



Liturgical Calendar

Our curriculum design, with its foundations from the National Curriculum, is centred on our Catholic faith and the liturgical calendar. It is designed and sequenced so that teaching falls in line with the liturgical calendar, the themes of the season and/or major events that will be happening in school that term. Through this, the opportunity arises to go deeper and to look at areas of learning in different ways and the many layers ever present when acquiring new knowledge.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|------------------------------------|---|---|---|---|
| Liturgical Calendar | Season of Creation Mary | All Saints All Souls Advent | Christmastide Epiphany | Lent Holy Week | Easter Ascension | Pentecost Sts Peter & Paul Sacred Heart Corpus Christi |
| Themes | Welcome Creation Roles of women Harvest Discipleship | People of change Remembrance | Revelation– Prophecy Advocacy | Power Sacrifice | Celebration | Discipleship People of change - Social and Justice Family (of God) Moving on up |
| School Events | | Friends week Anti-bullying Week | Multi-Faith week Children’s Mental Health Week Love of books day | Family week International Women’s Day | Mental health Awareness Week Science Week | Parish week Money Week |
| Peace Maker Themes | Inner Peace | Peaceful Relationships | Peaceful choices | Peaceful Behaviours and Actions | Peaceful Mind and Body | Peaceful Communities |



Big Questions

Through questioning and discussion, children will attain a deeper, richer knowledge and understanding of the world around them and the role that they are to play within it. As they progress through their school career children will have opportunity to revisit, overlearn and to take their learning deeper and higher; knowing “that the Abbey child is receiving a quality of experience that is a sacred endeavour of discovery. With this each child will become a curious and active learner, seeking to discover and experience how “The world is charged with the grandeur of God” (Gerard Manly Hopkins).”

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|---|--|--|---|---|---|
| Rec | What makes me a me? | What makes me a me? | Where does our food come from? | How do we care for God’s creation? | How were things different in the past? | Who helps us? |
| Y1 | Where do I come from? | How and why do things change? | Where do we see God in the world? | Are humans called to love? | What unites our kingdom? | Why are memories important? |
| Y2 | What makes a hero or heroine? | How are we called to be God’s gardeners? | Is there enough for everyone? | Does a shared experience unite society? | What makes a home? | Does the past change the present? |
| Y3 | How do we know about the past it is not written down? | Are all positions equal? | Are we scarring or cultivating the earth? | What has God called us to be? | How do the actions of the past influence society today? | Does God’s creation cause harm? |
| Y4 | Does modern life harm creation? | Is influence long-lasting? | What makes a country? | Who has authority – State or Church? | How is my community formed? | Does a community thrive on unity or autonomy? |
| Y5 | Are roles within our communities equally distributed? | How do communities adapt to circumstances? | Does humanity live well within the limits of nature? | Is influence a necessity for leadership? | Are we caretakers or owners of the earth? | Does social and economic balance affect the condition of the world? |
| Y6 | Do my individual actions have a global impact? | Is war ever just? | Are natural resources a curse or a blessing? | Were early civilisations life changing or life threatening? | Does the economy always serve society? | Does truth speak to power? |

“Learning to think rigorously, so as to act rightly and to serve humanity better.” John Paul II



Catholic Social Teaching

Our Curriculum is delivered through our Catholic story, deepening the understanding of their own story – to know where they have come from, their aspirations for the future; to become closer to the person God has called them to be. Our shared Catholic beliefs and values are woven through the curriculum to inspire and unify the children.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|-----------------------------|------------------------------------|------------------------------------|-----------------------------|---|--------------------------------------|
| Rec | Dignity of the Human Person | Community and participation | Common good | Care for Creation | Dignity of the human person and participation | Solidarity |
| Y1 | Solidarity | The common good | Care for creation | Rights and Responsibilities | Family and community | Life and dignity of the human person |
| Y2 | Rights and Responsibilities | Care for creation | Option for the poor and vulnerable | Solidarity | Dignity of the human person | Family and community |
| Y3 | Solidarity | Rights of the worker | Care for creation | Dignity of the Human Person | Family and community | Option for the poor and vulnerable |
| Y4 | Care for creation | Rights and responsibilities | Solidarity | Community and participation | Community and participation | Solidarity |
| Y5 | Dignity of the human person | Option for the poor and vulnerable | Solidarity and The Common good | Rights and responsibilities | Community and participation | Care for creation |
| Y6 | Rights and responsibilities | Dignity of the human person | Rights and responsibilities | Rights of the worker | Solidarity and The Common Good | Solidarity |

“Ask Jesus what he wants of you, and be brave” Pope Francis



Cultural Capital Activities

Immersion activities are planned with the aim to raise engagement in curriculum areas and to ultimately raise attainment through the development of creative and stimulating learning experiences. Through a variety of rich experiences and opportunity, children will not only be immersed into their topics with aspirations of where their learning journey will take them, but also raise their cultural capital. ***Immersion events are reviewed continually and subject to change. This information is an example of our Immersion offer but not binding.***

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|-------------|--|--|--|---|--|--|
| R e c | | Theatre trip- Christmas Reception Nativity | Cooking Day – Little Red Hen (Bread making) The Tiger Tea party! Library visit | Ash End farm | Sudbury Hall | Visits from Emergency services/ Dentists/ Vets |
| | Roots for Fruit Day | Church | Sikh Temple/Sikh Day | | Roots for Fruit Day | |
| Y 1 | School grounds (sensory walk) | Sudbury Hall childhood museum (National Trust) | Hindu temple | Art day – drawing/painting significant people in history activities | Celebration of the 4 countries of UK – art experiences | In-school holiday experience/ Airport |
| | Bug/ hedgehog hotel making (use forest session) | Theatre Explore old and new toys | | Waterstones - Book visit Art day - significant people | | |
| Y 2 | Immersion day in school – dressed as a superhero | Immersion day in school – Forest area/Clent Hills (National Trust) | Multi-Faith Week – Buddhist Temple | Immersion day in school – Forest day in school. | Black Country Museum – Homes | Abbey Church visit |
| | | | Immersion day – making pizza | | | |
| Y 3 | Sleepover | Ancient Egyptian Workshop | Jewish Synagogue | Alton Castle | National Trust - Back-to-backs | Earthquake/volcano simulation event |
| | | | | | Local history walk | |
| Y 4 | Creation immersion day (forest area) | Birmingham Museum and Art Gallery- Ancient Greece day/ Museum box | Multi-faith week- Islamic Exhibition | Wroxeter Roman City (English Heritage) | Local area observation walk Traffic survey | Green Screen studio? |
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| Y 5 | | | Residential- PGL | | | |
| | Shakespeare performance (REP) | Cooking- Banquet Science Anglo-Saxon shields Staffordshire Hoard (Birmingham Museum) | Multi-faith Orthodox | Viking/ Anglo-Saxon day (school visit) | Science-space Museum (box) | Carnival Day Immersion? |
| Y 6 | Deciduous forest immersion day | World Wars immersion day & poetry workshop | | Alton Castle (17-19 March) | Amazon virtual tour | |
| | | | Multi-faith Week – St. Chad’s | UoB Science students | HSBC visit | Production |

‘Blessed is the one who finds wisdom, and the one who gets understanding’ Proverbs 3:13



Science

Our Science curriculum provides the foundations for understanding the world through the specific disciplines of **Biology**, **Physics** and **Chemistry**. Science has changed our lives and it is vital for the future world’s prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|--|---|--|-------------------------------------|-------------------------------------|--|
| Rec | Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews. | | | | | |
| | ELG 05 — Basic hygiene/ Safe and healthy ELG 05 Physical exercise ELG 05 Healthy diet ELG 14 Living things (plants) ELG 14 Materials ELG 14 Living things (plants) ELG 14 Living things (animals) — Environments and habitats | | | | | |
| Y1 | Animals including Humans Animals in the local area | Materials | Animals including Humans Global animals | Plants | Plants Growing – Roots to Fruits | Consolidation |
| Y2 | Animals including Humans Animals in the local area | Living things and their Habitats | Plants Growing – Roots to Fruits | Materials | Living Things and their Habitats | Consolidation |
| Y3 | Rocks | Animals including Humans | Forces and Magnets | Plants Growing – Roots to Fruits | Light | Consolidation |
| Y4 | Living things and their Habitats Growing – Roots to Fruits | Animals including Humans | States of Matter | Electricity | Sound | Consolidation |
| Y5 | Materials | Living things and their Habitats Growing – Roots to Fruits | Animals including Humans | Forces | Earth and Space | Consolidation |
| Y6 | Living things and their habitats | Animals including Humans | Electricity | Evolution and inheritance | Light | Consolidation Growing – Roots to Fruits |

“Little Science takes you away from God, but more of it takes you to Him.” Louis Pasteur



History

Our history curriculum inspires pupils' curiosity to know more about the past. As they delve deeper into their historical learning they will develop oracy skills to ask perceptive questions, think critically and analyse evidence presented to them. They will develop an understanding of the diversity and richness of societies and the relationships between groups, as well as their own identity and challenges of their time.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|--|---|---------|--|--|------------------------------|
| Rec | Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews. | | | | | |
| | Talk about their families. Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. | | | | | |
| Y1 | | Changes within living memory | | Significant individuals | | Changes beyond living memory |
| Y2 | Significant individuals | | | Great Fire of London | | Local history |
| Y3 | Changes in Britain from the Stone Age to the Iron Age | Achievements of early civilisations | | | Local history | |
| Y4 | | Ancient Greece and its influence on the western world | | The Roman Empire and its impact on Britain | | |
| Y5 | Britain's settlement by Anglo-Saxons and Scots | | | The Viking and Anglo-Saxon struggle for England – 1066 | | |
| Y6 | | Study beyond 1066 | | | Non-European society contrasted with British History | |

"I don't care if you're 5 or 105, God for all eternity, chose you to be where you are, at this time in history, to change the world." Mother Angelica



Geography

Our geography curriculum enables children to understand that they are global citizens, deepening their interest and wonder in exploring their own place in the world. In a world that is ever-changing, it is vital that children are provided with ‘Living Geography’ concerned with their lives, their futures and their world. The geography curriculum aims to develop knowledge of the world, diverse places, people and resources within it and the role that we are to play within this world. Children will develop an understanding of the interaction between the human and physical processes, understanding how the earth’s features are shaped, interconnected and change over time.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|--|-------------------------|--|---------------------|---------------------------------------|-------------------------------------|
| Rec | Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews. | | | | | |
| | Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. | | | | | |
| Y1 | Local geography | | Hot and Cold places | | UK | |
| Y2 | | Weather Patterns | UK and non-European country | | UK and non-European country | |
| Y3 | | | Counties and cities of the UK | | | Volcanoes and earthquakes |
| Y4 | Locate countries on a world map focus on either N/S America | | Locate world countries – Europe | | Local geography | Compare UK with a European country |
| Y5 | | Settlement and land use | Longitude, latitude, tropics, time zones | | Mountains, Rivers and the water cycle | Compare UK with N/S American region |
| Y6 | Climate Zones, biomes and vegetation belts | | Distribution of natural resources | Trade and economics | | |

“Let us be ‘protectors’ of creation, protectors of God’s plan inscribed in nature, protectors of one another and of the environment.” Pope Francis



Design Technology

Through Design Technology children will develop skills to prepare them for the future, learning how to become risk takers, resourceful and innovative, enterprising and capable citizens. They will learn to evaluate past and present design technology and use this critique to inform their own creativity and imagination when creating their own designs. They will understand and demonstrate how skills learnt in other subject disciplines can be drawn upon and applied in design technology.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|--|--|---|--|---|------------------------------------|
| Rec | Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews. | | | | | |
| | Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. | | | | | |
| Rec | Make playdough. Junk modelling Use a range of materials to create collages of Creation. | To make a Christmas decoration and card. | (Multi faith week Grow/produce food to use in recipes (e.g marmalade sandwiches, bread, popcorn) | Collage- animals in their habitats Puppets- animals | Junk modelling- emergency vehicles | Junk modelling- emergency vehicles |
| Y1 | | Creatively design and make a product – toy Mechanism: lever | Make a pencil pot using recycled materials. | | Food Technology Know that all food comes from plants or animals. Know that food has to be farmed grown elsewhere or caught. | |
| Y2 | | Create a purposeful and functional weather station. | Food Technology Know that all food comes from plants or animals. Know that food has to be farmed grown elsewhere or caught. | | Build a house with a moving part. Mechanism: lever | |

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| Y3 | | Create an Egyptian Death Mask | | Food Technology Know that food is grown, reared and caught in the UK, Europe and the wider world, | | Use programming to control Beebots (electrical systems) |
| Y4 | Food Technology Know that food is grown, reared and caught in the UK, Europe and the wider world. | | | Create a Roman chariot. | | Make a moving bull and bullring Mechanism: linkage |
| Y5 | Make an Anglo-Saxon shield. | Food Technology Know that season may affect the food available. Know how food is processed into ingredients that can be eaten or used in cooking. | | | Make a litter picker. Mechanism: linkage | |
| Y6 | | | | Make a Mayan Death Mask | | Food Technology Know that season may affect the food available. Know how food is processed into ingredients that can be eaten or used in cooking. Electrical systems |

“You can’t use up creativity. The more you use, the more you have.” Maya Angelou



Art

Our engaging and inspiring art curriculum allows children to express themselves creatively and develop the knowledge and skills to experiment and create their own art. They will develop skills to think critically, to be able to critique and develop an understanding of art and design. Children will come to see how we each have God-given talents and how great artists of the past reflect our history and artists of today contribute to the culture we live in and add to our society.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|--|--|--|----------------------------------|---------------------------------------|---|
| Rec | Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews. | | | | | |
| | Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. | | | | | |
| Rec | To create a self-portrait. Experiment with colour. | To create a picture of a scene from the Nativity story. Build on knowledge of colour. | Forest Make rubbings of different natural objects while in the forest. | To draw and paint animals. | Observational drawings of transport. | Provision Symmetry butterfly artwork. |
| Y1 | Experiment with colours. | | Forest Create land art. | Portraits of significant people. | | Create a sculpture of a beach scene. |
| Y2 | Create printed artwork of a significant person. | | | Great Fire of London artwork. | | Draw as a way of recording experiences. |
| Y3 | Pointillism artwork. | | Artwork depicting the result of global warming/ industrial | | To draw and print different images of | |



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| | | | revolution using natural resources. | | Erdington and Birmingham. | |
| Y4 | | Draw a Greek Vase using effects and textures. | Volcano sketch and sculpture. | | To sketch important buildings and places around Erdington and create a printed background using colour to reflect mood. | |
| Y5 | | | Create a piece of artwork based on a global issue. | Create a portrait of a leader. | | Create a collagraph to print a beach scene. |
| Y6 | Artwork of ideal world compared to the detrimental human impact on the world. | War artwork using tints, tones, shade. | | | Produce increasingly accurate drawings of people. Explore artists and their artwork. Practised printing techniques. | |

All year groups will be teaching textiles skills by making Christmas decorations with their parents in a fun and interactive inspire workshop.

“Creativity takes courage” Henri Matisse



Music

Our music provision allows children to engage with one of the highest forms of creativity and inspires them to develop a love of music and to develop their God-given talent as musicians. As the children progress, they listen to high quality music and learn to appreciate and critically engage with a range of music and develop skills to compose and play music.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|-------------|--|--|--|--|--|--------------------------|
| Re c | Exploring sound | Music and movement | Transport | | | Big Band |
| Y1 | Keeping the pulse | | Sound patterns | | Musical symbols | |
| Y2 | | Call and response | | Instruments | | Pitch |
| Y3 | Developing singing technique | | Pentatonic melodies and composition | | Traditional instruments and improvisation | |
| Y4 | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet |
| Y5 | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet | SFE – Whole class cornet |
| Y6 | Birmingham Irish Association – Whole class | Birmingham Irish Association – Whole class | Birmingham Irish Association – Whole class | Birmingham Irish Association – Whole class | Birmingham Irish Association – Whole class | |

“Music can change the world” Beethoven



Computing

Our Computing curriculum allows our students to thrive in our digital world that is constantly evolving. Through this spiral curriculum, our students explore the three strands of Computing: digital literacy, computer science and information technology, with every lesson beginning with a digital literacy activity. The digital literacy skills they acquire can be implemented across the curriculum whilst building upon their computing knowledge and developing their programming skills.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|--|--|---|--|---|---|
| Rec | | Online Safety Ten Ten: Assessment activity | | Online Safety What is the internet | Online Safety Playing Online Explore digital graphics program (Plants) Using iPads to capture still images | |
| Y1 | | Technology Around Us <i>Information Technology</i> | | Digital Painting <i>Information Technology</i> | | Moving a Robot <i>Computer Science</i> |
| Y2 | IT Around Us <i>Information Technology</i> | | Digital Photography <i>Information Technology</i> | | Robot Algorithms <i>Computer Science</i> | |
| Y3 | | Connecting Computers <i>Information Technology</i> | | Desktop Publishing <i>Information Technology</i> | | Sequencing in Music <i>Computer Science</i> |
| Y4 | The Internet | | Audio production | | Repetition in shapes | |

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| | <i>Information Technology</i> | <i>Information Technology</i> | <i>Computer Science</i> |
| Y5 | Systems and searching <i>Information Technology</i> | Video production <i>Information Technology</i> | Selection in quizzes <i>Computer Science</i> |
| Y6 | Communication <i>Information Technology</i> | Web Page Creation <i>Information Technology</i> | Variables in Games <i>Computer Science</i> |

“By growing daily in our awareness of the vital importance of encountering others, these ‘new possibilities’, we will employ technology wisely” Pope Francis

PE

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|--|---|---|---|---|--|
| Rec | Gymnastics (Indoor) Body Management (Outdoor) | | Dance (Indoor) Manipulation and coordination – Ball skills (Outdoor) | | Speed, agility, travel (Indoor) Cooperate and solve Problems (Outdoor) | |
| Y1 | Run, Jump, throw (Athletics) Gymnastics (Unit 1) | Attack, Defend, Shoot (Unit 1 – Netball) Dance (Unit 1) | Hit, Catch, Run (Unit 1 - Cricket) Send and return (Unit 1) | Hit, Catch, Run (Unit 2 - Cricket) Gymnastics (Unit 2) Swimming | Send and Return (Unit 1 – Tennis) Dance (Unit 2) | Attack, Defend, Shoot (Unit 1) OAA |
| Y2 | Run, Jump, Throw (Athletics) Gymnastics (Unit 1) | Attack, Defend, Shoot (Unit 1 – Football) Dance (Unit 1) | Hit, Catch, Run (Unit 1 - Cricket) OAA | Hit, Catch, Run (Unit 2 - Cricket) Gymnastics (Unit 2) | Send and Return (Unit 2 - Tennis) Dance (Unit 2) | Attack, Defend, Shoot Unit 2 (Netball) Send and return (Unit 2) |
| Y3 | Athletics Gymnastics (Unit 1) | Invasion Games (Football) Dance (Unit 1) | Hit, catch, run (Rounders) OAA | Hit, Catch, Run (Cricket) Gymnastics (Unit 2) | Invasion games (Basketball) Dance (Unit 2) | Invasion Games (Tag Rugby) Rounders |
| Y4 | Athletics Gymnastics (Unit 1) | Invasion Games (Netball) Dance (Unit 1) | Send and return (Tennis) OAA | Hit, Catch, Run (Rounders) Gymnastics (Unit 2) | Invasion games (Basketball) Dance (Unit 2) | Invasion Games (Tag Rugby) Football |
| Y5 | Athletics Gymnastics (Unit 1) | Invasion Games (Basketball) Dance (Unit 1) | Invasion games – (Tag rugby) OAA | Send and Return (Tennis) Gymnastics (Unit 2) | Hit, catch, run (Rounders) Dance (Unit 2) | Invasion Games (Football) Netball |

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| | | | | Swimming | | |
| Y6 | Athletics Gymnastics (Unit 1) | Invasion Games (Tag Rugby) Dance (Unit 1) | Invasion Games (Football) OAA | Invasion Games (Netball) Gymnastics (Unit 2) Swimming | Hit, catch, run (Cricket) Dance (Unit 2) | Invasion Games (Basketball) Rounders |

English

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|---|---|--|--|---|---|
| Rec | Quality texts: Elmer, The Family Tree, Senses | Quality texts: Our World is a Family, Mog's | Quality texts: Little Red Hen, The Tiger who | Quality texts: The Crunching, Munching | Quality texts: Peepo!, Old Bear, Mr Gumpy's | Quality texts: Supertato, A Superhero Like You, |

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| | | Christmas Calamity and the Nativity Story. | came to Tea, Handa's Surprise and Oliver's Vegetables | Caterpillar, What the Ladybird Heard, Commotion in the Ocean and We're Going on Safari | Motorcar and The Oak Tree | Cops and Robbers and Juniper Jupiter |
| Y1 | Narrative Lists | Narrative Letter | Poem Non-chronological report | Narrative Fact file | Narrative Myth | Diary entry Information text |
| Y2 | Traditional tale Biography | Fantasy story Instructions | Diary entry Letter | Historical setting story Recount | Story with familiar setting Mini writes (SPaG focus) | Poem Non-chronological report |
| Y3 | Poem Time travel Narrative | Diary entry Newspaper report | Alternative ending narrative Formal letter | Play script Non-chronological report | Invention story Biography | Poem Informal letter |
| Y4 | Narrative Biography | Poem Non-chronological report | Setting description Newspaper report | Statement of defence Historical recount | Diary entry Formal persuasive letter | Playscript Non-chronological report |
| Y5 | Character description Non-chronological report | Recount Formal letter | Narrative Formal speech | Poem Non-chronological report | Narrative Newspaper report | Narrative Persuasive letter |
| Y6 | Flashback story | Poem Historical narrative | Fable | Myth Newspaper report | Mystery narrative Discussion | Advertisement campaign |



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|--------------------------|--|--------------------------|--|--|-------|
| Non-chronological report | | Formal persuasive letter | | | Drama |
| Formal letter | | | | | |

Guided Reading

Children begin learning to read in Reception using the Read Write Inc. Phonics scheme. Once children graduate from this scheme, they begin Guided Reading. In Guided Reading lessons, children explore the reading content domains using the acronym VIPERS (vocabulary, inference, prediction, explain, retrieval, summarise and sequence) through high-quality texts, which can have a link to the class' big question or may be an engaging text for that year band. Weekly, teachers listen to children read a book of their choosing and children are exposed to comprehension texts weekly or fortnightly dependant on the needs of the cohort.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|------------|---|---|--|---------------------------------------|--|---|
| Rec | RWInc Phonics | | | | | |
| Y1 | RWInc Phonics | | | | | |
| Y2 | RWInc Phonics | | | | | |
| | The Day the Crayons Quit by Drew Daywalt Sulwe by Lupita Nyong'o | Einstein the Penguin by Iona Rangeley | The Enchanted Wood by Enid Blyton | | The Dragon in the Library by Louie Stowell | |
| Y3 | Glog by Pippa Goodheart Stone Age Tales: The Great Cave by Terry Deary | There's a Pharoah in my bath! By Jeremy Strong | The Wild Robot by Peter Brown | | Genie and Teeny: Make a Wish by Steve Lenton | The Queen's Nose by Dick King-Smith |
| Y4 | The Great Chocoplot by Chris Callaghan | The Breakfast Club Adventures: The Beast Beyond the Fence by Marcus Rashford | Escape from Pompeii by Christina Balit | Thieves of Ostia by Caroline Lawrence | The Promise by Nicola Davies | The Secret of Platform 12 by Eva Ibbotson |

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| Y5 | Anglo-Saxon Boy by Tony Bradman | The Boy at the Back of the Class by Onjali Q. Rauf | Melt by Ele Fountain | How to Train Your Dragon by Cressida Cowell | The Kid Who Came from Space by Ross Welford |
| Y6 | The Last Bear by Hannah Gold | Carrie's War by Nina Bawden | Holes by Louis Sachar | The Lion Above the Door by Onjali Q. Rauf | |