

Reception Curriculum Plan
The Early Learning Goals and Educational Programmes

| Subject | Term 1 | Term 2 | Term 3 |
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| Personal, Social and Emotional Development <i>(Making relationships Self-confidence and self-awareness Managing feelings and behaviour)</i> (SEAL overview) | New beginnings Getting on and falling out Say 'No' To Bullying | Going for goals Good to be me | Relationships Changes |
| Communication, and Language <i>(Listening and attention Understanding Speaking)</i> | <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. | <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. | <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> |
| Early Years outcomes & Talk for Writing Role Play Area Library Area Speaking & Listening continuous development | | | |
| Physical Development <i>(Moving and handling Health and self-care)</i> | ~ Jumping & landing appropriately ~ Negotiate space ~ Travel around, under, over and through climbing equipment ~ Control any object by pushing, patting, throwing, catching or kicking ~ Handle tools, construction and malleable materials safely ~ Use anti-clockwise movements Eats a healthy range of foodstuffs and understands need for variety in food. <ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and | ~ Jumping & landing appropriately ~ Negotiate space ~ Travel around, under, over and through climbing equipment ~ Control any object by pushing, patting, throwing, catching or kicking ~ Handle tools, construction and malleable materials safely ~ Use anti-clockwise movements Eats a healthy range of foodstuffs and understands need for variety in food. <ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and | <p>Early Learning Goal 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.</p> <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene</p> |

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| | <p>hygiene can contribute to good health.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. | <p>hygiene can contribute to good health.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. | <p>and personal needs successfully, including dressing and going to the toilet independently.</p> |
| Number / Investigations continuous development | | | |
| <p>Literacy <i>(Reading & Writing)</i></p> | <p>Early Years Outcomes & Talk for Writing Guided Reading twice a week Jolly Phonics & Phonics Play</p> | | |
| | <ul style="list-style-type: none"> ~ Writing full name ~ Learn alphabet ~ Writing Phase 2 graphemes ~ Writing weekly news ~ Labelling ~ CVC words ~ Making lists ~ Rhyming words | <ul style="list-style-type: none"> ~ Writing phase 2 & 3 graphemes ~ Alphabetical order ~ Writing weekly news ~ Labelling ~ Filling out forms (Role Play) ~ Speech bubbles | <ul style="list-style-type: none"> ~ Writing phase 2 & 3 ~ Writing common irregular words ~ Writing sentences to include simple punctuation ~ Writing weekly news ~ Labelling ~ Alphabetical order ~ Making lists ~ Speech bubbles |
| <p>Mathematics <i>(Number, Shape, space and measure)</i></p> | <p>Little Big Maths Early Years outcomes</p> | | |
| | <ul style="list-style-type: none"> ~ 2D shape ~ Sequencing ~ Writing numbers to 10 ~ Ordering numbers ~ Ordering size of objects | <ul style="list-style-type: none"> ~ Time (o'clock) ~ Writing numbers to 20 ~ Write an addition sentence ~ Weight ~ Patterns ~ Money ~ 3D & 2D shapes ~ Multiples of ten ~ Doubles & Halves | <ul style="list-style-type: none"> ~ Weight ~ Subtraction sentences ~ Multiples of ten ~ Doubles & Halves ~ Fact facilities ~ Recognising and writing numbers to 100 |
| <p>Understanding the world <i>(People and communities The world Technology)</i></p> | <ul style="list-style-type: none"> ~ People who help us at home/school and in the Wider Community ~ Colour & light ~ Autumn & Winter | <ul style="list-style-type: none"> ~ Traditional Tales ~ Food around the World ~ Spring | <ul style="list-style-type: none"> ~ Animals, insects and plants ~ Summer |
| <p>Expressive Arts & Design <i>(Exploring and using media and materials Being imaginative)</i></p> | <ul style="list-style-type: none"> ~ Make binoculars/glasses ~ Paint self portraits ~ Make Fireworks ~ Make a moving owl ~ Paint a car ~ Design a new pair of underpants ~ Christmas cards ~ Calendars ~ Decorations | <ul style="list-style-type: none"> ~ Design a show for Cinderella ~ Make a tiara or crown ~ Design a Gingerbread man ~ Make a Chinese lantern ~ Make a pirate mask ~ Make a Chinese dragon ~ Make flags from around the world ~ Paint a London bus ~ Make a sombrero ~ Make an Indian elephant mask ~ Design a pattern for a poncho ~ Make a space rocket ~ Mothers day cards ~ Easter Cards ~ Paint in the style of an artist | <ul style="list-style-type: none"> ~ Paint a flower ~ Make a flower ~ Design a poster for the Garden Centre ~ Make a bug ~ Paint a pebble bug ~ Paint a symmetrical butterfly ~ Make a caterpillar |

Year 1 Curriculum Plan

| Subject | Term 1 | Term 2 | Term 3 |
|--------------------------------|--|---|---|
| English | Use of the 'Talk for Writing' approach to deliver the content of the National curriculum programmes of study including: spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. A systematic approach to teaching phonics using 'Letters and Sounds' resources. Handwriting - letter formation - early stages of Nelson Handwriting scheme Language work related to and arising from the Oxford Reading Tree reading scheme Speaking & Listening, Reading and Writing continuous development | | |
| Maths | National curriculum 2014 programmes of study as outlined in school medium term planning, supported by a range of resources, including New Heinemann Maths. Use of Big Maths scheme of work to deliver the mental maths strand. Number / Investigations continuous development | | |
| Science | 1. Everyday Materials 2. Seasonal Changes | 1. Animals, Including Humans (the human body / the senses) 2. Animals, Including Humans - (animals) | 1. Plants |
| Design & Technology | Moving Pictures | Dips and dippers | Homes/Structures |
| Computing (BPCS scheme) | Text and Multimedia. Visual Media | Following Instructions. Sounds | Searching and Sorting information. e-communication. |
| History | The Gunpowder Plot | Changes in living memory | Castles |
| Geography | Four Seasons x-curr link Science | Let's go on safari/ At the farm 2 year cycle | Around the World |
| Art | Portraits Cross curricular-ongoing through continuous provision | Artist/Designer/Craft-Worker Study Printing | Textiles 3-D Modelling Collage Cross curricular-ongoing through continuous provision |
| Music | Sing, Play and Explore through: Weekly Wider Opportunities Infant Singing sessions, Preparation for concerts and other performances e.g class assemblies and cross curricular activities. Ongoing throughout the year (see Music Policy) | Sing, Play and Explore through: Weekly Wider Opportunities Infant Singing sessions, Preparation for performances e.g class assemblies and cross curricular activities. Ongoing throughout the year (see Music Policy) | Sing, Play and Explore through: Weekly Wider Opportunities Infant Singing sessions, Preparation for performances e.g class assemblies and cross curricular activities. Ongoing throughout the year (see Music Policy) |
| Physical Education | Games skills – a series of lessons delivered by a sports coach Dance– a series of lessons delivered by a sports coach. Follow up dance lessons | Games skills – a series of lessons delivered by a sports coach Gymnastics– a series of lessons delivered by a sports coach. | Games and striking and catching skills – a series of lessons delivered by a sports coach |

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| <p>Religious Education (Bury Scheme)</p> | <p>Bury LEA scheme Unit 1 – Expressions of belonging Unit 5 – Christian Beliefs and practice Unit 2a – Meanings within Christmas and Hannukah</p> | <p>Bury LEA scheme Unit 6 – Ideas about God in Christianity and Judaism Unit 2b – Easter Unit 4 – Teaching through stories</p> | <p>Bury LEA scheme Unit 8 – Judaism Beliefs and Practices Unit 6 – Ideas about God in Judaism</p> |
| <p>Personal, Health & Social Education</p> | <p>New beginnings Getting on and falling out Say ‘No’ To Bullying</p> | <p>Going for goals Good to be me</p> | <p>Relationships Changes</p> |

Year 2 Curriculum Plan

| Subject | Term 1 | Term 2 | Term 3 |
|--------------------------------|--|---|--|
| English | Use of the ‘Talk for Writing’ approach to deliver the content of the National curriculum programmes of study including: spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. A systematic approach to teaching phonics using ‘Letters and Sounds’ resources. | | |
| | Speaking & Listening, Reading and Writing continuous development | | |
| Maths | National curriculum 2014 programmes of study as outlined in school medium term planning, supported by a range of resources, including New Heinemann Maths. Use of Big Maths scheme of work to deliver the mental maths strand. | | |
| | Number / Investigations continuous development | | |
| Science | Animals, Including Humans Uses of Everyday Materials | Living Things and their Habitats | Living Things and their Habitats Plants |
| Design & Technology | Vehicles/Machines | Cooking and Nutrition Pockets & Wraps | QCA Puppets |
| Information Technology | Visual Media | Electronic Communication | Sound |
| | Text & Multimedia | Sorting & Searching Information | Giving Instructions & Making Things Happen |
| History | Remembrance Day | Great Fire of London | Intrepid Explorers |
| Geography | Where do I live? <i>Including map and fieldwork around school/local area</i> | Let’s go on safari/ At the farm 2 year cycle | My world and me |
| Art | Drawing Digital Media Textiles Collage | 3-D Printing | Artist/Designer/Craft-Worker Study Painting |
| Music | What’s the score? | Feel the Pulse | Recorders |
| | Nativity rehearsal and performance | Taking Off | |
| Physical Education | Games skills – a series of lessons delivered by a sports coach Football– a series of lessons delivered by a sports coach Gymnastics– a series of lessons delivered by a sports coach | Dance– a series of lessons delivered by a sports coach Games skills– a series of lessons delivered by a sports coach | Games skills – a series of lessons delivered by a sports coach |
| Religious Education | Bury LA scheme Unit 3 – Introducing the Bible through characters and stories Unit 4 – Teaching through stories Unit 2a – Meanings within Christmas and Hanukah | Bury LA scheme Unit 5 – Christian Beliefs and practices Unit 2b - Easter | Bury L.A. scheme Unit 6 – Ideas about God in Christianity and Judaism Unit 7 – Torah and Shabbat |
| | Personal, Health & Social Education | New beginnings Getting on and falling out Say ‘No’ To Bullying | Going for goals Good to be me |
| | | | Relationships Changes |

Year 3 Curriculum Plan

| Subject | Term 1 | Term 2 | Term 3 |
|--|---|--|--|
| English | Use of the 'Talk for Writing' approach to deliver the content of the National curriculum programmes of study including: spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. | | |
| | Speaking & Listening, Reading and Writing continuous development | | |
| Maths | National curriculum 2014 programmes of study as outlined in school medium term planning, supported by a range of resources, including New Heinemann Maths. Use of Big Maths scheme of work to deliver the mental maths strand. | | |
| | Number / Investigations continuous development | | |
| Science | 1. Animals Including Humans 2. Forces and Magnets | Light | 1. Rocks (linked to earthquakes in science) 2. Plants |
| Design & Technology | Sandwich Snacks – design a healthy sandwich snack (linked to humans in science) | Photograph Frames – Investigate how to make structures strong and design and make a frame from paper | Moving Monsters – Use pneumatics to design and make a moving monster |
| Computing (See BPSC) | Text and multimedia Sorting Information | Visual media Instructions and events | E-Communications Sound |
| History | Stone Age – know how early man lived and developed | Bronze Age and Iron Age – know how early man developed and became able to sustain themselves | Achievements of an early civilisation: Ancient Egypt – Know how the Ancient Egyptians lived and what they have left behind |
| Geography | Name and locate Counties and cities of the United Kingdom | (History focus this term) | Our European neighbours – a comparison between a region in UK and a region in Europe |
| Art | Drawing Digital Media | In depth study of an artist- Pierre Auguste Renoir - To produce a display on Renoir in the hall | Printing 3-D Collage |
| Music | Sing, Play and Explore through: Weekly recorder lessons and Junior Singing sessions. Preparation for concerts and other performances e.g class assemblies, cross curricular activities & multi-media tasks. | Music Appreciation Focus: evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers– focusing on music in the programme of the annual Halle For Youth Concert Music composition focus: Compose and play music based on music in the programme of the annual Halle for Youth concert Sing and explore: Weekly Junior singing sessions | Sing, Play and Explore through: Weekly recorder and Junior Singing sessions. Preparation for concerts and other performances |

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| Physical Education | Gymnastics – a series of lessons delivered by a sports coach Football– a series of lessons delivered by a sports coach Tennis/Badminton (dependent on weather) | Basketball– a series of lessons delivered by a sports coach Dance– a series of lessons delivered by a sports coach Badminton | Cricket– a series of lessons delivered by a sports coach Games skills – a series of lessons delivered by a sports coach Athletics |
| Religious Education | Bury L.E.A. scheme Unit 1 – Expressions of identity | Bury L.E.A. scheme Unit 4 – The person of Jesus Unit 2b - Easter | Bury L.E.A. scheme Unit 7 – Hinduism, God and worship in the home |
| Personal, Health & Social Education | New beginnings Getting on and falling out Say ‘No’ To Bullying | Going for goals Good to be me | Relationships Changes |
| MFL | Topic 1 Bonjour Topic 2 Dans ma classe | Topic 3 Ma maison | Topic 4 Les animaux |

Year 4 Curriculum Plan

| Subject | Term 1 | Term 2 | Term 3 |
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| English | Use of the ‘Talk for Writing’ approach to deliver the content of the National curriculum programmes of study including: spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. | | |
| Maths | National curriculum 2014 programmes of study as outlined in school medium term planning, supported by a range of resources, including New Heinemann Maths. Use of Big Maths scheme of work to deliver the mental maths strand. | | |
| | Number / Investigations continuous development | | |
| Science | 1. Sound 2. Living Things and their Habitats | 1. Electricity 2. Animals Including Humans | 1. Living Things and their Habitats (cont) 2. States of Matter. |
| Design & Technology | Money Containers QCA | Cooking and Nutrition | Storybooks QCA |
| Information Technology (See BPCS) | <i>Spread over 3 terms:</i> -Text and multimedia | -E Communication - Digital research | -Control Technology |

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| | -Images, video and animation. - Sound. | - Data handling | - Simulations and spreadsheets |
| History | Romans | Anglo- Saxons | Vikings |
| Geography | (History focus this term) | In the desert | Where does food come from? Countries of the world |
| Art | Drawing Digital Media Painting | Artist/Designer/Craft- Worker Study Printing | Textiles Collage |
| Music | Sing, Play and Explore through: Weekly Wider Opportunities brass lessons and Junior Singing sessions, Preparation for concerts and other performances e.g class assemblies, cross curricular activities & multi-media tasks. Ongoing throughout the year (see Music Policy) | Music Appreciation Focus: evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers– focusing on music in the programme of the annual Halle For Youth Concert | Sing, Play and Explore through: Weekly Wider Opportunities brass lessons and Junior Singing sessions, Preparation for concerts and other performances |
| Physical Education | Gymnastics – a series of lessons delivered by a sports coach Football– a series of lessons delivered by a sports coach Swimming –a four week block delivered by an external coach | Basketball– a series of lessons delivered by a sports coach Dance– a series of lessons delivered by a sports coach | Cricket– a series of lessons delivered by a sports coach Games skills – a series of lessons delivered by a sports coach Athletics |
| Religious Education (See Bury LEA scheme) | Unit 3 – Contents and significance of Bible Unit 2a – Meanings within Christmas and Divali | Unit 6 – The meanings of signs and symbols in religion Unit 2b – Meanings within Easter | Unit 8 – Hinduism – Beliefs and practices |
| Personal, Health & Social Education | New beginnings Getting on and falling out Say ‘No’ To Bullying | Going for goals Good to be me | Relationships Changes |
| MFL | Livre Un Topic 5 <u>Ma Famille</u> Livre Deux Topic 1 <u>Le corps</u> | Topic 2 <u>Les vêtements</u> | Topic 3 <u>La nourriture et la boisson</u> |

Year 5 Curriculum Plan

| Subject | Term 1 | Term 2 | Term 3 |
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| English | Use of the 'Talk for Writing' approach to deliver the content of the National curriculum programmes of study including: spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. | | |
| | Speaking & Listening, Reading and Writing continuous development | | |
| Maths | National curriculum 2014 programmes of study as outlined in school medium term planning, supported by a range of resources, including New Heinemann Maths. Use of Big Maths scheme of work to deliver the mental maths strand. | | |
| | Number / Investigations continuous development | | |
| Science | 1.Living Things and their Habitats 2. Forces | Earth and Space | 1. Animals, Including Humans 2. Properties and Changes of Materials |
| Design & Technology | Cooking and Nutrition | Wind powered vehicles | Musical Instruments |
| Computing (See BPSC) | Text & Multimedia L3/4 e-communication L3/4 | Sorting and Searching Information L3/4 Visual Media L3/4 | Sounds L3 Instructions and Making Things Happen L3/4 |
| | e-safety will be regularly revisited during lessons throughout the year | | |
| History | Shang Dynasty | Ancient Greece | Early Islamic Civilisation <i>x-curr link RE</i> |
| Geography | Investigating rivers and coasts | (History focus this term) | North America a comparison between a region in UK and a region in North America |
| Art | Drawing – Sketching skills Painting | Artist Study – Paul Klee Digital Media Collage | 3-D sculpture Painting Printing |
| Music | Sing, Play and Explore through: Weekly Wider Opportunities brass lessons and Junior Singing sessions, Preparation for concerts and other performances e.g class assemblies, cross curricular activities & multi-media tasks. Ongoing throughout the year (see Music Policy) | Music Appreciation Focus: evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers– focusing on music in the programme of the annual Halle For Youth Concert | Sing, Play and Explore through: Weekly Wider Opportunities brass lessons and Junior Singing sessions, Preparation for concerts and other performances |

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| <p>Physical Education</p> | <p>Tennis</p> <p>Gymnastics – a series of lessons delivered by a sports coach</p> <p>Football– a series of lessons delivered by a sports coach</p> <p>Dance</p> | <p>Gymnastics</p> <p>Basketball – a series of lessons delivered by a sports coach</p> <p>Hockey</p> <p>Dance– a series of lessons delivered by a sports coach</p> | <p>Cricket– a series of lessons delivered by a sports coach</p> <p>Athletics</p> <p>Games skills – a series of lessons delivered by a sports coach</p> |
| <p>Religious Education</p> | <p>Bury LEA scheme</p> <p>Unit 1 /2 - Places of worship / Importance of worship</p> <p>Unit 3 - Origins and composition of the Bible</p> <p>Christmas – See continuity and progression in festivals</p> | <p>Bury LEA scheme</p> <p>Unit 4 – People’s perspectives and impressions of Jesus</p> <p>Unit 6 – Easter - See continuity and progression in festivals</p> | <p>Bury LEA scheme</p> <p>Unit 7 - Islam – Muhammad</p> <p>Unit 8a – Islam – The Five Pillars</p> |
| <p>Personal, Health & Social Education</p> | <p>New beginnings</p> <p>Getting on and falling out</p> <p>Say ‘No’ To Bullying</p> | <p>Going for goals</p> <p>Good to be me</p> | <p>Relationships</p> <p>Changes</p> |
| <p>MFL</p> | <p>Livre Deux</p> <p>Topic 4 Ma Ville</p> <p>Topic 5 Les transports</p> | <p>Livre Trois</p> <p>Topic 1 La date</p> | <p>Topic 2 Le temps</p> |

Key Stage 2 - Year 6 Curriculum Plan

| Subject | Term 1 | Term 2 | Term 3 |
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| English | Use of the 'Talk for Writing' approach to deliver the content of the National curriculum programmes of study including: spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. | | |
| Maths | National curriculum 2014 programmes of study as outlined in school medium term planning, supported by a range of resources, including New Heinemann Maths. Use of Big Maths scheme of work to deliver the mental maths strand. | | |
| | Number / Investigations continuous development | | |
| Science | Animals, Including Humans Electricity | Living Things and their Habitats | Light Evolution and Inheritance |
| Design & Technology (QCA Scheme) | Will your monster be fierce or friendly. | How should puppets tell their story? | Cookery and nutrition. |
| Computing (See BPSC) | Digital Literacy Text and Multimedia level 4/5 With cross curricular links with Geography children use word formatting to enhance presentation. Powerpoint presentations to learn how to insert hyperlinks. Digital Literacy and IT Electronic communication – ongoing throughout year | Giving Instructions and Making things happen 4/5 Sorting and Searching information 4 Digital Literacy and IT Electronic communication ongoing throughout year | Digital Literacy sounds4/5 Sorting and Searching Information 4/5 Digital Literacy and IT Electronic communication ongoing throughout year |
| History | What was it like for local children living in Victorian Britain? | Life of John Lennon | (Geography focus this term) |
| Geography | The United Kingdom – mountains | South America & Extreme Earth a comparison between a region in UK and a region in South America | Our local area – including fieldwork |
| Art (QCA Scheme) | Drawing Digital Media Linked with ICT Painting | A William Morris Study Printing | Textiles Collage |
| Music | Sing, Play and Explore through: Weekly Wider Opportunities brass lessons and Junior Singing sessions, Preparation for concerts and other performances e.g. class assemblies, cross curricular activities & multi-media tasks. Ongoing throughout the year | Music Appreciation Focus: evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers– focusing on music in the programme of the annual Halle For Youth Concert | Sing, Play and Explore through: Weekly Wider Opportunities brass lessons and Junior Singing sessions, Preparation for concerts and other performances |

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| | (see Music Policy) | | |
| Physical Education | Gymnastic (development through a series of coached sessions) Invasion games Football (development through a series of coached sessions) Rugby | Basketball (development through a series of coached sessions) Badminton Dance (development through a series of coached sessions) Dance skills | Cricket (development through a series of coached sessions) Rounders Fundamental games (development through a series of coached sessions) Rounders |
| Religious Education Bury LEA Scheme | Places of Worship Origins and composition of the Bible Christmas See continuity and progression in festivals | People's perspectives and impressions of Jesus God as Spirit The influence of Faith on believers | Islam - The Qu'ran Islam – The role of the Mosque |
| Personal, Health & Social Education (SEAL overview) | New beginnings Getting on and falling out Say 'No' To Bullying | Going for goals Good to be me | Relationships Changes |
| MFL (Developing French) | Livre Trois Topic 3 Sports et loisirs | Topic 4 Ma journee | Topic 5 A l'ecole |