

# Curriculum Policy

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**Member of staff responsible:** Headteacher

**Governor responsible:** FGB

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## Curriculum Policy

January 2022

### **‘From small beginnings come great things’ *The Parable of the Mustard Seed***

#### ***Matthew 13: 31-32***

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs to deliver an exceptional, personalised journey, enabling them to flourish in our school family and in the future.

## **1. Aims**

Our curriculum aims to:

- Provide a broad and balanced personalised education for all pupils with a wide range of activities that enrich pupils' experiences including Forest School
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development based on our Christian Values through the principles of Growth Mindset
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards lifelong learning; equipping pupils with the necessary skills when transitioning from different key stages.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

## **2. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## **3. Roles and responsibilities**

### **3.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Curriculum leaders are responsible to ensure their curriculum subject is implemented in accordance with this policy. At the start of each academic year, the curriculum is reviewed, and curriculum statements are reviewed. Each term, the curriculum leaders carry out a review of their subject and report to the headteacher.

## **4. Organisation and planning**

Cadmore End is pleased to offer a broad and balanced personalized creative curriculum where subjects are usually taught through themes.

When creating our new 2-year programme, all topics have been carefully chosen to take into account not only the statutory requirements but the current needs of our children as a result of the pandemic. Our vision, values and school context also drove our decisions when putting out 2021-2023 plan together.

Highly skilled teachers personalize pupils learning to ensure that every child regardless of their starting point reaches their full potential.

Please refer to Appendix 1 for our new two year long term topic plan.

We use the following schemes to deliver our curriculum:

- Twinkl - RE, History, Geography, Art/DT, PSHE, French and Computing.
- Hamilton Trust - English and Maths
- Rising Stars 'Champions – Sports – Health – Fitness' – PE

We have our own Forest School site where all pupils experience weekly sessions. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Formative and/or summative assessment is used to inform class and whole school planning.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Termly governor visits
- Talking to pupils
- Work sampling
- Subject leaders report to governors

Senior Leadership and/or Subject Champions monitor the way each subject is taught throughout the school by:

- Long term planning scrutiny
- Book scrutiny
- learning walks
- Subject data (where applicable)

Subject Champions also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the headteacher and the senior leadership team. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil premium policy
- AGT policy
- PSHE and Sex and relationship education policy.
- English policy
- Maths and Calculation policy
- RE and Collective Worship policy
- Assessment policy
- EYFS policy

Appendix 1 (subjects are in alphabetical order)

<div>  <div> <h1>Art and DT 2021-2023</h1> <p>Cycle B = 2021-2022 Cycle A= 2022-2023</p> </div> </div>						
Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Class 2 Cycle A	Portraits	Fabric Faces	Moving Pictures	Nature Sculptures	Sensational Salads	Landscapes and Cityscapes
Class 2 cycle B	Colour Chaos	Pirate Paddys Packed Lunch Problems	Miro	Dips and Dippers	LS Lowry	Fabric Bunting
Class 3 Cycle A	Autumn Art	Battery operated Light	European Art and Artists	Edible Garden	Bodies	Juggling Balls
Class 3 cycle B	British Art	Egyptian Art	Insects	Great British Bread Off	Mechanical Posters	Fruit and Vegetables
Class 4 Cycle A	African Inspired Art	Global Food	Greek Pottery	The Seaside	WW2	Wildlife Birds
Class 4 cycle B	Plants and Flowers	Automata Animals	South and Central American Art	Monet Watercolour	Marvellous Structures	Mid-Century Art
<b>Whole School Events</b> (Work to be displayed in a communal area)						

## Computing 2021-2023

Cycle B = 2021-2022 Cycle A= 2022-2023

Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Class 2 Cycle A</b>	Painting 1	Computer art 2	Computer skills 1	Word processing 1	Presentation Skills 2	Online Safety 1 Using and Applying 1
<b>Class 2 cycle B</b>	Programming Toys 1	Turtle 1	Turtle 2	SCRATCH 1	Online Safety 2	Using the internet 2 Using and Applying 2
<b>Class 3 Cycle A</b>	Drawing and Desktop publishing 3	Animation 4	Word processing 3	Word processing 4	Online Safety 3	Internet research and communication 3 Using and Applying 3
<b>Class 3 cycle B</b>	Programming Turtle Logo and Scratch 3	Programming Turtle Logo 4	Scratch: Questions and quizzes 4	Presentation skills 3	Coding Club	Online Safety 4 Using and Applying 4
<b>Class 4 Cycle A</b>	3D Modelling SketchUp	Radio Station	Spreadsheets	Film making 6	Spreadsheets 6	Online Safety 5 Using and Applying 6
<b>Class 4 cycle B</b>	Flowol 5	Scratch 3.0 Developing Games 5	Scratch: Animated Stories 6	Kodu 6	Film making 6a and Radio Station 5a	Online Safety 6 Using and Applying 5




# English 2021-2023

Cycle B = 2021-2022 Cycle A= 2022-2023

Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Class 1 Cycle A/B</b>	Transition Poetry (2 Weeks) Non-Fiction (2 Weeks) <i>Writing for different purposes.</i> Narrative (2 Weeks)	Narrative (2 Weeks) Non-Fiction (2 Weeks) <i>Writing about real events.</i> Poetry (2 Weeks)	Non-Fiction (2 Weeks) <i>Writing for different purposes.</i> Narrative (2 Weeks) Poetry (2 Weeks)	Narrative (2 Weeks) Poetry (1 Weeks) Non-Fiction (2 Weeks) <i>Writing about real events.</i>	Non-Fiction (2 Weeks) <i>Writing for different purposes.</i> Poetry (1 Week) Narrative (2 Weeks)	Narrative (2 Weeks) Non-Fiction (2 Weeks) <i>Writing about real events.</i> Poetry (2 Weeks)
<b>Class 2 Cycle A/B</b>	Transition Poetry (2 Weeks) Non-Fiction (2 Weeks) <i>Writing for different purposes.</i> Narrative (2 Weeks)	Narrative (2 Weeks) Non-Fiction (2 Weeks) <i>Writing about real events.</i> Poetry (2 Weeks)	Non-Fiction (2 Weeks) <i>Writing for different purposes.</i> Narrative (2 Weeks) Poetry (2 Weeks)	Narrative (2 Weeks) Non-Fiction (2 Weeks) <i>Writing about real events.</i> Poetry (2 Weeks)	Non-Fiction (2 Weeks) <i>Writing for different purposes.</i> Poetry (1 Week) Narrative (2 Weeks)	Narrative (2 Weeks) Non-Fiction (2 Weeks) <i>Writing about real events.</i> Poetry (2 Weeks)
<b>Class 3 cycle A/B</b>	Transition Poetry (1 Week) LKS2: Performance Poetry/Free Verse. Non-Fiction (2 Weeks) <i>Instructions.</i> Narrative (3 Weeks)	Narrative (3 Weeks) Non-Fiction (2 Weeks) <i>Recounts.</i> Poetry (1 Week) LKS2: Narrative Poetry	Non-Fiction (2 Weeks) <i>Non-Chronological Reports.</i> Narrative (3 Weeks) Play scripts (1 Week)	Narrative (3 Weeks) Non-Fiction (2 Weeks) <i>Explanations.</i>	Non-Fiction (2 Weeks) <i>Discussions.</i> Narrative (3 Weeks)	Narrative (3 Weeks) Non-Fiction (2 Weeks) <i>Persuasive.</i> Play scripts (1 Week)
<b>Class 4 Cycle A/B</b>	Transition Poetry (1 Week)	Narrative (3 Weeks) Non-Fiction (2	Non-Fiction (2 Weeks)	Narrative (3 Weeks) Non-Fiction Year 6	Non-Fiction (2 Weeks)	Narrative (3 Weeks) Non-Fiction (2

	UKS2: Narrative Poetry. Non-Fiction (2 Weeks) <i>Instructions.</i> Narrative (3 Weeks)	Weeks) <i>Recounts.</i> Play scripts (1 Week) UKS2: Classical Poetry	<i>Non-Chronological Reports.</i> Narrative (3 Weeks) Play scripts (1 Week)	ONLY – <i>Discussions.</i> (1 Week) Non-Fiction (2 Weeks) <i>Explanations.</i>	<i>Discussions. – Year 5 ONLY – Yr 6 SATs.</i> Narrative (3 Weeks)	Weeks) <i>Persuasive.</i> Play scripts (1 Week)
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Maths Long Term Plan <https://www.hamilton-trust.org.uk/maths/>

 <b>Cadmore End</b> Church of England   Combined School						
Modern Foreign Languages – French 2021-2023						
Cycle B = 2021-2022 Cycle A= 2022-2023						
Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Class 3/4 Cycle A</b> <b>Year 4 Units – Twinkl</b>	All Around Town	On the Move	Going Shopping	Where in the World	What's the Time?	Holidays and Hobbies
<b>Class 3/4 cycle B</b> <b>Year 3 Units - Twinkl</b>	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
<b>Whole School Events</b> (Work to be displayed in a communal area)			Heritage Day – French Activity			

## Music 2021-2023

Cycle B = 2021-2022 Cycle A= 2022-2023

Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Class 2 Cycle A</b>	Music Express – Yr 1 Sounds Interesting- Exploring Sounds	Christmas production Music Express – The long and short of it! - Exploring duration	Music Express – Feel the pulse- Exploring pulse and rhythm	Music Express – Taking Off! – Exploring Pitch	Recorder	Recorder
<b>Class 2 cycle B</b>	Music Express – The long and short of it – Exploring duration	Christmas production Music Express – Feel the pulse – Exploring pulse and Rhythm	Music Express – Taking off – Exploring pitch	Music Express – What's the score? – Exploring instruments and symbols	Music Express – Rain rain go away! – Exploring timbre, tempo and dynamics	Music Express – Sounds interesting – Exploring sounds
<b>Class 3 Cycle A</b>	Keeping Healthy ME 9-10yr	Music from Around the World	Life Cycle ME 9-10yr	African Drumming	End of year production	End of year production
<b>Class 3 cycle B</b>	<b>History of Music Contemporary and Modern Classical and</b>		Ukulele	Ukulele	End of year production	End of year production
<b>Class 4 Cycle A</b>	Roots ME yr 10-11	African Drumming	Music Express – Sounds linked to Jazz, Swing & Beat boxing	Moving on ME yr 10-11	End of year production	End of year production
<b>Class 4 cycle B</b>	Ukulele	Ukulele	<b>History of Music Romantic, Baroque, Renaissance</b>		End of year production	End of year production

## PE 2021-2023

Cycle B = 2021-2022 Cycle A= 2022-2023

Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Class 2 Cycle A</b>	Unit 1 Multi skills and Boot Camp (fitness)	Unit 2 Dance and Mighty Movers (running and team games)	Unit 3 Gymnastics Skipping	Unit b4 Ball skills and Gym fit (circuits)	Unit 5 Throwing and Catching Core Strength (Pilates)	Unit 6 Athletics and Fitness Frenzy (strength and Stamina)
<b>Class 2 cycle B</b>	Unit 1 Multi skills and Boot Camp (fitness)	Unit 2 Dance and Mighty Movers (running and team games)	Unit 3 Gymnastics Skipping	Unit b4 Ball skills and Gym fit (circuits)	Unit 5 Throwing and Catching Core Strength (Pilates)	Unit 6 Athletics and Fitness Frenzy (strength and Stamina)
<b>Class 3 Cycle A</b>	Swimming Unit 1 Multi-skills and Boot Camp	Swimming Unit 2 African Dance and Mighty Movers (running)	Unit 3 Groovy Gymnastics Skip to The Beat (skipping)	Unit 4 Brilliant Ball Skills (netball) and Gymfit Circuits Maypole	Unit 5 Throwing and Catching (field games) Core Strength (Pilates)	Unit 6 Active athletics (Sports day) Fitness Frenzy (Stamina)
<b>Class 3 cycle B</b>	Swimming Unit 1 Multi-skills and Boot Camp	Swimming Unit 2 African Dance and Mighty Movers (running)	Unit 3 Groovy Gymnastics Skip to The Beat (skipping)	Unit 4 Brilliant Ball Skills (netball) and Gymfit Circuits Maypole	Unit 5 Throwing and Catching (field games) Core Strength (Pilates)	Unit 6 Active athletics (Long jump, javelin, running, relay) Fitness Frenzy (Stamina)
<b>Class 4 Cycle A</b>	Swimming Unit 1 Invaders (defending and attacking) Boot Camp	Swimming Unit 2 Aerobic dance Boxercise	Unit 3 Gym sequences Step to the Beat (Aerobics)	Unit 4 Striking and Fielding Gymfit circuits Maypole	Unit 5 Nimble Nets (Basketball) Core Strength (Pilates)	Unit 6 Young Olympians (Long jump, javelin, running, relay)
<b>Class 4</b>	Swimming	Swimming	Unit 3	Unit 4	Unit 5	Unit 6

<b>cycle B</b>	Unit 1 Invaders (defending and attacking) Boot Camp	Unit 2 Aerobic dance Boxercise	Gym sequences Step to the Beat (Aerobics)	Striking and Fielding Gymfit circuits Maypole	Nimble Nets (Basketball) Core Strength (Pilates)	Young Olympians (Long jump, javelin, running, relay)
<b>Additional events</b>	Dodgeball	Tennis and Fencing	<b>Dodgeball</b>	<b>Country dancing</b> Maypole	<b>Cricket and Rounders'</b>	<b>Dodgeball Sports Day</b>




**Cadmore End**  
Church of England Combined School

## PSHE 2021-2023

Cycle B = 2021-2022 Cycle A= 2022-2023

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships	Health and Wellbeing	Living in the wider world	Relationships	Living in the wider world	Health and Wellbeing
<b>Class 2 Cycle A</b>	VIPs	Think positive	One world	Digital Wellbeing	Money Matters	It's my Body
<b>Class 2 Cycle B</b>	TEAM	Safety First	Diverse Britain	Be yourself	Aiming High	Growing up
<b>Class 3 Cycle A</b>	VIPs	Think positive	One world	Digital Wellbeing	Money Matters	It's my Body
<b>Class 3 Cycle B</b>	TEAM	Safety First	Diverse Britain	Be yourself	Aiming High	Growing up

<b>Class 4 Cycle A</b>	VIPs	Think positive	One world	Digital Wellbeing	Money Matters	It's my Body
<b>Class 4 Cycle B</b>	TEAM	Safety First	Diverse Britain	Be yourself	Aiming High	Growing up inc Sex education

 <b>Cadmore End</b> Church of England Combined School						
<b>RE 2021-2023</b>						
Cycle B = 2021-2022 Cycle A= 2022-2023 <i>Understanding Christianity</i>						
<b>Class</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Class 2 Cycle A</b>	Rules and Routines (Why we need rules. Explore rules in Christianity, Judaism, Islam, Sikhism and Humanism)	Gifts and Giving (Christian celebration of Christmas and Islam Festival Eid)  <i>Why do Christmas matter to Christians? (UC 1.3)</i>	Easter and Surprises (Significant days leading up to Easter and about Easter itself)  <i>Why does Easter matter to Christians? (UC 1.5)</i>	Friendship (Explore friendships from different religions Buddhism, Hinduism and Christianity)  <i>What do Christians believe God is like? (UC 1.1)</i>	Religion and Rituals (What rituals are and important rituals for Islam, Christianity and Hindu)  <i>What is the Good News that Jesus brings? (UC 1.4)</i>	Places of Worship (Explore what worship is and explore places of worship for a Muslim, Christian and Hindu. Learn about important objects associated with worship)
<b>Class 2 cycle B</b>	Caring for Others (Exploring values linked to Christianity, Hinduism and our school)	Light and Dark (Importance of light to Christians, Hindu's and Jews. Learn through Advent, Diwali, Hanukah)	Beginnings and Endings (Religious rituals for the beginning of a child's life and the beginning of a new year and Easter)  <i>Why does Easter matter to Christians? (UC 1.5)</i>	Nature and God (Nature is important across religions. Creation story and Harvest for Christians and Jews)  <i>Who made the world? (UC 1.2)</i>	Places of Worship (Reflect on special places. Explores what a visitor might see in a Mosque, Church and Gurdwara (Sikh))	Ceremonies (Learn about religious and non-religious ceremonies. Learn about Islam Aqiqah, Jewish Bar and Bat Mitzvah and Hindu weddings)
<b>Class 3 Cycle A</b>	Hinduism (Overview inc	Christianity (Aspects of	Christianity (Focus on	Christianity (Looking at	Islam (Key aspects of the	Judaism (Key aspects of

	origins, core beliefs, special places and festivals. Also look at the holy book and symbols)	Christian faith, origin, special places, key festivals and symbols) <i>What is the Trinity? (UC 2a.3)</i>	Good Friday and What is Good about Good Friday – Easter story, The Words of Jesus and action of people) <i>Why do Christians call the day Jesus died Good Friday? (UC 2a.5)</i> <i>When Jesus left, what was the impact of Pentecost? (2a.6)</i>	the Bible – origin and role as a sacred text. Different text types and explore the Creation Story at greater depths) <i>What do Christians learn from the Creation Story? (UC 2a.1)</i>	Muslim Faith – Origin, special places and key festivals)	the faith – origin, special places, festivals, holy book symbols' and main beliefs)
<b>Class 3 cycle B</b>	People of Faith (Compare and contrast different events from different faiths and beliefs) <i>What is it like to follow God? (UC 2a.2)</i>	Christianity (Nativity story) <i>What kind of world did Jesus want? (UC 2a.4)</i>	Sikhism (Key aspects of the faith – origin, special places, festivals, holy book symbols' and main beliefs)	Food and Fasting (How food is used in daily life. Look at how food is used in different religions. Judaism, Lent, Ramadan).	Buddhism (Key aspects of the faith – origin, special places, festivals, holy book symbols' and main beliefs)	Pilgrimage (Focus on the 6 main world religions and identify the role of pilgrimage in these religions.)
<b>Class 4 Cycle A</b>	Worship Worship across different faiths, different forms of worship and what worship means to religious believers. <i>What does it mean if God is holy and loving? (UC 2b.1)</i>	The True Meaning of Christmas Questioning the meaning of Christmas, learn about the Christian meaning of Christmas and if the meaning has changed over time.	Peace Compare and contrast the concept of peace across religions, look at symbolic people as well as symbols. <i>What did Jesus do to save human beings? (UC 2b.6)</i>	Eternity Compare concepts of eternity from both religious and non-religious worldviews. (Refers to death and the end of the journey of life). <i>What difference does the Resurrection make to Christians? (UC2b.7)</i>	Humanism Differences between religious and non-religious worldviews, focus on origins of humanism, core beliefs and the meaning of the 'happy human' symbol.	Commitments made by famous figures, children are encouraged to make their own goals and invite them to review their own commitments and explore the concept of sacrifice. Coming of age ceremonies, fasting in Islam and marriage in Hinduism.
<b>Class 4 cycle B</b>	Creation Stories Children will learn a range of creation stories from world religions, less known or extinct religions as well as different cultures. <i>Creation and Science –</i>	The Christmas Story Look at the Christmas story in depth, differences and similarities within the 2 accounts in the Bible; investigate traditions associated with Christmas here and	Crucifixion Key aspects of the Easter story with the focus on 'Was Jesus' death part of God's plan?' Overview of the Easter story and freewill.	Justice and Freedom Key figures in history such as Martin Luther King and how they were informed and influenced by their religious beliefs; learn about the formation of non-violent protests and human	Forgiveness Jewish beliefs about forgiveness, Buddhist beliefs on forgiveness and use their understanding of forgiveness to create a symbol about	Project Children to create a project about a chosen religion. Commitment

	<i>conflicting or complimentary? (UC 2b.2)</i>	around the world. <i>What kind of King is Jesus? (UC 2b.8)</i>	<i>Was Jesus the Messiah? (UC 2b.4)</i>	rights movements. <i>How can following God bring freedom and justice? (UC 2b.3)</i>	forgiveness. <i>What would Jesus do? (UC 2b.5)</i>	
<b>F and S</b> <b>Collective Worship A</b>	<p>Generosity</p> <p>Loving others as we love ourselves (Mark 12.31) 13</p> <p>Giving sacrificially (Luke 21.1-4) 16</p> <p>Giving cheerfully (2 Corinthians 9.7)</p> <p>Caring for creation (Genesis 2.15) 22</p> <p>Giving our time (Nehemiah) 25</p> <p>CELEBRATING HARVEST: Giving as God gives (Psalm 65.13-19) 28</p>	<p>Compassion</p> <p>Noticing a need (Mark 6.34 33)</p> <p>Being a good neighbour (Luke 10.25-37) 36</p> <p>Putting on the right attitude (Colossians 3.12) 39</p> <p>Having the courage to care (Exodus 2.1-10) 42</p> <p>Coming to the rescue (Luke 15.4-6) 45</p> <p>CELEBRATING CHRISTMAS: God of the unexpected (Luke 2.8-20) 48</p>	<p>Courage</p> <p>Stepping out of your comfort zone (Exodus 3-4) 53</p> <p>Doing the right thing, not the easy thing (Esther 4-8) 56</p> <p>Facing a challenge (Joshua 2) 59</p> <p>Overcoming fear (1 John 4.18) 63</p> <p>Encouraging others (Joshua 1.9) 66</p> <p>CELEBRATING CANDLEMAS: Trusting God's promises (Luke 2.21-40) 70</p>	<p>Forgiveness</p> <p>Wiping the slate clean (Colossians 3.13) 75</p> <p>Turning over a new leaf (Luke 19.1-10) 78</p> <p>Forgiving others as God has forgiven you (Matthew 18.21-35) 81</p> <p>Beginning again (Luke 15.11-32) 4</p> <p>Putting the past behind us (Psalm 32.1) 87</p> <p>CELEBRATING LENT &amp; EASTER: When darkness turned to light (Ephesians 1.7) 90</p>	<p>Friendship</p> <p>Sticking together (Proverbs 18.24) 97</p> <p>Encouraging one another (Thessalonians 5.11) 100</p> <p>Supporting one another (Luke 5.17-39) 103</p> <p>Making time for each other (Luke 10.38-42) 106</p> <p>Learning to listen (Proverbs 17.17) 109</p> <p>CELEBRATING PENTCOST: Knowing God's presence (Acts 2) 112</p>	<p>Respect</p> <p>Remembering to pray for others (Ephesians 6.18) 117</p> <p>Valuing difference (Luke 7.1-10) 120</p> <p>Valuing others as we would like to be valued (Matthew 7.12) 123</p> <p>Valuing special places (Matthew 21.12-17) 126</p> <p>Valuing different opinions (1 Peter 2.17) 129</p> <p>CELEBRATING TRINITY: God's never ending love (Psalm 8.9) 132</p>
<b>F and S</b> <b>Collective Worship B</b>	<p>Thankfulness</p> <p>Thanking God for people who help us (Philippians .) 137</p> <p>Praising God in creation (Psalm 148) 140</p> <p>Remembering to say</p>	<p>Trust</p> <p>Knowing our friends will support us (Ecclesiastes 4v9-10) 157</p> <p>Knowing Jesus is with us in stormy times (Mark 4v 35-4 )</p>	<p>Perseverance</p> <p>Running the race of life (Hebrews 12v1-2) 177</p> <p>Keeping going against all odds (Matthew zv13-15) 180</p>	<p>Justice</p> <p>Treating people fairly (Micah 6.8) 199</p> <p>Making wise decisions (Isaiah 1.17) 202</p> <p>Seeing God's love in action (Matthew 20.1-</p>	<p>Service</p> <p>Using our talents to serve (Galatians 5.13) 221</p> <p>Receiving as well as giving (1 Kings 17.7-16) 224</p> <p>Giving with no strings attached (Matthew</p>	<p>Truthfulness</p> <p>Telling the whole story (John 8.12) 241</p> <p>Living without lies (Genesis 27) 244</p> <p>Making the right choices (Zechariah 8.16) 248</p> <p>Searching for the truth</p>



	<p>thank you (Ephesians 5.20) 143</p> <p>Giving thanks even when times are difficult (Acts 16.16 – end)146</p> <p>Counting your blessings {1 Thessalonians 5:16) 149</p> <p>CELEBRATING HARVEST: Living fruitful lives (Mark 4v3-9)152</p>	<p>160 Standing on God's promises (Psalm 18v2) 163</p> <p>Being trustworthy, not gossiping (Proverbs 11v33) 166</p> <p>Trusting God (Isaiah 49.16) 169</p> <p>CELEBRATING ADVENT</p> <p>Believing God has a plan for our lives (Luke 1v26-38)</p>	<p>Doing the right thing (Jeremiah 38.1-13)) 183</p> <p>Meeting a personal challenge (Philippians 4v13) 186 Encouraging others to Keep going (Acts 11v24)190</p> <p>CELEBRATING EPIPHANY: Pushing through (Matthew 2v1-12) 193</p>	<p>16) 205</p> <p>Seeing the whole picture (2 Corinthians 8.21) 208</p> <p>Keeping God's rules (Exodus 20) 211</p> <p>CELEBRATING LENT &amp; EASTER: Goodness is stronger than evil (John 18-19) 214</p>	<p>20.28) 227</p> <p>Looking at the heart (1 Samuel 16.1-13) 230</p> <p>Living for others (Matthew 4.18-20) 233</p> <p>CELEBRATING PENTECOST: The birthday of the church (Acts 2.44-47) 236</p>	<p>(Matthew 13.44-46) 251</p> <p>Having the courage to be honest (Ephesians 4.15) 257</p> <p>CELEBRATING TRINITY: Seeing the truth (2 Corinthians 13.13) 257</p>
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## Science 2021-2023

Cycle B = 2021-2022 Cycle A= 2022-2023

Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Class 2 Cycle A</b>	Animals Inc Humans (yr1 and yr 2)	Seasonal Changes – Autumn to Winter	Everyday Materials and Uses of Everyday Material (yr1 and yr 2)	Plants (yr1 and yr 2)	Seasonal Changes – Spring to Summer	Scientists and Inventors (yr2)
<b>Class 2 cycle B</b>	Animals Inc Humans (yr1 and yr 2)	Living Things and Their Habitats	The Environment	Everyday Materials and Uses of Everyday Material (yr1 and yr 2)	Plants (yr1 and yr 2)	Scientists and Inventors (yr1)
<b>Class 3 Cycle A</b>	Rocks	Light	States of Matter – Solids, Liquids and Gases	Plants	Animals Inc Humans	Scientists and Inventors (Yr3)
<b>Class 3 cycle B</b>	Electricity	Sound	Living Things and Habitats	Magnets	Forces	Scientists and Inventors (Yr4)
<b>Class 4 Cycle A</b>	Animals Inc Humans (Yr5)		Properties and Changes in Materials	Light	Forces	Scientists and Inventors
<b>Class 4 cycle B</b>	Living Things and Their Habitats (Yr6)		Earth and Space	Heritance and Evolution	Electricity	Scientists and Inventors
<b>Whole School Events</b>  (Work to be displayed in a communal area)			STEM Week			