring mathematical themes such as composition, addition, subtraction, ordinality etc. of numbers 5-10 (See Maths Hub Planning)</p> <p>Recall the name and properties of 3D shapes.</p> <p>Use prior knowledge learn number bonds to 10.</p> <p>Begin to explore doubling and halving in practical situations using numerals to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create simple AB and ABB patterns.</p>	<p>Begin to develop an understanding of numbers to 20, such as composition of numbers, patterns within 20 etc. (See Maths Hub Planning)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10 and beyond, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Continue, copy and create more complex patterns ABBC patterns.</p>

	Explore comparing weight, length and capacity in a range of practical situations.		
Understanding the World Investigation & Exploration	<p>Understand ideas connected to light and dark – e.g. reflection, nocturnal animals etc</p> <p>Investigate light and dark and experiment with shadows, explaining findings and talking about changes.</p> <p>Explore the natural world around them through quality and nonfiction texts, exploring different animal habitat.</p> <p>To know that information can be found on the internet as well as nonfiction books.</p>	<p>Recognise some environments that are different that they live through quality texts, nonfiction books and looking at a world map.</p> <p>Explore changing states of matter such as exploring non-reversible changes in ingredients when mixing together and cooking as well as reversible changes such as freezing and melting water/ice.</p> <p>Understand the key features of the life cycle of a plant – seed, shoot, flower,</p> <p>Name the parts of the plant – root, stem, leaves, and flower.</p>	<p>Children to make observations and drawings of plants and animals in world around.</p> <p>Talk about the cycle of the seasons using prior knowledge when exploring summer.</p>
	People, culture and communities	<p>Talk about members of their family and community.</p> <p>Talk about different cultures and describe and begin to understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Observe and talk about the features of our school and local environment.</p> <p>Children to be able to identify familiar landmarks with our school grounds.</p>
Time	<p>Use language associated with time – today, tomorrow, yesterday, week, month, year</p> <p>.</p>	<p>Understand and speak about events in past, present, future.</p> <p>Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read in class.</p>	<p>Order a sequence of up to 5 events</p> <p>Talk about the lives of people around them and their roles in society.</p>

<p>Expressive Arts and Design</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (self-portraits)</p> <p>Explore different mediums of mark making e.g. chalks, paints, squeeze bottles.</p> <p>Exploring different joining techniques such as tape, string, PVA glue and pritt sticks in open ended activities.</p> <p>Explore the properties and textures of natural materials to create 3D collages.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Explore the work of some artists linking to their skills development.</p> <p>Explore different instruments to express their feelings and ideas.</p> <p>Join in with songs.</p> <p>Tap rhythms to accompany words, such as tapping the syllables of name, objects, animals and the lyrics of a song.</p>	<p>Children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent.</p> <p>Make marks with increasing control.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Begin to create simple compositions.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begin to keep a steady beat.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Remain engaged for an extended time during role play whilst co-operating with others.</p> <p>Create a detailed representation of something they can see e.g., observational drawing.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Knowing a wide repertoire of nursery rhymes and feel confident in a group or solo.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
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MFL (Not statutory)	Name, feelings Colours (x10 as Nursery + marron, rosa, lila/morado) Christmas vocabulary/carols Number: 1-15	Name, feelings Colours (x10) Number: 1-15	Name, feelings Colours (x10) Number: 1-15
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Quality text: -Little Red Riding Hood by Ed Bryan The Three Little Pigs by Ed Bryan</p> <p>Poet Focus: Janet and Alan Ahlberg</p> <p>Non-fiction Links: A Street Through Time- Anne Millard and Steve Noon</p>	<p>Quality text: The Naughty Bus Jan Oke Traction Man Mini Grey</p> <p>Poetry Focus: Visual Poems- Shape poems and calligrams</p> <p>Non-fiction Links: Atlases</p>	<p>Quality text: Stick Man Jacqueline Wilson The Smile Shop by Satoshi Kitamura</p> <p>Poetry Focus: Poetry Enjoyment- 'Out and About' by Shirley Hughes (A poetry collection)</p> <p>Non-fiction Links: The Diversity of Life on Earth – Nicola Davies</p> <p>Animals of the Serengeti Baby Professor</p> <p>You wouldn't like to be in The Great Fire of London- Jim Pipe</p> <p>Ladybird- The Great Fire of London- Chris Baker</p> <p>Terrible True Tales from the Tower of London-Sarah Kilby</p> <p>The Great Fire of London- Liz Gogerly</p>	<p>Quality text: The Way Back Home Oliver Jeffers Stuck Oliver Jeffers</p> <p>Poetry Focus: Structured/ visual poetry- acrostics</p> <p>Non-fiction Links: Professor Astro Cat's Solar System Dominic Walliman</p> <p>Discover our Solar system Colin Stuart</p> <p>My First book of planets -Bruce Betts</p> <p>A Year on Adam's Farm- Rachael Saunders</p>	<p>Quality text: I Want My Hat Back Jon Klassen The Great Paper Caper Oliver Jeffers</p> <p>Poetry Focus: The Lost Words Specific Pages</p> <p>Non-fiction Links: Little people big dream- Agatha Christy</p> <p>No Money Day- Kate Milner</p> <p>Look and find, Look and Say (Science) by Usborne and the National Trust</p> <p>Look and Learn in My Garden- National Geographic</p> <p>National Trust: Birch Trees, Bluebells and Other British Plants- Nikki Dyson</p>	<p>Quality text: Here We Are Oliver Jeffers We're all Wonders R.J. Palacio</p> <p>Poetry Focus: Free Verse Poetry Riddles</p> <p>Non-fiction Links: Africa is not a Country- Mark Melnicove</p> <p>Everything Weather National geographic Little Kids first book of weather National Geographic</p>

			The Great Fire of London- Emma Adams			
Remote learning provision	Quality texts are available for collection from school or via PDF and teachers will prepare work based around the novel. Where the quality text is not available, Rising Stars Reading Planet books will be set electronically and work that covers the same writing outcomes will be set.					
	The Three Little Pigs	PDF available	PDF available	The Way Back Home Stuck	I Want My Hat Back I Want My Hat Back- Animated The Great Paper Caper	Here We Are We Are All Wonders
Maths	Basic Skills: Fluent in Five Number and Place Value: Numbers to 10 including bonds, Calculations: Addition, Subtraction, Geometry – Position and Direction: Positions	Basic Skills: Fluent in Five Number and Place Value: Number to 20 including bonds, Calculations: Addition, Subtraction numbers to 20	Basic Skills: Fluent in Five Geometry – Properties of Shapes: Shapes and patterns Measurement: Length and Height	Basic Skills: Fluent in Five Number and Place Value: Numbers to 40, Calculations: Addition/subtraction word problems	Basic Skills: Fluent in Five Calculations: Multiplication, Division Fractions: Fractions Number and Place Value: Numbers to 100 Measurement: Time	Basic Skills: Fluent in Five Measurement: Money, Volume & Capacity Measurement: Mass Geometry – Position and Direction: Space
Remote learning provision	White Rose Maths Hub Premium resources including ppt and teacher videos. Basic Skills: Fluent in Five will also continue					
	Place Value Addition and Subtraction Position and Direction	Place Value-within-20 Addition and Subtraction block 2	Geometry- shape Length and Height	Place Value-within-50	Multiplication and Division Fractions Place Value-within-100 Time	Money Position and Direction Weight and Volume

<p>Science</p>	<p>Seasonal Changes (Autumn) Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Everyday Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Animals Including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Seasonal Changes (Spring) Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Seasonal Changes (Summer) Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies</p>
<p>Remote learning provision</p>	<p><u>Oak National Academy 6</u> lessons on seasons <u>Tigtag- Planet Earth</u> <u>Purple Mash Seasons</u></p>	<p><u>Oak National Academy 6</u> lessons on materials <u>Tigtag-exploring materials</u> <u>Purple Mash-Materials</u></p>	<p><u>Oak National Academy 6</u> lessons on materials <u>Tigtag-exploring materials</u> <u>Purple Mash-Materials</u></p>	<p><u>Oak National Academy 6</u> lessons on seasons <u>Tigtag- Planet Earth</u> <u>Purple Mash Seasons</u></p>	<p><u>Oak National Academy- Plants 6</u> lessons <u>Tigtag- Amazing Plants</u> <u>Purple Mash-Plants=</u></p>	<p><u>Oak National Academy 6</u> lessons on seasons <u>Tigtag- Planet Earth</u> <u>Purple Mash Seasons</u></p>

<i>RE- Come and See</i>	Domestic Church-family Families God's love and care for every family	Baptism/confirmation belonging Belonging Baptism an invitation to belong to God's family	Advent/Christmas loving Waiting Advent a time to look forward to Christmas	Local church community Special people People in the parish family	Eucharist relating Meals Mass; Jesus' special meal	Lent/Easter giving Change Lent a time for change	Pentecost serving Holidays & holydays Pentecost: feast of the Holy Spirit	Reconciliation Inter-relating Being sorry God helps us to choose well Sacrament of Reconciliation	Universal Church world Neighbours Neighbours share God's world
Remote learning provision	The Archdiocese of Liverpool have produced home learning packs which will be sent by class teachers to match the 'Come and See' topics above. These will be sent through Seesaw.								
<i>History and Geography</i>	<u>History-</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Did Nanna have as much fun with her toys as we do?	<u>Geography-</u> Geographical skills and field work Where will Traction Man go?	<u>History-</u> Events beyond living memory that are significant nationally or globally The Great Fire of London	<u>Geography-</u>Human and physical Where do the leaves go in winter?	<u>History-</u> Significant people in their own locality Kitty Wilkinson	<u>Geography-</u> Locational/Place knowledge Where in the world is the Nest? Kenya			
Remote learning provision	<u>Oak National Academy- Changes in living memory</u> 10 lessons	<u>ODDIZZI- KS1 local area</u> <u>ODDIZZI- map skills the UK</u>	<u>Oak National Academy- The Great Fire of London</u> 10 lessons	<u>ODDIZZI- weather- and-seasons</u>	Teacher made pack	<u>ODDIZZI-Kenya</u> Teacher made pack			
<i>PSHE</i>	Feelings & Special People. Self-regulation Empathy and compassion Emotions Self-respect	Staying Safe *Safeguarding Rights and responsibilities Protecting ourselves Assessing risk Rules Anti-bullying week	Healthy Me Benefits of physical exercise Healthy diet Online safety Sun safety Mental health awareness week	All around us Benefits of physical exercise Recycling and reusing How to agree on rules Not complete	Money Matters *Safeguarding Where money comes from Role of money	Internet Safety Curriculum catch up			
Remote learning provision	<u>My Life</u> Scheme of work will continue and PowerPoints and resources will be set by the class teacher through Seesaw.								

<i>Journey in Love</i>	Social and emotional Recognise signs that I am loved in my family		Physical Recognise how I am cared for and kept safe in my family			Spiritual Celebrate ways God loves and cares for us
<i>PE</i>	Throughout the year, year 1 will have the opportunity to participate in: <ul style="list-style-type: none"> • Teacher led outdoor fielding games • Teacher led indoor games- ball skills • Teacher led gymnastics • Dance with the LSSP coach • Rugbytots with a coach • There is more information on the PE curriculum overview as to what term these lessons will take place. 					
Remote learning provision	PE lessons and resources will be set by the class teacher through Seesaw.					
<i>Art and DT</i>	Art- Painting Autumnal observational painting. Moods created by colour. Looking at hot and cold colours and sorting.	DT Levers and Linkages Make a moving picture for a story book- link to <i>Naughty Bus</i> by Jan Oke	Art- Sculpture 3D Milk Bottle Sculptures	DT- Structures Junk Modelling Rocket. Make a rocket to carry the Boy in <i>The Way Back Home</i> by Oliver Jeffers. Look at ways of making them stronger	Art- Drawing Self Portraits Exploring different media e.g., charcoal, pencil, pastels etc.	DT- Food Link with Summer Topic- Design and make a healthy summer salad. Look at healthy and unhealthy foods and sort.
Remote learning provision	Use 'Tate Paint' on the Tate Kids website to explore different colours and moods. The Tate		resource ideas For inspiration of how to make sculptures using household objects.		Watch this video to help you draw self-portrait or portrait of someone else. Tate Paint	
<i>Computing</i>	<u>Information Technology (IT)</u> BASIC COMPUTER SKILLS <ul style="list-style-type: none"> • Log in • Shut down • Passwords • Keyboard /mouse skills 	<u>Digital Literacy (DL)</u> PRODUCING DIGITAL MEDIA <ul style="list-style-type: none"> • How to process & format words • How to process text 	<u>Computer Science (CS)</u> UNPLUGGED ALGORITHMS <ul style="list-style-type: none"> • Learn what an algorithm is. • Applied to unplugged activities 	<u>Computer Science (CS)</u> PROGRAMMING ROBOTS <ul style="list-style-type: none"> • Program device such as a Beebot • Compare programming on screen 	<u>Information Technology (IT)</u> DATA HANDLING <ul style="list-style-type: none"> • Transfer of data into software • Comparison between handmade 	<u>Digital Literacy (DL)</u> PRESENTING INFORMATION <ul style="list-style-type: none"> • Pupils consider how to present cross curricular info digitally

	<i>Digital Literacy: Why do we have passwords?</i>	<ul style="list-style-type: none"> How to add digital images. 		<ul style="list-style-type: none"> Building on knowledge from Autumn 1 algorithms 	and digital pictogram.	<ul style="list-style-type: none"> Compare with paper presentations <i>Digital Literacy: Pupils to discuss how they know if a website is right for them or not.</i>
Remote learning provision	Computing lessons and resources will be set by the class teacher through Seesaw.					
Music	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music – Latin American Music</p> <p>Finding the beat</p> <p>Explores and learns how sounds can be changed (IRDM) with vocal sounds and body percussion –</p> <p>Traditional Tales soundscape</p> <p>Loud and quiet</p>	<p>Play un tuned instruments musically – focus on the beat moving to the rhythm.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Carnival of the animals – Sans Saens</p> <p>Classical music with changing tempi.</p> <p>Fast and slow</p> <p>Play un tuned instruments musically, focus on playing a variety of rhythms using ta and titi.</p> <p>Bee Bee</p> <p>Engine, engine</p> <p>Queen Caroline</p>			<p>Play tuned and un tuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>High and Low</p>	
Remote learning provision	Music will continue through activities set by our specialist music teacher and shared through Seesaw					
MFL	<p>Self, family and friends</p> <p>Name, feelings, where you live</p> <p>Body and face parts</p> <p>Head/shoulders song</p> <p>All the colours/El Monstruo verde story</p> <p>Number: 1- 20</p>	<p>School life</p> <p>Name, feelings, where you live</p> <p>Names of school snacks</p> <p>Colours (x10)</p> <p>Christmas Carols</p> <p>Number: 1-20 recall</p>	<p>The world around us</p> <p>Name, feelings, where you live</p> <p>Names of modes of transport</p> <p>Colours (x10)</p> <p>Number: 1-20 recall</p>	<p>Animals and home environment</p> <p>Name, feelings, where you live</p> <p>Farm animals/animal sounds</p> <p>La Vaca Lola song</p> <p>Colours (x10)</p> <p>Number: 1-20 recall</p>	<p>Leisure</p> <p>Name, feelings, where you live</p> <p>People who help us</p> <p>Colours (x10)</p> <p>Numbers 1-20 recall</p>	<p>Summer</p> <p>Name, feelings, where you live</p> <p>Sea creatures</p> <p>Colours (x10)</p> <p>Numbers 1-20</p>

Remote learning provision	Spanish lessons will continue through teacher led videos and activities set by our specialist modern foreign languages teacher and shared through Seesaw.
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Quality Text: The True Story of the 3 Little Pigs (RR) John Scieszka</p> <p>Jim and the Beanstalk Raymond Briggs</p> <p>Poet Focus: John Lyons</p> <p>Non-fiction Links: David Attenborough- Isabel Sanchez</p> <p>Plants- Sally Hewitt</p> <p>The Big Book of Blooms- Yuval Zommer</p>	<p>Quality Text: The Bog Baby Jeannie Willis</p> <p>Poetry Focus: Visual Poetry-Diamantes</p> <p>Non-fiction Links: Look inside how things work Rob Lloyd Jones</p> <p>RHS Ready Steady Grow</p> <p>A Seed is Sleepy</p>	<p>Quality Text: Fantastic Mr Fox Roald Dahl</p> <p>Poetry Focus: Poetry Enjoyment- <i>Animal Poems : Funny poems about amazing creatures</i> Mark Bardsley</p> <p>Non-fiction Links: Amelia Earhart- Isabel Sanchez</p> <p>The Good Germ Hotel- Kim Sung-hwa</p> <p>Wild Scientists- Steve Mould</p> <p>The Extraordinary Life of Mary Seacole</p>	<p>Quality Text: The Hunter Paul Geraghty</p> <p>Poetry Focus: Free Verse Poetry</p> <p>Non-fiction Links: How Does a Lighthouse Work?- Roman Belyaev</p> <p>Disappearing Acts A Search and Find Book of Endangered Animals- Isabella Bunnell</p> <p>Why Do Animals Go Extinct? Ian Olio</p> <p>A Kids guide to Kenya- Jack L Roberts</p> <p>If you were me and lived in Kenya -Carole R Roman</p> <p>What's where on Earth – An Atlas like you have never seen DK</p>	<p>Quality Text: Polar the Titanic Bear Daisy Corning Stone Spedden</p> <p>Poetry Focus: The Lost Words -Specific Pages</p> <p>Non-fiction Links: My First Heroes-Eco Warriors-Campbell Books</p> <p>A Year in Nature- Hazel Maskell</p> <p>Seed to Plant National Geographic</p> <p>How do plants grow</p> <p>Sun, Water and soil</p> <p>How Plants Grow-DK</p> <p>The Story of The Titanic- Joe Fullman</p> <p>The Titanic- DK</p> <p>The Titanic- National Geographic</p> <p>Titanic – Memorabilia Pack</p>	<p>Quality Text: The Lion and the Unicorn Shirley Hughes</p> <p>Poetry Focus: Structured Poetry Haikus (or 'Hokku')</p> <p>Non-fiction Links: Children's History of Liverpool- Curtis Watt</p> <p>Famous buildings and Landmarks: Then and Now Baby Professor</p>

Remote learning provision	Quality texts are available for collection from school or via PDF and teachers will prepare work based around the novel. Where the quality text is not available, Rising Stars Reading Planet books will be set electronically and work that covers the same writing outcomes will be set.					
	The True Story of The Three Little Pigs Jim and The Beanstalk	The Bog Baby	Fantastic Mr Fox	PDF available		The Lion and The Unicorn
Maths	Basic Skills: Fluent in Five Number and Place Value: Numbers to 100 Calculations: Addition & Subtraction Calculations: Multiplication of 2, 5 and 10	Basic Skills: Fluent in Five Calculations: Multiplication and division of 2, 5 & 10, Measurement: Length Measurement: Mass Measurement: Temperature	Basic Skills: Fluent in Five Statistics: Picture Graphs Calculations: Word Problems Measurement: Money	Basic Skills: Fluent in Five Geometry - Properties of Shapes: 2D shapes and 3D shapes Fractions: Fractions	Basic Skills: Fluent in Five Fractions continued, Measurement: Time Measurement: Volume SAT's	Basic Skills: Fluent in Five A review and revisit key topics (+ - x ÷)
Remote learning provision	White Rose Maths Hub Premium resources including ppt and teacher videos. Basic Skills: Fluent in Five will also continue					
	Place Value : White Rose Maths numbers to 100 Calculations: White Rose Maths addition and subtraction	Multiplication and division: White Rose Maths Multiplication and Division Length: White Rose Maths length Mass: White Rose Maths mass	Graphs: White Rose Maths graphs and statistics Money: White Rose Maths money Word problems : Oak Academy word problems y2	Geometry : White Rose Maths geometry Fractions: White Rose Maths fractions	Fractions: White Rose Maths fractions Time: White Rose Maths time Volume: White Rose Maths volume	Revisit : Consolidation blocks : Year 2 Overview White Rose Maths
Science	Living things and their habitats -Explore and compare the differences between things that are living, dead, and	Living things and their habitats (Continue from Autumn 1)	Use of everyday materials -Identify and compare the	Animals including humans -Notice that animals, including humans,	Plants -Observe and describe how seeds and bulbs grow into mature plants.	Plants -Observe and describe how seeds and bulbs grow into mature plants.

	<p>things that have never been alive.</p> <p>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Plants</p> <p>-Observe and describe how seeds and bulbs grow into mature plants.</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay</p>	<p>suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>have offspring which grow into adults.</p> <p>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay</p>	<p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay</p>			
Remote learning provision	<p>Living things and their habitats :</p> <p>Oak National Academy- Living things and their habitats</p>	<p>Living things and their habitats:</p> <p>Oak National Academy- Living things and their habitats</p>	<p>Changing materials:</p> <p>Oak National Academy -changing materials</p> <p>ASE home learning pack One Drive</p>	<p>Animals including humans:</p> <p>Oak National Academy- Animals including humans</p>	<p>Plants:</p> <p>Tigtag Jr- Plants Purple Mash Plants</p> <p>ASE home learning pack One Drive</p>	<p>Plants:</p> <p>Tigtag Jr- Plants Purple Mash Plants</p> <p>ASE home learning pack One Drive</p>			
<i>RE- Come and See</i>	<p>Domestic Church- family</p> <p>Beginnings God at every beginning</p>	<p>Baptism/ confirmation belonging</p> <p>Signs & symbols Signs & symbols in Baptism</p>	<p>Advent/ Christmas loving</p> <p>Preparations Advent; preparing to celebrate Christmas</p>	<p>Local church community</p> <p>Books The books used in Church</p>	<p>Eucharist relating</p> <p>Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus</p>	<p>Lent/Easter giving</p> <p>Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life</p>	<p>Pentecost serving</p> <p>Spread the word Pentecost a time to spread the Good News</p>	<p>Reconciliation Inter-relating</p> <p>Rules Reasons for rules in the Christian family Sacrament of Reconciliation</p>	<p>Universal Church world</p> <p>Treasures God's treasure; the world</p>

Remote learning provision	The Archdiocese of Liverpool have produced home learning packs which will be sent by class teachers to match the 'Come and See' topics above. These will be sent through Seesaw.					
History and Geography	<p>History- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Transport through time</p>	<p>Geography- Geographical skills, field work and place knowledge (local area)</p> <p>Why would Bog Baby want to stay in Everton?</p>	<p>History- Significant individuals in the past who have contributed to national and international achievements.</p> <p>Black History- Rosa Parks/Mary Seacole</p>	<p>Geography- Locational and place knowledge (contrasting non-European country)</p> <p>What's the same, what's different between The Nest (Kenya) and OLI?</p>	<p>History- Events beyond living memory that are significant nationally or globally and locality</p> <p>Titanic</p>	<p>Geography- Human and physical geography, place knowledge and fieldwork</p> <p>What's the difference between Southport and Liverpool? (Enrichment trip)</p>
Remote learning provision	<p>Oak Academy: (Transport part 1 and 2) : Oak Academy Transport Part 1 and 2</p> <p>DK Find out about: DK Find out about - transport</p>	<p>Mapping your own settlement : Oak Academy -Y2 sketch a map of my settlement</p> <p>Adding symbols to your map: Oak Academy Y2 Adding symbols</p> <p>Directional language : Oak Academy Y2 Directional language</p> <p>Odizzi -Settlements Guided read Settlements Guided read</p>	<p>Rosa Parks : Nat Geo - Rosa Parks</p> <p>BBC teach – Famous people : Famous People BBC</p> <p>Mary Seacole: Nat Geo - Mary Seacole</p> <p>BBC School radio: Mary Seacole- School radio</p>	<p>Kenya : Nat Geo - Kenya</p> <p>Odizzi Kenya Fact file : Kenya fact File</p> <p>Odizzi – Explore Kenya: Odizzi - Explore Kenya</p>	<p>Titanic : Liverpool museums Nat Geo - The Titanic 20 facts</p> <p>DK Find out about : DK Findout about - The Titanic</p> <p>Ducksters (US site): Ducksters Titanic page</p> <p>The School Run: The School Run - The Titanic</p>	<p>A day out with the Kids: Liverpool and Southport: Southport</p> <p>Liverpool</p> <p>Merseyside: Facts about Merseyside</p>
PSHE	<p>Different types of families</p> <p>*Safeguarding</p> <p>Importance of family characteristics of healthy family life marriage</p>	<p>Feeling Included</p> <p>Characteristics of a healthy friendships Respecting others</p> <p>Anti-bullying week</p>	<p>Healthy bodies</p> <p>*Safeguarding</p> <p>Physical and mental benefits of an active lifestyles simple self-care personal hygiene</p>	<p>Healthy minds</p> <p>*Safeguarding</p> <p>mental wellbeing emotions self-care</p>	<p>Environment</p> <p>Types of environments and social responsibility for caring for our planet</p>	<p>Responsibility</p> <p>Social responsibility and how to improve local environments</p>

			Mental health awareness week			
Remote learning provision	My Life Scheme of work will continue and PowerPoints and resources will be set by the class teacher					
<i>Journey in Love</i>	Social and emotional Recognise joy and friendship of belonging to a diverse community		Physical Describe ways of being safe in our communities			Spiritual Celebrate ways of meeting God in our communities
<i>PE</i>	Coach led Rugbytots	Coach led Rugbytots	Teacher led gymnastics	Dance with the LSSP coach	Teacher led netball	Teacher led outdoor invasion games
Remote learning provision	PE lessons and resources will be set by the class teacher through Seesaw.					
<i>Art and DT</i>	Art- Drawing Transient Art-creating natural collages and using them as inspiration for drawing.	DT- Wheels and Axels Link to history topic of transport – designer of the Mini, Alec Issigoni	Art- Textiles Weaving using fabric and thread. Exploring different materials and means of weaving. Creating paper plate weaving art.	DT-Textiles Making hand puppets linked to Fantastic Mr Fox by Roald Dahl	Art Painting/Printing Using printing to create Liverpool skyline/building picture by using different shapes blocks	DT -Food Dips and Dippers Preparing different fruit and vegetables for dipping and making sweet and savoury dips.
Remote learning provision	Find out more about the Artist BBC clip Use objects from your garden or home to create some transient art inspired by Andrew Goldsworthy.		Have a go at making a loom and weaving using things you can find in your home video clip		Have a go at printing with some things you can find round your home BBC clip	

<p>Computing</p>	<p><u>Information Technology</u> WHAT IS A COMPUTER?</p> <ul style="list-style-type: none"> • Pupils describe computer parts • What roles do computers play within society? <p><i>Digital Literacy: Using a computer responsibly in terms of time and purpose.</i></p>	<p><u>Computer Science</u> UNPLUGGED ALGORITHMS</p> <ul style="list-style-type: none"> • Continue to explore algorithms • How to debug an algorithm that is not working. 	<p><u>Computer Science</u> SCRATCH JNR</p> <ul style="list-style-type: none"> • Pupils use Scratch to write their own code • Cross curricular coding projects. 	<p><u>Digital Literacy</u> STORING & PRESENTING DATA.</p> <ul style="list-style-type: none"> • What is data? • Compare different methods of data storage. • Turning data into information through graphs and charts. <p><i>Digital Literacy: Identifying what personal info is and whom it should be shared with.</i></p>	<p><u>Information Technology</u> MODIFYING TEXT & IMAGES</p> <ul style="list-style-type: none"> • Building on previous learning about keyboard skills & format texts. • Editing images and editing them for a purpose. Cross-curricular links 	<p><u>Digital Literacy</u> <u>PRESENTING DATA</u></p> <ul style="list-style-type: none"> • Pupils present a class topic using <i>APP Shadow Puppet EDU</i> • Pupils will edit fonts and photos to improve their presentation. 	
<p>Remote learning provision</p>	<p>Computing lessons and resources will be set by the class teacher through Seesaw</p>						
<p>Music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Speaking, whispering, singing, louder and quieter voices – hand signs and visuals, applied to hello chant and songs. Children to demonstrate choosing and leading in specific voices.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Latin American music – Students to move to the beat and aurally identify instruments and dynamics. Explores and learns how sounds can be changed (IRDM) with both tuned and un-tuned percussion – Rhythm composition, using crotchet and quavers. The Bumble Bee rhyme is our starting point and the children make musical choices about creating their own graphic movement score, to compose, read and perform rhythms from.</p>		<p>Listen with concentration and understanding to a range of high-quality live and recorded music. There will be a focus on classical music with a changing tempo along with our listening focus being; Peter and the Wolf.</p> <p>Play un tuned instruments musically focus on playing a variety of rhythms using ta, ti ti and shush (crotchet rest); Children to improvise and compose their own rhythms using ta, ti ti and shush (crotchet rest) IDM Focus - Tempo and duration</p>		<p>Play tuned percussion musically. Playing technique and care of glockenspiels. Transferring knowledge of rhythm to tuned percussion. Play melodies of well knows songs with two pitches with accuracy and confidence;</p> <p>Doggie, doggie Cobbler Cobbler Cherry pie Once a man fell in a well explores and learns how sounds can be changed (IRDM) with both tuned and un-tuned percussion. Improvise and compose using the two pitches So and Mi, with voice and glockenspiel. IDM Focus - Pitch</p>		

	IDM Focus - Dynamics					
Remote learning provision	Music will continue through activities set by our specialist music teacher and shared through Seesaw					
MFL	Self, family and friends Name, feelings, where you live, age Family members Familia Dedo song Ricitos de Oro, El Pequeno Elefante story Colours (x10) Number: 1-20/20-1	School life Name, feelings, where you live, age Clothes Juguemos en el Bosque clapping song Christmas games, activities and carols Number: odd/even numbers to 10	The world around us Name, feelings, where you live, age, (likes - colours) Space and Planets Mimi la Hormiga story Colours (10). Number: 1-20/10-1	Animals and home environment Name, feelings, where you live, age, (likes – colours and fruits) The Hungry Caterpillar story Fruit and Food (R) Colours (x10). Number: Simple calculations 1-20	Leisure Name, feelings, where you live, age. (likes- colours, fruits and animals) Simple weather phrases (R) Charlie and Lola weather story Weather songs	Summer Name, feelings, where you live, age. (likes – colours, fruits, animals) Minibeasts (R) La Cucaracha song. The Ladybird song. Colours (10). Number: 1-20 out of sequence
Remote learning provision	Spanish lessons will continue through teacher led videos and activities set by our specialist modern foreign languages teacher and shared through Seesaw.					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Quality Text: Charlotte's Web E.B White</p> <p>Poet Focus: Michael Rosen</p> <p>Non-fiction Links: Layers of Looking- Ian Fennelly</p> <p>DK Find Out About Spiders and various other farm animals</p>	<p>Quality Text: Coming to England Floella Benjamin</p> <p>Poetry Focus: Structured Poetry- Limericks</p> <p>Non-fiction Links: You Are Awesome- Matthew Syed</p> <p><i>Under the Canopy</i> <i>Iris Volant</i></p> <p>Botanicum Kathy Willis & Katie Scott</p> <p><i>I love this Tree</i> <i>Anna Claybourne</i></p> <p><i>Do plants really eat insects?</i> <i>Thomas Canavan</i></p> <p><i>The Geography of North America</i></p> <p>Everything and Everywhere Marc Martin</p>	<p>Quality Text: Voices in the Park Anthony Browne Hansel and Gretel Anthony Browne</p> <p>Poetry Focus: Poetry Enjoyment- poems to perform- Julia Donaldson</p> <p>Non-fiction Links: The Street Beneath my Feet Charlotte Guillian</p> <p>A Rock is Lively Diana Hutts Aston</p> <p>The Rock Factory Jaqui Bailey</p> <p>What the Roman's Did for Us Alison Hawes</p> <p>So you think you've got it bad – The Romans Chae Strathie</p>	<p>Quality Text: The Angel of Nitshill Road (RR) Anne Fine</p> <p>Poetry Focus: Free Verse- What if... Mandy Coe</p> <p>Non-fiction Links: A World of Cities- James Brown</p> <p>London Maps- Guy Fox Atlas</p> <p>The Cities Book- Lonely Planet</p> <p>United Kingdom: Travel for Kids</p> <p>Maps of the UK-Rachel Dixon</p>	<p>Quality Text: Who let the Gods Out- Maz Evans</p> <p>The Orchard Book Of Greek Myths- Saviour Pirota</p> <p>Poetry Focus: The Lost Words- Specific Pages</p> <p>Non-fiction Links: A Visitors Guide to Ancient Greece- Usborne</p> <p>Greek Gods and Heroes Greek Mythology Donna Jo Napoli</p> <p>So you think you've got it bad – Ancient Greece Chai Strathie</p> <p>Ancient Greece in 30 seconds- Cath Senker</p> <p>Light, shadows, mirrors and rainbows- Natalie Myra Rosinski</p>	<p>Quality Text: The Firework Maker's Daughter Philip Pullman</p> <p>Poetry Focus: Structured Poetry- Clarihews</p> <p>Non-fiction Links: A River- Marc Martin River Story Meredith Hooper Flood?</p> <p>The River- and the Epic Journey to the Sea- Hanako Clulow</p> <p>Where on Earth- Rivers- Susie Brooks</p> <p>Rivers Ruth Thompson</p>

					Light and dark Anna Claybourne Boom ! Science – Light Georgia -Amson Bradshaw	
Remote learning provision	Quality texts are available for collection from school or via PDF and teachers will prepare work based around the novel. Where the quality text is not available, Rising Stars Reading Planet books will be set electronically and work that covers the same writing outcomes will be set.					
	Charlotte's Web	PDF available	PDF available			
<i>Maths</i>	Basic Skills: Fluent in Five Number and Place Value: Numbers to 1000, Calculations: Addition and Subtraction.	Basic Skills: Fluent in Five Calculations: Multiplication and Division.	Basic Skills: Fluent in Five Measurement: Length Measurement: Mass Measurement: Volume.	Basic Skills: Fluent in Five Measurement: Volume continued Measurement: Money Measurement: Time.	Basic Skills: Fluent in Five Measurement: Time continued Statistics: Picture and Bar Graphs, Fractions: Fractions.	Basic Skills: Fluent in Five Fractions continued, Geometry – Properties of Shapes: Angles Geometry: Properties of Shapes: Lines and shapes Measurement: Perimeter of figures.
Remote learning provision	White Rose Maths Hub Premium resources including ppt and teacher videos. Basic Skills: Fluent in Five will also continue					
	Year 3: Place Value Addition and Subtraction	Year 3: Multiplication and Division	Year 3: Mass and Capacity Length and Perimeter	Year 3: Mass and Capacity Money Time	Year 3: Time Statistics Fractions	Year 3: Fractions Geometry

	Multiplication and Division					
<i>Science</i>	<p>Plants</p> <ul style="list-style-type: none"> -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p>Plants- continue from autumn 1</p>	<p>Rocks and Minerals</p> <ul style="list-style-type: none"> -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within rock -Recognise that soils are made from rocks and organic matter 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>Light</p> <ul style="list-style-type: none"> -Recognise that they need light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes -Recognise that shadows are formed when the light from a light source is blocked by an opaque object -Find patterns in the way that the size of shadows change. 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> -Compare how things move on different surfaces -Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials and not others -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ☑ describe magnets as having 2 poles -Predict whether 2 magnets will attract or repel each other, depending on which poles are facing
Remote learning provision	<p>Oak National Academy Plants</p> <p>ASE remote learning pack</p>	<p>Oak National Academy Plants</p> <p>ASE remote learning pack</p>	Tigtag- year 3	<p>Tigtag- year 3</p> <p>BBC Bitesize</p>	<p>Oak National Academy Light</p>	<p>Oak National Academy Forces and Magnets</p>

<i>RE- Come and See</i>	Domestic Church-family Homes God's dream for every family	Baptism/confirmation belonging Promises Promises made at Baptism	Advent/Christmas loving Visitors Advent: waiting for the coming of Jesus	Local church community Journeys Christian family's journey with Jesus	Eucharist relating Listening & sharing Jesus gives himself to us in a special way	Lent/Easter giving Giving all Lent a time to remember Jesus' total giving	Pentecost serving Energy Gifts of the Holy Spirit	Reconciliation Inter-relating Choices The importance of examination of conscience Sacrament of Reconciliation	Universal Church world Special places Holy places for Jesus & the Christian
Remote learning provision	The Archdiocese of Liverpool have produced home learning packs which will be sent by class teachers to match the 'Come and See' topics above. These will be sent through Seesaw.								
<i>History and Geography</i>	History- a local history study Dr Duncan	Geography- locational and place knowledge North America	History- the Roman Empire and its impact on Britain	Geography- Locational/ place knowledge and human and physical geography Why is London such a cool place to live?	History Ancient Greece – a study of Greek life and achievements and their influence on the western world	Geography- locational knowledge and human and physical geography Rivers including local area- River Mersey			
Remote learning provision	Teacher made pack BBC- Transforming the Health of Liverpool	ODDIZZI – unit of work and resources- One Drive Oak National Academy- North America	Oak National Academy The Roman Empire	ODDIZZI – unit of work and resources- One Drive Oak National Academy- Geography of England	Oak National Academy Ancient Greece	ODDIZZI – unit of work and resources- One Drive Tigttag-Rivers			
<i>PSHE</i>	Being part of a community Importance of family and community	Celebrating achievement and being resilient *Safeguarding Mental wellbeing and resilience Anti-bullying week	Exercise How a healthy body and mind improves lifestyle Benefits of being outdoors and who can support us Mental health awareness week	Safety online *Safeguarding Internet privacy and social media etiquette	What I like *Safeguarding Self-care and pupils' rights. The importance of respecting others	Stereotypes Attitudes towards boys and girls, research into people who have broken stereotypes and respecting opinions			

Remote learning provision	My Life Scheme of work will continue and PowerPoints and resources will be set by the class teacher through Seesaw.					
Journey in Love	Social and emotional Describe and give reasons how friendships make us feel happy and safe			Physical Describe how friendships can break down, repair and strengthen	Spiritual Celebrate the joy and happiness in living in friendship with God and others	
PE	Teacher led dodgeball	Dance with the LSSP coach	Teacher led gymnastics	Teacher led basketball	Teacher led rounders	Teacher led handball
Remote learning provision	PE lessons and resources will be set by the class teacher through Seesaw.					
Art and DT	Art- Drawing Liverpool landmarks- Ian Fennelly	DT- Gears and Pulleys Design a machine to fetch water from a well	Art- Mosaics Emma Biggs- Look at general mosaic techniques used by Emma Biggs. Roman mosaics	DT-Food Making a sandwich snack Designing a healthy lunch plate for school.	Art 3D Sculpture Anthony Gormley- Looking at his different sculptures, different techniques used by Anthony Gormley. Create own human sculpture inspired by his art. (wire, foil, clay	DT-Textiles Design and make a case for a tablet for the teacher to protect their iPad.
Remote learning provision	Visit Ian Fennelly to see some of his Artwork Watch this video to learn how to draw a simple building and create your own Ian Fennelly inspired drawing video		Watch this video to learn about collaging using different materials. BBC clip Make a collage using things you find in your home		Learn more about Anthony Gormley and his Installation 'Another Place' BBC clip Can you sketch his sculptures? Plan you own Anthony Gormley inspired sculpture.	

<p>Computing</p>	<p><u>Information Technology</u> Use of different Software.</p> <p>Composing Emails</p> <ul style="list-style-type: none"> • Pupils to explore the features of <i>Microsoft Word</i> • Skills to be used to compose email <p><i>Digital Literacy: Children to consider their responsibilities to others online.</i></p>	<p><u>Computer Science</u> Programming Skill</p> <p>Programming a Game</p> <ul style="list-style-type: none"> • Explore sequencing, selection, repetition, inputs and outputs in programs they create. 	<p><u>Computer Science</u> Programming Project</p> <p>Creating a Programming World.</p> <ul style="list-style-type: none"> • Pupils to use <i>Kodu</i> to create a programmable world 	<p><u>Information Technology</u> Media</p> <p>Alerting Digital Media</p> <ul style="list-style-type: none"> • Pupils to consider how media they see could have been altered. <p><i>Digital Literacy; Children consider that all of the media they see could have been altered.</i></p>	<p><u>Computer Science</u> How Things Work</p> <p>How things work including Networks</p> <ul style="list-style-type: none"> • Pupils will learn about networks • What hardware is required for networks? 	<p><u>Information Technology</u> Design</p> <p>Publishing Online content</p> <ul style="list-style-type: none"> • To learn about graphic design • How to publish and promote their own content (links to cross curricular).
<p>Remote learning provision</p>	<p>Computing lessons and resources will be set by the class teacher through Seesaw.</p>					
<p>Music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p> <p>Jazz and Bach</p> <p>Develop an understanding of the history of music.</p> <p>Jazz and Baroque music</p> <p>Use and understand staff and other musical notations</p> <p>Crotchet, minim, crotchet rest.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Spooky Halloween rhythms</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>African Song; Obiswana Sorida</p> <p>Improvise music for a range of purposes using the inter-related dimensions of music</p> <p>Mondrian painting as inspiration for improvisation – this was difficult to cover due to lockdown.</p> <p>Combining rhythm (ta, ti ti, ta a, shush) verses beat – using body percussion and un tuned percussion.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Students to read play and perform songs using three notes on tuned percussion;</p> <p>Hot Cross Buns – harmony line, rhythmic and melodic ostinato, reading from dot notation and improvising within the form AABA.</p> <p>Compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Students to compose a space themed composition, using all IRD learnt about so far.</p>			
<p>Remote learning provision</p>	<p>Music will continue through activities set by our specialist music teacher and shared through Seesaw</p>					

<i>MFL</i>	Self, family & friends Name,age,feelings, where you live Body parts with definite article Colours Number: 1-10 (in/out of sequence, add)	School life Objects in pencil case with indefinite article Classroom instructions Number:1-20 (in/out of sequence, number bonds to 20) Further colours including written words linked to Christmas	The world around us Days and months Birthdays (saying own and others Number: 1-10 (Read/write) 1-31 (odd and even)	Animals and home environment Zoo animals Descriptions (Singular adjectival agreement) Dear Zoo story (Join in with simple, repetitive sentences) Number: 1-39 (count in 2s)	Leisure Sports 1 and opinions (Simple sentences) Number: 1-39 (random order/backwards)	Summer Jungle animals Exotic fruits & opinions Handa’s surprise story (performance: simple, repetitive sentences) Number: 1-39 (calculations, halving/doubling)
Remote learning provision	Spanish lessons will continue through teacher led videos and activities set by our specialist modern foreign languages teacher and shared through Seesaw.					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Quality Text: Street Child Berlie Doherty</p> <p>Poet Focus: Maya Angelou</p> <p>Non-fiction Links:</p> <p>Women in Science – 50 fearless <i>50 fearless pioneers who changed the world</i></p> <p><i>Maya Angelou- Lisbeth Kaiser</i></p> <p><i>You wouldn't want to be a Victorian Miner- John Malam</i></p> <p><i>DK Eyewitness-The Victorians</i></p>	<p>Quality Text: Escape from Pompeii Christina Balit</p> <p>Poetry Focus: Structured Poetry- Kenning Poems</p> <p>Non-fiction Links: Earth Shattering Events- Robin Jacobs</p> <p>The Pebble in My Pocket- A History of Our Earth- Meredith Hooper</p>	<p>Quality Text: The Invention of Hugo Cabret Brian Selznick</p> <p>Poetry Focus: Poetry Enjoyment-The Puffin book of Utterly Brilliant Poetry</p> <p>Non-fiction Links: The Variety of Life- Nicola Davies</p> <p>Life-Sized Animal Tracks- John Townsend</p> <p>Life Size Animal Poo John Townsend</p> <p>Science in a Flash – States of matter</p> <p>States of Matter – solids liquids and gases</p>	<p>Quality Text: A Series of Unfortunate Events by Lemony Snicket Daniel Handler</p> <p>Poetry Focus: Structured Poetry-Rap</p> <p>Non-fiction Links: Amazing world Atlas Lonely Planet</p> <p>Little Kids first big book of the world</p> <p>Travel for kids: Spain, Italy and France</p> <p>Temperate Climates Cath Senker</p> <p>Desert Climates Polar Climates</p> <p>Europe: The Study Book CGP</p>	<p>Quality Text: Floatsam Tuesday David Wiesner</p> <p>Poetry Focus: The Lost Words- Specific Pages</p> <p>Non-fiction Links: Ancient Egypt-Tales of Gods and Pharaohs- Marcia Williams</p> <p>Habitats- Anna Claybourne</p> <p>Everything Ancient Egypt National Geographic 1000 Facts about Ancient Egypt National Geographic So you think you've got it bad -Ancient Egypt Chae Strathie</p>	<p>Quality Text: Iron Man Ted Hughes</p> <p>Poetry Focus: Free Verse-The Magic Box Kit Wright</p> <p>Non-fiction Links: Building a Home- Polly Faber</p> <p>Home- Carson Ellis</p> <p>This Book Is Not Rubbish- Isabel Thomas</p> <p>Forces and Magnets Peter Riley</p> <p>Forces and Magnets Ruth Owen</p> <p>Forces and Magnets Fat Cat Science</p>
Remote learning provision	Quality texts are available for collection from school or via PDF and teachers will prepare work based around the novel. Where the quality text is not available, Rising Stars Reading Planet books will be set electronically and work that covers the same writing outcomes will be set.					

	PDF available	PDF available		PDF available	PDF available for both books	PDF available
Maths	Number and Place Value: Numbers to 10,000, Calculations: Addition and Subtraction within 10 000.	Calculations: Multiplication and Division	Statistics: Graphs FDP: Fractions Measurement: Time.	FDP: Decimals Measurement: Money	Measurement: Mass, Volume and Length Measurement: Area of Figures Geometry – Properties of Shapes: Geometry	Geometry continued, Geometry – Position and Movement: Position and Movement Number and Place Value: Roman Numerals.
Remote learning provision	White Rose Maths Hub Premium resources including ppt and teacher videos. Basic Skills: Fluent in Five will also continue					
	Year 4: Place value Addition and Subtraction	Year 4: Multiplication and Division Multiplication and Division block 2	Year 4: Statistics Fractions Time	Year 4: Decimals Decimals block 2 Money	Year 4: Length and perimeter Area Geometry	Year 4: Position and direction Place Value and Roman Numerals
Science- need to complete cycle to complete lower key stage 2- transition from mixed class	Plants -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Plants- continue from autumn 1	Rocks and Minerals -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within rock	Animals Including Humans -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have	Light -Recognise that they need light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Forces and Magnets -Compare how things move on different surfaces -Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials and not others

	<p>-Investigate the way in which water is transported within plants</p> <p>-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>			<p>-Recognise that soils are made from rocks and organic matter</p>	<p>skeletons and muscles for support, protection and movement</p>	<p>-Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>-Find patterns in the way that the size of shadows change.</p>	<p>-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>☑ describe magnets as having 2 poles</p> <p>-Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>		
Remote learning provision	<p>Oak National Academy Plants</p> <p>ASE remote learning pack</p>		<p>Oak National Academy Plants</p> <p>ASE remote learning pack</p>	<p>Tigtag- year 3</p>	<p>Tigtag- year 3</p> <p>BBC Bitesize</p>	<p>Oak National Academy Light</p>	<p>Oak National Academy Forces and Magnets</p>		
<i>RE- Come and See</i>	<p>Domestic Church- family</p> <p>People The family of God in Scripture</p>	<p>Baptism/ confirmation belonging</p> <p>Called Confirmation: a call to witness</p>	<p>Advent/ Christmas loving</p> <p>Gift God's gift of love & friendship in Jesus</p>	<p>Local church community</p> <p>Community life in the local Christian community: ministries in the parish</p>	<p>Eucharist relating</p> <p>Giving & receiving Living in communion</p>	<p>Lent/Easter giving</p> <p>Self-discipline Celebrating growth to new life</p>	<p>Pentecost serving</p> <p>New life To hear & live the Easter message</p>	<p>Reconciliation Inter-relating</p> <p>Building bridges Admitting wrong, being reconciled with God and each other Sacrament</p>	<p>Universal Church world</p> <p>God's people Different saints show people what God is like</p>
Remote learning provision	<p>The Archdiocese of Liverpool have produced home learning packs which will be sent by class teachers to match the 'Come and See' topics above. These will be sent through Seesaw.</p>								
<i>History and Geography</i>	<p><u>History-</u> a local history study</p> <p>Victorian Liverpool</p>	<p><u>Geography-</u> human and physical geography</p>	<p><u>History-</u>Britain's settlement by Anglo-Saxons and Scots</p>	<p><u>Geography-</u>locational and place knowledge</p> <p>Why do so many people go to the</p>	<p><u>History-</u> the achievements of the earliest civilizations</p> <p>Ancient Egypt</p>	<p><u>Geography-</u> Geographical skills and fieldwork</p>			

		What makes the world angry?		Mediterranean for their holidays?		Would you prefer to visit Liverpool or Little Crosby?
Remote learning provision	Teacher made pack	Oak National Academy What Makes The World Angry	Teacher made pack	Teacher made pack	Oak National Academy- Ancient Egypt Purple Mash-Ancient Egypt Liverpool museums- Ancient Egypt BBC- Ancient Egypt	Teacher made pack
PSHE	Respect *Safeguarding Friendships Respectful relationships Trust Conflict resolution	Human rights *Safeguarding Basic human rights Rights, rights of being safe and the right to be happy Anti-bullying week	Nutrition and dental health Healthy diet Early signs of illness Dental health and self-care Mental health awareness week	Falling out and making up *Safeguarding Importance of friendship Characteristics of health friendships Trust Boundaries	Money Matters Money sources Role of money VAT, Loan, debt and tax	Emergency situations *Safeguarding Community Basic first aid Emergency calls Dangers
Remote learning provision	My Life Scheme of work will continue and PowerPoints and resources will be set by the class teacher through Seesaw.					
Journey in Love	Social and emotional Describe how we all should be accepted and respected			Physical Describe how we should treat others in making links with diverse modern society we live in		Spiritual Celebrate the uniqueness and innate beauty of each of us

PE	Teacher led dodgeball	Teacher led gymnastics	Dance with the LSSP coach	Teacher led basketball	Teacher led rounders	Teacher led handball
Remote learning provision	PE lessons and resources will be set by the class teacher through Seesaw.					
Art and DT	Art- Printing William Morris Make a printing block and make a 2 colour print.	DT- levers and linkages- Victor Hugo book	Art- Drawing Perspective drawing	DT Food How food is caught, reared and processed	Art- Painting landscapes- Linking in with Mediterranean	DT Frame Structures Strengthening design and make a bug house for a garden.
Remote learning provision	View some of William Morris' art here Gallery Use colouring pencils or Tate to create your own William Morris inspired drawing.		Learn about Perspective drawing here BBC clip Practice creating your own drawings using perspective.		Explore art and culture and try and find some landscape works of art. Draw what you can see out of your window thinking about colours and shapes you can see.	
Computing	<u>Information Technology</u> Use of different software Branching Databases <ul style="list-style-type: none"> • Concept of a branching database • Create their own branching database • Present their own branching database. 	<u>Computer Science</u> Programing Skills Repetition & Forever Loops <ul style="list-style-type: none"> • Pupils learn to use repeat loops in their code. 	<u>Computer Science</u> Programing Project Coding with Scratch <ul style="list-style-type: none"> • Pupils create a game using repeat loops. 	<u>Information Technology</u> Media Creating a Video <ul style="list-style-type: none"> • Pupils create a video • Apply special effects • Learn how photo's / films can be edited online for adverts. 	<u>Computer Science</u> How things work Network & Online Services <ul style="list-style-type: none"> • Understand school network • What does a good password look like? <i>Digital Literacy: Pupils understand why a password is important and what a good one looks like.</i>	<u>Information Technology</u> Design Spreadsheets <ul style="list-style-type: none"> • Create art using and creating a key in <i>Microsoft Excel</i>
Remote learning provision	Computing lessons and resources will be set by the class teacher through Seesaw.					

Music	Improve and Compose for a range of purposes Mood Music – Music for film (Toy Story) Use and understand staff and other musical notations; (Crotchet, quavers, minim, crotchet rest and minim rest)		Develop an understanding of the history of music. Classical music. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Mozart. Play twinkle on glockenspiels. Pitch focus – CDEFGA		Listen with attention to detail and recall sounds with increasing aural memory. American Folk songs – Tideo and Sail away ladies, incorporating all IRDM. Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Glockenspiel 2 – Charanga. Reading and playing from traditional notation.	
Remote learning provision	Music will continue through activities set by our specialist music teacher and shared through Seesaw					
MFL	Self, family and friends Brothers and sisters (I have sentences) Description of hair/eyes (I have sentences) Big green monster story (He has) Word order & adjectival agreement in sentences) Number: 1-39 (add/subtract, odd/even double/halve)	School Life School subjects (genders/definite article) Simple opinions (sentences) Time (hour/half hour) Alphabet linked to Christmas (Link sounds and spellings) Number: 1-20 (recognition, recall and written form)	The world around us Describing the weather (phrases) Sentences linking weather with months & seasons (simple prepositions) Number: (10s to 60)	Animals and home environment Animals and habitats (sentence with a preposition) Old lady who swallowed a fly song/story Adjectives to describe animals in a sentence (word order and agreement of adjectives) Number: 1-69 (forwards/backwards, add/subtract)	Leisure Sport 2 (longer sentences combining opinion, sport and justification in first person) Sentences stating favourite sport Verbs (I do/I play) Sporty Sophie story (simple sentence building) Sentences combining sports and days/seasons Number: 1-69 (odd/even, double/halve)	Summer Asking for picnic items Cold drinks (milkshake flavours, sandwich fillings, ice cream flavours & prepositions) Understanding and giving prices – euros Number: 1- 69 (all operations)
Remote learning provision	Spanish lessons will continue through teacher led videos and activities set by our specialist modern foreign languages teacher and shared through Seesaw.					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>English</i>	<p>Quality Text: Wonder R. J Palacio</p> <p>Poet Focus: Shel Silverstein</p> <p>Non-fiction Links: The Secrets of Stonehenge- Mick Manning</p> <p>Stone Age to Iron Age History Detective Investigates- Clare Hibbert</p> <p>Stone Age Hunters and Gathers- Marcia Williams</p> <p>Ground Breaking Scientist -A P Miller</p>	<p>Quality Text: The Great Kapok Tree Lynne Cherry</p> <p>The Greenling Levi Pinfold</p> <p>Poetry Focus: Structured Poetry- Ballads</p> <p>Non-fiction Links: Wild Animals of the South- Dieter Braun</p> <p>Rainforests in 30 Seconds- DR. Jen Green</p> <p>Climate Crisis for Beginners- Usborne</p>	<p>Quality Text: The Unforgotten Coat Frank Cottrell-Boyce</p> <p>Poetry Focus: Poetry Enjoyment- Poetry Pie Roger McGough</p> <p>Non-fiction Links: Men, Women and Children in Anglo -Saxon Times- Jane Bingham</p> <p>The Vikings- History Detective Investigates- Clare Hibbert</p> <p>The Anglo Saxons are Coming! Paul Mason</p> <p>Anglo Saxons Jane Bingham</p> <p>Life Cycles- DK</p>	<p>Quality Text: Kick Mitch Johnson</p> <p>Poetry Focus: Structured Poetry- Renga</p> <p>Non-fiction Links: Discover and Learn- United Kingdom the Study Book- CGP</p> <p>The World Around Me- Charlotte Guillain</p> <p>Illuminatlas Kate Davis</p>	<p>Quality Text: Tom's Midnight Garden Philippa Pearce</p> <p>Poetry Focus: The Lost Words- Specific Pages</p> <p>Non-fiction Links: Welcome to the Museum Historium- Richard Wilkinson and Jo Nelson</p> <p>Plandetarium- - Richard Wilkinson and Jo Nelson</p> <p>Mae Among The Stars- Roda Ahmed</p> <p>The History of The Mayan Empire</p> <p>The Daily Life of a Mayan Family</p> <p>Aztecs , Incas and Mayans Similarities and differences</p> <p>Solar System for Kids Hilary Statum</p> <p>Our neighbourhood: The Solar System- Jesper Nova</p> <p>Grand Tour of The Solar System- Dr Maggie Aderin-Pocock</p>	<p>Quality Text: Boy in the Tower Polly Ho Yen</p> <p>Poetry Focus: Free verse 'If I had wings' Pie Corbett</p> <p>Non-fiction Links: Shocking Electricity- Horrible Science- Tony De Saulles</p> <p>Where Does Lightning Come From? Anna Claybourne</p> <p>Gravity is a Mystery Franklyn M Branley</p> <p>Simple machines Baby professor</p> <p>Physics for Curious Kids Laura Baker</p> <p>Cool Engineering Jenny Jacoby and Jem Venn</p> <p>Horrible Science Shocking Electricity Nick Arnold</p>

			Round and Round it Goes Baby Professor			
			Explore Life cycles set Joseph Anthony			
Remote learning provision	Quality texts are available for collection from school or via PDF and teachers will prepare work based around the novel. Where the quality text is not available, Rising Stars Reading Planet books will be set electronically and work that covers the same writing outcomes will be set.					
	Wonder-Audio Book	The Great Kapok Tree- Audio Book The Great Kapok Tree PDF-One Drive			Tom's Midnight Garden-Audio Book	Boy in the Tower-Audio Book Boy in the Tower-Version 2 Audio Book
Maths	Basic Skills: Fluent in Five Number and Place Value: Numbers to 1,000,000 Calculations: Addition and Subtraction.	Basic Skills: Fluent in Five Calculations: Multiplication and Division Calculations: Word Problems Statistics: Graphs	Basic Skills: Fluent in Five FDP: Fractions FDP: Decimals	Basic Skills: Fluent in Five FDP: Percentages Geometry – Properties of Shapes: Geometry	Basic Skills: Fluent in Five Geometry – Position and Direction: Position and Movement Measurement: Measurements Measurement: Area and Perimeter	Basic Skills: Fluent in Five Measurement: Volume Number and Place Value: Roman Numerals
Remote learning provision	White Rose Maths Hub Premium resources including ppt and teacher videos. Basic Skills: Fluent in Five will also continue					
	Place Value Addition and Subtraction	Multiplication and Division Multiplication and Division Block 2 Statistics	Fractions Decimals	Decimals and Percentages Geometry-Properties of Shape	Position and Direction Measurement-Converting Units Perimeter and Area	Measurement-Volume Place Value- Including Roman Numerals

<p>Science</p>	<p>Properties and changes of materials -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Properties and changes of materials -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Living things and their habitats -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals</p>	<p>Animals Inc. Humans -describe the changes as humans develop to old age</p>	<p>Earth and Space -describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the moon relative to the Earth -describe the sun, Earth and moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Forces -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>
<p>Remote learning provision</p>	<p>Tigttag- Materials Oak National Academy- Separating mixtures</p>	<p>Tigttag- Materials Oak National Academy- Physical and chemical changes</p>	<p>Tigttag-Living Things and their Habitats ASE home learning pack One Drive</p>	<p>Tigttag- Animals Inc. Humans</p>	<p>Tigttag- Earth and beyond Oak National Academy- Earth and Space</p>	<p>Tigttag-Forces Oak National Academy- Forces</p>

				Oak National Academy- Living things and their habitats					
History and Geography	History Changes in Britain from Stone age to Iron Age	Geography - locational and place knowledge and human and physical geography Where are the Rainforests of the world located and what can be done to maintain them?	History- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Geography-mapping and fieldwork (Lunt Meadows) comparison in another locality (Wirral country park/Delamere forest)	History- a non-European society that provides contrasts with British history Mayan civilization	Geography- The distribution of natural resources including energy, food, minerals and water Economic activity Why are Liverpool docks so important?			
Remote learning provision	Oak National Academy- Prehistoric Britain Purple Mash- Stone Age BBC- Prehistoric	ODDIZZI – unit of work and resources- One Drive Purple Mash- Rainforests DKfindout about rainforests	Oak National Academy- Vikings and Anglo Saxons DKfindout about the Anglo Saxons DKfindout about Vikings Purple Mash- Anglo Saxons BBC- Anglo Saxons	Oak National Academy- Fieldwork Purple Mash- Local Area BBC- Fieldwork	BBC- Maya Civilisation Purple Mash- Maya DKfindout about Maya	Teacher Pack-One Drive Oak National Academy- Natural Resources Liverpool Maritime Museum			
RE- Come and See	Domestic Church-family	Baptism/ confirmation belonging	Advent/ Christmas loving	Local church community Mission Continuing	Eucharist relating Memorial sacrifice	Lent/Easter giving Sacrifice Lent a time of	Pentecost serving Transformation Celebration of the	Reconciliation Inter-relating Freedom & responsibility	Universal Church world Stewardship The Church is

	Ourselves Created in the image & likeness of God	Life choices Marriage commitment and service	Hope Advent; waiting in joyful hope for Jesus; the promised one	Jesus' mission in diocese [ecumenism]	The Eucharist the living memorial of Jesus' sacrifice	aligning with the sacrifice already made by Jesus	Spirit's transforming power	Commandments enable Christians to be free & responsible	called to the stewardship of Creation
Remote learning provision	The Archdiocese of Liverpool have produced home learning packs which will be sent by class teachers to match the 'Come and See' topics above. These will be sent through Seesaw.								
PSHE	Changes in friendship *Safeguarding Importance of friends and feeling lonely. Effective communication and knowing the difference between teasing and bullying	Fake news What is fake news and clickbait techniques Critically examinations of social media Anti-bullying week	Bereavement and loss *Safeguarding Emotions Life and loss-cultural differences Grief and loss Mental health awareness week	Body image *Safeguarding Self-respect Respecting others Mental health exploration of trends and fashions relating to body image Debating positive body image campaign	Puberty *Safeguarding Changing bodies Physical and emotional changes to each sex			Life in plastic What improves and harms the environment Single use plastics Reduce, recycle and reuse within school and community	
Remote learning provision	My Life Scheme of work will continue and PowerPoints and resources will be set by the class teacher through Seesaw.								
Journey in Love	Social and emotional To show knowledge and understanding of emotional relationships changes as we grow and develop		Physical To show knowledge and understanding of all physical changes in puberty.		Spiritual Celebrate the joy of growing physically and spiritually				

PE	Dance with the LSSP coach	Teacher led Gymnastics	Swimming	Swimming	Swimming	Swimming
Remote learning provision	PE lessons and resources will be set by the class teacher through Seesaw					
Art and DT	Art – Painting Henri Rousseau	DT Food Global food linked to Rainforest Topic. Looking at food miles and chocolate miles.	Art- Sculpture Animal sculptures using recycled materials.	DT- Cams design and making a moving scene from a story	Art Drawing Mayan Art, shading techniques. · Properties of shape and pattern in drawings.	DT- electrical systems – Light up landmarks
Remote learning provision	Find out more about Henri Rousseau BBC clip Learn easy ways to draw animals video		Learn more about Faith Bebbington through her website Faith Bebbington Use this website for inspiration to make you own sculpture using your recycling. resources		Create a Mayan inspired piece of art using colouring pencils or online Tate	
Computing	<u>Information Technology</u> Use of different software Create / Search databases <ul style="list-style-type: none"> • <i>Microsoft Excel</i> used to create a database • Then search the database. 	<u>Computer Science</u> Programming skills If & If Else Statements <ul style="list-style-type: none"> • Pupils introduced to If & If Else Statements in <i>Scratch</i> or similar programming language. 	<u>Computer Science</u> Programming Project. Creating Music using Code. <ul style="list-style-type: none"> • Pupils will learn to create music by using code. 	<u>Information Technology</u> Media Stop Motion Animation <ul style="list-style-type: none"> • Learn about stop frame animation. • Create a storyboard • Using <i>Stop Motion Studio</i> to create their own stop frame animation. <i>Digital Literacy: Link to PSHE Children to create stop animation film about</i>	<u>Computer Science</u> How things Work Difference in WWW/Internet <ul style="list-style-type: none"> • Learn the difference between WWW. & the internet • Learn about IP address and what it is. <i>Digital Literacy; Pupils learn what an online footprint is and the reasons</i>	<u>Information Technology</u> Design 3D Modelling <ul style="list-style-type: none"> • Children learn to design models using <i>online CAD</i> software

				<i>relationships online, and who you can trust.</i>	<i>technology holds onto your information. Link to PSHE</i>	
Remote learning provision	Computing lessons and resources will be set by the class teacher through Seesaw					
Music	<p>Improvise and Compose for a range of purposes</p> <p>Music in the time of Covid 19 – positive words and rhythms using un-tuned percussion (djembe)</p> <p>Use and understand staff and other musical notations Crotchet, quavers, minim, semi breve, crotchet rest, minim rest, semi breve rest.</p>	<p>Develop an understanding of the history of music</p> <p>Romantic Music</p> <p>Improvise over a pentatonic scale using tuned percussion.</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Tchaikovsky</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and Compose 3 notes Bossa, recording compositions using pitch and rhythmic notation.</p> <p>Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Charanga Classroom Jazz 1 – Glockenspiels.</p>			
Remote learning provision	Music will continue through activities set by our specialist music teacher and shared through Seesaw					
MFL	<p>Self, family and friends</p> <p>Further body parts Illness – sentences to say where pain is More family members Giant turnip story (performance: sentences increasing in length throughout Number: 1-69 (all operations)</p>	<p>School life</p> <p>Clothes (uniform) + adjectival agreement of colours Get dressed Robert story (listening comprehension) Time quarter past and quarter to Number: 1 –69 counting in 2s, 5s and 10s Clothing linked to Christmas</p>	<p>The world around us</p> <p>Modes of transport How you travel to places and why (complex sentences) Use of the negative Number: x10 to 100</p>	<p>Animals and home environment</p> <p>Rooms in the house (6) Cache cache cochons stor y + bedroom furniture Prepositions (longer sentences describing furniture position in rooms in the house) Number Fr: 70-79/Sp: 1-100 Fr + Sp: multiples of 10 to 100 (read/write)</p>	<p>Leisure</p> <p>Family members More hobbies (including musical instruments) - complex sentences combining family members, opinion, hobbies and more justifications in the third person Number: 1-100 Sp/80 - 100 Fr</p>	<p>Summer</p> <p>Countries, flags (+colours) and nationalities (adjectival agreement) Magic carpet story (independent reading of familiar opinion/weather phrases) Number: 1-100 in/out of sequence</p>

Remote
learning
provision

Spanish lessons will continue through teacher led videos and activities set by our specialist modern foreign languages teacher and shared through Seesaw.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>English</i>	<p>Quality Text: The Silver Sword Ian Serrallier</p> <p>Poet Focus: John Agard</p> <p>Non-fiction Links: The Missing- Michael Rosen</p> <p>13 Architects Children Should Know- Florian Heine and Paul Kelly</p>	<p>Quality Text: Holes Louis Sachar</p> <p>Poetry Focus: Free verse</p> <p>Non-fiction Links: Why Waters Worth It- Lorri Harrison</p> <p>The Rhythm of the Rain- Grahame Baker-Smith</p> <p>The Drop in my Drink - Meredith Hooper</p>	<p>Quality Text: Boy Roald Dahl</p> <p>Poetry Focus: Poetry Enjoyment- The Day I Fell Down the Toilet and Other Poems Steve Turner</p> <p>Non-fiction Links: What Makes Me Me? Robert Winston</p> <p>Amazing Evolution Anna Claybourne</p> <p>What Mr Darwin Saw Evolution and Inheritance</p> <p>The Story of Life: A first book about Evolution Catherine Barr</p> <p>On the Origin of Species- Sabina Radeva</p> <p>A Short History of Nearly Everything- Bill Bryson</p>	<p>Quality Text: Journey to the River Sea Eva Ibbotson</p> <p>Poetry Focus: Structured Poetry- Ode</p> <p>Non-fiction Links: Learn the Language of Social Media- Kirsty Holmes</p> <p>Staying Safe Online- Louie Stowell</p> <p>Mapping South America South America</p> <p>South America: Everything you ever wanted to know</p> <p>North and South America Study Book- CGP</p>	<p>Quality Text: Outlaw Michael Morpurgo</p> <p>Poetry Focus: The Lost Words Specific Pages</p> <p>Non-fiction Links: All About Politics- Andrew Marr</p> <p>Crime and Punishment in Britain- Anne Rooney</p> <p>Aspects of British History Beyond 1066: Crime and Punishment Through the Ages- Ben Hubbard</p> <p>Light UKS2 Foxton Primary Science</p> <p>Light: Science in a Flash Georgia Amson Bradshaw</p>	<p>Quality Text: The Arrival Shaun Tan</p> <p>Poetry Focus: Concrete poetry- 'Black out' poems</p> <p>Non-fiction Links: Our Planet- Matt Whyman</p> <p>How things work Coran Mason</p> <p>A Beginner Guide to Circuits</p> <p>Science in a Flash: Electricity</p> <p>Foxton primary Science- Electricity</p> <p>Trade and Commerce Mesopotamia for Kids</p> <p>Juliana's Bananas: Where do your bananas come from? Ruth Walton</p>
<p>Quality texts are available for collection from school or via PDF and teachers will prepare work based around the novel. Where the quality text is not available, Rising Stars Reading Planet books will be set electronically and work that covers the same writing outcomes will be set.</p>						

Remote learning provision	The Silver Sword Audio book PDF version One Drive	Holes Chapter 1-3 Audio Book PDF version One Drive	Boy Tales of a Childhood PDF	Journey to the River Sea		The Arrival- Part 1 Audio Book The Arrival Video PDF version One Drive
<i>Maths</i>	Basic Skills: Fluent in Five Number and Place Value: Numbers to 10,000,000 Calculations: Four Operations on Whole Numbers.	Basic Skills: Fluent in Five FDP: Fractions FDP: Decimals.	Basic Skills: Fluent in Five Measurement: Measurements. Word Problems FDP: Percentage Ratio and Proportion: Ratio.	Basic Skills: Fluent in Five Algebra: Algebra Measurement: Area and Perimeter Measurement: Volume Geometry – Properties and Shapes: Geometry	Basic Skills: Fluent in Five SAT revision.	Basic Skills: Fluent in Five Review of key chapters including Position and Movement, Graphs and Negative Numbers.
Remote learning provision	White Rose Maths Hub Premium resources including ppt and teacher videos. Basic Skills: Fluent in Five will also continue					
	Place Value Four Operations	Fractions Decimals	Measurement-converting-units Percentages Ratio	Algebra Area, Perimeter and Volume	Consolidation and SATs revision	Position and Direction Statistics Properties-of-shape
<i>Science</i>	Evolution and inheritance -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Evolution and inheritance (continue from autumn 1)	Living things and their habitats -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including	Animals including humans -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs	Light -recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components

	-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution		microorganisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics	and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans	-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram			
Remote learning provision	Tigtag- Evolution Oak National Academy- Evolution	Tigtag- Evolution Oak National Academy- Evolution	ASE home learning pack One Drive Tigtag- Living Things and their Habitats	Tigtag- Animals Inc. Humans Oak National Academy- Animals Inc. Humans	ASE home learning pack One Drive Tigtag- Light Oak National Academy- Light	Tigtag- Electricity			
<i>RE- Come and See</i>	Domestic Church-family Loving God who never stops loving	Baptism/confirmation belonging Vocation & commitment The vocation of priesthood and religious life	Advent/Christmas loving Expectations Jesus born to show God to the world	Local church community Sources The Bible, the special book for the Church	Eucharist relating Unity Eucharist enables people to live in communion.	Lent/Easter giving Death & new life Celebrating Jesus' death & resurrection	Pentecost serving Witnesses The Holy Spirit enables people to become witnesses	Reconciliation Inter-relating Healing Sacrament of the Sick	Universal Church world Common good Work of the worldwide Christian family
Remote learning provision	The Archdiocese of Liverpool have produced home learning packs which will be sent by class teachers to match the 'Come and See' topics above. These will be sent through Seesaw.								

<p><i>History and Geography</i></p>	<p>History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War II (Local aspect- Liverpool May 1941 Blitz)</p>	<p>Geography - locational and place knowledge and human and physical geography</p> <p>Mountains and the water cycle</p>	<p>Consolidation and SATs revision</p>	<p>Geography locational and place knowledge</p> <p>Brazil -South America</p>	<p>History changes in an aspect of social history</p> <p>Crime and Punishment</p>	<p>Geography mapping and fieldwork</p> <p>Trade in Liverpool</p>
<p>Remote learning provision</p>	<p>Oak National Academy- WWII</p> <p>BBC- WWII</p> <p>Purple Mash-WWII</p> <p>DKFindout about WWII</p>	<p>ODDIZZI – unit of work and resources- One Drive</p> <p>Oak National Academy- Mountains and Volcanoes</p> <p>BBC- Mountains</p> <p>DKfindout about mountains</p>		<p>ODDIZZI – unit of work and resources- One Drive</p> <p>Oak National Academy- Locational Knowledge South America</p> <p>Purple Mash-Brazil</p> <p>DKfindout about Brazil</p>	<p>BBC- Crime and Punishment</p> <p>Purple Mash-Crime and Punishment</p> <p>DKfindout about Crime and Punishment</p>	<p>ODDIZZI – unit of work and resources- One Drive</p> <p>Teacher pack</p>
<p><i>PSHE</i></p>	<p>Mental and emotional health *Safeguarding</p> <p>Mental health wellbeing and techniques for self-care Importance of sleep Changes in last year of primary school</p>	<p>Drugs and Alcohol education *Safeguarding</p> <p>Legal and illegal harmful substances Making informed choices and peer pressure</p> <p>Antibullying week- Gang workshop</p>	<p>Sex education Love *Safeguarding</p> <p>Key facts of puberty Consent Conception Differences between appropriate and inappropriate physical contact</p>	<p>E-safety and social media *Safeguarding</p> <p>Pros and cons of being online Keeping safe Respectful behaviour and rules for keeping safe online and how to be 'in control' online</p>	<p>Anti-social behaviour and the role of the police and the law *Safeguarding</p> <p>Human rights Roles of police and community Consequences of antisocial behaviour Conventions of the rights of the child</p>	<p>Global sustainable development goals</p> <p>Conservation of energy Rights, responsibilities and duties How humans have damaged the world around them</p>

			Mental health awareness week			
Remote learning provision	My Life Scheme of work will continue and PowerPoints and resources will be set by the class teacher through Seesaw.					
Journey in Love	Social and emotional Develop a secure understanding that stable and caring relationships which may be of different		Physical Explain how human life is conceived			Spiritual Beattitudes
PE	Swimming	Swimming	Teacher led gymnastics	Teacher led basketball	Teacher led cricket	Dance with the LSSP coach
Remote learning provision	PE lessons and resources will be set by the class teacher through Seesaw					
Art and DT	Art- Drawing Architecture- technical drawings focus, drawing buildings from observing.	DT- Food understanding seasonality (savoury) WWII focus. Research at different WW2 recipes and rationing and choose a dish to make	Art Painting- Begin to develop own painting style and mix own colours needed. Frida Kahlo- imagery	DT CAD Lego focus using Sketch Up programme	Art Printing Overprinting. Make Andy Warhol style pop art print linked to Brazilian topic	DT Textiles Make, do and mend. Upcycle materials into a new product
Remote learning provision	Look at some famous Liverpool Architecture here Visit Liverpool Choose your favourite buildings and try and draw them in detail.		Find out more about Frida Kahlo Frida Kahlo Be inspired and try some Frida Kahlo crafts/Art projects resources		Find out more about Pop Art Tate and have a go at making some of your own Pop Art Tate Pop Art	
Computing	<u>Information Technology</u> WHAT IS A COMPUTER? <ul style="list-style-type: none"> Pupils describe computer parts 	<u>Computer Science</u> UNPLUGGED ALGORITHMS	<u>Computer Science</u> SCRATCH JNR <ul style="list-style-type: none"> Pupils use Scratch to write their own code 	<u>Digital Literacy</u> STORING & PRESENTING DATA. <ul style="list-style-type: none"> What is data? 	<u>Information Technology</u> MODIFYING TEXT & IMAGES <ul style="list-style-type: none"> Building on previous learning about keyboard 	<u>Digital Literacy</u> PRESENTING DATA <ul style="list-style-type: none"> Pupils present a class topic using <i>APP</i>

	<ul style="list-style-type: none"> What roles do computers play within society? <p><i>Digital Literacy: Using a computer responsibly in terms of time and purpose.</i></p>	<ul style="list-style-type: none"> Continue to explore algorithms How to debug an algorithm that is not working. 	<ul style="list-style-type: none"> Cross curricular coding projects. 	<ul style="list-style-type: none"> Compare different methods of data storage. Turning data into information through graphs and charts. <p><i>Digital Literacy: Identifying what personal info is and whom it should be shared with.</i></p>	<p>skills & format texts.</p> <ul style="list-style-type: none"> Editing images and editing them for a purpose. Cross-curricular links 	<p><i>Shadow Puppet EDU</i></p> <ul style="list-style-type: none"> Pupils will edit fonts and photos to improve their presentation.
Remote learning provision	Computing lessons and resources will be set by the class teacher through Seesaw					
Music	<p>Improvise and Compose for a range of purposes</p> <p>Tudor music for possible new monarch</p> <p>Use and understand staff and other musical notations</p> <p>Crotchet, quavers, minim, semi breve, crotchet rest, minim rest, semi breve rest – review with an aim to moving on to including the dotted crotchet.</p>	<p>Develop an understanding of the history of music</p> <p>Contemporary music – minimalist music</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Steve Reich – minimalist composer.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Structure of songs - chorus, verse, bridge.</p> <p>Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Blues Improvisation and composition using glockenspiels – Classroom Jazz 2 – Charanga</p>			
Remote learning provision	Music will continue through activities set by our specialist music teacher and shared through Seesaw					
MFL	<p>Self, family and friends</p> <p>Family members (with possessive adjective) Jobs (gender agreement) Complex sentences describing family and</p>	<p>School life</p> <p>Time (all analogue times) + school routine- complex sentences Justifications for opinions on school subjects (complex</p>	<p>The world around us</p> <p>Places in town and describing locality Directions – understanding and giving directions</p> <p>Number: up to 1,000,000 in multiples</p>	<p>Animals and home environment</p> <p>Haunted castle mystery Character profiles, describing characters and events, eliciting information from</p>	<p>Leisure</p> <p>Food and café (transition project) Understanding and designing menus Preferences and habits – Complex sentences</p>	<p>Summer</p> <p>Food and cafe continued (transition project) Completion of written transition booklet for transfer)</p>

	<p>self, using third person Further feelings (hot/cold/thirsty ect) At the doctors (dialogue) Number: recall 1-100 (x10 –100)</p>	<p>sentences using 'because') Number: recall 1-100 (read/write 1-20 + x10-100) Christmas – Cultural aspects</p>	<p>of ten + 1 – 1,000 (read/write)</p>	<p>longer text. Further use of prepositions Number: counting x2, x3, x5, x10 to 1,000,000 and using decimals.</p>	<p>Writing sentences from memory and using a dictionary to write more independently Eliciting information from longer paragraphs Dialogue in café/restaurant Number: using euros/giving and understanding prices</p>	<p>Number: Using euros/giving and understanding prices/calculating change</p>
<p>Remote learning provision</p>	<p>Spanish lessons will continue through teacher led videos and activities set by our specialist modern foreign languages teacher and shared through Seesaw.</p>					