

### Primary Curriculum Summary

Subject	Autumn Term	Spring Term	Summer Term
Numeracy	<p><u>Actual work presented will depend on child's ability level:</u></p> <ul style="list-style-type: none"> <li>• Developing confidence with counting (0-10/20/50/100/1000), forwards, backwards, saying the number before/after and associated vocabulary</li> <li>• Practical and worksheet based exercises to develop understanding of addition and subtraction within the same number range, and understanding related vocabulary</li> <li>• Developing mental methods for adding and subtracting</li> <li>• Developing confidence with counting in 2's, 5's and 10's</li> <li>• Developing knowledge of times tables</li> <li>• Recognising coins, adding small amounts, buying items and giving change</li> <li>• Developing knowledge of the properties of common 2D and 3D shapes, comparing and describing them</li> <li>• Understanding patterns and using positional vocabulary</li> <li>• Making comparisons between objects based on their length, mass and capacity, developing understanding of measures using non-standard units and later, standard units (cm, g, kg, ml, l)</li> <li>• Sequencing activities during the day/week, days of the week, months and seasons</li> <li>• Reading analogue clock times to o'clock, half past and quarter to / past, relating them to digital times; time intervals</li> <li>• Investigating ways to find the answers to common classroom-based problems, collecting data and displaying it in simple bar charts and pictograms</li> </ul> <p>Continuing work on the same themes working from the Year R/1/2/3/4/5/6 programmes of study as appropriate to individual ability.</p>		

<p>Literacy</p>	<ul style="list-style-type: none"> <li>• Work will broadly be based on the National Primary Framework Strategy aims and objectives, linking with specific Individual Education Programmes and Statements of Special Educational Needs</li> <li>• Reading in groups and individually from a variety of genre, including traditional stories and rhymes, stories and poems with familiar, predictable and patterned language from a range of cultures, dictionaries and information texts</li> <li>• Writing in groups and individually in a variety of genre, including retelling stories, adapting endings of familiar stories, writing rhymes, recounting experiences, lists and instructions</li> <li>• Developing sight vocabulary</li> <li>• Developing single letter-sound knowledge through multi-sensory methods</li> <li>• Developing word attack skills for reading and writing i.e. using phonic, grammatical, contextual and whole-word cues</li> <li>• Developing reading, writing and spelling of word families; using them to generate new words</li> <li>• Developing handwriting skills</li> <li>• Developing understanding of phonics i.e. initial letters, combining letters to read initial blends (bl-, st- etc.), final blends (-nd, -ck etc.) and long and short vowel sounds</li> </ul> <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> <li>• Speaking with confidence in a range of contexts using vocabulary to communicate more complex meaning, gaining and maintaining the response of different audiences</li> <li>• Listening, understanding and responding appropriately</li> <li>• Talking effectively as members of a group, making relevant contributions and taking turns</li> <li>• Developing active listening skills</li> </ul>
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Science	<ul style="list-style-type: none"> <li>• Sun, Earth, Moon and the solar system; planets, day and night and stars.</li> <li>• Exploring Our Neighbourhood (Industry, Farming, Mining, Motorways etc.) and the Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycle: life cycle of plants, different types of seeds, growing seeds. Life cycle of animals, young animals, keeping some animals. Life cycle of humans, stages of growths.</li> <li>• Cross Curricular PSHCE : Looking After Your Pet</li> </ul>	<ul style="list-style-type: none"> <li>• Variation; how animals and plants are different to each other, adaptation and habitat.</li> <li>• Materials and their properties – What are different materials used for (example space suits, fire resistant etc.)</li> </ul>
History	<ul style="list-style-type: none"> <li>• Vikings Cross Curricular links with “How to Train Your Dragon” in literacy</li> <li>• Romans</li> <li>• Ancient Egypt</li> </ul>	<p>Fantastic You</p> <ul style="list-style-type: none"> <li>• celebrating pupils’ achievements and successes</li> </ul> <p>The Pirate Project – link to Vikings</p> <ul style="list-style-type: none"> <li>• Understanding what a pirate/ viking is through activities and lessons</li> <li>• Make a Pirate/ Viking display with the children</li> </ul> <p>Group discussions about pirates</p> <ul style="list-style-type: none"> <li>• To be able to describe a pirate/ Viking, his language &amp; appearance</li> </ul> <p>Incorporating numeracy and literacy</p>	Currently being planned taking into account individual pupil needs
Geography	<ul style="list-style-type: none"> <li>• Water cycle and effects on physical and human environments</li> </ul>		
RE	<ul style="list-style-type: none"> <li>• Belonging</li> <li>• Christmas - the first Christmas</li> </ul>		

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<p>Art &amp; Design Technology</p>	<p>Christmas crafts-</p> <ul style="list-style-type: none"> <li>• Create designs for their own Christmas cards</li> </ul> <p>Egyptians/ Aztecs</p> <ul style="list-style-type: none"> <li>• Creating Egyptian artefacts <ul style="list-style-type: none"> <li>❖ Masks</li> <li>❖ Mummy</li> </ul> </li> <li>• Writing in hieroglyphs</li> <li>• Aztec patterns block printing textiles</li> </ul>	<p>Resistant materials-</p> <ul style="list-style-type: none"> <li>• Health and safety in the DT workshop</li> <li>• Creating moving toys</li> <li>• Tools and their uses <ul style="list-style-type: none"> <li>❖ Hand drill</li> <li>❖ Coping saw</li> <li>❖ Tenon saw</li> </ul> </li> </ul> <p>Graphic Design- moving pictures</p> <p>Landscapes- Colour, collage, Painting, texture</p>	<p>Textiles-</p> <ul style="list-style-type: none"> <li>• Money Containers- <ul style="list-style-type: none"> <li>❖ Researching existing products</li> <li>❖ Materials</li> <li>❖ Introduction to the sewing machine <ul style="list-style-type: none"> <li>▪ Driving test</li> <li>▪ Threading a machine</li> </ul> </li> <li>❖ Fastenings</li> </ul> </li> </ul> <p>Decoration</p>
<p>Food Technology</p>	<p>Practical</p> <p>Fruit kebabs</p> <p>Fruit Cakes</p> <p>Fruit Salad and Ice Lollies</p> <p>Rice Krispie Cakes</p> <p>Bread Rolls</p> <p>Oaty Biscuits</p> <p>Halloween Biscuits</p> <p>Cheese on Toast</p> <p>Yogurt Brulee</p> <p>Scrambled Eggs on Toast</p> <p>Eton Mess</p> <p>Design a Christmas Biscuit</p> <p>Theory – healthy diet</p> <p>Liquids in diet</p> <p>Five a day</p> <p>Vitamins mineral</p>	<p>Practical</p> <p>Pizza</p> <p>Kunzel Cake</p> <p>Apple Crumble</p> <p>Pasta bake</p> <p>Shortbread</p> <p>Brownies</p> <p>Jacket Potatoes</p> <p>Iced Cakes</p> <p>Sausage Rolls</p> <p>Chocolate Chip Muffins</p> <p>Easter Biscuits</p> <p>Theory – skills</p> <p>staple foods</p> <p>culture</p> <p>skills – hand</p> <p>skills – hob/oven</p>	<p>Practical</p> <p>Calzone</p> <p>Victoria Sandwich Cake</p> <p>Meatballs</p> <p>Burgers</p> <p>Flapjacks</p> <p>Egg Salad</p> <p>Potato Salad</p> <p>Trifle</p> <p>Dips</p> <p>Strawberry Tart</p> <p>Theory – skills</p> <p>Sustainability</p> <p>Skills- measure /weigh</p> <p>Cross contamination</p> <p>Processor – electrical</p> <p>hob safety- timing</p>

	<p>Carbohydrate use role  Bacteria good and bad  Fibre in diet  Culture  Balanced food plate  Dairy /fats  Skills  Skills  Design and make – assessment</p>	<p>skills – food processer  skills – design/evaluate  safety &amp; hygiene  cross contamination  types of joining ( pastry)  Types of cake making – raising  chemical and bacteria/  characteristics.  Culture.  Safety assessment</p>	<p>planning  risk assessment  make using plan  sustainability storage  skills – assessment</p>
PE	<p>Swimming</p> <ul style="list-style-type: none"> <li>• Water confidence: STA awards.</li> <li>• Stroke technique - with and without a float;</li> <li>• Speed awards - timed swims over various distances, introducing starts, turns and good technique;</li> </ul> <p>Developing Physical and Sensory Activities</p> <ul style="list-style-type: none"> <li>• Scooter boards</li> <li>• Indoor assault course</li> <li>• Soft ball targeting</li> </ul> <p>Invasion Games</p> <ul style="list-style-type: none"> <li>• Develop skills in finding and using space to keep the ball</li> <li>• use a range of equipment and skills; including throwing, catching, kicking and striking skills</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>• Water confidence: STA awards.</li> <li>• Stroke technique - with and without a float;</li> <li>• Speed awards - timed swims over various distances, introducing starts, turns and good technique;</li> </ul> <p>Developing Physical and Sensory Activities</p> <ul style="list-style-type: none"> <li>• Scooter boards</li> <li>• Indoor assault course</li> <li>• Soft ball targeting</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>• Water confidence: STA awards.</li> <li>• Stroke technique - with and without a float;</li> <li>• Speed awards - timed swims over various distances, introducing starts, turns and good technique;</li> </ul> <p>Developing Physical and Sensory Activities</p> <ul style="list-style-type: none"> <li>• Scooter boards</li> <li>• Indoor assault course</li> <li>• Soft ball targeting</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Track: 50m, 100m and Relay.</li> </ul> <p>Field: Shot, discus, javelin and high jump</p>

Further details about curriculum planning can be obtained from Maria Poyser, primary teacher or the following subject coordinators:

Food technology	Jeannette Stewart	DT	Sue Walker		
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