



Co-op Academy
Woodslee

Whole School Curriculum Content Map

[EYFS Long Term Plan](#)



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Yr 1</u>	RWI	RWI	RWI	RWI	RWI	RWI Pathways - Where the Wild Things Are, Storm Whale
<u>Yr 2</u>	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre – Fiction: fantasy, Fiction: fairytale	Above and Below by Patricia Hegarty Genre – Information	The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre – Recount: emails, Information	Owen and the Soldier by Lisa Thompson Genre – Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure	Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale
<u>Y3</u>	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/traditional tale

Phase 3



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<u>Y4</u>	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales	The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy	DKfindout! Volcanoes by Maria Gill Genre – Information	Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company Genre – Recount: biography, Information	A Myth-Hunter's Travel Guide by The Literacy Company Genre – Information
<u>Y5</u>	Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography	Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and the Frost Giants by Neil Gaiman Genre – Fiction: myths and legends	Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) Genre – Information, Film	The Last Wild by Piers Torday, Pollution – a look behind the scenes by The Literacy Company Genre – Persuasion/ information Fiction: contemporary	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
<u>Y6</u>	Poems from the Second World War selected by Gaby Morgan, When we were Warriors by Emma Carroll Genre – Poetry, Fiction: historical	Jungle Book by Rudyard Kipling (Macmillan), Martha's Suitcase by The Literacy Company Genre – Fiction: classic Information	The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys Genre – Information	Sky Chasers by Emma Carroll Genre – Fiction: adventure

English (Writing)

<u>Eng lish- writ- ing</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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<u>Yr 1</u>	Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text	Nibbles by Emma Yarlett Outcome - Recount: diary entry	Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text	The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text	Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text	Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text
<u>Yr 2</u>	Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters	The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report	Dragon Machine by Helen Ward Outcome - Fiction: adventure focus	Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry	The Last Wolf by Mini Grey Outcome - Letter: letter in role	Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus
<u>Y3</u>	Seal Surfer by Michael Foreman Outcome - Recount: letter in role	Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy	Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative	Big blue whale by Nicola Davies Outcome - Information text	Journey by Aaron Becker Outcome - Fiction: adventure story	Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: leaflet
<u>Phase 3</u>						
<u>Y4</u>	Gorilla by Anthony Browne Outcome - Fiction: fantasy story	Leon and the place between by Graham Baker-Smith Outcome - Recount: diary	Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative	When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy	Where the Forest Meets the Sea by Jeannie Baker & '100 facts – Rainforests' by Miles Kelly. Outcome - Non-chronological report	Blue John by Berlie Doherty Outcome - Letters & Explanation
<u>Y5</u>	Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diary entries	The Lost Happy Endings by Carol Ann Duffy Outcome -	Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth	The Darkest Dark by Chris Hadfield Outcome - Recount: biography	The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: hybrid leaflet	The Hunter by Paul Geraghty Outcome - Fiction: journey story



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		Fiction: traditional tale				
<u>Y6</u>	Star of Fear, Star of Hope by Jo Hoestlandt Outcome – Fiction: flashback story & Information text	Can we save the tiger? by Martin Jenkins Outcome - Information and Explanation: hybrid text	Selfish Giant by Oscar Wilde and Ritva Voutila Outcome – Fiction: classic fiction & Explanation	Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome – Recount: journalistic writing & Discussion	Manfish by Jennifer Berne Outcome – Fiction: Narrative & Biography	Sky Chasers by Emma Carroll Outcome - Narrative

Maths

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 1</u>						
<u>Yr 1</u>	<u>Number and Place Value: Numbers to 10</u> <u>Calculation: Addition and Subtraction</u>	<u>Geometry: Position and Directions - Positions</u> <u>Number and Place Value: Numbers to 20.</u>	<u>Calculation: Addition and Subtraction within 20.</u> <u>Geometry: Properties of Shape - Shapes and Patterns.</u>	<u>Number and Place Value: Numbers to 40.</u>	<u>Calculation: Multiplication</u> <u>Calculation: Division</u> <u>Fractions: Fractions</u> <u>Number and Place Value: - Numbers to 100.</u> <u>Measurement: Time</u>	<u>Measurement: Volume and Capacity</u> <u>Measurement: Mass</u> <u>Geometry: Position and Direction - Space</u>



		<i>Calculation:</i> Addition and Subtraction within 20	<i>Measurement:</i> Length and Height			
<u>Yr 2</u>	<i>Number and Place Value:</i> Numbers to 100. <i>Calculation:</i> Addition and Subtraction <i>Calculation:</i> Multiplication of 2s, 5s and 10s <i>Calculation:</i> Multiplication and Division of 2s, 5s and 10s.	<i>Measurement:</i> Length <i>Measurement:</i> Mass <i>Measurement:</i> Temperature	<i>Statistics:</i> Picture Graphs <i>Calculation:</i> Word Problems <i>Measurement:</i> Money <i>Geometry- Properties of Shapes:</i> 3D shapes	<i>Geometry- Properties of Shapes:</i> 3D shapes <i>Fractions:</i> Fractions	<i>Measurement:</i> Time <i>Measurement:</i> Volume <i>Revision of topics</i>	<i>Revision of topics:</i> number fluency, multiplication and division facts, fractions and measure.
<u>Y3</u>	<i>Number and Place Value:</i> Numbers to 1000 <i>Calculation:</i> Addition and Subtraction	<i>Calculation:</i> Multiplication and Division	<i>Measurement:</i> Length <i>Measurement:</i> Mass <i>Measurement:</i> Volume	<i>Measurement:</i> Money <i>Measurement:</i> Time	<i>Statistics:</i> Picture and Bar Graphs <i>Fractions, Decimals and Percentages:</i> Fractions	<i>Geometry - Properties of Shape:</i> Angles <i>Geometry - Properties of Shape:</i> Lines and shapes <i>Measurement:</i> Perimeter of Figures
<u>Phase 3</u>						
<u>Y4</u>	<i>Number and Place Value:</i> Numbers to 10,000 <i>Calculation:</i> Addition and Subtraction within 10,000	<i>Calculation:</i> Multiplication and Division	<i>Calculation:</i> Multiplication and Division <i>Statistics:</i> Graphs <i>Fractions, Decimals and Percentages:</i> Fractions	<i>Measurement:</i> Time <i>Fractions, Decimals and Percentages:</i> Decimals	<i>Measurement:</i> Money <i>Measurement:</i> Mass, Volume and Length <i>Measurement:</i> Area of Figures	<i>Measurement:</i> Area of Figures <i>Geometry - Properties of Shape:</i> Geometry <i>Geometry - Position and direction:</i> Position and Movement <i>Number and Place Value:</i> Roman Numerals



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<u>Y5</u>	<p><i>Number and Place Value:</i> Numbers up to 1,000,000</p> <p><i>Calculation:</i> Addition and Subtraction</p> <p><i>Calculation:</i> Multiplication and Division</p>	<p><i>Calculation:</i> Multiplication and Division</p> <p><i>Calculation:</i> Word Problems</p> <p><i>Statistics:</i> Graphs</p>	<p><i>Calculation:</i> Multiplication and Division</p> <p><i>Statistics:</i> Graphs</p> <p><i>Fractions, Decimals and Percentages:</i> Fractions</p>	<p><i>Measurement:</i> Time</p> <p><i>Fractions, Decimals and Percentages:</i> Decimals</p>	<p><i>Measurement:</i> Money</p> <p><i>Measurement:</i> Mass, Volume and Length</p> <p><i>Measurement:</i> Area of Figures</p>	<p><i>Measurement:</i> Area of Figures</p> <p><i>Geometry - Properties of Shape:</i> Geometry</p> <p><i>Geometry - Position and direction:</i> Position and Movement</p> <p><i>Number and Place Value:</i> Roman Numerals</p>
<u>Y6</u>	<p><i>Number and Place Value:</i> Numbers up to 10,000,000</p> <p><i>Calculation:</i> Four Operations on Whole Numbers</p> <p><i>Fractions, Decimals and Percentages:</i> Fractions</p>	<p><i>Fractions, Decimals and Percentages:</i> Fractions</p> <p><i>Fractions, Decimals and Percentages:</i> Decimals</p> <p><i>Measurement:</i> Measurements</p>	<p><i>Measurement:</i> Measurements</p> <p><i>Calculation:</i> Word Problems</p> <p><i>Fractions, Decimals and Percentages:</i> Percentages</p> <p><i>Ratio and Proportion:</i> Ratio</p>	<p><i>Algebra:</i> Algebra</p> <p><i>Measurement:</i> Area and Perimeter</p> <p><i>Geometry - Properties of Shapes:</i> Geometry</p> <p><i>Geometry - Position and direction:</i> Position and Movement</p>	<p><i>Statistics:</i> Graphs and Averages</p> <p><i>Number and Place Value:</i> Negative Numbers</p> <p><i>Measurement:</i> Volume</p>	<p><i>Geometry - Properties of Shape:</i> Geometry</p> <p><i>Geometry - Position and direction:</i> Position and Movement</p> <p><i>Statistics:</i> Graphs and averages</p>

Physical Education

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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F2	<u>Locomotion:</u> <u>Walking and</u> <u>Jumping</u>	Ball Skills Hands 1	Gymnastics: High, Low, Over, Under	Dance Nursery Rhymes	Ball Skills Feet		Games For Understanding	
F2 LFC foundati on								
Phase 2								
Yr 1	Locomotion: Running	Ball Skills Hands 2	Locomotion; Jumping	Dance: The Zoo	Gymna stics: Body parts	Games For Understand ing	Team Buildin g	Health and Wellbein g
Yr1 LFC foundati on								
Yr 2	Locomotion: Dodging	Ball Skills Feet	Gymnastics: Pathways	Dance: Explorers	Locom otion: Jumpin g	Games for Understand ing	Team Buildin g	



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Yr2 LFC foundat ion								
Y3	Dodgeball	Gymnastics	Dance	Outdoor Adventurous Activities	Swimmin g	Athletics	Tennis	
External								
Phase 3								
Y4	Health and fitness	Gymnastics	Games - Basketball	Tag Rugby	Swimming	Athletics	Rounders	
External								
Y5	Games - Dodgeball	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming	Athletics	Tennis	
External								
Y6	Health and fitness	Games - Basketball	Dodgeball	Tag Rugby	Swimming	Athletics	Gymnastics	Rounders
External	Tennis	Football	Inclusive Sports		Golf			



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Science

<u>Science</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 2</u>						
<u>Yr 1</u>	Identify and name common plants and describing basic function.	Observing changes across the seasons and describing weather patterns	Identify, name, describe, comparing and classifying material properties		Identify, observe and name reptiles, birds, fish, amphibians and mammals. Recognise carnivores, herbivores and omnivores	
<u>Yr 2</u>	Grow plants from seeds, observe and describe their need for water, light and temperature	Look at growth, basic needs of water, , exercise, food, air and hygiene for survival / reproduction	Look at habitats, micro-habitats and simple food chains		Look at the practical uses of everyday materials, comparing them and looking at the impact of bending, twisting on solid objects	



<u>Y3</u>	Compare and group rocks and describe the formation of fossils	Look at light sources, seeing, reflections and shadow formation	Role of muscle and skeletal systems in humans and animals and the importance of nutrients	The function of parts of flowering plants, their requirements for growth, water transportation, life cycles and seed dispersal	Contact and distant forces, pole attraction and repulsion, comparing and grouping materials	
<u>Phase 3</u>						
<u>Y4</u>	Look at appliances, simple series circuits, lamps, switches, insulators and conductors	Vibrations, volume and pitch	Digestive system in humans and at teeth	Solids, liquids and gases; the role of temperature in changing state, evaporation, condensation and the water cycle	Identify and name plants and animals; use classification keys	
<u>Y5</u>	Relationships between materials and their uses; looking at reversible and non-reversible changes		Human development to old age	Life cycles of mammals, amphibians, plants, insects and birds, Reproduction processes, human growth and changes	Air and water resistance, gravity and friction Transference of forces in gears, pulleys, levers and springs	Movement of the Earth and the moon; how they relate to day and night
<u>Y6</u>	Fossils and the idea that adaptation may lead to evolution over time	Investigating series circuits; effect of varying voltage, resistance and conductivity of materials	Explain how light appears to travel in straight lines and how this affects seeing and shadows	Look at further classification of plants, animals and microorganisms based on characteristics	Circulatory system; transporting nutrients	



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Religious Education

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Phase 1</u>						
<u>Yr 1</u>	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians In Bromborough have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
<u>Yr 2</u>	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Judaism- How special is the relationship Jews have with God?	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam



<u>Y3</u>	<p>Theme: The Amrit Ceremony and the Khalsa</p> <p>Key Question: Does joining the Khalsa make a person a better Sikh?</p> <p>Religion: Sikhism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share?</p> <p>Religion: Sikhism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> <p>*2023 only- Christianity- Miracles- Could Jesus heal people?</p>
<u>Phase 3</u>						
<u>Y4</u>	<p>Theme: Buddha's teachings</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p>	<p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>	<p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p>
<u>Y5</u>	<p>Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/ her religion?</p> <p>Religion: Sikhism</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment</p>	<p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion:</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>	<p>*Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>



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		to God? Religion: Hinduism		Sikhism		
<u>Y6</u>	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term Buddhism - Sum2 2023 only	

Computing

<u>Computing</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 2</u>						
<u>Yr 1</u>	Computing systems and networks around us - Is technology something that can help us?	Creating media - How can we paint using a computer?	Digital literacy - Exploring the keyboard	Data information - Grouping data	Programming - Moving a robot	Programming - introduction to animation



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<u>Yr 2</u>	Information technology- What is the use and features of information technology?	Digital photography - Can all digital devices capture images using a camera	Making Music - Can you use a computer to create music?	Pictograms - Can you share and collect data?	Programming - What do you call a series of instructions?	Programming- Can you explain how to run a programme?	
<u>Y3</u>	Connecting computers - What is an input?	Animation - Can a picture move?	Desktop publishing - Can you edit?	Branching Databases - Can you create a yes or no question	Programming - Does the order of the command matter?	Events and Actions - Do all programmes have a start?	
<u>Phase 3</u>							
<u>Y4</u>	Systems and networks - Can you describe how networks connect to other networks?	Audio editing -Can sound be digitally recorded	Photo editing - Can an image be changed to fit a purpose?	Data logging -Can you use a device to collect data automatically?	Programming -What is a loop command?	Programming - Can you predict the outcome of a snippet of a code?	
<u>Y5</u>	Systems and networks - How do you create a system?	Creating media - What is a vector drawing?	Creating Media - Can you edit a video?	Databases -What is a flat file database?	Physical Computing - Can you create a count of event controlled loop?	Programming -Can a loop stop when a condition is met	
<u>Y6</u>	Systems and networks - How do you create a system?	Creating Media - What is 3D modelling?	Creating Media -What makes a good website?	Data and information - What is a spreadsheet?	Programming - What is a variable?	Programming- Can you determine the flow of a program us	



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<u>Online Safety</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	
<u>Phase 2</u>							
<u>Yr 1</u>	Passwords Identify the steps that can be taken to keep personal information secure	Friends Know there are different ways to communicate online	Time Online Start to understand how spending too much time online can be detrimental to your health	Positive Communication Understand that our online actions have consequences	Private Information Start to recognise what personal information should be kept private.	Digital Footprint Start to understand what is meant by a 'digital footprint'	
<u>Yr 2</u>	Passwords Start to understand what makes a good or a bad password	Friends Understand what an online community is and who should be in mine	Time Online Understand that it's important to have a healthy balance in life	Positive Communication Know what to do if someone is being unkind online.	Private Information Understand that we should not share any private information online.	Digital Footprint Understand that everything they do online creates a digital footprint which is permanent	
<u>Y3</u>	Cyberbullying Identify the meaning of the word 'cyberbullying' Digital Footprint Know how to keep myself and my friends and family safe online	Fake News Understand what is meant by the term 'Fake News'	Friends Understand the difference between real-life friends and online only friends	Passwords Identify the steps that can be taken to keep personal information secure Time Online Understand how spending too much time online can be detrimental to your health	Phishing Understand the meaning of 'phishing' Things are not always what they seem. Understand that it is easy for people to lie online	Photos Understand that when a photo is uploaded to the internet, it is there forever Self Image Understand that not everything we see on the internet is real	



Phase 3

<u>Phase 3</u>							
<u>Y4</u>	<p>Cyberbullying Identify the online dangers and understand ways we can stay safe online</p> <p>Digital Footprint Understand how our actions online affect our digital footprint</p>	<p>Fake News Start to Understand the reasons why Fake News is used in our world</p>	<p>Friends Understand what sort of information we should share with online only friends</p>	<p>Passwords Recognise what could happen if someone else found out our password</p> <p>Time Online Understand the health benefits of a balanced lifestyle</p>	<p>Phishing Understand what to do if a strange email appears in our inbox</p> <p>Things aren't always what they seem. Understand that it is possible to be tricked into doing things online</p>	<p>Photos Recognise that sometimes pictures on the internet have been edited</p> <p>Self Image Understand that we should not judge ourselves by what we see online.</p>	
<u>Y5</u>	<p>Cyberbullying Know what to do if myself or someone I know is being bullied online</p> <p>Privacy Settings Understand what social media and why it is used</p>	<p>Naked images Understand the laws relating to sending naked pictures</p> <p>Self Image Develop strategies to help us to build our emotional resilience.</p>	<p>Tik-Tok Understand that there are pros and cons to using this app</p> <p>WhatsApp Understand what WhatsApp is and what it is used for.</p>	<p>Gaming Understand the importance playing games which are age appropriate</p>	<p>Fake News Develop strategies to help recognise when a news story might be fake.</p>	<p>Phishing Understand what to look out for when identifying phishing emails</p> <p>Digital Footprint Understand how our actions online affect our digital footprint.</p>	
<u>Y6</u>	<p>Cyberbullying Understand the importance of being an 'Upstander', not a 'Bystander'</p> <p>Privacy Settings</p>	<p>Naked images Understand the dangers and consequences of sending a naked picture</p> <p>Self Image Understand that we should not judge</p>	<p>Tik-Tok Know how to keep yourself safe when using this app.</p> <p>Fake News</p>	<p>Gaming Understand that people we meet online might not always be who they say they are</p>	<p>WhatsApp Know how to keep yourself safe when using this app</p>	<p>Phishing Understand what to do if a phishing email is identified</p> <p>Digital Footprint Understand how our digital footprint can affect our future</p>	



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	Understand how to ensure we keep our information safe using privacy settings	ourselves by what we see online	Start to understand why certain people or groups create fake news.			
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<u>Geography</u> <u>MTP</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 2</u>						
<u>Yr 1</u>		Our Coast		We Are Britain		Weather Experts (Meteorologists)
<u>Yr 2</u>		What makes Britain great?		Contrasting Countries		Climate Detectives What are the coldest and hottest places in the world?'



<u>History</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 2</u>						



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<u>Yr 1</u>	Changes Over Time		Mary Seacole and Florence Nightingale		Mersey Travel	
<u>Yr 2</u>	Remembrance		Rosa Parks and Malala Yousafzia		Port Sunlight	
<u>Y3</u>	Ancient Egypt		Stone Age to Iron Age		Roman Britain	
<u>Phase 3</u>						
<u>Y4</u>	Anglo Saxons		Wirral's Viking Heritage		Shang Dynasty	
<u>Y5</u>	The British Empire		Crime and Punishment		Ancient Greece	
<u>Y6</u>	Women Throughout History		Golden Age of Islam		Liverpool During WWII	



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Music (Charanga)	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p align="center"><u>Phase 1</u></p> <p align="center">Please update to scheme 2</p> <p align="center">https://charanga.edsentia.com/c/1370757-mmc-v2</p>						
<u>Yr 1</u>	Hey You! Note range: C,D,E,F,G Note values:Semi-quavers, Quavers and Crotchets		In The Groove Note range: C,D,E,F,G Note values:Quavers and Crotchets		Your Imagination	
<u>Yr 2</u>	Hands, Feet, Heart Note range: C,D,E,F,G, A,B Note values:Crotchets, Minims, Crotchets		I Wanna Play In A Band Note Range: F. G. A. C. D,		Friendship Song Note Range: C,D, E, F, G, A, B Note values: Crotchet, Dotted Minim and Rests	
<u>Y3</u>	Let Your Spirit Fly Note range: E,F,G,A,B,C Note values: Semibreves, rests, minims		Three Little Birds Note range: G,A,B,C,D,E,F Note values: Quavers, Crotchets, Minims and rests		Bringing Us Together Note range: C,D,E,G,A Note values: Crotchets and rests, Quavers, Dotted Quavers	
<p align="center"><u>Phase 3</u></p>						
<u>Y4</u>	Mamma Mia Note range: G,A,B,D,E Note values: Quavers, Crotchets		Stop! Singing, rapping and lyric composition		Blackbird Note range: C,D,E,G,A Note values: Dotted Minims, Minims, Semibreves	



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<u>Y5</u>	Livin' On A Prayer Note range: G,A,B or D,E, F#,G,A Note values: Quavers, Crotchets, Dotted Crotchets and Quavers		Make You Feel My Love Note range: B,C,D,E,F,G Note Value: Crotchets, Minims and Semibreves		Dancing In The Street Note range: F,G,A,C,D Note Value: Quavers, Crotchets and rests	
<u>Y6</u>	Happy Note range: E,D,C,B,A,G,E Note values: Quavers, Dotted Crotchets, Minims, Semibreves and rests		Benjamin Britten - New Year Carol Note range: D,E,F,G,A Note values: Quavers, Minims and Semibreves		You've Got A Friend Note range: C,D,E,F,G,A,B Note values: Quavers, Dotted Crotchets, Minims, Dotted Minims 2023 - Bussy Malone	

<u>MFL</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 1</u>						
<u>Yr 1</u>		Greetings- Can you respond to greetings appropriately?		Numbers to 10		Numbers to 10/ days of the week



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<u>Yr 2</u>		Introducing yourself		Numbers to 20/ Days of the week		Colours
<u>Y3</u>		1- Greetings with puppets 2- French adjectives of colour, size and shape		Playground games, numbers and age		French Classroom
<u>Phase 3</u>						
<u>Y4</u>		Portraits- describing in French		French numbers, calendars and birthdays		Eurovision
<u>Y5</u>		French monsters/pets		Space exploration		Meet my family
<u>Y6</u>		Olympics		French house		Plan a holiday



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Art	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 1</u>						
<u>Yr 1</u> Significant people: Pablo Picasso Andy Goldsworth	Artist focus: Picasso How can I make a face using different shapes? (KS3 links)		Why do facial expressions change?		Artist focus: Andy Goldsworth Can I make art out of nature?	
<u>Yr 2</u> Significant people: LS Lowry Frieder Nake Betty Acquah	Artist focus: LS Lowry How many colours did Lowry use? (KS3 links)		Artist focus: Frieder Nake Can art be created on a computer?		Artist focus: Betty Acquah Can fabric be used to make art?	
<u>Y3</u> Significant people:	Artist focus: Andy Warhol What is pop art? (KS3 links)		Were cave paintings the original abstract art?		Artist focus: David Best How can I make a picture come alive? (KS3 links)	



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Andy Warhol David Best						
<u>Phase 3</u>						
<u>Y4</u> Significant people: George Seurat Henri Matisse Vincent Van Gogh	Artist focus: George Seurat Can you create art just using dots?		Artist focus: Matisse What is fauvism? (KS3 links)		Artist focus: Vincent Van Gogh Can colour express feelings?	
<u>Y5</u> Significant people: Henry Rousseau Nick Park	Focus: History of movement How did we make selfies before cameras?		Artist focus: Nick Park Can art move? (KS3 links)		Artist focus: Henry Rousseau Can you 'visit' a place in a picture?	



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<u>Y6</u> Significant people: Banksy Frida Kahlo	Artist focus: Banksy How did Banksy change the way we view graffiti? (KS3 links)		Artist focus: Frida Kahlo Can art visualise identity?		Can you save your memories in a piece of art?	
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<u>DT</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Phase 1</u>						
<u>Yr 1</u>		Structures - What are watermills and windmills and where do we find them?		Cooking and Nutrition - Can I make a smoothie using fruits and vegetables?		Mechanisms - Can I make a moving story book?
<u>Yr 2</u>		Structure - How did they build the Wheel of Liverpool?		Cooking and Nutrition - What is a balanced diet?		Textiles - Can I design a pouch to transport Sunlight soap?



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<u>Y3</u>		Electrical Systems - Digital World. Can I create a light which could be in the Mersey tunnel?		Cooking and Nutrition - What does it mean to eat seasonally?		Mechanisms - Pneumatic Toys
<u>Phase 3</u>						
<u>Y4</u>		Mechanisms - Why is Vauxhall Motor important to our local area?		Cooking and Nutrition - How can I adapt a recipe?		Textiles - Can
<u>Y5</u>		Structure - Tunnels and Bridges. Could I build a bridge from Bromborough to Liverpool?		Cooking and Nutrition - What could be healthier?		Textiles - Can we make a gift for new EYFS starters?
<u>Y6</u>		Mechanisms- Can we make an automata toy?		Cooking and Nutrition - Can we create a National English savoury dish?		Electrical - Can you create a steady hand game?

<u>PSHE</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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Phase 1

<u>Yr 1</u>	Living in the wider world - Positive Learning	Living in the Wider World - Community	Relationships - Special People	Health and Wellbeing - Special People	It's My Body - Exercise and Healthy Snacks	Living In The Wider World - Money Talks - want v need
<u>Yr 2</u>	Health and Wellbeing - Feelings and Emotions	Living in the Wider World - Different Places	Relationships - Teamwork	Relationships - Online Safety	Growing Up - The Human Life Cycle	Relationships - Be Yourself Always - your positive qualities
<u>Y3</u>	Living in the Wider World - Goals and Aspirations	Living in the Wider World - A Diverse Multicultural and Democratic Society	Relationships - A Good Friend	Health and Wellbeing - Be Responsible for Your Own Safety	It's My Body - Exercise, Safe Touch, FGM	Living In The Wider World - Where does money come from?

Phase 3

<u>Y4</u>	Health and Wellbeing - Mental Health and Growth Mindset	Living in the Wider World - Fairtrade - Inequalities and Stereotypes	Relationships - Class Teamwork	Relationships - Online Relationships	Growing Up - Male and Female Body Parts, puberty	Relationships - Be Yourself Always - Have Confidence in Yourself
<u>Y5</u>	Living in the Wider World - Aiming High	Living in the Wider World - Diverse Britain - showing respect and kindness to all	Relationships - Kindness and Respect	Health and Wellbeing - Safety First	It's My Body - FGM, harmful drug use, where to get help if you are worried	Living In The Wider World - Money Talks - A Critical Consumer



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Y6

Health and Wellbeing -
Think Positive!

Living in the Wider
World - Global
Citizen - How To
Make Good Choices

Relationships - Succeed
Together TEAM
Together Everyone
Achieves More

Health and Wellbeing
- Digital Wellbeing

Growing Up - Physical and
Emotional Changes, how
babies are conceived, what
is a sexual relationship

Relationships - Be Yourself
Always - Make Good Choices