
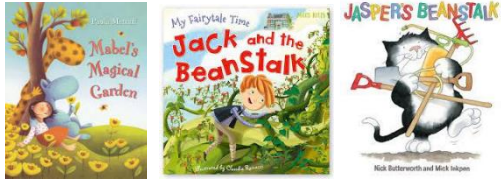
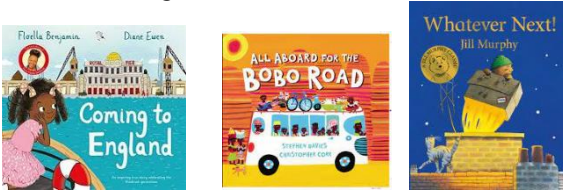
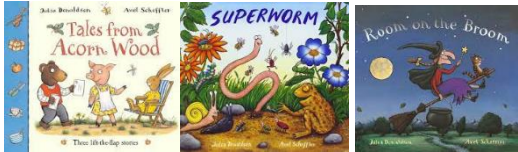
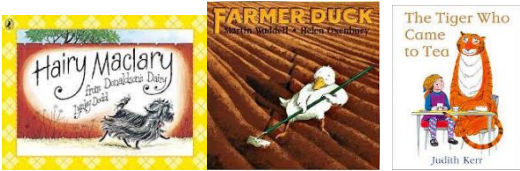
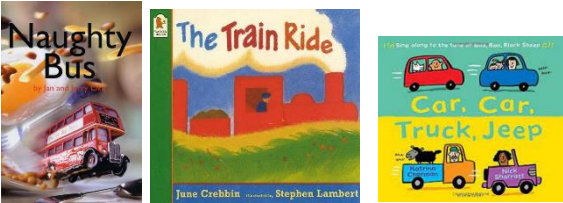

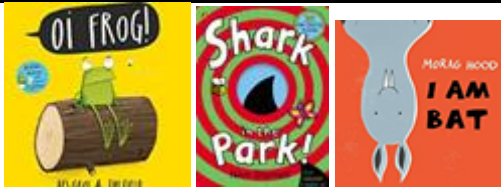

 Nursery	AUTUMN	SPRING	SUMMER
CLARBOROUGH CURRICULUM FOCUS	Respect	Resilience	Learning
Nursery THEME Cycle A KEY TEXTS	We're Different, We're the Same 	Growing 	Journeys to Places Near and Far 
Nursery THEME Cycle B KEY TEXTS	Julia Donaldson 	Animals 	Vehicles 
NURSERY RHYMES	Learn a wide range of songs and rhymes Initially listen with enjoyment then copy the actions/join in, then sing independently then change the rhythm, words, pitch, speed and tempo		
COMMUNICATION AND LANGUAGE Listening and attention Understanding Speaking	Ongoing and embedded through: the daily routine e.g. register time, taught script ("How long will you be?" "Stop it, I don't like it"), listening games part of continuous provision, daily Phonics sessions, daily story and singing times staff modelling and high expectations of children's language at all times weekly introduction of new vocabulary and daily cultural capital slideshow		

<p>PERSONAL, SOCIAL AND EMOTIONAL</p> <p>Self-confidence and self-awareness</p> <p>managing feelings and behaviour</p> <p>making relationships</p>	<p>Ongoing and embedded through:</p> <p>weekly story devoted to emotional literacy</p> <p>clear and consistent boundaries and procedures that children are very aware of e.g Good Listeners</p> <p>classroom set up to aid self-reliance and independence – name cards, milk tags, silhouettes, clear resources,</p> <p>children trained HOW to tidy up,</p> <p>staff model 'having a go', failing & persevering,</p> <p>weekly 'homework' on Seesaw promotes the value of key skills with parents</p> <p>staff actively try to pair children up and foster friendships</p> <p>diversity resources, particularly books, actively sourced and introduced to children</p> <p>clear and consistent high expectation of behaviour</p>
<p>PHYSICAL DEVELOPMENT</p> <p>Moving and handling</p> <p>Health and self-care</p>	<p>Ongoing and embedded through:</p> <p>Fine motor skills – Funky Fingers activities part of continuous provision,</p> <p>regular dough disco sessions,</p> <p>playdough and clay activities,</p> <p>making table -part of continuous provision where children can explore scissors, hole punches, threading etc</p> <p>Gross motor skills- Children taught systematically to move confidently and change direction,</p> <p>use a pedal/balance/two-wheeled bike,</p> <p>throw, catch and balance</p> <p>equal prominence given to outdoor activities</p> <p>Snack time – staff take opportunity to chat about good habits/calcium in milk etc</p> <p>children actively taught HOW to try new food – sniff, lick, mouse bite, normal bite, tiger bite</p> <p>regular activities to promote oral health, importance of sleep and varied diet</p>
<p>LITERACY</p> <p>Reading</p> <p>Writing</p>	<p>Ongoing and embedded through:</p> <p>daily phonics session and continuous provision,</p> <p>regular Jolly Phonics song times,</p> <p>Sharing Books (including storytelling guide sent to parents) and visitors for storytelling sessions</p> <p>specific mark-making area,</p> <p>name cards,</p> <p>high expectation for children to 'have a go' at writing their names etc</p> <p>writing opportunities inside and outside</p>

MATHS Number, shape, space and measures	<p>Ongoing and embedded through: Designated maths toys changed weekly counting and number songs, subitising walks (!) morning chairs activity, table top toys, problem solving activities open ended maths resources inside and outside Birthday display – changed as each child becomes 4, numberline Encouraging children to notice properties of things e.g round, tall, lots of, pointy etc rather than encourage blanket counting and naming of shapes and numerals</p>		
UNDERSTANDING THE WORLD General & Key festivals Minor	Autumn / Winter Harvest, Remembrance Day, Diwali, Christmas	Winter /Spring Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Easter	Spring/Summer Ramadan - Eid, Earth Day, Father's Day,
Technology	Ongoing through IWB activities, programmable toys, appropriate apps (magnifiers etc)		
Cycle A People and communities The world Technology - see	<p>We're Different, We're The Same</p> <p>Different types of families How are we the same? How are we different?</p> <p>People in other places</p>	<p>Growing</p> <p>What grows? Plants/people What do they need to grow?</p>	<p>Journeys to places near and far</p> <p>Journeys by road, rail, air, sea, fantasy journeys</p>
UNDERSTANDING THE WORLD Cycle B People and communities The world Technology - see above	<p>Julia Donaldson We choose the books according to the gaps in the children's knowledge/experience or what their interests are. For example</p> <p>Acorn Wood Tales – forest animals Zog – occupations Room on the Broom – what is real what is pretend The Smeds and the Smoots – prejudice and friendship Monkey puzzle – non-British wildlife</p>	<p>Animals</p> <p>Simple Life Cycles Animal babies and what they need Different habitats</p>	<p>Vehicles</p> <p>Vehicles on the road Building site vehicles Emergency vehicles</p>

<p>EXPRESSIVE ARTS AND MEDIA</p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	<p>Ongoing and embedded through:</p> <p>Making area, children are left to explore and follow own ideas, Extensive craft activities both in and outside children mix their own colours and use a wide variety of tools and techniques role play area changed regularly</p> <p>Several small world areas in unit to capture children's varying interests Fairy Tale of the Week to encourage extensive knowledge of plots/ settings/ characters etc</p>
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Reception	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
RECEPTION THEME, CYCLE A	We're Different, We're the Same		Growing		Journeys to Places Near and Far	
EXAMPLES OF KEY TEXTS						
RECEPTION THEME, CYCLE B	Julia Donaldson		Animals		Vehicles	
EXAMPLES OF KEY TEXTS						

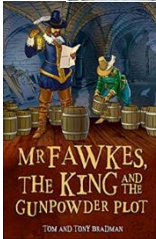



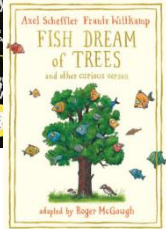

				
<p>NURSERY RHYMES</p> <p>EXAMPLES OF NURSERY RHYMES</p>		<p>Listen to and join in with a range of familiar rhymes. Change the rhythm, words, pitch, speed and tempo of well-known songs and rhymes.</p> <p>Twinkle, twinkle little star. Humpty Dumpty. 1,2,3,4,5 Incy, wincy spider Baa, baa black sheep Hickory, dickory dock.</p>	<p>Notice the rhyme in poems/stories etc and predict upcoming rhyming words. Learn new rhymes, poems and songs by heart, noting repeated phrases etc.</p> <p>London Bridge is falling down. Diddle, diddle dumpling. Doctor Foster. Girls and boys come out to play. Ring-a-ring-a-roses. Mary, Mary quite contrary.</p>	<p>Listen to rhymes from other cultures and countries – can they spot the rhyme and rhythm? Change the rhyming words in well-known nursery rhymes/stories.</p> <p>Frere Jacques. Are you sleeping? (Cherokee) Barramundi song (Australia) Steam train coming (Egypt) Tingalayo (West indies)</p>
VISITS AND VISITORS		<p>Lynn Freeman in weekly to read a story and sing a song with the class. Parents etc will be invited in, eg. to talk about their jobs, to introduce a new-born baby, etc.</p>		
COMMUNICATION AND LANGUAGE	<p>Listening, attention and understanding. Speaking.</p>	<p>Ongoing and embedded throughout the year: Learn new vocabulary and use it throughout the day – vocabulary introduced through our daily ‘cultural capital’ slideshow and through topic vocabulary, stories etc. Speak in well-formed sentences. Develop the use of social language through, eg. answering the register... Good morning, etc. Also phrases used in the unit – “how long will you be?”, “stop it I don’t like it”. Engage in story times throughout the day to build on their familiarity with and understanding of, eg. traditional tales. Develop the use of more detailed descriptions. Use new vocabulary in different contexts. Retell stories with some repetition of text and in their own words.</p>		
		Understand how to listen carefully and why listening is important.	Connect ideas and actions using a range of connectives.	Use talk to work out problems, organise, predict and explain.

		Learn our school and class rules and understand why we have them.	Encourage the children to ask questions to find out more and check their understanding.	Develop problem-solving language, eg. "so that", "it might be" etc.
PERSONAL, SOCIAL AND EMOTIONAL	Self-Regulation. Managing Self. Building Relationships.	<p>Ongoing and embedded through:</p> <p>Weekly story devoted to emotional literacy.</p> <p>Clear and consistent boundaries and procedures that children are very aware of e.g Good Listeners.</p> <p>Classroom set up to aid self-reliance and independence – name cards, milk tags, silhouettes, clear resources, children trained HOW to tidy up.</p> <p>Staff model 'having a go', failing & persevering.</p> <p>Staff actively try to pair children up and foster friendships.</p> <p>Diversity resources, particularly books, actively sourced and introduced to children.</p> <p>Clear and consistent high expectation of behaviour.</p>		
		<p>Encourage the children to manage their own personal hygiene – regular hand-washing, disposing of tissues etc.</p> <p>Identify and moderate their emotions.</p> <p>Road Safety.</p>	<p>Identify with and understand others feelings and beliefs – respect for all.</p> <p>Looking after themselves physically – healthy eating, exercise, dental hygiene, sleep, screen-time.</p>	<p>Build on the idea of transitioning from Reception to Year 1 – what will be the same? What will be different?</p> <p>Dealing with change.</p> <p>Looking after their own mental health.</p>
PHYSICAL DEVELOPMENT	Gross Motor Skills. Fine Motor Skills.	<p>Ongoing and embedded through:</p> <p>Fine motor skills – Funky Fingers activities part of continuous provision.</p> <p>Playdough and clay activities.</p> <p>Making table -part of continuous provision where children can explore scissors, hole punches, threading, pencils, paintbrushes etc</p> <p>Body strength, co-ordination, balance and agility developed through the use of daily outdoor play and activity times and equipment such as bikes, scooters, balance planks etc.</p> <p>Pencil and scissor grip, etc are monitored and children are supported to hold them correctly</p>		
		<p>Skills for the school day, eg. lining up, moving around school, using the dinner hall and playground.</p> <p>Revise skills such as rolling, crawling, hopping, skipping etc.</p> <p>Teach children to draw, eg a person, a house, a vehicle.</p> <p>Write their first name, forming the letters correctly.</p>	<p>Develop and refine range of ball skills – throwing, catching, kicking, passing, batting and aiming.</p> <p>Correctly form all lower-case letters</p>	<p>Construct obstacle courses and play games which encourage children to combine different movements easily and fluently.</p> <p>Write their first and last names, forming the letters correctly.</p> <p>Practice writing capital letters correctly.</p>

LITERACY	Comprehension. Word Reading. Writing.	Ongoing and embedded through: Daily phonics session and continuous provision, including regular Jolly Phonics song times. Visitors for storytelling sessions. Specific mark-making area always available with range of resources including tricky word and phoneme cards. Name cards – first name initially, then introduce last name when child is ready. High expectation for children to ‘have a go’ at writing their names etc Writing opportunities inside and outside, eg chalks, clipboards, shoulder bags with pens and post-it notes. Weekly drawing and writing in a book to show progression. Books are sent home linked to each child’s individual phonic ability and knowledge of tricky words.					
		Children are encouraged to write down any sounds that they can hear in the words/sentence etc they want to write. Know that print carries meaning and that it can be used for different purposes. Name the parts of a book. Know what an author and illustrator is. Know that English texts are read from left to right and top to bottom.	Children are encouraged to write a phrase or sentence, sounding out as much as they can independently - focus on letter formation, legibility and directionality. Identify known sounds and tricky words in texts. Blend and segment sounds and words in the text		Write a sentence that can be read by others - Focus on finger-spaces, correct use of full-stop and re-reading for sense. Introduce vocabulary of Rainbow Grammar – subject, predicate, stop. Use RG to form whole-class and group sentences. Read simple sentences using their phonic knowledge and recognition of tricky words.		
MATHS	Number. Numerical Patterns.	Baseline Assessment. Match and Sort. Compare Amounts. Explore pattern.	Represent, compare and compose numbers 1-5. 1 more/1 less. Circles, triangles and 4-sided shapes.	0,6,7,8 Compare and compose numbers to 5. Making pairs. Comparing measures	9 and 10 Compare numbers to 10. Number bonds to 10. 3d shape.	Build numbers beyond 10. Counting patterns beyond 10. Add/take-away.	Doubling, sharing and grouping. Even and odd. Spatial reasoning



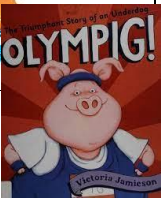


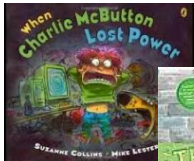
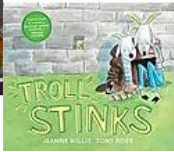
UNDERSTANDING THE WORLD	General & Key festivals Minor festivals may be covered biannually	Autumn / Winter. Harvest, Remembrance Day, Diwali, Christmas, Black History Month	Winter /Spring. Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Easter.	Spring/Summer. Ramadan - Eid, Earth Day, Father's Day.
	Past and Present. People, Culture and Communities. The Natural World.	ONGOING: Seasonal Changes. Weather and forces. Growth and change.		
		Belonging to a family. Welcoming babies. David and Goliath – Anti-bullying Week. Me and my Family Where do I Live? Different environments Materials. Computer Discovery. Digital Art and Design Early Digital music	Jesus' Stories. Easter What's the Same? What's Different? (Stories and pictures from the past) Look After our Planet Caring for our environment and all living things. Animal life-cycles Staying Healthy – teeth, diet, exercise etc. E-Safety. Digital Photos and Video. Early programming	Jesus' Miracles. Feeding of 5,000 Healing a blind man Calming the storm Visiting a special place. What's my Job? Famous Pirates What Happens here? (Life in countries around the world) How things work. Mouse and Keyboard Skills. Digital Literacy and Numeracy.
EXPRESSIVE ARTS	Creating With Materials.	Ongoing and embedded through: Making area - children are left to explore and follow own ideas.		

AND MEDIA	Being Imaginative and Expressive.	<p>Craft activities supported by adult to develop skills, eg. scissor skills, use of textures etc.</p> <p>Children mix their own colours and use a wide variety of tools and techniques.</p> <p>Role play area and small world toys changed regularly</p> <p>Several small world areas in unit to capture children's varying interests</p> <p>Fairy Tale of the Week to encourage extensive knowledge of plots/ settings/characters etc.</p> <p>Children are introduced to range of artists, artistic styles and techniques through stories, looking at famous artists and their works etc.</p> <p>Children are introduced to different styles of music from different times and places and are encouraged to say what they like/don't like about it, changes in tempo etc.</p> <p>Identify, play and follow beats and rhythms in music, poems, stories, words etc.</p> <p>Watch different types of performances, eg. dance, theatre, orchestra etc</p>
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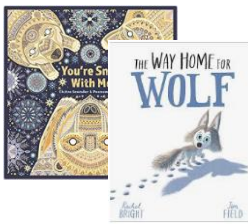

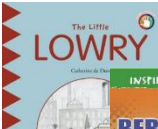

 Year 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME	Our school		Our local area		Our country	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Florence Nightingale Gunpowder Plot		Elizabeth II coronation Nelson Mandela		Neil Armstrong Titanic	
QUALITY TEXTS and writing outcomes: Fiction Persuade Inform Entertain Discuss	Text: Florence Nightingale by David D Adler and Mr Fawkes by  Tom Bradman Outcome: Story with historical setting (E)  Text: The Three Little Pigs (Twinkle book)	Poems about Festivals by Brian Moses   Outcome: Retell story or poem (E)	Text: Leaf Man by Lois Ehlert and Poems about Seasons by Brian Moses   Outcome: We're Going on a Leaf Hunt story and Seasonal Poetry (E)	Text: Here Comes Mr Postmouse by Marianne Dubuc and Windows by Julia Denos   Outcome: Description of, or story about our Local Area (E)	Text: The Queen's Lift-Off by Steve Antony (also Handbag, Present & Hat)   Outcome: Story, The Queen's... and poem about animals (E)	Text: Space Dog by Mini Grey and Space Tortoise by Ross Montgomery   Outcome: Story of an animal in space (E)
QUALITY TEXTS and writing outcomes: Non Fiction Persuade Inform Entertain	Text: Florence Nightingale by Sarah Ridley or First Aid Skills by Sophie Giles	Text: Bonfire Night by Nancy Dickmann 	Text: Tree by Patricia Hegarty and It Starts with a Seed by Laura Knowles	Text: Grandad Mandela and QEII We Love You	Text: Titanic by Joe Fullman and Neil Armstrong and the Moon Landings by Izzy Howell	Text: You Choose by Nick Sharratt and Can I Build Another Me? By Shinsuke Yoshitake

Discuss	<div> </div> <p>Outcome: Instructions for putting on a bandage or calling emergency services (I)</p>	<p>Outcome: Instructions for using sparkler safely or bonfire safety poster (I)</p>	<div> </div> <p>Outcome: Instructions for planting a seed, making a leaf person and life cycle of tree (I)</p>	<div> </div> <p>Outcome: Letter to Queen Elizabeth or Nelson Mandela (I)</p>	<div> </div> <p>Outcome: Recount (I)</p>	<div> </div> <p>Outcome: Recipe for being me (I)</p>
Visits and visitors	Visit from a nurse	Visit to local church	Local artist/ Involvement from secondary school	Visit to a farm	Orienteering/ Gruffalo trial	St. John's ambulance
GPS	Rainbow Grammar					
MATHEMATICS	Place value (10) Geometry: Shape	Addition and subtraction (10) Measurement: length and height	Measurement: weight and volume Place value: within 20 Addition and subtraction (20)	Number: Place value (50) Measure: Time	Number: multiplication and division Measurement: money Geometry: position and direction	Number: fractions and place value (100) Measurement: time
SCIENCE	Materials		Plants and seasonal changes		Animals	
RE	Celebrations and festivals Who celebrates what and why? Christmas, Easter, Hannukah short clip https://youtu.be/zsXQfCeMHs8?t=7 Shabbat Short clip You tube https://youtu.be/JpFw7DqRMEc?t=98		Myself and caring for others How do we show we care for others? Why does it matter?		Symbols in religious worship and practice. Cross, Star of David, The importance of churches and synagogues.	Beliefs and teaching Stories of Jesus The Lost Sheep, The prodigal (lost) son, The Good Samaritan
PE	Locomotor skills ABC	Gymnastics dance	Attacking and defending	Multi skills Team games	Team games Athletics	Athletics Team games


			Throwing and catching			
COMPUTING iLearn2	Mouse and keyboard	Text and images E-safety	Music creation	Programming	Digital art Design	Comic Creation
RSE and PSHE	Team (relationships)	Think positive (health and wellbeing)	Diverse Britain (living in the wider world)	Be yourself (relationships)	It's my body (health and wellbeing)	Aiming high (living in the wider world)
MUSIC Charanga	Hey! You!	Songs for Nativity	In the groove	Round and round	Your imagination	Reflect, rewind, replay
ART & DT	Printing and patterns	Structures	Collage	Cooking and Nutrition	Painting (Artist Study - Van Gogh)	Mechanisms Wheels and Axels (Designer Study - Alec Issigonis)

 Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME	Famous Faces		Intrepid Explorers		Beside the Seaside	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Mary Seacole Winston Churchill		Christopher Columbus The First Olympics		Invention of world wide web LS Lowry	
QUALITY TEXTS: Fiction Persuade Inform Entertain Discuss	The Whale by Vita Murrow	The True Story of the Three Little Pigs by Jon Scieszka	Olympig by Victoria Jamieson The Great Explorer by Chris Judge  	Text: You're Snug with Me by Chitra Soundar and The Way Home for Wolf by Rachel Bright	Text: Winnie at the Seaside by Valerie Thomas and Grandma Bird by Benji Davies  	Text: When Charlie McButton Lost Power by Suzanne Collins and Troll Stinks by Jeanne Willis   story from point of Letter or text (I)

Outcome:
Retell
different
view (E).

				 <p>Outcome: Description of habitat, story about a different animal or poem (E) Letter or instructions (I)</p>	<p>Outcomes: Postcard or retell from different point of view (E) Instructions for building a sandcastle or shelter (I)</p>	
<p>QUALITY TEXTS: Non-Fiction</p> <p>Persuade Inform Entertain Discuss</p>	Great Women Who Changed the World by Kate Pankhurst History Makers Mary Seacole	Churchill and his Woeful Wars by Alan McDonald	Christopher Columbus by Damian Harvey G is for Gold Medal by Brad Herzog	<p>Text: Awesome Animals by National Geographic and Amazing Creatures by Lynne Huggins-Cooper</p>  <p>Outcome: Fact file about animals or instructions for caring for an animal or pet (I)</p>	<p>Text: The Little Lowry by Catherine de Duve and Tim Berners-Lee by Claudia Martin</p>  <p>Outcome: Instructions for drawing or letter to Tim (I)</p>	<p>Text: My First Book of Garden Birds (RSPB) and Atlas of Ocean Creatures by Emily Hawkins</p>  <p>Outcome: for bird feeder about ocean creatures (I)</p>
Visits and visitors	Visit from a nurse	Visit to local church	Local artist/ Involvement from secondary school	Visit to a farm	Orienteering/ Gruffalo trial	St. John's ambulance
GPS	<p style="text-align: center;">← Rainbow Grammar →</p>					
MATHEMATICS	Place value Addition and subtraction Money	Multiplication and division Statistics	Multiplication and division Properties of shape	Fractions Length and height	Position and direction Problem solving and efficient methods temperature	Mass, capacity and Investigation
SCIENCE	Materials		Animals including humans		Living things and habitats	

RE	Leaders – what makes people inspiring to others? Moses https://youtu.be/RdSQT7DS1II?t=14 + non religious choose Eg Mrs Cowell-Clark, Harry Kane, Boris Johnson, Greta Thunberg		Believing What do Jewish people believe about God, creation, humanity and the natural world?		Belonging What does it mean to belong? What do we belong to and how can we show it.	Stories Jewish & Christian stories and what they teach us. David and Goliath, Joseph and his brothers Daniel in the lions den
PE	Locomotor skills ABC	Gymnastics dance	Attacking and defending Throwing and catching	Multi skills Team games	Team games Athletics	Athletics Team games
COMPUTING iLearn2	Uses of IT E-safety	Digital art Develop programming	Programming: Scratch Junior	Introduction to data handling	Introduction to animation	E-book creation
RSE and PSHE	VIPs (relationships)	Safety first (health and wellbeing)	One world (living in the wider world)	Digital wellbeing (relationships)	Money matters (living in the wider world)	Growing up (health and wellbeing)
MUSIC Charanga	Hands, feet, heart	Ho, Ho, Ho	I wanna play in the band	Zoo time	Friendship song	Reflect, rewind, replay
ART & DT	Photography	Cooking and Nutrition	Textiles, Templates & Joining	Drawing (Line and tone)	Mechanisms Sliders and Levers	Painting (Artist Study)

 Year 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME	Extreme Earth		Rainforests		The UK	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Greeks		Mayans		Victorians	


<p>QUALITY TEXTS and writing outcomes: Fiction</p> <p>Persuade Inform Entertain Discuss</p>	<p>Text: Leo and the Gorgon's Curse by Joe-Todd Stanton and Here Comes Hercules by Stella Tarakson</p>  <p>Outcome: Retell a Greek Myth or write own myth (E)</p>	<p>Text: The Iron Man by Ted Hughes and Stone Girl, Bone Girl by Laurence Anholt</p>  <p>Outcome: Adventure story (E)</p>	<p>Text: The Vanishing Rainforest by Richard Platt and The Great Kapok Tree by Lynne Cherry or Pongo by Jesse Hodgson</p>  <p>Outcome: Dilemma story or rainforest poem (E)</p>	<p>Text: The Chocolate Tree by Linda Lowery or Rain Player by David Wisniewski</p>  <p>Outcome: Mayan folktale or story about good over evil (E)</p>	<p>Text: Street Child by Berlie Doherty or Oliver Twist by Charles Dickens</p>  <p>Outcomes: Story with a historical setting (E)</p>	<p>Text: The Dark by Lemony Snickett and Hortense and the Shadow by Lauren O'Hara</p>  <p>Outcome: Darkness poem, character or setting descriptions, fairy-tale (E)</p>
<p>QUALITY TEXTS and writing outcomes: Non-Fiction</p> <p>Persuade Inform Entertain Discuss</p>	<p>Text: So You Think You've Got it Bad? By Chae Strathie or Avoid the Ancient Greek Olympics by Michael Ford</p>  <p>Outcome: Advert for a Greek job, poster about daily life, letter to a Greek God/Goddess (P)</p>	<p>Text: Earth Shattering Events by Sophie Williams or The Pebble in my Pocket by Meredith Hooper</p>  <p>Outcome: Instructions for survival or recount the process of rock formation (I)</p>	<p>Text: Amazon Adventure by Stewart Ross or Avoid the Mayan Soothsayer by Rupert Matthews</p>  <p>Outcome: Advert or poster (P) Instructions or letter (I)</p>	<p>Text: Who are You Calling Weird? By Marilyn Singer or The Variety of Life by Nichola Davies</p>  <p>Outcome: Animal Fact file or non-chronological report (I)</p>	<p>Text: 100 Facts on Victorian Britain by Jeremy Smith or You Wouldn't Want to be a Victorian Schoolchild by John Malam</p>  <p>Outcome: Fact File (I) Letter from a Victorian child (P)</p>	<p>Text: Atlas and A River by Marc Martin</p>  <p>Outcome: Advert, poster or travel guide for a place in the UK (P) Recount the journey of a river (I)</p>
<p>Visits and visitors</p>		<p>Visit to local church</p>	<p>Involvement with ROA languages</p>	<p>Visit to a mosque</p>	<p>Victorian workhouse</p>	<p>King's Park: the River Idle</p>

GPS	Rainbow Grammar					
MATHEMATICS	Place value Addition and subtraction Length and perimeter	Addition and subtraction Statistics	Multiplication and division Money	Multiplication and division Time	Fractions Mass and capacity	Fractions Properties of shape
SCIENCE	Rocks, magnets and forces		Animals		Light	
RE	Beliefs and Questions What difference does it make to be a Christian? How we spend money/time? Visitor?		Religion, family and community – Prayer How do Muslims Hindus and Christians pray?		Worship and sacred places Investigating places of worship Church/ Synagogue/Mandir/ Gudwara	Inspirational people from the past Abraham/Mohammed
PE	Tag rugby handball	Volleyball gymnastics	Problem solving/orienteering Basketball/ netball	Quickstix Hockey fencing	Athletics Cricket	Athletics/rounders Tennis
COMPUTING iLearn2	Document editing and creation E-safety 3D design	Programming in Kodu	Music creation	Game creation Digital art	Comic creation	Scratch programming
FRENCH	I am learning French	Colours and number	Salutations	I can	Animals	Nursery rhymes
RSE and PSHE	Team (relationships)	Think positive (health and wellbeing)	Diverse Britain (Living in the wider world)	Be yourself (relationships)	It's my body (health and wellbeing)	Aiming high (living in the wider world)
MUSIC Charanga	Glockenspiel stage 1	Let your spirit fly	Three little birds	Ukulele with Inspire	Dragon song	Reflect, rewind, replay
ART & DT	Drawing (Line and tone)	Cooking and Nutrition	3D Clay Sculptures	Wheels and Axels	Printing and Patterns (Artist Study – William Morris)	Textiles (Designer Study – Vivienne Westwood)

 Year 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME	All around the world		Land use and settlers		Amazing Americas	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Shang Dynasty		Romans		Pilgrim Fathers	
QUALITY TEXTS and writing outcomes: Fiction <i>Persuade</i> <i>Inform</i> <i>Entertain</i> <i>Discuss</i>	Text: Tales from China by Cyril Birch or The Firework Maker's Daughter by Phillip Pullman  Outcome: Chinese myth, legend, story or poem (E)	Text: Wolves by Emily Gravett or The Demon Dentist by David Walliams  Outcome: Story about food chains or character description (E)	Text: Escape from Pompeii by Christiana Balit or Roman Myths by Geraldine McCaughren  Outcome: Escape story based in historical setting or Roman myth (E)	Text: The Sound of Silence by Katrina Goldsaito or The Boy Who Harnessed the Wind by William Kamkwamba  Outcome: character/setting descriptions, survival story, onomatopoeic poetry (E)	Text: The Boy Who Fell Off The Mayflower by PJ Lynch or The Journey by Fancesca Sanna  Outcomes: story or poem about a journey (E)	Text: Journey to the Frozen North by Catherine Johnson or Itch by Simon Mayo  Outcome: Adventure story (E)


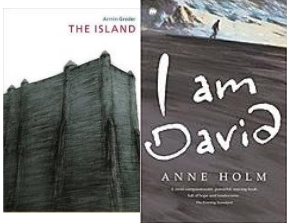




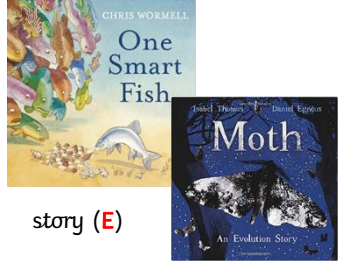
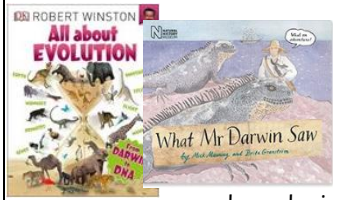
<p>QUALITY TEXT and writing outcomes: Non-Fiction</p> <p>Persuade Inform Entertain Discuss</p>	<p>Text: Shang Dynasty China by Tracey Kelley or If I Were a Kid in Ancient China</p>  <p>Outcome: Advert or poster about an artefact (P) or non-chronological report (I)</p>	<p>Digestive System by Emily Sohn or See Inside Your Body by Katie Daynes</p>  <p>Outcome: Recount digestive journey (I) Advert for new toothpaste (P)</p>	<p>Text: Avoid Being a Roman Soldier by David Stewart or Roman Soldiers Handbook by Lesley Sims</p>  <p>Outcome: Instructions for being a Roman Soldier, making a shield or Roman soldier survival guide (I)</p>	<p>Text: Making a Circuit by Chris Oxlade or Sound by Sally Hewitt</p>  <p>Outcome: Instructions for making a circuit or explanation of how sound travels. (I)</p>	<p>Text: If You Sailed on the Mayflower by Ann McGovern or The Mayflower by Phillip Walker</p>  <p>Outcome: Advert or flyer recommending travel on the Mayflower, letter from servant or Pilgrim Father (P)</p>	<p>Text: Shackleton's Journey by William Grill or Who Was James Shackleton by James Buckley</p>  <p>Outcome: Biography or recount of a journey (I)</p>
Visits and visitors		Visitor from Church	Visit to Bassetlaw Museum; Romans	Orienteering	Visit to a Mandir	St John's ambulance
GPS	<div>←</div> <div>Rainbow Grammar</div> <div>→</div>					
MATHEMATICS	Place value Addition and subtraction Time	Length and perimeter Multiplication And division Statistics	Multiplication and division Area Time	Fractions Decimals	Decimals Money	Property of shape Position and direction
SCIENCE	Animals and living things		Sound	Electricity	Light	
RE	The journey of life and death – exploring milestones, choices and the concept of a life journey		Symbols and religious expression as seen in pilgrimages they make. Jews/Christians – Israel & Holy land, Muslims – Mecca, Hindu – River Ganges,		Spiritual expression: Music and Worship What can we learn?	Religion, family, community, worship, celebration... How do Hindus practise their faith? What festivals are important?
PE	Tag rugby Swimming	Swimming gymnastics	Quickstix hockey Swimming	Swimming Problem solving/orienteering	Athletics Swimming	Athletics/rounders Swimming
COMPUTING iLearn2	Internet research E-safety	EBook Creation	Scratch programming	Video editing 3D design	Animation	Data handling
FRENCH	Presenting myself	In the classroom	The family	The Romans	What is the date?	Goldilocks and the Three Bears


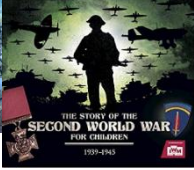
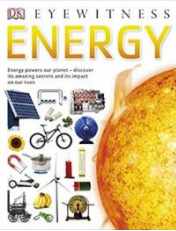
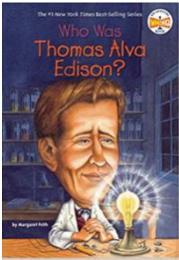

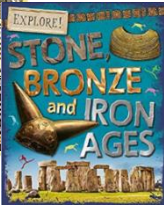
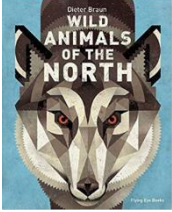


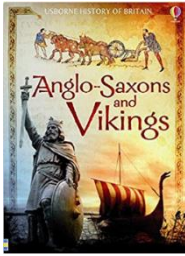
RSE and PSHE	VIPs (relationships)	Safety first (health and wellbeing)	One world (living in the wider world)	Digital wellbeing (relationships)	Money matters (living in the wider world)	Growing up (health and wellbeing)
MUSIC Charanga	Mama Mia	Glockenspiel Stage 1	Stop!	Lean on me	Blackbird	Reflect, rewind, replay
ART & DT	Structures (Designer Study)	Painting – Colour (Artist Study – Andy Warhol)	Electrical Systems	Drawing (Line and tone)	Cooking and Nutrition	Photograph and Collages

 Year 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME	Marvellous maps		Magnificent mountains		Raging rivers	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Tudors		Mountain exploration		The Ancient Egyptians	

<p>QUALITY TEXTS and writing outcomes: Fiction</p> <p>Persuade Inform Entertain Discuss</p>	<p>Text: My Friend Walter by Michael Morpurgo or Diver's Daughter by Patrice Lawrence</p>  <p>Outcome: Adventure/Ghost story (E)</p>	<p>Text: Charlotte's Web by EB White or Falling Angels by Colin Thompson</p>  <p>Outcome: Diary entry, adventure story, different viewpoint, poem (E)</p>	<p>Text: King of the Cloud Forest by Michael Morpurgo or The Brockspectre by Linda Newbury</p>  <p>Outcome: Adventure/survival story (E)</p>	<p>Text: George's Secret Key to the Universe by Lucy & Stephen Hawking or The Jamie Drake Equation by Christopher Edge</p>  <p>Equation by Christopher Edge</p> <p>Outcome: Portal, sci-fi or adventure story (E)</p>	<p>Text: The Egyptian Cinderella by Shirley Climo or Firebird by Saviour Pirotta</p>  <p>Outcomes: Version of a traditional tale or adventure story with historical setting, poem (E)</p>	<p>Text: The Tin Snail by Cameron McAllister or Kensuke's Kingdom by Michael Morpurgo or Journey to the River Sea by Eva Ibbotson</p>  <p>Outcome: Adventure or survival story (E)</p>
<p>QUALITY TEXTS and writing outcomes: Non-Fiction</p> <p>Persuade Inform Entertain Discuss</p>	<p>Text: Eyewitness Tudor by DK or Sir Walter Raleigh by Emma Thomas</p>  <p>Outcome: Balanced argument or newspaper report (D) Speech or campaign (P) Biography (I)</p>	<p>Text: Once Upon a Time Map Book by BG Hennessey or Prisoners of Geography by Tim Marshall</p>  <p>Outcome: Explanation text or non-chronological report (I)</p>	<p>Text: Himalayan Mountains by Simon Chapman or First to the Top by David Hill</p>  <p>Outcome: Newspaper report, biography or balanced argument (DI)</p>	<p>Text: Curiosity by Markus Motum or Where Once We Stood by Christopher Riley</p>  <p>Outcome: Newspaper report (D) Persuasive letter or speech (P) Report (I)</p>	<p>Text: Egyptology by Emily Sands or So You Think You've Got It Bad? By Chae Strathie</p>  <p>Outcome: Egyptian fact file or museum guide (I)</p>	<p>Text: Rivers by Suzie Brooks or River Story by Meredith Cooper</p>  <p>Outcome: Explanation text or recount the journey of a river (I)</p>

Visits and visitors	Gainsborough Old Hall	Orienteering	Visitor from Church	Planetarium	Mosque Visit	St Johns Ambulance
GPS	<div> <div></div> <div>Rainbow Grammar</div> <div></div> </div>					
MATHEMATICS	Place value Addition and subtraction Position & Direction	Multiplication and division Statistics	Multiplication and division Volume converting units	Fractions	Decimals Perimeter and area	Properties of shape Consolidation
SCIENCE	Animals and living things		Earth and space		Forces	Properties and changes
RE	Inspirational people in today's world What can we learn from these inspiring people? (Choose relevant to the particular class but include Dr Hany El Banna)		Religion and the individual What matters to Christians? What is expected of a person following a belief		Beliefs and questions How do people's beliefs about God, the world and others have an impact on their lives?	Beliefs in action in the world How they are expressed in arts, architecture, charity and generosity.
PE	Tag rugby Gymnastics	Volleyball Handball/Tchoukball	Problem solving/orienteering Netball/basketball	Field hockey lacrosse	Athletics cricket	Athletics/rounders Tennis
COMPUTING iLearn2	E-Safety Computer networks Text-based Programming	App Design	Physical Devices Music creation	e-book creation	Scratch programming	Data handling – Tour de France project
FRENCH	Habitats	Tudors	Do you have a pet?	My home	Weather	At the cafe
RSE and PSHE	Team (relationships)	Think positive (health and wellbeing)	Diverse Britain (living in the wider world)	Be yourself (relationships)	It's my body (health and wellbeing)	Aiming high (living in the wider world)
MUSIC Charanga	Classroom Jazz 1	Livin' on a prayer	Make you feel my love	Fresh Prince of Bel Air	Dancing in the street	Reflect, rewind, replay
ART & DT	3D Sculpture (Artist Study – Gormley)	Electrical Systems	Cooking and Nutrition	Painting – Colour (Artist Study – Peter Thorpe)	Mixed Media Art Photography	Textiles Combining different fabric shapes

 Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME	Our changing world		Trading and economics			
THEME CONTENT (HISTORY AND GEOGRAPHY)	World War 2		Stone Age to Iron Age		Anglo Saxons, Scots and Vikings	
QUALITY TEXTS and writing outcomes: Fiction Persuade Inform Entertain Discuss	Text: The Island by Armin Greder or I Am David by Ann Holm  Outcome: Fable, character/setting description, historical survival story, poetry (E)	Text: Our Castle by the Sea by Lucy Strange or Goodnight Mr Tom by Michelle Magorian  Outcome: Historical or mystery story, diary (E)	Text: Stig of the Dump by Clive King or Stone Age Boy by Satoshi Kitamura  Outcome: Historical narrative (E)	Text: Pig Heart Boy by Malorie Blackman or Beetle Boy by MG Leonard or Skellig by David Almond  Outcome: Adventure story, diary, monologue (E) Newspaper report (I)	Text: Beowulf by Michael Morpurgo or Viking Boy by Tony Bradman  Outcomes: poetry, setting/character description, narrative with historical setting (E)	Text: One Smart Fish by Chris Wormell or Moth by Isabel Thomas  story (E) Outcome: Evolution
QUALITY TEXTS and writing outcomes: Non-Fiction Persuade Inform Entertain Discuss	Text: See Inside the Second World War by Rob Lloyd Jones or The Story of the Second World War by Peter Chrisp	Text: Electricity by Dan Green Who Was Thomas Edison by Margaret Frith	Text: Stone Age Tablet by Andrew Langley or Stone, Bronze & Iron Age by Sonia Newland	Text: Wild Animals of the North by Dieter Braun or What on Earth? By Christopher Lloyd	Text: Everything Vikings by NGK or Anglo Saxons and Vikings by Hazel Maskell	Text: All About Evolution by Sir Robert Winston or What Mr Darwin Saw by Mick Manning  Outcome: Speech or advert (P) balanced argument (D) non-chronological report (I)

	  <p>Outcome: Newspaper reports, balanced argument (D) Speech or advertising campaign (P)</p>	  <p>Outcome: biography or non-chronological report (I)</p>	  <p>Outcome: Advert for an historic property or hunting lessons (P) Newspaper report (D) Diary entry (I)</p>	  <p>Outcome: Create own curious creature campaign (P)</p>	  <p>Outcome: Job advert, (P) biography (I)</p>	
Visits and visitors	Holocaust Centre		Visitor from church		Mosque visit	St John's Ambulance
GPS	<div>←</div> <div>Rainbow Grammar</div> <div>→</div>					
MATHEMATICS	Place value Addition, subtraction, statistics (link to topic) Powers of 10	Multiplication and division Properties of shape	Converting measure Percentages Fractions	Decimals Perimeter, area and Ratio	Properties of shapes Position and direction Algebra	volume Problem solving investigations
SCIENCE	Electricity	Light	Living things, including humans		Evolution and Inheritance	
RE	Teachings wisdom and authority Words of wisdom, sacred texts e.g. Bible, Qur'an, Torah, Dead sea scrolls what can we learn about different sacred texts , what do they say about God and the world and human life.		Religion, family and community What role does religion play in Nottinghamshire? How can we promote tolerance and respect? How should we live in communities with differences?		Beliefs in action in the world How they respond to global issues of social justice, human rights, environment etc	Beliefs in action in the world What was the kindertransport? Who resisted and rescued? How can we be upstanders today?

PE	Tag rugby Handball/Tchoukball	Volleyball gymnastics	Problem solving/orienteering Netball/basketball	Field hockey lacrosse	Athletics cricket	Athletics/rounders Tennis
COMPUTING iLearn2	E-Safety Computers: Past, present and future Python programming language	Graphic design Binary Code Image editing	Virtual reality	HTML programming	Scratch programming	Web design
FRENCH	At school	World War Two	Habitats	Healthy lifestyle	The weekend	Me in the world
RSE and PSHE	VIPs (relationships)	Safety first (health and wellbeing)	One world (living in the wider world)	Digital wellbeing (relationships)	Money matters (living in the wider world)	Growing up (health and wellbeing)
MUSIC Charanga	Happy	Classroom jazz 1	A new year carol	You've got a friend	Brighter sound	Reflect, rewind, replay
ART & DT	Mechanical Systems – pulleys/ gears (Designer Study – Isambard Kingdom Brunel	Painting – Colour (Artist Study – Frida Kahlo)	Cooking and Nutrition	Drawing (Line and tone)	Structures and Frames	Patterns and Printing