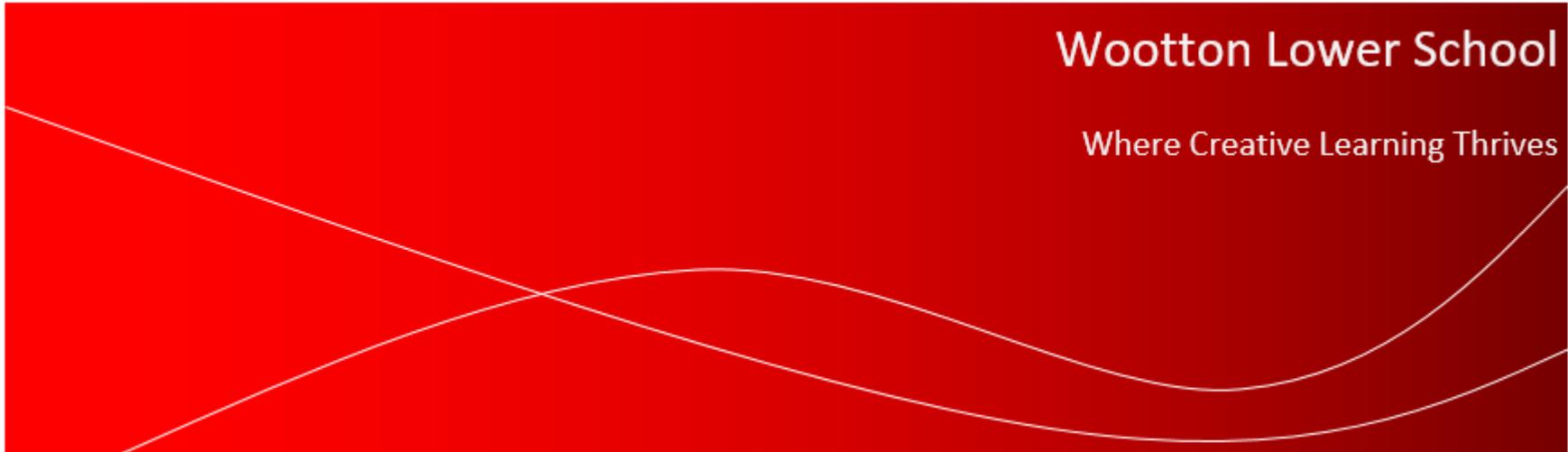


Curriculum Overview

An overview of the National Curriculum content and additional topics taught at Wootton Lower School





Curriculum Vision & Values

At Wootton Lower School we are aiming to build a challenging curriculum that fosters a passion for lifelong learning. We follow the National Curriculum in Years 1-4 and in the Foundation Stage we teach the Early Years curriculum. The National Curriculum and EYFS is taught using a cross-curricular approach, providing children with wonderful and exciting ways to learn. Most subjects are taught through a themed topic, covering all National Curriculum objectives in a fun and creative way.

Our highly committed and valued staff, working in partnership with parents and governors ensure that the vision for Wootton Lower School is where:

- Effective teamwork is at the heart of everything.
- A caring ethos nurtures positive relationships, with all equally valued, celebrated and proud of their achievements.
- An engaging, relevant and fun curriculum ensures that children are well prepared for work and life.
- A culture of challenge and high expectation is promoted to maximise individual potential.

- An awareness, of self, community and global issues fosters responsible behaviour with respect for all.
- Children are taught in a stimulating learning environment where high quality resources are paramount.

In order to continuously work towards these aims, there are simple values and learning behaviours which the children are expected to aspire to. In addition, the DfE have reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). Within Wootton Lower School these values are already integrated into our school curriculum and reinforced regularly in the following ways:

Curriculum Vision

At Wootton Lower School we are aiming to build a challenging curriculum that fosters a passion for lifelong learning by following these principles:

- To provide a happy, safe and stimulating environment where each child can enjoy learning
- To provide opportunities and experiences where each child can acquire knowledge, develop concepts, skills understanding and lay the foundations for the future
- To enable all our pupils to develop into successful, motivated learners who excel
- To nurture and develop every child to become responsible and caring members of the community
- To work in genuine partnership with families and the wider community

- To provide for every child an enjoyable curriculum in a high quality, stimulating environment
- To challenge, support and develop our staff to create an outstanding team

Core Values

At Wootton Lower School we believe that values are a vital part of a child's education. It is our belief that values determine our thinking and behaviour. Our core values are:

1. Positivity
2. Patience
3. Friendship
4. Humility
5. Honesty
6. Teamwork
7. Love
8. Hope
9. Trust
10. Perseverance
11. Respect
12. Courage

Spiritual, moral, social and cultural development

Fundamental British Values

Democracy

We believe that our pupils should be encouraged and enabled to think deeply and reflect on their learning and understanding. It is our belief that we should challenge ideas with our pupils and help them to be able to articulate different perceptions of a particular view. With regard to British Values we believe that the four principles underpin what we do every day in the school. However through their study of history and the evolution of democracy we aim to give them a rounded understanding of how these principles were reached:

At Wootton Lower School we believe in giving our pupils having many opportunities for their voices to be heard.

We have school councils which meet regularly to discuss issues raised in class council meetings. The council is able to genuinely effect change within the school. All of the council members for each year group are voted in by their class.

Each week a child from each class is celebrated for having upheld the values of the school. These values are outlined and examples are given as to how they have demonstrated the value.

Children who are celebrated for either upholding values or excelling in their learning have the opportunity to have afternoon tea with the Headteacher where they can offer ideas about how they would like to improve the school.

Each class earns cool class tokens for demonstrating our school values and for working hard. When the jar is full each child can put forward their idea for a cool class token treat and the children then vote for the treat they would like. When doing this the teachers introduce the concept of democracy and fairness.

In addition pupils have an annual questionnaire with which they are able to put forward their views about the school. We identify key issues from the questionnaire and involve the children in addressing these issues.

Democracy is one of the themes on our assembly rota and when there is a General Election we have whole school assemblies and class elections to explore further the concept of democracy.

Curriculum links

FS	Y1	Y2	Y3	Y4
<i>PSHE- Being me in my World Celebrating difference Healthy Me Changing Me</i>	<i>PSHE- Being me in my World Celebrating difference Healthy Me Changing Me</i>	<i>PSHE- Being me in my World Celebrating difference Healthy Me Changing Me The Gunpowder plot - link to the Houses of Parliament</i>	<i>PSHE- Being me in my World Celebrating difference Healthy Me Changing Me Geography link Year 3 focus on Eco-Issues incorporating British Values learning... Understanding and respecting democratic process. Understanding how they can make a difference in decision making through a democratic process Understanding how to argue and defend a point of view Understanding the importance of teamwork</i>	<i>PSHE- Being me in my World Celebrating difference Healthy Me Changing Me</i>

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, when dealing with behaviour as well as through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the

responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

We have our own school rules which are displayed in every classroom and the children know that when they break one of these rules there will be a consequence.

Curriculum links				
FS	Y1	Y2	Y3	Y4
<p><i>Rules and responsibilities</i> <i>Police Visit</i> <i>Class charters made</i></p>	<p><i>Rules and responsibilities</i> <i>Class charters made</i></p>	<p><i>Rules and responsibilities</i> <i>Class charters made</i> <i>Fire Brigade visit</i> <i>Nurse visit</i> <i>Rules of the Internet</i> <i>Other religion visitors</i></p>	<p><i>Rules and responsibilities</i> <i>Class charters made</i> <i>Rules of the Internet</i></p> <p><i>As part of a Geography link</i> <i>Year 3 focus on Eco-Issues incorporating ... The rule of Law</i> <i>Ability to recognise the difference between right & wrong and apply this to their own lives. Ability to accept responsibility for their behaviour. Understanding the consequences of their behaviour and actions. Ability to resolve conflicts effectively. Understand how they can contribute positively to the lives of those living and</i></p>	<p><i>Rules and responsibilities</i> <i>Class charters made</i> <i>Rules of the Internet</i> <i>PSHE Effects of Smoking and Alcohol Law</i> <i>Respect for Emergency Services and First Aid Training</i></p>

			<i>working in the locality and society more widely. Understanding that living under the rule of law protects them and is essential for their wellbeing and safety</i>	
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Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through their choice of learning challenge, or their choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make meaningful choices.

We celebrate Anti Bullying Week and E safety week. In classes each pupil then signs the agreed class charter.

Mutual Respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. It is one of our core school values and children are celebrated for showing this value. Values lessons are taught on respect and it is on our assembly rota as part of our values assemblies.

Building on all the work that has already taken place in helping in school, pupils efforts focus on areas where volunteers can make the biggest impact. These areas are: School council, Sports Ambassadors, Bike it Champions, Library Monitors & Event Support.

In the annual Poppy Day celebrations pupils purchase poppies, create artwork that commemorates WW1 and a minute's silence is held in specially created assemblies for the school.

We also run other charity events such as Children in Need, Macmillan Coffee mornings and Comic Relief. We also support specific charity events requested by pupils e.g. Child Cancer Day.

<i>Reception</i>	<i>Y1/Y2</i>	<i>Y3/Y4</i>
Environment - walk to school week, bike it challenge, Santa challenge School Council <i>PSHE - Relationships and Changing Me sessions</i>	Environment - walk to school week, bike it challenge, Santa challenge Buddies for Reception School Council <i>PSHE - Relationships and Changing Me sessions</i>	<i>Volunteering – Bike it crew, Sports ambassadors, library monitors</i> <i>Reading buddies</i> <i>Running the Christmas Fayre</i> <i>NSPCC Charity Event</i> Environment - walk to school week, bike it challenge, Santa challenge Year 4 Sporting Events underpinning the values and respect of Redborne Sports Partnership <i>PSHE - Relationships and Changing Me sessions</i>

Tolerance of those of Different Faiths and Beliefs

Wootton Lower School is situated in an area which is becoming ever more culturally diverse; therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE & PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At Wootton Lower School we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Curriculum links				
R	Y1	Y2	Y3	Y4

Major Faith Days covered in assembly Diwali Day Chinese New Year Nepal Day PSHE - Celebrating differences sessions	Major Faith Days covered in assembly Local clergyman visit Diwali Day Chinese New Year Nepal Day	Major Faith Days covered in assembly Local clergyman visit- Christianity Diwali Day Nepal Day Judaism visitor talk - delivered by a member of staff Islam visitor talk - delivered by a member of staff	Major Faith Days covered in assembly Local clergyman visit Diwali Day Nepal Day Sikh visitor talk - delivered by a parent	Major Faith Days covered in assembly Diwali Day Nepal Day Faith Tour- Gurdwara, mosque and Church in Queen's Park
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Spiritual Experiences

We believe that our school curriculum should provide pupils with a range of experiences that deepen their spiritual understanding of their school and their community. Working in partnership with local clergy and faith organisations, we deliver the program both in and out of school across KS2.

Year 1	Performing in a play of worship Weekly Open the book Assembly Weekly RE Lessons Christmas and Easter service Faith days	Year 3	Performing in a play of worship. Weekly Open the book Assembly Weekly RE Lessons Christmas and Easter Service Faith days Faith Visitors
Year 2	Performing in a play of worship Weekly Open the book Assembly Weekly RE Lessons Christmas and Easter service Faith days Faith visitors	Year 4	Performing in a play of worship. Weekly Open the book Assembly Faith Tour Weekly RE Lessons Christmas and Easter service Faith days

Parents Curriculum

We believe that it is vital to offer our parents a wide range of opportunities that: *increase their subject knowledge, develop parenting skills, contribute to the community, promote healthier lifestyles & provide positive experiences with their children.*

	Subject Knowledge	Workshops
<i>Autumn</i>	<i>EYFS - Early Literacy Y1-4 - Supporting Reading EYFS- Early Maths Y1-4 - Problem Solving in Maths</i>	<i>EYFS Stay & Play Wootton Tots Reading Volunteers Triple P Parenting Workshop Safeguarding volunteer training</i>
<i>Spring</i>	<i>KS1 SATs Workshop EYFS/Y1 - Early Writing Y1- Phonics workshops</i>	<i>Wootton Tots Reading Volunteers Pre-School stay and play</i>
<i>Summer</i>	<i>Whole school - SRE sessions Pre-School - Being school ready EYFS - New Parents session SRE - Parents information session</i>	<i>Wootton Tots Triple P Parenting - full course</i>

Curriculum & Enrichment

As a whole school, we have celebrated the Olympics, with Olympic themed sports days, carnival themed workshops and opportunities to learn about the history of Olympians in this country. Values are also promoted through a House Competition (Drake, McArthur, Fitzroy, & Nelson). Sports ambassadors are selected from Year 4 and are used to promote the value and sportsmanship we expect throughout the school.

On a more general level, the school undertakes daily assemblies which uphold traditional values of empathy, respect and tolerance. In addition to this we plan for the following opportunities for our pupils:

School Trips

At Wootton Lower School we plan trips and invite in visitors which aim to broaden the pupils' SMSC experiences, bring the learning to life and provide opportunities for them to apply skills they have learnt.

	Autumn		Spring		Summer	
	1	2	3	4	5	6
Reception	Police visit	Yoga: Tatty-Bumpkin	Caterlink Fruit kebab making	Author visit: Stuart Reed	Walk around village	Woburn safari Park
Yr 1	Environment walk around the village.	Caterlink pizza making	Walk around the village Caterlink Fruit Kebab making	Library visit Author visit: Stuart Reed	Minibeast Hunt Skipping workshop	Dinosaur Park
Yr 2	Bread Making Day with a local baker	Great fire of London Burn	Visit to the John Bunyan museum Judaism Visitor Talk	Eggs brooded and hatched Islam Visitor talk	Rainforest Experience	Trip to Woburn
Yr 3			Duxford Imperial War Museum 02 Choir Visit		Sikh Visitor talk	Sing On Concert Forest Centre
Yr 4		Faith Tour	02 Choir Visit	Harry Potter Studio Tour	PGL	

Reading

The staff at Wootton Lower school have created a list of books every child should read before they leave Wootton Lower School. Each class has a 'special' reading box full of these books.

<p>Pre-School</p> <p>The Little Red Hen Aliens Love Underpants Dear Zoo Giraffes Can't Dance Handa's Surprise Don't Put Your Finger in the Jelly Nelly The Smartest Giant in Town Puff the Magic Dragon Superworm Sharing a Shell We all went on Safari Three Billy Goats Gruff</p>	<p>Year 1</p> <p>The tiger who came to tea Peace at last Whiffy Wilson Lost and found How to catch a dragon The wee seal The Emperor's egg Franklin says I love you The things I like Treasury -Mick Inkpen Kipper the story collection Tiddler</p>	<p>Year 3</p> <p>Fantastic Mr Fox The Paper Caper The True Story of the 3 Little Pigs The Owl who was afraid of the dark The Sheep Pig Five on treasure island The Borrowers Mr Majeika Penderwicks</p>
<p>Reception</p> <p>Anthology of traditional fairy tales The Gruffalo Whatever next Rosie's Walk Enormous crocodile Dinosaurs love underpants Green eggs and ham Hungry caterpillar Going on a bear hunt Mog Owl babies I Mrs Armitage (on wheels)</p>	<p>Year 2</p> <p>The hodgeheg Flat Stanley George's Marvellous medicine The Jolly Christmas Postman The Gorilla Not now Bernard Room on the broom Percy the park keeper Slinky Malinki Goldilocks on CCTV</p>	<p>Year 4</p> <p>Desirable The Angel of Nitshill Road Fox in Socks Sharing a Shell Matilda The Firework Maker's Daughter The Worst Witch The World's Worst Children</p>

cus Authors

EYFS - Julia Donaldson,	Year 1 - Eric Carle, Julia Donaldson Year 2 - Roald Dahl,	Year 3 - Enid Blyton Year 4 - JK Rowling
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Cycling & Scooting Curriculum

We work closely with Sustrans and Rebourne Partnership to develop our Cycling Curriculum. At Wootton Lower School we recognise sport as a key pillar for overall physical and mental development in our more competitive world. With this in mind we plan in the following stages for our pupils:

Reception

In a student's formative years it is important to link fun with learning skills. Children where possible will be encouraged to move from scooters and bikes with stabiliser support to riding unaided. Children also need to learn from an early age about safety in terms of clothing such as helmets along with looking skills. With this in mind Wootton Lower School works closely with Sustrans to offer all children in Reception a basic course in riding a balance bike.

Year One

Pupil's all participate in the Sustran's led Scooterbility programme. The children undertake a series of lessons which explore safety on a scooter, safe scooting techniques and focus on the health benefits of scooting.

Year Two

Year Two pupils are all offered the opportunity to participate in the beginner level 'Bikeability'. The course covers road safety, bike safety and basic bike riding techniques. Addition sessions are given to those pupils who cannot yet ride their bike independently.

Y3 to Y4

Year Three and Year Four students can take part in an Intermediate and Advanced Bikeability course which is playground based and safe. Children are given 1 hour with an experienced instructor to help them develop from their current riding level. If pupils are still struggling with their basic riding then additional sessions will be given.

More Able Curriculum & Opportunities

We believe that all pupils should be challenged in their learning and given the chance to apply their skills across a range of contexts. We believe that our curriculum should provide More Able pupils challenges across performing arts, sports and social responsibility so that a broad range of aptitudes and skills is recognised. We believe that our should allow for pupils to meet with peers locally, regionally and nationally so that they have a good awareness of how their skills and experiences compare to others.

<p>Cycling Curriculum Program to run from YR up to Y6 Bikeability in Y5 opens up wider opportunities: Velopark, Redbridge CC, monthly bike trips Bike Club for advanced skills</p>	<p>Art Workshops Specialist art teacher to work on projects Whole-school art exhibition Sustrans art workshops</p>	<p>Film Club Regular sessions with pupils looking at new releases Analyses trailers using key questions: <i>(Star Wars) why did the star cruiser crash into the desert, what kind of conflict</i></p>	<p>Learning Challenge Half termly take home task Pupil choice about elements to complete Range of opportunities: art, poetry, music and people</p>	<p>Young Voices There are nearly 100 members of our school choir. Children have the opportunity to attend the Young Voices concert as part of the choir</p>
<p>Sports events Level 2 and 3 inter and intra sports events. Year 4 Transfer events Key Stage 1 Transfer events</p>	<p>Writing competitions Children in Year 3 identified as GDS were involved in a lunchtime writing club to enter a 100 word writing competition</p>	<p>Author visit The whole school took part in an author day where they had class workshops focussed on creative writing.</p>	<p>Rock Steady Music Ensemble Children in Year 2-4 have the opportunity to join a rock ensemble who perform for parents half termly</p>	<p>Sing On Children in Year 3 receive singing lessons every three weeks from January, then perform with other schools at Bedford Corn Exchange in the summer term.</p>
<p>Maths Puzzle Club Children identified as more able were invited to a lunchtime club to work through various maths related puzzles and games.</p>	<p>Mindfulness Colouring Club The children have the opportunity to colour with peaceful and calming music. This is to aid focus and awareness of being present in the moment.</p>	<p>Aspire Group Pupil Premium children attend an enrichment club after school. Recent trips include local train station and Kidzania.</p>		

Financial Skills Curriculum

To participate fully in life, we believe everyone needs a clear understanding of how to manage their money. We believe in providing opportunities for our pupils that allow them to develop financial knowledge, skills and attitudes through practical and real life activities. In June each year the school takes part in the 'fiver' challenge which is part of the social enterprise scheme. We are looking at setting up bank accounts for all children in the near future.

International Curriculum

We believe that our pupils should develop an understanding of what it is to be a child in other parts of the world. We believe that they need to appreciate how they are part of a local, UK and international community. In the topics planned the children are given opportunities to compare where we live with other UK and International communities.

How do we provide these opportunities?

Classes are linked with other schools in the local area..When we have the opportunity we also look to give our pupils the chance to correspond with pupils based overseas.

What type of projects are involved?

We have linked up with a school in Nepal, which was launched with a whole-school Nepal Day. Links were made through one of our families who helped us to organise and run Nepal Day. As part of this we have completed a 'Window to Wootton' book which shows what life is like in Wootton and we have received one from our partner school in Nepal.

Curriculum Long Term Overviews

Reception

	Autumn		Spring		Summer	
	1	2	3	4	5	6
Topic	My Wonderful World/To the Rescue	Let's celebrate	Monsters and Magic		Away We Go	
Related Texts	My Mum is fantastic My Dad is Brilliant	Non-fiction: Guy Fawkes Rama and Sita	How to Catch a Dragon The Gruffalo Gruffalo's Child Going on a Bear Hunt Paddington Bear The Three Billy Goat's Gruff Jack and the Beanstalk Room on a Broom Harry and a Bucketful of Dinosaurs Goldilocks and the Three Bears Non-fiction: Dinosaurs		Rosie and Jim Three Little pigs Handa's Surprise Going on a lion hunt Whatever Next Thomas the Tank Engine	
Enrichment	Police visit	Diwali Day Food Tasting	Stunning Start: Dinosaur in the Classroom	Teddy Bear's picnic - Paddington Bear	Ice cream visit - use our senses to taste different ice creams	School trip to the zoo

Year 1

	Autumn	Spring	Summer
	Pirates Ahoy	Enchanted	Bugs and Beasties
Literacy	<p>Narrative Pizza for pirates Suggested final written outcome Instruction</p> <p>Non-fiction Magic Grandad Seaside holidays Suggested final written outcome Seaside now & then booklet</p> <p>Poetry Captain Jack and the Pirates Suggested outcome Acrostic poem</p>	<p>Narrative Peter Rabbit (ladybird) Suggested final written outcome Retell the story</p> <p>Non-fiction My Bean Diary (guided reading text) Suggested final written outcome Bean Diary</p> <p>Poetry The Enchanted Wood – Gerald Hawksley Suggested outcome Add own verse (rhyming)</p>	<p>Narrative Ella by Alex T Smith Suggested final written outcome Add own ending</p> <p>Non-fiction Dinosaurs DK first facts Suggested final written outcome Leaflet – carnivores & herbivores</p> <p>Poetry The Dinosaur that pooped the past Suggested outcome Selecting correct rhyming words to create own verse</p>
Maths	<p>Ordering numbers Counting/Matching numerals and words One more/one less Adding (cubes) Adding on a numberline Weight Length Odd and even numbers</p>	<p>Money (2 weeks) Positional and directional language Adding Length and weight 2D and 3D shapes Subtraction Missing numbers Subtracting money</p>	<p>Multiplication (2 weeks) Division Fractions (2 weeks) Capacity 3D shapes Addition and subtraction Place value Addition (missing numbers)</p>

	<p>Subtraction Subtraction/addition (inverse) Place Value 2D 3D shapes Time</p>	<p>Sequencing time Doubling and halving Number bonds to 10 and 20</p>	<p>Addition (problem solving)</p>
Science	<p>Healthy eating Senses - identifying senses and labelling parts of the body Investigating materials Coastal habitats Seasons</p>	<p>Bread experiment - germs Plants - labelling the parts of a plant. Bean planting. Identifying wild and garden plants Comparing trees - evergreen and deciduous Seasons</p>	<p>Lifecycles - chicks, caterpillars Staying fit and healthy - looking at exercise Identifying common animals - herbivores, carnivores and omnivores Seasons</p>
Geography	<p>Seaside comparisons/map work Uk - map work -where we live,our capital city, compass directions and describing seaside locations. Comparison of seaside and village locations. Using aerial photographs (including Google Maps) to recognise landmarks and basic human and physical features.</p>	<p>Identifying hot and cold countries /climates Map design -LRRH basic key and directions - discussing features of a location.</p>	<p>Weather watch - daily recording of weather types Weather and seasons - identify characteristics and seasonal weather patterns.</p>
History	<p>Guy Fawkes and Bonfire Night: discover about past events, listen to stories about the past, facts about people and events that happened a long time ago. Remembrance Sunday: begin to understand the difference between events in the past and present. Seaside's in the past: identify `then` and `now, discover about past events.</p>	<p>Significant local people - Comparison of Harold Abraham and Paula Radcliffe The life of Beatrix Potter and her contribution to national achievements.</p>	<p>Ordering a timeline of events from the dinosaurs to the birth of humans. Charles Darwin and looking at fossils: finding out facts about people and events that happened a long time ago.</p>

<p>Computing</p>	<p>Basic functions: How to log on to the computer, how to load a programme and use the keyboard and mouse. Children will type facts about a pirate</p> <p>Purple Mash: Pirate ships</p>		<p>Create visual representations: Children will use Paint to paint a picture of a garden. (Linked to science: common flowers and trees</p> <p>Rising Star Unit: We are TV chefs – filming the steps of a recipes</p> <p>ESafety</p>		<p>Word: changing font, colour and size. (Text about dinosaurs)</p> <p>Rising Stars Units: We are storytellers – producing a talking book. (About their favourite minibeast)</p> <p>We are collectors – finding images from the internet. (Could be of either mini beasts or dinosaurs)</p>	
<p>RE</p>	<p>Christians belief of Gods creation</p>	<p>Christmas story</p>	<p>Jesus as a friend</p>	<p>Easter - Palm Sunday</p>	<p>Judaism - Shabbat</p>	<p>Judaism -Chanukah</p>
<p>Art & Design</p>	<p>Art Collage - underwater scenes Observational drawings - shells Texture and pattern - leaf rubbings Developing techniques using colour: Firework pastel pictures</p> <p>Using paint to share ideas: Poppy paintings.</p> <p>DT Making treasure chests Making ice-cream</p>		<p>Art Using painting to develop ideas: Winter pictures – using wax crayons and brusho</p> <p>Developing techniques using colour: Tints – Robin Hood link - Adding white and black to green.</p> <p>Observational drawings: Flowers</p> <p>Texture and Pattern: Tree rubbings (Linked to science lesson)</p> <p>Artists: Andy Goldsworthy – Collect different materials and make mud faces on our trip to the wood.</p> <p>DT Designing woodland dens Making fruit salad Designing and making a troll Designing and making a fairy/troll home Making biscuits</p>		<p>Art Sculpture: Making clay ladybirds</p> <p>Collage: making foods from ‘The Very Hungry Caterpillar’ story</p> <p>Artists: Paul Klee: Line drawing</p> <p>Developing techniques using colour: Primary and Secondary colours</p> <p>Observational drawings: Triops and preserved minibeasts in glass</p> <p>DT Moving vehicles Making sandwiches and decorating biscuits for stunning start</p>	

Music	Harvest music - using voices expressively by singing songs. Christmas nativity song practice/ Carols for Christmas service.		Select and combine different sounds to make a simple melody Singing songs and rhymes Body part music Robin Hood song		Spring chicken song using voices and instruments	
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
PE	Multi skills	Gym	Dance	Gym	Games (Striking and fielding) E.g Kwik Cricket and rounders Dance - dinosaur stomp	Games (N/W) E.g, Tennis, Altheletics
Enrichment	Stunning start - Seaside day. Take Home Task - pirate ships	Pizza and dough ball making.	Stunning start - arrival of class fairy. Take Home Task - Enchanted theme, maths, art work, literacy or model etc.	Fabulous Finish - releasing class fairies back into the wild.	Mini stunning start caterpillars. Ugly Bug Ball Take Home Task - research your favourite dinosaur or make a model.	Mini stunning start finding a dinosaur egg. Dinosaur Park Trip

Year 2

	Autumn	Spring	Summer
	Snap, Crackle, Pop	In Small Packages	Wickedly Wild and Wonderful
Literacy	Narrative The Jolly Christmas Postman	Narrative Flat Stanley	Narrative The Kapok Tree

	<p>Suggested final written outcome Letter Writing Wallace and Gromit Suggested final written outcome Character Description</p> <p>Non-fiction The Great Fire of London by Liz Gogerty Suggested final written outcome Great Fire of London leaflet</p> <p>Poetry Firework night by Enid Blyton Suggested outcome Story poem about Bonfire Night</p>		<p>Suggested final written outcome New Flat Stanley adventure Possum Magic by Mem Fox Suggested final written outcome Retelling the story The Egg by M. P. Robertson Suggested final written outcome Descriptive writing with commas</p> <p>Non-fiction Florence Nightingale Suggested final written outcome</p> <p>Poetry Suggested outcome Acrostic Poetry</p>		<p>Suggested final written outcome Character description (rainforest character) The Hodgeheg Gorilla Not now Bernard Percy the Park Keeper The Window Goldilocks Twisted Tales</p> <p>Non-fiction Rainforest non-fiction texts Suggested final written outcome Persuasive writing</p> <p>Poetry Suggested outcome Rainforest Kenning Roald Dahl Revolting Rhymes</p>	
Maths	<p>Shape Addition Subtraction Place value Partitioning</p>	<p>Time Multiplication Measures Money Addition Subtraction</p>	<p>Data Handling Fractions Division Positional language Multiplication Subtraction Addition written method</p>	<p>Measures Inverse Fractions Addition Subtraction Time</p>	<p>Capacity Time Shape Multiplication Division Money Inverse</p>	<p>Fractions Measures Statistics Positional language/ direction Addition Division Multiplication Division</p>
Science	<p>Changing Materials</p>		<p>Healthy Me and Exercise</p>	<p>Animals and their young</p>	<p>Animal and their habitats / Food chains</p>	<p>Plants and Growth</p>
Geography			<p>Human and Physical features</p>	<p>Villages, Towns and Cities</p>	<p>Equator/ Climate Locating forests around the world</p>	<p>Rainforests Grid references/ coordinates</p>

			Map Work including naming and locating 7 continents and 5 oceans	Use basic geographical vocabulary to identify key human and physical features		Human and physical features Temperature and rainfall
History	Great fire of London Samuel Pepys Timelines Past and Present Evidence	Cont.	Florence Nightingale John Bunyan (trip to John Bunyan Museum) Artefacts Date of Birth Historical evidence	The history of communication - letter, telegram, phone, fax, email	Christopher Columbus and his contribution to international achievements	
Computing	Internet Safety Logging on 2-Code Algorithms	Cont	PowerPoint Import a picture Save and retrieve a document Safe Search Researching	Internet Safety	Zoologists - data collection Graphing Databases	We are detectives Email Creating fact files Create a table
RE	Christianity	Christianity	Judaism	Easter/ Christianity	Islam	Islam/ Haij
Art & Design	Tudor Houses	Firework Art Sculpting	Aboriginal Art Sketching Evaluating a design	Package design And evaluation	Animal patterns Sketching rainforest plants and flowers	Sewing Artist week
Music	Singing in a round London's Burning	Wallace and Gromit- Graphic notation	Singing in a round Traditional Songs	Ocarinas	Rainforest Dance	Composition
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	changing Me
PE	Multi skills	Gym	OAA	Invasion Games - dribbling and	Invasion Games - throwing and catching	Athletics

				kicking		
Enrichment	Stunning start - Baker Visit	Curit Visit GFoL Burn Diwali Day	Helen O'Neal - Nurse visit Talk on Judaism John Bunyan Museum Trip	Stuart Reid Author visit	Talk on Islam Skipping Workshop	Sports Day Woburn Safari Park Fire visit

Year 3

	Autumn	Spring	Summer
	On the Way	Sky High	Island Hopping
Literacy	<p>Narrative Paddington at the Carnival and other Paddington books Suggested final written outcome Character descriptions Speech and dialogue in Paddington stories</p> <p>Non-fiction Addressing a Letter – big book London Guide books Suggested final written outcome Instructions Factfiles/Guide books</p> <p>Poetry Traditional poetry Suggested outcome Bonfire Poetry</p>	<p>Narrative Here come the Aliens Suggested final written outcome Settings Character descriptions</p> <p>Non-fiction Suggested final written outcome Usborne Space Fact Cards Life in Space DVD All about the Solar System Tim Peake's journey - ISS Comprehension Skills Reports Research (ICT link)</p> <p>Poetry Various</p>	<p>Narrative Famous Five Five on Treasure Island Enid Blyton On an Island Adventure Enid Blyton Katie Morag Suggested final written outcome Adventure stories Settings</p> <p>Non-fiction Suggested final written outcome Tourist Leaflets Advertisements</p> <p>Poetry Suggested outcome Performance Poetry</p>

			Writing Riddles Suggested outcome Kennings Simile based poetry			
Maths	Puzzle solving Number and place value Addition and subtraction Time 2D and 3D shape	Data handling Multiplication Division Measure (length) Sequencing Addition and subtraction Place value	Number Problems Fractions Fractions Measures Calculation Word Problems Addition Subtraction	Data Handling Money Time Multiplication Division Word Problems Fractions	Number and Place Value Fractions Measures - Capacity Time 2D and 3D shapes - Angles	Adding and subtracting money Finding change Statistics
Science	Animals including Humans	Animals including Humans	Light and Shadow	Rocks and Soils	Forces - Magnets	Plants
Geography	Locating UK Cities and Counties Locating Equator, Northern and Southern Hemisphere South America:Peru environmental regions		Mapwork Skills Simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		Comparison of local and other UK town (Coll)	Hawaii - Volcanoes
History	World War II Changes to London over time. A significant turning point in British History	History of Post A study of an aspect or theme in British History that extends pupils chronological	History of Space Travel A significant turning point in British History (Flight)	Space and Air Travel	The achievements of the earliest civilisations - where and when the first civiisations appeared and depth study - Ancient	

		knowledge - Post			Egypt	
Computing	Purple Mash coding	We are Presenters	We are Communicators	E safety	We are Opinion Pollsters	E-Safety
RE	Hindus sense of belonging	True meaning of Christmas	Christianity - Jesus' Miracles	What is good about Good Friday?	Sikhism - Sharing and Community	Hinduism - Pilgrimage to River Ganges
French	Hello/goodbye How are you? Saying name How old are you? Numbers to 10.		Colours Numbers Days of the Week Fruits / Vegetables Greetings Ages Very Hungry Caterpillar		Masculine / Feminine Body Parts Pet Names Questions about Pets Facts about France	
Art & Design	Pencil Sketching Skills	Peruvian weaving Food Technology	Watercolours Celestial Paintings Marbling	Space Art Colour Mixing Pointilism	Pneumatic Systems	
Music	Peruvian Music Ocarina	Christmas songs	Sing On	Sing On	Sing On	Sing On
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Bodies
PE	Multi-skills Dance	Fielding and Striking Gymnastics	Gymnastics	Dance OAA	Net and Wall Games - Tennis May Fayre Dance	Athletics Striking and Fielding Games
Enrichment	Take Home Task - choice of:		Take Home Task - choice of ...	Additional homework tasks...	Stunning Start - Discover a basket of biscuits and	Fabulous Finish at Forest Centre

	Research History of Teddies Design a new Suitcase Create a new book front cover Research Spectacled Bears		Design a space diorama Space Art Space Research Space Report Make a solar system Visit from a parent RAF engineer	Litter Pollution powerpoint - geog link Heroes Powerpoint - values link	book with items in. Take Home Task -	
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Year 4

	Autumn	Spring	Summer
	Under the Sea	Factual, Fictious or Fantasy	Chocolate/Wonderful Wootton
Literacy <i>(Every Y4 'I Can' met termly)</i>	Narrative Boy & bear in a boat Flotsam Nemo Playscript Atlantis Non-fiction Non-fiction ocean animal report The Titanic (National Geographic) Holiday Recount Poetry Night before Christmas	Narrative The Iron Man Stone Age Boy Harry Potter and the Philosopher's Stone Non Fiction Stone Age Who were the first people? (Usborne) Poetry Jabberwocky	Narrative Charlie and the Chocolate Factory The Twits (Playscripts) Quentin Blake - Range of books Non Fiction Local History Text Poetry Revolting Rhymes

Maths	Place Value Fractions of an amount Regular and Irregular Shape Sorting shape according to their properties Addition - Column Method Time - Conversions Time Digital and Analogue Problem Solving	Money Multiplication Grid Method Measuring Addition - Compact Column Method Problem Solving	Data Handling Equivalent Fractions Decimals Multiply and Dividing by 10 12/24 hour clock Rounding to nearest 10,100 Greater than less than Multiplication Grid Method Problem Solving	Angles Negative Numbers Grid Method 2 step word problems Ordering Decimals Problem Solving	Finding Factors Written methods for Division Multiplication tables Fractions and decimals Money word problems	Area and perimeter Shape Symmetry Translations Coordinations Problem solving Time Problems (inv conversions) 24 hour clock
Science	Organisms and Non Organisms Habitats Classifying animals Life Processes Layers of the sea Water Cycle	Pollution Global Warming Endangered Species		Electricity Sound	Body Digestion	States of Matter
Geography	Oceans, Seas Atlas Skills Maps of the World Pollution	Water Cycle Tsunamis - Natural Disasters			World Awareness day - Longitude, equator etc	Map work - Wootton Week Charts and Graphs -

	7 Continents Climate Change					Wootton Week
History	The History of the Titanic Telegrams		Stone Age Include Timeline	Stone Age	Aztecs	Local History
Computing	Multi Media Presentation Story Book Power Point presentation - Sea animals	Scratch - Making a quiz	Programming Turtle Stop Motion/Playdough		Animation	
RE	Judaism - How special is the relationship Jews have with God?	Christianity - What is the most significant part of the christmas 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 Jews to show commitment to God?	Christianity - do people need to go to church to show that they are Christians?
French	Greetings Transport		Numbers Family and Friends		Fruit sports	
Art & Design	Mosaics - Gaudi Pastel Drawings	Titanic pastel art Sewing Sea Animal Puppets Clay Poppies Clay Fish	Silhouette of Stonehenge Cave Paintings/Artist Study Fine Art Ball Make Stone Age Tool Stone Age Camp	Mother's Day - Artist Study	Food Prep	Sewing

Music	Sounds of the sea Pitch, tempo, tone, timbre		Stone Age Boy Rap	Using music to create atmosphere - Harry Potter soundtrack	Recorders - tuned instruments	
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Gymnastics Hockey	Dance Outdoor Adventurous Activity	Gymnastics Netball	Dance Kwik Cricket	Tennis Rounders	Athletics Badminton
Enrichment	RE - Faith Tour	Christmas Play	World Book Day Harry Potter Studio Tour	PGL	Transition Events	Transition Events

Pupil Curriculum Expectations

When planning in the long, medium and short term, we are taking account of the following requests from pupils about how learning should develop

- We want to learn about real things, things which matter to us.
- We want to break down barriers between subjects into real live topics
- We want to learn from experts who inspire us – artists, scientists, writers
- We want to learn about the world, world events and where we live
- We want to be involved in what we learn – what interests us and inspires us
- We want more opportunities to work in teams, to learn from one another and to work with different age groups
- We want more time to learn, more time to research and more time to finish
- We want to learn by doing and making
- We want to learn with our parents and other adults
- We want to communicate (with) and learn from children in other countries
- We want to learn more by being outside the classroom and outside the school
- We want to be listened to