

Riverside Primary Whole School Curriculum

Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum Topic	Do you want to be friends?	What happens when I fall asleep?	Are we there yet?	Do cows drink milk?	Why are carrots orange?	Why do Ladybirds have spots?
RE	Delivered through the EYFS curriculum with a focus on religious festivals, stories, special books and special places.					
PSHE	Fairness: Behaviour	Fairness: Sharing	Relationships: Relationships at school	Relationships: Relationships at home and in the community	Choices: Keeping healthy	Choices: Being independent Transition to Y1
PE	Movement 1 Move with confidence and in time with the music, to move using a slithering motion, change direction when prompted, aware of others when moving and changing direction, move on a low level, balance and travel on equipment.		Movement 2 Experiment with different ways of moving, move backwards and forwards, learn to work with a partner, use space appropriately when moving with a ribbon.		Sense of space Aware of space in relation to themselves and others, to work collaboratively with others, work individually and a group showing awareness of equipment and space available.	
Music	Pulse - pupils will listen and respond to different styles of music and learn to play to a steady beat using classroom instruments and body percussion.	Pitch - high and low sounds. Pupils will learn to sing or sing along with nursery rhymes and action songs with confidence and develop a wide range of singing material.	Tempo - fast and slow sounds. Pupils will be able to express and communicate their feelings about fast and slow through activities and make the connection with the music concept of tempo.	Dynamics - loud and quiet sounds. Pupils will learn to recognise and perform loud and quiet music using classroom instrument, body percussion and voice.	Timbre - the quality and character of a sound. Pupils will explore a wide range of musical instruments. Pupils will be able to hear, distinguish and recognise different sounds instruments make.	Structure/ form/shape - pupils will learn how the sections of a song or musical piece are ordered. Pupils will compose a simple musical piece using classroom instruments, body percussion and/or voices.
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum Topic	Bright Lights, Big City	Memory Box	Dinosaurs		Enchanted Woodland	Superheroes
White Rose Maths	*Place value *Addition and subtraction	*Addition and subtraction *Geometry - shape	*Place value *Addition and subtraction	*Measurement - length, height, weight and volume	*Multiplication and division *Fractions	*Place value *Measurement - money *Measurement - time
RE Focus: Christianity and Sikhism	Belonging: Christianity and Sikhism	Festivals and celebrations: Christian and secular Christmas theme: How and why people celebrate Christmas	Why, how and where do people worship? Christianity and Sikhism	How and why can books be special? Christianity and Sikhism	Special things: Exploring religious artefacts from Christianity and Sikhism	Caring for the world/environmental responsibilities
PSHE	Who am I? Identity, groups and hobbies, dislikes, managing my feelings		Communities: Family passport, cultural diversity, the community, caring for the environment		Health and Hygiene: The human body, germs, healthy eating, looking after your teeth, fun in the sun.	

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					Transition to Year 2	
PE	Dance Explore basic body actions, create and repeat short dances, communicate different moods, feeling and ideas using dance.		Games Develop basic game playing skills, games based net games, games based on striking and fielding, engage in competitive and co-operative physical activities.		Gymnastics Investigate movement, stillness and how to find and use space safely, develop gross motor skills, access a broad range of opportunities to extend their agility, balance and co-ordination.	
Music	Pulse - pupils will learn how to recognise and perform to a steady beat using voices, body percussion and musical instruments.	Rhythm - short and long sounds. Pupils will learn to recognise and perform simple rhythmical patterns using musical instruments, body percussion and voices.	Pitch - high and low sounds. Pupils learn to use their voices with awareness of pitch. Students will learn a variety of warm-ups and songs; will explore pitched musical instruments.	Tempo - fast and slow sounds. Pupils will hear, distinguish and perform musical instruments to a variety of pieces from different styles and cultures focusing on slow and fast music.	Dynamics - loud and quiet sounds. Pupils will learn to recognise, differentiate and perform loud and quiet music using classroom instrument, body percussion and voice. Students will learn to express their feelings through use of dynamics.	Timbre - the quality and character of a sound and structure. Pupils will explore a wide range of everyday sounds and musical instruments. Pupils will be able to hear, distinguish and recognise different sounds musical instruments make. Pupils will learn how the sections of different songs are organised.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum Topic	Land Ahoy!	Much Mess and Mixtures	Towers, Turrets, Tunnels		Wriggle and Crawl	Beachcombers
White Rose Maths	*Place value *Addition and subtraction	*Measurement - money *Number - multiplication and division	*Multiplication and division *Geometry - properties of shapes	*Fractions *Measurements - length and height	*Position and direction *Measurement - time	*Measurement - mass, capacity and temperature *Position and direction
RE Focus: Islam	Who wants to be famous? Religious leaders - Jesus and Allah	Celebrations, symbols and stories: Exploring the celebration of Diwali, Hannukah, Advent and Christmas through the themes of light and darkness Christmas theme: The symbolism of the light shining in the darkness	Caring for others	Special places: Churches and mosques	What are stories for? The use of stories in Christianity and other faiths	Asking Big Questions: Where do I fit in? What is my place in the world? Myself: who I am and my uniqueness as a person in a family and community.
PSHE	Choices: Making choices, dilemmas, choosing friends, playing safely, managing money, looking at job choices.		Feelings and relationships: Anger, fear and frustration, managing change, happiness and sadness, developing self-confidence, a new baby.		Rules: The meaning of rules, different kinds of rules. Safety in the home, good road craft and internet safety.	

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					Transition to Year 3	
PE	Dance Explore basic body actions, create and repeat short dances, communicate different moods, feeling and ideas using dance.		Games Improve and apply basic skills, explore games that demand simple choices and decisions, engage in competitive and co-operative physical activities.		Gymnastics Investigate movement, stillness and how to find and use space safely, develop gross motor skills, access a broad range of opportunities to extend their agility, balance and co-ordination.	
Music	Pulse- pupils will learn how to recognise, pick up and perform confidently to a steady beat using percussion instruments, body percussion and voices.	Rhythm - short and long sounds. Pupils will learn to recognise and perform simple rhythmical patterns using musical instruments, body percussion and voices. Pupils will compose own rhythms and perform them with confidence. Pupils will learn the basics of musical notation.	Pitch - high and low sounds. Pupils learn to sing confidently with awareness of pitch. Students will learn to recognise changes in pitch and will perform using voices and/or pitched musical instruments	Tempo - fast and slow sounds. Pupils will hear, distinguish and perform musical instruments to a variety of pieces from different styles and cultures focusing on slow and fast music. Children will compose short musical pieces.	Dynamics - loud and quiet sounds. Pupils will learn to recognise, differentiate and perform loud and quiet music using classroom instrument, body percussion and voice. Students will learn to improvise and express their feeling using dynamics.	Timbre - the quality and character of a sound and structure. Pupils will explore a wide range of everyday sounds and musical instruments. Children will be able to hear, distinguish and recognise different sounds musical instruments make. Pupils will learn how the sections of a song or a musical piece are ordered.
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum Topic	Gods and Mortals		Mighty Metals	Flow	Scrumdiddlyumptious	Heroes and Villains
White Rose Maths	*Place value *Addition and subtraction	*Addition and subtraction *Multiplication and division	*Measurement - money *Statistics	*Measurement - length and perimeter *Fractions	*Fractions *Measurement - time	*Geometry - Properties of shapes *Measurement - mass and capacity
RE Focus: Hinduism	Beliefs in action in the world: People of Faith What is faith? What does it mean to have faith? Inspirational people	Celebrations: Waiting and preparing Perspectives on how believers prepare to celebrate important festivals. Christianity and Hinduism Christmas theme: Waiting and preparing for the birth of Jesus.	How important can a book be? Why are some books holy and others just ordinary? Easter theme: Focus on Easter story and explore why and how Christians prepare for and celebrate Easter.	Special books and special stories continued: Focus on stories and their significance in the Christian and Hindu faiths	Understanding signs and symbols: This is an opportunity to build on and extend previous learning and to teach a unit that involves all of the six major faiths.	People who changed the world: a study of some key religious teachers and prophets An inquiry-based approach, using ICT to research and present findings. What makes a great leader? What is inspiration?

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PSHE	Me and My Classroom Friendship, Conflict and Resolution British Values	Hopes, Dreams and Inspiration	Cyber Safety (Informational Based)	Cyber Safety (working towards and expo)	Healthy Relationships (Safety, Hygiene, Relationship Circles, Bullying)	Healthy Relationships (Safety, Hygiene, Relationship Circles) Transition to Year 4
Spanish	Greetings, counting to ten, days of the week and months of the year, colours.		Spanish alphabet. Saying where you live and how old you are. Numbers to 30. Saying what country you are from and what languages you speak.		Masculine and feminine, objects you would find at school, animals.	
PE	Dance Improvise freely on their own and with a partner, create and link dance phrases, keep up activity over a period of time and know that they need to warm up and cool down, describe, interpret and evaluate their own and others dances and say how they might be improved, perform more complex dances phrases that contain character and narrative.		Invasion games Use good throwing and catching techniques, know and describe short term effects on the body, work as a team in relay style games, improve their ability to use simple tactics, concentrate on control and accuracy when throwing and catching a ball.		Gymnastics Experiment with body shapes, experiment with balances, explore different methods of travelling across a mat, improve ability to select appropriate actions and use simple compositional ideas, know the importance of suppleness and strength.	Athletics Use body and equipment with greater control and co-ordination, choose skills and equipment to help achieve challenges that are set, watch, and copy and describe what they and others have done, to remember, repeat and link combination of actions.
Music	Learn to play the Toot.		Learn to play the Toot.		Learn to play the Toot.	