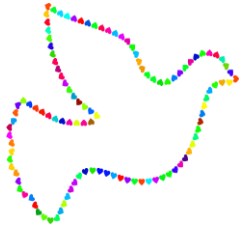




Our whole school curriculum overview N-Y6

September 2024



Pike Fold Primary School '**Golden Threads**'.

PEACE

Pike Fold Primary school, we come together as one family. We work together collaboratively, support each other, and actively encourage parents to be a part of their children's learning both in school and at home. We recognise the need to ensure all children at Pike Fold have an awareness of diversity and culture and strive to celebrate this with each other. We ensure that children taking on their learning journey through Pike Fold leave with the skills and knowledge to become citizens in the future. As an inclusive school, we have high aspirations for all our children and provide a range of opportunities and experiences. Our curriculum, underpinned by the National Curriculum, is carefully sequenced and progressive, giving time to ensure children know more and remember more. We have a focus on providing our children, of all abilities and backgrounds, the chance to apply their new learning and take risks to solve challenging problems in all subjects.

Equality: At Pike Fold we believe happiness is the key to a positive and successful education, as well as encouraging kind and good moral character. It is important to us that all our children are immersed in experiences that are inclusive, meaningful, challenging, and engaging. Experiences can be seen in many different ways such as school trips, assemblies, visitors, resources, and experiences within lessons. In this thread, we develop a culture of inclusion for all where everyone feels proud of their identity and is able to participate fully in school life. Children address prejudice and bullying and support others to reach their potential. Pupils are provided with the opportunity to experience, understand and celebrate diversity. Our pupil premium ensures all children have access to a range of experiences and high-quality education, therefore no child is disadvantaged.

Acceptance: We promote understanding and acceptance between our communities. Developing a positive sense of community membership at all levels which leads to both support and responsibility. We encourage all children and families to feel part of the wider community. Pike Fold takes time to understand the needs and hopes of all our communities and individuals. We ensure opportunities are provided within our curriculum to promote acceptance of all, and help pupils to value differences and to challenge prejudice, discrimination and stereotyping. The culture and ethos of our school is that, whatever the heritage and beliefs of children and families of the school community, everyone is welcome, equally valued and treat one another with respect.

Community **E**ducation: Children learn about enterprise and develop their sense of community. Our enterprise projects encourage ambition and aspiration through the development of children's enterprise skills. We encourage a range of people/parents to visit the school with different specialities so that children can see the different role models and aspire to different careers. We aim to give our children a sense of moral purpose that is linked to where they live. Some families within our community, suffer from economic and social disadvantages and often need a helping hand. School is an active part of the community. Through providing an education for all, by acknowledging the ethnic diversity, culture and faith of our pupils and families, we can enable future generations to enrich the society within which they live and work. **The school community** – our children, parents, carers and families, the staff and governing body. **The community in which the school is located** – Pike Fold in its 'geographical community' and the people who live and work in this area, not just the immediate neighbourhood but also the wider town/city. **The United Kingdom community** – Pike Fold, are by definition a part of this community. We engage with parents through curriculum evenings, teaching and learning activities, parent and child courses, and family liaison work, tailored to suit the needs and requirements of the school and parents. We work with local organisations and charities to offer support to targeted pupils, their families or for more general support

Pike Fold aims to achieve community understanding and engagement by promoting engagement between communities. Developing a positive sense of community membership at all levels, leads to both support and responsibility. We encourage all children and families to feel part of the wider community. Pike Fold takes time to understand the needs and hopes of all our communities and individuals. We ensure opportunities are provided within our curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping. Pike Fold has curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits e.g. to places of worship, and meetings and visits from members of the communities. We work together with community representatives e.g. visitors leading assemblies and have links with community groups and organisations, enabling them to play a role in the school and encouraging pupils to make a positive contribution in the local area.

Our curriculum is implemented over 3 terms. Each term building on the knowledge and skills of exploration, creation and investigation regarding the world around us, locally, nationally and globally, where possible sequencing events from past to present. Each term linking with our communication and language development, *Colourful Semantics* which is embedded throughout school from N-Y6

Whole School termly focus		
Autumn	Me and My world!	<i>Let's explore the world around me !</i>
Spring	What, Where, When?	<i>What is it, where is it and when did that happen?</i>
Summer	When, How, Why?	<i>When was that, how is that so and why do that?</i>

Curriculum Threads

Alongside our 'Golden' curriculum threads which embeds EQUALITY, ACCEPTANCE & COMMUNITY EDUCATION

throughout our Whole School curriculum. We also have our 'Termly focus' threads-

Autumn- Me and My World, **Spring**-What, Where & When and our **Summer** term- When, How and why?

And our **subject thematic** threads showing progression of skills and knowledge and creating a link between subjects.



LONG TERM FORECAST		EYFS CYCLE 1				
	Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
	Au1 – All about me	Au2 – Light and Dark	Sp1 – Cold places/weather	Sp2 – Food and Growth	Su1 – Minibeasts	Su2 - Pirates
Understanding the World						
SCIENCE The Natural World	Body parts / Senses How we change and grow over time	Nocturnal animals Body parts of bats Natural light sources	How water freezes Weather Habitats around the world	World changes – seasons Plants & Healthy eating	Body parts of minibeasts Habitats & Life cycles	Vehicles – floating and sinking Materials for building a pirate ship.
GEOGRAPHY People, culture and communities	Navigating Homes and our area Google maps Different countries and discuss weather culture, clothing, housing.	Natural light sources	Explore a different country make comments on weather.	Farm transport Recycling food	Environment minibeasts live in how is it different?	Create treasure hunts within our learning environment. (Field work on site) World maps – can children differentiate between land and water
HISTORY Past and Present	Own history Family history Birthdays	Celebrations from around the world Remembrance Day Bonfire night	Animals that lived in cold places now extinct.	Farm vehicles in the past	Life cycle – chronological order	Pirates in history
RE - People, culture and communities	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?
Expressive Arts & Design						
D & T	Textiles – cultural clothing	Clay diva lamps	Large scale igloos	Structure – tractor	Minibeast homes	Structure pirate ship
ART & DESIGN	Self portraits/ family portraits	Firework pictures – mixing colours	Ice pictures	Drawing fruit Food printing Sunflower drawings	Mini-beast collage Natural art Structure paper mache	Painting pirate ships
COOKING & NUTRITION	Food we eat/like			Food grown on a farm		
MUSIC – Nursery rhyme focus – example	Heads, shoulders, knees and toes	Twinkle, twinkle little star		The muffin man	Incy, wincy spider	A sailor went to sea,
COMPUTING	Woven through the curriculum e.g Bee bots on maps, coding caterpillars, e safety. Follow Purple mash – mini mash ideas to link with topics					
PSE - Jigsaw						
P.S.E.	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE Complete PE Scheme	Locomotion: walking and jumping	Ball skills hands 1	Gym: High, low, over and under	Dance nursery rhymes	Ball skills feet	Games for understanding

LONG TERM FORECAST		EYFS CYCLE 2					
		Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
		Au1 – People who help us/ Superhero’s	Au2 – Space	Sp1 – Dinosaurs	Sp2 – Farm	Su1 – Terrific Tales	Su2 – Fun at the seaside
Understanding the World							
SCIENCE The Natural World	Body parts / Senses Magnets	Reactions between elements – rocket Space & constellations Planets, moon and sun	Changes in the world Habitats Herbivores/ carnivores	World changes – seasons Plants & Healthy eating Life cycles Animals and their young (classifications)	Plants – grow a bean Push & pull Care and concern for living things	Recycling and how this helps the environment. Materials Water cycle	
GEOGRAPHY People, culture and communities	Navigating Places where people work Maps – postman	NASA & America	Physical Landscape habitat	Farm transport Recycling food Farm land	Map work – LRRH map Where are castles local to us.	Land and water – maps Recycling	
HISTORY Past and Present	Occupations – jobs in families History of the police, fire etc changes to uniform, equipment ,vehicles. Roles of people in society	Celebrations from around the world Remembrance Day Bonfire night Transport Significant figures who have been to space	Understand dinosaurs were alive a long time ago Artefacts Mary Anning 1 st female to find a fossil	Farm vehicles in the past Timelapses	Chronological order of stories Life in a castle	Holidays now and then	
RE - People, culture and communities	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?	
Expressive Arts & Design							
D & T	Textiles – costumes for super veg	Clay diva lamps Rocket ships	Fossils – salt dough 3D dinosaur	Structure – tractor	Puppets Build a castle	Make a musical instrument out of recycled materials	
ART & DESIGN	Different marks with paint	Colour mixing aliens Moon mud	Printing Masks	Natural Art	Masks Colour mixing	Recycled art collage	
COOKING & NUTRITION	Food we eat/like	Dried foods Astronaut food		Where food comes from eggs – chicken Milk - cow	Bake simple treats (LRRH)		
MUSIC – Nursery rhyme focus – example	Doctor foster, miss polly	Space songs Planet Suite – Gustav Holst	Musical instruments	Dingle dangle scarecrow, Old McDonald,	Percussion instruments Instruments from past	Ten green bottles Music from around the world	
COMPUTING	Woven through the curriculum e.g Bee bots on maps, coding caterpillars, e safety. Follow Purple mash – mini mash ideas to link with topics						
PSE - Jigsaw							
P.S.E.	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
PE Complete PE Scheme	Locomotion: walking and jumping	Ball skills hands 1	Gym: High, low, over and under	Dance nursery rhymes	Ball skills feet	Games for understanding	

LONG TERM FORECAST		YEAR 1				
	Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
SCIENCE Working scientifically	Everyday Materials		Animals including humans:		Seasonal Changes Plants	
GEOGRAPHY Mapping skills	Local Area Focus – What do I know about the UK and where I live?		Recycling Focus – Why do we recycle?		Hot and Cold Focus – Why are some places always hot and others always cold?	
HISTORY	Changes in Living Memory Focus - Grandparents		Focus - Castles		Beyond living memory: Neil Armstrong (Man on the moon)	
D & T	Moving Storybooks		Puppets		Windmills	
ART & DESIGN	Drawing: Make your mark or Painting and mixed media: Colour splash (Clarice Cliff & Jasper Johns)		Craft and design: Woven wonders (Cecilia Vicuna)		Sculpture and 3D: Paper play	
COOKING & NUTRITION			Smoothies			
COMPUTING	1.1 Online safety-1.2 Grouping & sorting- 1.3 Pictograms- 1.4 Lego builders		1.5 Maze explorers 1.6 Animated story books		1.7 Coding 1.8 Spreadsheets 1.9 Technology outside school	
RELIGIOUS EDUCATION	1.8 <i>How should we care for others and the living world</i> 1.1 <i>Who is Christian and what do they believe?</i>		1.6 <i>How and why do we celebrate special times?</i> Easter		1.4 <i>What can we learn from sacred books?</i>	
P.S.H.E.	Being me in my world Celebrating difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Music	Autumn 1 - Hey You! Autumn 2 – Your Imagination		<i>Spring 1 – In the Groove (Blues, Baroque, Latin, Bhangra, Folk & Funk)</i> <i>Spring 2 – Round and Round (Bossa Nova)</i>		Summer 1 – Rhythm in the Way We Walk & Banana Rap Summer 2 – Reflect, Rewind & Replay (The History of Music)	
PE – Complete PE Scheme	Locomotion – running Gym – wide narrow curled	Ball skills – hands1 Gym – body parts	Ball skills feet Dance: growing	Ball skills hands 2 Dance: The zoo	Locomotion – jumping Games for understanding	Team building Health and well being

LONG TERM FORECAST		YEAR 2				
	Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
SCIENCE Working scientifically	Uses of everyday materials: compare Living things & Habitats – Habitats around the world		Animals inc humans – growth Animals inc humans – life cycles		Living things & habitats – plant & animals identification & habitats Plants: How they grow & what they need	
GEOGRAPHY Mapping skills	Contrasting Locality Focus – Why do we like to be beside the Seaside?		Non-European Contrast Focus – How different would my life be if I lived in Kenya?		Airports and Train Stations Focus – What goes on at an airport and a train station?	
HISTORY	Local significant person: LS Lowry Focus – who were and are the famous people of Manchester and the UK		Beyond Living Memory: Focus – Great Fire of London		Significant people: Florence Nightingale, Mary Seacole Focus – Who were the famous black people that have contributed to improving our world	
D & T	Fairground Wheels		Pouches		Baby Bear’s Chair	
ART & DESIGN	Drawing: Telling a story (Lowry 1887-1976)		Painting and mixed media: Life in colour (Romare Bearden) or Craft and design: Map it out		Sculpture and 3D: Clay houses (Rachel Whiteread)	
COOKING & NUTRITION			Balanced Diet			
COMPUTING	1.1 Coding 1.2 Online safety 1.3 Spreadsheets		1.4 Questioning 1.5 Effective searching		1.6 Creating pictures 1.7 Making music 1.8 Presenting ideas	
RELIGIOUS EDUCATION	1.2 <i>Who are Muslims and what do they believe?</i>		1.5 <i>What makes some places sacred?</i>		1.7 <i>What does it mean to belong to a faith community?</i>	
P.S.H.E.	Being me in my world Celebrating difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Music	Autumn 1 – I Wanna Play in a Band Autumn 2 – Ho Ho Ho		Spring 1 – Hands, Feet, Heart (South African Music) Spring 2 – Zoo Time (Reggae)		Summer 1 – Friendship Song Summer 2 – Reflect, Rewind & Replay (The History of Music)	
PE – Complete PE Scheme	Locomotion: dodging Gym: linking	Ball skills hands 1 Gym: pathways	Ball skills feet Dance: Water	Ball skills hands 2 Dance: Explorers	Locomotion: Jumping Games for understanding	Team building Rackets: bats and balls

LONG TERM FORECAST				YEAR 3		
	Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
SCIENCE Working scientifically	Rocks/ Soils Light		Animals inc humans-healthy me, Skeletons & movement Scientific enquiry		Forces Plants-Functions	
GEOGRAPHY Mapping skills	Focus – What are the unique features of the UK?		Rivers Focus – How are rivers formed?		Energy Focus – How do we energise our homes and country?	
HISTORY	Changes in Britain: Stone Age to Iron Age Focus – Stone Age				Roman Empire and its impact on Britain Focus - Romans	
D & T	Pneumatic Toys		Cross Stitch and Applique		Castles	
ART & DESIGN	Drawing: Growing artists (Monet 1840-1926)		Painting and mixed media: Prehistoric painting		Sculpture and 3D: Abstract shape and space (Anthony Caro)	
COOKING & NUTRITION			Eating seasonally			
COMPUTING	3.1 Coding 3.2 Online safety 3.3 Spreadsheets		3.4 Touch typing 3.5 Email		3.6 Branching databases 3.7 Simulations 3.8 Graphing	
RELIGIOUS EDUCATION	2.1 <i>What do different people believe about God?</i>		2.2 <i>Why is the bible so important to Christians?</i>		2.4 <i>Why do people pray?</i> 2.7 <i>What does it mean to be a Christian in Britain today?</i>	
P.S.H.E.	Being me in my world Celebrating difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Foreign Language	A new start The calendar and celebrations		Animals I like/don't like Carnival and using numbers		Fruits and vegetables Going on a picnic!	
MUSIC	Autumn 1 – Glockenspiel 1 Autumn 2 – Bringing Us Together		Spring 1 – Three Little Birds (Reggae) Spring 2 – The Dragon Song (Music from around the world)		Summer 1 – Let Your Spirit Fly Summer 2 – Reflect, rewind and replay (History of Music) Person study Vivaldi (1678-1741)	
PE – Complete PE Scheme	Invasion: Hockey Gym: symmetry & Asymmetry	Invasion: Football Gym: Unison	Invasion: basketball Dance: Wild animals	Invasion: tag rugby Dance: weather	Net/wall: tennis Yoga/health related exercise	Striking & fielding: rounders Athletics

LONG TERM FORECAST		YEAR 4				
	Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
SCIENCE Working scientifically	State of matter Electricity-simple circuits		Animals inc humans- Digestive system & teeth Animals inc humans - classification		Living things & habitats – Classification and conservation Sound	
GEOGRAPHY Mapping skills	Focus – How are mountains formed and what creates an earthquake, tsunami or volcano?		Focus – What are biomes and how are they created?		European Study Focus – Why do so many British people go to the Mediterranean for their holidays?	
HISTORY	Britain Settlements: Anglo Saxons and Scots Focus – Anglo Saxons		Struggle for the Kingdom Of England Viking and Anglo Saxon Focus – Anglo Saxons & Vikings		First Civilization: Ancient Egypt Focus - Egyptians	
D & T	Torches		Mindful Moments Timers		Pavilions	
ART & DESIGN	Drawing: Power prints (Picasso 1881-1973)		Craft and design: Fabric of nature		Sculpture and 3D: Mega materials (Barbara Hepworth & Sokari Douglas-Camp) or Craft and design: Ancient Egyptian scrolls	
COOKING & NUTRITION					Adapting a Recipe	
COMPUTING	4.1 Coding 4.2 Online safety 4.3 Spreadsheets		4.4 Writing for different audience 4.11 micro:bits		4.6 Animation 4.10 Artificial Intelligence 4.8 Hardware investigators	
RELIGIOUS EDUCATION	2.8 What does it mean to be a Hindu in Britain today? 2.5 Why are religious festivals so important?		2.10 How do family life and festivals show what matters to Jewish people? 2.3 Why is Jesus so inspiring to some people?		2.6 Why do some people think life is like a journey and what significant experiences mark this? 2.9 What can we learn from religions in deciding what's right and wrong?	
PHSE	Being me in my world Celebrating difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Foreign Language	Welcome to school (age/days/objects) My town/ Your town (shops/shopping)		Family tree and faces Parts of the body		Feeling unwell / well jungle animals The weather	
MUSIC	Autumn 1 – Mamma Mia! Autumn 2 – Glockenspiel 2		Spring 1 – Stop! (Grime, Bhangra, Tango & Latin Fusion) Spring 2 – Lean on Me (Gospel)		Summer 1 – Blackbird (development of Pop Music) Summer 2 – Reflect, rewind and replay (History of Music) Person study Beethoven (1770-1827)	
PE – Complete PE Scheme	Invasion: Netball Swimming	Invasion: football Swimming	Invasion: Basketball Swimming	Striking & fielding: cricket Swimming	Net/wall: tennis Swimming	Athletics Swimming

LONG TERM FORECAST		YEAR 5				
	Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
SCIENCE Working scientifically	Properties & change of materials		Animals inc Human – Growth of humans Living things and their habitats		Forces Earth & Space	
GEOGRAPHY Mapping skills	Locality Study: Blackpool Focus – How did Blackpool grow to become one of the most famous resorts?		Focus – What are the main features of South America? Focus – What creates a rainforest and why are they located there?		Fair Trade Focus – What is 'Fairtrade' and why should it matter to us?	
HISTORY	Victorians Changing: Local Area Study Focus – Victorians & Industrial Revolution		A study of an aspect or theme in British history Focus – Windrush		Non-European: Mayan Civilization Focus - Mayans	
D & T	Pop-up Books		Stuffed Toys		Bridges	
ART & DESIGN	Painting and mixed media: Portraits (Andy Warhol 1928-1987)		Drawing: I need space		Sculpture and 3D: Interactive installations (Cai Guo-Qiang) or Drawing: Make my voice heard.	
COOKING & NUTRITION					Developing a Recipe	
COMPUTING	5.1 Coding 5.2 Online safety 5.3 Spreadsheets		5.5 Databases 5.6 Game creator		5.7 3D modelling 5.8 Concept maps	
RELIGIOUS EDUCATION	U2.1 Why do some people think God exists? U2.6 What does it mean to be a Muslim in Britain today?		U2.4 If God is everywhere why go to a place of worship?		U2.2 What would Jesus do? Can we live by the values of Jesus in 21 st Century?	
P.S.H.E.	Being me in my world Celebrating difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Foreign Language	Talking about us/ School subjects (Likes/dislikes) Time in the city (buildings, directions, shopping)		Healthy eating/ going to the market Clothes		Out of this world (personal information, adjectives, recap) Going to the seaside	
MUSIC	Autumn 1 – Living on a Prayer Autumn 2 – Dancing in the Street		Spring 1 – Classroom Jazz 1 (Bosa Nova) Spring 2 – The Fresh Prince of Bel-Air		Summer 1 – Make You Feel my Love Summer 2 – Reflect, rewind and replay (History of Music) Person Study Greig (Victorian 1843-1907 Romantic)	
PE – Complete PE Scheme	Invasion: Hockey Gym: counter balance & counter tension	Invasion: football Gym: flight	Invasion: tag rugby Dance: Greeks	Invasion: netball OAA: communication/ Orienteering	Striking & fielding: Rounders Net/ wall: badminton	Invasion: dodgeball Athletics

LONG TERM FORECAST		YEAR 6				
	Autumn – Me and My World!		Spring – What, Where, When?		Summer – When, How, Why?	
SCIENCE Working scientifically	Electricity-Changing circuits Light		Animals inc Humans-Heath-Circulatory system Living things and their habitats		Evolution and inheritance Looking after our environment	
GEOGRAPHY Mapping skills	Mapping Skills Focus – How do maps help us to find our way around? <i>*Additional unit – Immigration in Britain</i> <i>Focus – Why has Britain been an attractive place to live for many who were not born here?</i> <i>Links with Literacy</i>		Focus – Why is climate change an important topic?		Settlements Focus – How and why have settlements changed?	
HISTORY	WW11 Impact on Manchester Local Area Study: Focus – World War 1 & 2 & British Empire				In depth study: Ancient Greek life Focus – Ancient Greeks	
D & T	Steady Hand Games		Navigating the World		Playgrounds	
ART & DESIGN	Painting and mixed media: Artist study Banksy 2000+		Craft and design: photo opportunity		Sculpture and 3D: Making memories	
COOKING & NUTRITION					Come Dine with Me	
COMPUTING	6.1 Coding 6.2 Online safety 6.3 Spreadsheets		6.4 Blogging 6.5 Text adventures		6.6 Networks 6.7 Quizzing	
RELIGIOUS EDUCATION	<i>U2.7 What matters most to Christians and Humanists?</i> <i>U2.8 What difference does it make to believe in ahimsa, grace and/or ummah?</i>		<i>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</i>		<i>U2.3 What do religions say when life gets hard?</i> <i>U2.9* What can be done to reduce racism? Can religion help?</i> <i>U2.10* How and why should religious communities do more to care for the Earth?</i>	
P.S.H.E.	Being me in my world Celebrating difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Foreign Language	Revisiting me, telling the time and everyday life Homes and Houses		Playing and enjoying sport Funfairs and Favourite (opinions, rides, favourite things)		Café Culture (role play) Performance Time	
MUSIC	Autumn 1 – Happy Autumn 2 – Music and Me		Spring 1 – Classroom Jazz 2 (Bacharach & Blues) Spring 2 – A New Year Carol (Urban Gospel)		Summer 1 – You’ve Got a Friend Summer 2 – Reflect, rewind and replay (History of Music) Person study Copland (WWII 1900-1990 Modern)	
PE – Complete PE Scheme	Invasion: football Yoga/ Health related exercise	Invasion: netball Gym: matching & mirroring	Invasion: Basketball Dance: Titanic	Striking & fielding: cricket OAA: Orienteering	Striking & fielding: rounders Invasion: dodgeball	Gym: sequencing Athletics