The first entitlement of all children is to be Spiritually, Morally, Socially and Culturally Educated... Children should first be educated spiritually and as a Catholic Community spiritual education is about our beliefs, our relationship with God and who we are from the scriptures. The whole of our curriculum is permeated in our beliefs and values.

<table>
<thead>
<tr>
<th>Month</th>
<th>Term</th>
<th>Learning Powers</th>
<th>Liturgical Year / CARITAS (Christian Love of human kind - charity)</th>
<th>British Values (Democracy, rule of law, individual liberty, respect for other beliefs)</th>
<th>PSHE including Safeguarding</th>
<th>Global Days and Events</th>
<th>Entrance / Hall Displays</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>Summer 1</td>
<td>Resilience</td>
<td>Assessments in School Crowning of Our Lady</td>
<td>World Religions Y4 Islam</td>
<td>Beginning of transition programme across the school. Anti-bullying day</td>
<td>May is the month of music</td>
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<td>June</td>
<td>Summer 2</td>
<td>Think</td>
<td>Sacred Heart Feast Day Feast of SS Peter and Paul Eid al Fitr</td>
<td>Staff voice questionnaires</td>
<td>Choir singing at hospice Sport’s Day Sex and relationships education Y6 Bikeability</td>
<td>Father’s Day/ Special Person’s Day British Science week</td>
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<tr>
<td>July</td>
<td>Summer 2</td>
<td></td>
<td>First Holy Communion</td>
<td>Class charters during transition</td>
<td>Sex and relationships education Y6 Spiritain retreat Peer mediation and playground pals training</td>
<td>Bastille Day – French day Maths Problem Solving Day</td>
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</tbody>
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- **Score**: 2

### Summer 1 (5 Weeks and 4 Days)

#### Topic / Theme

**On Safari**

**Science**

- Plants
  - Observe and describe how seeds and bulbs grow into mature plants.
  - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
  - Identify and name a variety of plants and animals in their habitats, including micro-habitats.

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
  - Use basic geographical vocabulary to refer to human and physical geographical features.

- Recognise common uses of information technology beyond school.

- DT – Textiles
  - Art – Pattern/Printing
    - Examine a piece of work from a well-known artist and use it to create a success criterion.
    - Link their work to other artists. Use a success criterion to critically evaluate their work. Identify man-made and natural patterns. Focus on using lines.

- Wild People (Link Y1)
| Summer 2 (7 Weeks) | Zootopia/ The Wind in the Willows | Living things and their habitats  
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | Significant historical events, people and places in their own locality | Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | Create and debug simple programs  
Use logical reasoning to predict the behaviour of simple programs. | Art – Collage/Painting  
Examine a piece of work from a well-known artist and use it to create a success criterion. Link their work to other artists. Use a success criterion to critically evaluate their work. Refine skills in painting and develop and share ideas. | Summer Trip |