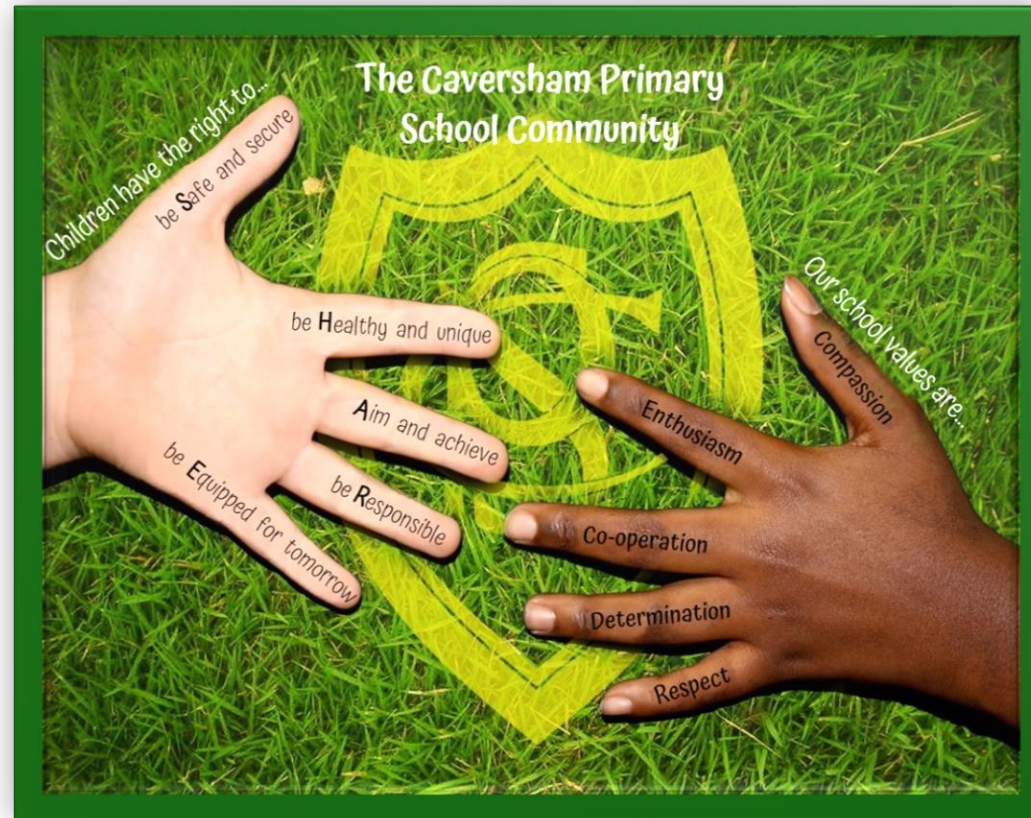




Caversham Primary School
Learning for Life



The Caversham Primary School Curriculum

Educating children to become successful, confident, responsible and caring citizens

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The National Curriculum

- The National Curriculum outlines the programmes of study in maintained/state primary and secondary schools in England.
- It sets out what children should learn in Key Stages 1 and 2.

The content within the National Curriculum

- The National Curriculum identifies *what* to teach but not *how* to teach.
- In primary schools, it consists of eleven subject areas plus Religious Education. It is a statutory requirement for schools to teach RE. Parents have the right to withdraw pupils from some or all of RE lessons although at Caversham Primary School the way that RE is taught is inclusive and explores what it means to be human; It is not indoctrinating or nurturing children in a faith or promoting any particular belief system; RE makes a significant contribution to pupils' spiritual, moral, social and cultural development
- English, Maths and Science are the three core subject areas, with detailed programmes of study.
- All pupils in Years 1 - 6 follow the National Curriculum and are assessed against age related expectations (ARE).
- Pupils in Reception work within The Early Years Foundation Stage framework and are also assessed against age related expectations-these are called the Early Years Outcomes and Early Learning Goals.

For more information, visit the webpage: www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

The Caversham Primary School Curriculum

The staff at Caversham Primary School work very hard to produce a curriculum which not only meets, but enhances the requirements of the National Curriculum.

The Curriculum Mapping document shows the coverage and progression in each year group across the school.

We hope that you find this document helpful in supporting your child as well as finding out a little more about the learning at Caversham Primary School.

Jo Grover and Clare Jones- King
Co-Headteachers



Promoting British Values

The government set out its definition of British values in the Prevent Strategy. These values are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Schools are expected to focus on, and be able to show, how their work with pupils is effective in embedding fundamental British values. Actively promoting British values also means working with pupils, staff or parents when they express views which challenge these.

At Caversham Primary School we promote the national values through everything we do. They are upheld by the Rights Respecting Schools initiative where children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. Caversham Primary School is a Gold Level Rights Respecting School.

What follows is further detail on how British values are promoted within our setting:

| Value and Link to School Ethos | How We Promote It |
|---|--|
| Democracy Link to school ethos through: <ul style="list-style-type: none">• Our core value of respect.• Our core value of co-operation.• UN CRC article 12: Every child has the right to say what they think and to have their views taken seriously. | <ul style="list-style-type: none">• We have an elected School Council representative for each class. The elections are used as an opportunity to promote and teach about democracy and the electoral process.• We encourage all children in upper Key Stage 2 to volunteer for a role around school and to take responsibility for the task they are given.• We involve the pupils in major decisions taken by the adults such as the purchasing of new equipment or making changes to the building.• The birth of democracy is taught through study of Ancient Greek civilisation and is developed when learning about the European Union.• Democracy is regularly promoted through PSHE lessons and assemblies.• Through our global links, we consider democracy on a global stage. |

| | |
|---|---|
| <p>The Rule of Law</p> <p>Link to school ethos through:</p> <ul style="list-style-type: none"> • Our core value of respect. • Our core value of co-operation. • Our core value of determination. • UN CRC article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them. | <ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Therapeutic Behaviour Policy. We expect, model and recognise positive behaviour. Consistent demonstration of our values and children's rights is recognised through Rights Respector awards. • Through our school assemblies, circle time and PSHE program children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • The local PCSO visits the school to talk to the children and explain about their role in society. • Every year group has e-safety lessons informing the pupils of their right to safety and privacy and how to obtain help if they believe they are in danger. |
| <p>Individual Liberty</p> <p>Link to school ethos through:</p> <ul style="list-style-type: none"> • Our core value of respect. • Our core value of co-operation. • Our core value of compassion. • UN CRC article 15: Every child has the right to meet with other children and young people and to join in groups and organisations, as long as this does not stop other people from enjoying their rights. • UN CRC article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities. • UN CRC article 7: Every child has the right to a legally registered name and nationality. | <ul style="list-style-type: none"> • Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests. • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum. • The pupils have opportunities to explore their identity and share their thoughts and feelings. This is done in circle time and through the whole school 'big question' such as, 'Who on Earth Am I?' and 'What makes Great Britain great?' • Our trained pastoral care staff encourage children to access support and to freely talk about their feelings and the problems facing them. • The idea of liberty and what that means is explored throughout the curriculum. |
| <p>Mutual Respect</p> <p>Link to school ethos through:</p> <ul style="list-style-type: none"> • Our core value of respect. • Our core value of co-operation. • Our core value of compassion. • UN CRC article 2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from. <p>UN CRC article 30: Every child has the right to learn to use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.</p> | <ul style="list-style-type: none"> • We have high expectations for the behaviour of pupils, staff and other adults who enter our school which are set out in our Equal Opportunities Policy. • Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Assemblies explore ideas and stories from a range of cultures and backgrounds. This includes regular news assemblies at Key Stage 2 where current affairs are discussed and the behaviour of different groups reflected upon. • The children work in a variety of groups and teams throughout the school day in order to develop their social skills and respect for one another. • A 'language of the moment' program celebrates the languages spoken in our school and these are spoken regularly in assembly. • All adults at the school model respectful behaviour and use the language of rights when speaking to children about respectful behaviour. |

Tolerance of Different Faiths and Beliefs

Link to school ethos through:

- Our core value of respect.
- Our core value of co-operation.
- Our core value of compassion.
- Our core value of enthusiasm.
- UN CRC article 14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

- At Caversham Primary we teach the children to value and celebrate diversity rather than merely tolerate it. This is reflected in our RE, Inclusion and Equality policies and through our RE and PSHE curriculums..
- Understanding of different faiths and beliefs is promoted through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals.
- This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali.
- Visits are made by local religious leaders and children have the opportunity to visit places of worship.

Promoting a Love of Reading

The national curriculum framework states:

Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

At Caversham Primary School we place reading at the very centre of our curriculum. We intend that reading will not only strengthen the core knowledge across the academic curriculum but will also play an important role in educating the whole child emotionally, culturally, socially and spiritually. We aim for all children to become confident, enthusiastic and fluent readers with a love of reading for pleasure.

How do we teach reading and support the pupils so that they become keen readers?

- The systematic teaching of phonics has a high priority throughout EYFS and Key Stage One. All children in EYFS and KS1 have whole class daily phonics sessions using the Rising Stars Rocket Phonics programme.
- Pupils from Year 1 and 2 also take part in daily sessions (additional to English lessons) with a focus on reinforcing and consolidating phonics, reading and comprehension skills. Teachers read with individual children during this time, teaching and assessing 1:1.
- Pupils from Year 3 to Year 6 take part in daily whole class reading lessons where reading skills are explicitly taught and pupils have the opportunity to read and discuss high quality texts.
- All children read regularly (both independently and with other adults) and explore a diverse range of texts. There are high quality sets of books throughout the school to support this.
- Pupils across the school have daily timetabled 'story time'.
- There is an expectation, as part of our homework policy, that all children will complete daily reading at home.
- We have an established KS2 Library and KS1 Library Bus as well as a part-time Librarian. All children have weekly access to this.
- Every classroom has access to a selection of high quality reading books for the children to access.
- We offer additional 'book talk' groups for some pupils to further encourage engagement and enthusiasm for reading.
- Across our curriculum children share and engage with a wide range of texts - fiction, non-fiction, poetry, film and images.
- Teachers model their enjoyment of reading by sharing their own reading choices and enthusing about books.
- We celebrate World Book Day.

For more information, please refer to Caversham Primary School's Reading, Spelling, Writing and Handwriting policies available on our website.

Caversham Primary School 'Big Questions'

| Autumn term | Spring term | Summer term |
|---|--|---|
| Theme: Identity | Theme: Diversity | Theme: Sustainability |
| 2022-2023 questions: | | |
| What's on your doorstep? | What does it mean to be rich? | What does the future look like? (Create your idea of the future in a shoe box) |
| 2023-2024 questions: | | |
| What makes a house a home? | How could you bring peace to the world? | What makes our world so wonderful? |
| 2024-2025 questions: | | |
| What does success mean to you? | Why is it important to celebrate the things that make us unique? | How can little changes make a big difference? |
| 2025-2026 questions: | | |
| Why is it important to be kind? | Who is your hero? | How can you make the world a better place for the next generation? |
| 2026-2027 questions: | | |
| How do you demonstrate our core values? | What is special about my community? | Who inspires you to make positive changes for the planet? |
| | | |

Each term we ask the children a 'Big Question' based on the themes of 'identity', 'diversity' and 'sustainability'.

Each term, the children spend time discussing the questions in class and assemblies, and have an opportunity to create a piece of work in response to the question.



| | Autumn Term | | Spring Term | | Summer Term | |
|---|--|---|---|---|---|---|
| Core Values | Respect | Enthusiasm | Co- operation | Compassion | Determination | Reflection on all core values |
| Topics | Marvellous Me & Emergency 999 | Giants, Fairies and Beanstalks | Odyssey from the deep to Jupiter | Wellies and Wiggly Worms! | Digging for Dinosaurs | Journeys across the world |
| Texts/Stimulus | Think Big! by Kes Gray and Nathan Reed Book of Nursery Rhymes Elmer Gruffalo Rainbow Fish Winnie the Witch How an Egg Grows into a Chicken Range of non-fiction books and video clips about people who help us Range of PSED books about starting school, emotions, inclusion Homes | Mr Wolf's Pancakes by Jan Fearnley Chicken Licken Gingerbread Man Little Red Riding Hood Three Little Pigs Jack and the Beanstalk The Elves and the Shoemaker Revolting Rhymes The Giant of Jum How to Catch a Dragon | Little Whale by Jo Weaver Storm Whale Snail and the Whale Range of non-fiction texts about sea creatures Range of non-fiction texts about space Somebody Swallowed Stanley | Bee and Me by Alison Jay Hungry Caterpillar Range of non-fiction books and video clips about minibeasts What the Ladybird heard Superworm Snail Trail | Simon Sock by Sue Hendra, Paul Linnet and Nick East Harry and the Bucket Full of Dinosaurs Tyrannosaurus Drip If I had a Dinosaur Dinosaur Farm Smeds and Smoos Range of non-fiction books and video clips about dinosaurs Cyril the Squirrel Grandad's Secret Giant Dave the Lonely Monster | Be Brave Little Penguin by Giles Andreae and Guy Parker-Rees The Lion Inside by Rachel Bright and Jim Field The Koala who could The Way Home for Wolf Range of books about bravery Range of non-fiction books about animals and various animal habitats How to Ride a Polar Bear The Journey Home Ernest Shackleton (Big Dreams, Little People) Big Bear, Little Bear Blown Away Polar Bear, Polar Bear, what do you hear? |
| Personal, Social, Emotional Development | -Settling in: Rules and Routines -Understanding that they are part of a classroom community -Groups (E, RF, HC etc.) -Circle time -Self-help skills and independence -Learning to play/take turns/be kind/support each other -Begin to think about others' feelings - Introduce self registration - Book focus: Challenge stereotypes in the workplace | -Book focus: Thinking about kindness Helpfulness Compassion Honesty Fairness -Needing/asking for help -What effect our behaviour has on others -Mindfulness (stories, music, Cosmic Kids) - learning how to regulate ourselves - Playground Games -Consider our own qualities | -Group and partner working -Developing confidence in self -Developing empathy -Explore materials and decide what to do with them -Understand the idea of belonging -Understanding that whales are endangered -Thinking about our impact on the sea and how we can help to look after our oceans | -Group work - becoming confident to express ideas -Explore materials and decide what to do with them -Continue to learn about friendship and ensure we are being good friends -Understanding how to be respectful to each other and the teachers -Remembering our manners -Mindfulness to help the children regulate their behaviour and energy levels | -Begin Year 1 transition (mixing classes and visits to Year 1 classrooms over this term) -Understanding friendship -Accepting differences -Understanding the perspectives and feelings of others -Developing empathy -Tolerance -Inclusions -Mindfulness to help the children regulate their behaviour and energy levels | -Understanding the perspectives and feelings of others -Thinking about and facing our fears -Being brave and having a go, in order to achieve our goals -Perseverance -Understanding the challenges animals face around the world -Developing empathy -Meet the Year 1 teachers -Class mixing - 'Getting to know you' games -Transition Booklets |

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|-----------------------------------|--|---|---|---|---|---|
| | <p>Learn tolerance and respect for other people's opinions</p> <ul style="list-style-type: none"> -Thinking about risk taking and personal safety -Use group texts to consider what it's like to be different, kindness, consideration, being scared, acceptance -Learning to be part of the school community -Being tolerant of others and their ideas and beliefs -Understanding about inclusion in the classroom - build constructive and respectful relationships -Teddy bear first aid -Helping friends in the playground -Mindfulness to help the children regulate their behaviour and energy levels | <ul style="list-style-type: none"> -See self as a valuable individual -Understanding the perspectives of others -Learning about how to regulate the self using the Therapeutic Approach to behaviour management -Learn about consideration and compassion for others and understanding how to meet others' needs as well as our own using role play, story books and circle time. -Mindfulness to help the children regulate their behaviour and energy levels -Recap previous learning where necessary | <ul style="list-style-type: none"> -Thinking about what life would be like in a rocket or a submarine -Thinking about unfamiliar environments and how we would explore them. How we might feel. -Mindfulness to help the children regulate their behaviour and energy levels -Recap previous learning where necessary | <ul style="list-style-type: none"> -Recap previous learning where necessary | <ul style="list-style-type: none"> -Recap previous learning where necessary | <ul style="list-style-type: none"> -Mindfulness to help the children regulate their behaviour and energy levels -Recap previous learning where necessary |
| Communication and Language | <ul style="list-style-type: none"> -Listen and engage in story times -Build familiarity with stories -Anticipate key events -Understanding how and why events happen in the book -Develop own narratives and explanations -Imagine possibilities -Listen to and learn rhymes and songs -Introduce chatter partners and how we talk to them -Learning to express opinions and listen to opinions of others -Conversation skills through role play (introduction to home corner and how to play) -Introduce pegs and lolly sticks to encourage answering questions -Use deeper questioning to encourage discussion | <ul style="list-style-type: none"> -Listen and engage in story times -Build familiarity with stories -Working in groups as whole class/class groups or in talk partners -Listen and respond to others' comments -Express ideas and thoughts about the story -Answer 'how' and 'why' questions in relation to the story -Ask questions to deepen understanding -Develop own narratives and explanations -Imagine possibilities -Use past, present and future tenses correctly -Use deeper questioning to encourage discussion | <ul style="list-style-type: none"> Listen and engage in story times -Build familiarity with stories -Working in groups as whole class/class groups or in talk partners -Listen and respond to others' comments -Express ideas and thoughts about the story -Answer 'how' and 'why' questions in relation to the story -Ask questions to deepen understanding -Develop own narratives and explanations -Imagine possibilities -Use past, present and future tenses correctly -Use deeper questioning to encourage discussion -Listen to and learn rhymes and songs | <ul style="list-style-type: none"> -Listen and engage in story times -Build familiarity with stories -Working in groups as whole class/class groups or in talk partners -Listen and respond to others' comments -Express ideas and thoughts about the story -Answer 'how' and 'why' questions in relation to the story -Ask questions to deepen understanding -Develop own narratives and explanations -Imagine possibilities -Use past, present and future tenses correctly -Use deeper questioning to encourage discussion -Use a range of vocabulary in imaginative ways | <ul style="list-style-type: none"> -Listen and engage in story times -Build familiarity with stories -Working in groups as whole class/class groups or in talk partners -Listen and respond to others' comments -Express ideas and thoughts about the story -Answer 'how' and 'why' questions in relation to the story -Ask questions to deepen understanding -Develop own narratives and explanations -Imagine possibilities -Use past, present and future tenses correctly -Use deeper questioning to encourage discussion | <ul style="list-style-type: none"> -Listen and engage in story times -Build familiarity with stories -Working in groups as whole class/class groups or in talk partners -Listen and respond to others' comments -Express ideas and thoughts about the story -Answer 'how' and 'why' questions in relation to the story -Ask questions to deepen understanding -Develop own narratives and explanations -Imagine possibilities -Use past, present and future tenses correctly -Use deeper questioning to encourage discussion -Use a range of vocabulary in imaginative ways |

[illegible]

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| | <ul style="list-style-type: none"> -Use phonics knowledge to write words and simple sentences -Name writing -A number of writing outcomes (Read in to Writing) -Learning from non-fiction books and the internet (people who help us and our bodies) -Learn some 'sight words' | <ul style="list-style-type: none"> -Use phonics knowledge to write words and simple sentences -Learn to read and write some 'sight words' -A number of writing outcomes (Read in to writing) | <ul style="list-style-type: none"> -Use phonics knowledge to write words and simple sentences -Learn to read and write some 'sight words' -Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary -A number of writing outcomes (Read in to writing) | <ul style="list-style-type: none"> -Use phonics knowledge to write words and simple sentences -Learn to read and write some 'sight words' -Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary -A number of writing outcomes (Read in to writing) -Snail trail poem. | <ul style="list-style-type: none"> -Use phonics knowledge to write words and simple sentences -Learn to read and write some 'sight words' -Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary -A number of writing outcomes (Read in to writing) | <ul style="list-style-type: none"> -Use phonics knowledge to write words and simple sentences -Learn to read and write some 'sight words' -Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary -A number of writing outcomes (Read in to writing) |
| Numeracy <i>(taught through 'NCETM Mastering Number' curriculum)</i> | <ul style="list-style-type: none"> -Principles of counting -1-1/Stable Order Principle/Cardinal Principle/Abstraction Principle/Order Irrelevance Principle -Matching/Sorting -Comparing amounts/size/mass/capacity -Number formation -Simple patterns | Using the numbers 1-5 to begin: <ul style="list-style-type: none"> -Subitising -Grouping -Mark making -Comparing -Number Composition Understanding Circles and Triangles Introduction to spatial awareness/positional language Thinking about 1 more and 1 less Exploring shapes with 4 sides Thinking about night and day | <ul style="list-style-type: none"> -Introducing 0 -Comparing numbers to 5 -Composition of 4 & 5 -Compare mass -Compare capacity -6,7,8 -Making pairs | <ul style="list-style-type: none"> -Combining 2 groups -Length and height -Time -9 & 10 -Comparing numbers to 10 -Bonds to 10 -3D shapes -Patterns | <ul style="list-style-type: none"> -Consolidation -Numbers beyond 10 -Counting patterns beyond 10 -Spatial Reasoning -Adding more -Taking away | <ul style="list-style-type: none"> -Consolidation -Doubling -Sharing and grouping -Even and odd -Deepening understanding -Patterns and relationships -Spatial reasoning |
| Understanding the World | <ul style="list-style-type: none"> -Understanding about community and the occupation of people in it -Body parts -Healthy eating -Discovery RE (used throughout the year) -Black History Month - explore basic stories behind some historical black figures -Halloween - explore basic story behind Yayoi Kusama -Moon Festival (Sept) -Durga Puja (Oct) -Diwali (Oct) -Seasons (Autumn) - Know the similarities and differences between their own and contrasting environments | <ul style="list-style-type: none"> -Bonfire Night - Explore basic story behind Guy Fawkes -Plant development -Christmas Play -Christmas celebrations -Discovery RE -Seasons (Winter) -Understanding where food comes from -Pancakes (changing states of matter) -Make Gingerbread men | <ul style="list-style-type: none"> -Chinese New Year - understand the story behind the animals of the zodiac -Understanding differences between different religious and cultural groups -Learn about whales using non-fiction texts and videos -Learn about space using a non-fiction texts and videos -Understand that there are similarities and differences between the world around them and contrasting environments (under the sea and space) -Understand the past through settings, stories, characters and events | <ul style="list-style-type: none"> -Seasons (spring) -Nature survey/walk - looking at the environment around them -making observations and drawing pictures -Observations based on bees, insects and flowers -Simple introduction to environmental issues -The importance of bees -How honey is made (changing states of matter) -Considering Matisse's style (collage) | <ul style="list-style-type: none"> -Easter -Learn about Mary Anning and how life has changed for all of us and for women -Understanding about dinosaurs -Understand the past through settings, stories, characters and events -Know the similarities and differences between their own and contrasting environments -Creating maps | <ul style="list-style-type: none"> -Describe their immediate environment using maps - Know the similarities and differences between their own and contrasting environments -Explain the differences between life in this country and life in other countries -Seasons (summer) -Map of the world showing the hot, cold, temperate areas -Frozen ice paints |

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| Expressive Arts & Design | <ul style="list-style-type: none"> -Self-Portraits -Junk modelling and construction -Variety of artistic activities including skills such as painting, colouring, weaving, printing, rubbing, collage, marbling, photography -Daily songs and introduce Wake Up Shake Up -Nursery Rhymes to follow our writing scheme (Read in to Writing): Tom The Piper's Son, Three Blind Mice, Baa Baa Black Sheep, Little Boy Blue, Jack be Nimble, Wee Willie Winkie, Mary Mary Quite Contrary, Little Bo Peep, Little Miss Muffet, Cat and the Fiddle, Goosey Gander This little Piggy, Incey Wincey Spider, Jack and Jill Old King Cole, Georgie Porgie, Little Jack Horner, Humpty Dumpty -Encourage the children to take part in increasingly complex role play/pretend play -Africa (Thunderstorm choir) | <ul style="list-style-type: none"> -Explore a range of techniques to create artwork -Junk modelling -Variety of artistic activities including skills such as painting, colouring, weaving, printing, rubbing, collage, marbling, photography -Design shoes and clothes for the elves -Share the process they have used -Teach Christmas play songs and dances -Christmas Play -Clapping rhythms and introduce musical instruments -Developing role play ideas -Encourage the children to take part in increasingly complex role play/pretend play | <ul style="list-style-type: none"> -Shadow Puppets (Chinese New Year) -Junk modelling -Variety of artistic activities including skills such as painting, colouring, weaving, printing, rubbing, collage, marbling, photography -Space/under the sea art -Encourage children to talk about what they have done and why -Model and encourage children to try making their own puppet shows -Traditional Chinese music -Dragon dance -Chinese writing Encourage the children to take part in increasingly complex role play/pretend play -The Planets music. How does it make you feel? | <ul style="list-style-type: none"> -Perform a waggle dance -Listen to and create music using percussion instruments -Variety of artistic activities including skills such as painting, colouring, weaving, printing, rubbing, collage, marbling, photography - Make bees and other mini beasts using a variety of techniques and materials -Junk modelling - Artwork using a variety of techniques and encourage children to talk about what they have done and why --Considering Matisse's style (collage) and making snails for display. -Encourage the children to take part in increasingly complex role play/pretend play -The flight of the bumble bee - how has the composer made the music sound? What animal might it remind us of? | <ul style="list-style-type: none"> -Junk modelling dinosaurs -Making dino island -Creating maps of the island -Role play as dinosaur explorers -Look after the dinosaurs -Create a Simon Sock storyline -Variety of artistic activities including skills such as painting, colouring, weaving, printing, rubbing, collage, marbling, photography -Encourage the children to take part in increasingly complex role play/pretend play | <ul style="list-style-type: none"> -Junk Modelling -Frozen ice paints -How to draw a penguin -Variety of artistic activities including skills such as painting, colouring, weaving, printing, rubbing, collage, marbling, photography -Penguin songs and dances -Story Hands -Encourage the children to take part in increasingly complex role play/pretend play |
| Role-play/ Provision ideas: | <ul style="list-style-type: none"> -Shop / Doctor's or Vet's surgery / Police or Fire Station | <ul style="list-style-type: none"> -Giant's Castle / 3 Little Pig's House / Shoemakers workshop / Santa's Elves' workshop | <ul style="list-style-type: none"> Space station with astronauts/submarine | <ul style="list-style-type: none"> Bee keeper/minibeast investigation lab | <ul style="list-style-type: none"> Dinosaur hide/dino explorers | <ul style="list-style-type: none"> Antartic Expedition |



| Core Values | Autumn Term | | Spring Term | | Summer Term | |
|---|---|--|---|--|---|---|
| | Respect | Enthusiasm | Co- operation | Compassion | Determination | Reflection on all core values |
| English (taught through 'Read into Writing' curriculum) | Oi Frog! Kes Gray and Jim Field | The Night Box Ashling Lindsay Orion and the Dark Emma Yarlett | Mole's star Britta Teckentrup | Where the Wild Things Are Maurice Sendak | Manfred the Baddie John Fardell | The Queen's hat and The Queen's handbag Steve Antony |
| Maths (taught through 'White Rose' curriculum) | Place value, addition & subtraction & shape (Fluency, reasoning and problem solving) | | Addition & subtraction, Place value, Length & height, Mass and volume (Fluency, reasoning and problem solving) | | Multiplication & division, Fractions, Position & direction, Place value, Money, Time, Consolidation (Fluency, reasoning and problem solving) | |
| Science (taught through 'Snap Science' curriculum) | The senses The seasons: Autumn Trees & Plants | | Materials Weather The seasons: Winter & Spring | | Animals. Groups and habitats. The seasons: Summer | |
| Computing (taught through 'iLearn2' curriculum) | Mouse and Keyboard skills | Digital Art Design | Text and Images Comic Creations | Music Creation | Introduce Programming | E- Safety |
| Geography (taught through 'Kapow' curriculum) & History | Changes within living memory: Toys & Teddies Events beyond living memory The Gunpowder Plot Remembrance Day | What is it like here? | What is the weather like in the UK? Events beyond living memory Titanic | Lives of significant individuals Queen Victoria & Queen Elizabeth II Significant historical people/places & events in the locality Huntley & Palmers | Lives of significant individuals Scott of the Antarctic Felicity Aston -1 st woman to ski alone across Antarctica | What is it like to live in Shanghai? |
| RE (taught through 'Discovery RE' curriculum) | Cristianity Does God want Christians to look after the world? (Creation story) | Christianity- What gift would I have given to Jesus if He had been born in my town and not in Bethlehem? (The Christmas story) | Christianity Was it always easy for Jesus to show friendship? | Christianity- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (The Easter story) | Judaism- Is Shabbat important to Jewish children? | Judaism- Does celebrating Chanukah make Jewish children feel closer to God? |
| PE (taught through 'GetSet4PE' curriculum) | Fundamentals Sending and Receiving | Dance Invasion | Dance Target games | Fitness Striking and Fielding | Gymnastics Net and Wall | Yoga Athletics |
| Music (taught through 'Music Express' curriculum) | Ourselves/ Number- Exploring sounds/ Beats | Animals/ Weather- Pitch/ Exploring sounds | Machines/ Seasons- Beat/ Pitch | Our school/ Pattern- Exploring sounds/ Beat | Storytime/ Our bodies- Exploring sounds/ Beat | Travel/ Water- Performance/ Pitch |
| PSHE (taught through 'Jigsaw' curriculum) | Being Me in My World Class charter | Celebrating differences | Dreams & goals | Healthy me | Relationships | Changing me |
| Art & DT (taught through 'Kapow' curriculum) | <u>DT</u> Structures: Constructing windmills | <u>Art</u> Drawing: Make your mark | <u>DT</u> Textiles: Puppets | <u>Art</u> Sculpture and 3D: Paper play | <u>DT</u> Food: Fruit and vegetables | <u>Art</u> Painting and mixed media: Colour splash |



| | Autumn Term | | Spring Term | | Summer Term | |
|---|--|---|---|---|---|---|
| Core Values | Respect | Enthusiasm | Co- operation | Compassion | Determination | Reflection on all core values |
| English (taught through 'Read into Writing' curriculum) | Fantastic Mr Fox Roald Dahl | The Tin Forest Helen Ward and Wayne Anderson | The Tale of Jemima Puddle-Duck Beatrix Potter | The Way Home for Wolf Rachel Bright and Jim Field | The Diary of a Killer Cat Anne Fine | Tidy Emily Gravett Greta and the Giants Zoe Tucker and Zoe Persico |
| Maths (taught through 'White Rose' curriculum) | Place value, Addition and subtraction, Shape, (Fluency, reasoning and problem solving) | | Money. Multiplication and division, Length and height, Mass, capacity and temperature. (Fluency, reasoning and problem solving) | | Fractions, Time, Statistics, Position and direction, Consolidation (Fluency, reasoning and problem solving) | |
| Science (taught through 'Snap Science' curriculum) | Animals including humans | | Materials | | Plants | Living things & their habitats |
| Computing (taught through 'iLearn2' curriculum) | Recognise uses of IT Digital Art | Introduction to animation | Introduce Data Handling Ebook creation | Develop Programming | Programming with Scratch Jr | E safety Internet research |
| Geography (taught through 'Kapow' curriculum) & History | Geography - Would you prefer to live in a hot or cold place? | History - Changes in the locality within living memory | History - Florence Nightingale and Mary Seacole | Geography - Why is our world wonderful? | History - The Great Fire of London | Geography - What is it like to live by the coast? |
| RE (taught through 'Discovery RE' curriculum) | Christianity- Is it possible to be kind to everyone all the time? | Christianity- Why did God give Jesus to the world? | Judaism -How special is the relationship Jews have with God? | Christianity - Is it true that Jesus came back to life again? | Islam- Does going to the mosque give Muslims a sense of belonging? | Islam- Does completing Hajj make a person a better Muslim? |
| PE (taught through 'GetSet4PE' curriculum) | Fundamentals Sending and Receiving | Dance Invasion | Dance Target games | Fitness Striking and Fielding | Gymnastics Net and Wall | Team building Athletics |
| Music (taught through 'Music Express' curriculum) | Ourselves/ Toys- Exploring sounds/ Beat | Our land/ Our bodies- Exploring sounds/ Beat | Animals/ Number- Pitch/ Beat | Number/ Storytime- Beat/ Exploring sound | Seasons/ Weather- Pitch/ Exploring sounds | Water/ Travel- Pitch/ Performance |
| PSHE (taught through 'Jigsaw' curriculum) | Being Me in My World Class Charter | Celebrating differences | Dreams & goals | Healthy me | Relationships | Changing Me |
| Art & DT (taught through 'Kapow' curriculum) | Art Craft and Design: Map it out | DT Structures: Baby Bear's chair | Art Painting and mixed media: Beside the seaside | DT Mechanisms: Fairground wheel | Art Sculpture and 3D: Clay houses | DT Mechanisms: making a moving monster Food: A balanced diet |



| | Autumn Term | | Spring Term | | Summer Term | |
|---|--|---|--|--|---|--|
| Core Values | Respect | Enthusiasm | Co- operation | Compassion | Determination | Reflection on all core values |
| English (taught through 'Read into Writing' curriculum) | The Iron Man Ted Hughes | The Bear and The Piano David Litchfeild | The Velveteen Rabbit Margery Williams | Zoo Anthony Browne | Mary Poppins P.L Travers | The Selfsh Giant Oscar Wilde |
| Maths (taught through 'White Rose' curriculum) | Place value, Addition and subtraction, Multiplication and division, (Fluency, reasoning and problem solving) | | Multiplication and division, Length and Perimeter, Fractions, Mass and Capacity (Fluency, reasoning and problem solving) | | Fractions, Money, Time, Shape, Statistics, Consolidation (Fluency, reasoning and problem solving) | |
| Science (taught through 'Snap Science' curriculum) | Forces and magnets | Rocks and soils | Animals including humans | Skeletons | Plants | Light |
| Computing (taught through 'iLearn2' curriculum) | Comic creations/Digital storyboards | Digital art | Programming in Scratch | Programming in Kodu Music creation | Document editing/ creation 3D design | Infographics Branching database E- safety |
| Geography (taught through 'Kapow' curriculum) & History | History - Stone Age to Iron Age Geography - Are all settlements the same? | | History - Romans and their empire Geography - Why do people live near volcanoes? | | History - Vikings and Anglo Saxons Geography - Where does our food come from? | |
| RE (taught through 'Discovery RE' curriculum) | Hinduism- Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Christianity- Has Christmas lost its true meaning? | Christianity - Could Jesus really heal people? Were these miracles or is there some other explanation? | Christianity - What is 'good' about Good Friday? | Hinduism- How can Brahman be everywhere and in everything? | Hinduism- Would visiting the River Ganges feel special to a non Hindu? |
| PE (taught through 'GetSet4PE' curriculum) | Fundamentals Tag Rugby | Yoga Basketball | Dance Handball | Dance Rounders | Gymnastics Tennis | OAA Athletics |
| Music (taught through 'Music Express' curriculum) | Environment/ Building- Composition/ Beats | Sounds/ Poetry- Exploring sounds/ Performance | China/ Time- Pitch/ Beat | In the past/ Communication- Pitch/ Composition | Human body/ Singing French- Structure/ Pitch | Ancient worlds/ Food and drink- Structure/ Performance |
| PSHE (taught through 'Jigsaw' curriculum) | Being Me in My World Class charter | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Art & DT (taught through 'Kapow' curriculum) | <u>DT</u> Food: Eating Seasonally | <u>Art</u> Drawing: Growing artists | <u>DT</u> Digital world: Electronic charm | <u>Art</u> Craft and Design: Ancient Egyptian scrolls Painting and mixed media: Prehistoric painting | <u>DT</u> Structures: Constructing a castle | <u>Art</u> Sculpture and 3D: Abstract shape and space |
| MFL (taught through 'Rigolo' curriculum) | Bonjour Greetings and names Number Nouns Numbers (1-10) | En Classe Classroom objects Colours Age Classroom instructions | Mon Corps Parts of the body Describing eyes and hair Character Descriptions | Les Animaux Animals and Pets Numbers (11-20) Names/descriptions | Ma Famille Family members Alphabet Household items Prepositions | Bon Anniversaire Snacks Opinions on food Numbers 21-31 Months of the year |



Year 4 Overview: Curriculum Map 2024-25

| Core Values | Autumn Term | | Spring Term | | Summer Term | |
|---|--|---|---|--|---|--|
| | Respect | Enthusiasm | Co- operation | Compassion | Determination | Reflection on all core values |
| English (taught through 'Read into Writing' curriculum) | Wolves in the walls Neil Gaiman | Phileas's Fortune Agnès de Lestrade and Valeria Docampo | How to train your dragon Cressinda Cowell | The Lion, The witch and the Wardrobe C.S.Lewis | The Day I Was Erased Lisa Thompson | The Miraculous Journey of Edward Tulane Kate DiCamillo |
| Maths (taught through 'White Rose' curriculum) | Place value, Addition and subtraction. (Fluency, reasoning and problem solving) | Area, Multiplication and division. Consolidation (Fluency, reasoning and problem solving.) | Multiplication and division, Length and Perimeter, Fractions, (Fluency, reasoning and problem solving.) | Fractions and Decimals. (Fluency, reasoning and problem solving.) | Decimals, Money, Time. Consolidation (Fluency, reasoning and problem solving.) | Shape, Statistics, Position and Direction (Fluency, reasoning and problem solving.) |
| Science (taught through 'Snap Science' curriculum) | Living Things and their Habitats | States of Matter (including topic-themed experiments and investigations) | Animals, including Humans (digestion) | States of Matter (Water Cycle) | Electricity | Sound |
| Computing (taught through 'iLearn2' curriculum) | E safety Internet research | Graphic design Animation | Programming in Scratch | 3D Design | Data handling Video editing | Ebook creation Inside a computer |
| Geography (taught through 'Kapow' curriculum) & History | <u>Geography</u> - What are rivers and how are they used? | <u>History</u> - Reading Abbey and the Norman Invasion | <u>History</u> - The Mayas | <u>Geography</u> - Why are rainforests so important to us? | <u>Geography</u> - Who lives in Antarctica? | <u>History</u> - Ancient Egypt |
| RE (taught through 'Discovery RE' curriculum) | Judaism- How special is the relationship Jews have with God? | Christianity- What is the most significant part of the Nativity story for Christians today? | Judaism- How important is it for Jewish people to do what God asks them to do? | Christianity- Is forgiveness always possible? | Judaism- What is the best way for a Jew to show commitment to God? | Christianity- Do people need to go to church to show they are Christians? |
| PE (taught through 'GetSet4PE' curriculum) | Fitness Netball | Dance Hockey | Swimming Football | Swimming Cricket | Gymnastics Tennis | Dodgeball Athletics |
| Music (taught through 'Music Express' curriculum) | Poetry/ Environment- Performance/ Composition | Sounds/ Recycling- Exploring sounds/ Structure | Building/ Around the World- Beat/ Pitch | Ancient Worlds/ Singing Spanish- Structure/ Pitch | Communication/ Time- Composition/ Beat | In the past/ Food and drink- Notation/ Performance |
| PSHE (taught through 'Jigsaw' curriculum) | <u>Being Me in My World</u> Class Charter | <u>Celebrating differences</u> | <u>Dreams & goals</u> | <u>Healthy me</u> | <u>Relationships</u> | <u>Changing me</u> |
| Art & DT (taught through 'Kapow' curriculum) | <u>Art</u> Drawing: Power prints | <u>DT</u> Structure: Pavilions | <u>Art</u> Painting and mixed media: Light and dark | <u>DT</u> Mechanical systems: Making a slingshot car | <u>Art</u> Craft and Design: Fabric of nature | <u>DT</u> Electrical systems: Torches Food: Adapting a recipe |
| MFL (taught through 'Rigolo' curriculum) | Encore! Describing people | Quelle heure est-il? Talk about activities Tell the time | Les fêtes Festivals and dates Presents Count from 31-60 Give and understand instructions | Où vas-tu? French cities and places Basic directions Weather | On mange Food shopping Party activities Give opinions about food | Le cirque Francophone countries Languages we speak Clothing |



| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|--|---|---|---|
| Core Values | Respect | Enthusiasm | Co- operation | Compassion | Determination | Reflection on all core values |
| English (taught through 'Read into Writing' curriculum) | The Wizards of Once Cressida Cowell | The Boy at the Back of the Classroom Onjali Q Rauf | Nevermoor- The Trials of Morrigan Crow Jessica Townsend | The Jungle Book Rudyard Kipling | The Call of the Wild Jack London | The Rocket and All Summer in a Day Ray Bradbury |
| Maths (taught through 'White Rose' curriculum) | Place value, Addition and subtraction, Multiplication and division, Fractions (Fluency, reasoning and problem solving) | | Multiplication and division, Fractions, Decimals and percentages, Perimeter and area, Statistics (Fluency, reasoning and problem solving) | | Shape, Position and direction, Decimals, Negative numbers, Converting units, Volume (Fluency, reasoning and problem solving) | |
| Science (taught through 'Snap Science' curriculum) | Earth and Space | Forces | Forces /Materials | Materials | Living things and habitats | Animals, including humans |
| Computing (taught through 'iLearn2" curriculum) | Programming in Scratch | App design | Text-based programming Data Handling | Computer Networks and the Internet Physical devices | Ebook creation Music creation | Operating systems E Safety |
| Geography (taught through 'Kapow' curriculum) & History | History – The Changing Power of the Monarchs - focus on chronology and characteristics of a good monarch | Geography – What is life like in the Alps? | Geography – Why do oceans matter? | History – the Power of the Monarchs (Henry VIII to George V vs ordinary people) | Geography – Would you like to live in the desert? | History – the Power of the Monarchs (Victoria vs ordinary people) |
| RE (taught through 'Discovery RE" curriculum) | Hinduism- What is the best way for a Hindu to show commitment to God? | Christianity - Is the Christmas story true? | Sikhism- Are Sikh stories important today? | Christianity - Did God intend Jesus to be crucified and if so was Jesus aware of this? | Sikhism- What is the best way for a Sikh to show commitment to God? | Christianity- What is the best way for a Christian to show commitment to God? |
| PE (taught through 'GetSet4PE" curriculum) | Yoga Tag Rugby | Dance Basketball | Gymnastice Handball | Gymnastics Rounders | OAA Tennis | Badminton Athletics |
| Music (taught through 'Music Express' curriculum) | Our community- Performance | Solar system- Listening | Life cycles- Structure | Keeping healthy- Beat | At the movies- Composition | Celebration- Performance |
| PSHE (taught through 'Jigsaw' curriculum) | Being Me in My World Class charter | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Art & DT (taught through 'Kapow' curriculum) | DT Electrical systems: Doodlers | Art Sculpture and 3D: Interactive installations | DT Mechanical systems: Making a pop up book | Art Drawing: I need space | DT Food: What could be healthier? | Art Painting and mixed media: Portraits |
| MFL (taught through 'Rigolo" curriculum) | Salut, Gustave! Greetings Brothers and sisters Using 3 rd person | A l' ecole School subjects Likes and dislikes at school Ask and say the time Timings of the school day | La nourriture Ask for food items Describe a sandwich Express opinions about food Healthy/ unhealthy food | En ville Names places in a town Ask the way & give direction Say where you are going Give the time | En vacances Holidays, activities and plans | Chez moi Name and describe rooms Say what people do and where |



| Core Values | Autumn Term | | Spring Term | | Summer Term | |
|---|---|--|--|---|--|--|
| | Respect | Enthusiasm | Co- operation | Compassion | Determination | Reflection on all core values |
| English (taught through 'Read into Writing' curriculum) | Skellig David Almond | The Arrival Shaun Tan | The Lost Magician Piers Torday | Tom's Midnight Garden Philippa Pearce | MacBeth Shakespeare | Wonder R J Palacio |
| Maths (taught through 'White Rose' curriculum) | Place Value, Addition, Subtraction, Multiplication and Division (Fluency, reasoning and problem solving) | Fractions, Measurement: Converting units (Fluency, reasoning and problem solving) | Ratio, Algebra, Decimals (Fluency, reasoning and problem solving) | Fractions, Decimals and percentages, Area, perimeter and volume, Statistics (Fluency, reasoning and problem solving) | Shape, Consolidation, Position and direction (Fluency, reasoning and problem solving) | Consolidation, investigations/ problem solving and preparations for KS3 |
| Science (taught through 'Snap Science' curriculum) | Body pump | Danger low voltage! | The nature library | Light up your world | Everything changes | Our changing world |
| Computing (taught through 'iLearn2' curriculum) | Programming in Scratch | Computers past, present and future Graphic design | Python Programming Binary code | Image editing HTML | Virtual reality Web design | E safety Machine learning/ AI data detectives |
| Geography (taught through 'Kapow' curriculum) & History | Geography - Why does our population change? | History - What can we learn from the Ancient Greeks? | History - The Battle of Britain | Geography - Where does our energy come from? | Geography/History - The Caribbean and The Windrush Generation | Geography - Can I carry out an independent field enquiry? |
| RE (taught through 'Discovery RE' curriculum) | Islam: What is the best way for a Muslim to show commitment to God? | Christianity: How significant is it that Mary was Jesus' mother? | Christianity: Is anything ever eternal? | Christianity: Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Islam: Does belief in Akhirah (life after death) help Muslims lead good lives? | |
| PE (taught through 'GetSet4PE' curriculum) | Fitness Hockey | Dodgeball Netball | Dance Football | Dance Cricket | Gymnastics Tennis | Volleyball Athletics |
| Music (taught through 'Music Express' curriculum) | World Unite- Step dance performance | Journeys- Song cycle performance | Growth- Street dance performance | Roots- mini musical performance | Class awards- Awards show performance | Moving on- Leavers performance |
| PSHE (taught through 'Jigsaw' curriculum) | Being Me in My World Class Charter | Celebrating Difference | Dreams & Goals | Healthy Me | Relationships | Changing Me |
| Art & DT (taught through 'Kapow' curriculum) | Art Craft and design: Photo opportunity | DT Textiles: Waistcoats | Art Drawing: Make my voice heard | DT Structure: Playgrounds | Art Sculpture and 3D: Making memories | DT Digital world: Navigating the world Food: Come dine with me |
| MFL (taught through 'Rigolo' curriculum) | Le weekend Activities Likes and dislikes | Les vêtements Clothes Likes and dislikes Prices | Ma Journée Daily routines Breakfast | Les transports Forms of transport Plans Buying tickets | Le sport Likes and dislikes Different sports Sporting events | On va faire la fête Revise transport Revise people and clothes Revise food Order food in a cafe |