

Lent Term 1

Virtue Focus



Skills Builder



British Values



- Democracy: BV – D
- Rule of Law: BV – RoL
- Tolerance/Celebration: BV – TC
- Mutual Respect: BV – MR
- Individual Liberty: BV – IL

|                | EYFS   | Y1  | Y2  | Y3   | Y4  | Y5   | Y6  |
|----------------|--|---|---|--|---|--|---|
| <b>English</b> | Narrative<br>Traditional Tale<br>Animation                                   | Narrative<br>Newspaper Article  | Historical Narrative<br>Non-Chronological<br>report<br>Poetry | Adventure Narrative<br>Explanation<br>Biography                                | Adventure Narrative<br>Persuasive Writing<br>Poetry   | Narrative<br>Explanation Text<br>Poetry                                | Adventure<br>Narrative<br>Persuasion<br>Biography   |
| <b>Maths</b>   | Alive with 5<br>Measure and<br>Patterns<br>6, 7, 8<br>Length, Hight,<br>Time | Measurement:<br>Time<br>Number: Place<br>Value (Within 50)<br>Geometry: Shape | Number: Fractions<br>Geometry: Shape<br>Measurement:<br>Time  | Number:<br>Multiplication/Division<br>Measurement: Time<br>Number: Place Value | Number:<br>Multiplication/Division<br>Measurement: Length<br>and Perimeter<br>Number: Fractions | Number:<br>Multiplication and<br>Division<br>Fractions and<br>Decimals | Measurement:<br>Time<br>Number:<br>Fractions,<br>Decimals and<br>percentages<br>Measurement:<br>Area, Perimeter<br>and Volume |
| <b>RE</b>      | Galilee to<br>Jerusalem  | Galilee to<br>Jerusalem   | Galilee to Jerusalem  | Galilee to Jerusalem   | Galilee to Jerusalem  | Galilee to<br>Jerusalem  | Galilee to<br>Jerusalem   |

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|                  |  |   |   |  |  |   |   |
| <b>Science</b>   | Nocturnal Animals<br>Day and Night   | Animals   | Materials   | Light  | Grouping and<br>Classifying  | Human<br>Reproduction &<br>Ageing (including<br>life cycles of<br>humans, animals<br>and plants | Living things and<br>their Habitats                                       |
| <b>Geography</b> | Hot and cold<br>countries  | Bright Lights, Big<br>City                            | Let's Explore   | Rocks Relics and<br>Rumbles  | Misty Mountains  | Sow, grow and<br>farm   | Extreme<br>Environments   |
| <b>History</b>   | Who is Neil<br>Armstrong?  |   |   |  |  |   |   |
| <b>PSHE</b>      |  | Exploring<br>Emotions                                 | Changes   | Exploring emotions   | Changes  | Exploring<br>emotions   | Changes   |
| <b>RSHE</b>      | Emotional Well<br>being.<br><br>How do my<br>feelings and<br>choices help me<br>grow?          | Created and Loved<br>by God<br>Unit 3 and 4           | Module 1: Created<br>and loved by God;<br>Unit 3: Emotional<br>Well being | Module 1- Created<br>and Loved by God:<br>Unit 3: Emotional<br>Well-being<br>Unit 4: Life Cycles | Module 1- Created and<br>Loved by God:<br>Unit 3: Emotional<br>Well-being<br>Unit 4: Life Cycles | Module 1: Created<br>and Loved by God,<br>unit 3: Emotional<br>Well-being                       | Module 1: Created<br>and Loved by God,<br>unit 3: Emotional<br>Well-being |
| <b>MFL</b>       |  |   |   | Feelings, Asking age<br>and classroom<br>instructions  | Members of family,<br>Describing Family and<br>Pets  | Colours and days<br>of the week   | Family and Pets   |
| <b>Art</b>       | Creating different<br>types of line<br>(thick, thin,<br>straight, zig zag,<br>curvy and dotty) |   | Sculpture   | People and places  | Vista  |   | Inuit   |
| <b>DT</b>        | Rocket building  | Push and Pull<br>(Mechanisms)                         |   |  |  | Vegetable soup  |   |
| <b>Computing</b> |  | Using Key Digital<br>Skills Safely and<br>Confidently | Creating Simple<br>Programs Using<br>Sequence and<br>Events               | Building Programs<br>Through Sequence,<br>Events and Loops                                       | Building Programs<br>Using Selection,<br>Variables and<br>Repetition                             | Understanding<br>Digital Information<br>and Staying Safe<br>Online                              | Making Safe,<br>Informed Choices<br>in a Digital World                    |

|              |  |  |  |  |  |  |  |
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| <b>Music</b> |  |  |  |  |  |  |  |
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