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**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)

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| **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 1 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  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**  **Links to National Curriculum Subjects for KS1 and KS2**  **English**  **Maths**  **Science**  **History**  **Geography**  **Art**  **DT**  **Music**  **PE** |
| **Communication and Language**  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’.  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’.  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.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | | **PSED**  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.    Remember rules without needing an adult to remind them Develop appropriate ways of being assertive.    Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.    Understand gradually how others might be feeling. | | **Physical Development**  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 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.    Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks**.**  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing. | | **Literacy**  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 the page; writing ‘m’ for mummy.    Write some or all of their name.    Write some letters accurately. | | | **Mathematics**  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’.  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...’ | | **Understanding the World**  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.  Talk about the differences between materials and changes they notice.  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | **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.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.    Use drawing to represent ideas like movement or loud noises.    Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.    Explore colour and colourmixing.    Show different emotions in their drawings – happiness, sadness, fear etc.  Listen with increased attention to sounds.    Respond to what they have heard, expressing their thoughts and feelings.    Remember and sing entire songs.    Sing the pitch of a tone sung by another person (‘pitch match’).    Sing the melodic shape  (moving melody, such as up  and down, down and up) of familiar songs.    Create their own songs, or improvise a song around one they know.    Play instruments with increasing control to express their feelings and ideas. |

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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** |
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| **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  **Daily Phonics using Read, Write, Inc**  **Grey highlight Links to BLM Agenda and MCE in the curriculum**  **Links to National Curriculum Subjects for KS1 and KS2**  **English**  **Maths**  **Science**  **History**  **Geography**  **Art**  **DT**  **Music**  **PE** |
| **Communication and Language**  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Develop social phrases.  Engage in storytimes.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  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. | | **PSED**  See themselves as a valuable individual.  Build constructive and respectful relationships  Express their feelings and consider the feelings of others.    Show resilience and perseverance in the face of challenge.    Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs**.**  **Statutory Framework for EYFS:**  **Self-Regulation**  **-** 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 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 | | **Physical Development**  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing Progress towards a more fluent style of moving, with developing control and grace  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.    Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.    Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.    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;  - Demonstrate strength, balance and coordination when playing;  - Move energetically, such as running, jumping, dancing, hopping, skipping and  climbing. 13  **Fine Motor Skills**  - 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. | | **Literacy**  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.    Read a few common exception words matched to the school’s phonic programme.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  **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. | | **Mathematics**  Count objects, actions and sounds.    Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.    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.    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?”    Count out a smaller number from a larger group: “Give me seven…” Knowing when to stop shows that children understand the cardinal principle.    Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.    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.  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.    Compare length, weight and capacity.  **Statutory Framework for EYFS:**  **Number**  - 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.  **Numerical Patterns**  - 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. | | **Understanding the World**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map.  Understand that some places are special to members of their community.    Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities  and differences between life in this country and life in other countries.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  **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;  - Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter. | | **Expressive Arts and Design**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.    Return to and build on their previous learning, refining ideas and developing their ability to represent them.    Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.    Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.  **Statutory Framework for EYFS:**  **Creating with Materials**  - 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. |
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| Green highlight  Eco/Forest School Curriculum  **Daily Phonics using Read, Write Inc from September 2020** |

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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:**  Green highlight  Eco/Forest School Curriculum  Red Highlight Enrichment Weeks linked to Personal Development  Wandle  **Grey highlight Links to BAME / MCE in the curriculum** |
| **KS1 YEAR A** | **ADVENT 1** | **ADVENT 2** | | | **LENT 1** | | **LENT 2** | | **PENTECOST 1** | | **PENTECOST 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** | | | |
| **ENGLISH** | See English Long Term and Medium Term Plans | | | | See English Long Term and Medium Term Plans | | | | See English Long Term and Medium Term Plans | | | |
| **Maths** | **As White Rose Maths Overviews** | | | | **As White Rose Maths Overviews** | | | | **As White Rose Maths Overviews** | | | |
| **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** Rosa Parks | |  | | **Significant place & event in own locality**  Newark Castle | |  | |
| **GEOGRAPHY** | **Where do I belong?**  Name, locate & id 4 countries of UK/Capital cities/seas – link with History/London |  | | |  | | **Human & Physical Geog:**  Isle of Coll | |  | | **Fieldwork: Our School and Local Area**  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 |  | | |  | |  | |  | | **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 and Make a Castle** | |  | |
| **MUSIC** |  | Singing/Performance – Christmas Nativity Play | | |  | | Whole Class Music Tuition | | Whole Class Music Tuition | | | |
| **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 | |
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| **HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY - SCHOOL CURRICULUM**  **KEY STAGE ONE Year B** | | | | | | | | | | | | | |
| **KS1 YEAR B** | **ADVENT 1** | **ADVENT 2** | | | **LENT 1** | | **LENT 2** | | **PENTECOST 1** | | **PENTECOST 2** | | NOTES |
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| **RE – Y2 Units** | **Beginnings, Signs & Symbols, Preparations,**  **JUDAISM Shabbat** | | | | **Books, Thanksgiving, Opportunities** | | | | **Spread the Word, Rules, Treasures**  **SIKHISM/ISLAM/HINDUISM on rotation** | | | |
| **ENGLISH** | See English Long Term and Medium Term Plans | | | | See English Long Term and Medium Term Plans | | | | See English Long Term and Medium Term Plans | | | |
| **Maths** | **As White Rose Maths Overviews** | | | | **As White Rose Maths Overviews** | | | | **As White Rose Maths Overviews** | | | |
| **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 people and places in the locality:**  Newark Market and Bishop Alexander | |  | |
| **GEOGRAPHY** | **Where do I belong?**  Name locate 7 continents & five oceans |  | | |  | | **UK Weather/ Seasons Location** of hot & cold areas in the world- Equator/N&S Pole  **Recap continents** | |  | | **Sherwood forest vs the rainforest** | |
| **SCIENCE** | **Seasonal Change:** Autumn |  | | | **Seasonal Change:** ‘Winter’  **Everyday materials:**  ‘Which material is best for making a…?’ ECO Waste | | **Seasonal Change - Spring** | | **Seasonal Change – Spring/Summer x2 lessons**  **Animals including humans: Which fruit is the sweetest?**  ECO Biodiversity | | **Animals including humans: basic needs and exercise How does exercise make you feel?** | |
| **ART** |  | **Sculpture** – Andy Goldsworthy | | |  | | **Painting –**Van Gogh | | **Drawing/Pattern –** Henri Rousseau  ECO School Grounds | |  | |
| **DT** |  | **Design & make** a puppet | | |  | |  | |  | | **Design & make** a healthy sandwich  ECO Healthy Living | |
| **MUSIC** |  | Singing/Performance – Christmas Nativity Play | | |  | | Whole Class Music Tuition | | Whole Class Music Tuition | | | |
| **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:  Rounders | |
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| **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** | **ADVENT 1** | | **ADVENT 2** | | | **LENT 1** | | **LENT 2** | | **PENTECOST 1** | | **PENTECOST 2** | Green highlight  Eco/Forest School Curriculum  Red Highlight Enrichment Weeks linked to Personal Development  **Grey highlight Links to BLM Agenda and MCE in the curriculum** |
| **RE Y4 units** | **People, Called, Gift, JUDAISM - Torah** | | | | | **Community, Self Discipline, Building Bridges** | | | | **New Life, God’s People, Giving & Receiving**  **SIKHISM/ISLAM/HINDUISM on rotation** | | |
| **ENGLISH** | See English Long Term and Medium Term Plans | | | | | See English Long Term and Medium Term Plans | | | | See English Long Term and Medium Term Plans | | |
| **Maths** | **As White Rose Maths Overviews** | | | | | **As White Rose Maths Overviews** | | | | **As White Rose Maths Overviews** | | |
| **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:** Roman Invasion | | | **Early Civilisation**: Ancient Egypt | |  | |  | |  |
| **GEOGRAPHY** | **‘Where do I belong?’** Rivers – and the River Trent | |  | | |  | |  | | **Human Geog:** Mountains | |  |
| **SCIENCE** | **Sound:** ‘What makes pitch and volume change?’ | | **Electricity:** ‘How does a switch work in a circuit?’ | | | **States of Matter:**  What is the best temperature to melt chocolate?  ECO Water | |  | | **Classification/Living Things/Habitats:**  How can we use classification keys to identify plants/trees?  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 Egyptian pulley system | |  | | **Design & Make** a Healthy Dish | |  |
| **MUSIC** |  | |  | | |  | | Singing/Performance – Easter Play  Whole Class Music Tuition | | Whole Class Music Tuition  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 | | |
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| **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** | **ADVENT 1** | | **ADVENT 2** | | | **LENT 1** | | **LENT 2** | | **PENTECOST 1** | | **PENTECOST 2** | Green highlight  Eco/Forest School Curriculum  Red Highlight Enrichment Weeks linked to Personal Development  **Grey highlight Links to BLM Agenda and MCE in the curriculum** |
| **RE Y3 Units** | **Homes, Promises, Visitors, JUDAISM - Synagogue** | | | | | **Journeys, Giving all, Choices** | | | | **Energy, Special Places, Listening & Sharing**  ECO Energy  **SIKHISM/ISLAM/HINDUISM on rotation** | | |
| **ENGLISH** | See English Long Term and Medium Term Plans | | | | | See English Long Term and Medium Term Plans | | | | See English Long Term and Medium Term Plans | | |
| **Maths** | **As White Rose Maths Overviews** | | | | | **As White Rose Maths Overviews** | | | | **As White Rose Maths Overviews** | | |
| **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 to Housing:**  Stone Age-Iron Age  Forest Stone Age Day | | | **Anglo-Saxon Life** – invasions & settlements | |  | |  | | **Locality Study: T**he Civil War |
| **GEOGRAPHY** | **‘Where do I belong?’** Counties & Cities in the UK, Land Use – Local area | |  | | |  | |  | | **Human Geog:** Coasts (tourism and Erosion)  ECO Global Citizenship | |  |
| **SCIENCE** | **Light** – ‘How does a shadow change?’ | | **Forces/Magnets:**  ‘Which is the Strongest magnet?’’ | | | ’ | | **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 | |  | |  |
| **MUSIC** |  | |  | | |  | | Whole Class Music Tuition  Singing / Performance | | Whole Class Music Tuition  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 | | |

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| **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** | **ADVENT 1** | **ADVENT 2** | | **LENT 1** | **LENT 2** | **PENTECOST 1** | **PENTECOST 2** | Green highlight  Eco/Forest School Curriculum  Red Highlight Enrichment Weeks linked to Personal Development  **Maths**  **Grey highlight Links to BLM Agenda and MCE in the curriculum** |
| **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** | |
| **English** | See English Long Term and Medium Term Plans | | | See English Long Term and Medium Term Plans | | See English Long Term and Medium Term Plans | |
| **Maths** | **As White Rose Maths Overviews** | | | **As White Rose Maths Overviews** | | **As White Rose Maths Overviews** | |
| **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: Windrush | | **Ancient Greece**  Democracy |  | **Battle of Britain**  ECO Transport |  |
| **GEOGRAPHY** | **‘Where do I belong?**’  London and Warsaw |  | |  | **Volcanoes & Earthquakes** |  |  |
| **SCIENCE** | **Forces**: Which is the best surface to travel quickly on? | **Electricity:** How can bulbs be brighter or dimmer? | | **Materials**: What is the best way of separating different materials? |  |  | **Animals including humans**: Human Reproduction, Healthy Lifestyles and Drug Education‘  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 and Make an Electrical Game** | |  | | **Design & Make an** aeroplane |  |
| **MUSIC** | Whole Class Music Tuition | Whole Class Music Tuition | | Whole Class Music Tuition 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’ecole (On the way to school)  Numbers 1-40  transport  simple directions  Alphabet | | | Recap on Y3/4 content, and UKS2 YB plus:  Quel temps fait-il? (Weather)  Numbers up to 40  temperature  clothes  weather forecast | | Recap on Y3/4 content & Year B content plus:  Bon Voyage (Have a safe journey)  Countries  transport  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** | **ADVENT 1** | **ADVENT 2** | **LENT 1** | **LENT 2** | **PENTECOST 1** | **PENTECOST 2** | Green highlight  Eco/Forest School Curriculum  Red Highlight Enrichment Weeks linked to Personal Development  **Grey highlight Links to BLM Agenda and MCE in the curriculum** |
| **RE – Y5 units** | **Ourselves, Life Choices, Hope, JUDAISM - Passover** | | **Mission, Memorial Sacrifice, Sacrifice** | | **Transformation, Freedom & Responsibility, Stewardship**  **SIKHISM/ISLAM/HINDUISM on rotation** | |
| **ENGLISH** | See English Long Term and Medium Term Plans | | See English Long Term and Medium Term Plans | | See English Long Term and Medium Term Plans | |
| **Maths** | **As White Rose Maths Overviews** | | **As White Rose Maths Overviews** | | **As White Rose Maths Overviews** | |
| **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?’**  UK Forests v Amazon Rainforest  ECO Marine |  |  | **Human Geog:** North American Trade  ECO Energy |  |  |
| **SCIENCE** | **Light**: ‘How can we change the shape of a shadow?’ | **Earth & Space**: |  | **Evolution, inheritance:** fossils, adaptation, offspring  ‘ |  | **The Human Body**  **Heart & circulatory system:** ‘What impact does exercise have on heart rate?’  ECO Healthy Living **Classification of Living Things** How can we use classification keys to identify plants and animals?  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 (Food)  ECO Healthy Living |  |
| **MUSIC** | Whole Class Music Tuition | Whole Class Music Tuition | Whole Class Music Tuition  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 | |