



Brinscall St John's CE/Methodist Primary School Curriculum Map 2025 - 2026

| YEAR R | | | | | | |
|-------------|--|---|---|--|--|---|
| | Autumn 1 All About Me | Autumn 2 Celebrations | Spring 1 Our World | Spring 2 People Who Help Us | Summer 1 Growing and Changing | Summer 2 Once Upon a Time |
| Key Stories | Colour Monster Owl Babies Rainbow Fish Funny Bones Super Duper You Can't You Sleep, Little Bear? I Like Bees, I Don't Like Honey | Handa's Surprise Supertato Carnival Catastro-Pea! Mog's Birthday Little Glow Dear Santa Confetti | We're Going on a Bear Hunt The Snail and the Whale Lost and Found Here We Are Dear Earth | Doctorsaurus Ambulances Doctors You Can't Call an Elephant in an Emergency Mog and the V.E.T | Jack and the Jellybean Stalk The Hungry Caterpillar Tad Pip and Egg Katie and the Sunflowers | Three Little Pigs Little Red Riding Hood Three Billy Goats Gruff There's No Dragon in this Story The Gingerbread Man The Big Bad Pig |
| Mathematics | Match, Sort and Compare Measure and Patterns It's Me, 1 2 3 | Circles and Triangles 1 2 3 4 5 Shapes with Four Sides | Alive in 5 Mass and Capacity Growing 6 7 8 | Length, Height and Time Building 9 and 10 Explore 3D Shapes | To 20 and Beyond How Many Now? Manipulate, Compose and Decompose | Sharing and Grouping Visualise, Build and Map Make Connections |
| | Have a deep understanding of numbers to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. | | Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | | Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | |

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| | | | | | | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| English | Drawing Club: When a Dragon Goes to School Kipper and the Picnic Colour Monster | Drawing Club: Mog's Birthday Maisy Mouse Birthday Dear Santa | Drawing Club: We're Going on a Bear Hunt Land before Time: Littlefoot is Born Bidoof's Big Stand Lost and Found | Drawing Club: The Lion Inside Thomas the Tank Engine – The Breakdown Train I'm the Bin Lorry Driver | Drawing Club: The Tiny Seed Rugrats – Chuckie and the Slide Sam Plants a Sunflower | Drawing Club: There's No Dragon in this Story Foster's Home for Imaginary Friends- Busted The Great Fairy Tale Disaster |
| | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> | <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Anticipate – where appropriate – key events in stories.</p> | | | |

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| Science (UW) | Children will describe what they see, hear and feel whilst outside. Children will make observations based on what they see, hear and feel. | Children will describe what they see, hear and feel whilst outside. Children will make observations based on what they see, hear and feel. | Children to recognise some environments that are different from the one in which they live. | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Children will understand the effect of changing seasons on the natural world around them. |
| RE (UW) | All About Me: I am Special Exploring being special and unique | Celebrations: Christmas and Diwali Explore how people celebrate around the world | Our World: Creation Explore stories from the Bible and stories Jesus told | People Who Help Us: Easter Explore the easter stories and symbols around this time | Growing and Changing: Exploring Christianity and other religions. Explore the similarities and differences | Once Upon a Time: Stories about Jesus Explore special places and what makes a place special or holy |
| World Faith Links | Our faiths – what is our faith? | Hinduism – Diwali Judaism - Hannukah | Chinese New Year | Islam – Places of Worship | Sikhism – The Festival of Vaisakhi | Islam, Christianity and Hinduism – what are their holy places? |
| History (UW) | Children will comment on images of familiar situations in the past. | | Children to compare and contrast characters from stories, including figures from the past. Children will talk about the lives of the people around them and their roles in society. | | Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | |
| Geography (UW) | Children learn to understand that some places are special to members of their community. Children will explore the natural world around them. | | Children to draw information from a simple map. Children to recognise some similarities and differences between life in this country and life in other countries. | | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | |
| Art and design (EAD) | All About Me: Using a range of materials to paint and create pictures of self. | | Our World: Painting Our World, Outside Art, Painting to Music and Painting with a range of materials. | | Growing and Changes: Mark Making with Natural Materials, Watercolours. | |
| | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. | | | | | |

| Make use of props and materials when role playing characters in narratives and stories. | | | | | | |
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| Design and technology (EAD) | | Food – Fruit Salad Cut, design and create fruit salad animals. | | Textiles: Bookmarks Flower Themes | | Structure - Junk Modelling Design, fold, combine materials to make a castle/pirate ship |
| | Children understand why they need a healthy, balanced diet. Children can use utensils to chop fruit. | | Children find out about the properties and functions of different materials. Children know the best ways to join paper together – glue, staples, tape. | | | Children can make structures from card, tape and glue. Children can follow instructions to cut out and assemble a structure. |
| Computing | Explore the features of computers. E.g. Mouse, keyboard, screen etc. | Understand how to safely log in. Build confidence when using a keyboard to log into a computer. | Discuss and remember rules when using a computer. Explore how computers work. | Explain the reasons for rules when using a computer. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of screentime. | Begin to use apps on the computer safely. Explore a range of mathematical apps, including counting objects and completing tasks. | Safely use and explore a variety of materials, tools and techniques when using a computer. |
| Online Safety | <u>Self-Image and Identity:</u>  ⓘ Self-Image and Identity <u>Online Bullying:</u>  ⓘ Online Bullying | <u>Managing Online Information:</u>  ⓘ Managing Online Information <u>Health, Well-being and Lifestyle:</u>  ⓘ Health, Well-being and Lifestyle | <u>Privacy and Security:</u>  ⓘ Privacy and Security | <u>Copyright and Ownership:</u>  ⓘ Copyright and Ownership <u>Managing Online Information:</u>  ⓘ Managing Online Information | <u>Online Relationships:</u>  ⓘ Online Relationships | <u>Online Reputation:</u>  ⓘ Online Reputation <u>Online Bullying:</u>  ⓘ Online Bullying |

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| PSHE | <p>Children to talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Express their feelings and consider the feelings of others.</p> | <p>Children to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> | <p>Children to form positive attachments to adults and friendships with peers.</p> | <p>Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | | |
| MUSIC | ME! | My Stories | Everyone! | Our world | Big Bear Funk | Reflect, Rewind and Replay |
| PE | <p>Fundamental Skills (Movement)</p> <p>Teacher Session: Within Provision</p> | <p>Dance - Jungle</p> <p>Teacher Session: Within Provision</p> | <p>Fundamental Skills – How to Catch a Star</p> <p>Teacher Session: Within Provision</p> | <p>Fundamental Skills - Superworm</p> <p>Teacher Session: Within Provision</p> | <p>Fundamental Skills – Mini Beasts</p> <p>Teacher Session: Within Provision</p> | <p>Fundamental Skills – Rosie's Walk</p> <p>Teacher Session: Within Provision</p> |
| Curriculum enhancements | <p>Reception to meet their Y6 buddies – they read a story to YR buddies.</p> <p>Y6 buddies take us on the Adventure Trail and support YR.</p> <p>Personal Box – decorate in school and to bring in after the summer holidays.</p> | <p>Trip to Brinscall Woods to do den building with buddies.</p> <p>Visit to Elf Forest</p> <p>Visit from Father Christmas</p> <p>Infant Christmas party</p> | <p>Walk to post office in the village to post Mother's Day cards.</p> <p>Chinese New Year parade round school grounds. Visit buddies.</p> <p>Invite Y6 buddies to YR dinosaur party.</p> <p>Balance bike festival.</p> | <p>Visit from crossing patrol</p> <p>Visit from fire department</p> <p>Visit from ambulance service/police department</p> | <p>Potential for a visit to a mosque / temple etc as a multi faith link to special times.</p> <p>Visit from a lamb / calf</p> | <p>Visit to church</p> <p>Fairy Garden Picnic</p> <p>Book Themed Day</p> |

| YEAR 1 | | | | | | |
|--------------------|---|---|---|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Mathematics | Number - Place value (within 10) Number - Addition and Subtraction (within 10) | Number - Addition and subtraction Geometry – Shape | Number - Place value (within 20) Number - Addition and Subtraction (within 20) | Number – Place value (within 50) Measurement - length and height Measurement – mass and volume | Number - Multiplication and division Number – Fractions Geometry – position and direction. | Number - Place value (within 100) Measurement - Money Measurement - Time |
| English | Genres: Stories by the same author Non-chronological reports Poems on a theme Text: Harry the Happy Mouse Bridging Unit <i>Music- class recital of rhymes</i> | Repetitive patterned stories, Poems on a theme, Range of non-fiction texts Text: Zog by Julia Donaldson <i>Drama- re-enact the story with an alternate ending</i> | Classic stories or story on a theme, Instructions, Traditional rhymes Text: The Enormous Turnip <i>Drama- stage the story of The Enormous Turnip- include all the main characters</i> | Genre: Traditional tales, Recount Text: The Princess and the Pea <i>Music- reference traditional tales- explore folk music where music and stories intertwine across cultures</i> | Genre: Stories with familiar settings Non-fiction texts: booklets, Traditional rhymes Text: Goat and Donkey in The Great Outdoors Wild Adventures by Brita Granstrom <i>Poetry- class recital of poems learnt off by heart</i> | Genre: Stories with fantasy settings, Poems to learn by heart, Recounts Text: Nobot, Robot Dog <i>Drama- create a group story within a fantasy setting</i> |

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| Science | Animals – Grouping and sorting Seasonal changes in Autumn | Naming materials | Animals – Humans, Body parts, senses and stages of development <i>Creative dance- engaging all sensory inputs—sight, sound, touch, smell and taste to move, connect, and express</i> | Investigating properties of materials | Plants and growing <i>Partnerships within the local community- planting and growing alongside the church or nursery or local area- natural heritage</i> | Seasonal changes in summer – focus on weather <i>Drama/ creative dance to demonstrate the changing seasons throughout the year</i> |
| RE | God and creation What are your favourite things in creation? Harvest How can we help those who don't have a good harvest? <i>Creative dance- Creation of the world</i> | Christmas gifts Why do we give and receive gifts? | Jesus was special What made Jesus special? | Easter – New Life What do you think is the most important part of the Easter Story? <i>Drama- Retell the Easter Story</i> | Joseph Why is Joseph a bible hero? | Baptism and welcoming ceremonies in other faiths. Methodist Link: Belonging together Why is baptism special? What does it mean to belong? <i>Drama- re-enact a baptism</i> |
| World faith links | <i>World Faith links: What do people of Muslim and Hindu faith believe about how God made with world?</i> <i>World Faith links: How do people of Jewish faith celebrate the harvest?</i> | | | <i>World faith links – Comparison celebration - Eid</i> | | <i>Do people in all world faiths welcome new babies?</i> |
| History | Great fire of London <i>Poetry/ songs linked to the Great Fire of London</i> | | Darwin and Attenborough <i>Art- within the natural world- the beauty of nature</i> | | First Flights The wright brothers/ Amelia Earhart <i>Drama- re-enact the first flight</i> | |

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| Geography | | United Kingdom and our capital city of London | | Continents and Oceans <i>Song/ Music- linked to remembering the continents and oceans of the world</i> | | Migration Routes <i>Drama- re-enact migration routes and demonstrate various movements</i> |
| Art and design | Drawing: Exploring Line and Shape | | Craft and Design: Woven Wonders | | Sculpture and 3D: Paper Play | |
| Design and technology | | Cooking and Nutrition: Fruit Kebabs | | Mechanisms: Levers and Sliders | | Structures: Free Standing Structures (Houses) |
| Computing | Computing systems and networks: technology around us | Data and information: grouping data | Programming 1: moving a robot Beebots | Creating media: digital painting | Creating media: digital writing | Programming 2: introduction to animation |
| Online Safety | <p>Health, Well-being and Lifestyle:  Health, Well-being and Lifestyle</p> <p>Copyright and Ownership:</p> | <p>Copyright and Ownership:  Copyright and Ownership</p> | <p>Online Relationships:  Online Relationships</p> <p>Online Bullying:  Online Bullying</p> | <p>Self-Image and Identity:  Self-Image and Identity</p> <p>Online Reputation:  Online Reputation</p> | <p>Privacy and Security:  Privacy and Security</p> <p>Online Relationships:  Online Relationships</p> | <p>Managing Online Information:  Managing Online Information</p> |

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| |  ① Copyright and Ownership | | | | | |
| PSHE | Who is special to us? <i>Art- draw those that are special to us</i> | Who helps keep us safe? <i>Art- draw those that help to keep us safe</i> | What is the same and different about us? <i>Music- identify sounds that are the same and sounds that are different- explore various</i> | What can we do with money? | Who helps us stay healthy? | How can we look after each other and the world? |
| Music | Hey You! | Rhythm In The Way We Walk and Banana Rap | In The Groove | Round And Round | Your Imagination | Reflect, Rewind and Replay |
| PE | Fundamental Skills – Baseline (Supertato) Fundamental skills | Gymnastics – Core 1 Dance – Fire Fire | Gymnastics – Core 2 Fundamental Skills – Underarm Throw | Fundamental Skills – Overarm Throw Dance – Toy Story | Fundamental Skills – Bouncing and Catching Fundamental Skills - Kicking | Athletics Athletics |
| Curriculum enhancements | Bird feeders to link to seasons – Autumn (recycling project old yoghurt cartons) | Visit from helpers – parents, dentists, vets – etc – based on cohort. Brinscall Walk local geography. | Animals from local families | Fundraising linked to PSHE money topic – cohort specific. | Rev Ben or Karen – visit to discuss their Bible heroes and why. Make gardens/grow bean shoots in class. | Trip to church for a Baptism. School trip. |

| YEAR 2 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Mathematics | Number - Place value Number - Addition and Subtraction | Number - Addition and subtraction Geometry – Shape | Number , Multiplication and division Measurement : Money | Measurement – Mass, capacity and temperature Measurement - length and height | Number - Fractions Measurement - time | Statistics Geometry – position and direction. |
| English | Genre : Wolf character poster, information text, narrative based on a model Text : The Way Home for Wolf Bridging Unit Drama | Genre: Traditional tales (fairy tales) with a twist, Instructions Text: The Great Fairy Tale Disaster by David Conway Talk Unit (Exploring fairy tales from different cultures) Drama | Genre: Non-chronological reports, Narrative – story as a theme, Persuasion Text: The Owl who was Afraid of the Dark Talk unit Genre: Story as a theme, Setting description Character profile. Diary entry Persuasive letter Poem Persuasive poster/flyer/leaflet Narrative chapter Text: Animated Classics Disney Aladdin (text adapted by Lily Murray) Drama | Genre: Classic stories, recounts, letters and poems Text: The wind in the Willows | Genre: Story as a theme Text: Aladdin Drama | |

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| Science | Materials | Animals including humans – life cycles | Animals including humans – Health and survival | Plants | Living things and their habitats –close to home | Living things and their habitats – Around the world |
| RE | Jesus, friend to everyone | Christmas - Good News Bringers Drama | The Bible and Special Books Drama | Easter Symbols and Celebrations Drama | Ascension and Pentecost Drama | The church and non-Christian Special Places |
| World faith | | | <i>World Faith links: Do people of all faiths have holy books? FOCUS – ISLAM/QURAN</i> | Other festivals: Hola Mohalla | Other celebrations - Wesak | <i>World Faith links: Why are holy buildings important to people of faith?</i> |
| History | Local history Hoghton Tower and King James I | | Explorers Armstrong and Peake | | Changes over time Mary Seacole and Edith Cavell. | |
| Geography | | Local geography Our school and where we live | | A contrasting country A contrasting country Brazil/Rainforest (non-EU comparable) (Life in a different country) | | Hot and cold places Countries in the commonwealth |
| Art and design | Drawing: Understanding Tone and Texture | | Painting and Mixed Media: Life in Colour | | Sculpture and 3D: Clay Houses | |
| Design and technology | | Food: Sandwiches Dietary requirements and culture | | Mechanisms: Wheels and Axles (Explorer Buggies) | | Textiles: Templates and Joining Techniques (Puppets) |
| Computing | Computing systems and networks: IT around us | Data and information: pictograms | Creating media: photography | Programming 1: Robot algorithms Beebots | Creating media: Making music | Programming 2: An introduction to quizzes |
| Online Safety | Health, Well-being and Lifestyle: | Self-Image and Identity | Managing Online Information | Online Reputation | Copyright and Ownership | Online Relationships |

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| |  (i) Health, Well-being and Lifestyle <u>Online Bullying:</u>  (i) Online Bullying |  (i) Self-Image and Identity <u>Privacy and Security</u>  (i) Privacy and Security |  (i) Managing Online Information <u>Online Reputation</u>  (i) Online Reputation |  (i) Online Reputation |  (i) Copyright and Ownership <u>Online Relationships</u>  (i) Online Relationships |  (i) Online Relationships |
| PSHE | What makes a good friend? | What is bullying? | What jobs do people do? | What helps us to stay safe? | What helps us to grow and stay healthy? | How do we recognise our feelings? |
| Music | Hands, Feet, Heart | Ho Ho Ho | I Wanna Play In A Band | Zootime | Friendship Song | Reflect, Rewind and Replay |
| PE | Fundamental Skills – Bounce the Ball OAA | Dance – Explorers Gymnastics Core 1 | Gymnastics - Core 2 Fundamental Skills – Kicking Unit | Fundamental Skills – Piggy in the Middle Dance – Moving Along | Striking and Fielding Athletics | Athletics Games – Net and Wall |
| Curriculum enhancements | Hoghton Tower | Caterpillar to butterfly in classroom. Walk around the village | Visit to the church to talk about the Bible. Parent job show Travelling planetarium | Growing own plants. Create a school garden | Brockholes school trip – habitats and minibeasts | Zoo Visit |

| YEAR 3 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Mathematics | Number- Place Value Number- Addition and Subtraction | Number- Multiplication and Division | Number- Multiplication and Division Measurement- Length and Perimeter | Number- Fractions Measurement- Mass and Capacity | Number- Fractions Measurement- Money | Measurement- Time Geometry- Shape Statistics |
| English | Genres: Story as a theme Information text: leaflet/guide (based on London) Cultural links to our capital city. Text: A Bear Called Paddington Bridging Unit | Genre: Fables - cultural links Drama Persuasive Letters Text: Aesop's Fables by Michael Rosen, Dear Greenpeace | Genre: Story as a theme, Discussion, Poems on a theme: Text: Stig of the Dump. The Old Dry Stone Wall. | Genre Novel as a theme, Recount: Diaries Text: The Iron Man, My Secret Diary: Little Red Riding Hood | Genre: Playscripts – drama Non-chronological reports Text: Playtime by Julia Donaldson, Romans on | Genre: Classic poetry Mystery / Adventure / Fantasy stories Explanations Text: The Spider & the Fly, The Enchanted Woods by Enid Blyton |

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| | | | | | the Rampage by Jeremy Strong. | |
| Science | Animals including humans – skeletons | Animals including humans - nutrition | Rocks | Plants | Light | Forces and Magnets |
| RE | Harvest How do people of faith say thank you to God for the harvest? | Christmas God with us (Nativity artwork) – How does the presence of Jesus impact people's lives? | Jesus the man who changed lives How did/does Jesus change lives? | Easter Joy, Sadness, Joy (Easter crosses) – Is the cross a symbol of sadness or joy? | Rules for living Which rules should we follow? | Called by God What does it mean to be called by God? |
| World faith | <i>World Faith links: How do people of faith say thank you to God for Harvest?</i> | <i>World faith links – Christianity around the world – how do other denominations differ?</i> | Hinduism – Sri Ganesha | <i>World Faith links: Does everybody follow the same rules? Why/Why not? <u>FOCUS – non-religious worldviews</u></i> | Sikhism - 5ks | Focus – Sikhism and Khalsa aid https://khalsaaid.org |
| History | Changes in Britain from Stone Age to Iron Age Celtic culture | | Romans and local history – Ribchester Roman culture in Ribchester | | Lancashire cotton industry Culture of social structures | |
| Geography | | Mapping UK regions and cities | | Roman influences on the world – from local to further afield. How Roman culture shaped architecture and engineering. | | Using and making maps |
| Art and design | Painting and Mixed Media: Prehistoric Painting Paintings that show cultural traditions | | Drawing: Developing Drawing Skills | | Sculpture and 3D: Abstract Shape and Space | |

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| Design and technology | | Food: Healthy and Varied Diet (Pizzas) Dietary requirements and culture | | Mechanical Systems: Levers and Linkages (Easter Card) | | Structures: Shell Structures Using Computer Aided Design (Gift Box) |
| Computing | Computing systems and networks: connecting computers | Data and information: Branching databases | Creating media: desktop publishing | Creating media: animation | Programming 1: sequence in music | Programming 2: events and actions |
| Online Safety | <u>Online Reputation</u>  Online Reputation | <u>Online Relationships</u>  Online Relationships | <u>Managing Online Information</u>  Managing Online Information | <u>Managing Online Information</u>  Managing Online Information | <u>Self-Image and Identity</u>  Self-Image and Identity | <u>Online Bullying:</u>  Online Bullying |
| PSHE | Why should we eat well and look after our teeth? | What keeps us safe? | How can we be a good friend? | What are families like? | What makes a community? Diversity in our community with different viewpoints, skills and talents. | Why should we keep active and sleep well? |

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| Music | Let Your Spirit Fly Cultural links | Glockenspiel Stage 1 Cultural links | Three Little Birds Cultural links | The Dragon Song Cultural links | Bringing Us Together Cultural links | Reflect, Rewind and Replay Cultural links |
| PE | Fundamental Skills Rugby | Gymnastics 1 Dance 2 (Iron Man) | Gymnastics 2 Net and Wall Games | Net and Wall Games 2 Creative Games (Tag and Target) | Striking and Fielding - Rounders Invasion Games: Handball | Athletics - Rounders Outdoor Adventure Activities (Trust and Trails) |
| MFL - Spanish | A new start Cultural links - language | Calendar and celebrations Cultural links - traditions | Animals Cultural links | Carnival and numbers Cultural links | The Hungry Giant Cultural links | Going on a picnic in Spain Cultural links |
| Curriculum enhancements | Visit from a dentist | Christmas church visit | History trip – Ribchester | Church visit Possibly swap PSHE – What are families like? With What makes a community? - Do some fundraising for a charity in or near our community – children's ideas of who to raise money for and reasons why. | Thompson Dagnall Sculptor in Brinscall Park sculptures above the gate (Past BSJ children have helped design this) and the war memorial. Visit the park or ask Thompson Dagnall to come in and talk to the children. | Orienteering using maps CSSP? Orienteering trail in school grounds? Rev Ben / Karen to talk to children about 'What does it mean to be called by God?' |

YEAR 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Mathematics | A) Place Value B) Addition and Subtraction | C) Area D) Multiplication and division | E) Multiplication and division F) Length and perimeter | G) Fractions H) Decimals | I) Decimals J) Money K) Time | L) Shape M) Statistics N) Posi |
| English | Genre : Story based on a plot pattern linked to Loch Ness Monster Magazine article Text : The Loch Ness Monster Bridging unit | Genres: Fairy Tales Recount (newspaper article) Classic poetry Texts: Puss in Boots by Philip Pullman <i>Drama - Journalism</i> | Genres: Story with issues and dilemmas Persuasion Texts: The Fib by George Layton | Novel as a theme Non-chronological reports Texts: Lilliput by Sam Gayton | Genres: Stories with a theme, Information booklets Poems with a structure Texts: The Mousehole Cat | Genres: Folk Tales Debates Poems on a theme Texts: Anansi the Trickster Spider <i>Drama/Performance of a poem</i> |
| Science | Electricity | Animals teeth and digestion | Material properties and changes | states of matter | Sound | Living things and their habitats |
| RE | David & the Psalms What values do you consider to be important? | Christmas Why is Jesus described as the light of the world? | Jesus Why do Christians believe Jesus is the son of God? | Easter A story of betrayal or trust? <i>Drama – The Easter Story</i> | The Church Are all Churches the same? | Prayer What is prayer? |

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| World faiths | <u>Hinduism - Ahimsa</u> | <i>World Faith links: the Jewish festival of Hanukkah</i> | <i>World Faith links: Why do Jewish people believe that the Sabbath/Shabbat is so important?</i> <i>Link to world faiths/cultures</i> | <i>World Faith links: What do world faiths say about forgiveness?</i> | <i>World Faith links: Are all places of worship the same? Do people worship God in the same way?</i> | <i>World Faith links: How do people of world faiths pray?</i> |
| History | Anglo Saxons/Vikings <i>Different cultures/religions</i> | | Ancient Egypt <i>Egyptian Culture</i> | | Ancient Greece <i>Links to different culture</i> | |
| Geography | | Mountains, Volcanoes and Earthquakes | | Rivers and the water cycle | | Europe - Greece |
| Art and design | Painting and Mixed Media: Light and Dark | | Sculpture and 3D: Mega Materials | | Drawing: Exploring tone, texture and proportion | |
| Design and technology | | Electric Candles | | Food: Healthy and Varied Diet (Soup) <i>Healthy eating</i> | | Textiles: 2D Shape to 3D Product (Wallets or Purses) |
| Computing | Computing systems and networks: The internet | Data and information: Data logging | Creating media: image editing (longer unit. Teach in the longest Spring half term) | Creating media: audio editing | Programming 1: repetition in shape | Programming 2: repetition in games |

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| Online Safety | Managing Online Information  Managing Online Information | Privacy and Security  Privacy and Security | Self-Image and Identity  Self-Image and Identity | Copyright and Ownership  Copyright and Ownership Online Bullying:  Online Bullying | Online Reputation  Online Reputation | Health, Well-being and Lifestyle  Health, Well-being and Lifestyle |
| | | | | | | Online Relationships  Online Relationships |
| PSHE | Health and wellbeing What strengths, skills and interests do we have? | Relationships How do we treat each other with respect? | Health and wellbeing How can we manage our feelings? <i>Human rights/Cultural Differences</i> | How do we grow and change? Our bodies | Living in the wider world How can our choices make a difference to others and the environment? | Health and wellbeing How can we manage risk in different places? |
| Music | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind and Replay |
| PE | Invasion Games – Basketball OAA – Team work and problem solving | Dance - Sparks Might Fly Target Games - Dodgeball | Gymnastics 1 Target Games - Boccia | Swimming Net and Wall – Unit 2 Core | Swimming Striking and Fielding - Cricket | Swimming Athletics |

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| MFL - Spanish | MFL taught weekly, linking to a different culture throughout the year. | | | | | |
| | Welcome to school: Core language, rooms in school and classroom objects. | My town, your town: Commands, shops asking and giving directions. | Family tree and faces: Epiphany, family members, personal information, face parts and describing with colours. | Face and body parts: Face and body parts nouns and commands, yoga with body parts and alien creation. | Feeling unwell/jungle animals: Aches and pains, doctor roll play, animal nouns, adjectives and simple sentences. | The weather and Ice cream: Weather phrases, seasons, forecasts, flavours and opinions. |
| Curriculum enhancements | | | Mr Egypt visit? | Let's Go Sing (Music) | Brockholes Trip (Geography and Science links to rivers and the water cycle) | Reverends to visit to discuss Prayer (RE) |

| YEAR 5 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Mathematics | Number- Place Value Number- Addition and Subtraction | Number- Multiplication and Division Number- Fractions | Number- Multiplication and Division Number- Fractions Number- decimals and percentages | Measurement- Perimeter and Area Statistics | Geometry- Shape Geometry- Position and Direction Number- Decimals | Number- Negative numbers Measurement – Converting units Measurement- Volume |
| English | Genre : Non-Chronological report, Narrative based on a model text Text :The Lion, the Witch and the Wardrobe Bridging Unit | Genre: Legends, Persuasion (aut 1 unit) Text: The Legend of Gelert. Talk Unit | Genre: Science Fiction Story, Poems with a structure. Text: Various extracts from Science Fiction texts. Talk Unit | Genre: Stories with historical settings Film and play scripts Classic narrative poetry Text: Oliver Twist | Genre: Novel as a theme Magazine: Information Text Hybrid Text: The Invention of Hugo Cabret | Genre: Narrative based on a classic poem Text: Jabberwocky – Lewis Carroll Talk Unit |
| Science | Earth and Space | Forces | Properties of Materials | Changes of Materials | Animals including humans | Living things and their habitats |

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| RE | Unit: 5.1 How and why do Christians read the Bible? | Unit 5.2 Christmas. The Gospels of Matthew and Luke | Unit 5.3 Jesus the teacher | Unit 5.4 Why do Christians believe that Easter is a celebration of victory? | Unit: 5.5 Exploring the lives of significant women in the Old Testament. | Unit: 5.8 Daniel |
| World faiths | <i>World Faith links: Why are sacred texts so important to people if faith?</i> | Other celebrations - Diwali | Buddhism – the Buddha | Views on death – Hinduism and reincarnation | <i>World Faith links: Jewish festival of Purim</i> | <i>World Faith links: Judaism</i> |
| History | The Slave Trade | | Farming/ agricultural study | | Victorians – Industrialisation | |
| Geography | | Trade links and Economic Activity | | Climate zones, biomes and vegetation belts | | Sustainable living |
| Art and design | Painting and Mixed Media: Portraits | | Drawing: Depth, Emotion and Movement | | Craft and Design: Architecture | |
| Design and technology | | Food: Celebrating culture and seasonality (Bread) | | Mechanical systems: CAMS (Victorian CAM toy) | | Structures: Frame Structures (Animal Shelters) |
| Computing | Computing systems and networks: sharing information | Data and information: Flat-file databases | Creating media: Vector drawing | Creating media: Video editing | Programming 1: selection in physical computing | Programming 2: selection in quizzes |
| Online Safety | Copyright and Ownership  Copyright and Ownership Online Relationships | Online Bullying:  Online Bullying | Copyright and Ownership  Copyright and Ownership Privacy and Security | Managing Online Information  Managing Online Information Self-Image and Identity | Managing Online Information  Managing Online Information | Online Reputation  Online Reputation Health, Well-being and Lifestyle |

| |  Online Relationships (i) | |  Privacy and Security (i) |  Self-Image and Identity (i) | |  Health, Well-being and Lifestyle (i) |
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| PSHE | What makes up a person's identity? | What decisions can people make with money? | What jobs would we like? | How can friends communicate safely? | How can we help in an accident or emergency? | How can drugs common to everyday life affect health? |
| Music | Livin' On a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing In The Street | Reflect, Rewind and Replay |
| PE | OAA Y5/6 Creative Games | Gymnastics Core 1 Dance - Food, Glorious Food | Gymnastics Core 2 Dance – Heroes and Villians | Net and Wall – Tennis Invasion Games - Netball | Striking and Fielding - Cricket Athletics | Athletics Invasion Games - Hockey |
| MFL | Talking about us/school subjects | Time in the city | Healthy eating – going to market | Clothes | Out of this world` | Going to the seaside/language puzzle |
| Curriculum enhancements | Outdoor observation of habitats/use of school grounds Visit from reverend for RE/Bible | Christmas breads? | Visit from local farmer? | Anderton Centre (residential) | Fundraising linked to class worship | Summer performance |

YEAR 6

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

| Mathematics | Place Value Addition and Subtraction | Fractions A Fractions B Converting Units | Ratio Algebra Decimals | Fractions, Decimals, Percentages Area, Perimeter and Volume Statistics | Shape Position and Direction | Themed Maths Projects |
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| English | Genre: Story as a theme Information Hybrid (magazine page) Texts: The Nowhere Emporium Bridging Unit | Genres: Biography Songs and lyrics Texts: Biographies Song/poetry Talk Unit | Genres: Classic fiction Texts: Wizard of Oz Talk Unit | Older literature Play as a theme Texts: Romeo & Juliet Talk Unit | Genres: Novel as a theme Letters Character description Action scene Persuasive argument Texts: 1000- Year- Old Boy / Wonder Last Push Pack | |
| Science | Electricity | Light | Animals including humans | Evolution and inheritance | Living things and their habitats | Looking after our environment – Extra unit about climate change. |
| RE | Life as a journey | How do Christians prepare for Christmas | Why is the Exodus such a significant event in Jewish and Christian history? | Who was Jesus? | Ascension and Pentecost | Ideas about God |
| World faiths | <i>World Faith links: Why do people of faith make pilgrimages? FOCUS ISLAM</i> | Comparitive festival – <u>Bodhi day</u> | <i>World Faith links: Jewish festival of Passover</i> | <u>Other leaders – non-religious (MLK, etc)</u> | Buddhism - <u>enlightenment</u> | <i>World Faith links: Have you discovered any beliefs about God in common across different faiths?</i> |
| History | Battle of Britain | | Changing role of women through the ages | | Mayan Civilisation | |
| Geography | | World countries and capital cities (post- war boundaries) | | Climate change and its global impact | | North America Mexico |

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| Art and design | Painting and Mixed Media: Artist Study | | Craft and Design: Photo Opportunity | | Sculpture and 3D Making Memories | |
| Design and technology | | Food: Celebrating culture and seasonality (Pie making own short crust pastry) | | Electrical Systems: More complex switches and circuits (Vehicle) | | Textiles: Textiles with computer aided design (CAD) (Cushions) |
| Computing | Computing systems and networks: communications | Data and information: spreadsheets | Creating media: web page creation | Creating media: 3D modelling | Programming 1: variables in games | Programming 2: sensing |
| Online Safety | <u>Managing Online Information</u>  Managing Online Information | <u>Managing Online Information</u>  Managing Online Information | <u>Managing Online Information</u>  Managing Online Information | <u>Privacy and Security</u>  Privacy and Security | <u>Health, Well-being and Lifestyle</u>  Health, Well-being and Lifestyle | <u>Online Relationships</u>  Online Relationships |
| | <u>Online Bullying:</u>  Online Bullying | <u>Self-Image and Identity</u>  Self-Image and Identity | <u>Copyright and Ownership</u>  Copyright and Ownership | | <u>Online Reputation</u>  Online Reputation | |

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| PSHE | <u>Health and Wellbeing</u> How can we keep healthy as we grow? | <u>Health and Wellbeing</u> How can we keep healthy as we grow? | <u>Living in the Wider World</u> How can the media influence people? | <u>Living in the Wider World</u> How can the media influence people? | <u>Relationships</u> What will change as we become more independent? | <u>Relationships</u> How do friendships change as we grow? |
| Music | Happy | Classroom Jazz 2 | A New Year Carol | You've Got a Friend | Music and Me | Reflect, Rewind and Replay |
| PE | Invasion Games – Netball Dance Earthlings | Dance Highwayman OAA 2 | Gymnastics 1 Gymnastics 2 | Net and Wall – Badminton Invasion Games - Rugby | Striking/Fielding - Rounders Orienteering | Athletics Creative Games |
| MFL - French | <u>Time</u> Telling time Activity times | <u>The return of our school and ourselves</u> Instructions Body parts Christmas | <u>Translations</u> Recognition Spelling | <u>Directions</u> French cities Basic directions | <u>Tour de France</u> Weather Places | <u>We are French writers</u> Writing from memory |
| Curriculum enhancements | Bikeability PALS | Robinwood (residential) Visit from vicar | Trip with buddies to local area | (if possible) Visit from an engineer (link to vehicles?) | Visit from Vicar | Performance Sports week Buddies |
| Cultural education | Each half-term: music/MfL taught weekly. Opportunities to engage with texts. Regular opportunities to present learning through art/drama/other forms of expression. Termly art units. Weekly work with buddies and other opportunities to support younger children. All children have jobs/responsibilities within school. PSHE taught weekly to develop life skills/understanding of society/understanding of ourselves | | | | | |
| | History – national culture and identity RE – reflection on our lives/identity Bikeability – life skills | DT – link to locality and food culture in the NW Geog – learning about the world around us Robinwood – life skills and independence | PSHE – life skills – online safety and mental health in relation to social media History – role of women/ importance of | RE –religious leaders/leaders outside of Christianity PSHE – role of media English – Shakespeare – cultural heritage | PSHE – preparing for high school and teenage life | PSHE – as Su1 + puberty/sex-ed Geog – environmental responsibility and our wider world |

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| PALS – leadership and supporting younger pupils PSHE – recognition of identity | | equality and human rights | | | |
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