

BLACKSHAW MOOR COFE FIRST SCHOOL CURRICULUM

Working together in God's love for the benefit of all

INTRODUCTION

At Blackshaw Moor Church of England First School we value the whole child. We aim to offer our children a creative, enriching and fulfilling learning journey enabling all to flourish. We aim to develop strong links with our local community whilst preparing our children to be good global citizens. Our school values and Christian distinctiveness underpins all that we are and do.

CURRICULUM INTENT

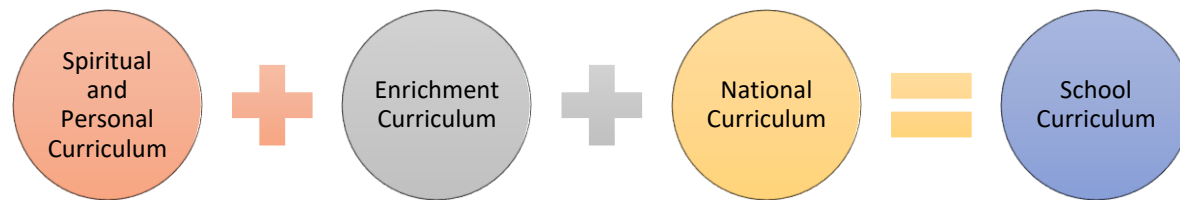
At Blackshaw Moor we value each child as an individual with particular talents and needs. The aim at our school is to educate the children about Blackshaw Moor and God's wider world to give them both local and global awareness with a view to broadening their horizons ensuring they are prepared for life in modern Britain. We aim to instil the love of learning through the experiences we offer.

Our curriculum has been designed with the following intent;

- To be stimulating, challenging and fun with an enquiry based approach using quality literature.
- To teach the children to live by the school values, chosen by the community, of trust, respect, friendship, compassion, courage and truthfulness.
- For pupils to be able to make valuable contributions to society, taking account of the British Values.
- Reading is prioritised as we believe it is the key to succeeding in all subject areas.
- We have planned a rigorous knowledge based curriculum that provides enrichment opportunities to encourage diverse knowledge.
- Learning is purposeful and given meaning through our topic based curriculum.

CURRICULUM IMPLEMENTATION

Our curriculum is comprised of three equally important elements:



All three elements are important to meet our curriculum intent. Our curriculum therefore places equal importance on each element. Our school values of:

Courage Trust Compassion

Friendship Truthfulness Respect

are entwined through the whole curriculum, and not just the personal and spiritual element. We strive for children to learn skills alongside knowledge, ensuring that both are developed and intertwined.

SPIRITUAL AND PERSONAL CURRICULUM

Linked with our Christian values, this helps children to develop **respectful** relationships based on **friendship, trust** and **compassion** so that everyone lives well together. We encourage children to show **courage** when facing challenges and expect **truthfulness** at all times. It promotes the celebration of diversity, appreciates individual needs and offers opportunities for all. Worship and RE play an important role within school life and we encourage the spiritual development of all children.

ENRICHMENT CURRICULUM

Children are offered Enrichment activities across the school year to enable them to flourish and develop independence and confidence. As a Christian school, children are given opportunities to attend and take part in church services at St Matthew's Church to build their knowledge and understanding of the Christian faith. They are encouraged to learn empathy and understanding about others in the wider world through supporting charities by taking part in fundraising days such as Share a Pencil day and Children in Need. They are inspired to develop a love of learning by taking part in curriculum days such as World Book Day and NSPCC Number Day. They celebrate a range of different cultures, faiths and beliefs through diversity days such as Diwali Day, Chinese New Year and Christmas Craft Day. Children also take part in Forest School learning. The Enrichment curriculum also includes school trips to experience wider learning, taking part in sport tournaments and art and music festivals with other schools and attending a residential visit. Children have the chance to be school councillors or worship councillors and contribute towards the effectiveness of the school. Children are also given the opportunity to have musical instruments lessons.

NATIONAL CURRICULUM

Our curriculum is designed to meet the needs of the children in our small rural first school where we are able to provide a highly inclusive environment. Children are taught in mixed aged classes, where we can challenge the more able pupils whilst also supporting those who find learning difficult by giving targeted support and intervention. We do this by having a topic-based curriculum which allows for cross curricular learning with a strong focus on sequential and progressive skills. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context with the local environment and understanding that children already have. We carefully select the sequence of when, what and how knowledge is taught, and this is reviewed regularly to ensure we are meeting the needs of every pupil who attends our school. Our curriculum maps show how we have ensured coverage of knowledge and skills across the school. Within our curriculum we understand the importance of developing English and maths skills for all pupils so they can use these skills across the whole curriculum.

CURRICULUM IMPACT

Our curriculum has been designed for a range of learners, providing equal opportunities for all ensuring pupils live by our school values. By doing this, pupils will benefit in the following ways:

Be healthy, both physically and mentally.

Understand that failure is part of the road to success.

Be rewarded for academic and personal successes.

Be supported and feel prepared with their next stage in education.

Become responsible individuals who contribute to community living and the environment.

Achieve to the best of their ability.

Acquire a wealth of knowledge and experience.

Become critical thinkers.

Find a sense of belonging to the school and its community.

Learn how to cooperate with their peers and respect one another inside and outside the classroom.

CURRICULUM DESIGN

As part of the curriculum design, we have addressed the following:

- Developing sequential learning, where pupils know more and can do more, building on what they have been previously taught
- Local context and enriching the lives of pupils
- Strong focus on subject-specific skills
- Considering depth, breadth and curriculum content
- Seeing the curriculum as a progressional model, by reviewing and evaluating curriculum design regularly, and taking opportunities to incorporate current events or local issues
- Having a clear purpose for assessment
- Listening to pupil's voice so that this feeds into the curriculum
- Clear curriculum leadership and ownership for all


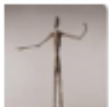

LONG TERM CURRICULUM PLANS



As we have mixed aged classes, we have a 3 year curriculum cycle in the EYFS and a 2 year in KS1 and Lower KS2. Our long term curriculum plans give overviews for each key stage. Our skill progression ladder ensure that children are taught at the right level for their need.

EYFS LONG TERM CURRICULUM PLAN

LONG TERM PLANNING			
Term	Year A	Year B	Year C
Autumn 1A	SEAL activities; PSED Entrust; Harvest. <u>All about Me</u>	SEAL activities; PSED Entrust; Harvest. <u>All about Me</u>	SEAL activities; PSED Entrust; Harvest. <u>All about Me</u>
Autumn 2A	<u>Each peach pear plum by Janet and Allan Ahlberg</u> To introduce the children to nursery rhymes and fairy tales and to use them as a starting point to explore and investigate different people, objects and settings mentioned in them.	<u>My Skin by Alan Whitaker</u> To look closely at, investigate and explore various textures and colours using the skin of humans and animals as an introduction.	<u>Autumn Time</u> Using books about autumn to find out about what happens during the season and the animals in the world during autumn.
Autumn 2B	<u>The Story of Christmas Retold by Anita Ganeri</u> To learn about the birth of Jesus and what it meant to the world. To discuss events past and present and to understand why we celebrate Christmas each year.	<u>The tallest Candle by Lynne Broadbent and John Logan</u> To understand the story of the birth of Jesus and why we celebrate Christmas each year, and to compare to other religions and festival they have.	<u>Christmas</u> To use books and resources to learn about why we celebrate Christmas and the story of the birth of Jesus
Spring 1	<u>Late again Mai Ling? By Wendy Body and Stan Cullimore</u> Using the book title 'late' to learn about <u>time and</u> seasons, introducing winter and things that happen at this time. <u>Also</u> to look at Mai Ling who is Chinese and to study different Chinese cultures'	<u>Let's go home little bear by Martin Waddell</u> Through use of the book, children will begin to understand texts and stories, they will <u>find</u> out about bears and the weather in wintertime.	<u>Winter through to Spring</u> To use different stories set in wintertime and spring to find out about weather, <u>animals</u> and changes through the seasons.
Spring 2	<u>I love animals by Flora McDonnell and Walking through the Jungle by Julie Lacombe</u> To discover and explore different types of animals, beginning with animals that can be pets and moving on to farm animals and then jungle animals.	<u>How Billy Duck Learned to Swim by Martin Waddell</u> Using the contents of the book to look at ducks/ducklings and the life cycle of an egg and new life, and to look at water, where it comes from and its uses.	
Summer 1	<u>The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear by Don and Audrey Wood</u> Using the contents of the book to investigate strawberries and compare them to other <u>fruits</u>	<u>Buster McCluster</u> To look at new life in the form of plants from seed to germination to growing plants. Compare with human and animals. Compare <u>Neligan's</u> life to other people in the past and present.	<u>Kipper Stories</u> To use a range of Kipper stories to find out about different things such as favourite things, pets, presents, <u>monsters</u> and rockets.
Summer 2	<u>The pig in the pond by Martin Waddell</u> To discuss and explore what happens when the weather becomes hotter, to introduce safety in the sun and ways to keep safe.	<u>Dear Zoo</u> Compare animals and parks and zoos to where the animals originate from and what life is like for the people who live in those countries.	<u>Mrs Honey's Hat</u> Through use of the book, children will begin to look at days of the week, <u>relationships</u> and features of the world they live in. Incorporating the start of summer, children will investigate sand, water and shells and what people do in the summer. Mrs Honey's culture and her visit to church will be explored.



	Autumn Superheroes	Spring Amazing Animals	Summer What a Wonderful World
Art	<p>Drawing</p> <p>The children will explore the comic book art of Steve Ditko and look at logos and lettering styles using the computer. The children will create moods and show how people are feeling. They will use different tools to draw lines of different thickness.</p> 	<p>Sculpture</p> <p>The children will be inspired by Giacometti's works and imitate sculptures of animals using tin foil. They will explore body shapes and show humans on the move through shapes and use this to draw building on last term's work and then sculpt figures in action.</p> 	<p>Colour Mixing</p> <p>The children will study the work of Kandinsky and look at how he uses colour and shape to create abstract art. They will build on knowledge from the first term and further develop drawing skills to create tone and shade and mix colours that are darker and lighter.</p> 
DT	<p>Textiles</p> <p>The children will design and make a mask for a superhero. They will link learning from science where they will discover more about the properties of materials to help them choose suitable materials. They will investigate different joining techniques for fabric.</p>	<p>Structures</p> <p>The children will design and make a suitable structure for an animal enclosure. They will link their learning from science where they will discover more about animal needs and habitats. They will investigate making structures more stable using construction materials.</p>	<p>Structures</p> <p>The children will observe the most amazing bridges around the world and find out about different designs. They will investigate making bridges with different criteria and build on knowledge from last term about how to make structures stable using wood, paper or found materials.</p>
Geog	<p>Why do superheroes like the city?</p> <p><u>Place knowledge</u> Start with 'me'</p> <p>What do you like about the place you live in? What special places are there? Explain likes and dislikes. What would the city be like for the superheroes? Would you like that place? Focus on field work skills</p>	<p>Why can't penguins live in Blackshaw Moor?</p> <p><u>Locational Knowledge</u></p> <p>Build on previous term's work by locating these places on maps. Where are we in the UK? Name the 4 countries of the UK and their capital cities. Locate New York and America where the superheroes lived. Locate places where animals we are studying live in UK and begin to look at wider world. Focus on map work skills</p>	<p>What if your house was on stilts?</p> <p><u>Human and Physical Knowledge</u></p> <p>Build on previous term's work by learning about the continents and weather patterns around the world. Learn about Tobago using the story of Gregory Cool Apply skills acquired in fieldwork and map work</p>
Hist	<p>Have children always played with toys?</p> <p>What toys did your parents and grandparents play with? Find out the life story of Ole Christiansen, the inventor of Lego.</p>	<p>How should we remember Florence Nightingale?</p> <p>When we get sick we go the doctor or maybe even the hospital. Were hospitals always like this? Why was Florence Nightingale important</p>	<p>What happens when there is a fire?</p> <p>Through this topic we will study the effect of the wildfires on the Roaches and link this to the terrible Great Fire of London. We can compare fighting fires today with how they coped in the past.</p>
Sc	<p>Which material should we use to make an outfit for Traction Man's next adventure?</p> <p>Y1 will learn to recognise and name materials that an object is made from. They will learn more about each materials and learn how to group them. Y2 will name materials and know why they are chosen for specific purposes. They will learn how materials can be changed. The children will learn about humans 'super powers'. Y1 will learn how to link the correct part of the human body to each sense. Y2 will learn how to look after our bodies through exercise, a balanced diet and good hygiene. We will learn about the inventor Charles Mackintosh</p>	<p>Do all animals have a skeleton?</p> <p>Y1 will learn to name animals and sort them into categories. They will learn what animals eat and where they find their food. They will be able to name body parts. Y2 will know about stages in an animal's life cycle, what they need to survive and why specific habitats provide basic needs for the animals that live there. They will know about food chains and will be able to name different sources of food for animals. We will learn about the life and work of David Attenborough and how he has helped us learn more and his work now on conservation.</p>	<p>Do large seeds produce large plants?</p> <p>Y1 will know the name of a variety of common wild and garden plants. They will know the name of parts of a flowering plant and the parts of a tree. Y2 will know how seeds and bulbs grow into plants. They will know what plants need to grow and stay healthy. The children will explore the story of 'Jack and the Beanstalk' as a hook into this topic. They will learn about Victorian plant hunters and follow in Charles Darwin's footsteps as we make plant diaries as he did.</p>

	Autumn Science and Story	Spring Fabulous Food and Fairy Tales	Summer Down in the Jungle
Art	<p>Pattern and Printing</p> <p>The children will find out more about William Morris and his links with our local area and the dye works. They will look at repeating patterns and designs for wall paper. They will print their pattern using a polystyrene block. *</p> 	<p>Drawing and Digital Art</p> <p>The children will study two very different styles of representing food in Art. They will look at the work of Acrimboldo from the 16th century and a modern photographer Carl Warner. They will recreate their works using digital images and paintings and express their likes and dislikes.</p> 	<p>Paint and Collage</p> <p>The children will study the work of Henri Rousseau and his jungle paintings. They will make collages from leaf prints and drawings and explore leaf shapes and colours. food exotic plants. They will build up a jungle scene using printing techniques, fabrics, colour mixing and drawing.</p> 
DT	<p>Mechanisms sliders and levers</p> <p>The children will design a machine with levers to lift heavy loads to help the little wolves lift the heavy loads needed for their house building project. Use 'The 3 little wolves and the big bad pig' and the information book https://www.amazon.co.uk/Levers-Simple-Technology-Mandy-Suhr/dp/075025954X Investigate other sliders and levers as moving pictures through CP activities.</p>	<p>Food</p> <p>The children will design and make a healthy picnic for Mr. Grinling and a more appropriate bird snack for the seagulls. They will like learning from science where they will discover more about what humans and animals eat and need to stay healthy.</p>	<p>Mechanisms wheels and axles</p> <p>The children will use 'Mrs Armitage's Bicycle' as inspiration and an insight into the design process. They will design and make a vehicle to transport them safely through the jungle and construct a simple axle for the wheels.</p>
Geog	<p>What if Begg landed in Blackshaw Moor?</p> <p><u>Place knowledge</u> Start with 'me'</p> <p>Use aerial photographs to investigate our local area. What do you like about the place where you live? What is the place in the story like? Would you like this place? Is it the same or different to where you live?</p>	<p>What if, like Mr Grinling, your food couldn't reach you?</p> <p><u>Locational Knowledge</u></p> <p>Build on previous term's work by locating BM and capital cities on a map of the UK. Name the seas and find out more about living on islands or beside the sea like Mr Grinling.</p>	<p>What if, like Mowgli you could meet the animals of the Indian Jungles?</p> <p><u>Human and Physical Knowledge</u></p> <p>Build on previous term's work by learning about the continents and weather patterns around the world. Learn about Chembakoli a village in India. Apply skills acquired in fieldwork and map work</p>
Hist	<p>Which room did this belong in and how did they use it in the past?</p> <p>The flooding of Meerbrook village to make a new reservoir. What happened to the people whose homes were flooded? What were homes in the village like then? How have things changed because of the reservoir</p>	<p>Did your grandparents shop at Sainsbury's?</p> <p>When Sainsbury's built a large new supermarket in Leek not everyone was happy! What did people think of the very first Sainsbury's and how had people shopped before? How different was the very first shop to the one we have in Leek now? How did supermarkets change the way we shopped?</p>	<p>What would it feel like to make a new discovery?</p> <p>From oceans to canals and space; brave explorers and local heroes who made new discoveries to help shape our lives today. Who was bravest, Christopher Columbus or Neil Armstrong? How did local man James Brindley change transport in Leek and how important was his water mill?</p>
Sc	<p>How are fossils made?</p> <p>The children will know about materials as above through the stories of 'Mary Anning - Stones and Bones', 'and William Morris and his links to our local area and the dye works in Leek. Also 'The Three Little Pigs' and 'The Fairy Godmother's Day Off'</p>	<p>Which food would be the best for Mr. Grinling's picnic?</p> <p>The children will know about animals including humans as above. They will learn about healthy food and the effects of exercise through the stories of Mr. Grinling.</p>	<p>Why do these plants grow here?</p> <p>The children will learn about plants as above. They will learn about living things in their habitats. Y1 will learn how animals find their food. Y2 will know about food chains and will be able to name different sources of food for animals. They will learn about plants and animals in a contrasting habitat like the jungles of India</p>

<p>Comp Y1</p>	<p>All About Me: What makes me unique and how can I keep it private?</p> <p>The children will complete activities on common sense media to learn about personal details. They will complete a project on typing their name as they learn to find their way around the keyboard. They will make a 'mini me' robot to give instructions to as they find out about controlling machines and look at how they use technology. They will learn how to access Purple Mash and Espresso to complete tasks on coding, using spreadsheets and pictograms and creating words and pictures.</p>	<p>I Robot: What if I could talk to a robot?</p> <p>The children will learn to recognise what sites are safe to use online and what to do if something they see is upsetting. They will learn to question what they see online and not believe everything to be true. They will continue to build knowledge of the keyboard and be able to type simple sentences then save their work by giving it a name you can find again. They will build on their understanding of algorithms by giving instructions in computer games. They will extend their knowledge of using technology to find out how it is used in the wider world such as in shops or the local businesses like The Three Horseshoes and the caravan site. They will learn how to access websites from trusted sources.</p>	<p>Creative Creations: How can I use the knowledge I have learned this year in my other lessons?</p> <p>The children will use what they have learned this year to produce spreadsheets, graphs, word documents and presentations after accessing a website safely in other subjects, how to write a simple algorithms and how to communicate simply by sending messages on seesaw or Purple Mash.</p>
<p>Comp Y2</p>	<p>All About Me: What if I want to stay safe and happy using the internet?</p> <p>Building on last year's knowledge of Keep it Private from common sense media, children will complete a pro forma advising how to keep safe online. They will use 'dancemat typing' to from the BBC to improve speed and will learn about the mouse pad. They will learn about naming files to save and where they are stored. They will refine the algorithms they wrote in Y1 by giving more precise information and use the BBC site to find out what a bug is. They will improve their knowledge from Y1 on effective internet searching and will make ebooks online.</p>	<p>Say That Again :What happens when an algorithm goes wrong?</p> <p>Building on last term's knowledge of what information is to be kept private, the children will learn about passwords from common sense media. They will continue to practise speed of typing and will learn how to present work using text options in word. They will learn how to retrieve their saved work and use save as. They will use Lightbot and other coding games to check algorithms are working. This will link to work in geography and maths this term on directional language. They will build on their knowledge of internet searching by finding answers to specific questions and use what they have learned about word by presenting it as a fact sheet.</p>	<p>Creative Creations: How many different ways can I show my learning to audiences?</p> <p>Building on last year's knowledge the children will use the Thinkuknow website again and look at websites we trust and ones we can't. The children will look at other presentation options in word and that we see the same icons in PPT and Publisher. They will use shift for a capital letter. The children will develop their coding skills further by completing work on PM, transom logo and studio code with increasingly difficult tasks and beginning to predict the outcome of an algorithm. They will learn how to communicate safely to trusted adults using seesaw and PM.</p>

Wise Owls 2 year rolling programme of learning

Year A: (Autumn 2021) The Superhumans		
English	The True story of the Three little pigs Running Shoes Are zoos a good idea? Parthenon personified poetry	
Maths	Number and Place Value Addition and subtraction Multiplication and Division	
Science	Animals including humans: the heart and digestive system; skeletons and muscles; teeth and diet	
Computing	Y3 Online Safety: Common sense "This is me" unit 3 PM unit 3.2 lesson 1 Creating and presenting PM unit 3.6 Branching databases BBC dance mat typing / PM unit 3.4 Programming Sequencing using studio code Communication Encouraging kind behaviour when sending messages	Y4 Online Safety: Common sense "Rings of responsibility" Creating and presenting PM unit 4.4 writing for different audiences (5 lessons) Programming PM unit 4.1 Coding (6 lessons) Communication PM unit 4.7 Effective searching (3 lessons) PM unit 4.8 Hardware investigators (2 lessons)
Art	Sculpture (clay) Greek art Observational drawings Artist study: David Hockney	
Design and technology	Structures / stiffening and strengthening materials Weaving photographs for calendars	
Geography	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
History	Ancient Greece: a study of Greek life and achievements and their influences on the western world	
PE	Swimming Athletics	

MFL	Greetings and Getting to know you	
RE	What is it like to follow God? What is the trinity?	
PSHCE	Me and my school Me and my safety	
Music	<p>Create a chant/textured composition using Greek hero/legendary people names.</p> <p>Compile questions about Greek Music/Instruments – look at videos/examples of instruments...identify similarities and differences compared with the instruments they know.</p> <p>Choose a myth/legend – compose music to illustrate different episodes in the story.</p> <p>Christmas – playing simple tunes/singing carols</p>	
Year A: (Spring 2022) Rambling Round the rainforest		
English	<p>The Flower</p> <p>The Night Gardener</p> <p>Persuasive letters</p> <p> kennings - poetry</p>	
Maths	<p>Multiplication and division</p> <p>Measurement</p> <p>Fractions</p> <p>Decimals</p>	
Science	Plants Living things and their habitats	
Computing	<p>Y3</p> <p>Online Safety: ThinkUknow 8-10 PM unit 3.2 lesson 2</p> <p>Creating and presenting PM unit 3.8 Graphing (2 lessons) Word, publisher, power point</p> <p>Programming Instructions with loops using studio code</p> <p>Communication PM unit 3.5 email (6 lessons)</p>	<p>Y4</p> <p>Online Safety: Common sense “Is seeing believing”</p> <p>Creating and presenting PM unit 4.6 animations (3 lessons)</p> <p>Programming PM unit 4.5 Logo (4 lessons)</p> <p>Communication BBC how the internet works</p>
Art	<p>Carnival masks</p> <p>Painting and observational drawings of plants</p> <p>Artist Study: Romero Britto</p>	
Design and technology	Textiles: wall hanging (tie dying and sewing Art link)	

Geography	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on their environmental regions and key physical and human characteristics understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
History		
PE	Athletics Outdoor and adventurous	
MFL	Food glorious food	
RE	What does it mean to be a Jew? Why is Easter important to Christians?	
PSHCE	Me and my relationships Happy and healthy me	
Music	<p>Samba – combining rhythms to a shared pulse, developing musical memory and working as an ensemble. Instrumental skills/reading notation– learning simple tunes on glockenspiel and tuned percussion.</p>	


Year A: (Summer 2022) The Flintstones

English	Stone Age Boy Into The Forest Instructions	
Maths	Money Statistics Time Geometry Mass and capacity / Position and direction	
Science	Rocks and soils	
Computing	<p>Y3</p> <p>Online Safety: Understanding age limits on films, games, apps etc PM unit 3.2 lesson 3 (1 lesson)</p> <p>Creating and presenting PM unit 3.3 spreadsheets (3 lessons) Word, publisher, power point</p> <p>Programming PM unit 3.1 coding (6 lessons)</p> <p>Communication PM unit 3.7 (3 lessons)</p>	<p>Y4</p> <p>Online Safety: Understanding age limits on films, games, apps etc (1 lesson)</p> <p>Creating and presenting</p> <p>Programming Scratch (5 lessons)</p> <p>Communication How emails work (1 lesson)</p>

Art	Stone age cave paintings Artist Study: Andy Goldsworthy Observational drawings	
Design and technology	Soup Bread	
Geography	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	
History	changes in Britain from the Stone Age to the Iron Age	
PE	Athletics Rounders	
MFL	Family and friends	
RE	What can we learn from a mosque? What kind of world did Jesus want?	
PSHCE	Me and other people Me and the world	
Music	Instrumental skills/understanding notation – learning ukulele. Learn to sing and play (part of) The Flintstones theme tune.	

Year B: (Autumn 2020) Location, Location, Location

English	Flood The Wolves in the Walls Newspaper Report	
Maths	Number and Place Value Addition and subtraction Multiplication and Division	
Science	Light Electricity	
Computing	Y3 Online Safety: Common sense “This is me” unit 3 PM unit 3.2 lesson 1 Creating and presenting PM unit 3.6 Branching databases BBC dance mat typing / PM unit 3.4 Programming Sequencing using studio code Communication Encouraging kind behaviour when sending messages	Y4 Online Safety: Common sense “Rings of responsibility” Creating and presenting PM unit 4.4 writing for different audiences (5 lessons) Programming PM unit 4.1 Coding (6 lessons) Communication PM unit 4.7 Effective searching (3 lessons) PM unit 4.8 Hardware investigators (2 lessons)

Art	<p>printing (Christmas cards) Artist Study: Phillip Zec (Propaganda posters)</p> <p>3D art using clay or salt dough Observational drawings Silhouette paintings of Blitz scene</p> <p>Printing for Christmas cards</p>	
Design and technology	Using electrical circuits to create a light up box which depicts a WWII scene Sewing Binca calendars	
Geography	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	
History	Local history study	
PE	Dance	
MFL	Greetings and All about me	
RE	<p>What do Christians learn from the Creation story?</p> <p>What are festivals of light, the use of light during the Christmas festival and Christmas customs around the world?</p>	
PSHCE	<p>Me and my school</p> <p>Me and my safety</p>	
Music	<p>Learn some traditional Polish folk/game songs.</p> <p>Learn some World War II songs – including Quartermaster's Stores to make new verses.</p> <p>Graphic Scores – Compose and perform soundscapes of World War II air raid</p>	
Year B: (Spring 2021) Walk Like an Egyptian		
English	<p>Cloud Tea Monkeys</p> <p>The Lost Thing</p> <p>Biography</p>	
Maths	<p>Multiplication and division</p> <p>Measurement</p> <p>Fractions</p> <p>Decimals</p>	
Science	States of matter: solids, liquids, gases	Sound
Computing	<p>Y3</p> <p>Online Safety: ThinkUknow 8-10 PM unit 3.2 lesson 2</p>	<p>Y4</p> <p>Online Safety: Common sense “Is seeing believing” Creating and presenting</p>

	Creating and presenting PM unit 3.8 Graphing (2 lessons) Word, publisher, power point Programming Instructions with loops using studio code Communication PM unit 3.5 email (6 lessons)	PM unit 4.6 animations (3 lessons) Programming PM unit 4.5 Logo (4 lessons) Communication BBC how the internet works
Art	Observational drawing Egyptian had dresses Artist Study: Gustav Klimt	
Design and technology	3D structures (shaduf)	
Geography	<ul style="list-style-type: none"> locate the world's countries concentrating on their environmental regions, key physical and human characteristics use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied the water cycle 	
History	Achievements of the earliest civilisations – Ancient Egypt	
PE	Athletics rounders	
MFL	Time	
RE	What does it mean to be a Muslim? Why do Christians call the day Jesus died “Good Friday”?	
PSHCE	Me and my relationships Happy and healthy me	
Music	Look and listen to instruments played by Ancient Egyptians – how sound is made/similarities with our own instruments. Instrumental skills – construct tunes using scales/note patterns found in Egyptian music. Pop music – Walk like an Egyptian – learn the song, discuss its structure, learn to play part of it and make a dance using patterns of steps.	
Year B: (Summer 2021) Caesar Seizes Chester		
English	Hansel and Gretel After the Fall NonChronological reports Roman Love poetry	
Maths	Money Statistics Time Geometry Mass and capacity / Position and direction	
Science	Forces and magnets	
Computing	Y3	Y4

	<p>Online Safety: Understanding age limits on films, games, apps etc PM unit 3.2 lesson 3 (1 lesson)</p> <p>Creating and presenting PM unit 3.3 spreadsheets (2 lessons) Word, publisher, power point</p> <p>Programming Communication PM unit 3.7 (3 lessons)</p>	<p>Online Safety: Understanding age limits on films, games, apps etc (1 lesson)</p> <p>Creating and presenting Programming Scratch (4 lessons)</p> <p>Communication How emails work (1 lesson)</p>
Art	<p>Collage (mosaic) Artist Study: Luca Barberini Observational drawing</p>	
Design and technology	Mechanisms chariots	
Geography	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), physical geography, including: volcanoes and earthquakes 	
History	The Roman empire and its impact on Britain	
PE		
MFL	Our school	
RE	<p>What can we learn from a synagogue? When Jesus left, what was the impact of Pentecost?</p>	
PSHCE	<p>Me and other people Me in the world</p>	
Music	<p>Look at Roman instruments/evidence about Roman music – how sound is made/similarities with other instruments. The Planets by Gustav Holst – look at modern orchestra – listen to how the music reflects the Roman gods, compose music for a planet.</p>	