

A GUIDE TO OUR CURRICULUM WEBSITE

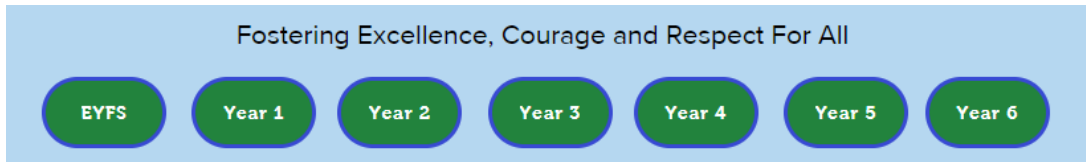
This document aims to provide a guide to our curriculum website for parents who want to find out more about what their children are learning at school



TERMLY INFORMATION




You can see a termly over view of the topics for each year group



Example from Willow

<p>Willow, term 4, topic 4, Literacy: *I know that a dragon is mythical but can engage imaginatively and creatively with them. *I have learned about reptiles and certain animal features *I know that some animals hatch from eggs. *I know that Spring is a busy season in nature and that as the weather warms, animals are born or hatch, and plants begin to grow. I can spot signs of spring in the natural world around me. *I know that during spring Easter is celebrated by Christians and chocolate eggs are given as gifts. *I can write for a variety of purposes.</p>		<p>Dragons and eggstraordinary creatures!</p> <p>Weekly focus (6 weeks): * Is there such a thing as a dragon? *Komodo dragons and other remarkable reptiles *Tell me your dragon * Eggstra-ordinary! *How - and how not - to take care of an egg! *Why do we give eggs at Easter?</p> <p>Key Vocab</p>
<p>Personal, Social & Emotional</p>	<ul style="list-style-type: none"> Children join in with a reptile-handling session and, with support, overcome any nervousness around meeting a new animal. They demonstrate patience awaiting their turn, and gentleness when handling the animal. As part of the egg-drop challenge, children channel their inner engineer, planning an approach to the task, building and testing their construction. They show resilience in the face of the challenges. Children learn the Easter story, finding out its significance to people of Christian faith. They visit the local church. 	<p>Mythical: existing only in the imagination, as distinct from real life. Unicorns, mermaids and dragons are all mythical creatures. They can be read about in stories, but not found in the world. Dragons: A mythical reptilian creature. Dragons are traditionally depicted as fearsome winged beasts that can breath fire. Reptile: a category of vertebrate animal that includes snakes, tortoises and lizards. Reptiles are cold-blooded and are distinguished by their dry scaly skin. They are oviparous. Oviparous: a female animal that lays eggs. Komodo dragons are oviparous. Incubate: to keep an egg at the correct temperature until it is ready to hatch. A chicken will sit on an egg to incubate it.</p>
<p>Expressive Arts</p>	<ul style="list-style-type: none"> While understanding that dragons are 	

Example from Y1

English Writing to entertain: Narrative Poetry (Poet Study) Writing to inform: Biographies Recounts (diaries) Phonics, Grammar and Reading ongoing	Maths Calculations: Addition and Subtraction within 20 Geometry: Properties of Shape Measurement: Length and Height Number and Place Value: Numbers to 40 Calculations; Addition and Subtraction Calculations: Multiplication	Science Everyday Materials PE Dance Gymnastics Ball Skills (Invasion Games)	Spring Term Year 1 - 2022/2023 	
			Music Rap Different Genres	DT Making a smoothie
			Computing Moving a Robot Grouping Data	PSHE Dreams and Goals Healthy Me
Geography The Weather	History History of Road transport	Art Playful Making Exploring Watercolour	RE What is the story of Rama and Sita? Should everyone follow Jesus?	

LONG TERM OVERVIEW

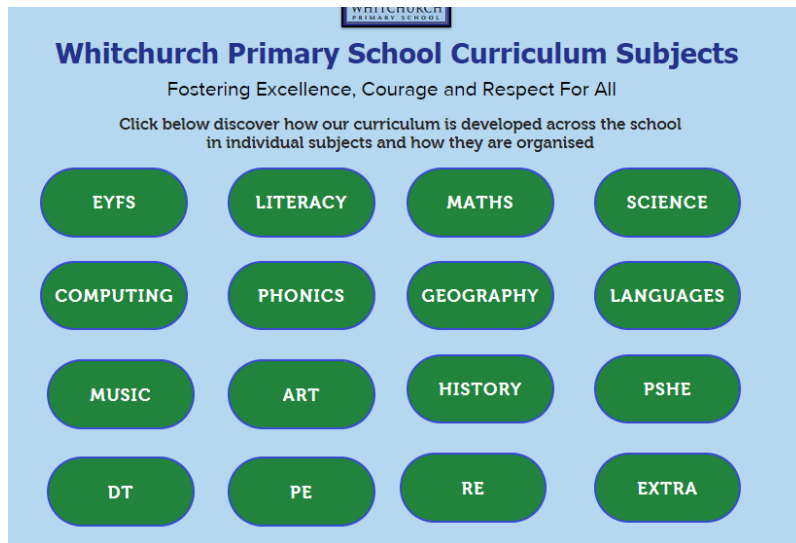
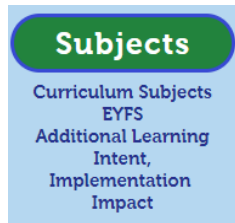
There is also a long term overview that shows what is taught for every subject in every year group from Y1-6

This Year
 EYFS
 Lower School
 Upper School

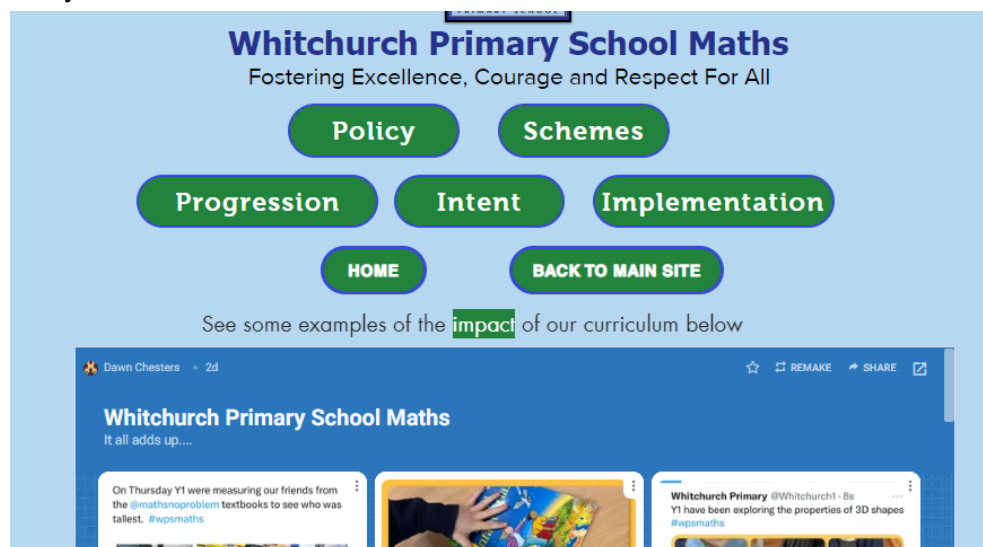
Year	MATHS	SCIENCE	GEOGRAPHY	HISTORY	COMPUTING	LANGUAGES	MUSIC	ART	PE	DT	RE	PSHE
TERM 2 2022/2023	Shapes and Patterns Length and Height Numbers to 40 Addition & Subtraction Word Problems Multiplication Division Fractions	Materials Grouping different materials Vocabulary to describe different materials Properties of different materials	The Weather boundaries (continents, cartography (latitudes, Equator, North/South Pole), climate (climate zones, weather)	Road transport through the ages Changes within living memory conflict & invasion (discovery, migration, migration; progress, health)	Moving a robot Writing short algorithms and programs for floor robots and predicting program outcomes Grouping data Exploring object labels, then using them to sort and group objects by properties.		Rap Learn & perform Hey You! simple improvisations & composition activities. Language of Music Further develop knowledge of pitch, through games and other activities.	Playful Making Exploring materials and intention through a playful approach. Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.	Dance Gymnastics Ball Skills (Invasion Games) Football	Aspect of D&T: Food Focus: Preparing fruit Project: Healthy Smoothie Understand where a range of fruit and vegetables come from (e.g. farmed or grown at home).	Why is the story of Rama & Sita important to Hindu? What do Hindus learn from this story? Should everyone follow Jesus What makes teachers and leaders special?	Dreams & Goals Setting goals Learning styles Tackling challenges Healthy Me Healthy choices Medication safety Road safety Health & happiness
	Length Mass Temperature Picture Graphs Word Problems	Materials How can materials be changed by the use of physical force? How can different materials be grouped?	On Safari boundaries (continents, localities, nations), cartography (latitudes, Equator, longitude, maps, scale, symbols), climate (weather), interdependence (economy, trade), settlements (rural areas, urban areas)	Nursing Lives of Significant Individuals conflict & disaster (occupation, military, peace, war)	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions. Piagrams Collecting data in tally charts and using attributes to organise and present data on a computer.		Themed Songs Explore songs about friendship, with instrumental accompaniment and improvisation. South African Music Explore different African songs and singers and develop understanding of elements such as rhythm, pulse and pitch.	Be An Architect Exploring architecture and creating architectural models. Expressive Painting Explore how painters sometimes use paint as an expressive and gestural way of exploring colour mixing and experimental mark making to create abstract art.	Dance Gymnastics Ball Skills (Invasion Games) Football	Aspect of D&T: Textiles Focus: Templates and joining techniques Project: Safety Jacket Understand how simple 3-D textile products are made, using templates to create two-dimensional shapes. Understand how to join fabrics using different techniques (e.g. sewing, stitch, glue, over-stitch, slipstitch, applique).	Does everyone celebrate new year? Celebrations in religion How do Christians celebrate Easter? What makes celebrations special?	Dreams & Goals Realistic goals Persistence Group cooperation Healthy Me Motivation Education Healthy eating & nutrition
	Measurement: Length - cm and m Mass - g and kg Volume - ml and l Money - p and £ Time - Hour, minutes & seconds	Forces and Magnets Which materials are magnets? How does a compass work? Rivers, sedimentary and metamorphic rocks Soil made from fossils	Rivers & Waterways of the UK Ancient Britons - Celts Settlements British Social History Settlements, customs, technology, houses and building, significant individuals	Sequencing sounds Creating sequences in a block-based programming language to make music. Branching databases Building and using branching databases to group objects using yes/no questions.		Vocabulary & Grammar Consolidation, extension of previous terms' themes: days of week and months of year; alphabet; using the verb 'to be'; body parts; describing people and animals; stories: New Year; colours, fruit	Reggae / R&B Children will listen to various reggae & R&B songs. Learn to sing the song and explore opportunities for comparison improvisation and composition. Learn instrumental accomp. and add their own compositions.	Talking Stories Through Stitches Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Dance Gymnastics Invasion Games Football	Aspect of D&T: Textiles Focus: 2-D shape to 3-D product Project: Money Containers Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances.	Are Holy Journeys Necessary? Do believers have to make pilgrimages? Should Believers Give Things Up? Is Lent necessary? What is Ramadan?	Dreams & Goals Ambition Overcoming obstacles Simple budgeting Healthy Me Resilience Online safety Respecting others Safe choices
	Further Multiplication and Division (20x) written methods for division Fractions Fractions mixed numbers and improper fractions, equivalent fractions, add and subtract Time / Decimals	Sound What are vibrations? What is pitch and how can it be changed? What is amplitude? Living Things and their Habitats	Angry Earth Describe and understand key aspects of physical geography, including: mountains, Tectonic Plates, volcanoes and earthquakes	Anglo Saxons - invaders Local Conflicts & resolution rulers, kingdom, monarchy, customs, measures, significant individuals	Repetition in shapes Using a line-based programming language to explore count-controlled loops when drawing shapes. Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation		Ukulele Change between chords fluently Sing songs and accompany songs	The Art of Stitches Explore how the way we display our work can affect the way it is seen. Stitching Skills Explore artists working with the genre of art life, contemporary and more traditional. Create your own still life inspired art work.	Dance Gymnastics Invasion Games Football Swimming	Aspect of D&T: Structures Focus: Shell structures Project: Design Packaging Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.	Are Holy Journeys Necessary? Do believers have to make pilgrimages? Should Believers Give Things Up? Is Lent necessary? What is Ramadan?	Dreams & Goals Resilience Working together Realistic Healthy Me Friendships Smoking & Alcohol Peer pressure
	Fractions Compare order, add, subtract and multiply	Evolution & Inheritance How did animals evolve? What is natural selection? Characteristics we share with our ancestors?	Global Trade What is trade and could we live without it? How does trade develop to become global? Where do goods we	Industrial Revolution British Social History technology, significant individuals, trade, leasay	Selection in physical computing Exploring conditions and selection using a sensor-enabled		Glockenspiel Understand the language of music Composing and standard notation	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	Dance Gymnastics Invasion Games Football Taekwondo	Aspect of D&T: Food Focus: Celebrating culture and seasonality Project:	Does the Gurdwara help Sikhs to Lead Better Lives?	Dreams & Goals The Future Jobs & careers Supporting others Healthy Me

INDIVIDUAL SUBJECT INFORMATION

If you want to know more about a particular subject



For example in Maths you can see aloof this information



If you click on scheme you can see a break down of what is taught to each year group

Primary Maths Series - Year 5 Lesson Breakdown

Autumn Term – Textbook 5a		
Calculations: Multiplication and Division		
Maths — No Problem! Book Reference	Lesson Name	Lesson Objective
Chapter 3 – Whole Numbers: Multiplication and Division	Lesson 1 – Finding Multiples	To consolidate and review multiplication; to find the result of multiplying by a number.
	Lesson 2 – Finding Factors	To consolidate and review multiplication; to find the numbers we can multiply by to get a number.
	Lesson 3 – Finding Common Factors	To define and find common factors of numbers to 100.
	Lesson 4 – Finding Prime Numbers	To identify and name the prime numbers; to recognise prime numbers as numbers that only have 2 factors.
	Lesson 5 – Prime Numbers and	To define and determine prime numbers and composite numbers.

You can also see a break down of the progression of an area of maths across each year group, for example N.

Number

Year 1

Count to 100 (first 0 – 10, then to 20, then to 40 then to 100).
 Read and write numbers from 0 to 100 (first 0 – 10, then to 20, then to 40 then to 100).
 Compare and order numbers from 0 to 100 (first 0 – 10, then to 20, then to 40 then to 100).
 Make different number bonds for numbers up to 10. Make number stories Complete number patterns. Use a place-value chart to show numbers in tens and ones.
 Find how much more. Count in twos, fives and tens to 100.
 Say a number that is 1 more or 1 less than a 2-digit number.

Year 2

Count to 100.
 Read and write numbers to 100.
 Compare and arrange numbers within 100. Make and complete number patterns.

Year 3

Count to 1000.
 Count in hundreds, tens and ones.
 Count in fifties.
 Count in fours and eights. Tell the value of a digit in a number.
 Compare and arrange numbers within 1000. Complete number patterns.

Year 4

Count to 10 000.
 Count in thousands, hundreds, tens and ones. Count in twenty-fives. Count in sixes, sevens and nines.
 Tell the number that a digit stands for.
 Compare and arrange numbers within 10 000. Describe and complete number patterns.
 Round numbers and estimate sum and difference.

Year 5

Read and write numbers to 1 000 000.
 Tell the place value of a digit in a number.
 Compare and arrange numbers within 1 000 000. Count forwards or backwards in steps of 1000, 10 000 and 100 000.
 Round numbers to the nearest 10, 100, 1000, 10 000 and 100 000.

Year 6

Read and write numbers to 10 million.

Here is an example of a progression map for history

History Curriculum Map – Lower Key Stage 2

Key Stage 2		
<i>In planning to ensure progression through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i>		
Year 3		Year 4
Changes in Britain from the Stone Age to the Iron Age Ancient Britons – The Celts The Roman Empire and its impact on Britain		Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations – <u>Ancient Egypt</u> .
All topics (see skills progression grid below)	KS2. Pupils should: 1. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms 2. Note connections, contrasts and trends over time 3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information 5. Understand how our knowledge of the past is constructed from a range of sources.	
Expectations for	Year 4	Greater depth for year 4
1: Awareness of the past / chronological understanding	Use a time line to place events they have found out about. Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before common era) & CE (Common Era). Name the date of any significant event from the past that they have studied and place it in approximately the right place on a time line. Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.	Use a time line to place events they have found out about both in this country and abroad. Describe the main changes in a period of history Name the date of any significant event from the past that they have studied and place it in the right place on a time line. Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.
Vocabulary		
2: Developing understanding of events, people and changes	Use evidence to describe different aspects of the past / how any of the above may have changed during a time period Give reasons why changes may have occurred. Show on a time line, the changes that they have identified. Describe some similarities and differences between people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life today.	With help, choose evidence to describe different aspects of the past / how any of the above may have changed during a time period Give their own reasons why changes may have occurred, backed up by evidence they have researched. Show on a time line, the changes that they have identified. Describe similarities and differences between some people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life today.
3: Historical enquiry	Ask, "What was it like for a... (child, rich person, etc) during... Suggest sources of evidence to help answer questions.	Ask, "What was it like for a... (child, rich person, etc) during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to

There is all of this and lots more.
 Why not take a look.

This site gets regular updates as we like to keep our curriculum relevant and to take the opportunity to include topical materials and information.