

Long Term Curriculum Overview 21-22

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TITLE		Power to the People		The Good, the Bad and the Vikings Fight for Power	The Explosive Truth - Volcanoes	Viva la Vida! South America	
Religion		Come and See Domestic Church (Family) - Loving Baptism / Confirmation (Belonging) – Vocation and Commitment Caritas in Action	Come and See Baptism / Confirmation (Belonging) – Vocation and Commitment Advent / Christmas (Giving) – Expectations Caritas in Action	Come and See Local Church (Community) – Sources Eucharist (Relating) – Unity Caritas in Action	Come and See Eucharist (Relating) – Unity Lent / Easter (Giving) – Death and New Life Caritas in Action	Come and See Pentecost (Serving) – Witness Reconciliation (Inter- relating) – Healing Caritas in Action	Come and See Universal Church – Common Good Caritas in Action
World Faiths		Hinduism		Judaism		Islam	
English Suggested Texts (see Reading overview for more details)	Reading Domains / Phonics	African Tales – Gcina Mhlophe and Rachel Griffin	Pig Heart Boy – Malorie Blackman	Viking Boy – Tony Bradman	Boy in the Tower – Polly Ho-Yen	The Explorer – Katherine Rundell	
	Reading for Pleasure	Children of the Benin Kingdom – Dinah Orji	Oh Freedom! – Francesco D'Adamo	Macbeth – William Shakespeare			
English Genre Coverage		To entertain: Narrative To inform: Non-chron report To entertain: Diary entry	To entertain: Poetry To persuade: Formal persuasive speech To entertain/inform: Instructions – recipe Informal letters	To entertain: Narrative - myths To entertain: Comparative diary entries To inform: Informal letters	To inform/persuade: Formal letters To inform: Non- chron report To entertain: Narrative poetry	To entertain: Poetry To entertain: Diary entry To inform: Non-chron report To inform: Newspaper report	To inform: Non-chron report To inform: Newspaper report
Grammar, Spelling and Punctuation (see writing overview for more details)		Informal speech Passive voice Cohesion across paragraphs : ; parenthesis and bullet points	Formal speech Subjunctive form Cohesion across paragraphs	Relative clauses Parenthesis and ; Cohesion across paragraphs Passive voice Informal speech	Formal speech Subjunctive form Cohesion across paragraphs : ; parenthesis and bullet points	Cohesion across paragraphs : ; parenthesis and bullet points Formal speech Passive voice	Cohesion across paragraphs : ; parenthesis and bullet points Formal speech Relative clauses

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	Expanded noun phrases Relative clauses Adverbials	Modal verbs and adverbs to show degrees of possibility Perfect form of verbs	Expanded noun phrases	Relative clauses Adverbials	Relative clauses Adverbials	
Maths (White Rose outline)	Number Sense Place Value Number – addition, subtraction, multiplication and division	Fractions	Number – decimals and percentages Measurement	Algebra Ratio Geometry and Statistics	Geometry – properties of shape Geometry – position, direction and movement	Revisit curriculum with emphasis on supporting the essentials for progression to Y7 / Algebra / Data Study of famous mathematicians
Science	Light Casting shadows. SRE	Animals Inc Humans SRE	Evolution and Inheritance	Living things and their habitats SRE	Electricity	SRE
History	Benin	Collapse of a Kingdom	Vikings and Anglo- Saxons			
Geography		Economic activity	Types of settlement	Volcanoes	South America	
Art	Sculptures		Illusion of movement	Perspective		Self-portraits
Design and Technology		Fabric work			Nutrition	
Computing	Rising Stars Scheme We are Publishers	Rising Stars Scheme We are Advertisers	Rising Stars Scheme We are Computational Thinkers	Rising Stars Scheme We are Adventure Gamers	Rising Stars Scheme We are travel writers	Rising Stars Scheme We are Network Technicians
PE	Skill: Striking Healthy Body: Importance of sleep Healthy mind: Set personal goal, explore mental health	Skill: Dribbling Healthy Body: good/bad bacteria Healthy mind: Lifestyle	Skill: Strength and flexibility Healthy body: What happens after exercise? Healthy mind: Reflect on PB and set new goals	Skill: Complex patterns and routines. Healthy Body: Diet – nutrition, cholesterol Healthy mind: Confidence	Skill: Tactics Healthy body: Evaluate healthy meals Healthy mind: Social life	Skill: Application Healthy Body: Endorphins Healthy Mind: Emotional intelligence/ PB goals
Music	Happy	Classroom Jazz	A New Year Carol	You've got a Friend	Music and Me	Reflect, Rewind and Replay

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Foreign Language (French)	Les Saisons	Welcome to Our school	Euro/Numbers to 200	Then and Now	Les Vacances	Ordering in a cafe in France
PSHE	Statements to Live By 1/2/3/4 Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence. Statements to Live By 5/6 Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.	Statements to Live By 7/8 Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility. Statements to Live By 9 / 10 / 11 / 12 Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living. Statements to Live By 13 Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.	Statements to Live By 14 / 15 /16 Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society. Statements to Live By 17 / 18 /19 / 20 To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.	Statements to Live By 21 / 22 /23 / 24 Know that limitations are also opportunities for growth and make the most of our abilities.	Statements to Live By 25 / 26 /27 / 28 Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe. Statements to Live By 29 Experience a reconciling community.	Statements to Live By 30/31 / 32: Experience a reconciling community. Statements to Live By 33 / 34 / 35 /36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the difference between people.
RSE	Body Image Peculiar feelings	Emotional changes Menstruation	Sharing isn't always caring Is God calling you?	Cyberbullying Seeing stuff online	Making babies (1&2)	Types of abuse Impacted lifestyles Making good choices
British Values and Diversity	Different cultures and beliefs	Tolerance and respect	Democracy			



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Eco Schools		Healthy living	Global citizenship	Biodiversity	Energy	
Curriculum in Action	St Gabriel's Day	Remembrance service Christmas jumper day/ party day	Crucial Crew	SATs World Book Day		Robinwood Leavers assembly

