



LINGHAM PRIMARY SCHOOL
CURRICULUM POLICY
SEPT 2021

At Lingham Primary, we are committed to ensuring our Whole School Curriculum is fully inclusive and allows every child to achieve their full potential.

We have spent several years designing a curriculum that is relevant, engaging and meets the needs of our learners. Our curriculum is built around our motto – “Enjoy, aspire and achieve, now and in the future!”

Our curriculum is based on highly regarded and well-researched pedagogical approaches, starting with Literacy and Mathematics. Our staff have benefitted from the highest quality, CPD through nationally accredited sources, to enable them to confidently deliver the consistent teaching approaches we know benefit our children.

We have been part of the ‘Primary Writing Project’ in collaboration with Pie Corbert, ‘Maths Mastery’ with Deep Learning and more recently with NCTEM Primary Maths Hub’s ‘Developing Mastery’ programme, and have been part of a DFE Phonics Project with CLPE. These teaching approaches have been thoughtfully adapted to meet the needs of our school community and are non-negotiable in our school. Our continuing external and in-house evidence based CPD ensure staff confidently plan and deliver lessons in line with these pedagogies.

EYFS

Communication and Language, Physical Development and Personal, Social and Emotional development are at the heart of our curriculum and we explicitly teach children to self-regulate and develop their resilience. The Specific areas are underpinned and taught through a range of fiction and non-fiction texts, which enable our children to gain a deeper understanding of the wider world and make links within their learning. A language rich environment is promoted through interactions with staff and Nuffield Early Literacy Intervention (NELI) sessions enable new vocabulary to be introduced in context with the opportunity to practise and apply through discussion and role-play.

LITERACY

At Lingham Primary School we believe that a quality Literacy (English) curriculum should develop children’s love of reading, writing and discussion and we use a wide variety of quality texts and resources to motivate and inspire our children. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. Teachers also ensure that cross-curricular links with current topic work are woven into the programme of study. In Foundation Stage and KS1 there is a daily phonics lesson while in KS2 discrete spelling lessons happen 3 times a week. Guided or Shared reading is timetabled daily in FS and KS1, and four times a week in KS2. Whole class shared reading, enjoying books from our reading spine, also happens for half an hour 4 times a week in line with our reading for pleasure drive. In addition, direct teaching of handwriting is delivered a minimum of 3 times per week.

Phonics

Phonics is taught through a reading rich curriculum. An explicit and systematic approach using Letters and Sounds ensures that all children achieve and become successful readers and writers. We

believe that by embedding the children's learning within a rich reading programme it enables new knowledge, skills and strategies to be contextualised and applied meaningfully in all areas of the curriculum.

We understand that phonological awareness paves the way for children to become phonemically aware and to appreciate and begin to understand spelling patterns.

Phase One of Letters and Sounds is given high priority from Little Lions through to Key Stage One through daily activities, singing sessions and shared reading for pleasure at the end of the day. In F2 and KS1 a discrete phonics lesson is timetabled daily and intervention sessions are taught at least twice a week in KS2.

Mathematics

In Mathematics, all students benefit from a discrete maths lesson every day. A mastery approach, based on 5 big ideas - coherence, fluency, representation and structures, mathematical thinking and variation, is adopted by all year groups from F1 - Year 6 with lessons developing fluency, reasoning and problem solving each day. In addition, children keep their basic skills sharp with additional maths teaching and practice outside the daily lesson completing 'daily 10', 'Number of the Day' and times tables activities.

Learning Means the World:

This is our skills based and progressive thematic approach to teaching Computing, History, Geography, Art, DT, PSHE and Music

While we recognise the huge importance of English and Mathematical attainment for our students, we are passionate about providing our pupils with a broad, balanced and differentiated curriculum. We are committed to providing our pupils with a global curriculum fit for the 21st century that ensures clear progression of concepts, knowledge and skills across all of the foundation subjects in the National Curriculum.

After researching a number of curriculums, we decided to adopt Dimensions 'Learning Means The World', a curriculum based on cross-curricular themes built around 4 world issues: Conservation, Culture, Conflict and Communication.

We chose this curriculum as it aligns with our values, ethos and vision for our curriculum. We have improved/enhanced aspects of this curriculum to give pupils the very best learning experiences we can.

Culture and Conservation

For the past 10 years, we have held the full International School's Award, as well as being a 'School of Sanctuary' and an Eco School Green Flag holder. With a school population of predominantly white British pupils, [global citizenship](#) and [cultural diversity](#) have been central to our learning in school for some time. The 'Learning Means the World' curriculum will enable us to continue to support pupils to develop their awareness and appreciation of local, national and global conservation issues and to understand the important role they play in sustainability. It will also allow them to fully embrace cultural diversity, learning about, experiencing and celebrating a range of different cultural and faith heritages.

Communication

This curriculum provides many opportunities for our pupils to express themselves in discussion, debate and presentation, as well as enabling them to collaborate and exchange ideas.

Conflict

Conflict can be seen as an opportunity for learning about and understanding our differences, and throughout the units, pupils will learn how to handle disagreements constructively and resolve their differences appropriately.

Values

The 'Learning Means the World' curriculum places a strong emphasis on teaching these core human values throughout each theme.

Our School Values, linked to the four world issues are:

Conflict – courage, peace, kindness, responsibility

Conservation – hope, gratitude, optimism, determination

Communication – confidence, truthfulness, resilience, empathy

Culture – respect, tolerance, openness, fairness

Therefore, our commitment to nurturing positive attitudes and values is promoted throughout the 'Learning Means the World' curriculum

The 4 themes are broken down into the following phases:

- Explorers (Foundation level)
- Pathfinders (KS1 level)
- Adventurers (Lower KS2 level)
- Navigators (Upper KS2)

Other Curriculum Areas

All other curriculum areas (Science, PE, RE and MFL,) are predominantly planned and taught outside of the "Learning Means the World" framework, although we do make links when we can.

SCIENCE

Science at Lingham Primary School is designed to inspire children's curiosity of the world around them. Pupils have the opportunity to develop their scientific understanding in the three main areas of Science (Physics, Chemistry and Biology) as outlined in the National Curriculum. Science lessons are taught discretely every week and incorporate regular opportunities for children to develop their Working Scientifically skills: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing and researching using secondary sources. Pupils are taught to pose, investigate and answer questions through collecting, analysing and presenting data. Knowledge and skills are taught progressively across units and year groups with teaching providing regular opportunities to re-visit concepts taught previously. In the Foundation Stage, key aspects of Science are taught throughout the year with teachers delivering a weekly carpet session to the children to help them understand the world around them. In addition to this, children undertake a Science week in the Summer term.

PE

PE at Lingham Primary is developed to a high standard. We have invested heavily in high quality CPD from our local Sport's College, Claremount to upskill all of our staff. In addition, we enhance the learning in PE lessons, to help facilitate active breaks and lunchtimes and personal best

challenges, and to offer a wide range of after school clubs, which in turn, lead to high levels of participation in cross school tournaments, festivals and competitions.

All year groups follow the Wirral Scheme of work. PE is taught discretely every week, in addition to PE lessons as part of the thematic 'Learning Means the World' units. All lessons are skills based and progressive.

RE

RE is taught discretely each week in KS1 and KS2. RE is also embedded within the F2 curriculum, mainly as a contributor towards early learning goals in *Understanding the World* and *Personal, Social and Emotional Development*. All KS1 & KS2 lessons are linked to one of the following *Big Ideas*: Continuity, Change and Diversity; Words and Beyond; A Good Life: Making Sense of Life's Experiences; Influence and Power and The Big Picture. Lessons are designed to develop the knowledge and skills outlined in the Wirral Agreed Syllabus for RE and Worldviews 2019 and this has been carefully mapped out to ensure that there is clear progression from FS to Year 6. As part of our RE curriculum, we aim to give children 'real-life' experiences to help them embed knowledge and extend their learning. Whenever possible, we provide experiences that foster links with our local community. For example, visiting Moreton Methodist Church to meet the characters from the nativity story. We also have regular assemblies delivered by Reverend Cousins from our local church. Each year group uses the Discovery RE scheme of work, which has been carefully adapted to ensure that RE at Lingham Primary meets the requirements of the Wirral Agreed Syllabus.

MFL

We use 'Language Angels' as a comprehensive scheme of learning to deliver the requirements of the National Curriculum programme of study and beyond for our Key Stage 2 pupils. At Lingham Primary school, we have chosen to focus on French.

Language Angels' scheme of work will ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.

The curriculum is progressive in terms of knowledge and skills.

Mind Up!

MindUp is a comprehensive, classroom tested, evidence based mental health curriculum that we will use to deliver 15 lessons (each lesson comprises of 3 lessons) over 2 years that foster social and emotional awareness, enhance psychological wellbeing and promote academic success. Throughout the MindUp journey, our pupils will learn about the brain and how it functions, gaining an insight into their own minds and their behaviours, as well as learning to understand others.

In our classrooms, we want to promote and develop mindful attention to oneself and others, tolerance of differences and the capacity of each pupil to grow as a human being and a learner.

We do this through the 15 lessons across the 2 year, but also by developing our 'Core Practice' - deep belly breathing and attentive listening, which will be repeated in every classroom, every day.

Further Information on Learning Means the World

Our personalised, cohesive 'Learning Means the World' curriculum is innovative, forward thinking and highly relevant – dealing with tomorrow's issues today. It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded individuals, fuelling creativity and resulting in positive change.

It is meticulously planned and fully resourced to develop pupils' resilience, communication and life skills within real-life contexts.

Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world.

'Learning Means the World' reflects the real world. It is a brave, forward thinking, buzzing, relevant curriculum that promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders.

'Learning Means the World' takes an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. It is 'hands-on', 'minds-on' and 'hearts-on' and makes pupil agency a key feature of the curriculum. The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning.

Our Skills Ladder is the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. Coupled with a system of knowledge progression, called Knowledge Building, this ensures rigour and coverage and provides subject leaders with a clear, birds-eye view of progression. Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements, which increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.

Elements such as our Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences also ensure a greater depth of learning. Concept Flows give a logical sequence to learning and the Learning Pathways ensure pupils experience clear progression in the defined characteristics of effective learning.

The 4Cs

At the forefront of 'Learning Means the World' are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture.

Communication

Communication is the foundation of all human relationships and affects all aspects of our lives. It spreads knowledge and information across cultures, countries and generations. With more means of communication than ever, there are now even more ways to be misunderstood than ever. Having good communication skills involves being aware of both sender and receiver. Pupils need to learn how to communicate clearly and positively, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people's messages and to resolve conflict.

Conflict

Poverty and political, social, and economic inequalities between groups predispose them to conflict. Eight out of 10 of the world's poorest countries are suffering, or have recently suffered, from large-scale violent conflict. Wars in developing countries have heavy human, economic, and social costs and are a major cause of poverty and underdevelopment. Understanding world history would be impossible without understanding the conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences without yelling and screaming, ignoring

and sulking, whining and moaning or resorting to violence. Conflict can be seen as an opportunity for learning about and understanding our differences.

Conservation

The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. It is normal to feel powerless when faced with the enormity of world conservation issues, but pupils need to know that small actions can make a big difference.

Culture

Cultures evolve continuously, as people interact with one another, producing an intermingling of values, and material ways of life. Our communities are becoming increasingly diverse, creating a fusion of people of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.

Curriculum Depth

Our curriculum focuses on common attributes that ensure the provision of a deep curriculum and that underpin our thematic units:-

- Meaning and relevance
- Opportunities for enquiry
- Development of critical, creative and high order thinking skills
- Integration of subjects
- Provision of access to information from a range of sources and viewpoints
- Authenticity of end products

Curriculum Breadth

As well as the full breadth of subject coverage, our curriculum includes the use of a breadth of pedagogical approaches and offers a broad range of learning experiences.

Curriculum Aims

- To excite and enthuse learners and teachers
- To inspire stimulating learning environments
- To create purposeful, immersive and memorable learning
- To develop and deepen pupils' skills, knowledge and understanding across the curriculum through a diverse range of themes
- To ensure a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school
- To equip learners to become agents of change, exploring and championing global causes
- To support pupils in exploring challenging and controversial global and social justice issues
- To help pupils to make sense of our inter-connected world
- To help pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others
- To create strong learning links through a joined-up approach
- To empower pupils and boost their confidence
- To allow pupils to display their understanding in multiple ways
- To ensure inclusivity through an accessible and relevant curriculum
- To value, support and celebrate cultural diversity

LmtW CURRICULUM MAPPING 2021-2022

	Explorers 1 F1	Explorers 2 F2
Theme 1 20.09.21-05.11.21	Communication Theme Happy to be Me	Communication Theme Happy to be Me
Theme 2 08.11.21 - 18.12.21	Communication Theme Tell us a Story!	Communication Theme Tell us a Story!
Theme 3 4.01.22-07.02.22	Culture Theme Come Fly with me, Asia	Culture Theme Come Fly with me, Asia
Theme 4 14.02.22-28.03.22	Conflict Theme Help is at Hand	Conflict Theme Help is at Hand
Theme 5 04.04.22-23.05.22	Conservation Theme No Place Like Home	Conservation Theme No Place Like Home
Theme 6 06.06.22-11.07.22	Conservation Theme What on Earth?	Conservation Theme What on Earth?

	PATHFINDERS 1 Y1	PATHFINDERS 2 Y2
Theme 1 01.09.21-05.11.21	Communication Theme 'Happily Ever After' <i>Fairy Tales</i>	Communication Theme 'Inter-Nation Media Station' <i>Media/Broadcasting</i>
Theme 2 08.11.21 - 14.01.22	Culture Theme 'Come Fly With Me!' <i>Arctic Circle</i>	Culture Theme 'Zero to Hero' <i>Inspirational Figures Past and Present</i>

UK Geography 17.01.22-04.02.22	‘Never Eat Shredded Wheat’	‘Paddington’s Passport’
British History 07.02.22-04.03.22	‘The Famous Five’	‘Happy Families’
Theme 3 07.03.22-13.05.22	Conflict Theme ‘Unity in the Community’ <i>Where I Belong</i>	Conflict Theme ‘Land Ahoy <i>Pirates</i>
Theme 4 16.05.22-17.07.22	Conservation Theme ‘Going Wild! <i>All About Animals</i>	Conservation Theme ‘Light Up the World’ <i>The Sun: Light and Heat</i>

	ADVENTURERS 1 Y3	ADVENTURERS 2 Y4
Theme 1 01.09.21-05.11.21	Communication Theme ‘That’s All, Folks!’ <i>Film and Animation</i>	Communication Theme ‘Lightning Speed’ <i>The World Wide Web</i>
Theme 2 08.11.21 - 14.01.22	Culture Theme ‘A World of Difference’ <i>Religious Festivals</i>	Culture Theme ‘Come Fly With Me!’ <i>Africa</i>
UK Geography 17.01.22-04.02.22	‘Window on the World’	‘Three Giant Steps’
British History 07.02.22-04.03.22	‘Ug!’	‘Under Attack’ Saxons Vikings 1066
Theme 3 07.03.22-13.05.22	Conflict Theme ‘Athens v Sparta’ <i>Conflict in Ancient Greece</i>	Conflict Theme ‘Law and Order’ <i>Rules and Rights</i>
Theme 4 16.05.22-17.07.22	Conservation Theme ‘Picture Our Planet’ <i>Photo Stories</i>	Conservation Theme ‘Under the Canopy’ <i>Rainforests</i>

	NAVIGATORS 1 Y5	NAVIGATORS 2 Y6
Theme 1 01.09.21- 05.11.21	Communication Theme 'Mission Control' <i>Earth and Beyond</i>	Communication Theme 'A World of Bright Ideas' <i>Inventions and Developments</i>
Theme 2 08.11.21 - 14.01.22	Culture Theme 'Come Fly With Me!' <i>America</i>	Culture Theme 'I Have a Dream...' <i>Discrimination and Prejudice</i>
UK Geography 17.01.22- 04.02.22	'Location, Location, Location'	'In Your Element'
British History 07.02.22- 04.03.22	'Walk Like an Egyptian'	'The Rescuers'
Theme 3 07.03.22- 13.05.22	Conflict Theme 'You're Not Invited' <i>Invaders and Settlers</i>	Conflict Theme 'Wars of the World' <i>Wars, Past and Present</i>
Theme 4 16.05.22- 17.07.22	Conservation Theme 'Full of Beans' <i>Energy</i>	Conservation Theme 'Global Warning' <i>Waste and Pollution</i>

- **Assessment of LmtW curriculum**

Rigorous and meaningful assessment at pupil, class and subject level, is vital for consolidation, self-evaluation, to celebrate achievement and to reflect on progress made. Track Zone, our online tracking area, enables recording, monitoring and updating of assessments in real-time, helping to identify gaps in learning and highlighting any areas for development. Subject Leader Assessment Packs enable in-depth scrutiny of the clear progression in skills and knowledge and what learning has been acquired.

Literacy Overview

Foundation 1

	Autumn			Spring			Summer						
Author Study	Allan Ahlberg			Eric Carle			Jill Murphy						
Text stimulus for writing	Baseline assessment	Fiction Titch – Pat Hutchins on I can be Anything – Jerry Spinelli	Traditional tale Goldilocks and the Three Bears – Nicola Baxter		Poetry First Poems collection – Pie Corbett	Traditional Tale Jack and the Beanstalk	Non fiction texts on planting seeds	Fiction The Very Hungry Caterpillar – Eric Carle	Non fiction texts on the Lifecycle of a Caterpillar	Fiction We're going on a Bear Hunt - Michael Rosen	Whole School Text	Fiction Whatever Next? – Jill Murphy	
Genre		Transformation narrative	Recipe writing (Bread)	Cumulative narrative	Poetry	Overcoming the baddies	Instruction	Cumulative narrative	Information Text	Journey Narrative		Journey Narrative	
		Character sequencing	Sequencing	Plot simple beg/middle/end Setting Character sequencing	Traditional (Innovate) Nursery Rhymes	Plot setting Characterisation – good/bad characters Problem/resolution sequencing	Sequencing	Plot simple beg/middle/end Setting Character sequencing	Non-Chronological Report	Plot beg/middle/end Problem/resolution Setting Character sequencing		Setting	Plot beg/middle/end Problem/resolution Setting Character sequencing
Purpose		To narrate	To instruct	To narrate	To entertain	To narrate	To instruct	To narrate	To inform	To narrate		To narrate	To narrate
Grammar links		Book sense Emergent writing – labels, cards	Introduce Oral retelling Sequencing – first, next, finally	Book sense Oral retelling (part of story) Story language – once upon a time,	Rhythm Rhyme Alliteration	Story language – once upon a time, who, first next, finally, the end.	Non fiction Oral retelling Sequencing – first, next, after	Story language – once upon a time, who, first next, after that, finally, the end. Oral retelling (part of story)	Non fiction Title Facts sequencing	Story language – once upon a time, who, first next, after that, finally, the end. Oral retelling (Full)		Story language – once upon a time, who, first next, after that,	Story language – once upon a time, who, first next, after that, finally, the end.

			Bossy language	who, that's the end of that		Oral retelling (part of story)	that, finally. Bossy language	Emergent writing- signs, labels, lists, menu		Emergent writing – signs, labels, letters, Introduce speech bubbles Use descriptive language	finally, the end. Oral retelling Emergent writing	Oral retelling (full) Emergent writing – signs, labels, lists, postcards Introduce speech bubbles 'use descriptive language
Shared reading	Allan Ahlberg Funny Bones Peepo The Jolly Postman Each Peach, Pear, Plum	Traditional tales The Three Little Pigs The Little Red Hen Suddenl y? Biscuit Bear Selection of Christmas Books INC. Jolly Postman's Christmas			Eric Carle The Tiny Seed Jasper's Beanstalk Traditional tales The Three Billy Goats Gruff Little Red Riding Hood Little Rabbit Foo Foo Chinese New Year? –Mike Hurst	Eric Carle Brown Bear, Brown Bear The Very Busy Spider How do plants Grow – Donna Herwick Rice (NF) Plant Lifecycle Book		Another life cycle book (NF) Dear Zoo Giraffes can't dance Come on Daisy Healthy Eating – Helen Orme Mini Beasts – Paul Mason You Choose	Jill Murphy Five Minute Peace A piece of Cake Peace at Last Elmer Hug Space (NF) book?			
Rhyme of the week	Twinkle, Twinkle Humpty Dumpty Baa Baa Black Sheep Hey Diddle Diddle Hickory Dickory Dock Row, Row, Row Your Boat Miss Polly I'm a Little Tea Pot Twinkle Twinkle Chocolate Bar Baa Baa Pink Sheep 1 Little Finger One, Two, Three, Four, Five				Teddy Bear, Teddy Bear Grand Ole Duke of York Wind the Bobbin up Open them, Shut Them A sailor went to Sea, Sea, Sea Little Miss Muffet This Little Piggy Pussy Cat. Pussy Cat Hickety, Pickety My Fine Hen Horsey, Horsey Two Little Dicky Birds		Incy, Wincy Spider Hot Cross Buns Heads, Shoulders, Knees and Toes Alphabet Song Sleeping Bunnies Tiny Turtle Three Little Kittens A hedgehog is Very Prickly Down by the Station Five Little Monkey's Five Speckled Frogs Ring O' Roses Five Little Ducks					

Foundation 2

Author Study	Autumn				Spring				Summer			
	Julia Donaldson				Beatrix Potter				Shirley Hughes			
Text stimulus for writing	Baseline assessment	The Rainbow Fish Marcus P. Fister	The Gingerbread man Lesley Sims		What I like Gervaise Phinn	Peter Rabbit Beatrix Potter	Non-fiction texts - Forests	The Bog B Jeanne Wi	Non-fiction texts - Whales	The Storm Whale Benji Davies	Whole School Text	The Enormous Turnip Katie Daynes
Genre		Transformation narrative	Recipe writing	Cumulative narrative	Poetry	Warning narrative	Recount of visit to the forest	Lost and Found narrative	Information Text	Friendship narrative		Cumulative narrative
		Plot Oral story telling	Sequencing	Plot Oral story telling Characterisation Dialogue	Traditional Nursery Rhymes	Plot Characterisation Dialogue	Sequencing	Plot Characterisation Dialogue	Non-Chronological Report	Plot Characterisation Dialogue	Setting	Dialogue and setting
Purpose		To narrate	To instruct	To narrate	To entertain	To narrate	To recount	To narrate	To inform	To narrate	To narrate	To narrate
Grammar links		Story language Connectives	Title Numerical, clear direct sentences Bossy language	Story language Time connectives Adjectives Speech bubbles Thought bubbles Adverbial openers: but, unfortunately, luckily.	Rhyme Alliteration	Story language Time connectives Adjectives Speech bubbles Thought bubbles Adverbial openers: but, unfortunately, luckily.	Past tense Time connectives	Story language Time connectives Adjectives Speech bubbles Thought bubbles Adverbial openers: but, unfortunately, luckily.	Title Introductory topic sentence List points Classifying words Conclusion	Story language Time connectives Adjectives Speech bubbles Thought bubbles Adverbial openers: but, unfortunately, luckily.	List of three sentences Adjectives Similes	List of three sentences Adjectives Similes

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Study	Oliver Jeffers		A.A. Milne		Martin Waddell	

Class Novel	Oliver Jeffers inc Lost and Found A range of cumulative tales Senses poetry		A range of traditional tales and alternative versions. The Puffin Book of Fantastic First Poems		The Dark - Daniel Handler Beegu - Alexis Deacon Return stories A.A. Milne poetry		Elmer – David McKee Knuffle Bunny - Mo Willems		Martin Waddell – Can't You Sleep Little Bear, The Hidden House Poetry – A Great Big Cuddle Michael Rosen		The BFG Roald Dahl Esio Trott Roald Dahl	
Text stimulus for writing	Poetry anthology June Crebbin Michael Rosen	The Elephant and the Bad Baby Elfrida Vipont	Little Red Riding Hood Traditional Tale		Poetry by A.A. Milne	Where the Wild Things Are Maurice Sendak	Paddington at the Zoo Michael Bond	Billy's Beetle Mick Inkpen	Fast Facts: Ocean Wonders Kingfisher Books	The Secret of Black Rock Joe Todd Stanton	Whole school text	Class 3 all at Sea Julia Jarman
Genre	Poems with rhythm	Cumulative narrative	How to catch a wolf	Warning narrative	Poetry	Return narrative	Recount of trip to the zoo	Lossing narrative	Sea creature report	Journey narrative		Overcoming the monster narrative
Purpose	To recite & perform	To narrate	To instruct	To narrate	To recite & perform	To narrate	To recount	To narrate	To explain	To narrate		To narrate
Grammar links	Rhythm	High 5 sentences Joining sentences using and	High 5 sentences	Sequencing sentences to form a narrative	Rhyme	Suffixes – ing -ed Noun Phrases	Time connectives Adjectives to add detail Plurals Adding-es -ing	Using speech to move the story forward Question marks	Adding gest	Sentence of 3 Capital letters for place names		Adding -ed Capital letters for names Exclamation marks

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Study	Mini Grey		Spike Milligan		Dick King Smith	

Class Novel / Reading Spine Texts	Mini Grey Selection of books inc; Traction Man, The Last Wolf, Egg Drop, Biscuit Bear and Toys in Space		Winnie the Witch Series by Valerie Thomas Not Now Bernard by David McKee Tuesday by David Weisner, The Flower by John Light Amazing Grace by Mary Hoffman		A Children's Treasury of Milligan Jack and the Baked Bean Colin Stimpson Plus a range of 'Alternative Traditional Tales' eg Who's Afraid of the Big Bad Book, Lauren Child		Meerkat Mail Emily Gravett Fantastic Mr Fox Roald Dahl Giraffe, Pelly and Me Roald Dahl		The Owl who was afraid of the Dark Jill Tomlinson		The Hodgeheg Dick King Smith	
Text stimulus for writing	The Tiger who came to tea. Judith Kerr	Animal Poems Various authors	Winnie the Witch Valerie Thomas	The Lighthouse Keeper's Rescue Ronda & David Armitage	Jack and the Beanstalk Traditional	A magical world of Milligan	A River Marc Martin		Lesser Spotted Animals Martin Brown / First Book of Nature Nichola Davis	The Night Gardener Terry Fan	Whole school text	The Hodgeheg Dick King Smith
Genre	Familiar Setting	Rhyme	Instructions	Rescue Story	Traditional Tales	Nonsense Poems	Letter	Circular story	Non Chron report	Setting Description/ Diary		Determination story
Purpose	To narrate	To express thoughts, feeling and emotions	To instruct	To narrate	To narrate	To entertain	To warn of danger	To narrate	To inform	To describe To recount		To narrate
Grammar links	Capital letters and full stops Nouns/ Adjectives Commas after fronted adverbials Question marks	Adverbs Question marks Commas in lists Expanded noun phrases	Commas in lists and after fronted adverbials Adverbs Imperative verbs Question marks	Conjunctions- subordinating/ Coordinating Past tense - verbs Sentence forms - statement, question and exclamation	Sentence types Conjunctions- subordinating/ coordinating Past tense - verbs	Capital letters for proper nouns	Suffixes (ly) Sentence forms - statement, question and exclamation	Expanded noun phrases	Present tense Progressive form of verbs in past and present Suffixes	Apostrophes (revise contraction, single possession) Subordination Expanded noun phrases Present and past tense		Revision of KS1 Grammar expectations

Year 3

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Study	Michael Rosen			Roald Dahl		Anthony Browne	
Class Novel	The Iron Man Ted Hughes	Michael Rosen poems	Flat Stanley	George's Marvellous Medicine	The Twits Roald Dahl	V ar ja	The Lion, the Witch and the

			Jeff Brown	Roald Dahl					c Pa w S. F. Sa id		Wardrobe C.S. Lewis		
Text stimulus for writing	The Iron Man Ted Hughes		Fox Margaret Wild and Ron Brookes		Jemmy Button Jennifer Uman and Valerio Vidali		Return Aaron Becker		Into the Forest Anthony Browne		Who le scho ol text	Seen and Not Heard Katie May Green	
Genre	Approach threat narrative	How to capture the iron man	Fable narrative	Fox report	Return Narrative	Letters	Setting Narrative	Travel report	Lost narrative	Newspaper report		Character narrative	How to be a mischievous child
Purpose	To narrate	To explain	To narrate	To inform	To narrate	To recount	To narrate	To inform	To narrate	To recount		To narrate	To instruct
Grammar links	Sentence building Conjunctions Apostrophes for possession	Conjunctions Past and present perfect Noun building	Similes Past & present perfect Conjunctions to express time and place	Noun phrases	Nouns, adjectives, verbs & adverbs Expanded noun phrases Prepositions Direct speech		Adjectives & verbs Paragraphing Prepositions Prepositional phrases Expanded noun phrases Similes a/ an	Adjectives & verbs Paragraphing a/ an Sentences to show cause Direct speech Prepositional phrases Direct speech Prepositional phrases a/ an Alliteration Similes	Nouns & adjectives Personification Adverb sentences Direct speech Pronouns Prefixes	Direct speech a/ an Past and present perfect Apostrophes Plurals Root word families		Descriptive phrases Prefixes – mis, dis, un, in Direct speech	Imperative verbs Contextualised conjunctions Adverb openers a/ an noun phrases Adverbs

Year 4

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Study	Benjamin Zephaniah			Anne Fine		Charles Dickens	
Class Novel	Benjamin Zephaniah poems	The Firework Maker's daughter Phillip Pullman	Charlotte's Web EB White	Bill's New Frock Anne Fine	Diary of a Killer Cat Anne Fine	Oliver Twist Charles Dickens	The Borrowers Mary Norton
Text stimulus for writing	Leaf Sandra Dieckmann		The Whale Vito Murrow	Arthur and the Golden Rope Joe Todd Stanton	Manfish Jennifer Berne	The Lost Happy Endings Carol Ann Duffy	The Journey Francesca Sanna

Genre	Outer narrative	Polar Bears information text	Setting narrative	Newspaper report	Myth narrative	Defeating a Viking monster	Invention narrative	Jacques Cousteau biography	Twisted narrative	Letter	Who le school text	Refugee narrative	Diary
Purpose	To narrate	To inform	To narrate	To recount	To narrate	To inform	To narrate	To recount	To narrate	To persuade		To narrate	To recount
Grammar links	Fronted adverbials Prepositions Sentence structure Suffixes	Apostrophes Singular & plural Fronted adverbials Technical/ formal language Root words	Fronted adverbials Prepositions Prefixes & suffixes Similes	Apostrophes Singular & plural Mis or dis Pronouns Direct speech Synonyms	Explanatory phrases Sentence structures Fronted adverbials Prefixes & suffixes Prepositions Verbs & adverbs	Adverbs Sentence structure Root word families Formal language	Prefixes Inverted commas Using a dash to separate clauses Homophones	Fronted adverbials Pronouns Suffixes –tion & sion Verb form	Sentence building Possessive apostrophes Inverted commas Expanded noun phrases	Fronted adverbials Homophones & near homophones Suffixes –tion & sion		Suffixes Fronted adverbials Verbs Expanded noun phrases Figurative language Direct speech Relative clauses	Cohesion Nouns & pronouns Synonyms Suffixes Abstract nouns

Year 5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Author Study	Lewis Carrol				Michael Morpurgo				Eva Ibbotson			
Class Novel	Jabberwocky		Way Home		The London Eye		Libby Hathorn		Mystery		Siobhan Lewis	
	Dowd Carroll											
Text stimulus for writing	Henry's Freedom Box Ellen Levine		Farther Grahame Baker-Smith		The Promise Nicola Davies		The Errand Leo LaFleur and Adam Oehlers		The Lost Book of Adventure Compiled by Teddy Keen		King Kong Anthony Browne	
Genre	Diary	Henry Brown Biography	Setting narrative	Letter	Character narrative	Newspaper report	Cliff hanger narrative	Instruction manual	Survival narrative	Survival guide	Dilemma narrative	Balanced argument
Purpose	To recount	To recount	To narrate	To recount	To narrate	To recount	To narrate	To instruct	To narrate	To explain	To narrate	To discuss

Gram mar links	Dash es	Relative clauses	Noun phrases	Modal verbs	Concrete & abstract nouns	Hyphen s	Semi colons to mark bounda ries between independ ent clauses	Colons	Cohesi ve adverb ials	Hyphe ns to avoid ambig uity	Who le scho ol text	Similes & metaph ors	Conjun ction s
	Emoti ve langu age	Punctu ation for parenth esis	Adverbial phrases	Form al/ infor mal langu age	Personific ation	Formal & informal languag e		Bullet points	Semi colons to mark bounda ries	Active and Passiv e Voice		Cohesiv e adverb ials	Bracket s for parenth esis
	Modal verbs	Fronted adverb ials	Emotive phrases		Adverbial s of time, place and manner		Adverb ials	Formal & inform al langua ge	Prefix es	Comm as for clarity		Verbs & adverbs to add atmosph ere and tension	
			Similes		Modal verbs		Hyphen s	Relativ e clauses		Transf ormi ng nouns and adject ives into verbs		Cohesio n	
			Metaphor s									Relativ e clauses	
			Conjuncti ons									Dialogu e	
			Parenthe sis – commas & dashes										

Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Auth or Study	William Shakespeare				Louis Sachar				Berlie Doherty			
Class Novel	Macbeth Shakespeare	A Midsummer Night's Dream Shakespeare	Cogheart Peter Bunzl	Holes Louis Sachar	Journey to Jo'Burg Beverley Nadoo		Children of Winter Berlie Doherty		Rooftoppers Katherine Rundell			
Text stimulus for writing	Rose Blanche Ian McEwan		Hansel and Gretel Neil Gaiman		A Story Like the Wind Gill Lewis		Dreams of Freedom Amnesty International		The Ways of the Wolf Smriti Prasad-Halls			
Genre	Diary Writing	Bravery Award Speech	Dual Narrative	Persuasive Letters	Flashback Story	Newspaper Report	Letter about an issue	Freedom narrative	First Person Narrative	Balanced Argument	Information Text - Wolves	Suspense Narrative
Purpose	To recount	To recount/inform	To narrate	To persuade	To narrate	To recount	To inform	To narrate	To narrate	To discuss	To inform	To narrate

Gram mar links	Colons Noun phrase s Adverb ials Parent hesis Cohesi on List senten ce of three	Forma l/ inform al langu age	First perso n/ third person Expan ded noun phrase s Semi – colons Senten ce structu re	Modal verbs Person al pronou ns Tense s- past prese nt Future Subjun ctive form Passiv e and active voice	Noun Phrase s Adverb ial phrase s First and third person Cohesi on using transiti onal senten ces Past and presen t progre ssive	Dashe s Bracke ts Semi- colons Quotat ion marks Formal and inform al langua ge	Expand ed noun phrase s Powerf ul adjecti ves Subjun ctive mood Passive voice Condi tionals Comple x senten ces & punctu ation	Dialo gue and actio ns Colo ns and semi colon s for lists	Conjun ctions Adverb ials Pronou ns Synony ms Cohesio ns Present perfect tense Past & future perfect tense	Conjun ctions Relative clauses	Generali sers Layout devices Colons Semi- colons Bullet points	Direct speech Dialo gue to advan ce the actio n and revea l chara cter	Wh ole sch ool text
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Lingham Primary Maths Overview 2021 / 22

At Lingham Primary we follow a mastery approach to the teaching of Mathematics. This year we will be following the White Rose Scheme of Learning from F2 to Year 6, however teachers supplement and add to lessons within the scheme with high quality lessons based on the NCETM Spine along with Maths - No Problem! At all times teachers plan lessons based on these high quality materials to meet the needs of their cohort to ensure that they master the most important content within the programmes of study.

Foundation 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond			First, then, now			Find My Pattern			On the Move		

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division	Consolidation
Spring	Number: Multiplication and Division				Statistics		Geometry: Properties of Shape			Number: Fractions		
Summer	Measurement: Length and Height		Geometry: Position and Direction		Consolidation and problem solving		Measurement: Time		Measurement: Mass, Capacity and Temperature			Consolidation

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division		
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division			Measurement: Perimeter and Area	
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape			Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Geometry: Position and Direction
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation
Summer	Statistics		Geometry: Properties of Shape			Consolidation and themed projects						

YEAR 6	DIMENSIONS/COVERAGE	Independent Subjects
Autumn 1 7 weeks	Theme 1: Communication – A World of Bright Ideas (8 weeks) Including: Cross curricular English – Explanation text Cross curricular Maths - Measurement Art Day - Surrealism DT additional unit – Cooking PE - Athletics (+ 1 week next half term)	Science - Electricity RE French – Selection of Core vocabulary lessons and phonetics Mind Up
Autumn 2 7 weeks	Theme 2: Culture – I have a Dream (8 weeks) Including: Cross curricular English – Biography Writing Cross curricular Maths – Problem Solving - Time Art Day - Surrealism PE - Gymnastics (+ 2 weeks next half term)	Science – Evolution and Inheritance RE French – At School Mind Up
Spring 1 7 weeks	Top Up Geography – In Your Element (3 weeks) Including: Additional Geography local/field studies and comparisons	RE French – The Weekend Mind Up

	Top Up History – The Rescuers (3 weeks) DT additional unit – Electronics 1 PE - Dance (+ 1 week next half term)	
Spring 2 6 weeks	Theme 3: Conflict – Wars of the World (8 weeks) Including: Cross curricular English – Diary Writing Cross curricular Maths – Problem Solving - Measure Art Day - Surrealism DT additional unit - Mechanisms and Structures 3 PE – Dance/ Tennis (+ 3 weeks next half term)	Science – Animals including humans RE French – World War II Mind Up
Summer 1 5 weeks	Theme 4: Conservation – Global Warning (8 weeks) Including: Cross curricular English – Newspaper Report Cross curricular Maths - Weight Art Day - Surrealism DT additional unit – Mechanisms and Structures 4 PE – Rounders	Science - Light RE French – The Planets Mind Up
Summer 2 6 weeks		Science – Living things and their habitats RE French – Healthy Lifestyles Mind Up

Year 5	DIMENSIONS/COVERAGE	Independent Subjects
Autumn 1 7 weeks	Theme 1: Communication – Mission Control (8 weeks) Including: Art Day tbc (+ 1 week next half term)	Science – Forces RE – Islam Mind Up The Brain PE Games MFL Core vocabulary
Autumn 2 7 weeks	Theme 2: Culture – Come Fly with me! America Including: Art Day tbc DT additional unit - Food Technology DT additional units - Structures (+ 2 weeks next half term)	Science – Earth & Space RE – Islam continued, Christmas in Art Mind Up Mindful thinking PE Gymnastics MFL Family
Spring 1 7 weeks	Top Up Geography – Time Team (3 weeks) Including:	Science – Living Things and their Habitats RE – Christianity Mind Up Mindful breathing PE – Dance MFL What's the date?

	<p>Additional Geography local/field studies and comparisons</p> <p>Top Up History – Pharaoh Queen (3 weeks) (+ 1 week next half term) DT additional Task - Textiles</p>	
Spring 2 6 weeks	<p>Theme 3: Conflict – You’re not Invited (8 weeks) Including: Art Day – tbc DT additional units - Textiles (+ 3 weeks next half term)</p>	<p>Science – Living Things and their Habitats continued RE – Christianity continued Mind Up Self-Regulation PE – Dance MFL The Weather</p>
Summer 1 5 weeks	<p>Theme 4: Conservation – Full of Beans (8 weeks) Including: DT additional units - Electronics</p>	<p>Science – Animals including Humans RE – Precious PE Games Mind Up Mindful smelling MFL Clothes</p>
Summer 2 6 weeks	<p>Art Day tbc</p>	<p>Science – Materials RE – The Natural World Mind Up Mindful tasting PE – Athletics MFL The Romans</p>

YEAR 4	DIMENSIONS/COVERAGE	Independent Subjects
Autumn 1 7 weeks	<p>Theme 1: Communication - Lightning Speed (8 weeks) Including: Cross curricular English - Mystery writing Cross curricular Maths – Addition and subtraction Art Day – Printing PE - Athletics (+ 1 week next half term)</p>	<p>Science - Electricity RE – The Bible French – Core Vocab Mind Up</p>

Autumn 2 7 weeks	Theme 2: Culture – Come Fly with me: Africa (8 weeks) Including: Cross curricular English – Performance poetry Cross curricular Maths – Problem solving (time) Art Day - 3d Form (masks) DT additional units – Celebration Cards, Cooking PE - Gymnastics (+ 2 weeks next half term)	Science – Animals including Humans RE – Angels / The Shepherds story French - Presenting myself Mind Up
Spring 1 7 weeks	Top Up Geography – Three Giant Steps (3 weeks) Including: Additional Geography local/field studies and comparisons Top Up History – Saxon King (3 weeks) PE - Dance (+ 1 week next half term)	RE - Buddhism French - Goldilocks Mind Up
Spring 2 6 weeks	Theme 3: Conflict - Law and Order (8 weeks) Including: Cross curricular English – Letters Cross curricular Maths – Addition and subtraction Art Day - Sketches DT additional units – Mechanisms PE - Basketball (+ 3 weeks next half term)	Science – States of Matter RE- Easter French – Au Cafe Mind Up
Summer 1 5 weeks	Theme 4: Conservation – Under the Canopy (8 weeks) Including: Cross curricular English – Persuasion	Science - Sound RE – Journeys French – The Classroom Mind Up
Summer 2 6 weeks	Cross curricular Maths – Problem solving (Make your own) Art Day – Face / Body Art DT additional units – Textiles (zoo toys) PE – Tennis / Outdoor Adventure	Science – Living things and their habitats RE - Special Places French – Rooms of the House Mind Up

YEAR 3	DIMENSIONS/COVERAGE	Independent Subjects
Autumn 1 7 weeks	Theme 1: Communication – That’s All Folks (8 weeks) Including: Art Day – Pop Art DT additional units – Levers and Linkages 2 (+ 1 week next half term)	Science - Forces RE French – Selection of Core vocabulary lessons and phonetics Mind Up PE - Tennis

Autumn 2 7 weeks	Theme 2: Culture – A World of Difference (8 weeks) Including: Art Day – Pop Art DT additional units – Structures (+ 2 weeks next half term)	Science – Light RE French – I’m Learning French Mind Up PE - Dance
Spring 1 7 weeks	Top Up Geography – Out and about (3 weeks) Including: Additional Geography local/field studies and comparisons Top Up History – The Lindow Man and Anglo Saxons (3 weeks) (+ 1 week next half term)	Science – Rocks RE French – Fruits Mind Up PE - Gymnastics
Spring 2 6 weeks	Theme 3: Conflict – Athens Vs Sparta (8 weeks) Including: Art Day – Pop Art DT additional units - Cooking (+ 3 weeks next half term)	Science – Rocks RE French – Vegetables Mind Up PE - Football
Summer 1 5 weeks	Theme 4: Conservation – Picture Our Planet (8 weeks) Including: Art Day – Pop Art DT additional units – Weaving a placemat	Science – Animals including humans RE French – Little Red Riding Hood Mind Up PE - Athletics
Summer 2 6 weeks		Science – Plants RE French – I Can... Mind Up PE - Athletics

YEAR 2	DIMENSIONS/COVERAGE	Independent Subjects
Autumn 1 7 weeks	Theme 1: Communication – International Media Station (8 weeks) Including: Art Day tbc (+ 1 week next half term)	Science – Animals inc Humans RE Mind Up PE Dance / Athletics
Autumn 2 7 weeks	Theme 2: Culture – Zero to Hero Including: Art Day tbc DT additional unit - Food Technology (+ 2 weeks next half term)	Science – Living things and their Habitats RE Mind Up PE Gymnastics / Games

Spring 1 7 weeks	<p>Top Up Geography – Paddington's Passport (3 weeks) Including: Additional Geography local/field studies and comparisons</p> <p>Top Up History – Happy Families (3 weeks) (+ 1 week next half term) DT additional Task - Textiles</p>	<p>RE Mind Up PE – Gymnastics / Games</p> <p>Science - Plants</p>
Spring 2 6 weeks	<p>Theme 3: Conflict – Land Ahoy (8 weeks) Including: Art Day – Seascapes DT additional units - Structures (+ 3 weeks next half term)</p>	<p>Science Material - RE Mind Up PE – Dance</p>
Summer 1 5 weeks	<p>Theme 4: Conservation – Light it Up (8 weeks) Including: Art Day tbc</p>	<p>Science – Plants part 2 RE PE Games</p> <p>Mind Up</p>
Summer 2 6 weeks		<p>Science Animals and their Habitat part 2 RE- Mind Up PE - Athletics</p>

YEAR 1	DIMENSIONS/COVERAGE	Independent Subjects
Autumn 1 7 weeks	<p>Theme 1: Communication – Happily Ever After (8 weeks) Including: Art Day - portraits (+ 1 week next half term)</p>	<p>Science – Humans, seasons RE Mind Up PE - Games</p>
Autumn 2 7 weeks	<p>Theme 2: Culture – Come Fly With Me: The Arctic Circle Including: Art Day tbc DT additional units - Food Technology - sandwiches, Moving Pictures (+ 2 weeks next half term)</p>	<p>Science – materials RE Mind Up PE - Dance</p>

Spring 1 7 weeks	<p>Top Up Geography – (3 weeks) Including: The United Kingdom Additional Geography local/field studies and comparisons</p> <p>Top Up History – Famous Five (3 weeks) (+ 1 week next half term)</p>	<p>Science – Seasons including weather RE Mind Up PE – Gymnastics</p>
Spring 2 6 weeks	<p>Theme 3: Conflict – Unity in the Community (8 weeks) Including: Art Day – tbc (+ 3 weeks next half term)</p>	<p>Science – Seasons, plants RE Mind Up PE – Gymnastics</p>
Summer 1 5 weeks	<p>Theme 4: Conservation – Going Wild (8 weeks) Including: Art Day – animal prints DT additional unit - vehicles</p>	<p>Science – Plants, seasons RE PE - Games</p> <p>Mind Up</p>
Summer 2 6 weeks		<p>Science Animals RE- Mind Up PE - Athletics</p>