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| A logo of a school  Description automatically generatedFederation of Antrobus St Mark’s and  Great Budworth Primary Schools    Whole School  Long Term Curriculum Plan  2025-26 Year B |

Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England, to serve the community, with Christian values at the heart of all we do.

A rainbow and cross in a heart

Description automatically generatedWe offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another.

**Love One Another as I have Loved You John 13:34**

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| **Subjects** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Continuous Spiritual, moral, social and cultural (SMSC) development opportunities throughout the year:**  Daily mile (TAs)  School Council (GP) (Democracy)  Road Safety Officers ()  Yr 5/6 Worship assistants (RC) (Spiritual)  Buddy Reading (RC)  Rec & Yr 1 with Yr 6  Yr 2 & 3 with Yr 4&5  Playground leaders KS2 (GP)  Eco Club (MK) | Forest School  School Council Elections (GP)  Sports Crew Elections (EG)  Road Safety Office nominations (MK)  European day of languages Thursday 25th Sept Theme Day (RC)  National Poetry Day (1st Oct)  Macmillan Coffee morning (Sept – FOTs/village) 2nd Oct  Open Day Wednesday 8th Oct  Create personal Christmas cards to be printed  Jewish New Year Rosh Hashanah 22nd – 24th Sept  Harvest Festival 9th Oct pm  October Black History Month | Remembrance Service in school (worship) 11th Nov  Road Safety week  November Anti-bullying week 10-14th Nov Power of Good  Charity work- BBC Children in Need 13th Nov  Faith W/C 24th Nov theme:  Rosh Hashana  Hannukah – visitor?  Open Day Christmas theme (3rd Dec)  Save the Children- Christmas Jumper Day Wed 10th Dec  Thursday 11th B tales Christmas show 9:30 Antrobus  Whole School Nativity:  Village invited to dress rehearsal 1:30 & 6:00 (16th Dec)  Elf days (9th and 10th)  Tue 17th Elf dash pm  Local events and Christmas Celebrations  B tales Christmas performance | Forest School  KS2 Swimming (Wed pm)  Number Day (4th Feb)  Valentine’s Day (14th Feb)  Charity work- Comic relief (18th March) | Easter Service 1st April  Shrove Tuesday  World Book Day 5th March  Charity work- Fairtrade Week  Big walk and wheel (11th – 22nd March)  Mothering Sunday  B tales Easter Performance  28th March | | Forest School  Earth day (22nd April)  National Walk to School Week  Art Week  28th – 30th April KS2 Residential  KS2- Visit to a different place of worship: Synagogue/ temple?  Open Day 18th June | Leaver’s service in Church  Sports Day  Father’s Day  Science Week w/c 30THJune  First Aid Training – Crucial Crew  B Tales Science & Faith 1st July  KS2 Ethos Conference  Y6 Leavers’ trip to Chester Cathedral  KS2 Summer Performance |
| Christian Value | Generosity | Compassion | Courage | Justice | | Friendship | Truthfulness |
| British Value | Respect & Tolerance | Democracy & the rule of Law | Mutual respect for different faiths and cultures | The rule of law | | Individual Liberty | Respect & Tolerance |
| Whole school theme | Black History Month – (Oct) | Historical Fiction | SMSC - Refugees | Environment | | Shakespeare | Geography/ Science theme |
|  | Individual Year group curriculum focus | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Author of the term | Michael Rosen | | Vashti Hardy | | | Emma Carroll | |
| Year 4/5/6  **Pathways to Write** | PTW **Radiant Child**  Outcome: | PTW **Queen of the Falls**  Outcome: | PTW **Malala’s Magic Pencil**  Outcome: | PTW **The Paperbag Prince**  Outcome: | | PTW **Bold and Brave Women from Shakespeare** Outcome: | PTW **Sky Chasers**  Outcome: |
| Year 4/5/6  **Pathways to Read** | PTR **African Tales** | PTR **Rise up** | PTR **Hansel & Gretel** | PTR **You Are Awesome** | | PTR **Bold & Brave Women from Shakespeare** | PTR **The Last Wild** |
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| Year 3/4 | **Y3**  Place Value Additions and Subtraction Multiplication and Division A&B  **Y4** As above  Measurement: Money | | **Y3**  Multiplication and division B  Length & Perimeter  Fractions A  Measurement: Mass and Capacity  **Y4:** Number: Decimals  Consolidation | | | Y3 Fractions B,  Money, Time,  Shape,  Statistics  Y4 Position and Direction  Consolidation Geometry: Properties of Shape  Position and Direction | |
| Year 5/6 | Number: Place Value,  Addition, Subtraction, Multiplication and Division  Fractions | | Y5: Number Fractions  Y6: Ratio  Number Decimals and Percentages  Y5 Decimals  Y6: Algebra  Measurement: Converting Units, Perimeter, Area and Volume  Statistics | | | Y5 Four Operations, Fractions Decimals and Percentages  Measure & consolidation.  Y6 Sats & Investigations | |
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| Year 3 & 4  **MK GP** | Living Things and their Habitats Y4 | Rocks and Fossils Y3 | Forces and Magnets Y3 | Animals including humans Teeth and Digestion Y4 | | Light and Shadows Y3 | (All units now covered over 2yr cycle) |
| Year 5 & 6  **MK GP** | Living things and their habitats Y6 | Electricity Y6 | Animals including Humans Y5 | Changing Oceans Y5 | | Evolution and Inheritance Y6 | Changes in Materials Y5 |
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| Y3&4 | 4:5 The Church: Are all churches the same? Are all places of worship the same? Do people worship God in the same way? Hinduism Islam Judaism Sikhism 12 (6+6)  4:2 Christmas: Why is Jesus described as the light of the world? 4 | | 4:3 Jesus: Why do Christians believe Jesus is the Son of God? Why do Jewish people believe that the Sabbath/Shabbat is so important? Judaism 9 (7+2)  4:4 Easter: A story of trust or betrayal? What do World Faiths say about forgiveness? Hinduism Islam Judaism Sikhism 6 (5+1) | | | 4:6 Prayer: What is prayer? How do people of World Faiths pray? Hinduism Islam Judaism Sikhism 6 (4+2)  4:1 David and Psalms: What values do you consider to be important? 6 | |
| Y5&6 | 6:1 Life as a journey: Is every person’s journey the same? Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism 10 (6+4)  6:2 Advent: How do Christians prepare for Christmas? 5 | | 6:6 God: What is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? Hinduism Islam 8 (5+3)  6:4 Easter: Who was Jesus? Who is Jesus? Who was Jesus? Buddhism Hinduism Islam Judaism Sikhism 5 (3+2) | | | 6:3 The Eucharist: Why do Christians celebrate the Eucharist? 3  6:7 People of Faith: How does having a faith affect people’s lives? How does having a faith affect people’s lives? Buddhism Hinduism Islam 7 (4+3) | |
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| History  Class 3 |  | Stone Age to Iron Age LKS2 Twinkl |  | Romans LKS | |  | Crime & Punishment LKS2 |
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| **Geography**  **(Twinkl et al)**  Class 2 | Somewhere to Settle Y4 |  | Amazing Americas Y6 |  | | **What’s it like in Whitby? (Chester)** |  |
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| **Art and Design**  **(Access Art)**  Y3&4 | Gestural drawing with charcoal |  | Working with shape/colour  Or cloth thread paint or using natural materials to make images |  | | Telling stories through drawing  Or making animated drawings |  |
| Y5&6 | 2d drawing |  | Activism or exploring identity or shadow puppets |  | | Brave colour or take a seat |  |
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| **Design Technology**  **(Projects on a page)**  Y3&4 | Mechanical systems: levers and linkages | | Electrical systems: simple circuits and switches | | | Textiles: 2d shapes to 3d products | |
| Y5&6 | Food: celebrating culture and seasonality | | Electrical systems: complex switches and circuits inc programming, monitoring and control. | | | Textiles: combing different fabrics and shapes inc computer aided designs. | |
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| **Computing**  **Digital Sparks**  **(Twinkl)**  LKS2 Digital Sparks (Twinkl) | LKS2 Digital Foundations: **Technology and Digital Devices** | | LKS2 Digital Foundations: **Operating System Familiarity** | | | LKS2 Digital Foundations: **Mouse and Keyboard Skills** | |
| UKS2 Digital Sparks  (Twinkl) | UKS2 Digital Foundations: **Technology and Digital Devices** | | UKS2 Digital Foundations: **Operating System Familiarity**  UKS2 Digital Foundations: **Mouse and Keyboard Skills** | | | UKS2 Digital Foundations: **Understanding Icons and Symbols**  UKS2 Digital Foundations: **Creating Digital Artefacts** | |
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| **PSHE**  **(Twinkl)**  Y 4/5/6 | Diverse Britain | Safety First | One World | Be Yourself | | Think Positive | It’s My Body |
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| **SMSC** **(No Outsiders)**  Y3 & 4 | Amazing by Steve Antony  I can treat myself and others with respect  I can use simple strategies to resolve arguments between friends  positively  I understand how people and other living things have different needs  I understand the responsibilities of caring for others  Can I Join Your Club? By John Kelly and Steph Laberis  I can identify how I am the same as, and different to, other people  I can use simple strategies to resolve arguments between friends  positively | | My World, Your World (by Melanie Walsh) - I can understand  that we share the world with lots of people  The First Slodge – I can understand how we share the world | | | The Odd Egg – I can understand what makes someone feel proud  Blown Away –I can work with everyone in my class | |
| Y5 & 6 | King of the Sky by Nicola Davis  I understand what prejudice is and how to recognise and  react to behaviours/actions which discriminate against  others  The Only Way is Badger by Stella J. Jones and Carmen  Saldana  I can discuss and debate topical issues whilst respecting  other people’s point of view and constructively challenge  those I disagree with  I understand what prejudice is and how to recognise and  react to behaviours/actions which discriminate against  others  Dreams of Freedom (by Amnesty International) - To  recognise my freedom  And Tango Makes Three by Justin Richardson and Peter Parnell  I respect the differences (beliefs, families, etc) and similarities  between people and focus on recognising what I have in common  with others  I respect that there are different types of family structure  (including foster, same-sex and step-parents, blended families)  and all types can give family members love, security and stability    Introducing Teddy by Jessica Walton and Dougal MacPherson  I know that gender identity and sexual orientation are different    A Day in the Life of Marlon Bundo by Marlon Bundo and Jill  Twiss  I can discuss and debate topical issues whilst respecting other  people’s point of view and constructively challenge those I  disagree with  I know ways of carrying out shared responsibilities for protecting  the environment in school and at home and how everyday choices  can affect the environment  I understand that new opportunities and responsibilities will arise  as I gain independence | | Mixed by Arree Chung  I understand what discrimination is and how to challenge it  I understand what stereotypes are, their negative impact and  how to challenge them  I understand the importance of having compassion  I respect the differences (beliefs, families, etc) and similarities  between people and focus on recognising what I have in  common with others    Leaf by Sandra Dieckmann  I can use problem-solving strategies to deal with emotions,  challenges and changes such as transition to high school  I understand what prejudice is and how to recognise and react  to behaviours/actions which discriminate against others | | | And Tango Makes Three by Justin Richardson and Peter Parnell  I respect the differences (beliefs, families, etc) and similarities  between people and focus on recognising what I have in common  with others  I respect that there are different types of family structure  (including foster, same-sex and step-parents, blended families)  and all types can give family members love, security and stability    Introducing Teddy by Jessica Walton and Dougal MacPherson  I know that gender identity and sexual orientation are different    A Day in the Life of Marlon Bundo by Marlon Bundo and Jill  Twiss  I can discuss and debate topical issues whilst respecting other  people’s point of view and constructively challenge those I  disagree with  I know ways of carrying out shared responsibilities for protecting  the environment in school and at home and how everyday choices  can affect the environment  I understand that new opportunities and responsibilities will arise  as I gain independence | |
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| **Music**  **All classes**  **Masters of Melody** Y3,4 5, 6 |  | |  | | |  | |
| Songs of Celebration LKS2  Discover how different cultures and communities around the world use songs to celebrate.  Explore traditional celebratory music and create a new song of celebration to share with others.  Harvest  Christmas Production  Carols  Songs of Praise | | A Dash of Latin America UKS2  Discover the many genres and styles of Latin America.  Explore rhythm patterns through percussion instruments and improvise melodies.  Easter Songs  Songs of Praise | | | Leaver’s school Production  Northwich Sings  Cathedral Leavers | |
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| **MFL Key Stage Two**  **(Twinkl)** |  | |  | | |  | |
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| Forest School | Y4 Y5 Y6  Possible ideas:   * **Traditional Homes and Shelter Building:**   Exploring how people lived in the past, including building simple shelters using natural materials (like logs, branches, and leaves).   * **Mapping and Territory:**   Creating maps of the local area, identifying features like rivers, hills, and natural boundaries, and discussing how these features might have influenced settlement patterns.   * **Community and Collaboration:**   Focusing on how people worked together in the past, building structures, and organizing their lives, and using these skills to create a community space in the Forest School setting.  **Scavenger Hunts and Nature Trails** | | Forest School  Y4 Y5 Y6  Forest school sessions on the Romans could include activities like building a Roman camp, learning about aqueducts and pottery, and exploring Roman gods and numerals. The session could also involve showing and discussing Roman artefacts and replicas, with hands-on activities like felting and playing the Roman game Trigon. | | | Forest School  Y4 Y5 Y6  Forest School activities can be integrated with a "Crime and Punishment" theme through various methods. Students can explore the concept of rules and consequences in the natural environment, consider historical examples of forest laws, and even create their own mock court or "punishment" scenarios based on forest-related infractions. Additionally, activities can focus on the importance of respecting nature and the consequences of actions on the environment.   * **Rules and Consequences in the Forest:**   Discuss the importance of following Forest School rules (e.g., staying on trails, not damaging plants, being safe with fire) and the natural consequences of breaking those rules (e.g., fire safety, protecting wildlife).   * **Historical Forest Laws:**   Explore historical examples of forest laws, like those in Norman England, where activities like hunting deer were restricted and punished severely. | |
| **P.E. (Sports Coach)**  KS2 | Team games:  Netball, Hockey, Tag Rugby, Football, Multi skills  Forest Schools | | Dance and Gymnastics  Sports Hall Athletics  Forest Schools  Swimming | | | Striking and Fielding games: Rounders, Cricket, Tennis  Maypole  Athletics | |
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| **After school clubs** |  |  |  |  | |  |  |
| **Visits** |  |  |  |  | |  |  |