



Broomfield Primary

EYFS – KS2

Curriculum

2021/2022

**We have high aspirations for all pupils at Broomfield Primary School. Our curriculum is firmly rooted in our school aims...**

**We can change the future...**

- We learn how to become expert learners
- We learn how to make positive choices about our health and wellbeing
- We care about our world and respect everyone we share it with
- We learn about our rights and how we can protect the rights of others
- We leave Broomfield ready for our next adventure

**Everyone learning together**

**Learning to make a positive difference**

Satisfying the National Curriculum, our topics provide broad and balanced opportunities for pupils to systematically develop the requisite skills, knowledge and understanding to enable progression and continuity in their learning.

We embrace the opportunity to immerse pupils in their learning and 'hook events', or tasks, ensure that learners are excited and engaged into new topics. These events range from visits, or visitors to classroom activities. The Broomfield curriculum is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.

Time for learners to reflect or review their learning is central to the learning process at Broomfield. Using 'ReflectEd' supports pupils in 'Learning to Learn', where reflection is seen as a very important part of individuals' learning journey. It also supports the acquisition of 'Sticky Knowledge' enabling an alteration to our long-term memory.

Our written curriculum is enhanced further by the opportunity to learn from the programmes which are fundamental aspects of school life. Broomfield is a 'Rights Respecting' school, which is woven through our curriculum but also underpins the choices which pupils, and adults, make within school. We encourage pupils to take personal responsibility for their own learning, but also for their own well-being and the environment through the Healthy Schools and Eco Schools programme.

We want all pupils to be successful, confident in their own abilities and potential. Therefore, our curriculum is reviewed and adapted to meet the needs of all pupils within the context of themselves, their school and their local community. Our intent is that the curriculum enables pupils to leave Broomfield achieving their academic best, proud of who they are and the choices they make, ready for their next adventure.

	Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Year 1</b>	<b>English Units</b>	<p><b>Wild – Emily Hughes</b> <i>Poetry</i> Out and About by Shirley Hughes <i>Reading</i> Core text The Little Gardener – Emily Hughes</p>	<p><b>Lost and Found – Oliver Jeffers</b> <i>Poetry</i> Christmas poems <i>Reading</i> Core text Non-fiction books on animals in hot and cold regions. Meerkat Mail-Emily Gravett</p>	<p><b>Beegu – Alexis Deacon</b> <i>Poetry</i> Poet study – Puffin Book of Fantastic First Poems – June Crebbin <i>Reading</i> Core text</p>	<p><b>Dogger – Shirley Hughes</b> <i>Poetry</i> All Aboard the Toy Train – Tony Bradman <i>Reading</i> Core text Non-fiction books about toys I love you Blue Kangaroo-</p>	<p><b>Pattan’s Pumpkin – Chitra Soundar</b> <i>Poetry</i> It starts with a seed- Laura Knowles <i>Reading</i> Core texts Non-fiction books about plants and growth.</p>
	<b>Maths</b> White Rose Maths.	<p>Number: Place Value within 10 Number: Addition and subtraction</p>	<p>Number: Addition and Subtraction  Geometry: Shape  Number: Place Value within 20</p>	<p>Consolidation  Number: Addition and Subtraction within 20  Number: Place Value within 50</p>	<p>Measurement: Length and Height  Measurement: Weight and Volume  Consolidation</p>	<p>Consolidation  Number: Multiplication and Division  Number: Fractions  Geometry: Position and Direction</p>	<p>Number: Place Value within 100  Measurement: Money  Measurement: Time</p>
	<b>Learning Challenges History/Geography</b>	Where do the leaves go in the winter?	Why can't a meerkat survive in the North Pole? Features of a town/local area	What has changed since your grandparents were young? Old Toys	Who was famous when your Mum and Dad were little? Famous person in history	Where do, and did, the wheels on the bus go?	

Key areas	Geography	Geography	Geography & History	History	History	
<b>Art</b>	<b>Use of IT</b> Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?			<b>Knowledge</b> Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?		
	<b>Drawing</b> Can they communicate something about themselves in their drawing? Can they create moods in their drawings? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil?	<b>Painting</b> Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they name the primary and secondary colours?	<b>Printing</b> Can they print with sponges? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern?	<b>Textiles</b> Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread?	<b>3D</b> Can they add texture by using tools? Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay, dough or plasticine?	<b>Collage</b> Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need?
<b>DT</b>	<b>Developing, planning and communicating ideas</b> Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?		<b>Working with tools, equipment, materials and components to make quality products</b> Can they explain what they are making? Can they explain which tools they are using?		<b>Evaluating processes and products</b> Can they describe how something works? Can they talk about their own work and things that other people have done?	
	<b>Cooking and nutrition</b> Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, e.g., cakes?	<b>Textiles</b> Can they describe how different textiles feel? Can they make a product from textiles by gluing?	<b>Use of materials</b> Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be?	<b>Mechanisms</b> Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts?	<b>Construction</b> Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?  Possible – Make a model bus.	

	Article 24 – The right to healthy food and clean water								
<b>Performing arts Charanga</b>	Hey you!	Rhythm in the way we walk and the banana rap	In the grove	Round & Round	Your imagination	Reflect, rewind and replay			
<b>PE</b>	Multi-skills	Dance	Gymnastics	Games	Games	Athletics			
<b>PE (Real PE)</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6			
<b>Science</b>	Animals, including humans Living things and habitats. Life cycles		Everyday materials		Plants				
<b>Ongoing focus</b>	Seasonal changes								
<b>Computing</b>	Painting Canvas/Jamboard	Programming Toys Beebot	Programming with ScratchJr	Online Safety		Word processing skills	Computer Skills		
<b>PSHE / RSE</b>	Physical health and Mental wellbeing	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Families and friendships	Growing and changing	Keeping safe
<b>RE</b> Article 14 You have the right to choose your own religion and beliefs	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times?	1.1 Who is Christian and what do they believe?		1.5 What makes some places sacred? <i>This could be an RE week or fit into a cross curricula unit of study.</i>				
<b>MFL</b>	-	-	-	-	-	-	-	-	-
<b>Equal Opportunities</b> Article 30 You have the right to practice your own culture, language and religion - or any you choose.	<b>Activities:</b> All children to have access to areas; children encouraged to try new things/areas <b>Books:</b> <i>We're All Wonders; Pink is for Girls; Julian is a Mermaid; Super Daisy</i>		<b>Activities:</b> Look at pictures of people from hot/cold places – all children like to.... (how are we the same?) <b>Books:</b> <i>Same Difference; All Are Welcome</i>		Show racism the red card. Member of a team Sportsmanship		Who can do what jobs?		
<b>Cultural keys(?)</b>	Harvest Using a knife and fork Crossing a road safely	Christmas Shoe box Christmas school Fair	Skip with a rope Old fashioned games	Visit Ryedale folk museum or similar for old toys	How to be a good friend		Picnic		

	<b>SMSC</b>	Election of school council. Linking to government elections	Remembrance Day	Church visit	Cultural – Museum visit  Mrs Barthram visit (talking about the past) Old Toys Collection	Sporting events	Picnic

Year 2	Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>English Units</b>	<p><b>Man on the Moon – Simon Bartram</b></p> <p><i>Poetry</i> Space Poems chosen by Gaby Morgan</p> <p><i>Reading</i> Core text Bob and the Moon Tree Mystery – Simon Bartram</p>	<p><b>One Giant Leap- Don Brown</b></p>	<p><b>Traction Man – Mini Grey</b></p> <p><i>Poetry</i> Machine Poetry – Nick Sharratt and Jill Bennet</p> <p><i>Reading</i> Core text Traction Man and Turbo-Dog Comics</p>	<p><b>Beegu – Alex Deacon</b></p> <p><i>Poetry</i> Poet study – Puffin Book of Fantastic First Poems – June Crebbin</p> <p><i>Reading</i> Core text</p>	<p><b>The Great Kapok Tree</b> Lynne Cherry</p>	<p><b>Katie Morag delivers the mail</b> <b>Katie Morag and Tiresome Ted</b> Mairi Hedderwick</p>
<b>Maths</b>	<p>White Rose Number: Place Value Number: addition and subtraction.</p>	<p>Number: Subtraction Measurement: Money Number: Multiplication and Division</p> <p>Consolidation</p>	<p>Number: Multiplication and Division. Statistics.</p>	<p>Geometry: Properties of shape. Number: Fractions</p>	<p>Measurement: Length and Height Geometry: Position and Direction Measurement: Time Consolidation and problem solving.</p>	<p>Measurement: Mass, Capacity and Temperature</p> <p>Consolidation.</p>	

<b>Learning Challenges History/Geography</b>		Why were Neil Armstrong and Tim Peake brave people?	What would Beegu find interesting about Northallerton?	Where would you prefer to live, England or Brazil?	Why do we love to be beside the seaside?	
<b>Key areas</b>		<b>History</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	
<b>Art</b>	<b>Use of IT</b> Can they create a picture independently? Can they use simple IT mark-making tools, e.g. brush and pen tools? Can they edit their own work? Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer?		<b>Sketch books</b> Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?		<b>Knowledge</b> Can they link colours to natural and man-made objects? Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?	
	<b>Drawing</b> Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?	<b>Painting</b> Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?	<b>Printing</b> Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer?		<b>3D / Textiles</b> Can they make a clay pot? Can they join two finger pots together? Can they add line and shape to their work? Can they join fabric using glue? Can they sew fabrics together? Can they create part of a class patchwork?	<b>Collage</b> Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage?
<b>DT</b>	<b>Developing, planning and communicating ideas</b> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?		<b>Working with tools, equipment, materials and components to make quality products</b> Can they join things (materials/ components) together in different ways?		<b>Evaluating processes and products</b> Can they explain what went well with their work? If they did it again, can they explain what they would improve?	
	<b>Cooking and nutrition</b>	<b>Textiles</b>	<b>Mechanisms</b>		<b>Use of materials</b>	<b>Construction</b>



	Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen?	Can they measure textile? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile?	Can they join materials together as part of a moving product? Can they add design to their product?	Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger?	Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction?				
<b>Performing arts Charanga</b>	Hands, feet, heart	Ho Ho Ho	I wanna play in a band	Zoo time	Friendship song	Reflect, rewind and replay			
<b>PE</b>	Multi-skills	Dance	Gymnastics	Games	Games	Athletics			
<b>PE (Real PE)</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6			
<b>Science</b>	Animals including <b>humans</b>		Use of everyday materials.	Uses of everyday materials	Plants	All living things <b>animals</b> and their habitats			
<b>Computing</b>	Painting	Programming Toys	Programming	Online Safety	Word processing skills	Computer Skills			
<b>PSHE / RSE</b>	Physical health and Mental wellbeing	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Families and friendships	Growing and changing	Keeping safe
<b>RE</b> Article 14 You have the right to choose your own religion and beliefs	1.8 How should we care for others and the world, and why does it matter?	1.6 How and why do we celebrate special and sacred times? <i>(Different festival focus)</i>	1.2 Who is a Muslim and what do they believe? Or 1.3 Who is Jewish and what do they believe?	1.4 How can we learn from sacred books?					
<b>MFL</b>									
<b>Equal Opportunities</b> Article 30		<b>Activities:</b> Learn about children from Africa –	<b>Activities:</b> Learn about how Easter is celebrated around the world; use images of children from around the Commonwealth in displays			<b>Activities:</b> Sexual equality – can men			

	You have the right to practice your own culture, language and religion - or any you choose.		how are they the same and different to them? <b>Books:</b> <i>The Dandelion</i> ; <i>Dormice</i> ; <i>Shine</i> ; <i>My World, Your World</i> . <i>Daddy Christmas and Hannukah Mama</i> ; <i>Mufaro's Beautiful Daughters</i> ; <i>Handa's Surprise</i>	<b>Books:</b> <a href="http://www.youngcommonwealth.org/">http://www.youngcommonwealth.org/</a> <i>The Drum</i> ; <i>Mirror</i>		and women do the same jobs? <b>Books:</b> <i>No Difference Between Us</i> ; <i>Interstella Cinderella</i> ; <i>Baking with Dad</i> ; <i>I'm a Girl</i>
	<b>Cultural keys</b>	Harvest	Give to others (CiN) Christmas fair	Skip with a rope. Old games and toys.	How to be a good friend	Visit to the beach Build a sandcastle
	<b>SMSC</b>	Voting for class rep. for School Council / Eco Council	Take part in Christmas play	Visit to a Mosque	Sporting events.	Human impact on seaside – how should we care for it?

Y3	<b>Allotted Time</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>English units</b>	<b>Greek Myths – Marcia Williams</b>  <i>Reading</i> The Orchard Book of Greek Myths Core texts	<b>Orion and the Dark – Emma Yarlett</b>  <i>Poetry</i> The Sound Collector – Roger McGough <i>Reading</i> Core text The Owl Who Was Afraid of the dark	<b>Stone Age Boy – Satoshi Kitamura</b>  <i>Poetry</i> The First Drawing – Modicai Gerstein <i>Reading</i> Core text/The Boy With the Bronze Axe – Kathleen Fidler	<b>Alice in Wonderland – Lewis Carroll</b> <b>Abridged version – Emma Chichester Clark</b> <i>Poetry</i> The Mouse’s Tail – Lewis Carroll <i>Reading</i> Core text	<b>The Flower – John Light</b>  <i>Poetry</i> What is Pink? Christina Rossetti <i>Reading</i> Core text/A Child’s Garden – Michael Foreman Non-fiction texts on plants	<b>The Firework Maker’s Daughter – Phillip Pullman</b>  <i>Poetry</i> Fireworks – James Reeves <i>Reading</i> Core text
	<b>Maths</b>	White Rose Maths Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Consolidate and Assess	Number: Multiplication and Division Measurement: Money Statistics	Measurement: Length and Perimeter Number: Fractions Consolidate and Assess	Number: Fractions Measurement: Time	Geometry: Properties of shape Measurement: Mass and capacity (Consolidate and Assess.)
	<b>Learning Challenges History/Geography</b>	Why has Greece always been in the news?	What makes the Earth angry?	Who first lived in Britain?	How has the Victorian period helped to shape the Northallerton that we know today?*	Why do so many people choose to go the Mediterranean on their holidays?	
	<b>Key areas</b>	History	Geography	History	History	Geography	
	<b>Art</b>	<b>Use of IT</b>		<b>Use of sketch books</b>		<b>Knowledge</b>	
		Can they use the printed images they take with a digital camera and combine them with other media to produce art work? Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? Can they use the web to research an artist or style of art?	<b>Printing</b> Can they make a printing block?	<b>Collage</b> Can they cut very accurately?	<b>Painting</b> Can they predict with accuracy the colours that they mix?	<b>3D / Textiles</b> Can they add onto their work to create texture and shape? Can they work with life size materials?	

	<p>Can they use their sketches to produce a final piece of work?</p> <p>Can they write an explanation of their sketch in notes?</p> <p>Can they use different grades of pencil shade, to show different tones and texture?</p>	<p>Can they make a 2 colour print?</p>	<p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they use mosaic?</p> <p>Can they use montage?</p>	<p>Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Can they create pop-ups?</p> <p>Can they use more than one type of stitch?</p> <p>Can they join fabric together to form a quilt using padding?</p> <p>Can they use sewing to add detail to a piece of work?</p> <p>Can they add texture to a piece of work?</p>	
<b>DT</b>	<p><b>Developing, planning and communicating ideas</b></p> <p>Can they show that their design meets a range of requirements?</p> <p>Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</p> <p>Can they describe their design using an accurately labelled sketch and words?</p> <p>How realistic is their plan?</p>		<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <p>Can they use equipment and tools accurately?</p>		<p><b>Evaluating processes and products</b></p> <p>Can they explain what they changed which made their design even better?</p>	
	<p><b>Mouldable materials</b></p> <p>Do they select the most appropriate materials?</p> <p>Can they use a range of techniques to shape and mould?</p> <p>Do they use finishing techniques?</p>	<p><b>Stiff and flexible sheet materials</b></p> <p>Do they use the most appropriate materials?</p> <p>Can they work accurately to make cuts and holes?</p> <p>Can they join materials?</p>	<p><b>Electrical and mechanical components</b></p> <p>Do they select the most appropriate tools and techniques to use for a given task?</p> <p>Can they make a product which uses both electrical and mechanical components?</p> <p>Can they use a simple circuit?</p> <p>Can they use a number of components?</p>		<p><b>Cooking and nutrition</b></p> <p>Can they choose the right ingredients for a product?</p> <p>Can they use equipment safely? Can they make sure that their product looks attractive?</p> <p>Can they describe how their combined ingredients come together?</p> <p>Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</p>	<p><b>Textiles</b></p> <p>Can they join textiles of different types in different ways?</p> <p>Can they choose textiles both for their appearance and also qualities?</p>
<b>Performing arts Charanga</b>	Glockenspiel Stage 1	Let your spirit fly	Three little birds	The dragon song	Bringing us together	Reflect, rewind and replay

	PE	Invasion games	Dance	Gymnastics	Net & wall games	Striking and fielding games	Athletics			
	Real PE	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6			
	Science	Animals, including humans		Rocks	Light	Plants	Forces and magnets			
	Computing	Drawing and Desktop Publishing	Internet Research and Communication	Presentation Skills	Online Safety	Word Processing	Programming Turtle Logo and Scratch			
	PSHE / RSE	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	RE Article 14 You have the right to choose your own religion and beliefs	L2.7 What does it mean to be a Christian in Britain today?		L2.1 What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i>	L2.5 What are festivals important to religious communities? <i>Easter focus possibly an RE week</i>	L2.4 Why do people pray?	L2.2 Why is the Bible important for Christians today?			
	MFL	Moi	Les coulers	La jungle	Tutti frutti	Vive le sport	La Meteo			
	Equal opportunities Article 30 You have the right to practice your own culture, language and religion - or any you choose.	<b>Activities:</b> Raising money for people less fortunate; Find out about the work of a local Foodbank. <b>Books:</b> <i>Last Stop on Market Street; Those Shoes;</i>		<b>Activities:</b> Listen to and apprise music from around the world; discuss how music is an international language and brings people together.		<b>Activities:</b> Diversity and equality in sport- promote female and Paralympic athletes Football initiative Show racism the red card <b>Books:</b> <i>Little Granny Quarterback; The Basket Ball; Jessica Ennis-Hill: Champion Athlete</i>				
	Cultural keys	Democracy – voting for school Council Coughs, sneezes and nose blowing + hand washing	Church visit Christmas service Birthday and addresses Democracy – voting for Eco School rep – link general election	A day without electricity. Tie shoelaces.	Local walk – stop, look and listen. Use a zebra crossing. Crossing a road safely Table manners and etiquette – Mad Hatters tea party	What is a good friend? Good sportsmanship Football	Countries, capital and flags-Europe			
	SMSC	Harvest – Collection for food bank	Spiritual- Christingle Democracy – link	Moral – recognise the difference between	Appreciation of the local area	Cultural-Olympics Moral- Football initiative <i>Show racism the red card</i>	Mediterranean Day – children come			

				right and wrong + consequences	Social- tea party + manners see above-		dressed as a country - food
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	Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<b>English units</b>	<b>Escape from Pompeii – Christina Ballit</b>  <i>Poetry</i> Fire poetry <i>Reading</i> Bush Fire – Jacky Kay Escape from Pompeii Non-fiction books on the Romans.	<b>The Incredible Book Eating Boy – Oliver Jeffers</b>  <i>Poetry</i> Poet study – class choice based on core text. <i>Reading</i> Books linked to core to introduce a wider range. Non-fiction on digestive system.	<b>The Pied Piper – Michael Morpurgo</b>  <i>Reading</i> The Pied Piper – Robert Browning  The Pied Piper	<b>Egyptian Cinderella – Shirley Climo</b>  <i>Reading</i> Core text  Traditional stories  Information books on Ancient Egypt.	<b>The Promise – Nicola Davies</b>  <i>Reading</i> The Dancing Bear – Charles Causley	<b>The Wind in the Willows – Kenneth Grahame</b>  <i>Poetry</i> The River – Valerie Bloom <i>Reading</i> The Wind in the Willows Local reports, archive information, leaflets.
	<b>Maths</b>	WRM Number: Place value Number: Addition and subtraction	WRM Measurement: Length and perimeter Number: Multiplication and division Consolidate and Assess	WRM Number: Multiplication and division Measurement: Area Number: Fractions	WRM Number: Fractions Number: Decimals Consolidate and Assess	WRM Number: Decimals Measurement: Money Measurement: Time	WRM Statistics Geometry: Properties of shape Geometry: Position and direction Consolidate and Assess
	<b>Learning Challenges History/Geography</b>	Why were the Romans so powerful and what did we learn from them?		Where would you choose to build a city?	Why is X such a cool place to live?	Why were the Norman castles certainly not bouncy?	Who were the early lawmakers?
	<b>Key areas</b>	History		Geography	Geography	History	History
	<b>Art</b>	<b>Use of IT</b> Can they present a collection of their work on a slide show? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?		<b>Sketch books</b> Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas?		<b>Knowledge</b> Can they experiment with different styles which artists have used? Can they explain art from other periods of history?	

			Do they keep notes about the purpose of their work in their sketch books?			
		<p><b>3D/ Textiles</b></p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project? (DESIGN AND MAKE ROMAN WEAPONS, ARMOUR ETC)</p>	<p><b>Printing</b></p> <p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials? (LINK TO RE – HINDUISM – Hindu art patterns)</p>	<p><b>Painting</b></p> <p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Do they successfully use shading to create mood and feeling? (PAINTING LOCATIONS IN THE CHOSEN CITY- York artist Mark Braithwaite)</p>	<p><b>Collage</b></p> <p>Can they use ceramic mosaic?</p> <p>Can they combine visual and tactile qualities? (BAYEAUX TAPESTRY TO INSPIRE COLLAGE OF LIFE TODAY)</p>	<p><b>Drawing</b></p> <p>Can they begin to show facial expressions and body language in their sketches?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with? (DRAW HOUSES OF PARLIAMENT – look at artist Stephen Wiltshire)</p>
	<b>DT</b>	<p><b>Developing, planning and communicating ideas</b></p> <p>Can they come up with at least one idea about how to create their product?</p> <p>Do they take account of the ideas of others when designing?</p> <p>Can they produce a plan and explain it to others?</p> <p>Can they suggest some improvements and say what was good and not so good about their original design?</p>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <p>Can they tell if their finished product is going to be good quality?</p> <p>Are they conscience of the need to produce something that will be liked by others?</p> <p>Can they show a good level of expertise when using a range of tools and equipment?</p> <p>Do they work at their product even though their original idea might not have worked?</p>	<p><i>Evaluating processes and products</i></p> <p>Have they thought of how they will check if their design is successful?</p> <p>Can they begin to explain how they can improve their original design?</p> <p>Can they evaluate their product, thinking of both appearance and the way it works?</p> <p>Do they take time to consider how they could have made their idea better?</p>		
		<p><b>Cooking and nutrition</b></p> <p>Do they know what to do to be hygienic and safe?</p> <p>Have they thought what they can do to</p>	<p><b>Stiff and flexible sheet materials</b></p> <p>Can they measure carefully to make sure they have not made mistakes?</p>	<p><b>Textiles</b></p> <p>Do they think what the user would want when choosing textiles?</p>	<p><b>Mouldable materials</b></p> <p>Can they use a range of advanced techniques to shape and mould?</p>	<p><b>Electrical and mechanical components</b></p> <p>Can they add things to their circuits?</p>



	present their product in an interesting way? (DESIGN AND PREPARE A ROMAN BANQUET, BAKE BREAD ETC)	How have they attempted to make their product strong? (DESIGN AND MAKE ROMAN WEAPONS, ARMOUR ETC)		Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way?	Do they use finishing techniques, showing an awareness of audience? (CLAY PLAQUE – NORMAN CASTLES)	How have they altered their product after checking it? Are they confident about trying out new and different ideas? (Design and make a torch to survive a day without electricity)			
<b>Performing arts Charanga</b>	Mamma mia	Glockenspiel stage2	Stop!	Lean on me	Blackbird	Reflect, rewind and replay			
<b>PE</b>	Invasion games	Gymnastics	Dance	Net & wall games	Striking and fielding games	Athletics			
<b>PE (Real PE)</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6			
<b>Science</b>	Animals including humans		Sound	Electricity	All living things	States of matter			
<b>Computing</b>	Scratch: Questions and Quizzes	Word Processing	Online Safety		<u>Programming Turtle Logo</u>	Animation			
<b>PSHE/RSE</b>	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
<b>RE Article 14</b> You have the right to choose your own religion and beliefs	L2.3 Why is Jesus inspiring to some people?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why are festivals important to religious communities? <i>Eid focus possibly an RE week</i>		L2.9 What can we learn from religions about deciding what is right and wrong?			
<b>MFL</b>	Les monstres	Le calendrier des fetes	Les animaux	Au marche	Je suis le musicien	A la mode			
<b>Equal Opportunities Article 30</b> You have the right to practice your own culture,	<b>Activities:</b> Children use discussion about Boudicca (female warrior) to lead to discussions about gender equality. <b>Books:</b> <i>Bill's New Frock</i> , Anne Fine		<b>Activities: Possible visit to Hindu temple</b> <b>Books:</b> <i>Something Happened in Our Town</i>		<b>Activities:</b> Children work to raise money to support local Foodbank; <a href="https://www.theguardian.com/teacher-network/2015/jan/28/teach-students-equality-smarties">https://www.theguardian.com/teacher-network/2015/jan/28/teach-students-equality-smarties</a> <b>Books:</b> <i>Where Will I Live?</i>				

	language and religion - or any you choose.					
<b>Curriculum keys</b>	Manners Crossing a road safely (Go Smarter) School council elections	Spread of germs – flu vaccination Eco-schools elections – listening to presentations/appropriate ways of speaking. - link to general election and democracy	Outdoor pursuits – Y4 residential. Organising possessions. Appropriate dressing for weather. Manners when eating	Outdoor pursuits – Y4 residential Organising possessions. Appropriate dressing for weather Manners when eating	Learn countries/flags - link to sporting events/World Cup etc  Sportsmanship – link to Sports Day.	Recycling and re-use – looking after our environment.  Ethos of the Olympic games.
<b>SMSC</b>	Spiritual – Christianity	Spiritual – Christingle	Moral – understand the consequences of behaviour and actions	Moral – understand the consequences of behaviour and actions	Being proud of achievements – link to end of year reports etc	Discussions surrounding right/wrong (laws)

Y5	Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>English units</b>	<p><b>The Man who Walked Between the Towers – Mordecai Gerstein</b></p> <p><i>Poetry</i> If – Rudyard Kipling</p> <p><i>Reading</i> The Man Who Walked Between the Towers Newspaper reports, interviews of Phillipe Petit.</p>	<p><b>Journey to Jo’burg – Beverley Naidoo</b></p> <p><i>Poetry</i> S is for South Africa – Beverley Naidoo</p> <p><i>Reading</i> Journey to Jo’burg A Long Walk to Freedom – children’s version Nelson Mandela Current reports as appropriate.</p>	<p><b>The Lady of Shalott – Alfred Lord Tennyson</b></p> <p><i>Reading</i> The Lady of Shallot, King Arthur stories Non-fiction on Anglo-saxons Letter, setting description</p>	<p><b>Beowulf _Michael Morpurgo</b></p> <p><i>Poetry</i> Kennings</p> <p><i>Reading</i> Beowulf Non-fiction on Vikings. Diary entry Extended story kenning</p>	<p><b>Leon and the Place Between – Grahame Baker-Smith</b></p> <p><i>Poetry</i> The Magic Box – Kit Wright</p> <p><i>Reading</i> Leon and the Place Between Non-fiction on earth and space, current reports on space exploration.</p>	<p><b>The Nowhere Emporium – Ross Mackenzie</b></p> <p><i>Poetry</i> Poet study – Brian Patten</p> <p><i>Reading</i> The Nowhere Emporium  Diary Setting descriptiom</p>
<b>Maths</b>	<p>1 Place value 2 Place value 3 Place value</p> <p>4 Addition and Subtraction, including problems 5 Addition and Subtraction, 6 Statistics</p>	<p>1 statistics</p> <p>2 Multiplication &amp; Division 3 Multiplication and division 4 Multiplication and division</p> <p>5 measurement: perimeter and area 6 Measurement: perimeter and area</p> <p>Consolidate and assess</p>	<p>1 Multiplication and division 2 Multiplication and division 3 Multiplication and division</p> <p>4 fractions 5 fractions 6 fractions</p>	<p>1 Fractions 2 fractions 3 fractions</p> <p>4 Number: decimals and percentages 5 number: decimals and percentages</p> <p>6 assess and consolidate</p>	<p>1 consolidate 2 decimals 3 decimals 4 decimals 5 geometry:properties of shape 6 geometry: properties of shape</p>	<p>1 geometry: properties of shape 2 geometry: position and direction 3 geometry: position and direction 4 measurement: converting units 5 measurement: converting units 6 volume</p> <p>Consolidate and assess</p>	
<b>Learning Challenges History/Geography</b>	What’s special about the USA?	How has Nelson Mandela helped to stop discrimination?	Were the Anglo Saxons really smashing?		How can we re-discover the wonders of Ancient Egypt? (history) - 1 <sup>st</sup> half term		Where in the World are we now? (geography suggestions from the nowhere Emporium)

<b>Key areas</b>	Geography	History	Geography	History	History	
<b>Art</b>	<p><b>Use of IT</b></p> <p>Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?</p> <p>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p>Can they create digital images with animation, video and sound to communicate their ideas?</p>		<p><b>Sketch books</b></p> <p>Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?</p>		<p><b>Knowledge</b></p> <p>Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	
	<p><b>Drawing</b></p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Whole term: American artists: Warhol , Georgia O'Keefe</p>	<p><b>Painting</b></p> <p>Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? See USA artists work</p>	<p><b>3D/ Textiles</b></p> <p>Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. Use painting as an inspiration – banners?  Create a textile banner – lady of Shallot</p>		<p><b>Printing</b></p> <p>Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials?  Printing Egyptian heiroglyphs Clay – making canopic jars</p>	<p><b>Collage</b></p> <p>Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion?  Collage places visited in Class book – ‘montage’ of places</p>
<b>DT</b>	<p><b>Developing, planning and communicating ideas</b></p> <p>Can they come up with a range of ideas after they have collected information? Do they take a user’s view into account when designing?</p>		<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <p>Can they explain why their finished product is going to be of good quality?</p>		<p><b>Evaluating processes and products</b></p> <p>Do they keep checking that their design is the best it can be? Do they check whether anything could be improved?</p>	

	Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?		Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process?		Can they evaluate appearance and function against the original criteria?				
	<b>Cooking and nutrition</b> Can they describe what they do to be both hygienic and safe? How have they presented their product well?	<b>Stiff and flexible sheet materials</b> Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? – making a moving toy	<b>Textiles</b> Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques?		<b>Electrical and mechanical components</b> Can they incorporate a switch into their product? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics?				
<b>Performing arts</b> <b>Charanga</b>	Livin' on a prayer Music associated with USA 'Thus Ole Hammer' round	Classroom Jazz 1 Perform Christmas songs Music from South Africa – Graceland, Ladysmith Black Mambzo	Make you feel my love	The Fresh prince of Bel Air	Dancing in the street	Reflect, rewind and replay			
<b>PE</b>	Invasion games	Athletics/ Personal Challenge	Dance/Gymnastics	Net & wall games	Striking and fielding games	Athletics			
<b>PE</b> <b>(Real PE)</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6			
<b>Science</b>	Forces - how do tight-rope walkers balance?	Earth and space – How does the night sky look from jo-burg?	Is it magic? Properties and changes of materials		How can we create new plants? All living things	Where n the world? Animals, including humans			
<b>Computing</b>	Flow Charts Interactive Stories	Internet Research and Webpage Design	Modelling: SketchUp	Online Safety 3D	Scratch 3.0 Developing Games	Using and Applying Skills			
<b>PSHE / RSE</b>	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>
<b>RE</b> <b>Article 14</b>	U2.1 Why do some people think God exists?	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 the twenty-first century)		U2.6 What does it mean to be a Muslim in Britain today?				

	You have the right to choose your own religion and beliefs		Possible RE week or fortnight with a focus on a visit to the church and the mandir			
	<b>MFL</b>	Ma famille	On fait la fete	Cher Zoo	Le petit dejeuner	Vive le temps libre A la plage
	<b>Equal Opportunities</b> Article 30 You have the right to practice your own culture, language and religion - or any you choose.	Link to USA and SA Learn about Black Lives Matter movement and discuss how this affects us in UK (Use news sources such as Newsround) Books: long walk to freedom		<b>Activities:</b> With link to The Lady of Shallot children look at role of women in traditional tales and consider whether this has changed in more recent stories (use art – the ‘gilded cage’ idea) <b>Books:</b> <i>traditional stories such as Rapunzel, Rumpelstiltskin etc</i>		<b>Activities:</b> Link to Science topic, look at female astronauts and other people who have defied ‘gender stereotypes’ when it comes to their jobs. <b>Books:</b> <i>The Turbulent Term of Tyke Tyler; A Galaxy of Her Own</i>
	<b>Curriculum keys</b>	A Day without electricity Eco-schools elections	Transport choices - eco Christmas feed a family	Grow plants to sell (use greenhouse)	visit an art gallery	Visit to life centre - space Visit to the coast – beach and water safety
	<b>SMSC</b>	Wellbeing and mental health	kindness	Equal opportunities, celebrating differences	Caring for living things	Pride in ourselves Being a good role model

Y6	Allotted Time	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
	<b>English units</b>	<p>Private Peaceful – Michael Morpurgo</p> <p>Class novel</p> <p>Poetry week: Personification poems (linked to World Poetry day)</p>	<p><b>Wonder – J. P. Palacio</b> Reading focus</p> <p><b>Reading</b> Wonder High quality shorter texts/extracts to support teaching of exam skills</p> <p><b>Poetry</b> Body Talk – Benjamin Zephaniah</p>	<p><b>Macbeth - Shakespeare</b></p> <p><b>Poetry</b> Macbeth – Shakespearean blank verse</p> <p><b>Reading</b> Macbeth</p>	<p><b>The Spider and the Fly – Mary Howitt and Tony Di Terlizzi</b> Writing focus</p> <p><b>Reading</b> Core Text</p> <p><b>Tales from the Arabian Nights</b></p> <p><b>Poetry</b> The Door – Miroslav Holub</p> <p><b>Reading</b> Tales from the Arabian Nights</p>	
<b>Maths</b>	<p>Number: Place value, including decimals Number: Addition &amp; Subtraction Multiplication &amp; Division Number: Fractions Geometry: 2D and 3D shape)</p> <p>Geometry: Position and direction</p> <p>Consolidate and assess</p>	<p>Number: Decimals Number: Percentages Number: Algebra Measurement: Converting units</p> <p>Measurement: Perimeter, area and volume Number: Ratio</p> <p>Consolidate and assess</p>	<p>Statistics Geometry: Properties of shape Consolidation and themed projects</p>			

<b>Learning Challenges History/Geography</b>	Would you have been persuaded to fight in World War One?		Who were the Mayans and what have we learnt from them?		Rivers: Will you ever see the water you drink again?	Map reading: I'm a Year 6 pupil can you get me out of here?
<b>Key areas</b>	History		History		Geography	Geography
<b>Art</b>	<b>Use of IT</b> Do they use software packages to create pieces of digital art to design. Can they create a piece of art which can be used as part of a wider presentation?		<b>Sketch books</b> Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books		<b>Knowledge</b> Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design?	
	<b>Drawing</b> Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques?	<b>Painting</b> Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques?	<b>Printing</b> Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?	<b>3D / Textiles</b> Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work?	<b>Collage</b> Can they justify the materials they have chosen? Can they combine pattern, tone and shape?	
<b>DT</b>	<b>Developing, planning and communicating ideas</b> Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs?		<b>Working with tools, equipment, materials and components to make quality products</b> Can they use tools and materials precisely? Do they change the way they are working if needed?		<b>Evaluating processes and products</b> How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better? Does their product meet all design criteria?	



						Did they consider the use of the product when selecting materials?			
	<b>Cooking and nutrition</b> Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?	<b>Textiles</b> Have they thought about how their product could be sold? Have they given considered thought about what would improve their product even more?	<b>Electrical and mechanical components</b> Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product?	<b>Stiff and flexible sheet materials</b> Can they justify why they selected specific materials? How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product?	<b>Mouldable materials</b> Can they justify why the chosen material was the best for the task? Can they justify design in relation to the audience?				
<b>Performing arts Charanga</b>	Happy	Classroom jazz 2	A New Year Carol	New Unit	You've got a friend	Reflect, rewind and replay			
<b>PE</b>	Invasion games	Athletics/ Personal Challenge	Dance/Gymnastics	Net & wall games	Striking and fielding games	Athletics			
<b>PE (Real PE)</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6			
<b>Science</b>	Light Animals, including humans		Evolution and inheritance	Electricity	All living things				
<b>Computing</b>	Spreadsheets	Kodu Programming	Film-Making	Online Safety	Scratch- Animated Stories				
<b>PSHE /RE</b>	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
<b>RE Article 14</b> You have the right to choose your own religion and beliefs	U2.5 is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in Ahisma, Grace and / or Ummah?	U2.7 What matters most to Christians and Humanists?			U2.3 What do religions say to us when life gets hard?			
<b>MFL</b>	Les portraits	Les cadeaux	Le carnaval des animaux	Au cafe	Tour de France	Destinations			
<b>Equal Opportunities Article 30</b> You have the right to practice	<b>Activities:</b> Holocaust activities – link to events happening in modern day; discussion can people from different faiths/races be friends? <b>Books:</b> <i>The Boy in the Striped Pyjamas</i>			<b>Activities:</b> Career day (ensure a range of professions are represented by different genders) Historical women <b>Books:</b> <i>Girls are Best</i> Sandi Toksvig; <i>Forensics Cool Women who Investigate;</i>					

	your own culture, language and religion - or any you choose.						
	<b>Cultural keys</b>	Tolerance	Spending money in gift shop	Team work	Keeping healthy	Road Safety Dealing with Peer Pressure	Tying a tie (secondary practice)
	<b>SMSC</b>	Differences in race/religion	Remembrance Day Dictators/democracy	How other cultures live	Endangered species causing conflict with progress	SAT- coping with stress etc	Leaving school