

West Haddon Endowed CE Primary School Curriculum



‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

Intent

Curriculum Intent

The curriculum at West Haddon Endowed CE Primary is designed to:

- Equip all children with positive attitudes, skills and knowledge to enable them to enjoy their childhood and serve as a foundation for further development
- Place Christian values at the heart of everything we do
- Provide a happy environment that is caring, nurturing and supportive for everyone involved in our school
- Treat the children as individuals and encourage them to reach their potential
- Maintain and strengthen our links with the wider community

Our Curriculum Drivers

Engagement

Positive attitudes, self motivation, a sense of belonging, enthusiasm, curiosity, passion for learning.

Values and Character

Social and emotional development, Christian values, moral compass, responsible citizens for the future, independent learning skills for the future.

Academic Excellence

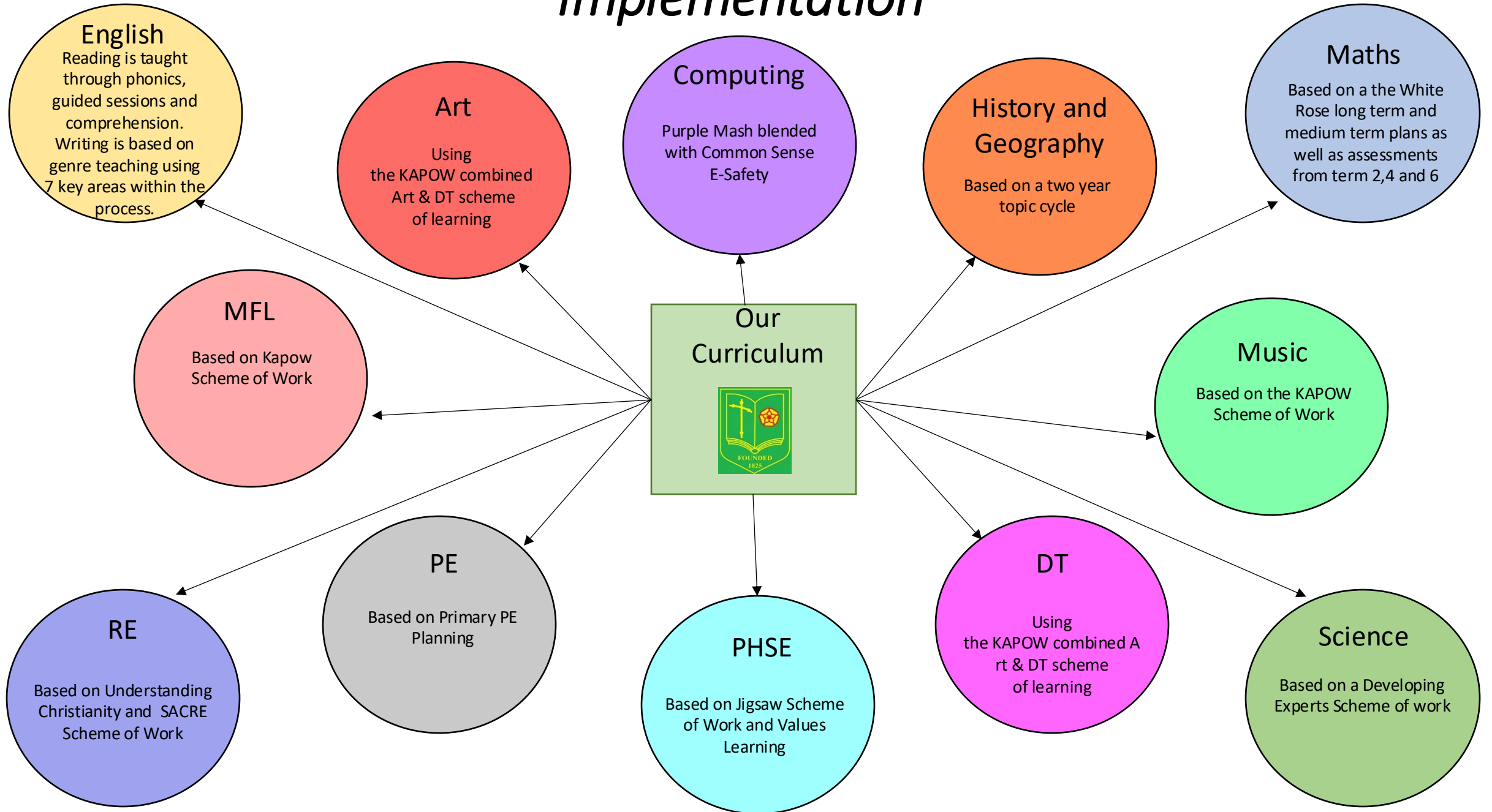
Supporting and challenging, personal development, meeting varied needs, recognising different starting points and striving for excellence.

How our Curriculum is Implemented

- Pedagogy
- Meta cognition
- Rosenshine's Principles/WH 10 Principles of Learning
- We have started to use Tom Sherrington's Walkthrus to support questioning techniques
- Teachers have the freedom to be able to teach their units of work in blocks or via weekly sessions in order to support children's interest and resourcing.



Implementation



Intent	Implementation	Impact
<p>To equip all children with positive attitudes towards learning and promote a love for life-long learning.</p>	<ul style="list-style-type: none"> • Rich and rewarding learning experiences • Teaching children how to be good learners • Celebrations of achievements and successes 	<ul style="list-style-type: none"> • High levels of child engagement in lessons • Taking responsibility for their learning • Resilient and resourceful learners
<p>To equip all children with the skills and knowledge detailed in the NC 2014.</p>	<ul style="list-style-type: none"> • Curriculum map • Progression within the subjects over time • Assessment opportunities • High level of subject knowledge • Interventions in place 	<ul style="list-style-type: none"> • Broad and balanced set of skills and knowledge • High outcomes, above national average
<p>To equip all children with the skills and knowledge to enable them to enjoy their childhood and serve as a foundation for further development.</p>	<ul style="list-style-type: none"> • PHSE curriculum • EYFS curriculum (Nursery/Reception) • E-safety • SRE curriculum • Spirituality • Cultural experiences/world view 	<ul style="list-style-type: none"> • Positive mental health • Seamless transitions into and throughout school. • Strong foundations for future learning at the end of EYFS • Know how to access help and support • Can make the right choices • Cope with challenges
<p>To place Christian values at the heart of everything we do.</p>	<ul style="list-style-type: none"> • Monthly value focus • Celebrate values in action • Restorative justice approach • Values embedded in practices and policies • Promote acts of courageous advocacy • Responsibilities for older children to care for younger children 	<ul style="list-style-type: none"> • Harmonious school community • Continued caring relationships between older and younger children • Treat others with dignity • Very well-behaved children • Care and concern for others and national/world issues
<p>To provide a happy environment that is caring, nurturing and supportive for everyone involved in our school.</p>	<ul style="list-style-type: none"> • Safeguarding • Identification of vulnerable learners • Provision mapping • Pastoral Interventions in place 	<ul style="list-style-type: none"> • Children supported at times of crisis • High levels happy/satisfaction from questionnaires (Child and Parental) • Positive learning environment

Curriculum Map – Topic Overview Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Early Years	My colourful World	Above and Beyond	Super Heroes	Woodland Wonders	Amazing Animals	Wonders of the Water
Year 1	Road Trip	The Great War and The Red Hen	Brr, It's Cold!	Katie Morag	What Did Mr Darwin See?	Changes Within Living Memory
Year 2	Road Trip	The Great War and The Red Hen	Brr, It's Cold!	Katie Morag	What Did Mr Darwin See?	Changes Within Living Memory
Year 3	The Romans		Natural Disasters		World Differences	
Year 4	The Romans		Natural Disasters		World Differences	
Year 5	Invaders and Settlers		Mayan Civilisation	Our Changing World	English Civil War	
Year 6	Invaders and Settlers		Mayan Civilisation	Our Changing World	English Civil War	

Curriculum Map – Topic Overview Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Love of books	Let's Play	Let it grow	Minibeast Madness	Magical Lands	The Big Wide World
Year 1	Flight	Mexico	Into The Unknown	Transport	Seaside	A Bird's Eye View
Year 2	Flight	Mexico	Into The Unknown	Transport	Seaside	A Bird's Eye View
Year 3	Ancient Greece		Stone Age to Iron Age		The United Kingdom	
Year 4	Ancient Greece		Stone Age to Iron Age		The United Kingdom	
Year 5	Ancient Egypt		India		France	
Year 6	Ancient Egypt		India		France	

Year Nursery A

EYFS - Nursery	Term 1-My Colourful world How have I changed since I was a baby?	Term 2-Above and Beyond How do we get to the moon?	Term 3-Superheroes Who can help me?	Term 4-Woodland Wonders Who lives in the deep dark wood?	Term 5-Amazing Animals Do all animals have 4 legs?	Term 6-Wonders of the Water What lives in water?
EAD	Exploration Drawing a person Paint exploration Printing – hand, foot, sponge, vegetables Exploring structure and joins to make a person Structure to build a house from blocks Weekly cooking KAPOW – Painting & mixed media: Paint my world	Exploring structure and joins to make a rocket Using a range of tools to make a star wand Sculpture Clay pots Natural ice sculptures Colour mixing-prime colours Weekly cooking KAPOW – Structures: Junk modelling	Exploration to make a superhero bag Exploring structure and joins to make a superhero badge Colour mixing – secondary Line drawings with different objects Weekly cooking KAPOW - Drawing: Marvellous marks	Structure den making Construction junk modelling to make an animal Drawing Observational drawing Still life artist Self portrait Weekly cooking KAPOW – Textiles: Bookmarks	Structure making a cage for an animal Using a range of tools to make a sock animal puppet Printing – animal prints, patterns, shoe Weekly cooking KAPOW – Structures: Boats	Use a range of tools to make a boat Construction making lighthouse Texture Watercolours 3D effect artwork Clay models Texture rubbings Weekly cooking KAPOW – Sculpture & 3D: Creation station
Physical Development	Marching Skipping Giants and fairies Scarves and ribbons Stamping, running, flying Wriggling, shaking and wobbling	Animals and fish water Move and stop Words and actions Dance beat Wind, rain, sunshine	Bouncing My busy week Using a ball Balancing Beanbags Obstacle course	Small equipment Hit a ball with a bat Throwing at a target Rolling at a target Parachute games Throwing and catching	Large apparatus	Dance
Understanding World	Senses Families Houses Body parts My village – features Developing Experts-our body	Light and dark shadows Space – planets, rockets, maps Constellations Christmas Developing Experts-space	Pish & Pull are opposite factors . That you freeze water to make ice Why mother Teresa was famous The features of buildings How to take a photo using an ipad. That different people help us in different ways Developing Experts-animals	Life cycle of a ladybird Minibeast habitats Features of the Environments Minibeast identification Developing Experts-plants	Similarities and differences between animals Animal products/homes Animals and their young World Map Comparing environments Developing Experts-food	Waterproof Seaside history Journeys Freezing and melting Water safety RNLI Developing Experts-beach
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
RE	Me and my senses	Special times	Special objects	Our beautiful world	Special places	Special words
Computing (linked to ELGs)	(Linked to PSED) Remember rules without needing an adult to remind them.		(Linked to PD) Match developing physical skills to tasks and activities in setting.		(Linked to UtW) Explore how things work.	

Year Nursery A

EYFS - Nursery	Term 1-My Colourful world How have I changed since I was a baby?	Term 2-Above and Beyond How do we get to the moon?	Term 3-Superheroes Who can help me?	Term 4-Woodland Wonders Who lives in the deep dark wood?	Term 5-Amazing Animals Do all animals have 4 legs?	Term 6-Wonders of the Water What lives in water?
English	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 					
Maths	Comparison 1 More than, fewer, same	Shape, space and measure. Explore and build with shapes and objects	Pattern 1 Explore repeats	Counting 1 Hear and say number names	Counting 2 Begin to order number names	Subitising 1 I see 1,2,3

Year Nursery B

EYFS - Nursery	Term 1 – The Love of Books What can I find in a book?	Term 2-Let’s Play How have toys changed?	Term 3-Let it grow Why do plants need water?	Term 4-Minibeast Madness How many legs do insects have?	Term 5-Magical Lands Where do I live?	Term 6-The big wide world What makes a rainbow?
EAD	Exploration Drawing a person Paint exploration Printing – hand, foot, sponge, vegetables Structure to build a house Weekly cooking KAPOW –bookmarks	Exploring structure and joins to make a new toy Using a range of tools to create a puppet Sculpture Clay pots Natural ice sculptures Colour mixing Weekly cooking KAPOW -Junk modelling	Planting - beans Pressing flowers. Colour mixing – secondary Line drawings Weekly cooking KAPOW -Marvellous marks	Using a range of tools to make bug shelters Structure weaving a beehive Drawing Observational drawing Still life artist Self portrait Weekly cooking KAPOW –Paint my world	Structure making a castle Using a range of tools to make a princess/prince tower Printing – animal prints, patterns, shoe Weekly cooking KAPOW –Structures: Boats	Celebrations around the world Genres of music Watercolours 3D and Clay models Texture rubbings Weekly cooking KAPOW –Creation station
PE Music and Movement	Marching Skipping Giants and fairies Scarves and ribbons Stamping, running, flying Wriggling/shaking/wobbling	Animals and fish Water Move and stop Words and actions Dance beat Wind, rain, sunshine	Bouncing My busy week Using a ball Balancing Beanbags Obstacle course	Small equipment Hit a ball with a bat Throwing at a target Rolling at a target Parachute games Throwing and catching	Large apparatus	Dance
Understanding of the World	Similarities and differences Senses Families Houses Body parts My village Village journeys Developing Experts-our body	History of the teddy bear Categorising toys Comparing toys now and then Developing Experts-machines	Planting Life cycle of a plant Part of the plant Developing Experts-plants	Features of the environment Minibeasts habitats Life cycle of a butterfly Hatch a butterfly Micro habitats Parts of an insect Developing Experts-animals	Fairy tale maps Comparing environments History of castles Floating and sinking Developing Experts-food	Journeys weather Waterproof/not waterproof Transport past & present Celebrations around the world Maps Developing Experts-beach
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
RE	Me and my senses	Special times	Special objects	Our beautiful world	Special places	Special words
Computing (linked to ELGs)	(Linked to PSED) Remember rules without needing an adult to remind them.		(Linked to PD) Match developing physical skills to tasks and activities in the setting.		(Linked to UtW) Explore how things work.	

Year Nursery B

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English	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 					
Maths	Comparison 1 More than, fewer, same	Shape, space and measure. Explore and build with shapes and objects	Pattern 1 Explore repeats	Counting 1 Hear and say number names	Counting 2 Begin to order number names	Subitising 1 I see 1,2,3

Year Reception A

EYFS - Reception Year A	Term 1-My Colourful world How have I changed since I was a baby?	Term 2-Above and Beyond How do we get to the moon?	Term 3-Superheroes Who can help me?	Term 4-Woodland Wonders Who lives in the deep dark wood?	Term 5-Amazing Animals Do all animals have 4 legs?	Term 6-Wonders of the Water What lives in water?
English – Communication and Language	Rhyming and alliteration activities Word sorting Developing vocabulary and speaking in sentences Answering 'How?' And 'Why?' questions Sequencing and ordering parts of stories Listening and responding to stories Responding to instructions	Listening and responding to stories with increased attention and recall Responding to two step instructions Beginning to use 'joining' words to make complex sentences, eg 'because' 'and' Link statements and stick to the main theme Listen and responds to others in conversation and shared discussion	Follow stories without pictures or props Use language well to imagine and re-create roles Asking 'How?' and 'Why?' questions Maintain attention and concentration Expresses themselves effectively	Use past, present and future tense correctly when talking about events Develop narratives, connecting ideas Carry out instructions which contain several parts in a sequence	Listen to instructions and follow them accurately, asking for clarification if necessary Listen attentively with sustained concentration to follow a story without pictures or props. Listen in a larger group After listening to stories express views about events or characters in the story and answer questions about why things happened	Awareness of audience when speaking and amending language and gestures accordingly Recount experiences and imagine possibilities Use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events
English - Literacy	Show an interest in books, environmental print Explore stories and identifying favourites and sharing opinions Phonics: developing segmenting and blending skills. Looking at grapheme/phoneme correspondence. Give meaning to marks and beginning to apply phonic skills Write name, captions and labels	Join in repeated refrains Hear initial sounds Segment and blend with growing accuracy Link sounds to letters Give meaning to marks to share and record ideas Begin to write simple cvc words Begin to use and apply phonic skills Use recognisable letters	Describes main events, characters and facts Begin to read simple sentences Segment and blend accurately Links sounds to letters for more than half of the alphabet Write high frequency words independently and with growing accuracy Attempt to write meaningful captions which can be read by themselves and others	Read and understand sentences when reading Write phonetically plausible simple sentences Spell some correctly, others are phonetically plausible Can check own work with growing independence and accuracy	Use punctuation to support fluency and expression when reading Answer questions to demonstrate understanding when reading Write some irregular common words Punctuate work with growing independence and accuracy Respond to shared experiences and reading within their writing Write for a given purpose	Read phonetically regular words of more than one syllable as well as many irregular but high frequency words Write irregular words accurately Writes words which match their spoken sounds. Spell correctly/ phonetically Plausible Use varied word choices to connect and extend their ideas Use a range of ways to start Sentences Uses a wider range of punctuation with growing confidence
Maths	Getting to know you Match, sort and compare Talk about measure and patterns	It's me 1, 2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8, Length, height and time	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

Year Reception A

EYFS - Reception Year A	Term 1-My Colourful world How have I changed since I was a baby?	Term 2-Above and Beyond How do we get to the moon?	Term 3-Superheroes Who can help me?	Term 4-Woodland Wonders Who lives in the deep dark wood?	Term 5-Amazing Animals Do all animals have 4 legs?	Term 6-Wonders of the Water What lives in water?
EAD	Exploring structure Drawing a person Paint exploration Printing – hand, foot, sponge, vegetables Exploring structure and joins to make a person Build a house from blocks Cooking – person biscuit Music – Celebration / Paint my world	Exploring structure and joins to make a rocket Using a range of tools to make a star wand Sculpture Clay pots Natural ice sculptures Colour mixing Cooking – planet pizza Music – Exploring Sound / Junk modelling	Exploration to make a superhero bag Exploring structure and joins to make a superhero badge Colour mixing – secondary Line drawings with different objects Music - Music and Movement/ Marvellous marks	Structure den making Construction junk modelling to make an animal Observational drawing Still life artist Self portrait Cooking – fruit kebab Music – KAPOW – Music and Movement/ Bookmarks	Structure making a cage for an animal Using a range of tools to make a sock animal puppet Printing – animal prints, patterns, shoe Music – Musical Stories / Boats	Using a range of tools to make a boat Construction to make a lighthouse Watercolours 3D effect artwork Music – Consolidation Unit / Creation station
PE	Multiskills First PE	Enjoy A Ball Superhero Dance	Gymnastics Fairytale Dance	Gymnastics Fitness	Athletics Football Fundamentals	Athletics Tennis
Understanding World	Similarities and differences Senses Families Houses/My village Body parts Developing Experts Science- Senses	Light and dark Shadows Space planets rockets maps Constellations Neil Armstrong Yuir Garagin Developing Experts Science - Seasons	Push & Pull Freeze water to make ice Why mother Teresa was famous The features of buildings Take a photo using an iPad. Different people help us in different ways Developing Experts Science - Forces	Life cycle of a ladybird Minibeast habitats Minibeast identification Developing experts - insects	Developing experts - Health and safety	Waterproofing Seaside history Journeys Freezing and melting Water safety RNLI Developing experts - Materials
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
RE	Ourselves/families Where do we belong?	Incarnation	Celebration and special times	Salvation	Special books	God
Computing	E-safety – personal information Listening, attention and understanding. Speaking	E-safety – staying safe. Being imaginative and expressive. Creating with materials.	E-safety – media balance. Word reading, writing, comprehension. Number.	E-safety-pause for people. Numerical patterns. Fine motor skills, gross motor skills.	E-safety –how to be safe 2. Building relationships, managing self, self-regulation.	E-safety – using devices. People.

Year Reception B

EYFS - Reception Year B	Term 1 – The Love of Books What can I find in a book?	Term 2-Let’s Play How have toys changed?	Term 3-Let it grow Why do plants need water?	Term 4-Minibeast Madness How many legs do insects have?	Term 5-Magical Lands Where do I live?	Term 6-The big wide world What makes a rainbow?
English – communication and Language	Rhyming and alliteration activities Word sorting Developing vocabulary and speaking in sentences. Answering 'How?' and 'Why?' Questions Sequencing and ordering the Parts of stories Listening and responding to stories Responding to instructions	Listening and responding to stories with increased attention and recall Responding to two step instructions Beginning to use 'joining' words to make complex Sentences eg 'because' 'and' Link statements and sticks to the main theme Listens and responds to others in conversation and shared discussion.	Able to follow stories without pictures or props Uses language well to imagine and re-create roles Asking 'How?' And 'Why?' Questions Maintains attention and concentrates Expresses themselves effectively	Uses past, present and future tense correctly when talking about events Develops narratives, connecting ideas Carries out instructions which contain several parts in a sequence.	Can listen to instructions and follow them accurately, asking for clarification if Necessary. Listens attentively with sustained concentration to follow a story without pictures or props. Can listen in a larger group. After listening to stories can express views about events or characters in the story and answer questions about why things happened.	Aware of audience when speaking and amending language and gestures accordingly. Can recount experiences and imagine possibilities. Uses a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events.
English - Literacy	Showing an interest in books, environmental print. Exploring stories and identifying favourites and sharing opinions. Phonics developing segmenting and blending skills. Looking at grapheme/phoneme correspondence. Giving meaning to marks and beginning to apply phonic skills. Writes name, captions and labels	Joins in repeated refrains. Hears initial sounds. Can segment and blend with growing accuracy. Links sounds to letters. Gives meaning to marks to share and record ideas. Beginning to write simple cvc words. Beginning to use and apply phonic skills. Uses recognisable letters.	Describes main events, characters and facts. Beginning to read simple sentences. Can segment and blend accurately. Links sounds to letters for more than half of the alphabet. Writing high frequency words independently and with growing accuracy. Attempts to write meaningful captions which can be read by themselves and others.	Reads and understands sentences when reading. Writes phonetically plausible simple sentences. Some words are spelt correctly, and others are phonetically plausible. Can check their own work with growing independence and accuracy.	Uses punctuation to support fluency and expression when reading. Can answer questions to demonstrate understanding when reading. Write some irregular common words. Punctuates their work with growing independence and accuracy. Able to respond to shared experiences and reading within their writing. Writes for a given purpose.	Reads phonetically regular words of more than one syllable as well as many irregular but high frequency words. Writes irregular words accurately. Writes words which match their spoken sounds. Words are spelt correctly/ phonetically plausible. Use varied word choices to connect and extend their ideas. Use a range of ways to start sentences. Uses a wider range of punctuation with growing confidence.
Maths	Getting to know you Match, sort and compare Talk about measure and patterns	It's me 1, 2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8, Length, height and time	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

Year Reception B

EYFS - Reception Year B	Term 1 – The Love of Books What can I find in a book?	Term 2-Let’s Play How have toys changed?	Term 3-Let it grow Why do plants need water?	Term 4-Minibeast Madness How many legs do insects have?	Term 5-Magical Lands Where do I live?	Term 6-The big wide world What makes a rainbow?
EAD	Exploration Drawing a person Drawing my family Paint exploration Printing – hand, foot, sponge, vegetables Music – KAPOW – Celebration Music KAPOW –Marvellous Marks	Exploring structure and joins to make a new toy Using a range of tools to create a puppet Sculpture/Clay pots Colour mixing Music –KAPOW – Exploring Sound KAPOW –Junk modelling	Flower pressing Drawing flowers Colour mixing – secondary Line drawings Music – KAPOW – Music and Movement KAPOW -Paint my world	Using a range of tools to make bug shelters Life cycle of a butterfly Microhabitats Parts of an insect Music – KAPOW – Musical Stories KAPOW – Textiles: Bookmarks	Structure making a castle Using a range of tools to make a princess/prince tower Printing – animal prints, patterns, shoe Cooking - sandwich Music – KAPOW – Big Band KAPOW – Structures: Boats	Celebrations around the world - Dances Genres of music Watercolours 3D clay models Music – KAPOW – Consolidation Unit KAPOW – Sculpture & 3D: Creation station
PE	Multiskills First PE	Enjoy A Ball Superhero Dance	Gymnastics Fairytale Dance	Gymnastics Fitness	Athletics Football Fundamentals	Athletics Tennis
Understanding of the World	Similarities and differences Senses Families Houses Body parts My village Village journeys Developing experts - Senses	History of the teddy bear Categorising toys Comparing toys now and then Developing experts - seasons	Planting sunflower Life cycle of a sunflower Parts and functions of a plant Developing experts - Forces	Trails Features of the environment Minibeasts habitats Life cycle of a butterfly Importance of trees Developing experts - insects	Fairy tale maps History of castles Floating and sinking Comparing environments Developing experts - Materials	Celebrations around the world Maps weather Journeys Transports past and present Developing experts – Health and safety
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
RE	Ourselves/families/ our communities Where do we belong?	Incarnation	Celebration and special times	Salvation	Special books	God
Computing	E-safety – personal information Listening, attention and understanding. Speaking	E-safety – staying safe. Being imaginative and expressive. Creating with materials.	E-safety – media balance. Word reading, writing, comprehension. Number.	E-safety-pause for people. Numerical patterns. Fine motor skills, gross motor skills.	E-safety –how to be safe 2. Building relationships, managing self, self-regulation.	E-safety – using devices. People, culture & community, past & present. The Natural World.

Year 1A Core Subjects

Subject	Term 1- Road Trip	Term 2- The Great War and The Red Hen	Term 3- Brr, It's Cold!	Term 4- Katie Morag	Term 5- What Did Mr Darwin See?	Term 6- Changes Within Living Memory
English – writing Transcription and handwriting as per NC2014	Recount narrative Poetry	Recount narrative Poetry	Narrative Recount Non Chronological Writing	Narrative recount Non Chronological Writing	Recount Traditional Tales Instructions	Recount Traditional Tales Instructions
English - SPaG	Regular plural noun suffixes –s or –es [for example, dog, dogs]; suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped) ; prefix un; how words combine to make sentences; joining clauses using and; sequencing sentences to form short narrative; spaces between words; introduction to capital letters, full stops, question marks and exclamation marks; capital letters for names and for I; spellings as per NC2014					
English - reading	Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes ; read accurately by blending sounds in unfamiliar words ; read common exception words ; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ; read other words of more than one syllable ; read words with contractions ; read aloud accurately books that are consistent with their developing phonic knowledge ; re-read these books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding; understand both the explain clearly their understanding of what is read to thee books they can already read accurately and fluently and those they listen to; participate in discussion about what is read to them, taking turns and listening to what others say					
Maths	Place value with in 10	Addition and subtraction with in 10 Shape 2D and 3D	Place value with in 20 Addition and subtraction with in 20	Place value with in 50 Length and height Mass and volume	Multiplication and division Fractions Position and direction	Place value with in 100 Money time
Science	Everyday materials	Animals including humans About humans	Seasonal Changes	/exploring everyday materials	Animals, including humans All about me	Plants
RE	What do Christians believe God is like?	How and why do Hindus celebrate Divali? A family in Judaism	Shabbat	Why does Easter matter to Christians?	Books and stories in Christianity	What is the good news that Jesus brings?

Year 1A Foundation Subjects

Subject	Term 1- Road Trip	Term 2- The Great War and The Red Hen	Term 3- Brr, It's Cold!	Term 4- Katie Morag	Term 5- What Did Mr Darwin See?	Term 6- Changes Within Living Memory
Art and DT	Painting: Colour Splash	DT: Structures Constructing windmills	Drawing: Make your mark	DT: Textiles Puppets	Sculpture & 3D: Paper play	DT: Food Smoothies
Computing	Using the Chromebooks. E-Safety: personal info & safe logins. Grouping & Sorting	E-safety: Media Balance Pictograms Lego Builders	Maze Explorers Animated Stories	E-safety: online neighbourhood safety. Animated Stories (cont.) Spreadsheets.	E-safety – Safety online Coding	E-safety – kindness online Technology Outside School
History and Geography	Location knowledge of the 4 countries in the UK Using key vocabulary to describe human and physical features	Walter Tull- significant person in local history and in major event (World War 1)	Seasonal and daily weather Cold places on the planet Using atlases, globes and maps	Isle of Coll and West Haddon – similarities/differences Basic geographical vocabulary and key human features	Charles Darwin (significant person)- how he changed history	Changes Within Living Memory
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music	Musical vocabulary (Under the sea)	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	PERFORMANCE SONGS	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
PE	Ball Skills Jungle Yoga	Ball Skills Multiskills	Gymnastics Winter Dance	Gymnastics Football Fundamentals	Fitness Olympic Dance	Athletics Social Dodgeball

Year 1B Core Subjects

Subject	Term 1- Flight	Term 2- Mexico	Term 3- Into the Unknown	Term 4- Transport	Term 5- Seaside	Term 6- A Birds Eye View
English – writing Transcription and handwriting as per NC2014	Recount narrative Traditional Tales	Recount narrative Traditional tales	Poetry Recount Non Chronological Writing	Poetry Recount Non Chronological Writing	Recount Narrative Instructions/Recipes	Recount Narrative Instructions/Recipes
English - SPaG	Regular plural noun suffixes –s or –es [for example, dog, dogs]; suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped) ; prefix un; how words combine to make sentences; joining clauses using and; sequencing sentences to form short narrative; spaces between words; introduction to capital letters, full stops, question marks and exclamation marks; capital letters for names and for I; spellings as per NC2014					
English - reading	Apply phonic knowledge and skills as the route to decode wordsrespond speedily with the correct sound to graphemes ; read accurately by blending sounds in unfamiliar words ; read common exception words ; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ; read other words of more than one syllable ; read words with contractions ; read aloud accurately books that are consistent with their developing phonic knowledge ; re-read these books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding; understand both theexplain clearly their understanding of what is read to thee books they can already read accurately and fluently and those they listen to; participate in discussion about what is read to them, taking t turns and listening to what others say					
Maths	Place value with in 10 Addition and subtraction with in 10	Addition and subtraction within 10 Shape 2D and 3D	Place value with in 20 Addition and subtraction within 20	Place value with in 50 Length and height Mass and volume	Multiplication and division Fractions Position and direction	Place value with in 100 Money Time
Science	Everday materials	Animals including humans All about animals	Seasonal changes	Exploring everyday materials	Animals including humans All about me	Plants
RE	What do Christians believe God is like?	How and why do Hindus celebrate Divali? A family in Judaism	Shabbat	Why does Easter matter to Christians?	Books and stories in Christianity	What is the good news that Jesus brings?

Year 1B Foundation Subjects

Subject	Term 1- Flight	Term 2- Mexico	Term 3- Into the Unknown	Term 4- Transport	Term 5- Seaside	Term 6- A Birds Eye View
Art and DT	Painting: Make your mark	DT: Structures Constructing windmills	Drawing: colour splash	DT: Textiles Puppets	Sculpture & 3D: Paper play	DT: Food Smoothies
Computing (Purple Mash & E-Safety)	Using the Chromebooks. E-Safety: personal info & safe logins. Grouping & Sorting	E-safety: Media Balance Pictograms Lego Builders	Maze Explorers Animated Stories	E-safety: online neighbourhood safety. Animated Stories (conti) Spreadsheets.	E-safety – Safety online Coding	E-safety – kindness online Technology Outside School
History and Geography	Wright Brothers- The First Flight Significant event beyond living memory	Mexico- non-European contrasting country Similarities and differences in human and physical geography	Christopher Columbus – significant person within the past Neil Armstrong - Changes within living memory	Transport changes within living memory	Seaside changes within living memory Continents and oceans Compass points Use of maps and globes Key physical and human features	Geographical skills and knowledge Aerial views and making plans
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Musical vocabulary (Under the sea)	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	PERFORMANCE SONGS	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
PE	Ball Skills Jungle Yoga	Ball Skills Multiskills	Gymnastics Winter Dance	Gymnastics Football Fundamentals	Fitness Olympic Dance	Athletics Social Dodgeball

Year 2A Core Subjects

Subject	Term 1- Road Trip	Term 2- The Great War and The Red Hen	Term 3- Brr, It's Cold!	Term 4- Katie Morag	Term 5- What Did Mr Darwin See?	Changes within Living memory
English - writing Transcription and handwriting as per NC2014	Narrative Non-fiction Poetry	Narrative Non-fiction Poetry	Recount Instructions Narrative	Recount Instructions Narrative	Biography Narrative Letter	Autobiography Narrative Letter
English – SPaG	Forming nouns using suffixes such as –ness, –er; forming adjectives using suffixes such as –ful, –less; use suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs; subordination (using when, if, that, because) and co-ordination (using or, and, but); expanded noun phrases; statements, questions, exclamation or commands; use present tense and past tense throughout writing, incl. progressive forms; capital letters, full stops, question marks and exclamation marks; commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns; spellings as per NC2014					
English - reading	Apply phonic knowledge and skills to decode words; read accurately by blending the sounds in words; read accurately words of two or more syllables; read words containing common suffixes ; read further common exception words; read most frequently encountered words quickly and accurately; read aloud closely matched books ; re-read these books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary; understand both the books that they can already read accurately and fluently and those that they listen to; participate in discussion about books, poems and other works that are read to them and those that they can read for themselves; explain and discuss their understanding of books, poems and other material					
Maths	Key areas – gap fill from Y1 Place value Addition and subtraction Shape (introduce) Multiplication and division (introduce) Time (introduce) Consolidation		Money Multiplication and division Fractions (introduce) Length and Height Shape Mass, capacity and temperature Consolidation		Fractions Time Statistics Position and direction Consolidation	
RE	Creation: who made the world?	Family ties: Why do Hindus celebrate Raksha Banhan? Why does Christmas matter to Christians?	The Torah	Why does Easter matter to Christians?	Peace: Why should we give peace a chance?	Gospel: What is the good news that Jesus brings?
Science	Living things and their habitats	Materials	Living things and their habitats around the World	Animals including humans – Health and survival	Plants	Animals including humans – life cycles

Year 2A Foundation Subjects

Subject	Term 1- Road Trip	Term 2- The Great War and The Red Hen	Term 3- Brr, It's Cold!	Term 4- Katie Morag	Term 5- What Did Mr Darwin See?	Term 6- Changes Within Living Memory
Art and DT	Painting & mixed media: Life in colour	DT: Structures Baby bear's chair	Sculpture & 3D: Clay Houses	Craft & Design: Map it out	DT: Mechanisms Making a moving monster	DT: Mechanisms Fairground wheel
Computing	E-Safety – personal info Coding	E-Safety – Online safety unit Spreadsheets	E-Safety – pause & think (how technology makes you feel) Questioning	Effective searching Creating Pictures	Creating pictures Making music.	E-Safety – traffic light websites, communicating safely Presenting ideas
History and Geography	Location knowledge of the 4 countries in the UK Using key vocabulary to describe human and physical features	Walter Tull- significant person in local history and in major event (World War 1)	Seasonal and daily weather Cold places on the planet Using atlases, globes and maps	Isle of Coll and West Haddon – similarities/differences Basic geographical vocabulary and key human features	Charles Darwin (significant person)- how he changed history	Changes Within Living Memory
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
PE	Fitness Ball Games	Gymnastics Indoor Athletics	Gymnastics Olympic Dance	Multiskills Rugby Fundamentals	Tennis Outdoor Adventure	Athletics Kwik Cricket

Year 2B Core Subjects

Subject	Term 1- Flight	Term 2- Mexico	Term 3- Into The Unknown	Term 4- Transport	Term 5- Seaside	Term 6- A Bird's Eye View
English – writing Transcription and handwriting as per NC2014	Biography Narrative Non-fiction	Autobiography Narrative Non-fiction	Narrative Instructions Poetry	Narrative Instructions Poetry	Letters Narrative Recount	Letters Narrative Recount
English - SPaG	Forming nouns using suffixes such as –ness, –er; forming adjectives using suffixes such as –ful, –less; use suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs; subordination (using when, if, that, because) and co-ordination (using or, and, but); expanded noun phrases; statements, questions, exclamation or commands; use present tense and past tense throughout writing, incl. progressive forms; capital letters, full stops, question marks and exclamation marks; commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns; spellings as per NC2014					
English - reading	Apply phonic knowledge and skills to decode words; read accurately by blending the sounds in words; read accurately words of two or more syllables; read words containing common suffixes; read further common exception words; read most frequently encountered words quickly and accurately; read aloud closely matched books ; re-read these books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary; understand both the books that they can already read accurately and fluently and those that they listen to; participate in discussion about books, poems and other works that are read to them and those that they can read for themselves; explain and discuss their understanding of books, poems and other material					
Maths	Key areas – gap fill from Y1 Place value Addition and subtraction Shape (introduce) Multiplication and division (introduce) Time (introduce) Consolidation		Money Multiplication and division Fractions (introduce) Length and Height Shape Mass, capacity and temperature Consolidation		Fractions Time Statistics Position and direction Consolidation	
RE	Creation: who made the world?	Family ties: why do Hindus celebrate Raksha Bandhan? Why does Christmas matter to Christians?	The Torah	Why does Easter matter to Christians?	Peace: why should we give peace a chance?	Gospel: what is the good news that Jesus brings?
Science	Living things and their habitats	Materials	Living things and their habitats around the world	Animals including humans – health and survival	Plants	Animals including humans – life cycles

Year 2B Foundation Subjects

Subject	Term 1- Flight	Term 2- Mexico	Term 3- Into The Unknown	Term 4- Transport	Term 5- Seaside	Term 6- A Bird's Eye View
Art and DT	Craft & Design: Map it out (display focus)	DT: Structures Baby bear's chair	Painting & mixed media: Life in colour	Sculpture & 3D: Clay Houses	DT: Mechanisms Making a moving monster	DT: Mechanisms Fairground wheel
Computing	E-Safety – personal info Coding	E-Safety – Online safety unit Spreadsheets	E-Safety – pause & think (how technology makes you feel) Questioning	Effective searching Creating Pictures	Creating pictures Making music.	E-Safety – traffic light websites, communicating safely Presenting ideas
History and Geography	Wright Brothers- The First Flight Significant event beyond living memory	Mexico- non-European contrasting country Similarities and differences in human and physical geography	Christopher Columbus – significant person within the past Neil Armstrong - Changes within living memory	Transport changes within living memory	Seaside changes within living memory Continents and oceans Compass points Use of maps and globes Key physical and human features	Geographical skills and knowledge Aerial views and making plans
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
PE	Fitness Ball Games	Gymnastics Indoor Athletics	Gymnastics Olympic Dance	Multiskills Rugby Fundamentals	Tennis Outdoor Adventure	Athletics Kwik Cricket

Year 3A Core Subjects

Subject	Term 1 and 2- The Romans		Term 3 and 4- Natural Disasters		Term 5 and 6- World Differences	
English - writing Transcription and handwriting as per NC2014	Traditional Stories Play Scripts Dairies		Narrative Non-chronological reports Poetry		Narrative Instructions Newspapers	
English - SPaG	Formation of nouns using a range of prefixes; a or an; word families based on common word; expressing time, place and cause using conjunctions, adverbs or prepositions; paragraphs; headings and sub-headings; present perfect form of verbs; inverted commas; spellings as per NC2014					
English - reading	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; read books structured in different ways/ range of purposes; check meaning using dictionaries; become familiar with fairy stories, myths and legends, and retell orally; identifying themes and conventions in a wide range of books; prepare poems and play scripts to read aloud and to perform; recognise different forms of poetry; check text makes sense, discussing understanding and explaining the meaning of words; ask questions to improve understanding; draw inferences; make predictions; identify main ideas drawn from more than one paragraph and summarise; identify how language, structure, and presentation contribute to meaning; retrieve and record information from non-fiction; participate in discussion about books					
Maths	Key areas Place Value Addition and Subtraction	Multiplication and Division A Consolidation	Key areas Multiplication and Division B Length and Perimeter	Fractions Mass and Capacity Consolidation	Key areas Fractions Money Time	Shape Statistics Consolidation
Science	Animals including humans	Rocks	Forces and magnets	Light	Plants	Scientific enquiry
RE	People of God: What is it like to follow God?	Islam: The 5 Pillars of Islam	Incarnation: What is the Trinity?	Sikhism: what is important to a Sikh living in Britain? What do Christians call the day Jesus died?	Kingdom of God: what is the impact of Pentecost	Values: What do humanist celebrations tell us about the things they value?

Year 3A Foundation Subjects

Subject	Term 1 and 2- The Romans		Term 3 and 4- Natural Disasters		Term 5 and 6- World Differences	
Art and DT	Craft & Design: Ancient Egyptian scrolls	DT: Digital world Electronic charm	Drawing: Growing artists	DT: Food Eating seasonally	DT: Structures Constructing a castle	Sculpture & 3D: Abstract shape and space
Computing	E-safety – That’s Private! Coding	E-safety – Online Safety Unit. Spreadsheets Touch Typing	E-safety – Good digital citizens Touch typing Emails	Emails Simulations	E-safety – Device-free moments Branching databases	E-safety – Digital Trails & Stop meanness. Graphing Presenting (google slides)
French	Greetings – formal and informal	Adjectives of colour, size and shape	French playground games- numbers and age	In a French classroom	French transport	A circle of life in French
History and Geography	The Roman Empire and its impact on Britain Where is Rome in relation to Europe and Great Britain		Weather Around The World Volcanoes and Earthquakes Physical Geography - use of maps, atlases and globes Position and significance of latitude, longitude, tropics.		Location of world countries, regions and hemispheres Understand geographical similarities and differences through the study of a region of the United Kingdom and a region in South America. Physical and human characteristics	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Creating compositions in response to an animation (Theme: Mountains)	Production SONGS	Pentatonic melodies and composition (Theme: Chinese New Year)	Developing singing technique (Theme: the Vikings)	Jazz	Traditional instruments and improvisation (Theme: India)
PE	Gymnastics Fitness	Multiskills Yoga Facts	Football Handball	Netball Science Dance	Rounders Swimming	Swimming Athletics

Year 3B Core Subjects

Subject	Term 1 and 2-Ancient Greece		Term 3 and 4- Stone Age to Iron Age		Term 5 and 6- The United Kingdom	
English - writing Transcription and handwriting as per NC2014	Traditional Tales Diaries Play Scripts		Narrative Non-chronological reports Poetry		Narrative Instructions Newspapers	
English - SPaG	Formation of nouns using a range of prefixes; a or an; word families based on common word; expressing time, place and cause using conjunctions, adverbs or prepositions; paragraphs; headings and sub-headings; present perfect form of verbs; inverted commas; spellings as per NC2014					
English - reading	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; read books structured in different ways/ range of purposes; check meaning using dictionaries; become familiar with fairy stories, myths and legends, and retell orally; identifying themes and conventions in a wide range of books; prepare poems and play scripts to read aloud and to perform; recognise different forms of poetry; check text makes sense, discussing understanding and explaining the meaning of words; ask questions to improve understanding; draw inferences; make predictions; identify main ideas drawn from more than one paragraph and summarise; identify how language, structure, and presentation contribute to meaning; retrieve and record information from non-fiction; participate in discussion about books					
Maths	Key areas Place Value Addition and Subtraction	Multiplication and Division A Consolidation	Key areas Multiplication and Division B Length and Perimeter	Fractions Mass and Capacity Consolidation	Key areas Fractions Money Time	Shape Statistics Consolidation
Science	Animals including humans	Rocks	Forces and magnets	Light	Plants	Scientific enquiry
RE	People of God: What is it like to follow God?	Islam: The 5 pillars of Islam	Incarnation: What is the Trinity?	Sikhism: What is important to a Sikh living in Britain today?	Kingdom of God: What was the impact of	Values: What do Humanist celebrations tell us about the things they value?

Year 3B Foundation Subjects

Subject	Term 1 and 2- Ancient Greece		Term 3 and 4- Stone Age to Iron Age			Term 5 and 6- The United Kingdom	
Art and DT	Craft & Design: Ancient Egyptian scrolls	DT: Digital world Electronic charm	Drawing: Growing artists	DT: Food Eating seasonally	DT: Structures Constructing a castle	Sculpture & 3D: Abstract shape and space	
Computing	E-safety – That’s Private! Coding	E-safety – Online Safety Unit. Spreadsheets Touch Typing	E-safety – Good digital citizens Touch typing Emails	Emails Simulations	E-safety – Device-free moments Branching databases	E-safety – Digital Trails & Stop meanness. Graphing Presenting (google slides)	
French	Greetings – formal and informal	Adjectives of colour, size and shape	French playground games- numbers and age	In a French classroom	French transport	A circle of life in French	
History and Geography	The study of ancient Greek life and achievements Understand their influence on the Western World Where is Greece in comparison to Europe and GB		The Stone Age- Neolithic, Palaeolithic, Mesolithic Hunter-gatherers and early Farming Tribal kingdoms Art, culture and religion Technology and Travel			Name and locate the UK as part of Europe Name and locate cities in the UK Physical & human Geography Climate Grid references and Ordnance Survey	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE	
Music (KAPOW)	Creating compositions in response to an animation (Theme: Mountains)	Production SONGS	Pentatonic melodies and composition (Theme: Chinese New Year)	Developing singing technique (Theme: the Vikings)	Jazz	Traditional instruments and improvisation (Theme: India)	
PE	Gymnastics Fitness	Multiskills Yoga Facts	Football Handball	Netball Science Dance	Rounders Swimming	Athletics Swimming	

Year 4A Core Subjects

Subject	Term 1 and 2- The Romans		Term 3 and 4- Natural Disasters		Term 5 and 6- World Differences	
English - writing Transcription and handwriting as per NC2014	Narrative Story Linked to own experience Playscripts		Diary Newspaper Persuasive writing		Non-Chronological Report Letters Poetry	
English - SPaG	Difference between plural and possessive; Standard English forms for verb inflections instead of local spoken forms [we were instead of we was]; noun phrases; fronted adverbials; paragraphs; pronoun or noun to avoid repetition; inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; commas after fronted adverbials; spellings as per NC2014					
English - reading	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; read books structured in different ways/ range of purposes; check meaning using dictionaries; become familiar with fairy stories, myths and legends, and retell orally; identifying themes and conventions in a wide range of books; prepare poems and play scripts to read aloud and to perform; recognise different forms of poetry; check text makes sense, discussing understanding and explaining the meaning of words; ask questions to improve understanding; draw inferences; make predictions; identify main ideas drawn from more than one paragraph and summarise; identify how language, structure, and presentation contribute to meaning; retrieve and record information from non-fiction; participate in discussion about books					
Maths	Key areas Place Value Addition and Subtraction	Area Multiplication and Division A Consolidation	Key areas Multiplication and Division B Length and Perimeter	Fractions Decimals A Consolidation	Key areas Decimals B Money Time	Shape Statistics Position and Direction Consolidation
Science	Animals including Humans	Sound	States of matter	Living things and their habitats	Living things and their habitats - conservation	Electricity
RE	Beliefs and actions in the world: Can Islamic relief change the world?	Creation: What do Christians learn about the creation story?	Incarnation: What is the trinity?	Milestones and meanings: What does bar/bat mitzvah impact on the life of a Jewish child and their family?	Values: What do Humanists value most in life? Why do Christians call the day Jesus died Good Friday?	Gospel: Wjat kind of World did Jesus want?

Year 4A Foundation Subjects

Subject	Term 1 and 2- The Romans		Term 3 and 4- Natural Disasters		Term 5 and 6- World Differences	
Art and DT	Painting & mixed media: light and dark	DT: Structure Pavilions	Sculpture & 3D: Mega Materials Drawing: Power prints	DT: Mechanical systems Making a slingshot car	Craft & Design: Fabric of nature	DT: Electrical systems Torches
Computing	E-safety – This is me! Coding	E-safety – Online Safety Unit Spreadsheets	E-safety – Responsibilities Spreadsheets Writing for different audiences	E-safety – Power of Words Writing for different audiences Animation	E-safety – Is seeing believing? Logo	Effective searching Hardware investigators. Making Music
French	Portraits- describing a face and emotions	Clothes and getting dressed	French numbers calendars and birthdays	French weather and the water cycle	Food in France	French and the Eurovision Song contest
History and Geography	The Roman Empire and its impact on Britain Where is Rome in relation to Europe and Great Britain?		Weather Around The World Volcanoes and Earthquakes Physical Geography - use of maps, atlases and globes Position and significance of latitude, longitude, tropics.		Location of world countries, regions and hemispheres Understand geographical similarities and differences through the study of a region of the United Kingdom and a region in South America. Physical and human characteristics .	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Rock and Roll	Production Music	Ukulele	Ukulele	Adapting and transposing motifs (Theme: Romans)	Samba and carnival sounds and instruments (Theme: South America)
PE	Gymnastics Swimming	Eco Warrior Dance Swimming	Basketball Tag Rugby	Dodgeball Indoor Athletics	Tennis Fitness	Athletics Kwik Cricket

Year 4B Core Subjects

Subject	Term 1 and 2- The Greeks		Term 3 and 4- Stone Age		Term 5 and 6 - The UK	
English - writing Transcription and handwriting as per NC2014	Narrative Story Linked to own experience Playscripts		Diary Newspaper Persuasive writing		Non-Chronological Report Letters Poetry	
English - SPaG	Difference between plural and possessive; Standard English forms for verb inflections instead of local spoken forms [we were instead of we was]; noun phrases; fronted adverbials; paragraphs; pronoun or noun to avoid repetition; inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; commas after fronted adverbials; spellings as per NC2014					
English - reading	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; read books structured in different ways/ range of purposes; check meaning using dictionaries; become familiar with fairy stories, myths and legends, and retell orally; identifying themes and conventions in a wide range of books; prepare poems and play scripts to read aloud and to perform; recognise different forms of poetry; check text makes sense, discussing understanding and explaining the meaning of words; ask questions to improve understanding; draw inferences; make predictions; identify main ideas drawn from more than one paragraph and summarise; identify how language, structure, and presentation contribute to meaning; retrieve and record information from non-fiction; participate in discussion about books					
Maths	Key areas Place Value Addition and Subtraction	Area Multiplication and Division A Consolidation	Key areas Multiplication and Division B Length and Perimeter	Fractions Decimals A Consolidation	Key areas Decimals B Money Time	Shape Statistics Position and Direction Consolidation
Science	Animals including humans	Sound	States of matter	Living things and their habitats	Living things and their habitats – habitation.	Electricity
RE	Beliefs and actions in the world: Can Islamic relief change the world?	Creation: What do Christians learn about the creation story?	Incarnation: What is the trinity?	Milestones and meanings: How do bar/bat mitzvah impact on the life of a Jewish child and their family?	Values: What do Humanists value most in life? Why do Christians called the day Jesus died Good Friday?	Gospel – what kind of world did Jesus want?

Year 4B Foundation Subjects

Subject	Term 1 and 2- Ancient Greece		Term 3 and 4- Stone Age to Iron Age		Term 5 and 6- The United Kingdom	
Art and DT	Craft and design - fabric of nature	DT: Structure Pavilions	Sculpture & 3D: Mega Materials Drawing: Power prints	DT: Mechanical systems Making a slingshot car	Painting & mixed media: light and dark	DT: Electrical systems Torches
Computing	E-safety – This is me! Coding	E-safety – Online Safety Unit Spreadsheets	E-safety – Responsibilities Spreadsheets Writing for different audiences	E-safety – Power of Words Writing for different audiences Animation	E-safety – Is seeing believing? Logo	Effective searching Hardware investigators. Making Music
French	See year 4A					
History and Geography	The study of ancient Greek life and achievements Understand their influence on the Western World Where is Greece in comparison to Europe and GB?		The Stone Age- Neolithic, Palaeolithic, Mesolithic Hunter-gatherers and early Farming Tribal kingdoms Art, culture and religion Technology and Travel		Name and locate the United Kingdom as part of Europe Name and locate cities in the UK Physical Geography Climate Human Geography – industries, natural resources, trade, including types of energy Grid references and Ordnance Survey	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Rock and Roll	Production Music	Ukulele	Ukulele	Adapting and transposing motifs (Theme: Romans)	Samba and carnival sounds and instruments (Theme: South America)
PE	Swimming Gymnastics	Swimming Eco Warrior Dance	Basketball Tag Rugby	Dodgeball Indoor Athletics	Tennis Fitness	Athletics Kwik Cricket

Year 5A Core Subjects

Subject	Term 1 and 2- Invaders and Settlers		Term 3 Mayan Civilisation	Term 4 – Our Changing World	Term 5 and 6- The English Civil War	
English - writing Transcription and handwriting as per NC2014	Narrative Traditional Tales Poetry	Narrative Traditional Tales Poetry	Traditional Tales Recount Narrative	Traditional Tales Recount Narrative	Flashback Persuasive writing Non-chronological	Flashback Persuasive writing Non-chronological
English - SPaG	Converting nouns or adjectives into verbs using suffixes; verb prefixes [for example, dis–, de–]; relative clauses; degrees of possibility using adverbs or modal verbs; cohesion within a paragraph; linking ideas across paragraphs using adverbials of time, place, and number or tense choices; brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; spellings as per NC2014					
English - reading	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; recommend books that they have read to their peers, giving reasons for their choices; identify and discuss themes and conventions in and across a wide range of writing; make comparisons within and across books; learn a wider range of poetry by heart; prepare poems and plays to read aloud and to perform; check book makes sense to them, considering meaning of words in context; ask questions to improve their understanding; draw inferences with evidence; predict from details stated and implied; summarise main ideas; know how language, structure and presentation contribute to meaning; discuss and evaluate authors' use language; fact and opinion; retrieve, record and present information from non-fiction; discuss books; explain and discuss their understanding of what they have read; provide reasoned justifications for their views					
Maths	Place Value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B Decimals and Percentages	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Decimals Converting Units Measurement Volume
Science	Forces	Earth and space	Change of materials	Living things and their habitats	Properties of materials	Animals including humans
RE	God: What does it mean if God is loving and holy?	Place of pilgrimage: Hindu's, Sikh's and Muslim's sacred journeys	Hinduism: Hindu's in Britain	Salvation: What did Jesus do to save human beings?	Believe (through art)	People of God: How can following God bring freedom and justice?

Year 5A Foundation Subjects

Subject	Term 1 and 2- Invaders and Settlers		Term 3 Mayan Civilisation	Term 4 – Our Changing World	Term 5 and 6- The English Civil War	
Art and DT	Art: Drawing – I need space	DT: Steady Hand Game	DT: Mechanical systems: Making a pop-up book	Painting & mixed media: Portraits	Sculpture & 3D: Interactive installation Architecture	DT: : Cooking and Nutrition: Developing a recipe
Computing	E-safety – private information Coding	E-safety – Online Safety Unit Start spreadsheets	E-safety – Media choices Databases	E-safety – keeping games fun Game Creators	3D Modelling	E-safety – Online tracks Concept Maps Word Processing
French	Monster Pets	Space Exploration	Shopping in France	French Speaking World	Verbs in a French Week	Meet my French Family
History and Geography	Invaders and Settlers- Vikings, Anglo Saxons, Romans Viking raids and invasion Alfred the Great and Athelstan Anglo Saxon laws and justice Chronology and timelines Locate the world's countries, using maps to focus on Europe Name and locate counties and cities of the United Kingdom		Mayans Study of a non European Society Maps of the World Mayan culture/ customs Contrast with Britain Mexico Demise of the Mayan Civilisation	Our Changing World Locate the world's countries, using maps to focus on Europe and North and South America Name and locate counties and cities of the United Kingdom	The English Civil War – timeline of events and where this falls within English history Local physical geography Local history study – where did local events take place, when and what impact did this have on our country. Types of settlement and land use	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour	Musical Theatre	Production songs
PE	Gymnastic Handball	Fitness Netball	Football Swimming	Stomp Dance Swimming	Rounders Yoga Time	Handball Athletics

Year 5B Core Subjects

Subject			Term 3 and 4- India		Term 5 and 6- France	
English - writing Transcription and handwriting as per NC2014	Traditional Tales Recount Flashback	Traditional Tales Recount Flashback	Narrative Traditional Tales Non - chronological	Narrative Traditional Tales Non - chronological	Narrative Persuasive arguments Poetry	Narrative Persuasive arguments Poetry
English - SPaG	Converting nouns or adjectives into verbs using suffixes; verb prefixes [for example, dis-, de-]; relative clauses; degrees of possibility using adverbs or modal verbs; cohesion within a paragraph; linking ideas across paragraphs using adverbials of time, place, and number or tense choices; brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; spellings as per NC2014					
English - reading	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; recommend books that they have read to their peers, giving reasons for their choices; identify and discuss themes and conventions in and across a wide range of writing; make comparisons within and across books; learn a wider range of poetry by heart; prepare poems and plays to read aloud and to perform; check book makes sense to them, considering meaning of words in context; ask questions to improve their understanding; draw inferences with evidence; predict from details stated and implied; summarise main ideas; know how language, structure and presentation contribute to meaning; discuss and evaluate authors' use language; fact and opinion; retrieve, record and present information from non-fiction; discuss books; explain and discuss their understanding of what they have read; provide reasoned justifications for their views					
Maths	Place Value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B Decimals and Percentages	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Decimals Converting Units Measurement Volume
Science	Forces	Earth and space	Changing materials	Living things and their habitats	Properties of materials	Animals including humans
RE	God: What does it mean if God is loving and holy?	Place of pilgrimage: Hindu's, Sikh's and Muslim's sacred journeys	Hindu's in Britain	Salvation: What did Jesus do to save human beings?	Believe (through art)	People of God: How can following God bring freedom and justice?

Year 5B Foundation Subjects

Subject	Term 1 and 2- Ancient Egyptians		Term 3 and 4- India		Term 5 and 6- France	
Art and DT	Art: Drawing – I need space	DT: Steady Hand Game	DT: Mechanical systems: Making a pop-up book	Painting & mixed media: Portraits	Sculpture & 3D: Interactive installation Architecture	Painting & mixed media: Portraits
Computing	E-safety – private information Coding	E-safety – Online Safety Unit Start spreadsheets	E-safety – Media choices Databases	E-safety – keeping games fun Game Creators	3D Modelling	E-safety – Online tracks Concept Maps Word Processing
French	Monster Pets Space Exploration		Shopping in France French speaking World		Verbs in a French Week Meet my French Family	
History and Geography	Ancient Egypt - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study. Locate the world’s countries, using maps		India Locate the world’s countries, using maps. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, t Biomes and Climate zones Human geography: Trade links Natural resources, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		France Locate the world’s countries, using maps Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical and land-use patterns; Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom; Use maps, atlases, globes and digital/computer mapping	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Musical theatre	Production Songs
PE	Gymnastics Handball	Fitness Netball	Football Swimming	Stomp Dance Swimming	Rounders Yoga Time	Handball Athletics

Year 6A Core Subjects

Subject	Term 1 and 2- Invaders and Settlers		Term 3 Mayan Civilisation	Term 4 – Our Changing World	Term 5 and 6 – Battle of Naseby	
English – writing Transcription and handwriting as per NC2014	Narrative Poetry Arguments and Discussions	Narrative Poetry Arguments and Discussions	Newspaper Non-Chronological Letter	Newspaper Non-Chronological Letter	Narrative Autobiography/Biography Persuasive writing	Narrative Autobiography/Biography Persuasive writing
English - SPaG	Informal / formal speech and vocabulary (use if question tags, subjunctive mood) ; synonyms and antonyms; passive voice; linking ideas across paragraphs; repetition of a word or phrase, grammatical connections and ellipsis; layout devices; semi-colon, colon and dash for boundar; colon to introduce a list and use of semi-colons within lists; bullet points to list information; hyphens can be used to avoid ambiguity; spellings as per NC2014					
English - reading	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; recommend books that they have read to their peers, giving reasons for their choices; identify and discuss themes and conventions in and across a wide range of writing; make comparisons within and across books; learn a wider range of poetry by heart; prepare poems and plays to read aloud and to perform; check book makes sense to them, considering meaning of words in context; ask questions to improve their understanding; draw inferences with evidence; predict from details stated and implied; summarise main ideas; know how language, structure and presentation contribute to meaning; discuss and evaluate authors' use language; fact and opinion; retrieve, record and present information from non-fiction; discuss books; explain and discuss their understanding of what they have read; provide reasoned justifications for their views					
Maths	Key areas (including negative numbers) Place value Addition and subtraction Multiplication and division Fractions A Consolidation (including position and direction)		Key areas (including converting measures) Ratio Algebra Fractions B Decimals and precentages Area, perimeter (+ volume) Statistics		Key areas Shape Position and direction Decimals Negative numbers Converting units Volume	
Science	Living things and their habitats	Electricity	Light	Animals including humans	Evolution inheritance	Looking after the environment
RE	Creation: Creation vs Science	Gospel: What would Jesus do?	Sikhism in Britain	Humanism: Why don't some people believe in God? What difference does the ressurection make for Britains?	Budhism in Britain	Kingdon of God: What kind of king was Jesus?

Year 6A Foundation Subjects

Subject	Term 1 and 2- Invaders and Settlers		Term 3 Mayan Civilisation	Term 4 – Our Changing World	Term 5 and 6- Battle of Naseby	
Art and DT	Craft & Design: Photo opportunity Painting & mixed media: Artists study	DT: Textiles Waistcoats	Drawing: Make my voice heard	DT: Structure Playgrounds	Sculpture & 3D: Making memories	DT: Digital world: Navigating the world
Computing	E-Safety – Digital Friendships. Coding	E-Safety – Online Safety Unit Start Spreadsheets	E-Safety–Clickbate/false news Text Adventures	E-Safety – Gender stereotypes Blogging Networks	Quizzing Binary	E-Safety – Cyber Bullying Binary Spreadsheets
French	French sport and the Olympics	French football Champions	In my house	Holiday planning	Visiting a French town	French learning overview
History and Geography	Invaders and Settlers- Vikings, Anglo Saxons, Romans Reasons for Roman withdrawal from Britain; Why the Anglo Saxons came to Britain; Anglo Saxon life and culture; How Christianity came to Britain; Viking raids and invasion; Peace between Anglo Saxons and the Vikings; Edward the Confessor and death in 1066; William the Conqueror and the Bayeux Tapastry; Chronology and timelines; Primary and secondary sources		Study of a non-European Society Maps of the World and location in relation to Europe Mayan culture and customs Contrast with British history Mexico and its position in the world Demise of the Mayan Civilisation – disease, deforestation, drought.	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, 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), and land-use patterns. Physical & human geography	The English Civil War – timeline of events and where this falls within English history Local physical geography Local history study – where did local events take place, when and what impact did this have on our country. Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Advanced rhythms	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song
PE	Gym Games	Gym Games	Gym Dance	Dance Games	Outdoor and Adventurous Athletics	Athletics Water Safety/Lifesaving

Year 6B Core Subjects

Subject	Term 1 and 2- Ancient Egyptians		Term 3 and 4- India		Term 5 and 6- France	
English – writing Transcription and handwriting as per NC2014	Narrative Autobiography/biography Newspapers	Narrative Autobiography/biography Newspapers	Poetry Arguments and discussions Non- Chronological	Poetry Arguments and discussions Non- Chronological	Narrative Persuasive writing Letter	Narrative Persuasive writing Letter
English - SPaG	Informal / formal speech and vocabulary (use if question tags, subjunctive mood) ; synonyms and antonyms; passive voice; linking ideas across paragraphs; repetition of a word or phrase, grammatical connections and ellipsis; layout devices; semi-colon, colon and dash for boundar; colon to introduce a list and use of semi-colons within lists; bullet points to list information; hyphens can be used to avoid ambiguity, spellings as per NC2014					
English - reading	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; recommend books that they have read to their peers, giving reasons for their choices; identify and discuss themes and conventions in and across a wide range of writing; make comparisons within and across books; learn a wider range of poetry by heart; prepare poems and plays to read aloud and to perform; check book makes sense to them, considering meaning of words in context; ask questions to improve their understanding; draw inferences with evidence; predict from details stated and implied; summarise main ideas; know how language, structure and presentation contribute to meaning; discuss and evaluate authors' use language; fact and opinion; retrieve, record and present information from non-fiction; discuss books; explain and discuss their understanding of what they have read; provide reasoned justifications for their views					
Maths	Key areas (including negative numbers) Place value Addition and subtraction Multiplication and division Fractions A Consolidation (including position and direction)		Key areas (including converting measures) Ratio Algebra Fractions B Decimals and percentages Area, perimeter (+ volume) Statistics Consolidation		Key areas Shape Position and direction Decimals Negative numbers Converting units Volume	
Science	Living things and their habitats	Electricity	Light	Animals including humans	Evolution and inheritance	Looking after the environment
RE	Creation: creation vs science	Gospel: What would Jesus do?	Sikhism in Britain	Humanism: Why don't some people believe in God? What difference does the resurrection make for Christians?	Buddhism in Britain	Kingdom of God: What kind of king was Jesus?

Year 6B Foundation Subjects

Subject	Term 1 and 2- Ancient Egyptians		Term 3 and 4- India		Term 5 and 6- France	
Art and DT	Craft & Design: Photo opportunity	Drawing: Make my voice heard	DT: Structure Playgrounds	Craft & Design: Waistcoats	DT: Digital world: Navigating the world	Sculpture & 3D: Making Memories
Computing	E-Safety – Digital Friendships. Coding	E-Safety – Online Safety Unit Start Spreadsheets	E-Safety–Clickbait/false news Text Adventures	E-Safety – Gender stereotypes Blogging Networks	Quizzing Binary	E-Safety – Cyber Bullying Binary Spreadsheets
French	See year 6A					
History and Geography	Ancient Egypt - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study. Locate the world's countries, using maps		Locate the world's countries. Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, t Physical geography: Biomes Climate zones Human geography: Trade links Natural resources Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Locate the world's countries, using maps Name and locate counties and cities of the United Kingdom. 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied French regions	
Modern Britain and PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me and RSE
Music (KAPOW)	Advanced rhythms	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song
PE	Basketball Leadership	Fitness Martial Arts Dance	Indoor Athletics Gymnastics	Dodgeball Tag rugby	Athletics Tennis	Outdoor Adventure Kwik Cricket