

Lightcliffe C of E Primary School

An Enquiry Based Curriculum Years 1 – 6

Sept 2023

Curriculum Statement

At Lightcliffe, we believe that children learn and flourish through the development of a variety of skills, knowledge and understanding which enable children to become effective, lifelong learners. Our intention is to foster a joy of learning through the teaching of an inspiring, enquiry-based curriculum, so that children become creative and curious learners and responsible citizens.

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Curriculum Intent

The intention for our curriculum is to provide an inspiring and engaging, broad and balanced education for all our pupils, that is coherently planned and sequenced towards developing knowledge and skills for future learning and for life.

Our curriculum has been developed in line with The National Curriculum 2014, and has been designed taking account of the context of our school, the diversity of Calderdale, and harnessing the values of equality; whilst equipping our children with the skills to challenge inequality and injustice both past and present.

The National Curriculum and RE curriculum forms just part of the learning that takes place at Lightcliffe. Our commitment to PSHE, Christian and British Values supports pupils' spiritual, moral, social and cultural development, equipping them with the cultural and environmental knowledge and awareness they need to succeed both in and out of school, as well as supporting their mental and physical development and encouraging responsibility for their own activity and health.

Through the Statutory Framework for Early Years Foundation Stage 2021, we fully promote the learning and development of our youngest children in seven key areas, to ensure they are ready for Key Stage 1 and the National Curriculum.

We aim to provide inclusive access to curriculum learning for all pupils, at every stage of a child's learning journey from EYFS through to Year 6. We advocate high expectations for every pupil, by promoting appropriate challenge and support relevant to children's individual needs.

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Year 1 – The Big Questions



Would you like to play with Grandma's toys?

- History: through toys
- English: Lists, labels and captions; Stories with familiar settings
- Music: songs linked to toys
- Quality Texts: Dogger; Old Bear; Lost in the Toy Museum; Amelia Jane



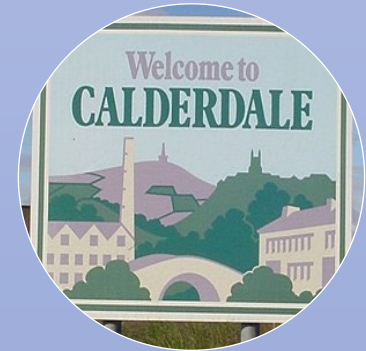
Who was Capt. Scott of the Antarctic?

- History: important historical figure
- English: Stories with patterned language; Senses poetry
- Art: Texture – Arctic polar bears
- Music: Polar Party; Sinfonia Antarctica
- Quality Texts: Lost and Found; The Great Explorer; The Penguin Who Wanted to Find Out; The Snowflake Mistake



Who lives in a place like this?

- Geography: comparing hot and cold places
- English: Stories from a range of cultures; Information texts; Recount (trip)
- Possible school visit to Yorkshire Wildlife Park
- Art: Exploring warm and cold colours
- Quality Texts: The Rainbow Bear; Handa's Surprise; Handa's Hen; Lion Hunt



What is special about our local area?

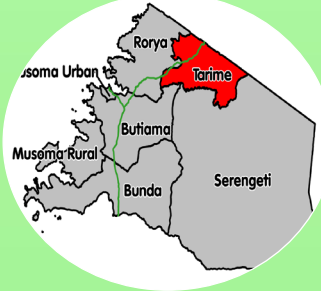
- Geography: school and the local area
- English: Instructions
- Art: sculpted flowers; the school in the style of Paul Klee
- Music: No Place Like...
- Quality Texts (linked to science): Jim and The Beanstalk; Monkey Puzzle; A Seed is Sleepy; The Promise

Year 2 – The Big Questions



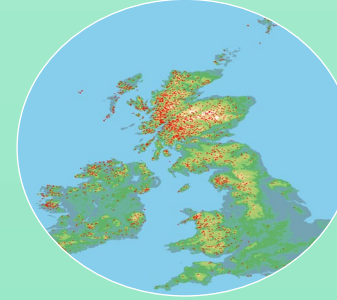
How did humans learn how to fly?

- History: flight and the first pilots (male and female)
- English: Instructions; Stories with familiar settings; Poetry: patterns on a page; Recount
- Art: Sketching; model aeroplanes
- Music: Songs about flight
- Quality Texts: The Great Paper Caper; The Great Balloon Hullabaloo; Emma Jane's Aeroplane



Where is Mara?

- Geography: a study of a place in Africa
- English: Postcards and letter; Traditional tales; Non-chronological report
- Art: Edward Saidi – Tanzanian Painter
- Music: African Drumming workshop
- Quality Texts: Meerkat Mail; Letters from Felix; Little Red Riding Hood Twisted Tales



Where is our place in the UK?

- Geography: a study the UK
- English: Poetry – minibests; Persuasive writing; Author Study; Character descriptions
- Art: Painting in the style of David Hockney – local artist.
- Quality Texts: The Twits; George's marvelous Medicine; Tad; Superworm



What was Lightcliffe like the day our school opened?

- History: local study
- English: Diaries; Adventure story set in the past
- Art: Observational drawing
- Music: Hurrah the Nineteenth Century
- Quality Texts: Here We Are; Beegu; The Story of a Mill Girl; Diary of a Wombat

Year 3 – The Big Questions



What did archaeologists find in the Indus Valley?

- History: history, culture and legacy of the Indus Valley
- English: Stories from different cultures; Stories with a familiar setting; Letter Writing
- Art: sketching; clay pots
- Music: Ravi Shankar-Symphony; Jai Ho –AR Rahman; Sahela Re – Kishori Amonkar
- Quality Texts: Malala's Magic Pencil; Traction Man; David Walliams key texts



Why do people go to France for their holidays?

- Geography: study of a country in Europe.
- English: Persuasive Writing; Haiku poetry; Non-chronological report
- Art: Van Gogh – Sunflowers
- Music: French composers; French Accordion music
- Quality Texts: The Adventures of Aya and Pete in Paris; A Walk in Paris; Everybody Bonjours



What makes the Earth angry?

- Geography: a study of volcanoes, earthquakes and tsunamis
- English: Escape From Pompeii – Adventure story; Persuasive letter; Explanation texts; Poetry - Kennings
- Art: Volcano art
- Quality Texts: Escape From Pompeii; The Pebble in my Pocket; Winston of Churchill



Who were the first Britons?

- History: Prehistoric Britain
- English: Instructions; Recount; Short story; Non-chronological report
- Art: Cave art
- Quality Texts: Stone Age Boy; How to Wash a Woolly Mammoth; Ug

Year 4 – The Big Questions



What did the Romans ever do for us?

- History: study of Romans in Britain
- English: Stories with historical settings; Explanation texts; poetry for imagery
- Art: Portraits; 3D art and design – Roman sandal
- Music: BBC Romans
- Quality Texts: Into the Lion's Den; Romans on the Rampage; Rotten Romans



Where are the world's highest mountains?

- Geography: Mountain regions and formation
- English: Explanation texts; Nativity writing; Playscripts
- Art: Watercolour mountains; Texture – textile art
- Music: 'In the Hall of the Mountain King' – Grieg
- Quality Texts: King of the Cloud Forest; My Side of the Mountain



Why did the Anglo-Saxons and Vikings settle in Britain?

- History: Anglo-Saxons and Vikings
- English: Instructions; Diary; Poetry - Beowulf
- Art: Shields and Jewelry (texture)
- Music: BBC 'The Anglo-Saxons' and 'The Viking Saga' songs
- Quality Texts: How to Train Your Dragon; The 1000 Year Old Boy; Riddle of the Runes; Arthur and the Golden Rope



Would you rather... Live in Lightcliffe or a city like York?

- Geography: Comparative study
- English: Persuasive leaflet/booklet; Stories with dilemmas
- Art: Landscape paintings in the style of Kate Lycett – Lightcliffe & York
- Quality Texts: The Lion, The Witch and the Wardrobe; Balaclava Boy (short story)

Year 5 – The Big Questions



Was the 'Great War' really great?

- History: The effects of war – with some focus on Halifax
- English: Narrative fiction; Letters; Recount
- Art: Silhouette
- Music: Archie Dobson's War
- Quality Texts: War Horse; Letters from the Lighthouse; Poems from the First World War; White Feather



Why are rainforests so important to us?

- Geography: Rainforest regions
- English: Persuasive Writing; Performance Poetry; Short story
- Art: In the style of Henri Rousseau
- Quality Texts: Explorer; The Great Kapok Tree; Jungle Drop



How different is the landscape of South America?

- Geography: A study of South America
- English: Narrative fiction; Non-chronological report;
- Art: Textile art and printing; historical art
- Music: Samba rhythms; Fanfarra Cabua-Le-Le – Sérgio Mendes/Carlinhos Brown
- Quality Texts: Journey to the River Sea; Along the River



What is the legacy of the Ancient Greeks?

- History: Study of Ancient European civilization
- English: Myths and Legends; Poetry
- Art: Clay – Greek Vase
- Quality Texts: Who Let the Gods Out?; Greek Myths Anthology

Year 6 – The Big Questions



What is it like in different parts of the UK?

- Geography: Comparison and study of the UK
- English: Biographies & Autobiographies; Narrative postcards; Recount; Non-fiction writing
- Art: Perspective
- Quality Texts: Kensuke's Kingdom; Samples from autobiographical and biographical writing



Why is the early Islamic civilization known as the 'Golden Age'?

- History: A study on a non-European civilization
- English: Narrative stories – flashbacks; Non-chronological reports; Narrative fiction
- Art: Arabic calligraphy in the style of Mohamed Zakariya
- Music: 'Sprinting Gazelle' - Reem Kelani
- Quality Texts: Arabian Nights; The Boy at the Back of the Class



Where is all the water?

- Geography: Rivers and the World's water
- English: Arguments; Short narrative (horror/thriller genre)
- Art: Collage; Monet
- Quality Texts: Flood-land; The Water Tower; The Wind in the Willows



Should we take things at face value?

- History: An understanding of historical bias
- English: Persuasive Writing; Poetry
- Art: Historical portraits; Mixed media portraits
- Quality Texts: Show Us Who You Are; I am Not a Label

	Autumn	Spring	Summer	
Year 1	Collage: In the style of Piet Mondrian	Texture: Arctic polar bears	Colour: Warm and cold colours; Colour mixing	Sculpture: Blossom Paul Klee: Buildings
Year 2	Perspective: Runways 3D Art & Design: Model aeroplane	Edward Saidi: Tanzanian printer	David Hockney: Landscapes	Observational Drawings
Year 3	Sketch & design: Indus valley pottery Clay sculpture: Pottery	Van Gogh - Sunflowers	Angry Earth art in the style of Margaret Godfrey	Prehistoric Art: Cave paintings
Year 4	Portraits Design and Make: Roman sandals	Watercolours: Mountains Textiles Art	Texture: Anglo-Saxon/Viking jewellery/shields	Landscapes in the style of Kate Lycett
Year 5	Colour: War Silhouettes	Colour: Rainforest art in the style of Henri Rousseau	Historical paintings – South America Mola textile art	Sulpture: Greek clay vase
Year 6	Perspective	Arabic Calligraphy in the style of Mohammed Zakariya	River collage in the style of Monet	Historical portraits Mixed media self-portraits

A R T & D E S I G N

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	Autumn		Spring		Summer	
Year 1	Use of ipads and other technology in the classroom Instructions – computing without computers		Purple Mash 1.9 – Technology outside school 1.2 Online Safety	Purple Mash 1.4 – Lego Builders	Purple Mash 1.5 – Maze Explorers Purple Mash 1.6 – Animated story books Purple Mash 1.7 Coding	
Year 2	Purple Mash 2.6 Creating Pictures Purple Mash 2.7 Making Music	Sherston and Purple Mash 2.1 – Coding	Sherston and Purple Mash 2.3 – Spreadsheets 2.2 Online Safety	Purple Mash and Word – Word processing		Purple Mash 2.4 – Questioning (Databases)
Year 3	Purple Mash 3.4 – Touch Typing	Purple Mash 3.7 – Simulations	Purple Mash 3.9 – Presenting using PowerPoint 3.2 Online Safety	Sherston and Purple Mash 3.5 – Email	Purple Mash 3.3 – Spreadsheets	Purple Mash 3.1 – Coding Imagine LOGO – Coding
Year 4	Purple Mash 4.6 – Animations	Purple Mash 4.1 – Coding	Purple Mash 4.8 – Hardware Investigators Purple Mash 4.9 – Making Music 4.2 Online Safety	Purple Mash 4.5 – LOGO	Purple Mash 4.7 – Effective Searching	Powerpoint – create a presentation
Year 5	Purple Mash 5.1 – Coding	Purple Mash 5.3 – Spreadsheets	Purple Mash 5.5 – Game Creator 5.2 Online Safety	Purple Mash 5.7 – Concept Maps	Purple Mash 5.8 – Word Processing Produce a pamphlet linked to topic / English	
Year 6	Purple Mash 6.1 and Scratch – Coding	Purple Mash 6.4 – Blogging	Purple Mash 6.9 – Spreadsheets 6.2 Online Safety Purple Mash 6.6 – Networks		Multi-media Presentation (PPT, pictures/video/audio) Purple Mash 6.7 – Quizzing	



	Autumn		Spring		Summer	
Year 1			<u>Mechanisms</u> Easter Cards		<u>Food</u> Healthy Eating from Other Countries	<u>Textiles</u> Weaving Friendship Bracelets
Year 2	<u>Food</u> Fruit Salad	<u>Mechanisms</u> Wheels and axles Fire Engine				<u>Structures.</u> Obstacle Course for chicks.
Year 3		<u>Mechanisms</u> Moving Christmas Cards - levers		<u>Structure</u> Easter Egg Packaging		<u>Food</u> Growing a Healthy salad
Year 4		<u>Electrical</u> Light Up Christmas Cards		<u>Textiles</u> Item with Fastenings		<u>Food</u> - Pitta Pockets/Healthy wraps
Year 5		<u>Mechanisms</u> Motorised Pulleys: War-time Vehicles		<u>Food</u> Bread making		<u>Structures</u> Greek temple
Year 6		<u>Textiles</u> Christmas Stockings		<u>Food</u> Easter Chocolate Challenge		<u>Electrical</u> Robots (Science link)

F R E N C H

	Autumn		Spring		Summer
Year 3	<u>Getting to Know You</u> Greetings and introductions	<u>All About Me</u> Descriptions of self	<u>Food Glorious Food</u> Food items	<u>Family & Friends</u> Families/Pets	<u>Our School</u> Classroom objects
Year 4	<u>All Around Town</u> Sights in town French towns		<u>Going Shopping</u> Food and shopping		<u>Holidays and Hobbies</u> Seasons/Weather/ Holidays
Year 5 (Building on Y3)	<u>All About Ourselves</u> Appearance/ Fashion/Feelings/Emotions		<u>That's Tasty</u> Restaurants/ Sandwiches/Pizza		<u>Family & Friends</u> Family/Homes/ Animals
Year 6 (Building on Y4)	<u>Let's Visit a French Town</u> Places in a French town		<u>Let's Go Shopping</u> Shops/Clothes/ French currency		<u>This is France</u> Cities/directions/ Paris landmarks

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MUSIC

	Autumn	Spring	Summer
Year 1	Charange Unit 1 – My Musical Heartbeat Singing, pulse and tempo	Charanga Unit 3 -Exploring Sounds Pitch, volume and dynamics	Charanga Unit 5 – Having Fun with Improvisation Melody & rhythm
Year 2	Charange Unit 1 – Pulse, Rhythm & Pitch Rhythm, pitch and tempo	Charanga Unit 3 – Investing a Musical Story Exploring sounds to express mood	Charanga Unit 5 – Exploring Improvisation Improvisation and composition
Year 3	Whole class brass instrument tuition with Calderdale Music Trust Playing a tuned instrument, learning notation, playing as an ensemble		
Year 4	Charanga Unit 1 – Musical Structures Verses and choruses	Charanga Unit 3 – Compose with your Friends Musical notation and melodies	Charanga Unit 5 – Expression & Improvisation Describing music using appropriate vocabulary
Year 5	BBC Music – Archie Dobson’s War Understand purpose of song/music for morale Learn songs from a bygone era	Charanga Unit 1 – Melody & Harmony in Music	Charanga Unit 3 – Composing & Chords Create chords and accompaniments
Year 6	Charanga Unit 3 – Creative Composition Stave notation and accompaniments	Charanga Unit 4 – Musical Styles Connect Us Music from around the world	Leavers’ Performance Learning and performing songs with two-part accompaniment

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	Autumn		Spring		Summer	
Year 1	GAMES <ul style="list-style-type: none">Fundamentals, Focusing on controlling a ball with their feet GAMES - IN <ul style="list-style-type: none">Parachute games DANCE <ul style="list-style-type: none">Toys OUTDOOR LEARNING <ul style="list-style-type: none">Forest school based activities	GYMNASTICS <ul style="list-style-type: none">Points and PatchesWide –Narrow-Curled shapes Outdoor play – weather permitting GAMES - OUT <ul style="list-style-type: none">Throwing, Catching and Aiming games OUTDOOR LEARNING <ul style="list-style-type: none">Forest school-based activities	DANCE <ul style="list-style-type: none">Little Red Riding Hood and The Big Bad Wolf GYMNASTICS - IN <ul style="list-style-type: none">Flight, Bouncing, Jumping and LandingWide –Narrow-Curled shapes	GYMNASTICS <ul style="list-style-type: none">Rocking and Rolling GAMES - OUT <ul style="list-style-type: none">Bat & Ball skills games	GAMES <ul style="list-style-type: none">Developing competitive games skills applying Throwing, Catching and Aiming , Bat & Ball skills. GYM – IN <ul style="list-style-type: none">Sequence development using skills from Points and Patches, Wide – Narrow-Curled shapes, Flight, Bouncing, Jumping and Landing, Rocking and Rolling	GAMES <ul style="list-style-type: none">Striking and fielding based games. ATHLETICS - OUT <ul style="list-style-type: none">Sports day based activities ODA <ul style="list-style-type: none">Developing Orienteering skills
	GYMNASTICS <ul style="list-style-type: none">Parts high & parts GAMES - OUT <ul style="list-style-type: none">Throwing and Catching – Small sided games OUTDOOR LEARNING <ul style="list-style-type: none">Forest school based activities	GAMES <ul style="list-style-type: none">Movement patterns Outdoor play – weather permitting DANCE - IN <ul style="list-style-type: none">Dancing Drums OUTDOOR LEARNING <ul style="list-style-type: none">Forest school-based activities	GYM <ul style="list-style-type: none">Key StepsLinking movements together DANCE - IN <ul style="list-style-type: none">Dancing Drums x3 GAMES - OUT <ul style="list-style-type: none">Aiming & Target Games	DANCE <ul style="list-style-type: none">Time GAMES - IN <ul style="list-style-type: none">Aiming & Target Games, using throwing and bat and ball skills.	GYMNASTICS <ul style="list-style-type: none">Spinning, Turning and TwistingDeveloping sequences and applying skills from previous units. GAMES - OUT <ul style="list-style-type: none">Hitting, dribbling and kicking games	GAMES <ul style="list-style-type: none">Striking and fielding based games.Bat and ball, net based games ATHLETICS - IN <ul style="list-style-type: none">Sports day based activities GAMES <ul style="list-style-type: none">Skipping
Year 3	DANCE <ul style="list-style-type: none">Machines CROSS COUNTRY ODA <ul style="list-style-type: none">Developing Orienteering skills	DANCE <ul style="list-style-type: none">Machines Outdoor play – weather permitting GAMES <ul style="list-style-type: none">Throwing and Catching based skills and games	GYMNASTICS <ul style="list-style-type: none">Stretching, curling and arching GAMES <ul style="list-style-type: none">Tag Rugby OUTDOOR LEARNING <ul style="list-style-type: none">Forest school based activities	GYMNASTICS <ul style="list-style-type: none">Stretching, curling and arching GAMES <ul style="list-style-type: none">Playing small sided games applying previously learnt skills. OUTDOOR LEARNING <ul style="list-style-type: none">Forest school based activities	GAMES <ul style="list-style-type: none">Net and wall – tennis/4 square ATHLETICS <ul style="list-style-type: none">Introduction to KS2 Running, jumping & Throwing activities	GAMES <ul style="list-style-type: none">Striking and fielding based games. ATHLETICS <ul style="list-style-type: none">Sports day based activities GAMES <ul style="list-style-type: none">SkippingLearning new skills individually, in pairs, groups.Learning sequences to music.
	DANCE <ul style="list-style-type: none">Rock ‘N’ Roll CROSS COUNTRY ODA <ul style="list-style-type: none">Developing Orienteering skills OUTDOOR LEARNING <ul style="list-style-type: none">Forest school-based activities	DANCE <ul style="list-style-type: none">Rock ‘N’ Roll Outdoor play – weather permitting GAMES <ul style="list-style-type: none">Netball and Basketball based skills and games OUTDOOR LEARNING <ul style="list-style-type: none">Forest school-based activities	GYMNASTICS <ul style="list-style-type: none">Developing Rolling skills GAMES <ul style="list-style-type: none">Netball and Basketball based skills and games	GYMNASTICS <ul style="list-style-type: none">Developing Rolling skills GAMES <ul style="list-style-type: none">Football based skills and games	ATHLETICS <ul style="list-style-type: none">Running, jumping & Throwing activities GAMES <ul style="list-style-type: none">Net and wall – tennis/4 square	ATHLETICS x 3 <ul style="list-style-type: none">Running, jumping & Throwing activities GAMES <ul style="list-style-type: none">Striking and fielding based games. GAMES <ul style="list-style-type: none">Striking and fielding based games.Problem Solving and Inventing Games
Year 5	DANCE <ul style="list-style-type: none">Motif development leading to small group dance composition CROSS COUNTRY	DANCE <ul style="list-style-type: none">Motif development leading to small group dance composition Outdoor play – weather permitting	GYMNASTICS <ul style="list-style-type: none">Flight & Feet to Hands to Feet	GYMNASTICS <ul style="list-style-type: none">Flight & Feet to Hands to Feet	GAMES <ul style="list-style-type: none">Net and wall – tennis, 4 square, bench ball ATHLETICS <ul style="list-style-type: none">Running, jumping & Throwing activities	ATHLETICS <ul style="list-style-type: none">Running, jumping & Throwing activities GAMES <ul style="list-style-type: none">Striking and fielding games – cricket/rounders' based
	GAMES <ul style="list-style-type: none">Invasion games – Tag RugbyInvasion games – Hi 5 Netball		SWIMMING OUTDOOR LEARNING – Forest school based activities		GAMES <ul style="list-style-type: none">Invasion games – Tag RugbyInvasion games – Hi 5 Netball SWIMMING OUTDOOR LEARNING – Forest school based activities	
Year 6	DANCE <ul style="list-style-type: none">Independent small group dance composition CROSS COUNTRY	DANCE <ul style="list-style-type: none">Independent small group dance composition leading to Y6 performance Outdoor play – weather permitting	GYMNASTICS <ul style="list-style-type: none">Group sequences with counter balance	GYMNASTICS <ul style="list-style-type: none">Group sequences with counter balanceExploring basic Parkour	GAMES <ul style="list-style-type: none">Net and wall – tennis4 squareBench-ball ATHLETICS <ul style="list-style-type: none">Running, jumping & Throwing activities	ATHLETICS <ul style="list-style-type: none">Running, jumping & Throwing activities GAMES <ul style="list-style-type: none">Striking and fielding based games.
	GAMES Invasion games <ul style="list-style-type: none">FootballBasketball		OUTDOOR LEARNING <ul style="list-style-type: none">Forest school based activitiesDeveloping Orienteering skills		GAMES <ul style="list-style-type: none">Net and wall – tennis4 squareBench-ball ATHLETICS <ul style="list-style-type: none">Running, jumping & Throwing activities	ATHLETICS <ul style="list-style-type: none">Running, jumping & Throwing activities GAMES <ul style="list-style-type: none">Striking and fielding based games.

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	Autumn		Spring		Summer	
	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	Anti-bullying Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Year 2	Being a good friend Being kind and helping others Feelings/self-regulation Listening Skills	Anti-bullying Bullying and teasing Celebrating difference People who help us	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Year 3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Anti-bullying Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Year 4	Healthy relationships Listening to feelings Assertive skills	Anti-bullying Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Year 5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Anti-bullying and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Year 6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Anti-bullying Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

	Autumn		Spring		Summer	
Year 1	Who am I? What does it mean to belong?	Why does Christmas matter?	Who is Muslim and what do they believe?	What makes some places sacred to believers? Why does Easter matter?	Who made the world?	What is the good news that Jesus brings?
Year 2	What do Christians believe God Is like?	Why does Christmas matter?	Who is Muslim and what do they believe?	Why does Easter matter? What makes some places sacred to believers?	How should we care for the world and for others, and why does it matter?	What is the good news that Jesus brings?
Year 3	What do Christians learn from the Creation story?	What is the Trinity? (Incarnation and God)	What does it mean to be a Sikh in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	How and why do believers show their commitments during the journey of life? (C, H/S)	What kind of world did Jesus want?
Year 4	What is it like to follow God?	What are the deeper meanings of festivals?	What is the Trinity? (Incarnation and God)	Why do Christians call the day Jesus died 'Good Friday'?	When Jesus left, what next?	What does it meant to be a Hindu in Britain today?
Year 5	What does it mean if God is holy and loving?	What would Jesus do?	What kind of king is Jesus?	What did Jesus do to save human beings?	What does it mean for a Jewish person to follow God?	Why is pilgrimage important to some religious believers?
Year 6	What does it mean for Muslims to follow God?	Was Jesus the Messiah?	Creation and science: conflicting or complementary?	What difference does the Resurrection make for Christians?	How do religions help people live through good times and bad times?	

	Autumn		Spring		Summer	
Year 1	Everyday Materials		Animals including humans		Plants	
Year 2	Animals including humans	Living Things and their Habitats	Use of Everyday Materials		Plants	Habitats & Life Cycles
Year 3	Light & Shadows	Forces and Magnets	Rocks and soils	Plant life cycles		Humans and other animals
Year 4	Living Things & Habitats	Circuits and Conductors		Animals Incl. Humans: Teeth and Digestion	Sound	States of Matter
Year 5	Properties and Changes of materials	Earth and Space	Forces	Living Things & Habitats	Animals including humans (Lifecycles)	
Year 6	Living Things & Their Habitats	Evolution & Inheritance	Light	Animals including humans (Circulatory Systems & health)		Electricity



Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW				Geometry Shape VIEW	Consolidation	
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW			
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation	

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Year 2

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			
Spring term	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>				<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>					
Summer term	<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Measurement</div> <div>Time</div> <div>VIEW</div>			<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Consolidation</div>	

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Year 3

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value <											

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Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>			<div>Measurement</div> <div>Area</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>			Consolidation
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Number</div> <div>Decimals A</div> <div>VIEW</div>			
Summer term	<div>Number</div> <div>Decimals B</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		Consolidation	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	

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Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW		Number Fractions A VIEW					
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW		Measurement Perimeter and area VIEW		Statistics VIEW			
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW		Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW		

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Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW		Number Addition, subtraction, multiplication and division VIEW				Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW			
Spring term	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW						
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Themed projects, consolidation and problem solving							

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Curriculum Enrichment

At Lightcliffe, we believe that the National Curriculum forms only part of the learning offer in school.

Our enrichment offer continually evolves as we explore further opportunities for learning and developing through engaging activities that complement our core learning offer and give further opportunities for learning outside the classroom.

Over the course of a child's time at Lightcliffe, enrichment activities will have included visitors/workshops in school; day and residential visits out of school; outings within the local community; special school events (World Book Day, special celebrations etc); opportunities to participate in after-school clubs; and attendance at St Matthew's Church, Lightcliffe.

We have links with Mara Primary School in Mara, Tanzania, for whom we fundraise and exchange letters. Our children are enthusiastic fundraisers and contribute to local and national events. We enjoy making Christmas shoeboxes, having dress-up days and holding bun sales.

We are delighted to have opportunities for Forest School activities or working with sports coaches, and our programme of after-school activities has recommenced starting with choir. We enjoy taking part in local and inter-school competitions and look forward to these recommencing in due course.

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