



Fossebrook Primary School

Curriculum



Discovery Schools Academies Trust
Registered Office: Kibworth CE Primary School,
Hillcrest Avenue
Kibworth Beauchamp, Leicestershire. LE8 0NH
Registered in England No: 8104111





Curriculum Intent

What are we trying to achieve?

Mission

At Fossebrook Primary School we ensure that all children achieve their very best and foster high aspirations for themselves and their families. Our ethos is firmly rooted in our belief in providing the best opportunities for all of our pupils and Fossebrook is:

- A place of discovery and wonder, full of happy, inquisitive children, who love learning and who are determined to do their best and try new things.
- A place where we pursue high academic standards but also provide a well-balanced education, where children are given an opportunity to discover talents across the whole curriculum including in technology, The Arts, PE & Sport.
- A place where aspiration is key: every child will be encouraged and given their chance to shine regardless of ability or circumstances. Mistakes are welcomed as opportunities for new learning and understanding.
- A place where learning is for all: our parents and community are welcome as our key learning partners in enabling children and families to flourish. Our inclusive ethos is to recognise each child's individual talents. We want children at Fossebrook to have memorable learning experiences that fully prepares them for future success.

Drivers

Life-long learning:

To build cultural capital so our children to develop the skills, concepts and knowledge needed for life. To be aspirational. To be able to make meaningful connections and understand themselves and the world they live in. To be curious, to want to know more and to be open to new ideas. To develop core behaviours of resilience, respect, articulacy, independence, wellbeing and creativity. To be able to rise to the challenges of life and be fully prepared for the future.

Technologically able:

For our children to be technically competent and resourceful and able to use technology to learn, communicate and adapt to the demands of the modern world. To understand how to use technology safely and responsibly to meet the future with confidence.

Well balanced education:

For our children to experience a rich and broad curriculum that brings learning to life through real-life experiences, visits and visitors. All children are entitled to access the whole curriculum entitlement and will be supported to do this. Whole school celebrations of different faiths and cultures and theme days bring learning to life and allow us to share our diversity in a climate of celebration and respect.

Social and Community:

For our children to form positive relationships enhanced through a strong SRE curriculum. To be able to manage their own behaviour and feelings and to self-regulate. To know and understand about their family and different families and their place in the local and wider community. To be charitable, democratic and law abiding citizens.

Health and Wellbeing:

For our children to know how to keep themselves safe and to learn how to manage risk. To be able to make choices which promote a healthy body and healthy mind. Our children will have respect and tolerance for themselves and others.

Enterprise:

For our children to know how to work towards a project of value or importance. All children will take part in a fund raising venture for school or a chosen charity. For our children to be environmentally aware and take action to build a sustainable future.



Curriculum Intent

What are we trying to achieve?

Intrinsic Values

Fossebrook Primary School recognises that each and every child in our school is unique and has their own interests, strengths and areas for development.

We believe that every child should:

- have a truly inclusive curriculum that values and celebrates the contributions of all cultures and faiths to our rich heritage and encourages all children to believe that they too can make a difference in the future
- have access to high quality teachers, resources and first-hand experiences that provide stimulating and exciting lessons
- receive a curriculum that is grounded in current educational research into what works best for our pupils based on our school context
- be involved in the learning journey and have the opportunity to co-construct learning with their teachers
- have purposeful outcomes for learning
- have regular opportunity to develop their oracy skills and be confident speakers
- receive regular feedback to help children know and understand what they do well and what will help them to improve further
- visit places to set our learning in 'real life contexts' and spark interest or help to consolidate their understanding of a concept
- have opportunities to learn beyond the classroom
- develop their understanding of local, national and global issues and how they can help to improve those issues both now and as adults
- know that learning never stops and have a desire to continue their learning independently of school and in their future
- have regular opportunity throughout the curriculum to develop their learning characteristics so that pupils are resilient, creative, articulate, respectful, independent and can look after their own well-being as well as



Curriculum Intent

What does the curriculum contain?

What is the body of knowledge and skills which will form the extent of the curriculum?

English and Maths Knowledge and skills		Subject Specific Knowledge and Wider Curriculum Skills		Personal Skills		Values	
Content: National Curriculum		Content: National Curriculum		Content: Route to Resilience		Content: School Values	
Reading	Number	Science	DT	Resilience	Creativity	Teamwork	Community-
Writing	Calculation	History	Music	Articulacy	Independence	Leadership	Honesty
GPS	Measurement	Geography	PE	Well being	Respect	Self reliance	
Handwriting	Fractions/decimals	Art & Design	MFL			British Values	
Speaking	Geometry	PHSE	RE				
Listening	Algebra						
Vocabulary	Problem solving						

Wider Curriculum Topic Organisation

At Fossebrook, half termly topics are organised into exciting themes within each year group which helps to submerge children into their learning. The topic is carefully designed to ensure a clear learning journey which focuses deeply on the relevant curriculum areas. This learning journey will include:

- Previous learning, knowledge and experiences which new learning will be linked to and built upon
- The curriculum areas and the specific National Curriculum coverage
- Knowledge that will be acquired
- Skills that will be learnt or developed
- Vocabulary which will be learnt
- Engagement opportunities and planned trips or visitors
- The key learning characteristics which will be developed
- Plans for retention of learning (quizzes, games, retrieval practice)
- Ways to display and showcase learning at the end of the topic
- A purposeful outcome for the topic (this may be cross-curricular)



Curriculum Intent

Curriculum Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 <small>*including Shakespeare</small>	Summer 2
EYFS	All About Me	What happens when I fall asleep?	Fairy Tales	Our World	Holiday Journeys	Growing and Changing
Year 1	Superheroes	Street Detective	Memory Box	Enchanted Woodland	Paws, Claws and Whiskers	Dinosaurs
Year 2	Towers, Turrets and Tunnels	Bright Lights, Big City	Muck Mess Mixture	Beat, Band, Boogie	Land Ahoy!	Wiggle and Crawl
Year 3	Tribal Tales	Mighty Metals	Scrumdiddlyumptious	Tremors	Predators	Gods and Mortals
Year 4	Road trip USA	Misty Mountain Sierra	Playlist	I am Warrior!	Traders and Raiders	Burps, Bottoms and Bile
Year 5	Allotment	Stargazers	Scream Machine	Off With Her Head!	Pharaohs	Alchemy Island
Year 6	Tomorrow's World	A Child's War	Frozen Kingdom	Bloodheart	Hola Mexico	Gallery Rebels

	Summer 1 Shakespeare
EYFS	Twelfth Night
Year 1	A Midsummer Night's Dream
Year 2	Macbeth
Year 3	Two Noble Kinsmen
Year 4	Julius Caesar
Year 5	The Tempest
Year 6	Merchant of Venice



Curriculum Implementation

How is the curriculum carefully planned and implemented?

The Learning Journey

Fossebrook's curriculum is embedded securely and consistently across the school. Series' of lessons are carefully sequenced, based on the progression of knowledge and skills, contributing to our curriculum intent being well delivered.

The next few pages share the detailed planning and intent for each topic, focusing on two main subject areas. This ensures each subject is learnt in depth.

Each subject has been carefully sequenced to ensure progression throughout the school and improves standards as children build on prior learning each year. Teachers revisit and build upon previously taught content to ensure recall and support pupil progress.

Examples:

All About Me

Main Text: The Little Red Hen

Purpose: To develop comprehension skills, to hear and write the initial sounds in words, and begin to spell words by identifying the sounds and writing them with letters.

Hook: For L&R—show the children some real wheat picked from field, discuss what it might be.

Week 4: My Friends: Whole class inputs: read stories about friendship, talk about what makes a good friend, how do different actions make our friends feel, answer comprehension questions about the books.
Guided group activity: Cold write their own name and then trace and write it again.
Phonics: s, a, t, p. TWS/HFWs: at

Week 5: My Family: Whole class inputs: read stories about different types of families, share who is in their family, how do the members of our family help us? Answer comprehension questions about the books.
Guided group activity: Emergent writing—draw picture of their family and label each person's name.
Phonics: I, n, m, d. TWS/HFWs: the, day, and, it, did, am, is, in
Independent work: Short daily name writing practice each morning from this point onwards

Week 6: Our Healthy Bodies: Whole class inputs: read stories such as Oliver's Veg—discuss what makes us healthy, write a list of healthy and unhealthy food together.
Guided group activity: Draw pictures and write a list of healthy and unhealthy food—encourage to write at least the initial sounds using phonics so far.
Phonics: g, a, c, k. TWS/HFWs: to, dog, on, can, ask

Week 7: T4W The Little Red Hen: Whole class inputs: Intro key vocab: animal names, wheat, flour, read the story 3 times in a row, encouraging chn to join in more each time, story map/teach actions for Intro. In topic sessions improve understanding of text by focusing on farms and how they grow crops, explore how bread is made from wheat. Bake bread if possible!
Guided group activity: Sequence pictures from the story, orally retell and explain what happens at each stage, label dog, cat and duck
Phonics: ck, e, u, r. TWS/HFWs: no, go, up, mum, get, put

Week 8: T4W The Little Red Hen: Whole class inputs: Story map and learn: Build Up, Resolution and Ending to retell the story as a class, hot seat the characters on last day, discuss how their actions made each other feel, were they good friends?
Guided group: Label character 'red hen', write in speech bubble 'Not I'.
Phonics: h, b, f/ff, l/ll, ss. I into big, all, his, has, pull, full

On Going Writing Development ideas

- Fine motor practice—Dough Disco with playdough, threading, tweezers, cutting activities
- Opps to mark make on vertical surfaces, building motor skills (Whiteboard, chalkboards, easels, IWB paint programme)
- Emergent writing opportunities in Role Play area—calendar, recipes, shopping lists, doctors prescriptions (use clipboards)
- Range of tools for mark making in Creative Table—paint brushes, chalks, felt tips, finger painting
- Mark Making Table—free access to paper, coloured pencils and pens with topic based colouring sheets and tracing
- Name writing practice each morning and alphabet laminates for letter formation practice—also sent home
- Focus on forming each graphemes in phonics lessons—easier for them to mark make on mini WBs than paper

Stickability - how are you going to ensure the children remember the learning?

- Fun actions to remember text
- Repeated refrains which are easy to join in with
- Focusing and recalling key vocab
- Acting out the story, pretending to be the animals
- Name writing practice each morning using WB pens and laminated name writing sheets
- Also provide name writing, full alphabet handwriting and Phase 2 sound mats for chn to use at home

Progression Statements

- Show a preference for a dominant hand
- Show good control over pencil
- Understand that writing goes from left to right
- Write their own name with support
- Ascribe meaning to marks
- Hear and writes the initial sounds of words
- Write some letters accurately
- Read a few common exception words (phase 2)
- Recognise sounds taught (phase 2)

R&C Techniques

- Act out animal characters, using different voices for them
- Hot seat characters to look at their different perspectives—discuss whether they're good friends.

Outcome:

The children will have a deep understanding of the story and be able to recall each section.
They will have learnt the key vocabulary within the text.
They will have practiced writing the initial sound of words and had a go at writing CVC words.

Features of Text:

- Theme of friendship, helping each other
- Repeated refrains
- Farm vocab—link to Harvest time topic

Tricky Troll Words:

- the
- I
- to
- no
- go
- into

Sounds Taught:

-All of Phase 2:
s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f/ff, l/ll, ss

Topic Maps



Curriculum Implementation

How is the curriculum carefully planned and implemented?

Examples:

Year 1

Topic: Superheroes
Focus: History and Science

Hook:
Superman has lost his cape. Children find the cape and return it to him. He has left superhero training gear to become superheroes.

Knowledge:

- Who was Florence Nightingale?
- Where was she born?
- What country did she travel to?
- What was she famous for?
- What was her nickname?
- When did she live?
- What changes did she make?
- How have hospitals changed since?
- What are the five senses?
- Which body part links with which sense?
- How do we keep ourselves safe?
- Name body parts.

Learning Journey:
History - Who is Florence Nightingale? When did she live? What is she famous for? What was her nickname? Children to discuss and research key facts about Florence Nightingale

Learning Journey:
Science - Identify and name body parts. How do we keep ourselves safe (eat, read, online, strangers)? Children to create a whole body portrait using sketching skills and make a superhero outfit using tab clothes.

Learning Journey:
History - Florence Nightingale's life timeline—what did she do and when did she do it? Children to work in pairs to create a time line. Make note of her time line when comparing her to other historical figures Yr1 learn about.

Vocabulary:
Chronological, Medicine, Florence Nightingale, lantern, Hospital, Lamp, Florence, Italy, Crime, nurse
Senses (taste, touch, smell, hear, see), experiment, predict

Learning Journey:
History - What changes did she make? How have hospitals changed since? Compare modern and older time hospitals. Children to compare the different changes and think of any changes they would make themselves

Learning Journey:
Science - Which of our body parts have special jobs? Name the 5 senses and explain what they do. Children to take part in experiment to test their senses in different ways.

Skills:

- Use the internet safely and effectively.
- Order events chronologically
- Work scientifically to complete experiments - Make sensible predictions
- Add labels to a diagram
- Log in to a laptop independently

Curriculum Coverage:
History—Significant figures in the past.
Science—Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Characteristic foci:
Respect / Resilience

Learning Journey:
Science—Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Display Plan:
Whole body dolls labelled with superhero outfits

Outcome:
Each table has a sense focus and plans an activity to teach EYFS about the senses.

Curriculum Coverage:
History—Significant figures in the past.
Science—Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Trip / Visitor:
No trip/ visitor

Topic Maps

Year 2

Beat Band Boogie
Focus: Music & Computing

Hook:
Beat Band Boogie Ball - Children to make their own sandwiches and snacks for the ball. Bring in a change of clothes and their favourite teddy. Dance and sing together at the ball.

Knowledge:
What are the 4 categories that instruments are organised in to?
What is a beat?
What is a note?
What is a rhythm?
How can we make music using our body?
What is a tuned instrument?
What is an untuned instrument?
What is a composer?
What is a conductor?
What is the difference between live and recorded music?
What is a program?
What is coding?
How can you be safe online?
How do I turn on an iPad?
How do I find an app on an iPad?

Learning Journey:
Body Percussion—What sounds can we make just using our bodies?
What is a beat? What is a rhythm? In pairs, can the children make a rhythmic sequence using parts of their body only. Talk about being in time with their partner, the variety of sounds they can make etc. Allow children to perform to the rest of the class.

Learning Journey:
Listen to different clips of musical instruments being played. Can the children name any of them? What do they have in common? Do any sound the same? Do any of the children play an instrument? Categorise them by the different sounds they make, what they are made of, size of the instrument and how we play them. Let the children explore the different instruments from the music trolley.

Learning Journey:
Introduce the 4 instrument families. Talk about why they are categorised like this. Can the children put the instruments in the correct family?
Let the children play a rhythm with their partner using the instruments from the trolley. Record using Ipad's so that children can hear the music back. Can they explain what they liked and what they would change next time?

Learning Journey:
Let the children start experimenting and composing on Ipad's 3-4 sessions
Play their composed piece to each other, what is good? What could be improved/ changed? Encourage children to share ideas with each other.

Skills:
To play tuned and untuned instruments to a rhythm
Tap/ sing to a beat
Use different parts of the body to make music
Use their voices expressively by singing songs and speaking chants and rhymes
Sing tunelessly
Listen with concentration
Experiment with different instruments to create different sounds
Internet safety
How to use an iPad safely and carefully

Characteristic foci:
Creativity and resilience

Curriculum Coverage:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use logical reasoning to predict the behaviour of simple programs

Learning Journey:
Practice singing the Christmas songs and chants/ nursery rhymes that they all know. Can we make our voices create different sounds? Can we sing together and apart?
In small groups, children to put together everything they have learnt and create a final piece of music to perform to the rest of the class. Can they include different instruments? Body percussion? Singing? Chanting?

Display Plan:
Pictures of children playing music together
Homework to be displayed and photographed

Outcome:
Perform piece of music to another class
Put group performance on twitter

Trip / Visitor:
Allow children to bring instruments in and perform to the rest of the class.



Curriculum Implementation

How is the curriculum carefully planned and implemented?

Examples:

Year 3

Hook:

VR headsets to look at Predators

Predators

Focus: Science / Computing

Knowledge:

- 1. Which do animals (including humans) get their food from?
- 2. What is a skeleton? What are the main functions of the skeleton?
- 3. What is a muscle?
- 4. What are the main functions of the muscles?
- 5. What are the different parts of a flower?
- 6. What do plants need to grow?
- 7. How is water transported within plants?
- 8. What is pollination?
- 9. What is seed formation?
- 10. What is seed dispersal?
- 11. What is programming?
- 12. What is an algorithm?
- 13. What is debugging?

Learning Journey:

What is a predator? What is its prey? Where do animals get their food (food chain)? Look at animal skeletons - What is a skeleton? What is different between a predators skeleton and a prey animal? Why is this? What are muscles? What are their functions?

Learning Journey:

Look at predators on the VR headsets / videos. Can we identify features we have learnt about on the animals e.g. skeletal differences, size / muscle differences etc.

Learning Journey:

What plants might be around them? What are the parts of a plant? What do plants need to grow? How is water transported through a plant? Buy flowers, children to cut them up and explore the different parts. Use flowers or diary and food colouring to complete experiment observing over time the way a plant will transport water.

Learning Journey:

Why do plants keep growing? How do they grow? Why do plants grow in different places? What is seed dispersal?

Learning Journey:

Introduce basic programming skills using instruction cards (like Jigsaw pieces) Explore scratch to change character / background etc Learn to include 1'F (e.g. if shark touches the fish 5 points)

Skills:

- Explore flowers and make sensible suggestions about what features do (eg. why they grow through the stem)
- Use facts to research using factfiles like the index effectively to find relevant information
- Code a game and problem solve issues
- Use logical reasoning to explain how simple algorithms work and detect and correct errors
- Use the internet safely

Curriculum Coverage:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower (2) explore the requirements of plants for life and growth (light, water, nutrients from soil, and more to grow) and how they vary from plant to plant (3) investigate the way in which water is transported within plants (4) explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- humans and some other animals have skeletons and muscles for support, protection and movement.
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Outcome:

Programme a predator and prey game on scratch and share with other classes (Year 3, also learning about animals)

Characteristic foci:

Respect / Resilience

Trip / Visitor:

Visit from Animal experience man

Display Plan:

Labelled predator / flower with examples of children's work around which adds detail

Topic Maps

Year 4

Hook:

Ice Cube Experiment - how long does it take for ice to turn to water.

Topic Name: Misty Mountain Sierra

Focus: Science/Geography

Knowledge:

- 1. What are the stages of the water cycle?
- 2. How does evaporation and condensation effect the water cycle?
- 3. What is the melting point and freezing points of a material?
- 4. How do materials change state?
- 5. What are the three states of matter?
- 6. What are the properties of the three states?
- 7. What are particles?
- 8. What are the stages of the water cycle?
- 9. How do the rivers and seas play a part in the water cycle?
- 10. What seas and oceans surround the UK?
- 11. What hills and mountains are in the UK?
- 12. How do the hills and mountains play a part in the water cycle?
- 13. What are some human and physical characteristics of the UK?

Learning Journey:

Children will be sorting materials into groups and explaining reasons for their groupings. They will be introduced to the three states of matter and identifying the key properties of each state. Children will be introduced to the water cycle and learn about each stage individually. They will learn the key points of each stage—evaporation, collection, condensation and precipitation.

Learning Journey:

Recap of the three states. Children will investigate gases and their identifying properties. They will be investigating the weight of gas by carrying out an experiment in groups. Children will learn to locate cities and countries of the UK in preparation for adding to their knowledge of the water cycle. They will identify what country and city they live in.

Learning Journey:

Recap of three states and properties of each state. Children will be investigating how materials can change shape. They will do this by carrying out experiments and seeing that heat can cause a material to change shape and freezing can also cause a material to change shape. They will be introduced to the terms melting point and freezing point. Children will be able to identify rivers and seas of the UK including those surrounding the UK. They will be able to link this to their learning of the water cycle by identifying what role the rivers, seas and oceans play in the water cycle.

Characteristic foci:

Articulatory/Resilience

Learning Journey:

Recap key learning so far. Children will extend their learning on the freezing and melting points and their knowledge of materials/states—they will specifically focus on evaporation and condensation and what these terms mean. Children will be able to link their learning of rivers to locating counties of the UK (link it to the counties the rivers flow through). Children will be able to locate own county and surrounding counties—learning about their local area.

Skills:

- Identify the melting and freezing point of water
- Ask and answer relevant questions
- Design simple experiments
- Recognise what state a material is in
- Sort materials
- Make observations and predictions.
- Locate counties and cities of the UK on a map.
- Use an atlas to find information
- Conduct own research to find out key information
- Identify key features of an area

Curriculum Coverage:

- name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- physical geography, including: rivers, mountains and the water cycle
- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Learning Journey:

Children will learn to link the water cycle (knowledge they have gained from geography) with changing states. They will be able to identify the stages of the water cycle through pictures and explain how they know. Children will be able to identify mountains and hills of the UK—looking at physical and human features as well. They will be able to link how the mountains and hills are part of the water cycle as well.

Outcome:

Water Cycle Poem—explaining stages of the water cycle. Create fact file on county and city we live in - understanding local area.

Display Plan:

Water cycle—with pictures, description and water cycle poems surrounding.

Trip:

Thornthorn Reservoir

Vocabulary:

Water cycle	Hills	Condensation
Seas	Human vs physical	Precipitation
Rivers	Temperature	Collection
Counties	Particle	
Cities	Melting point	
Mountains	Freezing point	
	Evaporation	



Curriculum Implementation

How is the curriculum carefully planned and implemented?

Wider curriculum areas have clearly defined progression plans, building upon previously taught content. This ensures a full and deep coverage of the curriculum and allows for children to cumulatively gain sufficient knowledge and skills for future learning which makes sure they are prepared for the next step in educational journey.

Examples:

Subject: Science							
Year Group	What do I need to know? Knowledge			What do I need to know how to do? Skills			Vocabulary Chemistry Biology Physics
	Autumn	Spring	Summer	Autumn	Spring	Summer	
1	Physics: Seasons - What are the different seasons? Focus on Autumn Autumn 1 (Superheroes) Biology: Humans - What are the five senses? - Which body part links with each sense? - How do we keep ourselves safe? - Can you name different parts of the body? Autumn 2 (Dinosaur Planet) Biology: Animals - What are carnivores/herbivores/omnivores? - What do they eat? - What animals are carnivores/herbivores/omnivores?	Physics: Seasons - What are the different seasons? Focus on winter and spring Spring 1 (Flora, Fauna and Whiskers) Biology: Animals - What are the 5 different animal groups? - What animals fit into each group? - What features are specific to each animal group? - Where do they live? - What is their habitat like? Spring 2 (Bright Lights, Big City) Chemistry: Materials - What different materials are there? - Can you describe...? - What is this object made of...? - Name a variety of everyday materials - Which materials are waterproof? - What materials can be found around the classroom/school/ outside?	Physics: Seasons - What are the different seasons? Focus on summer Summer 1 (Enchanted Woodland) Biology: Plants - What are the two types of trees? - Name common garden plants - What are the different parts of a plant? - What does a plant need to grow? - Can a plant grow...?	Physics: Seasons - Observing over time Autumn 1 (Superheroes) Biology: Humans - Label diagrams - Do simple testing - Observing over time - Recording and gathering data Autumn 2 (Dinosaur Planet) Biology: Animals - Identify and classify different materials - Researching/ lightbox	Physics: Seasons - Observing over time Spring 1 (Flora, Fauna and Whiskers) Biology: Animals - Identifying and classifying - Researching - Use of I Pads - Asking simple questions Spring 2 (Bright Lights, Big City) Biology: Animals - Simple testing - Using simple testing equipment - Observing clearly - Use of I Pads - Gathering and recording data evidence - Predictions	Physics: Seasons - Observing over time Summer 1 (Enchanted Woodland) Biology: Humans - Classifying plants and trees - Labeling - Observing over time and observing clearly - Gathering and recording data evidence - Predictions	Autumn 1 Superheroes Sense (taste, touch, smell, hear, see) Autumn 2 Dinosaur Planet Carnivore Omnivore Herbivore Spring 1 Flora, Fauna and Whiskers Amphibian Fish Reptiles Birds Mammals Habitat Spring 2 Enchanted Woodland Deciduous Evergreen Plant Leaf Petal Nerve Seed Summer 1 Bright Lights, Big City Wood Plastic Glass Metal Water Rock Beadling Texturing Opening Closing
2	Spring 1 (Whistle and Crow) Biology: Animals Biology: Plants Biology: Humans - What is a food chain? - What does a plant need to grow and stay healthy? - What do humans and animals need to survive? - What is a habitat? - Why do different animals need different habitats? - What is a diorama? - Where do animals get their food from? Spring 2 (Muck, Mess and Mixtures) Chemistry: Materials - What is a mixture?	Summer 1 (Towers, Turrets and Tunnels) Chemistry: Materials - What is a mixture? - How many different materials can you name? - What everyday materials would be suitable to build a castle? - What does the material need to have? Summer 2 (Lead Alby) Biology: Humans - Why is it important for humans to exercise? - Why is it important for humans to eat the right amount of food? - Why is hygiene important?	Spring 1 (Whistle and Crow) Biology: Animals Biology: Plants Biology: Humans - Ask simple questions Observing clearly - Identifying and classifying - Performing simple tests - Gathering and recording data - Using their observations and ideas to suggest answers to questions - Labeling diagrams Spring 2 (Muck, Mess and Mixtures) Chemistry: Materials - Asking simple questions Observing clearly - Using simple equipment - Performing simple tests	Spring 1 (Whistle and Crow) Biology: Animals Biology: Plants Biology: Humans - Ask simple questions Observing clearly - Identifying and classifying - Performing simple tests - Comparing materials - Identifying and classifying clearly Summer 2 (Lead Alby) Biology: Humans - Ask simple questions - Labeling diagrams	Spring 1 (Whistle and Crow) Habitat Biome-Habitat Animal Carnivore Food chain Detritus Plants Good Bulb Spring 2 Food Water Grow Healthy Light Temperature Spring 2 Muck, Mess and Mixtures Reaction		

Progression Maps

Subject: Design Technology							
Year Group	What do I need to know? Knowledge			What do I need to know how to do? Skills			Vocabulary
	Autumn	Spring	Summer	Autumn	Spring	Summer	
1		Spring 1: Paws, Claws and Whiskers - What can I use to join materials together? - What is a model? - What materials should we use? - What is a sketch? - What material best suits a specific feature? - What tool would work best? - Why do we plan? - What is a plan?			Spring 1: Paws, Claws and Whiskers - Research what animals look like and specific animal features - Work collaboratively in a group - Design a sketch of the model and label. - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). - Evaluate finished piece.		Design Make Evaluate Model 3D Cutting Shaping Joining Gluing Sticking Cutting Sketching Creating Improving
2	Autumn 1: Street Detectives - What does our local area look like? - What human and physical features do I need to include? - What materials could I use to represent the different features? - How can I join different materials together? - What is a sketch? - What is a model? - What is an evaluation?		Summer 1: Towers Turrets and Tunnels - What do castles look like? - What materials were they made from? - How big are castles? - What materials could I use to represent the different features? - How can I join different materials together? - What is a sketch? - What is a model? - What is an evaluation? - How can I make my structure stronger?	Autumn 1: Street Detectives - Research the local area to know what to include in 3D street model. - Articulate my ideas to others and discuss together. - Work collaboratively in a group. - Design a sketch of the model and label. - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting,	Summer 1: Towers Turrets and Tunnels - Research castles to know what to include in 3D castle mode. - Articulate my ideas to others and discuss together. - Work collaboratively in a group. - Design a sketch of the model and label. - Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups.	Research Design Make Evaluate Model 3D Cutting Shaping Joining Finishing Compare Similarities Differences Mechanism Materials Textiles Levers Sliders	



Curriculum Implementation

How is the curriculum carefully planned and implemented?

Examples:

Cold task to identify what is already known

Hook: Charlie's backpack
Prediction - whose is the bag and what is the equipment for?

Introduce text using RSC techniques—unpick key vocab.

Introduce/interpret/incidental
Introduce the text using different techniques, understand the purpose and use the skills in context, revisit text types already taught to embed grammar skills.

1. Introduce the features of the text and add to working wall to refer back to throughout the unit—build toolkit.
Introduce
2. Reading as a reader—comprehension questions to ensure understanding of the text.
3. Text map and pick out key points from each paragraph—discuss purpose.
Incidental
4. Grammar:
Skill: contractions and first person. **Incidental write:** postcard
Skill: prepositions and adverbs of manner. **Incidental write:** setting description
Skill: powerful verb choice (synonyms for verbs) (plus previous skills) **Incidental write:** action paragraph

Features of text:
First person
Paragraphs
In narratives, create settings

RSC Techniques:
Word carpet
Go stop, show me
Show me word, show me phrase
Reading to punctuation
Walking the text
Reading in different ways to pick up on mood
Crossing the circle in different ways

Predators - Fiction

Main Text: Charlie Small—Gorilla City

Purpose: Quest Narrative



National Curriculum Coverage:
Take from writing progression grids

First person pronoun I
In narratives, create settings
Prepositions
Use powerful verb choices (synonyms for verbs)
Consistent verb tense
Adverbs to show manner
Contractions
Paragraphs

Year 3 Common Exception Words:
disappear possible
enough strange
guide thought
height weight

Innovate - mode of transport change (effecting the description and verbs)
Shared writing as a whole class. Explicit teaching and recap of skills used within the text.

1. Planning as a class—generating and sharing ideas, change on text map.
2. Write innovate over four days—recapping key skills before each session
FEEDBACK AT THE BEGINNING OF EACH SESSION
3. If any skills are missing, teach to fill gaps before inventing (potential incidental write)

Invent - self chosen quest story (thinking about location and types of predator)
How is the independent writing going to be planned? Guided write for LA children.

1. Generate ideas about new quest
2. Write a new quest story
3. Proof read and edit.
4. Publish

Stickability—how are you going to ensure the children remember the learning?
Grammar based starters to recap skills already taught—including assessment style questions.
Over learning the text
Drama
Vocabulary around the room
Use of working wall

Incidental writes—apply new skills and embed skills previously taught

- Postcard
- Setting description
- Action paragraph

Outcome:
Type to publish

English Journey

Cold task to identify what is already known

Hook: Watch a video about MITB/6
Link to Topic learning

Introduce text using RSC techniques—unpick key vocab.

Introduce/interpret/incidental
Introduce the text using different techniques, understand the purpose and use the skills in context, revisit text types already taught to embed grammar skills.

1. Introduce the features of the text and add to working wall to refer back to throughout the unit—build toolkit.
Introduce
2. Reading as a reader—comprehension questions to ensure understanding of the text.
3. Box up story to show the structure of the model text and identify key vocab.
Incidental
4. Grammar: Recap Y5 relative clauses.
5. Grammar: Recap Y5 parenthesis
6. Incidental write: Recount as Alex to embed relative clauses AND parenthesis
7. Skill: PILES sentence opener using images from Alex Rider graphic novel (incorporate figurative language such as SMNTM as well as relative clauses and parenthesis).

Features of text:
Figurative Language
Paragraphs
Establishing setting and character and plot

RSC Techniques:
Word carpet
Go stop, show me
Show me word, show me phrase
Reading to punctuation
Walking the text
Reading in different ways to pick up on mood
Crossing the circle in different ways

Tomorrow's World - Fiction

Main Text: Alex Rider—Stormbreaker

Purpose: Create a double-page spread story

National Curriculum Coverage:
Take from writing progression grids

develop the use of relative clauses
Develop the use of sentence rephrasing techniques (e.g. lengthening or shortening sentences) for meaning and/or effect
Confidently use relative clauses beginning with: who, which, where, when, whose, that, an omitted relative pronoun
Confidently start sentences in a range of ways, including fronted adverbials.
Figurative devices for effect (Show not tell, Power of three etc).

Year 5/6 Common Exception Words:
Government Apparent
Conscious Curiosity
Vehicle Equip
Amateur Stomach

Innovate
Shared writing as a whole class. Explicit teaching and recap of skills used within the text.

1. Planning as a class—generating and sharing ideas, change on text map.
2. Write innovate over four days—recapping key skills before each session
FEEDBACK AT THE BEGINNING OF EACH SESSION
3. If any skills are missing, teach to fill gaps before inventing (potential incidental write)

Invent
How is the independent writing going to be planned? Guided write for LA children.

1. Show clip from Alex Rider film (Ian Rider)
2. Write Action Story.
3. Proof read and edit.
4. Publish

Stickability—how are you going to ensure the children remember the learning?
Grammar based starters to recap skills already taught—including assessment style questions.
Over learning the text
Drama
Vocabulary around the room
Use of working wall

Incidental writes—apply new skills and embed skills previously taught

- Diary recount
- Action paragraph
- If needed - suspense paragraph focussing on shortening sentences for effect.

Outcome:
To create a double page spread to display stories.



Curriculum Implementation

How is the curriculum carefully planned and implemented?

Examples:

Fractions
Year 3

Pre Assessment
White Rose / Century AI

Recap of previous year group objectives
RtP statements (see other side)

Vocabulary

Whole	Equivalent
Equal parts	Equivalence
Numerator	Fraction of
Denominator	Non-unit fractions
Unit Fractions	Linked to division
Number Line	Number Line
Tenths, Half, Third, Quarter, Fifth, Eighth	
Equivalent	
Compare and Order	
Addition	
Subtraction	

Small steps learning:

- Recap prior learning from Y2 - finding fractions of numbers, shapes and quantities. Children need to see a variety of different representations of shapes and quantities. "These parts are not equal because..." etc.
- Add in year 3 multiples including eights and tenths of numbers and quantities and shapes.
- Find non unit fractions using the knowledge If I know 1/8 then I can also find 3/8 etc. *Children may try to divide by the numerator*
- Count in tenths on a number line. What happens beyond 1? Compare and order tenths. *I know this is greater because... 11 tenths 12 tenths - children may think improper is wrong - they require explicit links to 1 and 1/10*
- Add and subtract tenths within 1 - make links with number bonds to ten.
- What is the relationship between 1/10 and 0.1? Explore parts of 1 and see that they are equivalent. *Whole = 10 x 1/10*
- Add or subtract a fraction and a decimal within 1. *Incorrect verbalisation One point 10.*
- Add and subtract known fractions within 1. Write own questions.
- Compare and order unit and non unit fractions with the same denominator. Which is greater 1/2 or 4/8? Making links with equivalence.
- Compare and order a variety of pictorial representations of fractions with the same denominator.
- Explore equivalent fractions within known denominators - compare equal shapes divided into fractions and compare likeness. *I know these fractions are equivalent because... I know these fractions are not equivalent because...*
- Problem solving opportunities will be embedded throughout the unit at every stage including linked problems with measure, length, mass, time etc.

National Curriculum Coverage:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Planning Key:

- Misconceptions
- Key skills
- Pictorial Representations
- Statements / Articulating links
- Deeper Thinking

Facts and sentences children must know:

- A fraction is a whole divided into equal parts
- The denominator tells you how many parts, the numerator tells you how many of those parts you are focusing on/shading
- Finding a fraction is dividing into equal parts. To find 1/8 we divide by 8
- If I know 1/8 then I can also find ... non unit fractions
- This fraction is smaller / greater because...
- These fractions are equivalent because

Stickability - How are you going to ensure the children remember the learning?

- Inclusion of content in starters
- Use of counting stick - regular recapping counting in tenths
- Century Nuggets and Teaching videos
- Youtube songs

What do they need to be able to do by the end?

Count in tenths
Find a fraction of a number, shape or quantity
Compare, order and place fractions on a number line and articulate why
Add and subtract fractions with known denominators

Post Assessment
White Rose / Century AI

Fractions
Year 3

Previous Year's RtP statements

What **must** they have mastered previously in order to move forward?

Reason about the location of whole numbers in the linear number system.

Automatically recall addition and subtraction facts within 10.

Unlisse in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.

Current Year group RtP statements

What **must** they master to be able to move into subsequent years successfully?

Year 3

3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.

3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).

3F-3 Reason about the location of any fraction within 1 in the linear number system.

3F-4 Add and subtract fractions with the same denominator, within 1.

Maths Journey



Curriculum Impact

Successes and Highlights

Here are some examples of our broad and engaging curriculum in practice



Year 1
Dinosaur Planet

Year 2
Street Detectives



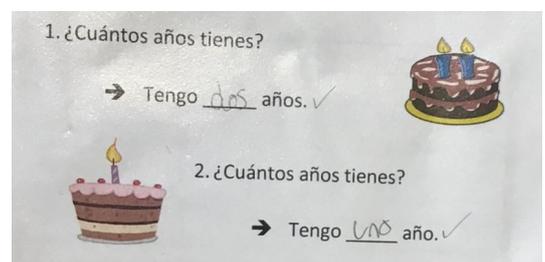
The children used the Beebots as part of our 'Street Detectives' topic. They directed their partner to different locations using the 4 compass directions.

A broad and engaging curriculum



Year 3
Tremors

Year 4
MFL - Spanish





Curriculum Impact

Successes and Highlights

Here are some examples of our broad and engaging curriculum in practice



Year 4

Music - Junior Jam

Year 5

Star Gazers

Heliocentric Model



A broad and
engaging
curriculum



Year 6

Tomorrow's World

Alex Rider retelling video

Year 4

RE - Diwali





Curriculum Impact

Successes and Highlights

Here are some examples of our broad and engaging curriculum in practice



Year 6
Tomorrow's World
Light

Year 2
Beat, Band, Boogie



A broad and
engaging
curriculum



Year 3
Tribal Tales

Year 4
Playlist



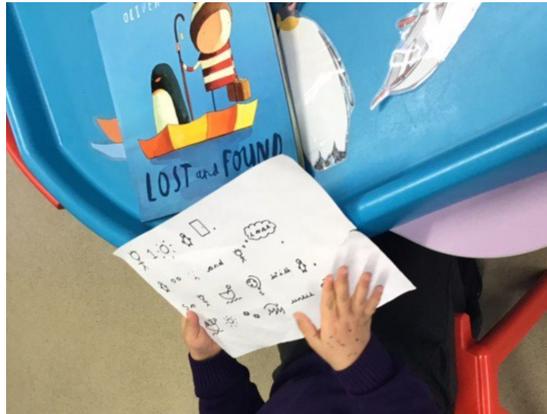
We discussed how computer networks worked and how multiple computers can be connected to one network and server. We then passed messages around the classroom to show how computers pass messages to one another.



Curriculum Impact

Successes and Highlights

Here are some examples of our broad and engaging curriculum in practice



EYFS

Do you want to be
Friends?

Year 6
A Child's War



A broad and
engaging
curriculum



EYFS

Diwali