

Whole School Curriculum Overview

Egremont Primary School is a 1.5 form entry primary school and as such we have mixed-age classes. We have a two-year plan and our science and foundation subject curriculum is delivered on a cycle of Year A and Year B to ensure that there is full coverage of the statutory units of work in each phase.

[September 2020-July 2021 is Year B](#)

Maths – National Curriculum (White Rose)

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|----------|--|----------|---|----------|
| EYFS | Place Value – numbers to 5 Addition and Subtraction – sorting activities Place Value – comparing groups Measurement - time | | Addition and Subtraction – numbers to 5 Place Value – numbers to 10 Addition - addition to 10 Geometry – shape and space | | Geometry – exploring patterns Addition and Subtraction – count on and back Place Value – numbers to 20 Multiplication and Division – numerical patterns Measurement - measure | |
| Year 1 | Number – Place Value (within 10) Number – Addition & Subtraction (within 10) Geometry – Shape Number – Place Value (within 20) | | Number – Addition & Subtraction (within 20) Number - Place Value (within 50) Measurement – Length and Height, Weight and Volume | | Number – Multiplication and Division Number – Fractions Geometry – Position and Direction Number – Place Value (within 100) Measurement – Money and Time | |
| Year 2 | Number – Place Value Number – Addition & Subtraction Measurement – Money Number – Multiplication and Division | | Number – Multiplication and Division Statistics Geometry – Properties of Shapes Number – Fractions Measurement – Length and Height | | Geometry – Position and Direction Problem Solving – Efficient Methods Measurement – Time Measurement – Mass, Capacity and Temperature Investigations | |
| Year 3 | Number – Place Value Number – Addition & Subtraction Number – Multiplication and Division | | Number – Multiplication and Division Measurement – Money Statistics Measurement – Length and Perimeter Number - Fractions | | Number – Fractions Measurement – Time Geometry – Properties of Shapes Measurement – Mass and Capacity | |
| Year 4 | Number – Place Value Number – Addition & Subtraction Measurement – Length and Perimeter Number – Multiplication and Division | | Number – Multiplication and Division Measurement – Area Number – Fractions Number - Decimals | | Number – Decimals Measurement – Money and Time Statistics Geometry – Properties of Shapes Geometry – Position and Direction | |

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| Year 5 | Number – Place Value Number – Addition & Subtraction Statistics Number – Multiplication and Division Measurement – Area and Perimeter | Number – Multiplication and Division Number – Fractions Number – Decimals and Percentages | Number – Decimals Geometry – Properties of Shapes Geometry – Position and Direction Measurement – Converting Units Measurement - Volume |
| Year 6 | Number – Place Value Number – Addition, Subtraction, Multiplication & Division Number – Fractions Geometry – Position and Direction | Number – Decimals Number – Percentages Number – Algebra Measurement – Converting Units Measurement – Perimeter, Area and Volume Number - Ratio | Geometry – Properties of Shapes Problem Solving Statistics Investigations |

Reading – National Curriculum

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|----------|----------|----------|----------|----------|
| EYFS | ELG 09 Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | | | | | |
| Year 1 | Word Level <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. Comprehension <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear read to their own experiences | | | | | |

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| | <ul style="list-style-type: none"> ○ becoming very familiar with key stories, fairy stories and traditional tales, • retelling them and considering their particular characteristics <ul style="list-style-type: none"> ○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart ○ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. |
| Year 2 | <p>Word Level</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases |

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| | <ul style="list-style-type: none"> ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far ● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| Year 3&4 | <p>Word Level</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● using dictionaries to check the meaning of words that they have read ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● identifying themes and conventions in a wide range of books ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination ● recognising some different forms of poetry [for example, free verse, narrative poetry] <ul style="list-style-type: none"> ▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ○ asking questions to improve their understanding of a text ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying main ideas drawn from more than one paragraph and summarising these |

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| | <ul style="list-style-type: none"> ○ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| Year 5&6 | <p>Word Level</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously |

- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – National Curriculum

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|----------|----------|----------|----------|----------|
| EYFS | ELG 10 Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | | | | | |
| Year 1 | write sentences by: <ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils ▪ read aloud their writing clearly enough to be heard by their peers and the teacher. | | | | | |
| Year 2 | develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form | | | | | |

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| | <ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> |
| Year 3&4 | <p>Transcription</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> |
| Year 5&6 | <p>Transcription</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. <p>Composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary |

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| | <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> |
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Science – National Curriculum

Children must have regular opportunities to work scientifically across all units of study. Working scientifically must be progressive in skill and knowledge within the year and across all year groups.

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|--|--|----------------------------------|---|----------------------------|---|
| EYFS | ELG 14 The World <ul style="list-style-type: none"> They make observations of animals and plants and explain why some things occur, and talk about changes Children also learn about the changing seasons | | | | | |
| Year 1&2 Year A | Animals, including humans Seasonal Changes (Autumn) | Animals, including humans Seasonal Changes (Winter) | Plants | Plants Seasonal Changes (Spring) | Everyday Materials | Everyday Materials Seasonal Changes (Summer) |
| Year 1&2 Year B | Animals, including humans | Living things and their habitats | Living things and their habitats | Plants | Uses of Everyday Materials | Uses of Everyday Materials |

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| Year 3&4 Year A | Animals, including humans | Light | Plants | Plants | Rocks | Forces and magnets |
| Year 3&4 Year B | Animals, including humans | Sound | Living things and their habitats | Living things and their habitats | Electricity | States of Matter |
| Year 5&6 Year A | Animals, including humans | Properties and changes of materials | Living things and their habitats | Forces | Earth and Space | Earth and Space |
| Year 5&6 Year B | Animals including humans | Light | Living things and their properties | Evolution and inheritance | Evolution and inheritance | Electricity |

History – National Curriculum

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|--|--|--|--|---|---|
| EYFS | ELG 14 The World <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members | | | | | |
| Year 1&2 Year A | Events beyond living memory – Gunpowder Plot | Events beyond living memory – Gunpowder Plot | Events beyond living memory – Great Fire of London | Events beyond living memory – Great Fire of London | Lives of significant people – Christopher Columbus and Neil Armstrong | Lives of significant people – Christopher Columbus and Neil Armstrong |
| Year 1&2 Year B | Lives of significant people – Rosa Parks (Black History Month) | Lives of significant people – L.S Lowry | Changes in living memory | Changes in living memory | Significant events, people and places in our own locality | Significant events, people and places in our own locality |
| Year 3&4 Year A | Stone Age to Iron Age | Stone Age to Iron Age | Roman Empire | Roman Empire | Local History (Birkenhead Priory) | Local History (Birkenhead Priory) |
| Year 3&4 Year B | Anglo Saxons/Scots | Anglo Saxons/Scots | Vikings | Vikings | Ancient Egyptians | Ancient Egyptians |
| Year 5&6 Year A | Ancient Greeks | Ancient Greeks | World War 2 (Beyond 1066) | World War 2 (Beyond 1066) | Local History (The River Mersey) | Local History (The River Mersey) |

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| Year 5&6 Year B | Civil Rights | Crime and Punishment past to present (including BV – rule of law) | Victorians (Beyond 1066) | Victorians (Beyond 1066) | Non-European Study – Mayans, Benin or Islamic Civilization | Non-European Study – Mayans, Benin or Islamic Civilization |
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Geography – National Curriculum

Key Stage One: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage Two: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|----------|--|----------|--|----------|
| EYFS | ELG 14 The World <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes | | | | | |
| Year 1&2 Year A | Our School and Our Local Area (HPG/vocab) | | The United Kingdom and its surrounding seas (LK) | | Seasonal weather patterns in UK and hot and cold areas of the world – Equator, North and South Poles (HPG) | |
| Year 1&2 Year B | Geographical similarities and differences (human and physical geography) between the Wirral and Reno, Nevada. (Twinned in 2015) | | Continents and Oceans (LK) | | Our Local Area (HPG) On the Farm and at the Port/Harbour | |
| Year 3&4 Year A | Villages, Towns and Cities | | Mountains, Volcanoes and Earthquakes | | Water, Weather and Climate | |
| Year 3&4 Year B | Rivers | | Migration | | Natural Resources | |

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| Year 5&6 Year A | Slums | Biomes | Energy and Sustainability |
| Year 5&6 Year B | Population | Local Field Study | Globalisation |

Art – National Curriculum

NB: KS2 – Children should be building up a sketchbook/journal to document their observations, record their experimentation and ideas

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|---------------------------------------|--|-----------------------------------|---|---|
| EYFS | ELG 16 and ELG 17 <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories | | | | | |
| Year 1&2 Year A | Using colour and texture – Great Fire of London art work | Architect Study: Sir Christopher Wren | Artist Study – Vincent Van Gogh Art work outcomes linked to science topic on plants/Van Gogh's Sunflowers | | Artist study – Arcimboldo (portraits of explorers studied in history) | |
| Year 1&2 Year B | Artist Study: L S Lowry | | Self-portraits and observational drawings | | Printmaking using everyday materials | |
| Year 3&4 Year A | Stone Age Cave Art | Stone Age Cave Art | Mosaic Designs | Sculpture – Roman monuments | Artist Study: Andy Goldsworthy (Sculpture) | Artist Study: Andy Goldsworthy |
| Year 3&4 Year B | History of street art/graffiti | Artist Study: Banksy | Norse Art | Norse Art | Canopic Jar design work | Hieroglyphics/Papyrus work |
| Year 5&6 Year A | Ancient Greek designs – vase art and sculpture | Artist Study: Alekos Fassianos | Using colour and texture – representing the Blitz | Henry Moore – WW2 art (sketching) | Architecture – local/historical | Architecture – local/modern |
| Year 5&6 Year B | Seurat - Pointillism | Seurat - Pointillism | Artist Study: William Morris (linked to Victorian topic in history) | | Gakonga or Islamic art (history linked) | Gakonga or Islamic art (history linked) |

DT – National Curriculum

Throughout each unit, the children will have opportunities to design, make, evaluate and develop technical knowledge (TASC wheel may be utilised to support the full process)

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|--|------------------------------|---|----------|--|----------|
| EYFS | ELG 16 and ELG 17 <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes • They represent their own ideas, thoughts and feelings through <u>design and technology</u>, art, music, dance, role-play and stories | | | | | |
| Year 1&2 Year A | Design product: Buildings from Pudding Lane | | Where does our food come from? Product: Healthy Picnic | | Design product: Space models | |
| Year 1&2 Year B | Where does our food come from? Product: Healthy snacks | | Design product: Toys from the past | | Design product: Land Ahoy – floating vessels | |
| Year 3&4 Year A | Design product: tool/belt pouch (focus on sewing and link to the earlier use of the needle) | | Design Project: Roman Chariots | | Local Food: Farming and Agriculture. Where does our food come from? | |
| Year 3&4 Year B | Seasonal food: Product: Winter veg inspired savoury dish | | Design product: Viking long boat | | Design Project: Shaduf and Canopic Jars | |
| Year 5&6 Year A | Food: Traditional Greek foods | Design project: Trojan Horse | Design Project: Air Raid Shelter | | Design Project: Local project | |
| Year 5&6 Year B | Design product: Prison Barge | | Design Project: Brunel's Bridges | | Traditional Asian/African foods (history topic dependent) Product: Preparing and making a traditional savoury dish. | |

Music – National Curriculum

At Egremont, we follow the Charanga music scheme.

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|------------------------|------------------------|---------------------------|-----------------------------|-------------------------|
| EYFS | ELG 16 and ELG 17 <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories | | | | | |
| Year 1&2 Year A | Me! | Performance | Everyone | Our World | Big Bear Funk | Reflect, Review, Replay |
| Year 1&2 Year B | Friendship Song | Zoo Time / Performance | I Wanna Play in a Band | Ho Ho Ho | Hands Feet Heart | Reflect, Review, Replay |
| Year 3&4 Year A | Let Your Spirits Fly | Glockenspiel Stage 1 | 3 Little Birds | The Dragon Song | Bring Us Together | Reflect, Review, Replay |
| Year 3&4 Year B | Stop | Blackbird | Mama Mia | Reflect, Review, Replay | Glockenspiel Stage 2 | Reflect, Review, Replay |
| Year 5&6 Year A | Livin' On A Prayer | Jazz Stage 1 | Make You Feel My love | Dancin' In The Street | The Fresh Prince of Bel Air | Reflect, Review, Replay |
| Year 5&6 Year B | I'll be There | Jazz Stage 2 | New Year Carol | Happy You've Got a friend | End Of Year Performance | |

PE – National Curriculum

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | ELG 04 <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements • They move confidently in a range of ways, safely negotiating space • They handle equipment and tools effectively, including pencils for writing | | | | | |
| Year 1&2 Year A | Team games Dance – animal movements | | Team games Gymnastics | | Team games Athletics – running and jumping | |
| Year 1&2 Year B | Team games Gymnastics | | Team games – Athletics – running and jumping | | Team games Dance – moving to the sounds of nature | |
| Year 3&4 Year A | Competitive games – football Dance – like an invader/settler | | Competitive games – netball Swimming | | Athletics Gymnastics | |
| Year 3&4 Year B | Athletics Dance – street style | | Competitive games – cricket Gymnastics | | Swimming Dance – Like an Egyptian | |
| Year 5&6 Year A | Athletics Dance – Stavros Flatley/Greek dancing | | Competitive games – rounders Dance – Charleston and Jive | | Competitive games – basketball Gymnastics | |
| Year 5&6 Year B | Competitive games - hockey Dance - freestyle | | Competitive games - netball Gymnastics | | Athletics Competitive games - football | |

Computing – National Curriculum (Purple Mash/2Simple)

NB: Throughout all sessions, KS1 children will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Throughout KS2, children will be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|--|--------------------------------------|-------------------------------------|---------------------|---------------------|------------------|
| EYFS | ELG 15 Technology: <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools They select and use technology for particular purposes | | | | | |
| Year 1&2 Year A | Online Safety and Grouping and sorting | Pictograms and Lego Builders | Maze Explorers and Animated Stories | Coding | Spreadsheets | Technology |
| Year 1&2 Year B | Online Safety and Coding | Spreadsheets and Questioning | Effective Searching | Creating Pictures | Making Music | Presenting Ideas |
| Year 3&4 Year A | Online Safety and Coding | Spreadsheets and Touch Typing | Emails | Branching Databases | Simulations | Graphing |
| Year 3&4 Year B | Online Safety and Coding | Spreadsheets and Different Audiences | Logo | Animation | Effective Searching | Hardware |
| Year 5&6 Year A | Online Safety and Coding | Spreadsheets | Databases | Game Creator | Modelling | Concept Maps |
| Year 5&6 Year B | Online Safety and Coding | Spreadsheets and Blogging | Text Adventures | Networks | Quizzing | Binary |

Languages – National Curriculum (German)

Throughout each unit the children will orally rehearse vocabulary, listen and respond, read and write as appropriate to the unit of work.

| Year group | Autumn | Spring | Summer |
|--------------------|---|---|--|
| Year 3&4 Year A | Greetings Numbers 1-10 Days of the Week Christmas song | About Me Months of the Year Writing the date Birthdays | Colours Where do you live? Numbers 11-30 |
| Year 3&4 Year B | Classroom language Animals Songs | Body parts Numbers 31-50 | Fruits and foods |
| Year 5&6 Year A | Classroom instructions Christmas song Numbers 51-100 | Family Pets | All about me |
| Year 5&6 Year B | German stories Conversational language | Weather | German Poems |

RE – RE Today

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|---|---|--------------------------------|--|----------|
| EYFS | ELG 13 <ul style="list-style-type: none"> They know about similarities and differences between themselves and others, and among families, communities and traditions | | | | | |
| Year 1&2 Year A | What do Christians believe? | Christianity - Christmas | Who is a Muslim and what do they believe? | What makes some places sacred? | What can we learn from sacred books? | |
| Year 1&2 Year B | Who is Jewish and what do they believe? | How and why do we celebrate special times? | What does it mean to belong to a faith community? | | How should we care for the world and why does it matter? | |
| Year 3&4 Year A | What do people believe about God? | Why is the Bible important to Christians? | Why is Jesus inspiring to some people? | Why do people pray? | Why are festivals important to religious communities? | |
| Year 3&4 Year B | Why do some people think life is a journey? | What does it mean to be a Christian in Britain today? | What does it mean to be a Hindu in Britain today? | | What can we learn from religion about right and wrong? | |
| Year 5&6 Year A | Why do some people believe that God exists? | Can we live by the values of Jesus in the 21 st Century? | What do religions say to us when life gets hard? | | If God is everywhere, why do people go to a place of worship? | |
| Year 5&6 Year B | Is it better to express religion through art and architecture or in charity and generosity? Christian and Muslim study. | | What matters most to Christians and humanists? | | What difference does it make to believe in ahimsa grace and ummah community? | |