



HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY

WHOLE SCHOOL CURRICULUM



Our 'Two Year Rolling Programme' Curriculum Intent:

- Is underpinned by the **Catholic Mission** of the school, placing Christ at the centre of all we do and driven by termly themes in the school's RE Curriculum:
- **Advent Term:** **Belonging, Changes & Events** - **Lent Term:** **Community, Lives & Choices** - **Pentecost Term:** **Our Locality and Our World**
- Is rooted in virtues as promoted in our Word of the Week films
- Follows the EYFS Curriculum and the National Curriculum for KS1 and KS2
- Promotes **communication, language and vocabulary** development across the curriculum
- Widens **knowledge and skills**; and promotes the **retention** of this across all subjects
- Broadens **aspiration and ambition**; and promotes confidence and self esteem through the provision of a range of extra curricular and enrichment opportunities
- Enhances links with the **local community** and uses Newark's various historical sites to develop understanding of its place in shaping history
- Develops understanding of our **global community** and the impact that we have as citizens both **environmentally and within multi-cultural society**, enhanced through our **Forest School provision**, our **Eco School curriculum** and our School values and **Multi-Cultural Education curriculum**
- Promotes the importance of **positive mental health and well being**
- Promotes readiness for the **next stage** of academic development
- Enables children to become 'good people' as well as academically successful, using their God given talents to make a **positive difference in the world...**

...And to know that, 'In every child there is a space that only God can fill.' St Thomas Aquinas (School Mission Statement)

(For further information about our curriculum implementation, please refer to our Curriculum Policy, Medium Term Planning and Curriculum Knowledge Organisers)

HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM – FOUNDATION STAGE

In addition to the Whole School Curriculum Intent, the Curriculum Intent for all of EYFS:

- Promotes independence and confidence in learning
- Is stimulating and exciting
- Develops positive communication and vocabulary
- Develops physical skills for gross and fine motor skills development
- Is practical in approach
- Recognises and values all starting points and backgrounds
- Builds on the needs and interests of all children

Curriculum Implementation:

- Themes underpinned by the RE Curriculum
- Learning driven by the Book of the Week
- Whole Class, small group and individual teaching
- Continuous provision challenges indoors and outside
- Mixture of adult led and child initiated activities
- Resources easily accessible and clearly labelled to promote independence and vocabulary

FOUNDATION I CURRICULUM (NURSERY 1 and 2)

MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING/CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – UNIVERSAL CHURCH – OUR WORLD/OUR LOCALITY		Notes							
EYFS YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2								
RE – EYFS Units	Myself, Welcome, Birthday JUDAISM – Hannukah ECO Global Citizenship		Celebrating, Gathering, Growing		Good News, Friends, Our World		Green highlight Eco/Forest School Curriculum							
Communication and Language	PSED		Physical Development		Literacy		Mathematics							
Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important.		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide		Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of		Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.		Understanding the World	Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.	Red Highlight Enrichment Weeks linked to Personal Development	Daily Phonics using Read, Write, Inc Grey highlight Links to BLM Agenda and MCE in the curriculum

<p>Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch, and sh -multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Remember rules without needing an adult to remind them Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colourmixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Links to National Curriculum Subjects for KSI and KS2</p> <p>English</p> <p>Maths</p> <p>Science</p> <p>History</p> <p>Geography</p> <p>Art</p> <p>DT</p> <p>Music</p> <p>PE</p>
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FOUNDATION 2 CURRICULUM (Reception)

MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – UNIVERSAL CHURCH – OUR WORLD/OUR LOCALITY		Notes
EYFS YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
RE – EYFS Units	Myself, Welcome, Birthday JUDAISM – Hannukah ECO Global Citizenship		Celebrating, Gathering, Growing		Good News, Friends, Our World		Green highlight Eco/Forest School Curriculum
<p>Communication and Language</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>PSED</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Statutory Framework for EYFS:</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions 	<p>Physical Development</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Literacy</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Mathematics</p> <p>Count objects, actions and sounds.</p> <p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Say how many there are after counting - for example, “...6, 7, 8. There are 8 balls” - to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle.</p> <p>Say how many there might be before you count to give a purpose to counting: “I think there are about 8. Shall we count to see?”</p> <p>Count out a smaller number from a larger group: “Give me seven...”</p> <p>Knowing when to stop shows that children understand the cardinal principle.</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</p>	<p>Understanding the World</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Statutory Framework for EYFS: Creating with Materials</p>	<p>Daily Phonics using Read, Write, Inc</p> <p>Grey highlight Links to BLM Agenda and MCE in the curriculum</p> <p>Links to National Curriculum Subjects for KS1 and KS2</p> <p>English</p> <p>Maths</p> <p>Science</p> <p>History</p> <p>Geography</p> <p>Art</p> <p>DT</p> <p>Music</p> <p>PE</p>

Learn rhymes, poems and songs.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Statutory Framework for EYFS:

Listening, Attention and Understanding

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:
- lining up and queuing
 - mealtimes
 - personal hygiene

Statutory Framework for EYFS:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;

Statutory Framework for EYFS:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Sing counting songs and number rhymes, and read stories that involve counting.

Play games which involve counting.

Identify children who have had less prior experience of counting, and provide additional opportunities for counting practice. Subitise.

Show small quantities in familiar patterns (for example, dice) and random arrangements.

Play games which involve quickly revealing and hiding numbers of objects.

Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.

Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check.

Link the number symbol (numeral) with its cardinal number value. Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Statutory Framework for EYFS:

Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

- 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.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Green highlight Eco/Forest School Curriculum

Daily Phonics using Read, Write Inc from September 2020

		<ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 13 <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 		<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>Statutory Framework for EYFS:</p> <p style="text-align: center;">Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - 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. <p style="text-align: center;">Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
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HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM – KEY STAGE ONE

Year A

MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING/CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – UNIVERSAL CHURCH – OUR WORLD/OUR LOCALITY		NOTES:
KSI YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
RE – Y1 Units	Families, Belonging, Waiting, JUDAISM Abraham & Moses		Special People, Meals, Change		Holidays & Holy Days, Being Sorry, Neighbours SIKHISM/ISLAM/HINDUISM on rotation		Green highlight Eco/Forest School Curriculum
ENGLISH	KEY TEXT: Rumpelstiltskin Rapunzel / Tangle GENRE/S: Narrative - Fairy Tales Character Descriptions Captions Recount	KEY TEXT: The Night Before Christmas The Great Fire of London GENRE/S: Poetry Information	KEY TEXT: The Lighthouse Keeper's Lunch The Secret of Black Rock GENRE/S: Narrative – Character/Setting Narrative – Familiar	KEY TEXT: The Owl and the Pussycat Katie Morag books GENRE/S: Poetry Information Letter	KEY TEXT: The Magic Paintbrush The Lotus Seed GENRE/S: Instructions Narrative – Stories from Other Cultures ECO-Global Citizenship	KEY TEXT: Red Kite, Blue Kite Poetry Around the World GENRE/S: Narrative – Stories from Other Cultures - Anancy ECO-Global Citizenship Poetry	
Maths	As White Rose Maths Overviews		As White Rose Maths Overviews		As White Rose Maths Overviews		Daily Phonics using Read, Write Inc from September 2020 – Y1 – End of Advent 2 Y2
PSHE/RSHE	Family, Belonging, Loving: ECO Global Citizenship Rule of Law, Tolerance – Multi Cultural Week and Other Faith Links, Democracy, Relationships, E-Safety, Mutual Respect, Anti-Bullying Week		Community, Relating, Giving: ECO Healthy Living Individual Liberty, Health & Well Being, Mutual Respect, Internet Safety Day, Aspirations Week, Relationships OVERNIGHT RESIDENTIAL VISIT		Serving, Inter-relating, World: ECO Healthy Living Mutual Respect, Individual Liberty, Tolerance – Other Faith links, Healthy Week, Relationships RSE - Journey in Love		
HISTORY		Event beyond living memory Fire of London/Samuel Pepys	Significant Individual Grace Darling/Mary Seacole		Significant place & event in own locality Newark Castle & Southwell Ploughing match		Grey highlight Links to BLM Agenda and MCE in the curriculum
GEOGRAPHY	Where do I belong? Name, locate & id 4 countries of UK/Capital cities/seas – link with History/London			Human & Physical Geog: Isle of Struay	Comparison: Small area of UK(Newark) v small Non European Country Town /market – African Town /Cafod link ECO - Global Citizenship		
SCIENCE	Living Things & Their Habitats: 'Where do woodlice like to live?' – specifically habitats on animals native to the UK to link with Geog ECO/FOREST-Biodiversity		Use of Everyday Materials: 'What is the best material for building a boat?'			Plants: What does a plant need to grow? ECO Biodiversity	
ART		Drawing – Rosalind Monks		Sculpture – Henry Moore & Anthony Gormley		Painting/Texture – David Hockney	
DT		Design & make a Great Fire of London house ECO - Waste	Design & make a boat			Design & make a healthy fruit salad ECOHealthy living	
MUSIC		Singing/Performance – Christmas Nativity Play		Listening/Composition – The Gruffalo's Child			
COMPUTING	Digital Literacy & E-Safety		Information Technology (E-Safety Day)		Computer Science (E-Safety Revision)		
PE	Gymnastics Team Game skills: Throwing and catching	Dance & Dance linked to the Nativity	Yoga Team Game skills: Kicking and Dribbling	Gymnastics Team Game Skills: Kicking & Dribbling	OAA/Athletics Striking & Fielding Skills: Cricket	Athletics Striking & Fielding Skills: Rounders	

HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM – KEY STAGE ONE

Year B

KS1 YEAR B	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NOTES
MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING/CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – OUR WORLD/OUR LOCALITY		Green highlight Eco/Forest School Curriculum
RE – Y2 Units	Beginnings, Signs & Symbols, Preparations, JUDAISM Shabbat		Books, Thanksgiving, Opportunities		Spread the Word, Rules, Treasures SIKHISM/ISLAM/HINDUISM on rotation		
ENGLISH	KEY TEXT: Dogger Tuesday, Tale of two bad mice GENRE/S: Narrative – Familiar Info. Narrative - Character Recount Caption	KEY TEXT: Toys Around the World Pinocchio GENRE/S: Narrative – Traditional Tales NF - Instructions	KEY TEXT: Mind You Winter Wind The Day the Crayons Came Home GENRE/S: Letter Poetry	KEY TEXT: Christopher Columbus Where the Wild Things Are GENRE/S: Information Narrative	KEY TEXT: Robin Hood The Stone and the Sword GENRE/S: Information Narrative	KEY TEXT: Legend from another country Summer Poetry GENRE/S: Narrative – Legend Poetry	Red Highlight Enrichment Weeks linked to Personal Development
Maths	As White Rose Maths Overviews		As White Rose Maths Overviews		As White Rose Maths Overviews		Daily Phonics using Read, Write Inc from September 2020 – Y1 – End of Advent 2 Y2
PSHE/RSHE	Family, Belonging, Loving: ECO Global Citizenship Rule of Law, Tolerance – Multi Cultural Week and Other Faith Links, Democracy, Relationships, E-Safety, Mutual Respect, Anti-Bullying Week		Community, Relating, Giving: ECO Healthy Living Individual Liberty, Health & Well Being, Mutual Respect, Internet Safety Day, Aspirations Week OVERNIGHT RESIDENTIAL VISIT		Serving, Inter-relating, World: ECO Healthy Living Mutual Respect, Individual Liberty, Tolerance – Other Faith links, Healthy Week, RSE – Ten:Ten		
HISTORY		Changes within living memory– Toys/Games	Significant Individual: Lives Columbus / Armstrong – explorers		Significant person in locality: William Tritton inventor of first fighting tank, linked to Transport through the ages		Grey highlight Links to BLM Agenda and MCE in the curriculum
GEOGRAPHY	Where do I belong? Name locate 7 continents & five oceans - links with toys around the world			UK Weather/ Seasons Location of hot & cold areas in the world- Equator/N&S Pole What was the weather like where Columbus explored? Recap continents		Sherwood forest vs the rainforest Cafod/Laudato Si link	
SCIENCE	Everyday materials: "Which material is best for making a slide?" (link with toys) ECO Waste	Seasonal Change: Autumn / Winter	Seasonal Change: 'Winter'	Seasonal Change - Spring	Seasonal Change – Spring/Summer x2 lessons Animals including humans: which fruit produces the most juice? ECO Biodiversity	Animals including humans: basic needs and exercise	
ART		Sculpture – Andy Goldsworthy		Painting –Van Gogh	Drawing/Pattern – Henri Rousseau ECO School Grounds		
DT		Design & make a puppet		Design & make a Weather Shelter/Den FOREST		Design & make a healthy sandwich ECO Healthy Living	
MUSIC		Singing/Performance – Christmas Nativity Play		Listening		Listening/Composition - Poetry focussed Ning, Nang Nog	
COMPUTING	Digital Literacy & E-Safety		Information Technology and Internet Safety Day activities		Computer Science & E-Safety review		
PE	Gymnastics Team Game skills: Throwing and catching	Dance & Dance linked to the Nativity	Yoga Team Game Skills: Kicking and dribbling	Gymnastics Team Game Skills Kicking & Dribbling	Athletics Striking & Fielding Skills: Cricket	Athletics/OAA Striking & Fielding Skills: Roulers	

HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM – LOWER KEY STAGE TWO

Year A

MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – UNIVERSAL CHURCH – OUR WORLD/OUR LOCALITY		NOTES
LKS2 YEAR A RE Y4 units	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
ENGLISH	KEY TEXT: Ossiri and the Bala Mengro Harry Potter GENRE/S: Narrative - Familiar setting Recount Narrative - Fantasy	KEY TEXT: Amazing Grace An Angel just like me The Colour of home Polar Express GENRE/S: Letter Writing Narrative - Adventure	KEY TEXT: The Story of Tutankhamun Marcie and the riddle of the sphinx GENRE/S: Narrative – Historical	KEY TEXT: Ancient Egypt – Tales of Gods and Pharaohs GENRE/S: NF: Newspaper report NF: Non Chronological Report/Information Text	KEY TEXT: The Abominables Mountains of the World GENRE/S: Explanations NC Report Narrative - Setting	KEY TEXT: Charlotte's Web Open Wide, Tooth School Inside! GENRE/S: NC Report	Green highlight Eco/Forest School Curriculum
Maths	As White Rose Maths Overviews		As White Rose Maths Overviews		As White Rose Maths Overviews		Red Highlight Enrichment Weeks linked to Personal Development
PSHE/RSHE	Family, Belonging, Loving: ECO Global Citizenship Rule of Law, Tolerance – Multi Cultural Week and Other Faith Links, Democracy, Relationships, E-Safety, Mutual Respect, Anti-Bullying Week		Community, Relating, Giving: ECO Healthy Living Individual Liberty, Health & Well Being, Mutual Respect, Internet Safety Day, Aspirations Week		Serving, Inter-relating, World: ECO Healthy Living Mutual Respect, Individual Liberty, Tolerance – Other Faith links, Healthy Week, RSE - Journey in Love PGL RESIDENTIAL VISIT		Grey highlight Links to BLM Agenda and MCE in the curriculum
HISTORY		Changes: Roman Invasion	Early Civilisation: Ancient Egypt				
GEOGRAPHY	'Where do I belong?' Countries and Cities in the UK – River Trent, map skills				Human Geog: Mountains in Europe (Alps) Settlements Laudato Si link		
SCIENCE	Sound: 'What makes pitch and volume change?'	Electricity: 'Can bulbs be made brighter or dimmer?'	States of Matter: How quickly do different types of chocolate melt? ECO Water		Classification/Living Things/Habitats: 'Can all animals live in the mountains?' 'Do food chains affect habitats?' ECO Biodiversity	Animals, including humans: 'What is the best drink to maintain healthy teeth and gums?' ECO Healthy Living	
ART	Pattern – Roman Mosaic			Painting – William Morris		Sculpture- Tatsuya Tanaka Linked to 'Animals including Humans' (Science)	
DT		Design & Make an electric Christmas decoration	Design & Make An Egyptian pulley system		Design & Make a bug hotel FOREST SCHOOL		
MUSIC	Y3/4DO and Y3/4J Whole Class Music Tuition Sound Advice MUSIC CONCERT		Listening /Composition	Singing/Performance – Easter Play		Listening/Composition Y3 MUSIC CONCERT	
COMPUTING	Digital Literacy & E-Safety		Information Technology and Internet Safety Day activities		Computer Science & E-Safety review		
PE	Y3/4 Swimming Y3 Gymnastics Hockey	Dance Invasion Games: Handball	Y3 Swimming Y3/4 Gymnastics Net& Wall: Basketball	Dance linked to Easter Play Net & Wall: Netball	Outdoor & Adventurous Activities/Athletics Striking & Fielding: Cricket	Athletics Striking & Fielding: Rounders	
MFL - French	Recap Year B content Moi (all about me) Number 1- 12, greetings, age, family, alphabet Action Songs and Rhymes		Recap Year B content and previous term plus: Jeux et Chansons (Games and Songs) Numbers 11 – 20 Classroom Instructions, games Action Songs and Rhymes		Recap Year B content and previous terms, plus On fait la fete (celebrations) Free time Verbs, Months of the year Birthday and ages		

HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM – LOWER KEY STAGE TWO Year B

MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING/CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – UNIVERSAL CHURCH – OUR WORLD/OUR LOCALITY		NOTES
	LKS2 YEAR B	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	
RE Y3 Units	Homes, Promises, Visitors, JUDAISM - Synagogue		Journeys, Giving all, Choices		Energy, Special Places, Listening & Sharing ECO Energy SIKHISM/ISLAM/HINDUISM on rotation		Green highlight Eco/Forest School Curriculum
ENGLISH	KEY TEXT: The Owl Tree Loud Mouth Louis GENRE/S: Narrative - retell Character/setting description Recount – letter	KEY TEXT: Stone Age Boy Stone Age to Iron Age Harvey Slumfenburger GENRE/S: Historical NC Report Adventure	KEY TEXT: Beowulf Anglo-Saxon Times GENRE/S: Narrative – Myths Newspaper	KEY TEXT: Journey to Jo'Burg GENRE/S: Play script (Easter Play)	KEY TEXT: Poem Aloud Flotsam GENRE/S: Poetry Adventure	KEY TEXT: Willow Pattern Story The Firework Makers Daughter GENRE/S: Story from another culture Diary Entry	Red Highlight Enrichment Weeks linked to Personal Development
Maths	As White Rose Maths Overviews		As White Rose Maths Overviews		As White Rose Maths Overviews		Grey highlight Links to BLM Agenda and MCE in the curriculum
PSHE/RSHE	Family, Belonging, Loving: ECO Global Citizenship Rule of Law, Tolerance – Multi Cultural Week and Other Faith Links, Democracy, Relationships, E-Safety, Mutual Respect, Anti-Bullying Week		Community, Relating, Giving: ECO Healthy Living Individual Liberty, Health & Well Being, Mutual Respect, Internet Safety Day, Aspirations Week		Serving, Inter-relating, World: ECO Healthy Living Mutual Respect, Individual Liberty, Tolerance – Other Faith links, Healthy Week, RSE - Journey in Love PGL RESIDENTIAL VISIT		
HISTORY		Changes: Stone Age-Iron Age Forest Stone Age Day	Anglo-Saxon Life – invasions & settlements			Locality Study: Sconce & Devon Park – the Civil War	
GEOGRAPHY	'Where do I belong?' Counties & Cities in the UK, Land Use – Local area				Human Geog: Coasts, erosion, economic activity (Seaside Town v port – human & economic activity) ECO Global Citizenship		
SCIENCE	Light – 'How does a shadow change?'	Forces/Magnets: 'Does a larger magnet have a larger magnetic force?'		Rocks: 'Which rock is the hardest?'	Animals: Food chains and the skeleton. Can people with long legs jump further?	Plants 'What happens if a plant does not get enough light?' ECO-Biodiversity	
ART	Drawing – Linked to Stone Age Cave Art (English)		Painting – George Seurat			Sculpture – Willow Pattern	
DT		Design & make a magnetic Toy		Design & make a bag/purse – Sewing themed	Design & Make a healthy dish using locally grown produce ECO Healthy Living SCHOOL KITCHEN		
MUSIC	Listening/Composition – Rosie's Walk		Y3 and Y3/4] Whole Class Music Tuition Sound Advice MUSIC CONCERT	Singing/Performance - Easter Play	Listening/composition Y3/4DO MUSIC CONCERT		
COMPUTING	Digital Literacy & E-Safety		Information Technology and Internet Safety Day activities		Computer Science & E-Safety review		
PE	Y3 Gymnastics Rugby	Dance Invasion Games: Football	Y3/4 Circuits Net& Wall: Basketball	Dance linked to the Easter Play Net & Wall: Netball	Outdoor & Adventurous Activities/Athletics Striking & Fielding: Cricket	Athletics Striking & Fielding: Rounders	
MFL - French	Recap Year A content Moi (All about me) Action Songs and Rhymes Numbers 1 – 20		Recap YA content Portraits: Body parts colours Monsters		Recap Year A content Les Animaux (animals) Animals Colours adjectives		

HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM - UPPER KEY STAGE TWO

Year A

MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING/CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – UNIVERSAL CHURCH – OUR WORLD/OUR LOCALITY		NOTES
UKS2 YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
RE Y6 units	Loving, Vocation & Commitment, Expectations, JUDAISM – Rosh Hashanah, Yom Kippur		Sources, Unity, Death & New Life		Witnesses, Healing, Common Good SIKHISM/ISLAM/HINDUISM on rotation		Green highlight Eco/Forest School Curriculum
English	KEY TEXT: The Explorer The Lost Thing (Inc. film) GENRE/S: Narrative – Setting & Ch. Recount - Diary	KEY TEXT: Of Thee I Sing – Barack Obama Counting on Katherine GENRE/S: Letters Biography	KEY TEXT: Greek Myths You wouldn't want to be a slave in Ancient Greece GENRE/S: Myths NC Report	KEY TEXT: The Street Beneath My Feet Everything: Earthquakes... GENRE/S: NC Reports Explanation	KEY TEXT: Great Women Who Changed the World Poetry to Perform GENRE/S: Persuasive Poetry	KEY TEXT: The Big Book of Bugs Life on Earth: The Human Body GENRE/S: NC Report Explanation	Red Highlight Enrichment Weeks linked to Personal Development
Maths	As White Rose Maths Overviews		As White Rose Maths Overviews		As White Rose Maths Overviews		Grey highlight Links to BLM Agenda and MCE in the curriculum
PSHE/RSHE	Family, Belonging, Loving: ECO Global Citizenship Rule of Law, Tolerance – Multi Cultural Week and Other Faith Links, Democracy, Relationships, E-Safety, Mutual Respect, Anti-Bullying Week		Community, Relating, Giving: ECO Healthy Living Individual Liberty, Health & Well Being, Mutual Respect, Internet Safety Day, Aspirations Week		Serving, Inter-relating, World: ECO Healthy Living Mutual Respect, Individual Liberty, Tolerance – Other Faith links, Healthy Week, RSE - Journey in Love RESIDENTIAL VISIT TO THE BRIARS		
HISTORY		Significant Lives of Black men and women who shaped Britain	Ancient Greece Democracy		Battle of Britain ECO Transport		
GEOGRAPHY	'Where do I belong?' Worlds' Countries – Europe – UK, Poland, Lithuania, Russia			Map Skills – longitude, latitude, equator, tectonic plates Volcanoes & Earthquakes			
SCIENCE	Forces: Which is the best surface to travel quickly on?	Electricity: How does a circuit affect how it works? (Link to Katherine Johnson) DT Link: make an electric intruder alarm system	Materials: What is the best way of separating different materials?			Animals including humans: 'How do humans change as they grow up?' ECO Healthy Living Living things, Life Cycles: Reproduction in plants ECO Biodiversity	
ART	Drawing & Painting Texture: Frida Kahlo – Linked to 'The Explorer' and 'Amazon' (English)			Sculpture – Ancient Greece Link		Painting – Yuval Zommer Linked to 'Living Things' (Eco Land natural sculptures) FOREST SCHOOL ECO School Grounds	
DT			Design & Make a healthy meal for an Ancient Greek ECO Healthy Living SCHOOL KITCHEN		Design & Make an aeroplane		
MUSIC		Listening/Composition linked to narrative	Y5D: Whole Class Music Tuition Sound Advice MUSIC CONCERT	Listening/Composition linked to narrative	Y5&6: Whole Class Music Tuition Sound Advice MUSIC CONCERT	Singing/Performance for end of year production	
COMPUTING	Digital Literacy & E-Safety		Information Technology and Internet Safety Day activities		Computer Science & E-Safety review		
PE	Gymnastics Invasion Games: Hockey	Y5: Swimming Y6: Dance/Yoga Invasion Games: Handball	Circuits Net & Wall: Basketball	Swimming/Circuits Net & Wall: Netball	Outdoor & Adventurous Activities/Athletics Striking & Fielding: Cricket	Athletics Striking & Fielding: Rounders	
MFL - French	Recap on Y3/4 content, and UKS2 Year B content plus: En route pour l'école (On the way to school) Numbers 1-40 transport		Recap on Y3/4 content, and UKS2 YB plus: Quel temps fait-il? (Weather) Numbers up to 40 temperature		Recap on Y3/4 content & Year B content plus: Bon Voyage (Have a safe journey) Countries transport		

simple directions Alphabet	clothes weather forecast	Temperature Clothes Weather Sea side	
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HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM - UPPER KEY STAGE TWO
Year B

MAIN THEME	DRIVEN BY 'COME & SEE' FOCUS – BELONGING CHANGES/EVENTS		DRIVEN BY 'COME & SEE' FOCUS – LIVES/COMMUNITY		DRIVEN BY 'COME & SEE' FOCUS – UNIVERSAL CHURCH – OUR WORLD/OUR LOCALITY		NOTES
UKS2 YEAR B	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
RE – Y5 units	Ourselves, Life Choices, Hope, JUDAISM - Passover		Mission, Memorial Sacrifice, Sacrifice		Transformation, Freedom & Responsibility, Stewardship SIKHISM/ISLAM/HINDUISM on rotation		Green highlight Eco/Forest School Curriculum
ENGLISH	KEY TEXT: Great Adventurers The Dark GENRE/S: NC Report/Biography Narrative – Setting/Character	KEY TEXT: Curiosity: A Mars Rover Kings & Queens GENRE/S: Narrative – Setting/Character Biography	KEY TEXT: The History Detectives Mayan Civilisation Rain Player GENRE/S: NC Report Myth/Folk Tale	KEY TEXT: Under Earth, Under Water Moth GENRE/S: Recount Narrative - Adventure	KEY TEXT: Viking Voyagers Poetry to Perform GENRE/S: NC Report Poetry	KEY TEXT: Human Body Odyssey The Bacteria Book GENRE/S: Explanation NC Report	Red Highlight Enrichment Weeks linked to Personal Development
Maths	As White Rose Maths Overviews		As White Rose Maths Overviews		As White Rose Maths Overviews		Grey highlight Links to BLM Agenda and MCE in the curriculum
PSHE/BrVal	Family, Belonging, Loving: ECO Global Citizenship Rule of Law, Tolerance – Multi Cultural Week and Other Faith Links, Democracy, Relationships, E-Safety, Mutual Respect, Anti-Bullying Week		Community, Relating, Giving: ECO Healthy Living Individual Liberty, Health & Well Being, Mutual Respect, Internet Safety Day, Aspirations Week		Serving, Inter-relating, World: ECO Healthy Living Mutual Respect, Individual Liberty, Tolerance – Other Faith links, Healthy Week, RSE - Journey in Love RESIDENTIAL VISIT TO THE BRIARS		
HISTORY		Changes – Power of the Monarchs	Non-European Civilisation – Mayan compared to British History		Viking raids and invasions		
GEOGRAPHY	'Where do I belong?' World's Countries, N&S America – Amazon River & Rainforest ECO Marine			Human Geog: Natural resources, minerals, rocks, energy ECO Energy FOREST SCHOOL			
SCIENCE	Light: 'How can we investigate the relationship between light sources, objects & shadows?'	Earth & Space: 'Could there be life on Mars?'		Evolution, inheritance: fossils, adaptation, offspring 'How have creatures evolved over time?'		The Human Body Heart & circulatory system: 'What impact does exercise have on our bodies?' ECO Healthy Living Classification - micro-organisms/animals/humans, 'What information do we need to use to classify things?' How does mould grow? ECO Biodiversity	
ART	Drawing – Van Gogh liked to Geog theme ECO School Grounds		Painting/Pattern– Linked to 'Maya' (History) Global Citizenship		Sculpture – Viking Art Jewellery & Artefacts		
DT		Design & Make a Mars Rover vehicle (electricity)			Design & Make a healthy meal for an athlete (Food) ECO Healthy Living SCHOOL KITCHEN		
MUSIC	Listening/Composition Y6 Whole Class Music Tuition Sound Advice Y5	Whole Class Music Tuition Sound Advice Y5 MUSIC CONCERT	Listening / Composition		Y6: Whole Class Music Tuition Sound Advice MUSIC CONCERT	Singing/Performance for end of year production	
COMPUTING	Digital Literacy & E-Safety		Information Technology and Internet Safety Day activities		Computer Science & E-Safety review		

PE	Gymnastics Invasion Games: Rounders	Y5: Swimming Y6: Dance/Yoga Invasion Games: Football	Y6: Swimming Y5: Dance/Yoga Net & Wall: Basketball	Circuits Net & Wall: Netball	Outdoor & Adventurous Activities Athletics Striking & Fielding: Cricket	Athletics Striking & Fielding: Rounders	
MFL - French	Recap on Y3/4 content and UKS2 Year A content:, plus: Ma Famille (Family) Recap colours Families pets Describe families and pets	Recap on Y3/4 content and UKS2 Year A content:, plus: On y va (Let's go!) Numbers 21-40 Simple weather phrases ways to get to school Transport Days of the week	Recap on Y3/4 content and UKS2 Year A content:, plus: Vive le sport (our sporting lives) days of the week sports like/don't like Healthy eating				