



**Sacred Heart Catholic Primary School & Nursery- Curriculum Overview 2023-2024**

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme</b></p>	<p><b>Who am I? Sea life</b></p>	<p><b>Happy Birthday to you</b></p>	<p><b>Who put the colours in the rainbow?</b></p>	<p><b>Old MacDonald had a farm</b></p>	<p><b>Fairy tales and pirates</b></p>	<p><b>People who help us All around the world</b></p>
<p><b>Self-regulation</b></p>						
<p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> <b>NATIONAL CURRICULUM LINK: PSHE, British Values, RSHE, E&amp;D</b></p>	<p>Identify feelings and emotions with support from an adult. Show awareness of the emotions of others.</p> <p><b>Living in the wider world:</b> Recognise who can help online</p>	<p>Recognise some actions can hurt others' feelings.</p> <p><b>Living in the wider world:</b> Communicating online</p>	<p>Identify some feelings and emotions</p> <p><b>Living in the wider world:</b> Dealing with online bullying</p>	<p>Suggest how others might be feeling. Find solutions to conflict with support.</p> <p><b>Living in the wider world:</b> Finding information online Beginning to explore jobs</p>	<p>Talk about feelings using a variety of vocabulary Suggest reasons for how others are feeling.</p> <p><b>Living in the wider world:</b> Beginning to explore jobs</p>	<p>Suggest solutions to conflicts. Develop assertiveness.</p> <p><b>Living in the wider world:</b> Understanding community Beginning to explore jobs</p>



<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> <b>NATIONAL CURRICULUM LINK:</b> <b>PSHE, British Values, RSHE, E&amp;D</b>	<b>Managing Self</b>					
	Select activities and use resources with support Begin to follow rules. <b>Health and wellbeing:</b> Recognising we are special and unique	Attempt to be independent with self-care. <b>Health and wellbeing:</b> Recognising we are special and unique	Begin to select activities to achieve a goal. Gain more independence with dressing/toileting. <b>Health and wellbeing:</b> Being different and unique Keeping safe – inside and out	Understand the need to brush teeth twice a day. <b>Health and wellbeing:</b> Bodily privacy Taking medicine from a doctor/parent	Understand why rules and routines are important. Independently change their own clothes. <b>Health and wellbeing:</b> Recognise people that help us	Identify healthy food and drink. <b>Health and wellbeing:</b> Recognise people that help us
	<b>Building Relationships</b>					
Play alongside others. <b>Relationships:</b> Families – I am special	Approach different children and adults during play. <b>Relationships:</b> Friendships - appropriate behaviour	Understand there are different classes within school and they will progress through them. <b>Relationships:</b> Friendships – saying sorry	Engage in play with others- taking turns. Seek out familiar adults. <b>Relationships:</b> Families – I am special	Extend and elaborate play ideas. Show more confidence in new situations. <b>Relationships:</b> Celebrating family	Develop a sense of responsibility and community. <b>Relationships:</b> Loving others	
<b>Listening and Attention</b>						
Listen to short stories and remember some parts. Pay attention to one thing at a time.	Listen and attend to a dialogue 1:1	Listen to longer stories and remember much of what happens. Shift to different activities when an adult gets my attention.	Listen and attend to dialogue in a small group of children.	Remember key events in stories and rhyme events.	Pay attention to more than one thing at one time. Begin to respond appropriately in dialogue within groups.	



<b>COMMUNICATION AND LANGUAGE</b> <b>NATIONAL CURRICULUM LINK: ENGLISH</b>	<b>Understanding</b>					
	Understand a simple question or one-part instruction. Understand 'what' and 'who' questions.	Understand prepositions in, on and under. Talk about interests and play. Wait for turn to speak.	Understand a two-part question in a familiar context. Understand 'who and where' questions.	Understand prepositions in front and behind. Answer simple questions about myself. Begin to take part in two-way conversations.	Understand two-part question without gestures, Understand 'why' questions. Begin to use prepositions in conversation.	Begin to ask simple questions related to stories. Start a conversation with an adult.
	<b>Speaking</b>					
	Begin to use some key vocabulary relating to taught topics. Join in with nursery rhymes and songs- copying actions and filling in some missing words. Talk about a familiar book.	Use a variety of tenses in conversation. Use simple sentences. Commentate on play.	Express my immediate wants and needs. Approach an adult when I need help.	Use a wider range of specific vocabulary. Sing a range of familiar songs. Begin to join sentences,	Tell a longer story or anecdote. Use a range of conjunctions to extend sentences. Use talk to organise and begin to direct play.	Express a point of view. Initiate conversation and continue a back-and-forth dialogue. Develop pronunciation.
<b>PHYSICAL DEVELOPMENT</b> <b>NATIONAL CURRICULUM LINK: PE</b>	<b>Gross Motor Skills</b>					
	Begin to demonstrate balance and negotiate space safely taking turns.	Explore movement. Follow instructions with support and explore a range of ball skills.	Use and remember sequences and patterns of movements within music and rhythm. Begin to try new challenges.	Show respect to others. Take turns and explore movement skills with balance and coordination.	Explore a range of ball skills. Explore movement skills.	Build confidence to try new challenges. Match skills to tasks and apparatus. Use large and small apparatus safely.
	<b>Fine Motor Skills</b>					
	Use simple tools with support.	Use simple tools safely with increasing control and intent.	Engage in purposeful mark making, giving meaning to the marks.	Use a range of one-handed tools competently, safely and confidently.	Engage in purposeful early writing using letter knowledge. Use a comfortable grip with good control.	Show a preference for a dominant hand.



<b>Literacy</b> <b>NATIONAL CURRICULUM LINK: ENGLISH/PHONICS</b>	<b>Comprehension</b>					
	Show engagement and begin to make relevant comments	Answer simple questions based on a familiar text. Use props to retell key parts of a story.	Use story talk independently and begin to use key vocabulary.	Answer more complex questions about a familiar text.	Use story talk in extended conversation when playing and correctly use new vocabulary from a familiar story.	Answer complex questions about an unfamiliar text. Retell a story using props and resources.
	<b>Word Reading</b>					
	Seek out books independently, handling them correctly. Turn pages in a book, one at a time.	Recognise some familiar logos. Read own name with visual support.	Know that print carries meaning, Identify front and back cover of a book.	Recognise some print in the environment. Read own name without visual support.	Know to read print from top to bottom and left to right. Show awareness of sequence and page numbers.	Recognise letters from their own name in other contexts.
	<b>Writing</b>					
	Draw lines and circles.	Talk about my drawings.	Use letter like shapes when mark making.	Make purposeful words relating to familiar stories.	Write some letters from my own name with support	Write some letters from my own name accurately
	<b>Number</b>					
<b>Maths – Number &amp; Numerical Patterns</b> <b>NATIONAL CURRICULUM LINK: MATHS</b>	Recite numbers and explore 1:1 correspondence. Join in with number songs.	Use some number names in play. Begin to use mathematical language more/less.	Develop subitising of 1 or two items. Apply 1:1 correspondence independently. Begin to know cardinality.	Link numerals and amounts. Solve problems up to 3.	Develop subitising up to 3. Show amounts on fingers.	Recite numbers forwards and backwards. Solve problems up to 5.



	<b>Number Pattern</b>					
	Describe a familiar route and locations.	Describe a sequence of events. Make comparisons between size and capacity of objects.	Explore 2D shapes. Combine shapes to make new ones	Understand position through words alone. Make comparisons in length. Compare quantities.	Identify patterns around me. Extend ABAB patterns. Notice an error in a repeating pattern	Explore 3D shapes. Make comparisons within weight.
<b>Understanding the World</b> <b>NATIONAL CURRICULUM LINK: HISTORY, GEOGRAPHY, SCIENCE</b>	<b>Past &amp; Present</b>					
	Use simple language to talk about the daily routine. Talk about significant events that have happened recently.	Talk about how we have changed since we were babies.	Talk about the days of the week and understand there is an order.	Talk about significant events that are relevant to me. Talk about how I change as I grow.	Use simple language to talk about significant events in relation to the passing of time.	Talk about significant events in my own life and my family.
	<b>People &amp; Communities</b>					
	Talk about experiences in the local area. Explore a 3D map	Understand that different people have different roles in our school. Know there are different countries in the world.	Talk about experiences of visitors and visits experienced. Draw information from a simple map.	Show an interest in different occupations. Talk about the differences in weather and clothing in different countries.	Talk about experiences in Nursery. Discuss the different places visited and make comparisons.	Create own simple maps. Name and role play some different occupations. Talk about the differences between where we live and a contrasting place.
<b>Natural World</b>						
Use senses in hands-on exploration of natural materials. Explore collections of materials with	Explore how things work. Talk about what can be seen.	Talk about the differences between materials and changes noticed. Explore and talk about	Talk about what can be seen, using more specific vocabulary.	Plant seeds and care for growing plants. Understand the key features of a life cycle of a	Begin to understand the need to respect and care for the natural environment and	



	similar and/or different properties.		different forces that can be felt.		plant and an animal.	all living things. Talk about what can be seen, using specific and scientific vocabulary.
<b>RE</b>	<b>Myself-</b> Why am I precious? <b>Welcome all-</b> Why is welcome important? <b>Other faith week 1: Judaism- Hanukkah</b> <b>Birthday</b> – Why do we celebrate Birthdays?		<b>Celebrating-</b> What and why do people celebrate? <b>Gathering-</b> Why do people gather together? <b>Other faith week 2:</b> Islam- Prayer Mats <b>Growing</b> –How and why do things grow?		<b>Good News</b> – What is good news? <b>Friends-</b> Is it good to have friends? <b>Our World-</b> What makes our world so wonderful?	



	<p><b>Domestic Church - Family</b> To develop an understanding of first and family names To understand God knows each person's name To know God loves everyone</p> <p><b>Baptism/Confirmation – Belonging</b> To celebrate being welcomed into school and our class. To know how we welcome people into a family. To know we are welcomed into God's family through Baptism.</p> <p><b>Advent/Christmas – Loving</b> To appreciate how birthdays are waited for and celebrated. To talk about how people look forward to and prepare for the birthday of Jesus. (Advent) To talk about how to celebrate Jesus' birthday and the first Christmas.</p> <p>To retell parts of a simple religious story. To recognise and explore some celebrations special to people in my community. (Halloween, Christmas – Christian, Diwali – Sikh/Hindu)</p>	<p><b>Local Church – Community</b> To discover what a celebration is, the elements of celebration and how people celebrate. To discuss what the parish family celebrates. To discuss how a parish family celebrates. (Story of the Presentation)</p> <p><b>Eucharist – Relating</b> To discover the importance of supporting and encouraging others. To discuss how the parish family gathers for Sunday Mass. To realise the joy of gathering and listening to God's word.</p> <p><b>Lent/Easter – Giving</b> To recognise growth in nature and discover the ways in which things grow. To learn about Lent and how we can grow to be more like Jesus. To learn about Good Friday and how we celebrate Easter. To retell a simple religious story. To recognise that people have different beliefs and celebrate in different ways, and can give some examples of these. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)</p>	<p><b>Pentecost – Serving</b> To know that everyone has good news to tell. To learn about the coming of Holy Spirit. To learn about Pentecost and the celebration of the Good News of Jesus.</p> <p><b>Reconciliation – Inter-Relating</b> To talk about making friends and being a friend. To know that Jesus had friends and we can be friends of Jesus. To know Jesus' rule for friends.</p> <p><b>Universal Church – World</b> To share what we love and wonder about our world. To understand how everyone shares in God's world. To praise God for our wonderful world.</p> <p>To understand that some places are special to members of the community, and through explorations, begin to talk about them. To be respectful of the traditions, cultures and religions of others. (Eid – Islam/Muslim)</p>
<p><b>Journey In Love &amp; Ten: Ten</b> Links to: RSHE British Values, RSHE, E&amp;D</p>	<p><b>Journey In Love – Social &amp; Emotional</b> To recognise the joy of being a special person in my family</p> <p><b>RSHE – I am me – we are special</b> <b>Text -You Choose – Say what I think</b> <b>Text – Red Rockets and Rainbow Jelly - It's OK to be different</b></p>	<p><b>Journey In Love – Physical</b> To recognise that we are all different and unique</p> <p><b>RSHE – Role model – loving others</b> <b>Text -Blue Chameleon – Making friends with someone different</b> <b>Text – The Family Book – all families are different</b></p>	<p><b>Journey In Love – Spiritual</b> To celebrate the joy of being a special person in God's family</p> <p><b>RSHE – Me, you, us – belonging to communities</b> <b>Text - Mommy, Mamma and Me – celebrating my family</b></p>
<p><b>Creating with Materials</b></p>			



**EXPRESSIVE ARTS  
AND DESIGN**

**NATIONAL  
CURRICULUM LINK:  
ART, D&T, MUSIC**

Recognise and name different colours. Explore making marks in different media.

Talk about what's been drawn/painted. Explore printing.

Explore colour and colour mixing. Create enclosed shapes such as circles.

Show different emotions in drawings and paintings. Use different approaches to drawing/painting, with a goal in mind.

Select colours for a purpose. Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail. Use drawing/painting to represent ideas like movement or loud noises.

**Being imaginative**

Explore a variety of tools and materials to create. Begin to participate in pretend play linked to home experiences using similar objects to represent another. Engage in story talk during small world play. Explore how to use simple construction equipment.

Remember and sing some simple rhymes and songs. Listen with increased attention to sounds. Explore the different sounds instruments can create. Listen to a wide variety of music.

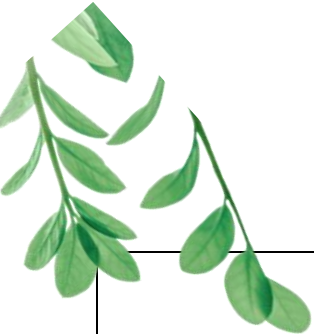
Begin to join different materials and explore different textures. Participate in pretend play linked to their home and school experiences, using an object to represent something else.

Remember and sing much of a longer song. Sing the melodic shape of familiar songs. (moving melody such as up and down, down and up. Use an instrument to match an emotion or for a purpose in a story. Talk about how different music makes you feel.

Use different tools and materials for a purpose and to achieve a goal. Participate in pretend play linked to additional experiences from visits/visitors or in the local community, using objects to represent something else even though they may not be similar.

Make imaginative and complex small worlds with blocks and construction kits. Remember and sing entire songs. Sing the pitch of a tune sung by another person. (pitch matching) Play instruments with increasing control to express feelings and ideas.





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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who am I?	Where do I belong?	My hero	Tickets please	Would a lion make a good pet?	Whole school focus- Caring for my Wonderful World I am incredible – so is the world
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> <b>NATIONAL CURRICULUM LINK: PSHE, British Values, RSHE, E&amp;D</b>	<b>Self-regulation</b>					
	Talk about what I am good at. Show confidence in trying new activities, understanding that it is okay to make mistakes with adult support.  <b>Living in the wider world:</b> Recognise who can help online Beginning to explore jobs	Identify and name my own emotions and the emotions of others. Follow class rules and routines with support.  <b>Living in the wider world:</b> Communicating online	Explain what makes me special. Set own goals and show some perseverance to achieve them, reflecting and evaluating with support.  <b>Living in the wider world:</b> Dealing with online bullying	identify and moderate my own feelings socially and emotionally, considering the feelings of others. Follow class rules and routines with little support, reminding their peers of expectations.  <b>Living in the wider world:</b> Finding information online Beginning to explore jobs	See myself as a valuable individual. Set challenging personal goals and show resilience and perseverance in achieving them, reflecting and evaluating as I go.  <b>Living in the wider world:</b> Online behaviour Beginning to explore jobs	Show and understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. Explain the reason for rules, knowing right from wrong and trying to behave accordingly.  <b>Living in the wider world:</b> Recognise what we should not share online Understanding community



Managing Self					
<p>Develop independence in dressing, taking jumpers/cardigans, shoes and coats on and off independently.</p> <p><b>Health and wellbeing:</b> Recognising we are special and unique</p>	<p>Talk about the importance of regular physical activity. Talk about the importance of having a good sleep routine.</p> <p><b>Health and wellbeing:</b> Recognising body parts</p>	<p>Understand the importance of personal hygiene, including hand washing and toileting, managing own self-care needs.</p> <p><b>Health and wellbeing:</b> Being different and unique Looking after our bodies</p>	<p>Line up and queue successfully without touching one another, walking in a line and waiting patiently. Talk about what I need to eat to be healthy.</p> <p><b>Health and wellbeing:</b> Good feelings, bad feelings Managing behaviour and emotions</p>	<p>Discuss the importance of sensible amounts of screen time. Talk about how to be a safe pedestrian.</p> <p><b>Health and wellbeing:</b> Recognise stages of life</p>	<p>Use a knife and fork effectively to cut up and eat a variety of meals with good manners. Talk about how to keep my teeth healthy.</p> <p><b>Health and wellbeing:</b> Recognise stages of life</p>
Building Relationships					
<p>Use social phrases with support to build relationships with peers.</p> <p><b>Relationships:</b> Families – I am special</p>	<p>Express their own needs and to talk about the feelings and perspectives of others.</p> <p><b>Relationships:</b> Friendships - appropriate behaviour</p>	<p>Adapt and use social phrases with increasing independence to build relationships with peers.</p> <p><b>Relationships:</b> Making friends</p>	<p>Express their own needs and show more understanding of the feelings and perspectives of others.</p> <p><b>Relationships:</b> Families – differences</p>	<p>Use talk to resolve conflicts and build relationships with peers with independence.</p> <p><b>Relationships:</b> Celebrating family</p>	<p>Show sensitivity to their own and others' needs and perspectives.</p> <p><b>Relationships:</b> Loving others</p>



<p><b>COMMUNICATION AND LANGUAGE</b> NATIONAL CURRICULUM LINK: ENGLISH</p>	<b>Listening and Attention</b>		
	<p>Listen to and talk about stories and non-fiction to build familiarity and understanding. Listen and attend to a dialogue in a larger group and begin to respond appropriately. Listen carefully to rhymes and songs, beginning to show awareness of how they sound. Learn some songs and poems, and anticipate some words/phrases.</p>	<p>Listen to and talk about stories and non-fiction to develop a deep understanding. Listen and attend to a dialogue in a larger group for longer periods and respond appropriately. Engage during story times by joining in with repeated refrains and anticipating rhyming words. Learn more rhymes, poems and songs experienced in school.</p>	<p>Listen attentively to stories and non-fiction and respond to what they hear with relevant questions, comments and actions. Listen attentively in large group discussions and respond to what they hear with relevant questions, comments and actions. Engage during story times by confidently predicting outcomes and suggesting solutions. Confidently recite well-known songs, rhymes and poems.</p>
	<b>Understanding</b>		
	<p>Follow simple two-part instructions. Understand why and how questions. Understand what 'good listening' involves.</p>	<p>Follow more complex two-part instructions. Begin to ask questions to check my understanding. Understand how to listen carefully.</p>	<p>Follow complex instructions with multiple parts. Ask questions to find out more and to check I understand what has been said to me. Understand how to listen carefully and why listening is important.</p>
	<b>Speaking</b>		
	<p>Start a conversation with a familiar adult or a friend. Copy some social phrases at appropriate times e.g. 'good morning', 'how are you?' Use a range of key vocabulary relating to taught topics. Connect one idea or action to another, in short sentences using some simple connectives. Begin to sequence their ideas when sharing anecdotes or describing events.</p>	<p>Take part in a two-way conversation Use a wider range of key vocabulary relating to taught topics in different contexts. Begin to use some scripted social phrases to communicate effectively with peers during provision with adult support. Use connect one idea or action to another using longer sentences, plurals and connectives.</p>	<p>Hold longer conversations when engaged in back-and-forth exchanges with my teacher and peers. Use a wider range of key vocabulary to explain and express my ideas in different contexts. Draw on scripted social phrases to communicate effectively with peers with less support. Speak in full sentences in the correct tense using conjunctions and plurals. Use carefully sequenced talk, with additional details when sharing</p>



	Begin to offer ideas and simple explanations in a range of situations. Use some specific language to take on roles with others in imaginary play. Retell a familiar short story, poems or songs using exact repetition and my own words.	Add more details to recounts of events to ensure the listener understands how events progressed. Explain how things work and why they might happen. Use new vocabulary to take on roles with others in imaginary play and storytelling. Adapt and retell narratives and stories with my peers and teachers.	anecdotes or recounts of events, showing an awareness of listeners needs. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop my own narratives, using new vocabulary accurately in context and in different play situations such as story-telling and role play Invent, adapt and recount narratives and stories with my peers and teachers.			
<b>PHYSICAL DEVELOPMENT</b>  <b>NATIONAL CURRICULUM LINK: PE</b>	<b>Introduction</b> Play cooperatively, understand rules, use movement skills of balance and coordination.	<b>Fundamentals</b> Follow instructions, Be cooperative, considerate, regulate behaviour, use movement skills.	<b>Gymnastics</b> Create short sequence, use shapes, balance, travelling action. Jump safely from height, rock & roll, travel over and through apparatus.	<b>Dance</b> Copy, repeat and explore actions, levels of shape and direction, move with control, express through movement, in time to music, use counts.	<b>Games</b> Follow instruction, play against a partner, use coordinated play, strike a ball, keep score, work as a team.,	<b>Ball skills</b> roll & track, be accurate when throwing, dribble, throw & catch with partner, kick on target.
<b>Literacy</b> <b>NATIONAL CURRICULUM LINK: ENGLISH/PHONICS</b>	<b>Text-The Something by Rebecca Cobb</b> Narrative Losing Story Recount	<b>Text-Star in the Jar</b> Narrative Finding Story Information Poster	<b>Juniper Jupiter</b> Narrative Superhero Story Information Letter	<b>Little Red Narrative – Traditional Tale Instructions</b>	<b>The Extraordinary Gardener Narrative – Transformational Story Instructions</b>	<b>The Storm Whale Narrative Friendship Story Descriptive Poems</b>
	<b>Word Reading</b>					
	Continue to secure pre-RWI phonic skills focussing on rhythm and rhyme, alliteration, and oral blending and segmenting (aspects 4, 5 & 7) Blend sounds into words orally. Read all 25 set 1 single letter sounds speedily.	To blend sounds into words orally. To read all set 1 sounds speedily including set 1 'Special Friends'. Read words with 'Special Friends'. Read 4 sound words with 'Fred Talk'. Read 3 and 4 sound nonsense words with 'Fred Talk'.	To blend sounds into words orally. To read all set 1 sounds, including 'Special Friends', speedily. To read previously taught words with all set 1 sounds speedily. To read some set 2 'Special Friends'. To read 'Word Time' 1.6 and 1.7 words.			



	<p>Read 'Word Time' 1.1 to 1.5 words with 'Fred Talk'.</p>	<p>Read some common exception words.</p>	<p>To read 4 and 5 sound nonsense words with 'Fred Talk'. To read more common exception words. To read aloud simple sentences and decodable books consistent with my phonics knowledge.</p>
<b>Comprehension</b>			
	<p>To recall and discuss stories or information that has been read to me, with support To retell stories I have heard in small world/role play. To begin using vocabulary and forms of speech that are increasingly influenced by my experiences of reading and being read to. To describe main story settings, events and principal characters in some detail. To know that information can be retrieved from books, computers and mobile digital devices.</p>	<p>To recall and discuss stories or information that has been read to me, using some recently introduced vocabulary from the text. To retell stories in play in the correct sequence, taking on character roles. To suggest what could happen next in stories. To re-read books and explain my choices. To describe main story settings, events and principal characters in increasing detail.</p>	<p>To demonstrate a good understanding of what has been read to me by retelling stories and narratives in my own words, using recently introduced story vocabulary. To retell, adapt and combine stories in play in the correct sequence, taking on character roles. To begin to notice some relationships between one text and another. To suggest what could happen next in stories and make plausible predictions. To talk about my likes and dislikes of a variety of texts. To begin to comment on perceived links between texts and own life experiences.</p>
<b>Writing</b>			
	<p>To write some taught sounds with good letter formation, including some letters from my own name. To begin to spell words using known GPCs, identifying initial sounds and some other sounds in the word. To begin to write some lists, captions and labels. To re-read what I have written with support.</p>	<p>To form most lower case and capital letters correctly. To write VC and CVC words using taught GCPs. To orally rehearse and write captions/phrases and some simple sentences using finger spaces. To reread what I have written to make sure it makes sense. To write for a variety of purposes including fiction and non-fiction.</p>	<p>To write recognisable letters (lower case and capital), most of which are formed correctly. To write CVC words, some longer words and some common exception words. To orally rehearse and write simple phrases and sentences that can be read by others using finger spaces, capital letter and full stops. To begin to sequence my writing to create a 2/3-part story/fact cards etc. using maps/planners to support my writing.</p>



<p><b>Maths – Number &amp; Numerical Patterns</b> NATIONAL CURRICULUM LINK: MATHS</p>	<b>Number</b>					
	<p><b>Cardinality &amp; Counting</b> Accurate counting of sets of objects 1-5</p> <p>Correspondence, cardinality</p> <p>Subitising 1-3</p> <p>Numeral Recognition to 5</p> <p><b>Composition</b> Conceptual subitising - noticing numbers within numbers</p>	<p><b>Cardinality &amp; Counting</b> Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10</p> <p>Subitising 1-5</p> <p><b>Composition</b> Applied conceptual subitising</p> <p>Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model</p>	<p><b>Cardinality &amp; Counting</b> Counting backwards 10-1 &amp; ordering numbers 10-1</p> <p><b>Composition</b> Systematic approach to partitioning sets of objects 1-5 including on part whole model</p>	<p><b>Composition</b> Recall number bonds for numbers 1-5</p> <p>Partitioning and recombining sets of objects 6-9 including on part whole model and tens frame</p>	<p><b>Cardinality &amp; Counting</b> Counting beyond 10 noticing pattern in ones</p> <p><b>Composition</b> Systematic approach to splitting and recombining 10 including on tens frame and part whole model recall some number bonds for 10</p>	<p><b>Cardinality &amp; Counting</b> Counting beyond 20 noticing pattern in tens</p>
	<b>Number Pattern</b>					
<p><b>Comparison</b> Compare sets 1-5 using vocab of more / fewer / most / fewest</p> <p><b>Shape/Space</b> 2D shapes and their properties</p> <p><b>Pattern</b> Simple AB patterns</p>	<p><b>Comparison</b> Compare numbers using vocab of more/less</p> <p>Find 1 more using sets of objects on tens frames and on a number track</p>	<p><b>Comparison</b> Find 1 less using sets of objects on tens frame and on a number track</p> <p><b>Measures</b> Height</p> <p><b>Shape/Space</b></p>	<p><b>Measures</b> Length</p> <p><b>Shape/Space</b> Representing spatial relationships as maps Spatial vocabulary (forwards,</p>	<p><b>Measures</b> Mass</p> <p><b>Shape/Space</b> 3D shapes properties of shapes</p> <p><b>Patterns</b> Numerical patterns odds &amp; evens</p>	<p><b>Measures</b> Capacity Time – sequence of events</p> <p><b>Shape/Space</b> Relationships between shapes</p> <p><b>Pattern (alongside Composition &amp; Comparison)</b></p>	



	(complete, copy, make own and spot/correct errors in patterns) .	<b>Pattern</b> Identifying unit of repeat – AB & ABC patterns	Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)  <b>Pattern</b> More complex patterns – ABB, ABBC Generalising pattern and transferring to another format e.g. link pattern of shapes to movements	backwards, up, down, across)  <b>Pattern (alongside Comparison)</b> Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental numberline (Comparison)		Symmetry/reflections – link to doubles  Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and Look at halving as inverse of doubles (Pattern)
	<b>Past &amp; Present</b>					
<b>Understanding the World</b> <b>NATIONAL CURRICULUM LINK: HISTORY, GEOGRAPHY, SCIENCE</b>	Tell Me a Story Retelling stories characters and events	Let's Celebrate Bonfire Night Gunpowder Plot	History links Chinese New Year  Differences between countries and other cultures  Respecting other cultures different to our own	A Long, Long Time Ago Dinosaurs Mary Anning How do we know about the past? Comparing their childhood with the past.	Changes over time Watching a caterpillar grow into a butterfly comparing the differences of a chick growing	Describe how our environment has changed over time Describe how people's jobs have changed.



People & Communities						
	Show interest in the lives of people who are familiar to me	Explore and share where my family are from.	Discover the roles people have in the local community and explore cultural differences in this country and another.	Draw simple information from an aerial view of the local area and identify key landmarks that are familiar	Understand and discuss cultural differences between each other and other countries and the UK.	Build relationships with people in the community and talk about why they are important. Follow a map in the local area and identify how important the key features of the area are within the community.
Natural World						
	Talk about some of the things I have observed such as plants, animals, natural and found objects	Ask questions about aspects of my familiar world such as the place where I live or the natural world	Explain the need to respect and care for the natural environment	Describe and make observational drawings of the world around me	Describe the elements of a life cycle of an animal and describe different habitats of animals	Identify and describe some plants in my surroundings and explain how to care for the local environment
<b>EXPRESSIVE ARTS AND DESIGN</b> <b>NATIONAL CURRICULUM LINK: ART, D&amp;T, MUSIC</b>	<b>Music</b> -Exploring Sounds using our bodies and voices.	<b>Music</b> -Celebration <b>Music</b> – learning about music from a range of cultural and religious celebrations.  <b>A&amp;D</b> -Painting.	<b>Music-Musicianship</b> – Pulse and Rhythm – Delivered by Gaia  <b>A&amp;D</b> Colours and colour mixing.	<b>Music</b> -Musical stories based on traditional tales.  <b>A&amp;D</b> -3D creation/ patterns and collage.	<b>Music</b> -Music and Movement – moving to a beat  <b>A&amp;D</b> -Composition and creation/ making products work.	<b>Music</b> -The Big Band – playing untuned instruments  <b>A&amp;D</b> -Texture and Textiles/ Food preparation Different sand sculptures and castles.
	<b>RE</b>	<b>Myself</b> - Why am I precious? <b>Welcome all</b> - Why is welcome important? <b>Other faith week 1: Judaism- Hanukkah</b> <b>Birthday</b> – Why do we celebrate Birthdays?		<b>Celebrating</b> - What and why do people celebrate? <b>Gathering</b> -Why do people gather together? <b>Other faith week 2 : Islam- Prayer Mats</b> <b>Growing</b> –How and why do things grow?		<b>Good News</b> – What is good news? <b>Friends</b> -Is it good to have friends? <b>Our World</b> -What makes our world so wonderful?





	<p><b>Domestic Church - Family</b> To develop an understanding of first and family names To understand God knows each person's name To know God loves everyone</p> <p><b>Baptism/Confirmation – Belonging</b> To celebrate being welcomed into school and our class. To know how we welcome people into a family. To know we are welcomed into God's family through Baptism.</p> <p><b>Advent/Christmas – Loving</b> To appreciate how birthdays are waited for and celebrated. To talk about how people look forward to and prepare for the birthday of Jesus. (Advent) To talk about how to celebrate Jesus' birthday and the first Christmas.</p> <p>To retell parts of a simple religious story. To recognise and explore some celebrations special to people in my community. (Halloween, Christmas – Christian, Diwali – Sikh/Hindu)</p>		<p><b>Local Church – Community</b> To discover what a celebration is, the elements of celebration and how people celebrate. To discuss what the parish family celebrates.</p> <p>To discuss how a parish family celebrates. (Story of the Presentation)</p> <p><b>Eucharist – Relating</b> To discover the importance of supporting and encouraging others. To discuss how the parish family gathers for Sunday Mass. To realise the joy of gathering and listening to God's word.</p> <p><b>Lent/Easter – Giving</b> To recognise growth in nature and discover the ways in which things grow. To learn about Lent and how we can grow to be more like Jesus. To learn about Good Friday and how we celebrate Easter. To retell a simple religious story. To recognise that people have different beliefs and celebrate in different ways, and can give some examples of these. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)</p>		<p><b>Pentecost – Serving</b> To know that everyone has good news to tell. To learn about the coming of Holy Spirit. To learn about Pentecost and the celebration of the Good News of Jesus.</p> <p><b>Reconciliation – Inter-Relating</b> To talk about making friends and being a friend. To know that Jesus had friends and we can be friends of Jesus. To know Jesus' rule for friends.</p> <p><b>Universal Church – World</b> To share what we love and wonder about our world. To understand how everyone shares in God's world. To praise God for our wonderful world.</p> <p>To understand that some places are special to members of the community, and through explorations, begin to talk about them. To be respectful of the traditions, cultures and religions of others. (Eid – Islam/Muslim)</p>	
<p><b>Journey In Love &amp; Ten:Ten</b> Links to :RSHE British Values, RSHE, E&amp;D</p>	<p><b>Who am I?</b></p>	<p><b>To say what I think</b></p>	<p><b>To understand that its ok to like different things</b></p>	<p><b>To make friends with someone different</b></p>	<p><b>To understand that all families are different</b></p>	<p><b>To celebrate my family</b></p>
	<p><b>Journey In Love – Social &amp; Emotional</b> To recognise the joy of being a special person in my family</p> <p><b>RSHE – I am me – we are special</b> Text -You Choose – Say what I think Text – Red Rockets and Rainbow Jelly - It's OK to be different</p>		<p><b>Journey In Love – Physical</b> To recognise that we are all different and unique</p> <p><b>RSHE – Role model – loving others</b> Text -Blue Chameleon – Making friends with someone different Text – The Family Book – all families are different</p>		<p><b>Journey In Love – Spiritual</b> To celebrate the joy of being a special person in God's family</p> <p><b>RSHE – Me, you, us – belonging to communities</b> Text - Mommy, Mamma and Me – celebrating my family</p>	



**Sacred Heart Catholic Primary School & Nursery - Curriculum Overview 2023-2024**

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE Come &amp; See</b>	<b>Families</b> – Why Do We Have a Family and Who Is My Family? <b>Belonging</b> – What Does It Mean to Belong? <b>Waiting</b> – Is Waiting Always Difficult? <b>Other Faith Week 1</b> – Judaism <b>Other Faith Week 2</b> – Islam/Hinduism/Sikhism		<b>Special People</b> – What Makes a Person Special? <b>Meals</b> – What Makes Some Meals Special? <b>Change</b> – How and Why Do Things Change?		<b>Holidays and Holydays</b> – Do We Need Holidays and Holydays? <b>Being Sorry</b> – Why Should We Be Sorry? <b>Neighbours</b> - Who Is My Neighbour?	
<b>English Ready Steady Write</b>	<b>Old Bear</b> Narrative Discovery Recount	<b>Rapunzel</b> Traditional Tale Narrative Instructions	<b>Hermelin the Detective Mouse</b> Narrative A Detective Story Recount- Letter	<b>Where the Wild Things Are</b> Narrative A portal Story Information Text	<b>The Secret of Black Rock</b> Narrative A return Story Recount Postcards	<b>The Last Wolf</b> Narrative A Hunting Story Instructions Recipes Caring for our world
<b>English – Reading/ RWInc Phonics</b>	<b>Living Memory History</b>	<b>Fairy Stories &amp; Rhymes Reading breadth</b>	<b>Locality Geography</b>	<b>Traditional Tales &amp; Poems Reading Breadth</b>	<b>Animals Science</b>	<b>Stories &amp; Poems Reading Breadth Be the Change Environment</b>
<b>Maths</b>	<b>Numbers and Place Value to 10 Addition and Subtraction to 10</b>	<b>Number and Place Value to 20 Addition and Subtraction to 20</b>	<b>Geometry (shape) Fractions Geometry (Position and Direction) Measures (Time)</b>	<b>Number and Place Value beyond 20 Multiplication and Division</b>	<b>Multiplication and Division Money</b>	<b>Measures (length, mass, capacity)</b>
<b>Science</b>	<b>Animals including humans</b> Labelling the human body	<b>Key scientists</b> – Making connections	<b>Everyday materials</b> - Identifying Everyday Materials and Describing Their properties	<b>Seasonal Change</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	<b>Animals including Humans</b> Identifying Common Animals and describing their features	<b>Plants</b> – identifying plants and describing their structure



<p><b>PSHE</b></p>	<p><b>Health and wellbeing:</b> Recognising feelings What goes in to our bodies <b>Relationships:</b> Family relationships <b>Living in the wider world:</b> Recognise who can help online Career options</p>	<p><b>Health and wellbeing:</b> Good feelings and bad feelings Medicines to stay healthy <b>Relationships:</b> Accepting and respecting others <b>Living in the wider world:</b> Communicating online Future jobs</p>	<p><b>Health and wellbeing:</b> Dealing with big feelings Being safe around medicine <b>Relationships:</b> Friendships – saying sorry <b>Living in the wider world:</b> Online bullying Aiming high</p>	<p><b>Health and wellbeing:</b> Recognise change and how this affects people <b>Relationships:</b> Special people <b>Living in the wider world:</b> Find information online Job stereotypes</p>	<p><b>Health and wellbeing:</b> Recognising safe and unsafe situations Bodily privacy <b>Relationships:</b> Trusting relationships <b>Living in the wider world:</b> Safe online behaviour Listening to others when working together</p>	<p><b>Health and wellbeing:</b> Recognising what to do in an emergency <b>Relationships:</b> Respecting others <b>Living in the wider world:</b> Safe online sharing Belonging to a community Positive learning attitude</p>
<p><b>Journey In Love &amp; Ten:Ten</b> <b>Links to:</b> <b>RSHE</b> <b>British Values,</b> <b>RSHE, E&amp;D</b></p>	<p><b>Journey In Love – Social &amp; Emotional</b> To recognise the signs that I am loved in my family <i>RSHE –Who we are matters and what we do matters</i> <i>Saying sorry, Physical Health &amp; Fitness, Healthy eating,</i> Texts -Elmer – Like the way I am Picnic In the Park – Understand families are different That's not how you do it – Accept people are different &amp; Ten Little Pirates – all genders have equal value No One else like You – Celebrating difference <b>Linked to:</b> Science – Animals including humans #What materials would make Aviator attire?</p>	<p><b>Journey In Love – Physical</b> To recognise how I am cared for and kept safe in my family <i>RSHE – Personal Relationships</i> <i>Keeping Safe</i> Texts -My Grandpa is amazing Recognise people of all ages are valued and special Max the champion – Understand our bodies work in different ways Play with girls and boys, recognise people are different ages. I just don't like the sound of "No" – understanding we have different opinions <b>Linked to</b> Science innovation <i>PE Identify and use effective communication to begin to work as a team.</i></p>	<p><b>Journey In Love – Spiritual</b> To celebrate ways that God loves and cares for us. <i>RSHE –Living In the Wider World</i> <i>Who is my neighbour – Diversity, Equality, Community</i> Texts -My World, Your World – Understand we share the world with lots of different people Penguin Polly – My voice matters That's not what I saw – Accept people have different ways Understand our bodies work in different ways. To understand that we share the world with lots of people. <b>Linked to</b> Science – Animals including humans Plants/Living things</p>			
<p><b>Computing</b> <b>Purple Mash</b></p>	<p><b>Online Safety-</b> E-Safety Digital Literacy</p>	<p><b>Pictograms</b> Information Technology</p>	<p><b>Maze Explorers</b> Computer Science</p>	<p><b>Coding</b> Computer Science</p>	<p><b>Animated Story Books</b> Information Technology</p>	<p><b>Spreadsheets</b> Information Technology</p>



	<b>Technology Outside School</b> Digital Literacy	<b>Lego Builders</b> Computer Science	<b>Grouping and Sorting</b> Computer Science			
<b>Music</b>	<b>Classic music, dynamics and tempo- Theme Animals</b>	<b>Musicianship- Pulse &amp; Rhythm</b>	<b>Singing – Metropolitan Project</b>	<b>Singing – Metropolitan Project</b>	<b>Vocal &amp; Body sounds – Theme by the sea</b>	<b>Timbre and Rhythmic patterns – Theme Fairy Tales</b>
<b>Art &amp; Design</b>	Drawing Lines and shapes/tone			Painting Colour/Printing Hot/Cold colours – primary/secondary colours		Sculpture Landmarks- Patterns Digital media
<b>Design &amp; Technology</b>		Textiles Templates and joining Finger puppets	Wheels and Axles Toy car		Food Preparing fruit and vegetables – Indian cuisine	
<b>P.E.</b>	<b>Fundamentals &amp; Ball Skills</b>	<b>Gymnastics Target Games</b>	<b>Dance</b>	<b>Team Building Invasion</b>	<b>Net &amp; Wall Mindfulness</b>	<b>Athletics Striking &amp; Fielding</b>
<b>Geography</b>	<b>What is it like here?</b> Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.			<b>What is the weather like in the UK?</b> Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places	<b>How is life different in India?</b> Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of New Delhi using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical	



				using weather maps with a simple key.	features of New Delhi to features in the local area and make a simple map using data collected through fieldwork.	
<b>History</b>		<b>How am I making history? What was here before me?</b> Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	<b>How have toys changed since the Victorians?</b> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future	.		<b>How have explorers changed the world?</b> Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.



**Sacred Heart Catholic Primary School & Nursery - Curriculum Overview 2023-2024**

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE Come and See</b>	<b>Beginnings</b> – Who Made the World and Everything In It? <b>Signs and Symbols</b> - Are Signs and Symbols Important? <b>Preparations</b> – Do We Need to Prepare? <b>Other Faith Week 1</b> – Judaism <b>Other Faith Week 2</b> – Islam/Hinduism/Sikhism		<b>Books</b> – Why Do We Need Books? <b>Thanksgiving</b> – Why Should We Be Grateful People? <b>Opportunities</b> – How Does Each Day Offer Opportunities For Good?		<b>Spread The Word</b> – Why Should We Spread the Good News? <b>Rules</b> – Do We Need Rules? <b>Treasures</b> - Is The World a Treasure?	
<b>English Ready Steady Write</b>	<b>A River</b> Narrative – Circular Recount - Letter	<b>The Night Gardener</b> Narrative – Setting Recount – Diary	<b>The Bog Baby</b> Narrative – Finding Instructions	<b>Grandad's Island</b> Narrative – Return Information Text	<b>The King who banned the Dark</b> Narrative – A Mistake Information Text	<b>Rosie, Revere, Engineer</b> Narrative – Intervention Explanation Text
<b>English Reading/ RWInc Phonics</b>	<b>UK Rivers &amp; Seas Geography</b>	<b>Fairy Stories &amp; Poetry Reading Breadth</b>	<b>Living things and their habitats Science</b>	<b>Traditional tales &amp; Contemporary poems Reading Breadth</b>	<b>Great Fire of London History</b>	<b>Treasuring our world stories, plays and poetry Be the change Environment</b>
<b>Maths</b>	Number and Place Value Addition and Subtraction	Multiplication & Division Money	Fractions	Geometry( properties of shape) Measure (time)	Measure (time) Statistics	Geometry (positions and direction) Measures (length, height, mass, capacity, temperature)
<b>Science</b>	<b>Living things &amp; their habitats</b> Things That Are Living/Dead/Never Been Alive Habitats and Food Chains/Micro-habitats		<b>Animals including humans</b> Animals Have Offspring Basic Needs of animals and humans	<b>Use of everyday materials</b> Suitability of Everyday Materials Changing Shapes of Solid Objects	<b>Scientists &amp; Inventors – Making connections over time</b>	<b>Plants</b> How Seeds Grow How Plants Stay Healthy



			Importance of Exercise, Diet and Hygiene			
<b>PSHE</b>	<p><b>Health and wellbeing:</b> Recognise feelings What goes in to our bodies</p> <p><b>Relationships:</b> Families – celebrating difference</p> <p><b>Living in the wider world:</b> Recognising who we can trust online Listening and presenting skills</p>	<p><b>Health and wellbeing:</b> Recognise good/bad feelings Medicines to stay healthy</p> <p><b>Relationships:</b> Respecting self – being unique</p> <p><b>Living in the wider world:</b> Communicating online Problem solving and creativity in work</p>	<p><b>Health and wellbeing:</b> Being safe in communities Safety around medicines Dealing with big feelings</p> <p><b>Relationships:</b> Respecting self - Me, my body, my health</p> <p><b>Living in the wider world:</b> Online bullying and consequences Aiming high</p>	<p><b>Health and wellbeing:</b> Changes and how they affect people Feelings – likes and dislikes Looking after our body</p> <p><b>Relationships:</b> Community relationships</p> <p><b>Living in the wider world:</b> Believing what we read on the internet Leading and supporting a team</p>	<p><b>Health and wellbeing:</b> Feeling inside out Human lifecycle</p> <p><b>Relationships:</b> Respect for others – working with friends</p> <p><b>Living in the wider world:</b> Appropriate online behaviour Listening skills in teamwork</p>	<p><b>Health and wellbeing:</b> Managing emotions</p> <p><b>Relationships:</b> Community relationships</p> <p><b>Living in the wider world:</b> Online security</p>
<p><b>Journey In Love &amp; Ten:Ten</b> Links to: RSHE British Values, RSHE, E&amp;D</p>	<p><b>Journey In Love – Social &amp; Emotional</b> To recognised the joy and friendship of belonging to a diverse community. <b>RSHE - RSHE - Who we are matters and what we do matters Physical Health &amp; Fitness, Healthy eating,</b> Texts -Penguin Polly – How to start a conversation The Big Book of Families – Explore diversity Introducing Teddy – Having different friends The first Slodge – understand we share the world To understand what diversity is. <b>Linked to</b> Science – Animals including human body</p>	<p><b>Journey In Love – Physical</b> To describe ways of being safe in communities. <b>RSHE – Me, my body, my health, Emotional Wellbeing</b> Texts -What the Jackdaw saw – We communicate in different ways The Odd Egg – Understand what makes me proud Just Because – Being proud to be different Understand we share the world <b>Linked to</b> Science innovation Science inventors</p>	<p><b>Journey In Love – Spiritual</b> To celebrate ways of meeting God in our community. <b>RSHE –Living In the Wider World Diversity, Equality, Community The Cycle of Life</b> Texts -Blown Away – Be able to work with everyone in class Picnic In the Park – Families can be different I can work with everyone in my class. Who we are – exploring difference Let’s Talk about you and me – value and respect</p>			



<b>Computing Purple Mash</b>	<b>Exploring Purple Mash (1.1)</b> <b>Online Safety</b> E-Safety Digital Literacy	<b>Effective Searching</b> Digital Literacy <b>Presenting Ideas</b> Information Technology	<b>Coding</b> Computer Science	<b>Questioning</b> Digital Literacy	<b>Spreadsheets</b> Information Technology <b>Making Music</b> Information Technology	<b>Creating Pictures</b> Information Technology
<b>Music</b>	<b>Playing tuned percussion, using notation – Musical Me</b>	<b>West African Call &amp; Response – Theme Animals</b>	<b>Singing project delivered by the Metropolitan Cathedral</b>	<b>Singing project delivered by the Metropolitan Cathedral</b>	<b>Dynamics, Timbre, tempo, and motifs – Theme Space</b>	<b>Creating sounds – Theme On this island British songs and sounds (Delivered by Gaia)</b>
<b>Art &amp; Design</b>	Painting Colour Paint and pastels		Drawing landscapes Shades			Sculpture Natural resources
<b>Design &amp; Technology</b>		Textiles – Bag Comparing items from school in the past		Sliders and Levers Storyboard	Freestanding Structures Castle	
<b>P.E.</b>	<b>Fundamentals Ball Skills</b>	<b>Invasion Gymnastics</b>	<b>Dance</b>	<b>Team Building Fitness</b>	<b>Net &amp; Wall Mindfulness</b>	<b>Athletics Striking &amp; Fielding</b>
<b>Geography</b>		<b>Would you prefer to live in a hot or cold place?</b> Seasonal and Daily Weather Patterns in the UK, Hot and Cold Places in Relation to the Equator and the North and South Poles. Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Compare	<b>Why is our world wonderful?</b> Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and			<b>What is it like to live by the coast?</b> Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use,





		features in the North and South Poles and Kenya as well as in the local area. Learn the four compass points and the names and location of the seven continents.	using fieldwork to investigate and present this			settlements and tourism. (Crosby, Southport and Dorset).
<b>History</b>	<b>How was school different in the past?</b> Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past			<b>How did we learn to fly?</b> Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	<b>What is a monarch?</b> Finding out the role of a monarch, children investigate how William the Conqueror became King and learn how he used castles to rule. They learn about different types of castles and how these evolved	



## Sacred Heart Catholic Primary School & Nursery - Curriculum Overview 2023-2024

Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Come and See	<b>Homes</b> – What Makes a House A Home? <b>Promises</b> – Why Make Promises? <b>Visitors</b> – Are Visitors Always Welcome? <b>Other Faith Week 1</b> – Judaism <b>Other Faith Week 2</b> – Islam/Hinduism/Sikhism		<b>Journeys</b> – Is Life a Journey? <b>Listening and Sharing</b> – What's So Important About Listening and Sharing? <b>Giving All</b> – What Makes Some People Give Everything For Other People?		<b>Energy</b> – What's The Use of Energy? <b>Choices</b> – What Helps Me Choose Well? <b>Special Places</b> – What Makes a Special Place?	
English Ready Steady Write	<b>The Iron Man</b> Narrative – Approach Threat Explanation Text	<b>Fox</b> Narrative – Fable Information Text	<b>The Rhythm of the Rain</b> Narrative – Setting Information Leaflet	<b>Jemmy Button</b> Narrative – Return Information - Letter	<b>Egyptology</b> Narrative – Egyptian Mystery Information – Diary	<b>Into the Forest</b> Narrative – Lost Recount – Newspaper
English Reading/ RWInc Phonics	<b>Forces, magnets and rocks</b> <b>Science</b>	<b>Stories &amp; Poetry</b> <b>Reading breadth</b>	<b>Mountains &amp; Rivers</b> <b>Geography</b>	<b>Fairy Stories &amp; Poetry</b> <b>Reading Breadth</b>	<b>The Egyptians</b> <b>History</b>	<b>Treasuring our world stories, plays and poetry</b> <b>Be the change Environment</b>
Maths	<b>Number and Place Value</b> <b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Money</b> <b>Fractions</b> <b>Decimals</b>	<b>Fractions</b> <b>Decimals</b> <b>Geometry</b>	<b>Geometry</b> <b>Statistics</b> <b>Measure (time)</b>	<b>Measure (length and perimeter)</b> <b>Measure (mass and capacity)</b>
Science	<b>Rocks</b> Comparing Rocks, Fossil Formation	<b>Light</b> Light, Dark, Reflection, Shadows	<b>Plants</b> Functions, Requirements, Water Transportation, Life Cycle	<b>Animals including humans</b> Nutrition, Skeleton and Muscles	<b>Forces &amp; Magnets</b> Movement on Surfaces, Magnets, Magnetic Materials	<b>Working Scientifically-</b> recap on living things & their habitats
PSHE	<b>Health and wellbeing:</b> Recognise everyday feelings	<b>Health and wellbeing:</b> Expressing feelings	<b>Health and wellbeing:</b>	<b>Health and wellbeing:</b>	<b>Health and wellbeing:</b>	<b>Health and wellbeing:</b>



	<p><b>Relationships:</b> Friendships – being happy and safe <b>Living in the wider world:</b> Online identity</p>	<p><b>Relationships:</b> Forgiveness and reconciliation <b>Living in the wider world:</b> Positive online relationships</p>	<p>Impact of life changes Dealing with grief Responding to bullying <b>Relationships:</b> Friends, family, others <b>Living in the wider world:</b> Dealing with online bullying Developing awareness of health and social care</p>	<p>Acceptable physical contact Effects of drugs and alcohol Managing feelings <b>Relationships:</b> Strengthening friendships <b>Living in the wider world:</b> Using the internet Exploring health and social care industry</p>	<p>Using medicine safely <b>Relationships:</b> Appropriate friendships <b>Living in the wider world:</b> Impact of technology on health Importance of health and social care within the community</p>	<p>Affects of caffeine, vaping and alcohol <b>Relationships:</b> Loving and caring for others <b>Living in the wider world:</b> Understanding how online information is used</p>
<p><b>Journey In Love &amp; Ten:Ten</b> Links to: RSHE British Values, RSHE, E&amp;D</p>	<p><b>Journey In Love – Social &amp; Emotional</b> To describe and give reasons how friendships make us feel happy and safe. <b>RSHE – Being Unique Life Cycle</b> <b>Making the right choice</b> <b>Physical Health &amp; Fitness, Healthy eating,</b> Texts -Perfect Square – Develop skills in resilience Oliver – Understand how difference can affect someone This is our house – understand impact of discrimination <b>Linked to</b> Science – Animals including human body Science Forces &amp; Magnets</p>		<p><b>Journey In Love – Physical</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened. <b>RSHE – Personal Relationships, Keeping Safe, Health Choices</b> Texts -Big Bob, Little Bob – Use my voice Nanny Fox – Be honest about myself and know how to speak up Something Else – Speak up if someone feels like an outsider Two Monsters – Where do problems start The Hueys in the New Jumper – Helping someone who may seem different <b>Linked to</b> Science – Rocks Science - innovation &amp; invention <b>PE – Knows that healthy eating and exercise makes you feel better.</b></p>		<p><b>Journey In Love – Spiritual</b> To celebrate the joy and happiness of living in friendship with God and others. <b>RSHE –Supporting Others</b> <b>Living In the Wider Community</b> <b>harmful substances</b> Texts -Beegu – How to be welcoming Rosie Revere, Ada Twist, Gender equality Stellaluna – Triumphant over adversity and different able bodies Pearl Fairweather –The prevention of violence, respectful relationships – equality Annie's Plaid Shirt – Tolerance &amp; self esteem <b>Linked to</b> Science –Light &amp; Plants <b>PE Identify and use effective communication to begin to work as a team.</b></p>	
<p><b>Computing</b> <b>Purple Mash</b></p>	<p><b>Exploring PM (1.1)</b> <b>Online Safety</b> E-Safety</p>	<p><b>Email</b> Digital Literacy</p>	<p><b>Coding</b> Computer Science</p>	<p><b>Spreadsheets</b> Information Technology</p>	<p><b>Branching Databases</b></p>	<p><b>Graphing</b> Information Technology</p>



	Digital Literacy			<b>Touch typing</b> Information Technology	Information Technology <b>Simulations</b> Information Technology	<b>Presenting</b> Information Technology
<b>Music</b>	<b>Creating compositions in response to an animation – Theme Mountains</b>	<b>Whole class instrumental - violins</b>	<b>Going for Gold</b> <b>Orchestral Olympics – Live Orchestral Concert</b>	<b>Create a motif - Jazz</b>	<b>Singing project delivered by the Metropolitan Cathedral</b>	<b>Singing project delivered by the Metropolitan Cathedral</b>
<b>Art &amp; Design</b>	Sculpture Junk Modelling Shape wire model	Painting Colour/Printing Complimentary colours- tertiary – digital media		Drawing Tone- hatching/cross hatching		
<b>Design &amp; Technology</b>			Shell structures CAD Shelter		Textiles Egyptian 2D-3D Stitching	Mechanical Structures Pneumatics Tools to move items
<b>Spanish</b>	<b>Getting Started:</b> Greetings, feelings, introductions, numbers & colours	<b>The calendar &amp; celebrations</b> Colours linked to Autumn, classroom commands, days of the week , months of the year, Christmas in Spain	<b>Animals</b> Know names of animals, asking questions, plurals, listen to animal stories, follow sentence structures.	<b>Carnival &amp; Playground games</b> Spanish traditions, say and write numbers 1-15, simple dialogue about myself, dates, use Easter vocab.	<b>Breakfast, fruit and the hungry giant</b> Recognise and say fruit & veg nouns, count, ask questions, develop sentence with a model.	<b>Going on a picnic/aliens in Space</b> Name and label food and picnic items, listen to story, write phrases Build simple story, ask questions, solve problems.
<b>P.E.</b>	<b>Ball Skills</b> <b>Football</b>	<b>Swimming</b>	<b>Basketball</b> <b>Dance</b>	<b>Gymnastics</b> <b>Hockey</b>	<b>Rounders</b> <b>OAA</b>	<b>Athletics</b> <b>Gymnastics</b>
<b>Geography</b>	<b>Why do people live near volcanoes?</b> Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of		<b>Are all settlements the same?</b> Exploring different types of settlements, land use, and the difference between urban and rural. They describe the different human and			<b>Who lives in Antarctica?</b> Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the



	volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.		physical features in their local area and how it has changed over time. They make land use comparisons with India to find key similarities and differences between these contrasting areas			Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.
<b>History</b>		<b>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b> Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.		<b>British history 2: Why did the Romans settle in Britain?</b> Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the	<b>How different were the beliefs in Ancient Egypt?</b> Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they	



				Romans still influence our living.	learn about the importance of Egyptian Pharaohs.	
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## Sacred Heart Catholic Primary School & Nursery - Curriculum Overview 2023-2024

Year Four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE Come and See</b>	<b>People</b> – Where Do I Come From? <b>Called</b> – What Does It Mean to Be Called and Chosen? <b>Gifts</b> – What's So Special About Gifts? <b>Other Faith Week 1</b> – Judaism <b>Other Faith Week 2</b> – Islam/Hinduism/Sikhism		<b>Community</b> – What Makes a Community? <b>Giving and Receiving</b> – What's More Important - Giving or Receiving? <b>Self-Discipline</b> – Is Self-Discipline Important In Life?		<b>New Life</b> – What's So Important About New Life? <b>Building Bridges</b> – Why Are Bridge Builders Important in Life? <b>God's People</b> – Why Do Some People Do Extraordinary Things?	
<b>English Ready Steady Write</b>	<b>The Whale</b> Setting Narrative Recount – Newspaper	<b>Leaf Outsider Narrative Information Text</b>	<b>Arthur &amp; The golden Rope</b> Myth Narrative Information Text	<b>Lost Happy Endings</b> Twisted Narrative Persuasive Letter	<b>The Journey</b> Refugee Narrative Recount – Diary	<b>Manfish</b> Invention Narrative Recount – Biography
<b>English Reading/ RWInc Phonics</b>	<b>Living Things, habitats and animals</b> Science	<b>Stories &amp; Poetry</b> Reading Breadth	<b>The Vikings</b> History	<b>Myths &amp; Legends &amp; Poetry</b> Reading Breadth	<b>Viking Raiders Europe - Geography</b>	<b>Treasuring our world stories, plays and poetry</b> <b>Be the change Environment</b>
<b>Maths</b>	Number Place Value Addition & Subtraction	<b>Multiplication and Division</b>	Fractions Decimals Money	Decimals Money Geometry	Statistics Geometry	Statistics Measure - time
<b>Science</b>	<b>States of Matter</b>	<b>Electricity</b>	<b>Animals including humans</b>	<b>Living things &amp; their habitats</b>	<b>Sound</b>	<b>Living things &amp; their habitats</b>



	Solids, Liquids, Gases and Changes of State	Circuits, Conductors and Insulators	Digestive System, Teeth, Food Chains	Grouping, Classification, Environments	Vibrations, Pitch and Volume	Environments & conservation
<b>PSHE</b>	<p><b>Health and wellbeing:</b> Recognise everyday feelings</p> <p><b>Relationships:</b> Loving others, being loved</p> <p><b>Living in the wider world:</b> Online identity Career skills</p>	<p><b>Health and wellbeing:</b> Expressing feelings</p> <p><b>Relationships:</b> Respecting self and others</p> <p><b>Living in the wider world:</b> Safe online relationships Roles within the environmental sector</p>	<p><b>Health and wellbeing:</b> Puberty – changes in my body Impact of life changes Dealing with grief</p> <p><b>Relationships:</b> How we treat others</p> <p><b>Living in the wider world:</b> Dealing with online bullying Developing a new role in environmental sector</p>	<p><b>Health and wellbeing:</b> Emotional wellbeing Managing feelings</p> <p><b>Relationships:</b> Respecting self</p> <p><b>Living in the wider world:</b> Interpreting online information Reality of media</p>	<p><b>Health and wellbeing:</b> Celebrating what makes us unique Life cycles Using medicines safely</p> <p><b>Relationships:</b> Being thankful for those close to us</p> <p><b>Living in the wider world:</b> Using technology effectively</p>	<p><b>Health and wellbeing:</b> Feeling happy with who I am</p> <p><b>Relationships:</b> Loving and caring for others</p> <p><b>Living in the wider world:</b> Protecting online information</p>
<b>Journey In Love &amp; Ten:Ten</b> Links to: RSHE British Values, RSHE, E&D	<p><b>Journey In Love – Social &amp; Emotional</b> To describe how we all should be accepted and respected</p> <p><b>RSHE – Proud to be me</b> <b>Positive Friendships, Cyber Safe</b> <b>Me, my body, my health</b> <b>Physical &amp; Mental Health &amp; Fitness, Healthy eating,</b> <b>Texts -We are all born free – Diversity and Human Rights</b> <b>The Cow who climbed a tree – How to be assertive</b> <b>Dogs don't do ballet – know how to be heard</b> <b>King &amp; King – Why do people get married</b> <b>The story of Ruby Bridges – Equality &amp; racism</b> <b>Linked to</b> <b>Science –</b></p>		<p><b>Journey In Love – Physical</b> To describe how we should treat others making links with the diverse modern society we live in</p> <p><b>RSHE – Me, my health, my body</b> <b>Changing adolescent body</b> <b>Emotional Wellbeing</b> <b>Texts -The Way back home – overcome language as a barrier</b> <b>The flower – knowing when to ask questions</b> <b>Misery Moo – how does my behaviour and mood affect others</b> <b>Emmanuel's Dream – Different able bodies</b> <b>The colour thief – living with depression</b> <b>Linked to</b> <b>Science –Sound &amp; electricity</b> <b>States of matter</b></p>		<p><b>Journey In Love – Spiritual</b> To celebrate the uniqueness and innate beauty of each of us.</p> <p><b>RSHE –Helping others</b> <b>Living in the wider world</b> <b>harmful substances</b> <b>Texts -The best cow n the show – speak up for others</b> <b>A crayons story – to be happy with who I am</b> <b>Leaf – overcome fears about difference</b> <b>The Girl who thought in pictures – gender equality and ability equality</b> <b>Linked to</b> <b>Science innovation</b> <b>Science inventors</b> <b>Science –Light &amp; plants</b></p>	



	PE – recognises healthy and unhealthy foods and know that exercise helps to feel better physically and emotionally.			PE Communicate clearly with other people in a team.		
Computing Purple Mash	<b>Exploring PM (1.1)</b> <b>Online Safety</b> E-Safety Digital Literacy  <b>Hardware Investigators</b> Computer Science	<b>Effective Searching</b> Information Technology  <b>Spreadsheets</b> Information Technology	<b>Coding</b> Computer Science	<b>Writing for different Audiences</b> Information Technology	<b>Logo</b> Computer Science  <b>Artificial Intelligence</b> Information Technology	<b>Animation</b> Information Technology  <b>Making Music</b> Information Technology
	<b>Music</b>	<b>Whole class instrumental – Violin</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Going for Gold: Orchestral Olympics – Live Orchestral Concert</b>	<b>Body and tuned percussion – Theme rainforests</b>	<b>Singing project delivered by the Metropolitan Cathedral</b>
<b>Art &amp; Design</b>	Painting Multimedia Collage Create effects		Drawing Shade/Tone Portraits		Sculpture Printing Norse Mythology	
<b>Design &amp; Technology</b>		Levers and Linkages Pop- up book		Electrical circuits Simple programming and control		Shell structures – Create aquarium/aesthetics
<b>Spanish</b>	<b>Welcome to school</b> Ask and answer questions about myself, recall numbers to 10, follow instructions, say and read numbers to 20, months, and days, names of rooms in	<b>My Local Area, your local area</b> Write a poem, understand commands, follow and say classroom instructions, recognise places in town, masculine & feminine, name shops.	<b>Family tree</b> Recognise key words from Epiphany, say nouns of family members, write information text, label a face, write simple sentences to describe.	<b>Celebrating Carnival and body parts</b> Name parts of face and body, PE in Spanish, plurals, write a description.	<b>Feeling unwell and Jungle animals</b> Explain being unwell, dialogue at doctors, recognise jungle animals and use description, write my own story.	<b>The weather and ice cream</b> Describe weather and seasons, give weather forecast, recognise ice cream flavours, ask and respond.





	my school, nouns of classroom items.					
<b>P.E.</b>	<b>Tag Rugby Football</b>	<b>Gymnastics Dodgeball</b>	<b>Swimming Dance</b>	<b>Tennis Handball</b>	<b>Rounders OAA</b>	<b>Athletics Gynastics</b>
<b>Geography</b>	<b>What are rivers and how are they formed?</b> Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.			<b>Where does our food come from?</b> Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.		<b>Why are rainforests important to us?</b> Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.



**History**

**How have children's lives changed?**

Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.

**How hard was it to invade and settle in Britain?**

Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.

**Were the Vikings raiders or peace-loving settlers?**

Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques.



## Sacred Heart Catholic Primary School & Nursery – Curriculum Overview 2023-2024

Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Come and See	<b>Ourselves</b> – Who Am I? <b>Life Choices</b> – Is Commitment Important? <b>Hope</b> – What Does It Mean to Live in Hope? <b>Other Faith Week 1</b> – Judaism <b>Other Faith Week 2</b> – Islam/Hinduism/Sikhism		<b>Mission</b> – Do We All Have a Mission in Life? <b>Memorial Sacrifice</b> – Why Do We Need Memories? <b>Sacrifice</b> – Why Do We Need To Make Sacrifices?		<b>Transformation</b> – How Can Energy Transform? <b>Freedom and Responsibility</b> – How Do Rules Bring Freedom? <b>Stewardship</b> – Can I Be a Steward Of Transformation?	
English Ready Steady Write	<b>Where once we stood</b> Exploration Narrative Formal Recount	<b>Farther</b> Setting Narrative Recount – Letter	<b>The Hounds of Baskervilles</b> Cliff Hanger Narrative Information Text – Formal Report	<b>The Promise</b> Character Narrative Recount – Newspaper	<b>The Lost Book of Adventure</b> Survival Narrative Explanation – Survival Guide	<b>King Kong</b> Dilemma Narrative Balanced Argument
English Shared Reading RWInc Phonics	<b>Space Science</b>	<b>Modern fiction &amp; Poetry Reading breadth</b>	<b>The Victorians History</b>	<b>Myths Legends, plays and poetry Reading breadth</b>	<b>North &amp; South America World Geography</b>	<b>Treasuring our world stories, plays and poetry</b> <b>Be the change Environment</b>
Maths	<b>Number and Place Value</b>	<b>Multiplication &amp; Division</b>	<b>Fractions</b>	<b>Decimals &amp; Percentages</b>	<b>Statistics Measure (Time)</b>	<b>Measure (perimeter, area)</b>



	<b>Addition and Subtraction</b>					<b>Measure (length, mass, capacity)</b>
<b>Science</b>	<b>Space &amp; Earth</b> Movement of Earth and Moon, Spherical Bodies, day and Night	<b>Animals Including humans</b> Changes in Humans to Old Age	<b>Living things &amp; their habitats</b> Life Cycles Animals Reproduction How are our actions having an impact?	<b>Forces</b> Gravity, Air Resistance, Water Resistance, Friction, Levers, Pulleys and Gears	<b>Properties of Materials</b> Investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials.	<b>Changes in Materials</b> Grouping, Dissolving and Separating, Reversible and Irreversible Changes
<b>PSHE</b>	<b>Health and wellbeing:</b> Correct use of medicines, vaccinations, immunisations Taking care of mental health <b>Relationships:</b> Emotional relationships <b>Living in the wider world:</b> Understanding our online presence	<b>Health and wellbeing:</b> Dealing with pressure Illegal and legal drug use Managing emotions <b>Relationships:</b> Emotional relationships <b>Living in the wider world:</b> Online communities	<b>Health and wellbeing:</b> Physical changes during puberty Becoming an adult Drugs and peer influence Managing grief <b>Relationships:</b> Respecting self and others <b>Living in the wider world:</b> Dealing with online bullying Identify career skills	<b>Health and wellbeing:</b> Understanding consent Positive self-talk Sharing isn't always caring <b>Relationships:</b> Respecting self <b>Living in the wider world:</b> Reliability of online information Developing awareness of the retail and visitor sector	<b>Health and wellbeing:</b> Acceptable physical contact Pressure – drugs, alcohol, tobacco <b>Relationships:</b> Respecting self <b>Living in the wider world:</b> Impact of technology on sleep Career qualifications	<b>Health and wellbeing:</b> Giving assistance <b>Relationships:</b> Sharing love with others <b>Living in the wider world:</b> Secure online information
<b>Journey In Love &amp; Ten:Ten</b> Links to: RSHE British Values, RSHE, E&D	<b>Journey In Love – Social &amp; Emotional</b> To show knowledge and understanding of emotional relationship changes as we grow and develop <b>RSHE –What is faith, Respect &amp; Honesty Me, my body, my health. Physical Health &amp; Fitness, Healthy eating, Changing body</b> <b>Texts -Two of everything – Sharing problems</b>	<b>Journey In Love – Physical</b> To show knowledge and understanding of the physical changes in puberty. <b>RSHE -Personal Relationships Keeping Safe</b> <b>Texts -The Red Tree – Hope</b> <b>The Cow who climbed a Tree – how to exchange dialogue</b> <b>Misery Moo – Be aware of how my behaviour affects others</b>		<b>Journey In Love – Spiritual</b> To celebrate the joy of growing physically and spiritually. <b>RSHE – Created to live in a community (Living in the wider world)</b> <b>Linked to</b> Science –Forces Science Earth & Space Science innovation Science – living things and their habitats		



	<p><b>Where the poppies grow – learning from past Rose Blanche &amp; How to steal a dog – justify my actions</b> <b>Linked to</b> Science – Animals including humans <b>PE - Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle</b> <b>Can explain how their body reacts to different types of exercises. Can explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen</b></p>		<p><b>Linked to</b> Science inventors Changes in materials</p>		<p><b>Basic First Aid</b> <b>PE – Awareness of how exercise can help support our mental wellbeing. Understanding the importance of exercise and sport in social environments</b></p>	
<b>Computing Purple Mash</b>	<p><b>Exploring PM (1.1)</b> <b>Online Safety</b> E-Safety Digital Literacy</p> <p><b>Databases</b> Information Technology</p>	<p><b>Game Creator</b> Computer Science</p>	<p><b>Coding</b> Computer Science</p>	<p><b>3D Modelling</b> Information Technology</p>	<p><b>Concept Maps</b> Information Technology</p> <p><b>Word Processing</b> Information Technology</p>	<p><b>Spreadsheets</b> Information Technology</p>
<b>Music</b>	<p><b>Singing project delivered by the Metropolitan</b></p>	<p><b>Singing project delivered by the Metropolitan</b></p>	<p><b>Going for Gold: Orchestral Olympics – Live Orchestral Concert</b></p>	<p><b>Whole Class Instrumental – violins</b></p>	<p><b>Improvising – Blues Composition and Notation</b></p>	<p><b>Looping and remixing – Music Technology</b></p>
<b>Art &amp; Design</b>	<p>Painting Colour Tint- colour matching</p>			<p>Drawing Proportion Perspective <b>Digital Media</b></p>	<p>3D Sculpture Greek Clay Printing impressions</p>	
<b>Design &amp; Technology</b>		<p>Mechanical structures using CAMS - Birdhouse</p>	<p>Textiles- African influence CAD design</p>			<p>Mechanical systems – Pulleys or gears</p>
<b>Spanish</b>	<p><b>Talking about us and school subjects</b></p>	<p><b>Time in the city</b> Understand facts about Spanish</p>	<p><b>Healthy eating</b> Recall vocab, write a shopping list,</p>	<p><b>Clothes, colours &amp; fashion</b></p>	<p><b>Out of this world</b> Understand forms of identity, name</p>	<p><b>At the Seaside</b> Know vocab for a trip to the beach, recall sentence starters, use</p>



	Introduce myself, write in simple sentences about me and how I am feeling, give my opinion about school and explain what I like.	cities, ask questions about travelling, give directions ,describe festivities and design a Christmas jumper.	complete a class survey, ask for prices, write a recipe with instructions.	Recognise items of clothing, identify to wear, use adjectives, give a detailed description, label a design.	planets and create descriptions, make an information poster.	persuasive sentences, use extended sentences apply language skills to understand other languages.
<b>P.E.</b>	<b>Hockey Football</b>	<b>Gymnastics Netball Swimming</b>	<b>Basketball Dance</b>	<b>Cricket Tennis</b>	<b>Rounders Volleyball</b>	<b>Athletics Gymnastics</b>
<b>Geography</b>		<b>Why do oceans matter?</b> Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use	<b>What is life like in the Alps?</b> Discovering the climate of mountain ranges and considering why people choose to visit Italy, children focus on Mount Blanc and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.			<b>Would you like to live in the desert?</b> Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.



		fieldwork skills to investigate the amount and type of litter in their nearest marine environment.				
<b>History</b>	<b>Changes within living memory- The Space Race –</b> Learn about events which were significant nationally or globally. Know where people and events fit within a chronological framework. Ask and answer questions, understand some ways we find out about the past.			<b>How did the Maya civilisation compare to the Anglo-Saxons?</b> Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.	<b>What did the Greeks ever do for us?</b> Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre	



**Sacred Heart Catholic Primary School & Nursery - Curriculum Overview 2023-2024**

Year Six	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE Come and See</b>	<b>Loving</b> – Do You Have to Earn Love? <b>Vocation and Commitment</b> – What Is Commitment in Life? <b>Expectations</b> – Should We Have Expectations in Life? <b>Other Faith Week 1</b> – Judaism <b>Other Faith Week 2</b> – Islam/Hinduism/Sikhism		<b>Sources</b> – Are Books Enriching? <b>Unity</b> – Why Are We Happiest When We Are United? <b>Death and New Life</b> – Can Any Good Come Out of Loss and Death?		<b>Witnesses</b> – What Do I Want to Witness in Life? <b>Healing</b> - Who Needs Healing? <b>Common Good</b> – How Can We Work Together to Build A Just And Fair World?	
<b>English Ready Steady Write</b>	<b>Rose Blanche &amp; Anne Frank</b> <b>Recount – Diary</b> <b>Recount – Speech</b>	<b>A Story like the Wind</b> Flashback Narrative Recount – Newspaper	<b>The Origin of Species</b> Discovery Narrative Explanation Text	<b>The Ways of the World &amp; The Wolves in the Walls</b> First Person Narrative Balanced Argument	<b>Shackleton's Journey</b> <b>Endurance</b> Narrative Magazine Article	<b>Hansel &amp; Gretel</b> Dual Narrative Persuasive Letter
<b>English Shared Reading / RWInc Phonics</b>	<b>War History</b>	<b>Modern Fiction &amp; Poetry</b> <b>Reading Breadth</b>	<b>Evolution &amp; Inheritance</b> <b>Science</b>	<b>Heritage Plays &amp; Poetry</b> <b>Reading breadth</b>	<b>Coasts</b> <b>Geography</b>	<b>Treasuring our world</b> <b>traditional tales,</b> <b>plays and poetry</b> <b>Be the change</b> <b>Environment</b>
<b>Maths</b>	<b>Number &amp; Place Value</b> <b>Addition &amp; Subtraction</b> <b>Multiplication &amp; Division</b> <b>Fractions</b>	<b>Fractions</b> <b>Decimals and Percentages</b>	<b>Ratio &amp; Proportion</b> <b>Geometry (position, shape, direction)</b> <b>Measure</b> <b>Statistics</b>	<b>Algebra</b> <b>Number, geometry and substantial problem solving</b>	<b>Revision of all mathematic domains</b>	<b>Mathematical Projects and preparations for KS3</b>





<p><b>Science</b></p>	<p><b>Light</b> Light Sources, Travelling in Straight Lines, Reflections in Eye</p>	<p><b>Animals including humans</b> Circulatory System, Heart, Blood, Diet, Exercise, Drugs, Lifestyle, Water Transportation</p>	<p><b>Evolution &amp; Inheritance</b> Changes Over Time, Offspring, Adaptation to Environments</p>	<p><b>Electricity</b> Impact of Cells, Symbols</p>	<p><b>Living things and their habitats</b> Classification based on Characteristics and Reasons For</p>	<p><b>Living things and their habitats</b> Exploring why habitats have changed and are we responsible?</p>
<p><b>PSHE</b></p>	<p><b>Health and wellbeing:</b> Taking care of mental health Maintaining health and wellbeing – medicines, vaccinations, immunisations <b>Relationships:</b> Caring relationships, happy families <b>Living in the wider world:</b> Internet – shaping our views Working together as a community</p>	<p><b>Health and wellbeing:</b> Becoming an adult Risks and effects of legal and illegal drug use Managing emotions <b>Relationships:</b> Respecting self and others <b>Living in the wider world:</b> Being a good digital citizen</p>	<p><b>Health and wellbeing:</b> Puberty – bodily changes Importance of rest, sleep, exercise Managing grief Managing peer influence – drugs <b>Relationships:</b> Respecting self and others <b>Living in the wider world:</b> Dealing with online bullying Importance of the retail sector</p>	<p><b>Health and wellbeing:</b> Conceiving Menstruation Media – drugs, alcohol, tobacco Anxiety – secondary school transition <b>Relationships:</b> Respecting self and others <b>Living in the wider world:</b> Trusted information online Media reality and impact Roles and responsibilities within retail and vi sitor sector</p>	<p><b>Health and wellbeing:</b> Intensity of feelings and how to manage them <b>Relationships:</b> Building life-long relationships <b>Living in the wider world:</b> Technology impacting health Career roadmaps</p>	<p><b>Health and wellbeing:</b> Emotional wellbeing <b>Relationships:</b> Sharing love with others <b>Living in the wider world:</b> Security online</p>



<p><b>Journey In Love &amp; Ten:Ten</b> Links to: RSHE British Values, RSHE, E&amp;D</p>	<p><b>Journey In Love – Social &amp; Emotional</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families <b>RSHE –Trust &amp; Courage Me</b> <b>Physical Health &amp; Fitness, Healthy eating, drugs, alcohol &amp; tobacco, Changing adolescent body</b> <b>Linked to</b> Science – Animals including human body <b>PE - Can describe the effect exercise has on the body</b> <b>Can explain the importance of exercise and a healthy lifestyle &amp; can explain how their body reacts to different types of exercises.</b> <b>Can explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen</b></p>		<p><b>Journey In Love – Physical</b> To explain how human life is conceived. <b>RSHE - emotional wellbeing</b> <b>Making good choices</b> <b>Keeping Safe</b> <b>Basic First Aid</b> <b>Linked to</b> Science –Evolution &amp; inheritance</p>		<p><b>Journey In Love – Spiritual</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships. <b>RSHE –Being a positive force in the community (Living in the wider world)</b> <b>Linked to</b> Science – living things and their habitats Science innovation Science inventors <b>PE - Awareness of how exercise can help support our mental wellbeing. Understanding the importance of exercise and sport in social environments</b></p>	
<p><b>Computing</b> <b>Purple Mash</b></p>	<p><b>Exploring PM (1.1)</b> <b>Online Safety</b> E-Safety Digital Literacy  <b>Blogging</b> Information Technology</p>	<p><b>Networks</b> Computer Science  <b>Binary</b> Computer Science</p>	<p><b>Coding</b> Computer Science</p>	<p><b>Text Adventures</b> Computer Science</p>	<p><b>Spreadsheets with Excel</b> Information Technology</p>	<p><b>Quizzing</b> Information Technology</p>
<p><b>Music</b></p>	<p><b>Singing project delivered by the Metropolitan Cathedral</b></p>	<p><b>Singing project delivered by the Metropolitan Cathedral</b></p>	<p><b>Going for Gold: Orchestral Olympics – Live Orchestral</b></p>	<p><b>Dynamics, pitch, texture – Theme Coasts</b></p>	<p><b>Whole Class Instrumental - Violins</b></p>	<p><b>Composing and Performing – School Leavers song</b></p>
<p><b>Art &amp; Design</b></p>		<p>Drawing Shadows and reflections – shade Digital Media</p>	<p>Painting Colour Surrealism</p>		<p>Sculpture Use a range of materials</p>	



<b>Design &amp; Technology</b>	Frame structures Anderson Shelters			Textiles – Combining different fabric shapes – create a tapestry of cultural representation		More complex switches – Electrical systems
<b>Spanish</b>	<b>Everyday life and Time</b> I can recall phrases to talk about myself, remember numbers to 60, Tell time, talk about daily routine.	<b>Where I live, where you live</b> Describe my house, use adjectives, nouns, and use sequence of sentences to create a story. Use prepositions.	<b>Playing Sport</b> Extended sentences about Sport, use 'jugar' in context, discuss favourite sport with a partner and explain why.	<b>At the funfair</b> Recall vocab, plan and describe a theme park, talk about the tradition 'La feria de Abril'.	<b>Café, culture and restaurants</b> Learn about Tapas culture, identify and name traditional Spanish meals, create a menu.	<b>Performance Time</b> Understand a sketch, adapt a model and write my own, understand language about nature and apply language skills to learn another language.
<b>P.E.</b>	<b>Swimming Fitness</b>	<b>Swimming Football</b>	<b>Dance Netball</b>	<b>Cricket Tennis</b>	<b>Rounders Hockey</b>	<b>Swimming – catch up and booster sessions. Athletics</b>
<b>Geography</b>		<b>Why does population change?</b> Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the	<b>Where does our energy come from?</b> Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar			<b>How could we make our local area more environmentally friendly?</b> Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the



		impact of population on the local environment.	panel on the school grounds.			quality of their local environment
<b>History</b>	<p><b>What was the impact of World War II on the people of Britain?</b> Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II</p>			<p><b>What does the census tell us about our local area (Liverpool)?</b> Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>	<p><b>Why did the Benin civilisation decline so quickly?</b> Why did the Benin civilisation decline so quickly? Extending their knowledge of civilisations, children will compare and contrast the Benins to Britons. They develop their chronological awareness of how the Ancient Benin fit into the timeline of mankind. Learning about the achievements of the Ancient Benin they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Benin Empire declined.</p>	