



Bursar Curriculum LTP

Cycle A

Subject	<u>EYFS</u>			<u>Year 1/ 2</u>			<u>Year 3/ 4</u>			<u>Year 5/ 6</u>		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History	Famous People Guy Fawkes	My Life	Understanding of Time	National Life- Transport	National Life- Holidays	Significant Figures- Christopher Columbus	Growth & Development of Cleethorpes/ Grimsby	Stone Age to Iron Age	Romans	Anglo-Saxons & Scots	Vikings	Victorians - Industrial Revolution
Geography	Describe their immediate environment. Know some similarities and differences between the natural world around them and contrasting environments.	Similarities and differences between the natural world around them and contrasting environments. Important processes and changes in the natural world around them, including the seasons.	Similarities and differences between life in this country and life in other countries. Important processes and changes in the natural world around them, including the seasons.	How do geographers get to school?	How does our rubbish impact marine life?	Why did they build the Humber Bridge?	How does geography impact job opportunities?	Where and why would we live in Lincolnshire?	How do sea trade routes impact our economy?	What evidence is there to show the impact of the climate in South America?	How and why does deforestation impact our world?	What economic opportunities does the River Humber and Amazon River create and why are they significant?
Art	Drawing, Painting (Modern & Contemporary)	Painting, Collage Modelling (Modern)	Drawing, Sculpture (Contemporary)	Drawing, Painting, Printing (Contemporary)	Drawing, Painting (Traditional)	Drawing, Printing, Sculpture (Traditional)	Drawing, Sculpture (Traditional and Contemporary)	Drawing, Painting, Printing (Modern)	Drawing, Painting (Traditional)	Drawing, Collage Sculpture (Contemporary)	Drawing, Painting (Traditional)	Drawing, Painting (Traditional)
DT	Food Technology	Construction	Textiles	Food Technology	Construction	Textiles	Food Technology	Construction	Textiles	Food Technology	Construction	Textiles
Science	Weather Materials Our bodies	Weather Animals and lifecycles Habitats	Weather Plants Early forces	Seasonal Changes Everyday Materials Working scientifically	Seasonal Changes Animals, including humans Working scientifically	Seasonal Changes Plants Working scientifically	Rocks Forces & Magnets Working scientifically	Animals, including humans Working scientifically	Plants Light Working scientifically	Properties & changes of materials Working scientifically	Living things & their habitats Animals, including humans Working scientifically	Earth & Space Forces Working scientifically
Computing		Born to be an Artist Magical Storytelling 1	Trainee Programmer: Blockly Basics	Magical Storytelling 1	Wanted Dragon	Programming Getting Smarter	My Hero	How do computers work?	Stone Age Website	Junior Website Designer	How do computers impact our lives?	Who wants to play?
PSHE/RSE	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships Fundamental British Values	Living in the Wider World: economic wellbeing, and being a responsible citizen.	Health and Wellbeing	Relationships Fundamental British Values	Living in the Wider World: economic wellbeing, and being a responsible citizen.
RWWV	Myself Special people to me Incarnation	Our special books Salvation	Creation Our beautiful world	God- Christianity Creation	God- Islam Community- Islam	Places of worship (including Christianity) Humanism	God- Hinduism God- Islam	God – Incarnation Salvation	Big Questions (including Christianity)	Being Human – Hinduism Being Human – Islam	Salvation Incarnation	Expressing Beliefs through the Arts
Music		Music Hub Movement and simple beat. Charanga – Me!	Charanga My Stories	Charanga Everyone Transition into singing assemblies	Charanga Hey You (hiphop) Rhythm in the way we walk and banana rap (reggae) - singing	Charanga In the groove (blues, baroque, latin, bhangra, folk and funk) Round and Round (Bossa Nova)	Music Hub Playing of percussion and ukulele. Pop and Classical.	Charanga Ley your spirit fly (RnB) Glockenspiel 1	Music Hub Percussion, Ukulele and keyboards. Pop, classical, grime, around the world music.	Charanga Three Little birds (reggae) Reflect, replay, Rewind (classical)	Music Hub Percussion, keyboards and ukulele. Pop, classical, hiphop.	Charanga Livin on a prayer (rock) Clasroom Jazz 1 (Bossa Nova and swing)



Languages	Informal introduction to Spanish through general greetings and goodbyes.			Informal introduction to Spanish through general greetings and goodbyes, extending this to include basic numbers to ten.		Informal introduction to Spanish through general greetings and goodbyes, extending this to including classroom instructions and asking for lunch in Spanish.	Pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.	The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.	Pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.	This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.	This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.	In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music. As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.
PE	AU1 - Early Dance AU2 - Early Gym	SP1 - Early Circuits SP2 - Early Ball Skills	SU1 - Early Athletics SU2 -Team Games	AU1 – Interpretative Dance Theme: Out of this World AU2 – Ball Sports	SP1 - Gym Body Management SP2 – Performing Dance Style: Modern	SU1 – Gym Circuits SU2 – Team Games	AU1 – Interpretative Dance Theme: Under the Sea AU2 – Performing Dance Style: Jazz	SP1 – Gym Body Management SP2 – Gym – Floor Weekly Cross Country	SU1 – Gym Flight SU2 – Indoor Athletics	AU1 – Interpretative Dance Theme: Fire & Ice AU2 – Circuits	SP1 – Gym Body Management /Gym Floor SP2 Performance Dance Style: Hip & Hop Weekly Cross Country	SU1 – Gym Flight SU2 – Indoor Athletics
				AU1 – Athletics AU2 – Team Games	SP1 – Ball Sports SP2 – Racket Sports	SU1 – Athletics SU2 – Football	AU1 –Athletics AU2 – Net/Wall Games	SP1 – Invasion Games SP2 –Striking & Fielding	SU1 –Athletics SU2 – Invasion Games	AU1 – OAA AU2 – Net/Wall Games	SP1 – Invasion Games SP2 – Striking & Fielding	SU1 – Athletics SU1 – Invasion Games



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Cycle B

Subject	EYFS			Year 1/ 2			Year 3/ 4			Year 5/ 6		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History	Famous People Guy Fawkes	My Life	Understanding of Time	Great Fire of London	Locality- Fishing Heritage	Significant Figures- Neil Armstrong	Ancient Egyptians	Ancient Greeks	British Inventions	Mayans	British History over time	World War II- Battle of Britain
Geography	Describe their immediate environment. Know some similarities and differences between the natural world around them and contrasting environments.	Similarities and differences between the natural world around them and contrasting environments. Important processes and changes in the natural world around them, including the seasons.	Similarities and differences between life in this country and life in other countries. Important processes and changes in the natural world around them, including the seasons.	Can you locate the continent and oceans using compass directions?	What are the geographical differences between Cleethorpes/ Grimsby and the Yukon?	How is global warming impacting our world?	How are settlements different across the European continent?	How have volcanoes and earthquakes impacted human civilisation?	How can we use geographical data to decide on whether to live in Venice or Cleethorpes?	Can we debate the pros and cons of disposable technology?	What are the different biomes and why do people live there?	How can we use geographical data to gain an understanding of areas of the world?
Art	Drawing, Painting, (Modern & Contemporary)	Painting, Collage Modelling, (Modern)	Drawing, Sculpture (Contemporary)	Drawing, Painting, Printing, (Contemporary)	Drawing, Painting (Traditional)	Drawing, Painting (Modern)	Drawing, Printing, (Modern)	Drawing, Painting (Traditional)	Drawing, Painting (Traditional)	Drawing, Painting (Traditional)	Drawing, Sculpture (Contemporary)	Drawing, Painting (Modern)
DT	Food Technology	Construction	Textiles	Food Technology	Construction	Textiles	Food Technology	Construction	Textiles	Food Technology	Construction	Textiles
Science	Weather Materials Our bodies	Weather Animals and lifecycles Habitats	Weather Plants Early forces	Uses of Everyday Materials Working scientifically	Animals, including humans Working scientifically	Living things & their habitats Plants Working scientifically	States of Matter Working scientifically	Living things & their habitats Animals, including humans Working scientifically	Sound Electricity Working scientifically	Light Electricity Working scientifically	Living things & their habitats Animals, including humans Working scientifically	Evolution & Inheritance Working scientifically
Computing		Born to be an Artist Magical Storytelling 1	Trainee Programmer: Blockly Basics	What is a computer?	Footsteps in a Digital World	Dance Party	Reading Power	Entering a Digital World	My Very Own Game	Growing up in a digital world	Computer Aided Designs	It's My Business
PSHE/RSE	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World: economic wellbeing and being a responsible citizen.	Health and Wellbeing	Relationships	Living in the Wider World: economic wellbeing and being a responsible citizen.
RWWV	Myself Special people to me Incarnation	Our special books Salvation	Creation Our beautiful world	Being Human – Islam Incarnation	Life Journey- Islam Salvation	Thankfulness (including Christianity)	Why do we celebrate? Community- Hinduism Worship and Celebration	Community- Islam Worship and Celebration Creation	Pilgrimage (including Christianity)	God Do you have to believe in God to be good? (Humanism)	Creation	Life Journey- Hinduism/ Islam
Music	Music Hub	Charanga My Stories	Charanga Everyone	Charanga Hands, feet, heart	Charanga	Music Hub	Charanga Glockenspiel 2	Music Hub Pop, classical	Charanga Blackbird	Music Hub	Charanga Happy	Charanga You've got a friend



	Movement and simple beat. Charanga – Me!		Transition into singing assemblies.	(South African) Ho Ho Ho (rapping) - singing	I wanna play in a band (Rock) Reflect, rewind, replay (classical)	Pop and classical	(mixed styles) Stop! (grime) - singing	gospel	(beatles/pop) Reflect, rewind, replay (classical)	Pop, classical, electronic	(neo soul) Classroom Jazz 2 (Bacharach and Blues)	(70's ballad/pop) Reflect, rewind, replay. (classical)
Languages	Informal introduction to Spanish through general greetings and goodbyes.			Informal introduction to Spanish through general greetings and goodbyes, extending this to include basic numbers to ten.		Informal introduction to Spanish through general greetings and goodbyes, extending this to including classroom instructions and asking for lunch in Spanish.	This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.	This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).	During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).	Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.	Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can. Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.	
PE	AU1 - Early Dance AU2 - Early Gym	SP1 - Early Circuits	SU1 - Early Athletics SU2 -Team Games	AU1 – Interpretative Dance	SP1 – Yoga Fitness	SU1 – Gym Circuits	AU1 – Interpretative Dance	SP1 – Yoga	SU1 – Gym Flight SU2 – Box Fit	AU1 – Interpretative Dance	SP1 – Yoga SP2	SU1 – Gym Flight SU2 – Box Fit



		SP2 - Early Ball Skills		Theme: Animals AU2 – Ball Sports	SP2 – Performing Dance Style: Country Western	SU2 – Indoor Athletics	Theme: Around the World AU2 – Performing Dance Style: Samba	SP2 – Gym – Floor		Theme: Masquerade Ball AU2 – Circuits	Performance Dance Style: Swing	
				AU1 – Athletics AU2 – Team Games	SP1 – Ball Sports SP2 – Goal Games	SU1 – Athletics SU2 – Team Games	AU1 – Athletics AU2 – Goal Games	SP1 – Invasion Games SP2 – Striking & Fielding	SU1 – Athletics SU2 – Invasion Games	AU1 – OAA AU2 – Racket Sports	SP1 – Invasion Games SP2 – Striking & Fielding	SU1 – Athletics SU1 – Invasion Games