



Curriculum 2021-22



Trust Wide Curriculum Principles

Intent	Implementation	Impact
<ul style="list-style-type: none"> ★ The curriculum in our schools is <u>everything</u> that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study. ★ The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world. This will be personalised for each school. ★ We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future. ★ All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes. ★ We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning. ★ Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning. ★ Children deserve learning experiences that will stick with them for a lifetime. ★ An inclusive curriculum either as a whole school, across year groups or within classes will offer 'learning without ceilings'; rigour and challenge; and enjoyment, engagement and enrichment whilst acquiring the associated knowledge, skills and behaviours. 	<ul style="list-style-type: none"> ★ Each school will have a thoughtfully designed curriculum map, which will show what knowledge will be taught, which subjects will be linked and the theme which will provide the context for the learning. ★ Children work on thematic based projects that bring the curriculum together with an intentional outcome. Projects need to be planned carefully and collaboratively, to ensure engagement, motivation, deep learning and progression. A theme will begin with a 'scintillating' starter, progress through 'motivating middles' and end with a 'fabulous finish'. ★ Knowledge organisers will be used to extend teachers and pupils' subject knowledge and communicate what will be learnt within a unit with children and parents. ★ Planning builds on children's prior learning and provides challenge through the use of progression documents to ensure children are learning and knowing more. ★ All learning within our curriculum will aim for excellence through the emphasis on the crafting of 'beautiful' work – asking children to develop work and expertise through multiple drafts or revisions until it is 'beautiful' and has meaning beyond the classroom, representing the very best that the child is capable of producing. ★ Teachers will make use of all the 'Make it stick' strategies to support children to remember what they have learnt and to retrieve this knowledge when needed. ★ We will equip learners with a menu of learning strategies which they can deploy according to the context of the learning, explicitly ensuring learners see the analysis of and reflection on their mistakes is a sign of strength and not weakness. 	<ul style="list-style-type: none"> ★ High levels of pupil engagement with the curriculum. ★ Children make good progress in all subjects reaching or going beyond age related expectations by the time they finish primary school. ★ Children can demonstrate their learning and the knowledge they have gained and apply this in a range of contexts. ★ Displays and books will show high quality outcomes from all subjects.

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

Precision Pedagogy for Intentional Learning, Chapter 5

Our Curriculum at Notley Green Primary School

Breadth of
knowledge & skills

Local, National and
International
Dimensions

Promotes Equality
and Equity

Rich Cultural Capital

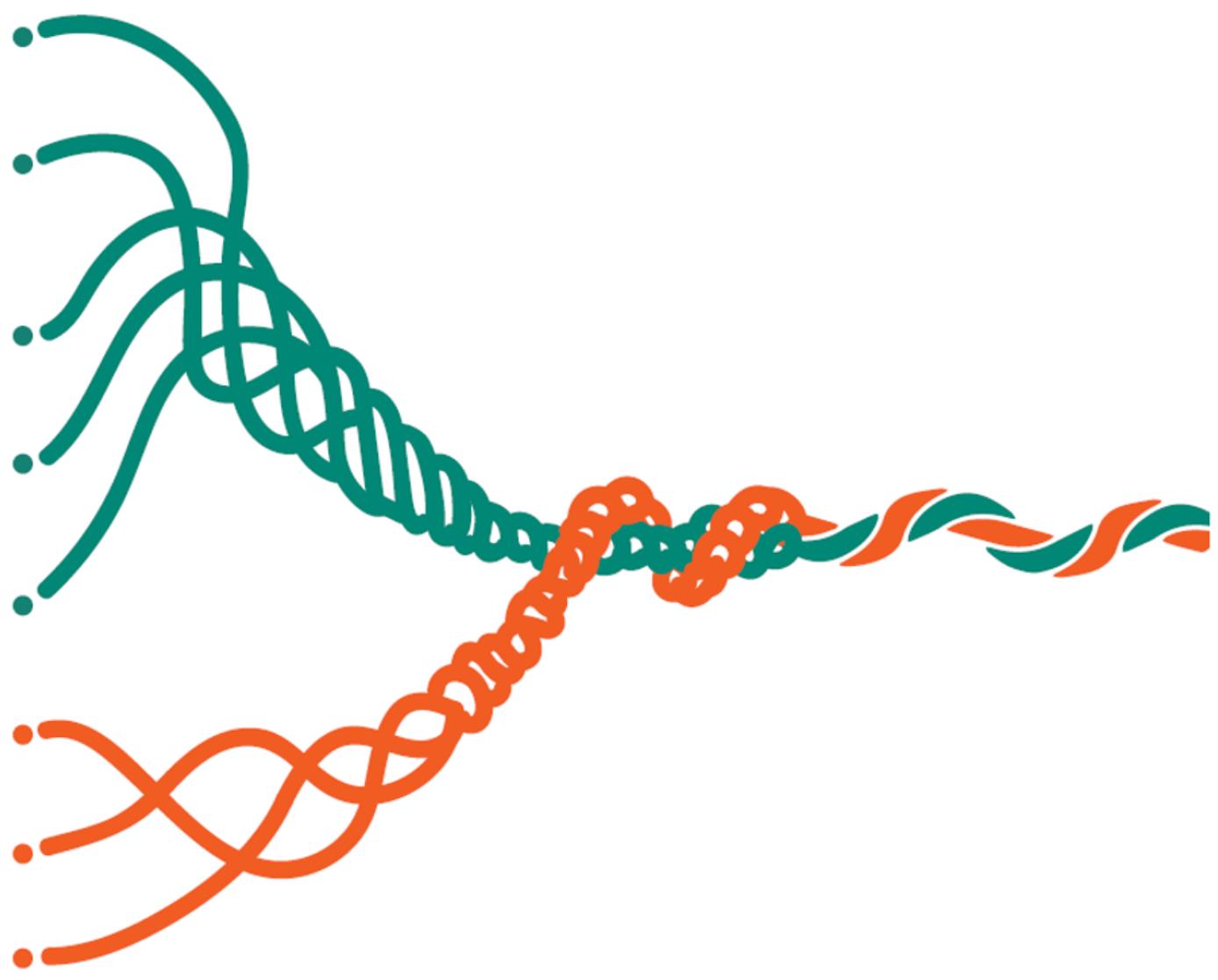
Application to jobs
and real life

Embedded PSHE
& Core Values

Meta-Cognition
and Self-Regulation

'Make it Stick'
Principles

We want our children to become confident, independent and responsible citizens who are reflective and thoughtful thinkers, have found their own passions, and are able to thrive in the world.



Our curriculum will enable children to discover the joy in learning and be the driving force behind finding passions for the future. Children will experience a breadth of knowledge and skills through a progressive curriculum which builds on local, national and global dimensions, including learning about the impact of significant people. From this, children will be able to develop the traits and characteristics that will equip them for a variety of future professions and enable them to thrive in a community as responsible citizens. Our curriculum will recognise those that are at a disadvantage and strive to promote equality and equity. Children will gain the confidence and independence through embedded PSHE to challenge or champion the status quo as reflective and thoughtful thinkers. Underpinning the curriculum will be a rich cultural capital accessible for all.

Curriculum Entitlement

- ★ RE using the Essex agreed curriculum, covered every other half term.
- ★ PSHE following the PSHE Association guidance, covered every other half term.
- ★ Forest Schools activities linked with themes and specific focuses.
- ★ Outdoor PE taught by specialist PE coach.

Autumn term – Geography and Art

Excellent Explorers

How is our world changing?

Think how the Earth has changed, what would they want to explore now or how would it have been affected by us? How does the environment they encountered compare with our local environment? What attributes/characteristics did the explorers have that are desirable today?

Final outcome: Sustainable development project (linked with local and Tanzanian schools)

Year group	Geography	Art	English text/Maths units	Science -2 blocks	Foundation subjects
EYFS	<p>Mary Anning (Dorset) First female palaeontologist</p> <p>UK</p> <p>Human features – buildings used to display historical artefacts and fossils e.g. museums.</p> <p>Physical features – beaches, cliffs, excavation sites.</p>	<p>Artist – Caz Scott, artist from Dorset.</p> <p>Layered artwork of Lyme Regis coast.</p> <p>Ocean artwork related to litter on the beach.</p> <p>Children to create artwork using the litter that they have found in the local area.</p> <p>Bonfire artwork</p> <p>Diva lamps</p> <p>Remembrance artwork</p>	<p>Dinosaur links:</p> <p>Dilly the Dinosaur</p> <p>Harry and his bucket full of dinosaurs</p> <p>Tyrannosaurus Drip (Julia Donaldson)</p>	<p>Skeleton – compare human and animal body parts</p> <p>Dinosaur diets</p>	<p><u>Physical Development:</u></p> <p>Autumn 1 indoor – Movement and handling</p> <p>Autumn 1 outdoor – Trim Trail</p> <p>Autumn 2 indoor - Gymnastics, Music and Movement skills.</p> <p>Autumn 2 outdoor – Team Ball Games</p> <p>Focus on developing independence when changing and learn skills to use buttons and zips.</p> <p><u>Expressive Art and Design:</u></p> <p>Children will practise Nativity songs and dances, moving in time to music and expressing ourselves through music and dance.</p> <p><u>Understanding the World:</u></p> <p>Special festivals and celebrations:</p> <p>Diwali</p> <p>Bonfire Night</p> <p>Remembrance Day</p>

					<p>Hannukah Christmas</p> <p><u>Personal, Social and Emotional:</u> Begin to understand own emotions and the emotions of others. Begin to feel comfortable to become more outgoing towards unfamiliar adults within the school environment. Learn to follow the rules and routines put in place to keep us happy and safe in school. Begin to develop a sense of community within the school environment by reading with children from KS2, creating a tribal flag and creating a class agreement.</p> <p><u>Metacognition (every other half term)</u> Colour Monster activities – identifying different emotions and learning how to manage own emotions.</p>
1	<p>Captain Cook - Australia: How do we travel around the world? How has it changed? Why is it easier or harder nowadays? What would Captain Cook's journey involve now?</p> <p>Human and physical features UK & Australia: Similarities and differences with the UK. Begin to ask geographical questions such as, what is this place like? What or who will I</p>	<p>Artists: Mbitjana and Bronwyn Bancroft</p> <p>Aboriginal artwork – texture, landscape and colour</p>	<p>Autumn 1: Purpose – writing to entertain (setting descriptions) Text: Journey by Aaron Becker</p> <p>Autumn 2: Purpose – writing to inform (letters) Text: The Jolly Postman by Janet Ahlberg and Allan Ahlberg</p>	<p>Everyday materials: Different types of materials and their properties.</p> <p>Seasonal changes: Compare and observe changes over time (Autumn and Winter)</p>	<p><u>Computing (weekly)</u> Computing systems and networks- Technology around us Creating media: Digital Painting</p> <p><u>P.E. (weekly)</u> Autumn 1 – Indoor – Dance and movement Autumn 1 – Outdoor – Buddy Boot Camp Autumn 2 – Indoor – Throwing and catching Autumn 2 – Outdoor – Buddy Boot Camp</p> <p><u>Music (every other half term)</u> Body percussion and percussion instruments</p>

	see in this place? What do people do in this place?		Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 10)		<u>R.E. (every other half term)</u> Special people – the home. (Christianity. Hinduism) <u>French - Language Angels (weekly)</u> France and French speaking countries (introduction to French language) <u>PSHE (every other half term)</u> How do we decide how to behave? What can we do with money? <u>Metacognition (every other half term)</u> The Colour Monster – what strategies can we use to help us manage our emotions?
2 <u>2022 Themes</u> Autumn – Flight Spring – Great Fire of London Summer – India	Christopher Columbus – America How to plan for a journey, link to maps and modern-day differences. Where could he explore now? Hot and cold regions in relation to the equator and poles Seasonal/daily weather patterns of UK Human and physical features UK & The Americas (Bahamas). Similarities and differences with the UK. Ask geographical questions such as; What is	Artist: Sue Read Sea paintings – texture, shade, line and colour	Autumn 1 Purpose: Writing to entertain (Letter Writing). Text: Christopher Columbus By Minna Autumn 2 Purpose: Writing to entertain (Descriptions) Text: Coming to England by Floella Benjamin.	Animals/Humans Lifecycles Needs of Animals and Humans to stay alive. Healthy eating and Exercise	<u>Computing (weekly)</u> Autumn 1 - Computing systems and networks- Technology around us Autumn 2 - Creating media: Digital Photography <u>P.E. (weekly)</u> Autumn 1 (indoor) - Gymnastic Autumn 1 (outdoor) - Boot Camp Autumn 2 (indoor) - Throwing and Catching Autumn 2 (outdoor) - Mighty Movers <u>Music (every other half term)</u> Hands, Feet, Heart Body Percussion

	<p>this place like? What or who will I see in this place? What do people do in this place?</p>				<p><u>R.E. (every other half term)</u> Special Places - (Christianity, Judaism, Islam).</p> <p><u>French (weekly)</u> Les formes (extend counting to 20)</p> <p><u>PSHE (every other half term)</u> ?</p> <p><u>Metacognition (every other half term)</u> Zones of regulation Lessons 1-6</p>
3	<p>Edmund Hillary – Mount Everest</p> <p>How did he achieve this in 1953? Who was with him and why is this significant? Place in historical context (Queen Elizabeth II Coronation).</p> <p>How do modern climbers achieve this now? Is the impact on the environment?</p> <p>Earthquakes, (tectonic plates, how mountains are formed) Mountains</p> <p>Geography – locate mountains Map work - compass points</p>	<p>Artist: David Hockney</p> <p>Artist study and creating own landscapes in the style of.</p>	<p>English: Autumn 1 Everest Purpose: to inform (letter) Autumn 2 Kaspar Purpose: to persuade (advert)</p> <p>Maths: Autumn 1: Place value Addition and subtraction</p> <p>Autumn 2: Addition and subtraction Multiplication and division</p>	Rocks	<p><u>Computing (weekly)</u> Autumn 1 – Computing systems and networks Autumn 2 – Creating Media</p> <p><u>P.E. (weekly)</u> Autumn 1 - Outdoor – Boot Camp Autumn 1 - Indoor – Multi-skills Autumn 2 – Outdoor – Mighty movers Autumn 2 – Throwing and catching</p> <p><u>Music (every other half term)</u> Model music –B How does music bring us together? Glockenspiels</p> <p><u>R.E. (every other half term)</u> Christianity</p> <p><u>French (weekly)</u></p>

	<p>History – Edmund Hillary and Tenzing Norgay <i>Before him, they climbed in tweed and died (better equipment when he climbed) climbed in 1953. Compare to climbing it today. Moral compass. Compare the climbs before them to see what made him successful.</i></p>				<p>Autumn 1 - French greetings Autumn 2 - French adjectives of colour size and shape</p> <p><u>PSHE (every other half term)</u> What are the rules keeping us safe? What can we do about bullying?</p> <p><u>Metacognition (every other half term)</u> Zones of Regulation - Lessons 7-12</p>
4	<p>Captain Robert Scott – Antarctic</p> <p>Mathew Henson- Arctic How do the journeys compare?</p> <p>Is this different or the same today? What would you need to survive the extreme temperatures? Children to design a survival kit. Link to core values - resilience and perseverance.</p> <p>Rivers Water cycle - describe and understand the key aspects of rivers and the water cycle.</p> <p>Understand key topographical features and land use patterns; how some of these aspects have changed over time.</p>	<p>Artist: David McEown Artist study and learning to recreate paintings of landscapes and Antarctic animals.</p> <p>Exploring ways of colouring, including different styles of shading and the use of collage.</p>	<p>Autumn 1: Shackleton’s Journey by William Grill Writing to inform</p> <p>Autumn 2: The Lion, the Witch and the Wardrobe by C.S. Lewis Writing to entertain</p> <p>Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division</p>	<p>Sound</p> <p>States of matter</p> <p>Living things and their environment</p> <p>Teeth and digestion</p> <p>Electricity</p> <p>Classification</p>	<p><u>Computing (weekly)</u> Computing systems and networks- The Internet Creating media- Photo editing</p> <p><u>P.E. (weekly)</u> Autumn 1 – Mighty Movers (Boxercise) Autumn 2 – Dynamic Dance (Line dancing)</p> <p><u>Music (every other half term)</u> Charanga unit: Mamma Mia (DooD)</p> <p><u>R.E. (every other half term)</u> Autumn – Christianity</p> <p><u>French (weekly)</u> Autumn 1 – Portraits – describing in French Autumn 2 – Clothes – getting dressed in French</p> <p><u>PSHE (every other half term)</u> Diversity Being a good friend</p>

	<p>Positive and negative impact of their journey on the environment</p> <p>Link to text 'The Dam'</p>				<p>Growing and changing</p> <p>Keeping safe in our local area</p> <p><u>Metacognition (every other half term)</u></p> <p>Zones of Regulation lessons 13-18</p> <p>ReflectED – Successful learners (6 lessons)</p> <p>ReflectED – Metacognitive talk – plan, monitor, evaluate (6 lessons)</p>
5	<p>Explorer: Sacagawea North America</p> <p>Key areas:</p> <p>Depletion of natural resources.</p> <p>Positive and negative impact of their journey on the environment.</p> <p>Land use – economic and trade use.</p> <p>Locations of densely habituated populations.</p> <p>Physical and human characteristics of North America.</p> <p>Why people are attracted to live by rivers? Explain the course of a river.</p>	<p>Artist: John Nieto.</p> <p>Focus: Native American artwork.</p> <p>Observational sketching (using light and shadow) and combing colours to create colours, tones and tints to enhance mood.</p>	<p>English:</p> <p>Autumn 1:</p> <p>Purpose: writing to entertain</p> <p>Text: Cosmic by Frank Cottrell Boyce</p> <p>Autumn 2:</p> <p>Purpose: writing to inform</p> <p>Text: The Earth Under Sky Bear's Feet (poetry) By Joseph Bruchac</p> <p>A Boy Called Slow By Joseph Bruchac</p> <p>Maths:</p> <p>Autumn 1:</p> <p>Number: place value</p> <p>Number: addition and subtraction</p> <p>Statistics</p>	<p>Autumn 1: Space</p> <p>Autumn 2: Forces</p>	<p><u>Computing (weekly)</u></p> <p>Autumn 1: Computing Systems and Networks- Sharing information</p> <p>Autumn 2: Creating media- vector drawing</p> <p><u>P.E (weekly)</u></p> <p>Autumn 1- indoor- mighty movers</p> <p>Autumn 1- outdoor-bootcamp</p> <p>Autumn 2- indoor- Invasion game- dodgeball</p> <p>Autumn 2- outdoor- invaders</p> <p><u>Music (every other half term)</u></p> <p>Charanga unit: Classroom Jazz 1</p> <p>Instruments: Glockenspiels and various percussion instruments to be used</p> <p><u>R.E (every other half term)</u> Life-changing experiences for founders of different religions (Christianity, Islam, Judaism, Sikhism)</p> <p><u>French (weekly)</u></p> <p>Autumn 1: Space Exploration</p>

			<p>Autumn 2: Number: multiplication and division</p> <p>Measurement: perimeter and area.</p>		<p>Autumn 2: French Speaking Around the World</p> <p><u>PSHE (every other half term)</u> What makes a community? What does discrimination mean?</p> <p><u>Metacognition (every other half term)</u> ReflectED – Successful learners</p>
6	<p>Percy Fawcett- Amazon Focus on his expeditions. Looking at our impact on the Amazon rainforest. How would his journey be different today? What messages would he give us today?</p> <p>Key areas: Biomes and Vegetation belt The layers of a rainforest. Positive and negative impact of their journey on the environment Modern western diets and the effects on land and people. Deforestation due to demand of certain crops. BNC links – climate change. Mapping</p>	<p>Artist: John Dyer</p> <p>Art focus: Amazonian/rainforest landscapes.</p> <p>Using mixed media to create atmosphere and texture through tones and shades.</p>	<p>Autumn 1: Purpose: To inform Text type: Newspaper article Book: The Explorer – Katherine Rundell</p> <p>Supplementary texts: Journey to the river sea – Eva Ibbotson</p> <p>The Dam – David Almond</p> <p>Autumn 2: Purpose: To persuade Text type: Formal letter Book: The Arrival Shaun Tan</p> <p>Supplementary texts: The Proudest Blue Boy 87</p>	<p>Autumn 1 : Living things and their habitats</p> <p>Autumn 2: Animals including humans</p>	<p><u>Computing (weekly)</u> Autumn 1: Computing systems and networks- Communication Autumn 2: Creating media- Web page creation</p> <p><u>P.E. (weekly)</u> <u>Autumn 1:</u> Outdoor – Invaders Daily mile <u>Autumn 2:</u> Colchester United (Invasion skills) Attacking and defending (dodgeball and basketball)</p> <p><u>Music (every other half term)</u> Charanga Unit – Happy Instruments - Glockenspiels and xylophones</p> <p><u>R.E. (every other half term)</u> Creation accounts in different religions and the Humanist view</p> <p><u>French (weekly)</u> French sports and the Olympics</p>

			<p>Boy at the back of the class</p> <p>Maths – Autumn 1: Number: Place Value Number: Addition and Subtraction Reasoning and problem solving Focus: Using visual methods including bar model</p> <p>Maths Autumn 2: Number: Multiplication and division Number: Factors, multiples and primes Number: Fractions Reasoning and problem solving Focus: Working systematically</p>		<p><u>PSHE (every other half term)</u> What makes a healthy and happy relationship?</p> <p><u>Metacognition (every other half term)</u> ReflectED – Successful learners (6 lessons)</p>
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Spring term - History and DT

What would our lives be like without the...(Romans, founders of flight, telephones)?

Final outcome: Whole school museum

Year group	History	DT	English text/ Maths	Science - 2 blocks	Foundation subjects
EYFS	<p>Telephones – own history Alexander Graham Bell Local history - Marconi Asking parents/grandparents how they made phone calls – how did you communicate birth announcements? How has communication changed over time? Timeline of birth announcements (grandparent, parent, me)</p>	<p>Research, design and make a string telephone.</p>	<p>Penguin by Polly Dunbar Dr Dog by Babette Cole</p>	<p>String telephone – how sound travels. (sonic boom, phone ringing, tuning fork in water)</p>	<p><u>Physical Development:</u> Spring 1 indoor – Team games – Balloons and Hoops Spring 1 outdoor – Multi Skills Team Games. Spring 2 indoor – Gymnastics – Music and movement, wall bars. Spring 2 outdoor – Athletics – Running and Jumping.</p> <p><u>Expressive Art and Design:</u> Make own telephone ring tone Music Easter related artwork Chinese New Year related artwork Adverts for the telephone then and now? https://www.onhold.on.ca/telephone-advertisements-throughout-the-ages/</p> <p><u>Understanding of the World:</u> Special festivals and celebrations: Chinese New Year Easter</p> <p><u>Personal, Social and Emotional:</u> Developing resilience through trial and error when creating string telephones. Learn and talk about the different factors that affect our health and general wellbeing.</p>

					<u>Metacognition (every other half term)</u> ReflectED introduction
1	Home through time (chronology) link to Francis Crittall for local history: How have homes changed over time? Learn about the development of homes over time from caves to houses. How have homes impacted lives in the past and present?	Making photo frames using sustainable resources. Skill – joining materials	Spring 1: Purpose – writing to entertain (stories, including retelling) Text: Peace at Last by Jill Murphy Spring 2: Purpose – writing to inform (instructions) Text: Window Jeannie Baker Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume	Animals including humans: explore and answer questions about animals and their habitats, learn the names of body parts, compare animals.	<u>Computing (weekly)</u> Data and Information- Grouping data Programming A - Moving a robot <u>P.E. (weekly)</u> Spring 1 – Indoor – Gym skills Spring 1 – Outdoor – Active athletics Spring 2 – Indoor – Multi skills Spring 2 – Outdoor – Skip to the beat <u>Music (every other half term)</u> Charanga unit – adding rhythm and pitch – How does music tell is about the past? <u>R.E. (every other half term)</u> Special symbols and objects – Christianity, Judaism, Buddhism <u>French – Language Angels (weekly)</u> Les Salutations Les couleurs et les nombres 1-10 <u>PSHE (every other half term)</u> How do we keep safe? <u>Metacognition (every other half term)</u> Growth Mindset

<p>2</p>	<p>History of flight Aeroplanes – The Wright brothers Amelia Earhart How would we travel the world without flight? Local link - Duxford Continue to look at women in history: Rosa Parks, Elizabeth II, Emmeline Pankhurst</p>	<p>DT – Kites – woodwork tools, materials.</p>	<p>Spring 1 Purpose: To entertain (Recount) Text: The Wright brothers first flight by Alice Harman Spring 2 Purpose: To inform (Fact file) Non-fiction focus on famous women in history. Rosa Parks, Emiline Pankhurst, Ameila Earhart, Freida Kahlo, Marie Curie.</p> 	<p>Everyday materials: Suitability for flight (link to Icarus story) Changing shape - squashing, stretching, bending, twisting (storing energy for flight propellers, springs etc)</p>	<p><u>Computing (weekly)</u> Data and Information- Pictograms Programming A- Robot algorithms</p> <p><u>P.E. (weekly)</u> Spring 1 (indoor) - Yoga Spring 1 (outdoor) - active athletics Spring 2 (indoor) - dance Spring 2 (outdoor) - skip to the beat</p> <p><u>Music (every other half term)</u> I want to play in a band Body percussion Glocks</p> <p><u>R.E. (every other half term)</u> Special words and stories Page 51-56 (ExploRE) Christianity Judaism Sikhism</p> <p><u>French (weekly)</u> Les animaux Les fruits</p> <p><u>PSHE (every other half term)</u> How can we be healthy? What is the same and different about us?</p> <p><u>Metacognition (every other half term)</u> Growth mindset</p>
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3	<p>Stone age to iron age Late Neolithic hunter-gatherers Bronze age religion, technology and travel (Stonehenge) Iron age hill forts: tribal kingdoms, farming, art and culture Local link: UK</p>	DT: Sewing Pouches	<p>English: Spring 1 Stone Age Boy Purpose: to entertain (story) Spring 2 The Iron Man Purpose: to inform (newspaper report).</p> <p>Maths: Spring 1: Multiplication division Money Statistics</p> <p>Spring 2: Length and perimeter fractions</p>	<p>Spring 1: Light and shadows</p> <p>Spring 2: Animals including humans</p>	<p><u>Computing (weekly)</u> Spring 1 – Data and information Spring 2 – Programming A</p> <p><u>P.E. (weekly)</u> Spring 1 – Outdoor – Active Athletics Spring 1 – Indoor – Gym Skills Spring 2 – Outdoor – Skip to the beat Spring 2 – Indoor - Dance</p> <p><u>Music (every other half term)</u> Model music B – What does this tell us about the past? Composing and listening Percussion</p> <p><u>R.E. (every other half term)</u> Judaism</p> <p><u>French (weekly)</u> Spring 1 – French playground games - numbers and age Spring 2 – French classroom</p> <p><u>PSHE (every other half term)</u> What are we responsible for? How can we describe our feelings?</p> <p><u>Metacognition (every other half term)</u> REflectED successful Learners 6 lessons</p>
4	Romans Impact on our lives in the UK?	DT – creating Roman vehicles	Spring 1: Empire’s End by Leila Rasheed	Sound Living things and their habitats	<p><u>Computing (weekly)</u> Data and Information- Data logging Programming A- Repetition in shapes</p>

	<p>What did the Romans do for us? Baths/Roads Newspaper/heating /Toilets Could link to the power of the army, Boudicca, Hadrian's wall, Jullius Caesar's invasion attempts Local area study linked in – Colchester castle</p>		<p>Writing to persuade Spring 2: Tiger, Tiger by Lynne Reid Banks Writing to entertain Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals</p>		<p><u>P.E. (weekly)</u> Spring 1 – Gym Sequence Spring 2 - Gymfit Circuits <u>Music (every other half term)</u> Charanga unit: Lean On Me (Xylophone) <u>R.E. (every other half term)</u> Spring – Buddhism <u>French (weekly)</u> Spring 1 – French numbers, calendars and birthdays Spring 2 – French weather and the water cycle <u>PSHE (every other half term)</u> Diversity Being a good friend Growing and changing Keeping safe in our local area <u>Metacognition (every other half term)</u> ReflectED – Successful learners (6 lessons)</p>
5	<p>Ancient Civilisations The Mayans Compare and contrast inventions, leaders, the after-life etc. Learn the concept that different civilisations</p>	<p>Creating a Mayan product using weaving and sewing techniques. Skill: sewing and weaving.</p>	<p>English: Spring 1: Purpose: Writing to entertain Text: The Firework Maker's Daughter by Philip Pullman Spring 2:</p>	<p>Spring 1: Properties and changes of materials Spring 2: Living things and their habitats</p>	<p><u>Computing (weekly)</u> Spring 1: Data and Information- Flat-file databases Spring: Programming A- selection in physical computing <u>P.E. (weekly)</u> Spring 1- indoor- gym sequence Spring 1- outdoor- step to the beat Spring 2- indoor- gym circuits</p>

	<p>were growing around the world at the same time.</p> <p>From 2022: Anglo Saxon and Scots settlement Viking and Anglo-Saxon struggle for the kingdom of England</p> <p>Battle of Maldon</p>		<p>Purpose: Writing to inform Text: The Rain Player by David Wisniewski</p> <p>Maths: Spring 1: Multiplication and division Fractions</p> <p>Spring 2: Number: fractions, decimals and percentages</p>		<p>Spring 2- outdoor- active adventure</p> <p><u>Music (every other half term)</u> Charanga unit: Livin' on a Prayer Instrument: recorders</p> <p><u>R.E. (every other half term)</u> Sacred writings in different religions (Christianity, Judaism, Islam, Sikhism)</p> <p><u>French (weekly)</u> Spring 1: Monster Pets Spring 2: French Family</p> <p><u>PSHE (every other half term)</u> How can we manage our money? What choices help health?</p> <p><u>Metacognition (every other half term)</u> RelectED Metacognitive talk: Plan, Monitor, Evaluate</p>
6	<p>A theme in British history that extends knowledge beyond 1066</p> <p>The Empire (Caribbean) with a focus on sugar plantation and the power of steam</p> <p>Age-appropriate study of slavery and the journey they were forced to take, link to equality for all</p>	<p>DT: Create a battery-operated vehicle (train). Discuss aerodynamics and compare with the Victorian steam trains.</p> <p>Skills: Modelling. Sanding. Accurate measuring. Electrical circuits (series and parallels).</p>	<p><u>English Spring 1</u> Purpose: Writing to entertain Text: Cogheart by Peter Bunzel</p> <p><u>English Spring 2</u> Purpose: To discuss Text: The Tempest by William Shakespeare</p> <p><u>Maths Spring 1</u></p>	<p>Spring: Electricity Serial and parallel circuits Application of skills (cover gaps from missing electricity topic in year 4).</p>	<p><u>Computing (weekly)</u> Spring 1: Data and Information- Spreadsheets Spring 2: Programming A- Variables in games</p> <p><u>P.E. (weekly)</u> Spring 1: Indoor - Gym sequence Outdoor – Step to the beat Spring 2: Indoor – Gym circuits Outdoor – Active adventure</p> <p><u>Music (every other half term)</u> Spring 1: Classroom Jazz 2</p>

	<p>(Look into Harriet Tubman)</p> <p>Link to West Indian diaspora in mid Victorian times then move on to UK links to the world stage, time zones etc (see progression documents)</p> <p>The Railways (Victorians)- second half term with a focus on Prince Albert and the Industrial Revolution</p>	<p>Art – linking back to history and Victorian Britain with Cogheart</p>	<p>Fractions, decimals, percentages, algebra</p> <p>Reasoning and problem solving focus: finding all possibilities</p> <p><u>Maths Spring 2</u></p> <p>Measurements: converting units, perimeter, area & volume. Ratio</p> <p>Reasoning and problem solving focus: visual problems</p>		<p>Reading music. Identifying sounds from different instruments.</p> <p>Instruments: Steel drums Untuned percussion</p> <p><u>R.E. (every other half term)</u> Death in different religions and Humanism</p> <p><u>French (weekly)</u> Spring 1: French football champions Spring 2: My French house</p> <p><u>PSHE (every other half term)</u> What are human rights? How can money affect us?</p> <p><u>Metacognition (every other half term)</u> RelectED Metacognitive talk Plan, Monitor, Evaluate (6 lessons)</p>
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Summer term – Geography, History

What makes a country unique?

(How does the physical geography compare to our own? How does lifestyle and opportunity affect people's futures? How does art enrich their culture?)

Final outcome: Carnival of the arts

Year group	Geography (1 half term)	History (1 half term)	Art / DT – food	English text / Maths	Science 1 block + 1 science day	Other foundation subjects
EYFS	<p>UK/Brazil (South America)</p> <ul style="list-style-type: none"> -Weather -Continents -Religion -Western society <p>Identify the UK and Brazil on the world map or on a globe and name the 7 continents through singing.</p>	<p>The Carnival in Rio de Janeiro learn about the world-famous festival held before Lent every year, considered the biggest carnival in the world with two million people per day on the streets. The first festivals of Rio date back to 1723.</p>	<p>Artist study: Fabio Cembranelli Find out about his life and work. (An artist who studies and observes inspiring outdoor locations, using watercolours and acrylics to paint with)</p> <p>Art skills - Brazilian patterns – media exploration,</p>	<p>‘Slowly slowly sloth said the Sloth’</p> <p>Alliteration – animals in Brazil ‘lazy, lazy, lizard’</p> <p>Read stories about animals and talk about the similarities and differences between here and there.</p>	<ul style="list-style-type: none"> -Colour mixing -Floating/sinking -Waterproof materials <p>Make an item of clothing/shelter which could be used during wet season</p>	<p><u>Physical Development:</u></p> <p>Summer 1 indoor – Dance preparation for Carnival of Arts. Summer 1 outdoor – Multi skills – scoring games. Summer 2 indoor – Dance preparation for Carnival of Arts. Summer 2 outdoor – Multi skills – scoring games.</p> <p><u>Expressive Art and Design:</u></p> <p>Use artistic skills to create different things related to Brazilian culture such as musical instruments-make a drum, design</p>

		Brazil is the only Portuguese-speaking country in South America.	using different tools to create different textures and patterns in paint. DT – Salada De Frutas (Brazilian fruit salad)	Fantastic Tales (link with English/theme) (DL). Maths Summer 1 Summer 2		and make a flag, design party clothing for our dance. Being imaginative – carnival dance Exploring media – steel drums and other carnival music. <u>Understanding the World:</u> ICT- Art Attack (link with theme-art) (DL). <u>Personal, Social and Emotional:</u> Show appreciation and respect for other religions and cultures that they learn about. Understanding own and others feelings through colour monster teaching, linking in with culture and diversity. <u>Metacognition (every other half term)</u> ReflectED
1	UK/Kenya: (Europe/Africa) Compare cultures - link to comparisons in arts, different styles of dance, music and art. Name, locate and identify characteristics of the 4 countries in the UK Weather/Climate	Comparison of historical leadership: Kings and Queens (Elizabeth and Victoria comparison) Historical tribal leadership in Kenya	Artist Study: Ndichu-Njuguna (An artist who grew up in the central highlands of Kenya. His work was inspired by landscapes) DT food: one of Kenya's most nourishing meals –	Summer 1: Purpose – writing to entertain (stories including descriptions) Text - Lila and the Secret of Rain by David Conway Summer 2: Purpose – writing	Plants: explore and answer questions about plants growing in their habitats.	<u>Computing (weekly)</u> Creating media- Digital writing Programming B- Introduction to animation <u>P.E. (weekly)</u> Summer 1 – Indoor – Dance (preparation for Performing Arts Festival) Summer 1 – Outdoor – Sports Day Preparation

	Locate on a map and where they are in relation to us.		Githeri, a one pot meal made with corn and any kind of bean.	to entertain (Poetry) Text: Cops and Robbers by Janet and Allan Ahlberg Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time		Summer 2 – Indoor – Dance (preparation for Performing Arts Festival) Summer 2 – Outdoor – Throwing and catching 2 <u>Music (every other half term)</u> Charanga unit – Glockenspiel stage 1 Instrument – Glockenspiel <u>R.E. (every other half term)</u> Special things in nature (Christianity, Hinduism, Islam) <u>French – Language Angels (weekly)</u> Les Saisons (the seasons) Comptines et Chansons <u>PSHE (every other half term)</u> How do we feel? What makes us special? <u>Metacognition (every other half term)</u> ReflectED – Successful learners
2	UK/India (Asia) Look at elements of UK culture and compare to culture in India. Link to stories and religion.	Compare events beyond living memory which are significant nationally or globally	DT – Food (Indian Cuisine) Art – Famous Indian Artist	English: Summer 1 – To inform (diary entry and newspaper) Text TBC	Living things and their habitats -alive, dead, never alive -habitats	<u>Computing (weekly)</u> Creating media- Making music Programming B- An introduction to quizzes <u>P.E. (weekly)</u>

	<p>Dance Music Sport</p> <p>Compare UK with India -Physical features, culture and habitats Mountains, rivers etc.</p>	<p>Summer 1- Great fire of London</p>	<p>Make houses out of cardboard (junk modelling) have hay for wattle and daub on the outside. Set up in rows and set on fire on one side and watch it move across the houses.</p>	<p>Summer 2 – To entertain (story) Text TBC</p> <p>Maths: Summer 1 -Four operations -Fractions -Measures -Geometry</p> <p>Summer 2 -Money -Time -Four operations -Reasoning and problem solving.</p>	<p>-food chains and sources</p>	<p>Summer 1 (indoor) - Dance Summer 1 (outdoor) - Sports Day Summer 2 (indoor) – Dance Summer 2 (outdoor) - Athletics</p> <p><u>Music (every other half term)</u> Friendship Song Voices</p> <p><u>R.E. (every other half term)</u> Special ways of living Page 67 (ExploRE) Christianity Buddhism Islam</p> <p><u>French (weekly)</u> Musical instruments</p> <p>Je peux....</p> <p><u>PSHE (every other half term)</u> How do we show our feelings? How do we keep safe in different places?</p> <p><u>Metacognition (every other half term)</u> ReflectED – Successful learners (6 lessons)</p>
3	<p>Mexico (North America)</p>	<p>Look at the ancient history of Mexico – Mayans</p>	<p>Art- Frida Khalo Prints based on aspects of her art.</p>	<p>English: Summer 1</p>	<p>Summer 1: Plants Summer 2:</p>	<p><u>Computing (weekly)</u> Summer 1 – Creating media – desktop publishing</p>

	<p>Mexican traditions and origins.</p> <p>Day of the dead festival.</p> <p>How living in Mexico differs to here – Siestas</p> <p>Compare UK with Mexico -Physical features, culture and habits</p> <p>Locating on a map, continents, oceans, equator, northern and southern hemisphere.</p> <p>Chichunitza - 7 wonders of the world. Kobra (newest temple discovered).</p>		<p>DT - Food technology: Burritos, fajitas, spices, flavour, rice dish (invite parents in for a day of the dead themed Mexican feast) with pinata for entertainment.</p>	<p>Charlie and the chocolate factory Purpose: To persuade (leaflet). Summer 2 Charlotte’s Web Purpose: to entertain (story)</p> <p>Maths: Summer 1: Fractions Time</p> <p>Summer 2: Shape Mass and capacity</p>	<p>Forces</p>	<p>Summer 2 – Programming B – events and actions</p> <p><u>P.E. (weekly)</u> Summer 1 – outdoor – Sports day preparation Summer 1 – Indoor – Dance Summer 2 – Outdoor – Rounders and cricket Summer 2 – indoor – dance</p> <p><u>Music (every other half term)</u> Unit A The Dragon Song. Singing composing and performing. Voice</p> <p><u>R.E. (every other half term)</u> Sikhism</p> <p><u>French (weekly)</u> Summer1 – French transport Summer 2 – A circle of life in French</p> <p><u>PSHE (every other half term)</u> How can we eat well? What jobs would we like?</p> <p><u>Metacognition (every other half term)</u> ReflectED Metacognitive talk</p>
4	<p>Greece (Europe)</p>	<p>Ancient Greece</p>	<p>Art – Ancient Greek pottery art and mosaics</p>	<p>Summer 1: Why the Whales Came by Michael Morpurgo Writing to persuade</p>	<p>Electricity</p>	<p><u>Computing (weekly)</u> Creating media- Audio editing Programming B- Repetition in games</p>

	<p>Compare and contrast to the UK, similarities and differences with physical and human geography</p> <p>Impact of climate change and how different parts of the world have different climates depending on their location.</p> <p>Types of settlements and land use.</p> <p>Name and locate countries and cities of the UK and Greece, geographical regions and identify human and physical features.</p>		<p>Food – sampling evaluating and creating Greek salads</p>	<p>Summer 2: Tuesday by David Wiesner Writing to inform</p> <p>Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape</p>		<p><u>P.E. (weekly)</u> Summer 1 – Young Olympians Summer 2 – Multi-fitness</p> <p><u>Music (every other half term)</u> Charanga unit: Lean On Me (Xylophone)</p> <p><u>R.E. (every other half term)</u> Summer - Hinduism</p> <p><u>French (weekly)</u> Summer 1 – French food – miam, miam! Summer 2 – French and the Eurovision Song Contest</p> <p><u>PSHE (every other half term)</u> Diversity Being a good friend Growing and changing Keeping safe in our local area</p> <p><u>Metacognition (every other half term)</u> ReflectED – Metacognitive talk – plan, monitor, evaluate (6 lessons)</p>
5	Egypt (Africa)	Ancient Egypt-the achievements of an ancient civilisation.	Art: Children to explore Ancient	English:	Animals, including humans	<p><u>Computing (weekly)</u> Summer 1: Creating media- video editing</p>

	<p>Similarities and differences between human and physical geography of Egypt and UK.</p> <p>Identify geographical diversity across the world.</p>		<p>Egyptian artwork and use this to create a class collage using sketching techniques and a range of mediums.</p> <p>D.T: children to design their own flatbread sandwich: they make the flatbread and decide on the fillings.</p>	<p>Summer 1: Purpose: Writing to entertain. Text: Cats and Curses by Elen Caldecott</p> <p>Summer 2: Purpose: writing to persuade Text: A Boy in the Girl's Bathroom by Louis Sachar</p> <p>Maths: Summer 1: Number- decimals and geometry- properties of shapes</p> <p>Summer 2: Geometry- position and direction and measurement- converting units and volume</p>		<p>Summer 2: Programming B- Selection in quizzes</p> <p><u>P.E. (weekly)</u> Summer 1- indoor- dance Summer 1- outdoor- sports day preparation Summer 2- indoor- dance Summer 2- outdoors- rounders</p> <p><u>Music (every other half term)</u> Charanga unit: The Fresh Prince of Bel-Air Instruments: Steel drums and boom whackers</p> <p><u>R.E. (every other half term)</u> Initiation ceremonies in different religions (Christianity, Judaism, Islam, Sikhism)</p> <p><u>French (weekly)</u> Summer 1: French shopping (cooking link) Summer 2: Verbs</p> <p><u>PSHE (every other half term)</u> How can we be safe online and using social media? What makes us enterprising?</p>
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						<u>Metacognition (every other half term)</u> Zones of regulation
6	UK: London (Europe) Human geography focus Settlement and land use, how economic activity changes with a changing population. Comparison between contrasting locations (Amazon rainforest and London)	A significant turning point: The Battle of Britain, WW2 Look at the rations allocated. What recipes could they make? They can try different recipes out.	DT - Food technology (how different cultures use items in their diet, e.g. Potatoes) Make bread and flavour with different items from studied countries. Art – Pete Rumney. Use a range of media including chalks, charcoal and paints. Focus on famous London landmarks (chalk and charcoal) with seasonal weather juxtaposing with pop art figures.	<u>English Summer 1</u> Purpose: Writing to entertain Text: Goodnight, Mr Tom by Michael Magorian <u>English Summer 2</u> Purpose: Writing to entertain Text: Street Child by Berlie Doherty Supplementary texts: Little Match Girl by Hans Christian Anderson Either: Hetty Feather or Sapphire Battersea by Jacqueline Wilson <u>Maths Summer 1</u> Statistics, geometry: properties of shape <u>Reasoning and problem solving</u>	Summer 1: Evolution (Darwin) Summer 2: Light	<u>Computing (weekly)</u> Summer 1: Creating media- 3D modelling Summer 2: Programming B-Sensing <u>P.E. (weekly)</u> Summer 1: Indoor – Dance Summer 1: Outdoor – Young Olympians Summer 2: Indoor – Multi-fitness Summer 2: Outdoor - Rounders <u>Music (every other half term)</u> Charanga unit: You’ve got a friend Instruments: A range of instruments to be included in production Musical production from Starshine <u>R.E. (every other half term)</u> Central beliefs in different religions and Humanism <u>French (weekly)</u> Summer 1: Planning a French holiday Summer 2: Visiting a French town <u>PSHE (every other half term)</u>

				<p><u>focus</u>: working strategically <u>Maths Summer 2</u> Consolidation of Y6 learning, Moneysense Week, themed projects</p>		<p>How can we stay healthy? How can we manage risk?</p> <p><u>Metacognition (every other half term)</u> Zones of regulation as an intervention</p>
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