BLACKSHAW MOOR COFE FIRST SCHOOL CURRICULUM

Learning together, rooted in God, we flourish and have life in all its fullness

INTRODUCTION

At Blackshaw Moor CofE First School, our curriculum is rooted in our Christian vision: "Learning together, rooted in God, we flourish and have life in all its fullness." Our warm, inclusive ethos recognises every child as a unique and valued member of our school family. Through rich learning experiences grounded in our rural community and connected to God's wider world, we nurture curiosity, confidence and a love of learning, while encouraging children to live out our values of courage, friendship and respect. In this way, we support every child to grow spiritually, academically and personally, enabling them to flourish and prepare well for the next stage of their lives.

CURRICULUM INTENT

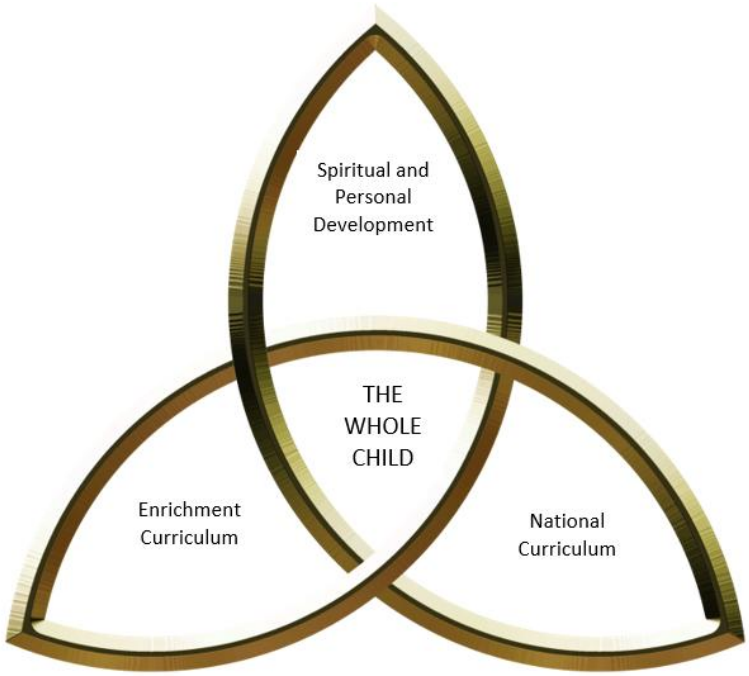
At Blackshaw Moor we value each child as an individual with particular talents and needs. The aim at our school is to educate the children about Blackshaw Moor and God's wider world to give them both local and global awareness with a view to broadening their horizons ensuring they are prepared for life in modern Britain. We aim to instil the love of learning through the experiences we offer.

Our curriculum has been designed with the following intent;

- To be stimulating, challenging and fun with an enquiry based approach using quality literature.
- To teach the children to live by the school values, chosen by the community, of trust, respect, friendship, compassion, courage and truthfulness.
- For pupils to be able to make valuable contributions to society, taking account of the British Values.
- Reading is prioritised as we believe it is the key to succeeding in all subject areas.
- We have planned a rigorous knowledge based curriculum that provides enrichment opportunities to encourage diverse knowledge.
- Learning is purposeful and given meaning through our topic based curriculum.

CURRICULUM IMPLEMENTATION

Our curriculum is developed to meet the needs of the whole child through three equally important elements:



All three elements are important to meet our curriculum intent. Our curriculum therefore places equal importance on each element. Our school values of:

Courage - for ourselves – overcoming fear and finding strength to do things that may seem hard

Friendship – for those around us and those we love – having a relationship built on compassion, understanding and sharing in harmony

Respect – for everything in our world – being truthful, trustworthy and showing consideration of the feelings, wishes or rights of other people.

are entwined through the whole curriculum, and not just the personal and spiritual element. We strive for children to learn skills alongside knowledge, ensuring that both are developed and intertwined.

SPIRITUAL AND PERSONAL CURRICULUM

Linked with our Christian values, this helps children to develop **respectful** relationships based on **friendship**, **trust** and **compassion** so that everyone lives well together. We encourage children to show **courage** when facing challenges and expect **truthfulness** at all times. We encourage spiritual development across the whole curriculum. It promotes the celebration of diversity, appreciates individual needs and offers opportunities for all. Worship and RE play an important role within school life and we encourage the spiritual development of all children.

ENRICHMENT CURRICULUM

Children are offered Enrichment activities across the school year to enable them to flourish and develop independence and confidence. As a Christian school, children are given opportunities to attend and take part in church services at St Matthew's Church to build their knowledge and understanding of the Christian faith. They are encouraged to learn empathy and understanding about others in the wider world through supporting charities by taking part in fundraising days such as the McMillan Coffee morning and Children in Need and also responding to world events allowing the children to make choices about causes to support. They are inspired to develop a love of learning by taking part in curriculum days such as World Book Day and NSPCC Number Day. They celebrate a range of different cultures, faiths and beliefs through diversity days such as Diwali Day, Chinese New Year and Christmas Craft Day. Children also take part in Forest School learning. The Enrichment curriculum also includes school trips to experience wider learning, taking part in collaborative activities with other schools and attending a residential visit. Children have the chance to be school councillors or worship councillors and contribute towards the effectiveness of the school. The KS2 children are given leadership opportunities by organising and managing a Christmas Fayre for the rest of the school. Children are also given the opportunity to have musical instruments lessons.

NATIONAL CURRICULUM

Our curriculum is designed to meet the needs of the children in our small rural first school where we are able to provide a highly inclusive environment. Children are taught in mixed aged classes, where we can challenge the more able pupils whilst also supporting those who find learning difficult by giving targeted support and intervention. We do this by having a topic-based curriculum which allows for cross curricular learning with a strong focus on sequential and progressive skills. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context with the local environment and understanding that children already have. We carefully select the sequence of when, what and how knowledge is taught, and this is reviewed regularly to ensure we are meeting the needs of every pupil who attends our school. Our curriculum maps show how we have ensured coverage of knowledge and skills across the school. Within our curriculum we understand the importance of developing English and maths skills for all pupils so they can use these skills across the whole curriculum.

CURRICULUM IMPACT

Our curriculum has been designed for a range of learners, providing equal opportunities for all ensuring pupils live by our school values. By doing this, pupils will benefit in the following ways:
Be healthy, both physically and mentally.
Understand that failure is part of the road to success.
Be rewarded for academic and personal successes.
Be supported and feel prepared with their next stage in education.
Become responsible individuals who contribute to community living and the environment.
Achieve to the best of their ability.
Acquire a wealth of knowledge and experience.
Become critical thinkers.
Find a sense of belonging to the school and its community.
Learn how to cooperate with their peers and respect one another inside and outside the classroom.

CURRICULUM DESIGN

As part of the curriculum design, we have addressed the following:

- Developing sequential learning, where pupils know more and can do more, building on what they have been previously taught
- Where appropriate we adapt the curriculum to meet the needs of all learners
- Local context and enriching the lives of pupils
- Strong focus on subject-specific skills
- Considering depth, breadth and curriculum content
- Seeing the curriculum as a progressional model, by reviewing and evaluating curriculum design regularly, and taking opportunities to incorporate current events or local issues
- Having a clear purpose for assessment
- Listening to pupil's voice so that this feeds into the curriculum
- Clear curriculum leadership and ownership for all

LONG TERM CURRICULUM PLANS

As we have mixed aged classes, we have a 3 year curriculum cycle in the EYFS and a 2 year in KS1 and Lower KS2. Our long term curriculum plans give overviews for each key stage. Our skill progression ladder ensure that children are taught at the right level for their need.

EYFS LONG TERM CURRICULUM PLAN

LONG TERM PLANNING			
Term	Year A	Year B	Year C
Autumn 1A	SEAL activities; PSED Entrust; Harvest. All about Me	SEAL activities; PSED Entrust; Harvest. All about Me	SEAL activities; PSED Entrust; Harvest. All about Me
Autumn 2A	Each peach pear plum by Janet and Allan Ahlberg To introduce the children to nursery rhymes and fairy tales and to use them as a starting point to explore and investigate different people, objects and settings mentioned in them.	My Skin by Alan Whitaker To look closely at, investigate and explore various textures and colours using the skin of humans and animals as an introduction.	Autumn Time Using books about autumn to find out about what happens during the season and the animals in the world during autumn.
Autumn 2B	The Story of Christmas Retold by Anita Ganeri To learn about the birth of Jesus and what it meant to the world. To discuss events past and present and to understand why we celebrate Christmas each year.	The tallest Candle by Lynne Broadbent and John Logan To understand the story of the birth of Jesus and why we celebrate Christmas each year, and to compare to other religions and festival they have.	Christmas To use books and resources to learn about why we celebrate Christmas and the story of the birth of Jesus
Spring 1	Late again Mai Ling? By Wendy Body and Stan Cullimore Using the book title 'late' to learn about time and seasons, introducing winter and things that happen at this time. Also to look at Mai Ling who is Chinese and to study different Chinese cultures'	Let's go home little bear by Martin Waddell Through use of the book, children will begin to understand texts and stories, they will frind out about bears and the weather in wintertime.	Winter through to Spring To use different stories set in wintertime and spring to find out about weather, animals and changes through the seasons.
Spring 2	I love animals by Flora McDonnell and Walking through the Jungle by Julie Lacome To discover and explore different types of animals, beginning with animals that can be pets and moving on to farm animals and then jungle animals.	How Billy Duck Learned to Swim by Martin Waddell Using the contents of the book to look at ducks/ducklings and the life cycle of an egg and new life, and to look at water, where it comes from and its uses.	
Summer 1	The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear by Don and Audrey Wood. Using the contents of the book to investigate strawberries and compare them to other fruits	Buster McCluster To look at new life in the form of plants from seed to germination to growing plants. Compare with human and animals. Compare Neligan's life to other people in the past and present.	Kipper Stories To use a range of Kipper stories to find out about different things such as favourite things, pets, presents, monsters and rockets.
Summer 2	The pig in the pond by Martin Waddell To discuss and explore what happens when the weather becomes hotter, to introduce safety in the sun and ways to keep safe.	Dear Zoo Compare animals and parks and zoos to where the animals originate from and what life is like for the people who live in those countries.	Mrs Honey's Hat Through use of the book, children will begin to look at days of the week, relationships and features of the world they live in. Incorporating the start of summer, children will investigate sand, water and shells and what people do in the summer. Mrs Honey's culture and her visit to church will be explored.

KS1 Long term plans for Geography

Geographical content from NC	autumn	spring	summer
Locational Knowledge Name and locate the seven continents Name and locate the 5 oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. **Place Knowledge** Understand similarities and differences of a small area of the UK and of a small area of a non European country by studying their human and physical features. Use the following vocabulary beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather city, town, village, factory, farm, house, office, port, harbour and shop **Human and Physical Knowledge** Name the seasons and weather patterns in the UK. Locate hot and cold places in the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork** On a map, globe and in an atlas, identify UK, England Northern Ireland, Wales and Scotland, Asia, Africa, North and South America, Antarctica,, Europe, Australia, Pacific, Atlantic, Indian, Southern, Arctic Use NSEW and locational and directional language to describe location of features and routes on a map. Use aerial photographs and plan views to recognise landmarks and human and physical features. Devise maps Use and construct simple keys Use fieldwork and observational skills to study our school grounds and the surrounding environment.	**Knowledge:** **Where do I live and What's special about it ?** Blackshaw Moor Leek Stoke on Trent England London - NYC Europe North America Atlantic Ocean Know the human and physical features of these places. Know the differences and similarities between a village, a town, a city, a country. Know what a capital city is ? Know where the UK and North America are in relation to the Equator and the Poles Know where these places are on maps, globes and atlases Describe how to get from your house to the school using directional language. Describe where local landmarks are using NSEW and other locational language after locating them on aerial photographs and maps. Know about the school grounds and the estate through observation and fieldwork.	**Knowledge:** **Hot and Cold Places around the world** Name and locate the places the characters from the stories visit: Antarctica and the Kalahari Desert in Africa. Wales Northern Ireland Cardiff Belfast Antarctic Deserts Africa Arctic Antarctica Pacific Ocean Southern Ocean Arctic Ocean Know the human and physical features of these places. Know what the weather is like in the UK. Know what the weather is like in a hot and a cold place. Know about the weather in our local area for a fieldwork study. Make recordings and keep records over a period of time. Know where Africa , Arctic and Antarctica are in relation to the Equator and the Poles Know where these places are on maps, globes and atlases Describe how the penguin and Sunny got home using directional language. Describe where the landmarks Sunny saw are using NSEW and other locational language after locating them on aerial photographs and maps from the story.	**Knowledge:** **Travelling the lands, oceans and seas of our Blue Planet** Name and locate the seven continents and the five oceans Fieldwork transport survey outside school compare with in town Use NSEW and locational and directional language to describe location of features and routes on a map. Use aerial photographs and plan views to recognise landmarks and human and physical features. Devise maps Use and construct simple keys

KS1 Long term plans for History

<table>
<tr><th>History content from NC</th><th>Big Ideas in History</th></tr>
<tr><td rowspan="3">Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within a chronological framework.

They should identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</td><td>Significant individual/ Event and Invention and Achievements
An event/development is significant if they are:
• Remarkable – it was remarked upon by people at the time and/or since • Remembered – it was important at some stage in history within the collective memory of a group or groups • Resulted in change – it had consequences for the future • Resonant – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space • Revealing – of some other aspect of the past’.</td></tr>
<tr><td>Continuity and Change. Cause and Consequence
Understanding how and why change occurs in history. Understanding why and how things stay the same.
Make comparisons between events and people. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</td></tr>
<tr><td>Civilisation, settlement, migration and invasion
The way people lived in different times and places in the past. Civilisations have things in common such as laws and different forms of government.
The reasons why people move to different places or choose to settle there. Why people invade and the reactions and consequences.</td></tr>
<tr><td>Pupils should be
taught about:
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</td><td>Empire/ Power
A group of territories ruled by one ruler. Colonies may be formed where people are sent to live in new places.</td></tr>
<tr><td>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</td><td rowspan="3">Monarchy
Understand the concept of monarchy and its role in history to help understand our society today. Know that monarchy is a form of government where one person is head of state until abdication. Know that not all countries are monarchies. Learn about kings and queens of the past but with a sense of chronology and linked to events and other people studied. Know that the monarch is also head of the church.</td></tr>
<tr><td>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong, Mary Seacole and Florence Nightingale</td></tr>
<tr><td>significant historical events, people and places in their own locality</td></tr>
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KS1 Long term plans for Art Year A

Superheroes Drawing

The children will explore the comic book art of **Steve Ditko** and look at logos and lettering styles using the computer. The children will create moods and show how people are feeling. They will use different tools to draw lines of different thickness



Amazing Animals Sculpture

The children will be inspired **by Giacometti's** works and imitate sculptures of animals using tin foil. They will explore body shapes and show humans on the move through shapes and use this to draw building on last term's work and then sculpt figures in action.



What a Wonderful World Colour Mixing

The children will study the work **of Kandinsky** and look at how he uses colour and shape to create abstract art. They will build on knowledge from the first term and further develop drawing skills to create tone and shade and mix colours that are darker and lighter.



Drawing	Pupils should be taught: • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Painting	
Sculpture/3D Art	
Other craft and design	**Exploring and developing ideas** 1. Pupils should be taught to: a. record from first-hand observation, experience and imagination, and explore ideas b. ask and answer questions about the starting points for their work, and develop their ideas.
Inspiration from the Greats	**Investigating and making art, craft and design** 2. Pupils should be taught to: a. investigate the possibilities of a range of materials and processes b. try out tools and techniques and apply these to materials and processes, including drawing
Using sketch books	c. represent observations, ideas and feelings, and design and make images and artefacts. **Evaluating and developing work** 3. Pupils should be taught to:
Evaluating their own and the work of others	a. review what they and others have done and say what they think and feel about it b. identify what they might change in their current work or develop in their future work. **Knowledge and understanding** 4. Pupils should be taught about: a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space b. materials and processes used in making art, craft and design c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

KS1 Long term plans for Art Year B

Science and Story Pattern and Printing

The children will find out more about **William Morris** and his links with our local area and the dye works. They will look at repeating patterns and designs for wall paper. They will print their pattern using a polystyrene block. *



Fabulous Food and Fairy Tales Digital Art / Clay

The children will study two very different styles of representing food in Art. They will look at the work of Acrimboldo from the 16th century and a modern photographer Carl Warner. They will recreate their works using digital images and paintings and express their likes and dislikes.



Down in the Jungle Paint and Collage

The children will study the work of Henri Rousseau and his jungle paintings. They will make collages from leaf prints and drawings and explore leaf shapes and colours from exotic plants. They will build up a jungle scene using printing techniques, fabrics, colour mixing and drawing.

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Drawing	Pupils should be taught:
Painting	• to use a range of materials creatively to design and make products;
Sculpture/3D Art	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
Other craft and design	• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
Inspiration from the Greats	• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Using sketch books	**Exploring and developing ideas** 1. Pupils should be taught to: a. record from first-hand observation, experience and imagination, and explore ideas b. ask and answer questions about the starting points for their work, and develop their ideas.
Evaluating their own and the work of others	**Investigating and making art, craft and design** 2. Pupils should be taught to: a. investigate the possibilities of a range of materials and processes b. try out tools and techniques and apply these to materials and processes, including drawing c. represent observations, ideas and feelings, and design and make images and artefacts.
	**Evaluating and developing work** 3. Pupils should be taught to: a. review what they and others have done and say what they think and feel about it b. identify what they might change in their current work or develop in their future work.
	Knowledge and understanding 4. Pupils should be taught about: a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space b. materials and processes used in making art, craft and design c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

KS1 Long term plans for D&T

KS1 A	**Superheroes Textiles** The children will design and make a mask for a superhero. They will link learning from science where they will discover more about the properties of materials to help them choose suitable materials. They will investigate different joining techniques for fabric.	**Amazing Animals Structures** The children will design and make a suitable structure for an animal enclosure. They will link their learning from science where they will discover more about animal needs and habitats. They will investigate making structures more stable using construction materials.	**What a Wonderful World Structures** The children will observe the most amazing bridges around the world and find out about different designs. They will investigate making bridges with different criteria and build on knowledge from last term about how to make structures stable using wood , paper or found materials.
KS1 B	**Science and Story** **Mechanisms sliders and levers** The children will design a machine with levers to lift heavy loads to help the little wolves lift the heavy loads needed for their house building project. Use 'The 3 little wolves and the big bad pig' and the information book https://www.amazon.co.uk/Levers-Simple-Technology-Mandy-Suhr/dp/075025954X Investigate other sliders and levers as moving pictures through CP activities.	**Fabulous Food and Fairy Tales Food** The children will design and make a healthy picnic for Mr. Grinling and a more appropriate bird snack for the seagulls. They will like learning from science where they will discover more about what humans and animals eat and need to stay healthy.	**Down in the Jungle** **Mechanisms wheels and axles** The children will use 'Mrs Armitage's Bicycle' as inspiration and an insight into the design process. They will design and make a vehicle to transport them safely through the jungle and construct a simple axle for the wheels.

KS1 Long term plans for Science

	Year A SH AA WAWW				Year B S&S FFAFT DITJ			
	Plants	**Animals/ Habitats**	**Materials**	**Seasons**	**Plants**	**Animals/ Habitats**	**Materials**	**Seasons**
Au	Autumn leaves and deciduous plants. The Leaf Man story and the felt tip colour experiment. Tree by Britta Teetenkrup Plant bulbs for Spring. daffodils	Some animals have superpowers let's investigate animals that run faster than others, climb higher have amazing senses and can ones that use camouflage to keep them safe. What animals live in a city ?	Materials for toys and how they have changed and been developed. Name materials and their properties.(The Lego Story) 'Superhero materials' Materials that have been developed to resist fire and being thrown away – Stephanie Kwolek and firefighter uniforms, recycling to save the planet, use and reuse.	Autumn leaves Animals that hibernate and the effect of short days and long nights on animals.	Evergreen plants and Christmas trees The Little Fir Tree by HCAnderson Plant bulbs for spring snow drops and crocus	The birds ate all Hansel and Gretel's breadcrumbs! What do birds eat and can you make a better food to feed them over the winter?	Materials in stories. Name materials and their properties. The house building materials for the 3 little pigs contrasted to the 3 little wolves. Best materials for waterproofing their houses. Materials for strength like Goldilocks chair and materials for best use like Cinderella's coach.	Weather Watch Record the weather over a period of a few weeks and see what patterns we can see. Compare with last weather watch the previous Summer term.
Sp	Weed and prepare soil for seed sowing. Grow some root vegetables. Investigate plants that grow underground or in damp shady places like mushroom. Label plant parts.	Animals and their young explored through 'Monkey Puzzle' by Julia Donaldson. Senses in humans and animals linked to English unit and the story of Helen Keller. The structure of animal's bodies and how we know something is living or never been alive. Sorting animals by their characteristics and into categories such as mammal, reptile etc.	Link to our work on deserts and arctic and design a hat for warmth and a hat for sun.	Look for signs of spring in birds and animals and their young. Look at how the pond is changing and find out about living things in the pond.	Weed and prepare soil for seed growing. Grow herbs and vegetables that grow above the ground. Investigate plants that grow over ground and which plants give us food and which are poisonous to us.	Living things explored through their survival needs and how they stay healthy. What food is best for growth and repair and what effect does exercise and unhealthy foods have on our bodies. What do we eat and what do animals eat. Herbivore, carnivore, omnivore poo investigations. Food chains and food sources.	What materials do we use when preparing and storing food? Why do we choose metal for saucepans and plastic for lunchboxes? Can we use more than one material to make the same object eg a spoon. Which is best a plastic, wooden or metal spoon? Which material is best for protecting the lunch I bring?	Look for signs of spring in spring flowers and new growth on the trees.
Su	Maintain and plant summer flowering bedding plants such as begonias. Investigate flowering plants and their life cycle. Some plants like bedding plants only survive for one season of growth. Use stories like The Promise, Varmits and Invisible to describe city habitats and what plants needs to grow.	We have learned about deserts and the poles in geography as hot and cold places but what about the plants and animals that live there. What would you find living in a desert/ polar habitat and how does this compare to our local habitats and city habitats we found out about in the autumn term.	Link back to Autumn term work on the development of Kevla to protect firefighters. The firefighters in 1666 didn't have plastic to carry the water in. What material did they use ? What is the best material for carrying water?	Weather Watch Record the weather over a period of a few weeks and see what patterns we can see. Compare with last weather watch the previous Autumn term.	Maintain and plant summer flowering plants from seeds and bulbs. Compare to the bedding plants we learned about last year. Seeds and bulbs have longer growth cycles .	Habitats in our school grounds. How many are there? What lives here? What habitats are there in the jungle	Investigate the dangers of the sun and best ways to protect our bodies. Which materials keep us cool and which keep us hot ? Design a jungle exploring outfit to keep you cool and safe from the sun.	What is the weather like in each season and how should we dress/ prepare ourselves.

Blackshaw Moor C of E First School Maths yearly overview for Year One March 2025

Go to curriculum map for slides and materials Year 1 curriculum map | NCETM and Free KS1 Maths teaching resources | Page 1 of 2 | Oak National Academy

Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Autumn	PV&N: 1 Counting, recognising and comparing numbers to 10. *Introduce the clock face and tell the time throughout the day all this term.*		PV&N: 6 Composition of numbers 0-5		PV&N:8 Composition of numbers 6-10		PV:2 Counting to and from 20		PV: 3 Counting in 10's Include shape recognition in independent work.		PV: 4 Pattern counting 20 - 100	N: 5 Comparing quantities consolidating the whole part relationship and includes measures.		
Spring	PV: 12 Composition of numbers 11-19		N: 9 Additive structures to 10 Focus on addition.		N: 10 Additive structures to 10 including subtraction. *Including finding the missing number. Focus on this so the children have a good understanding of whole and part to support in Y2*			N: 11 addition and subtraction facts to 10. Focus on instant recall of facts to support addition and subtraction in Y2.		Money: 14 Coin recognition.	Money: 15 Coin recognition Introduction to multiplication and division.	RPS: 16 Solve problems in different contexts includes fractions, shape and measure.	Shape: 7 Recognise, decompose and manipulate 2D and 3D shapes.	
Summer	Shape: 7 Recognise, decompose and manipulate 2D and 3D shapes.	N SSM: 13 0-20 in a variety of contexts.	SSM: 17 Position Includes fractions	Time: 18 Time Sequencing events and telling the time to the hour and half hour.	PV: 3 and 4 counting in 10's and pattern counting to 100 to consolidate work from autumn term.	ASSESSMENTS Use time to address misconceptions from end of year assessments and consolidate learning in units 9 10 11 and prepare for Y2. Use ready to progress materials.								

Children will complete Mastering Number sessions 4 per week as a separate maths lesson in addition to this .

Blackshaw Moor C of E First School Maths yearly overview for Year two March 2025

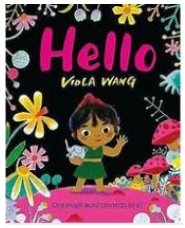
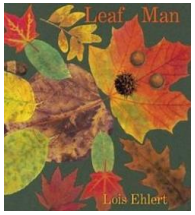
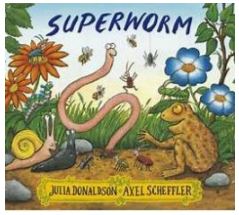
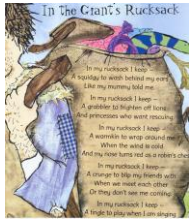
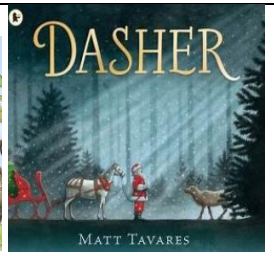
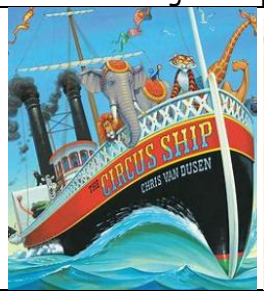
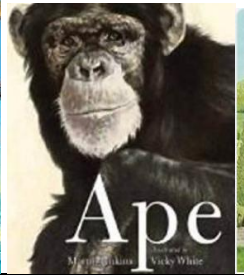
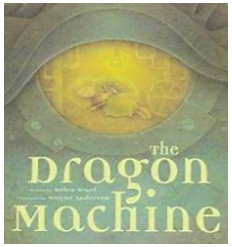
Go to curriculum map for slides and materials Year 2 curriculum map | NCETM and Free KS1 Maths teaching resources | Page 1 of 2 | Oak National Academy

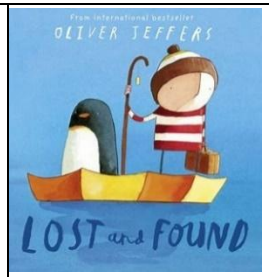
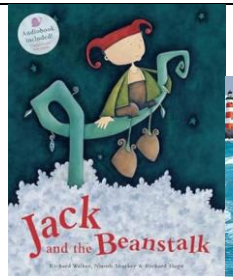
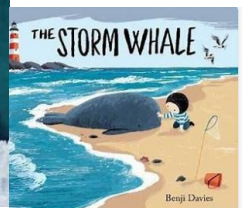
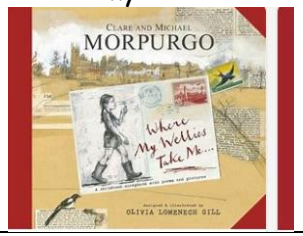
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Autumn	PV: 1.Composition of multiples of 10. Focus on counting on and back from any given number to support unit 13 *Introduce the clock face and tell the time throughout the day all this term.*		PV: 2.Counting and representing 20 -99 *includes measures*	PV: 3 Comparing, ordering, partitioning 2 digit no. *includes measures*	N: 4 Securing + - facts within 10. *Focus on fast recall and making 10 to support unit 13*	C:5 Calculating within 20 Focus on fast recall and making 10 to support unit 13 *Includes statistics*		C: 6. + - ones with 2 digit numbers. *Include shape lessons from unit 12 in independent work.*		MD: 7 Grouping objects in different ways and related multiplication	MD: 8 2 5 10 x tables	MD: 9 Representing the 5 x table. *Including statistics*	MD: 10 Representing the 2 times table including doubles, halves, factors and products. *Make links to fractions to explain halving numbers.*	

Spring	PV/Money: 14 Recognise coins and use £ and p	C: 13 + - of 2 digit numbers crossing a tens boundary. Includes finding a missing number. *Includes revision of place value, number facts, counting on in tens from any number and statistics.*		Fractions: 15 Identifying equal parts, half, quarter and third		MD: 11 Introduction to division structures. *Include measures and fluency practice for + - crossing a tens boundary.*	MD: 18 Doubling, halving and partitive and quotative division. *Include fractions revision.*	RPS: Using examples from end of unit tests reason and solve problems using PV, number and shape and measures.	
Summer	SSM: 19 Sense of measure Varied fluency tasks to consolidate knowledge ASSESSMENTS	SSM: 12 2D and 3D shapes ASSESSMENTS	SSM: 17 Position and Direction ASSESSMENTS	SSM: 16 Time *revise fractions of half and quarter* ASSESSMENTS		Consolidate and address misconceptions arising from SATS and PUMA end of year tests to prepare for KS2 by using the ready to progress units. Units 4,5,8,11,13			

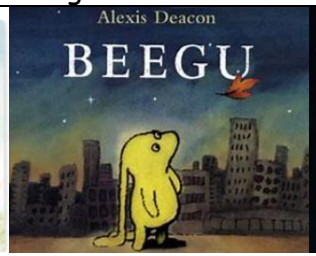
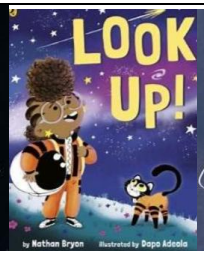
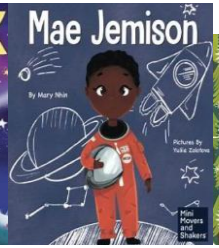
Children will complete Mastering Number sessions 4 per week as a separate maths lesson in addition to this .

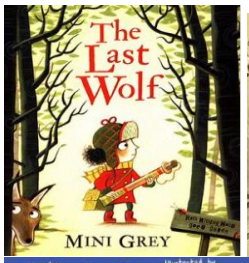
Blackshaw Moor C of E First School English: Books for topics to read and plan writing activities. YEAR A KS1

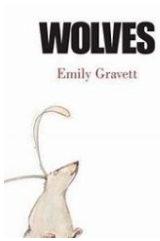
Topic Year A	Reading around	Books for planning
Autumn : Superheroes	<u>Bravery</u> The Invisible The Hunter The Baddies Traction man adventures In the Giant's rucksack poem adapted to In the Superheroes bag. Instructions to catch a villain. 24 December Lane Winter Bees and other poems	    
Writing opportunities: narrative instructions magic pocket poetry biography non chronological report labels and captions		
Spring: Amazing Animals	<u>Dinosaurs, Dragons and conservationists</u> David Attenborough The Watcher Tyrannosaurus Drip Harry and the dinosaurs Mary Anning Amazing Animals	    
Writing opportunities: narrative re telling parts of a story poems biography non chronological report labels and captions		

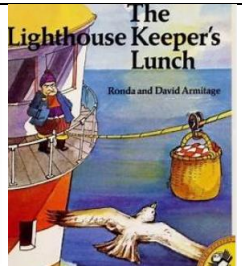
Summer: What a Wonderful World	Seasons Wonders of the world Tree Leaf identification book The Tiny Seed	  	Short burst writing opportunities to gather TA evidence where my wellies take me 
Writing opportunities: narrative instructions for growing plants magic plant stories own story of the magic seeds re telling from a different point of view poems instructions non chronological report labels and captions Short burst writing opportunity to gather TA evidence				

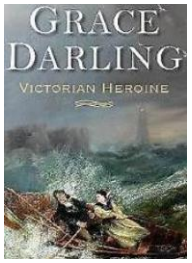
Blackshaw Moor C of E First School English: Books for topics to read and plan writing activities. YEAR B KS1

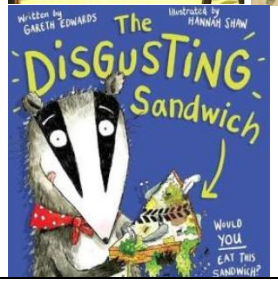
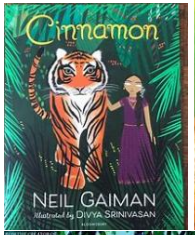
Topic Yr B	Reading around	Books for planning
Autumn : Science and Story	The 3 Little Aliens and the Big Bad Robot. The Iron Man Girl and Robot short film The three little wolves and the big bad pig/ Egg Drop Space Poems: Footsteps on the Moon The Smeds and the Smoos Winter Bees and other poems	     
Writing opportunities: narrative letter home instructions biography non chronological report labels and captions		

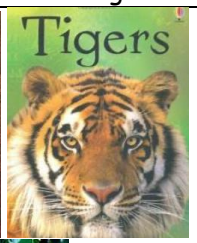
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<td>Winter Bees and other poems
Handa's Surprise
The Wolf's Secret
Snow White in New York
Into the forest
Little Red
Hansel and Gretel
The Gingerbread man
The Swan's Gift
The Gruffalo recipe book</td>
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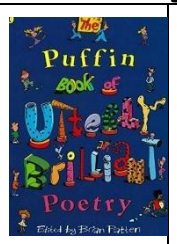


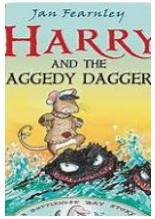



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<tr>
<td>Summer:
Down in the Jungle</td>
<td>Abigail
Augustus
Whistling Thorn
Fifty red night caps
The Hunter</td>
<td>







Short burst writing opportunity to gather TA evidence

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<tr>
<td colspan="3">Writing opportunities:
narrative letter home re telling from a different point of view poems instructions non chronological report labels and captions
Short burst writing opportunity to gather TA evidence</td>
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Comp Y1	**All About Me: What makes me unique and how can I keep it private?** The children will complete activities on common sense media to learn about personal details. They will complete a project on typing their name as they learn to find their way around the keyboard. They will make a 'mini me' robot to give instructions to as they find out about controlling machines and look at how they use technology. They will learn how to access Purple Mash and Espresso to complete tasks on coding, using spreadsheets and pictograms and creating words and pictures.	**I Robot: What if I could talk to a robot?** The children will learn to recognise what sites are safe to use online and what to do if something they see is upsetting. They will learn to question what they see online and not believe everything to be true. They will continue to build knowledge of the keyboard and be able to type simple sentences then save their work by giving it a name you can find again. They will build on their understanding of algorithms by giving instructions in computer games. They will extend their knowledge of using technology to find out how it is used in the wider world such as in shops or the local businesses like The Three Horseshoes and the caravan site. They will learn how to access websites from trusted sources.	**Creative Creations: How can I use the knowledge I have learned this year in my other lessons ?** The children will use what they have learned this year to produce spreadsheets, graphs, word documents and presentations after accessing a website safely in other subjects, how to write a simple algorithms and how to communicate simply by sending messages on seesaw or Purple Mash.
Comp Y2	**All About Me: What if I want to stay safe and happy using the internet?** Building on last year's knowledge of Keep it Private from common sense media, children will complete a pro forma advising how to keep safe online. They will use 'dancemat typing' to from the BBC to improve speed and will learn about the mouse pad. They will learn about naming files to save and where they are stored. They will refine the algorithms they wrote in Y1 by giving more precise information and use the BBC site to find out what a bug is. They will improve their knowledge from Y1 on effective internet searching and will make ebooks online.	**Say That Again :What happens when an algorithm goes wrong?** Building on last term's knowledge of what information is to be kept private, the children will learn about passwords from common sense media. They will continue to practise speed of typing and will learn how to present work using text options in word. They will learn how to retrieve their saved work and use save as. They will use Lightbot and other coding games to check algorithms are working. This will link to work in geography and maths this term on directional language. They will build on their knowledge of internet searching by finding answers to specific questions and use what they have learned about word by presenting it as a fact sheet.	**Creative Creations: How many different ways can I show my learning to audiences?** Building on last year's knowledge the children will use the Thinkuknow website again and look at websites we trust and ones we can't. The children will look at other presentation options in word and that we see the same icons in PPT and Publisher. They will use shift for a capital letter. The children will develop their coding skills further by completing work on PM, transom logo and studio code with increasingly difficult tasks and beginning to predict the outcome of an algorithm. They will learn how to communicate safely to trusted adults using seesaw and PM.

KS1 Music

Year A	Can you keep a beat or play a rhythm? Make a simple chant with Superhero names. Focus on rhythms and 'keeping a beat' games – maintain pulse whilst others make a rhythm. Develop instrumental skills – play to make a good sound and learn/revise the names of instruments. Play patterns/simple tunes on glockenspiels.	How do we portray animals in music? Focus on musical elements. Songs about animals – in two (simple) parts accompanying with simple ostinato. Read simple rhythms. How are animals shown in music? Listening focus on ***Pets*** by Paul Harvey and ***Carnival of the Animals*** by Saint Saens – identifying musical elements.	Around the Wonderful World Call and Response Improvising patterns within a beat structure Learn songs from other places in the world and locate these places including Africa and Polynesia. Read simple pitch notation and play/make pentatonic melodies.

	Christmas – playing simple tunes/singing carols – practise playing pitched percussion with (mainly) scalic/simple melodies.	Compose a piece of music to show the character/movement of the animal.	
Year B	Dance to a beat and make body rhythms Make patterns of body percussion – rhythms and beats. Make patterns to copy and to perform in unison/canon. Focus on ***Connect It*** by Anna Meredith. Christmas – playing simple tunes/singing carols – practise playing pitched percussion with (mainly) scalic/simple melodies.	Musical Stories Focus on changing or different musical elements through pieces such *as* ***In the Hall of the Mountain King/Romeo and Juliet*** music. Compose a piece based on a story.	Sound Pictures Pitch notation focus – up and down/loud and soft. Focus on ***Stripsody*** by Cathy Beberian. Graphic Scores of a 'trip round the jungle/zoo' or similar.

KS2 LONG TERM PLAN

Wise Owls 2 year rolling programme of learning

Year A: (Autumn) The Superhumans	
The Superhumans is a study of the ancient Greek civilisation. The children will learn about the geography of Greece as a country and will compare it with the UK. They will learn about how the Ancient Greeks lived and how they have influenced our lives today. This leads well into the science units, which is the Animals including humans: digestive system, skeletons and muscles, teeth and diet. The children will learn that we know much of what we do about bodies due to the scientists of the Ancient Greek times.	
English	➢ Theseus and the minotaur (retell) ➢ The rebellious Titans and Gods (retell) ➢ Personification poem (Parthenon) ➢ Perseus and Medusa (retell) ➢ Bee ➢ Christmas adverts: - The snowman

	- Paddington	
Maths	Number and Place Value Addition and subtraction Multiplication and Division	
Science	Animals including humans: the heart and digestive system; skeletons and muscles; teeth and diet	
Computing	Y3 **Online Safety:** Common sense "This is me" unit 3 PM unit 3.2 lesson 1 **Creating and presenting** PM unit 3.6 Branching databases BBC dance mat typing / PM unit 3.4 **Programming** Sequencing using studio code **Communication** Encouraging kind behaviour when sending messages	Y4 **Online Safety:** Common sense "Rings of responsibility" **Creating and presenting** PM4.4 writing for different audiences (5 less) **Programming** PM unit 4.1 Coding (6 lessons) **Communication** PM unit 4.7 Effective searching (3 lessons) PM unit 4.8 Hardware investigators (2 lessons)
Art	Greek art: Architecture Artist study: Vivienne Strauss then linked to Greek vases	
Design and technology	Structures: Pandora's Box Weaving photographs for calendars	
Geography	• locate the world's countries, using maps to focus on Europe (including the location of Russia) countries, and major cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
History	Ancient Greece: a study of Greek life and achievements and their influences on the western world	
PE	Swimming Fundamentals	Swimming Dance
MFL	C'est moi! (Oak Academy unit 1)	
RE	What is it like to follow God?	What is the trinity?
PSHCE	Me and my school	Me and my safety
Music	Create a chant/textured composition using Greek hero/legendary people names. Singing skills focus – pitching, warm-ups, awareness of tone and consonants/plosives. Create a sounds/music to make a soundtrack for a Greek myth. Christmas – playing simple tunes/singing carols – practise playing pitched percussion with (mainly) scalic/simple melodies.	

Year A: (Spring) Rambling Round the rainforest

In this term, the children will focus on the South American country of Brazil. They will look at the location, landscape, climate and features of the country and will compare it to the UK. The rainforest will provide a starting point to the science units which are living things and plants.

English	➢ Sir Scallywag (retell)

	➢ The Flower (retell) ➢ Cloud tea monkeys ➢ Into the forest ➢ The Secret Garden ➢ Enchantment in the garden	
Maths	Multiplication and division Measurement Fractions Decimals	
Science	Plants	Living things and their habitats
Computing	Y3 **Online Safety:** ThinkUknow 8-10 PM unit 3.2 lesson 2 **Creating and presenting** PM unit 3.8 Graphing (2 lessons) Word, publisher, power point **Programming** Instructions with loops using studio code **Communication** PM unit 3.5 email (6 lessons)	Y4 **Online Safety:** Common sense "Is seeing believing" **Creating and presenting** PM unit 4.6 animations (3 lessons) **Programming** PM unit 4.5 Logo (4 lessons) **Communication** BBC how the internet works
Art	Painting and observational drawings of plants (Georgia O'Keefe) Sculpture: Wire flowers	
Design and technology	Mechanisms: Levers and linkages: Pop up book	
Geography	• locate the world's countries, using maps to focus on South America, concentrating on their environmental regions and key physical and human characteristics • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
History		
PE	Swimming Gymnastics	Swimming Health and fitness unit (Yoga)
MFL	Ou habites-tu? (Oak academy unit 2)	
RE	What does it mean to be a Jew? Why is Easter important to Christians?	
PSHCE	Me and my relationships Happy and healthy me	

Music	Combining rhythms to a shared pulse, developing musical memory and working as an ensemble, listening and working on stopping and starting together through learning about Samba. Understand the importance of Samba in Brazil. Instrumental skills – improvising simple tunes on glockenspiels and tuned percussion, improvising within a given beat/chord structure. Reading simple pitch and rhythm notation. Listen to and compare different versions of the same tune (Brazil).	
Year A: (Summer) The Flintstones		
This term, the children will learn about life in the stone age and will look at how things changed for people as it merged into the iron and bronze age. They will discover how the people of the stone age chose places to live and why they settled where they did. Rocks and soils will be the science unit to fit in as they discover the different types of rocks and soils.		
English	➢ Stone age boy (retell) ➢ Wolves in the walls ➢ The Station Cat	
Maths	Money Statistics Time Geometry Mass and capacity / Position and direction	
Science	Rocks and soils	
Computing	Y3 **Online Safety:** Understanding age limits on films, games, apps etc PM unit 3.2 lesson 3 (1 lesson) **Creating and presenting** PM unit 3.3 spreadsheets (3 lessons) Word, publisher, power point **Programming** PM unit 3.1 coding (6 lessons) **Communication** PM unit 3.7 (3 lessons)	Y4 **Online Safety:** Understanding age limits on films, games, apps etc (1 lesson) **Creating and presenting** **Programming** Scratch (5 lessons) **Communication** How emails work (1 lesson)
Art	Stone age cave paintings using drawing with chalk and charcoal	
Design and technology	Textiles: Felt wall hanging with embellishments	
Geography	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
History	changes in Britain from the Stone Age to the Iron Age	

PE	Rounders / Cricket (Striking and fielding) Tennis	Athletics OAA
MFL	Je m'habitte (Oak academy unit 4)	
RE	What can we learn from a mosque?	What kind of world did Jesus want?
PSHCE	Me and other people	Me and the world
Music	Ukulele Unit – about 6 weeks to learn plucking, strumming, simple chords and accompaniments to songs. Ask questions about how our ancestors used music and what kind of instruments they would have played – look at some early examples. Listen to versions of The Flintstones theme – compare and contrast – play part of it. Singing focus – revisit singing skills and work on songs with 2 and 3 parts plus ostinati accompaniments. Graphic scores of a 'Journey into the Forest' or similar theme.	

Year B: (Autumn) Location, Location, Location

In this unit the children will learn about the history of our local area and its development from a Polish army camp to the village it is now. This will link to WWII and that it because of this we are here now. They will learn of the most bombed cities and their locations in the UK during WWII. They will learn of the impact of WWII on a variety of different people. They will learn about the other countries and their capitals in Europe.

English	➢ The lion and the unicorn (retell) ➢ Float ➢ Grandad's secret Giant ➢ Planet in a pickle jar ➢ Irena Sendelrowa biography ➢ Town is by the Sea ➢ Christmas adverts: - the Christmas truce - Monty the penguin	
Maths	Number and Place Value Addition and subtraction Multiplication and Division	
Science	Light	Electricity
Computing	Y3 **Online Safety:** Common sense "This is me" unit 3 PM unit 3.2 lesson 1 **Creating and presenting** PM unit 3.6 Branching databases BBC dance mat typing / PM unit 3.4 **Programming** Sequencing using studio code **Communication** Encouraging kind behaviour when sending messages	Y4 **Online Safety:** Common sense "Rings of responsibility" **Creating and presenting** PM unit 4.4 writing for different audiences (5 lessons) **Programming** PM unit 4.1Coding (6 lessons) **Communication** PM unit 4.7 Effective searching (3 lessons) PM unit 4.8 Hardware investigators (2 lessons)

Art	Drawing and painting: Propaganda posters: J, Howard Miller Printing: bomb damaged buildings: John Piper Printing for Christmas cards	
Design and technology	Using electrical circuits to create a Christmas light up picture Sewing Binca calendars	
Geography	• locate the world's countries, using maps to focus on Europe (including the location of Russia) countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
History	Local history study	
PE	Ball skills Swimming	Yoga Swimming
MFL	C'est moi! (Oak Academy unit 1)	
RE	What do Christians learn from the Creation story? What are festivals of light, the use of light during the Christmas festival and Christmas customs around the world?	
PSHCE	Me and my school	Me and my safety
Music	Singing focus - Learn some traditional Polish folk/game songs and learn some World War II songs – including Quartermaster's Stores to make new verses. Graphic Scores – Compose and perform soundscapes of World War II air raid Christmas – playing simple tunes/singing carols – practise playing pitched percussion with (mainly) scalic/simple melodies	

Year B: (Spring) Walk Like an Egyptian

In this unit the children will learn of the Ancient Egyptian civilisation. They will compare how people lived there and compare it to what was happening in our own country at the time. The children will compare the UK with Egypt. They will learn about the pyramid of hierarchy which was in existence during the Ancient Egyptian era. They will learn the story of Howard Carter and the discovery of Tutankhamun's tomb in the 1920s

English	➢ The Little mermaid ➢ Romeo and Juliet ➢ Howard Carter diary ➢ William Shakespeare biography ➢ The Globe Theatre info text ➢ Running Shoes (retell)
Maths	Multiplication and division Measurement Fractions Decimals

Science	States of matter: solids, liquids, gases	Sound
Computing	Y3 **Online Safety:** ThinkUknow 8-10 PM unit 3.2 lesson 2 **Creating and presenting** PM unit 3.8 Graphing (2 lessons) Word, publisher, power point **Programming** Instructions with loops using studio code **Communication** PM unit 3.5 email (6 lessons)	Y4 **Online Safety:** Common sense "Is seeing believing" **Creating and presenting** PM unit 4.6 animations (3 lessons) **Programming** PM unit 4.5Logo (4 lessons) **Communication** BBC how the internet works
Art	3D Clay: Canopic jars Egyptian head dresses Artist Study: Gustav Klimt and Hossam Dirar	
Design and technology	Cooking and nutrition	
Geography	• locate the world's countries concentrating on their environmental regions, key physical and human characteristics • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied the water cycle	
History	Achievements of the earliest civilisations – Ancient Egypt	
PE	Gymnastics Swimming	Football (Invasion games) Swimming
MFL	Qu'est-ce c'est? (Oak academy unit 3)	
RE	What does it mean to be a Muslim? Why do Christians call the day Jesus died "Good Friday"?	
PSHCE	Me and my relationships	Happy and healthy me
Music	Look and listen to instruments played by Ancient Egyptians – how sound is made/similarities with our own instruments. Instrumental skills – construct tunes using scales/note patterns found in Egyptian music and/or music for an Egyptian ceremony. Pop music – Walk like an Egyptian – learn the song, discuss its structure, learn to play part of it and make a dance using patterns of steps.	

Year B: (Summer) Caesar Seizes Chester…. or does he?

In this unit the children will learn about the impact the Roman Empire had on our country. They will plot the journey of the Romans over a period of time as they travelled across Europe before arriving in the UK. They will identify different European countries. They will learn that some people welcomed the Romans but others revolted against them and will discuss why different people had different opinions about the invasion. They will learn of the locations of volcanoes around the world and how Pompeii was engulfed during an eruption.

English	➢ Boudicca Vs Cartimandua ➢ Roman Love poetry ➢ Romans non-chron report ➢ The night gardener ➢ When the giant stirred

	➢ Escape from Pompeii	
Maths	Money Statistics Time Geometry Mass and capacity / Position and direction	
Science	Forces and magnets	
Computing	Y3 **Online Safety:** Understanding age limits on films, games, apps etc PM unit 3.2 lesson 3 (1 lesson) **Creating and presenting** PM unit 3.3 spreadsheets (2 lessons) Word, publisher, power point **Programming** **Communication** PM unit 3.7 (3 lessons)	Y4 **Online Safety:** Understanding age limits on films, games, apps etc (1 lesson) **Creating and presenting** **Programming** Scratch (4 lessons) **Communication** How emails work (1 lesson)
Art	Collage (mosaic) Artist Study: Luca Barberini	
Design and technology	Mechanisms: Wheels and axles chariots	
Geography	• locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), • physical geography, including: volcanoes and earthquakes	
History	The Roman empire and its impact on Britain	
PE	Quick cricket / rounders (striking and fielding) Netball	Athletics OAA
MFL	Je decris un monster (Oak academy unit 5)	
RE	What can we learn from a synagogue? When Jesus left, what was the impact of Pentecost?	
PSHCE	Me and other people	Me in the world
Music	Look at Roman instruments/evidence about Roman music – how sound is made/similarities with other instruments. Classify instruments we use today in terms of how sound is produced. Focus on The Planets by Gustav Holst – look at modern orchestra – listen to how the music reflects the Roman gods, compose music for an imaginary planet with a Latin title. Ukulele Unit – about 6 weeks to learn plucking, strumming, simple chords and accompaniments to songs.	

Religious Education Plan Blackshaw Moor CE First

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS A	**Unit 1** **Why is the word God so important to Christians?** CREATION/GOD	**Unit 2** **Why do Christians perform Nativity plays at Christmas? *(Why is Christmas special for Christians?)*** *INCARNATION*	**Unit 3** **Being special: where do we belong?** THEMATIC	**Unit 4** **Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?)** SALVATION	**Unit 5** **Which places are special and why?** THEMATIC	**Unit 6** **Which stories are special and why?** THEMATIC
1/2 A	**Unit 7** **Who do Christians say made the world?** CREATION	**Unit 8** **Why does Christmas matter to Christians** INCARNATION	**Unit 9** **Who is Jewish and how do they live?** GOD TORAH GOD'S PEOPLE	**Unit 10** **What do Christians believe God is like?** GOD	**Unit 11** **What does it mean to belong to a faith community?** THEMATIC	**Unit 12** **How should we care for the world and for others, and why does it matter?** THEMATIC
3/4 A	**Unit 19** **What is it like for someone to follow God?** PEOPLE OF GOD	**Unit 20** **What is the Trinity and why is it important for Christians?** INCARNATION/GOD	**Unit 21** **How do festivals and worship show what matters to a Muslim?** IBADAH	**Unit 22** **How do festivals and family life show what matters to Jewish people?** GOD/TORAH/GODS PEOPLE	**Unit 23** **What do Christians learn from the creation story?** CREATION/FALL	**Unit 24** **How and why do people try to make the world a better place?** THEMATIC

N.B. During the Autumn term and the Summer Term the children must be taught about Harvest and Pentecost as part of the Christian worship.

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