

Mugginton Church of England Primary School



Two-Year Curriculum Overview

September 2017 – July 2019

Mugginton CE Primary School – Long Term Planning Infant Class

	<u>Autumn 2017</u>	<u>Spring 2018</u>	<u>Summer 2018</u>	<u>Autumn 2018</u>	<u>Spring 2019</u>	<u>Summer 2019</u>
Theme	Festivals and Celebrations	Where We Live	Wild Water	Kings, Queens and Fairytales	Carnival of the animals	At the Bottom of the Garden
Literacy	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Writing to promote creativity, sentential awareness and basic (100 HF words) spelling accuracy.</p>					
Numeracy	Following White Rose Hub planning materials. Objectives in line with 'Key Objectives' Assessment System.					
Science	Everyday Materials Seasons: Autumn/Winter	Animals and their habitats Season: Spring	Water habitat (animals and plants) Food chains: water Season: Summer	Materials 1 Materials 2	Animals 1/Animals 2 Animals and their habitats (World)	Plants 1 Plants 2 Seasonal Changes
Collective Worship & PSHCE	Kindness Golden Rules and Relationships	Difference and Diversity Getting on and falling out	Going for Goals Feeling Safe – including water safety	Proud to be Me Changes	Money Matters Growing Up and Changing	Staying Healthy Drug Education
P.E.	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Children know the importance of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs, including dressing and going to the toilet independently. They handle equipment and tools effectively, including pencils.</p> <p>Children participate in team games, developing simple tactics for attacking and defending. Children perform dances using simple movement patterns.</p>					
History	Guy Fawkes Remembrance Day	Florence Nightingale Eyam: The Plague Great Fire of London	Shackleton and Tenzing Norgay (Ice Explorers) Darwin and the Galapagos Islands	Elizabeth I Queen Victoria British Monarch	Mary Anning	Well Dressings Vincent Van Gogh Claude Monet
Geography	Understand geographical similarities and differences through studying human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (compare via Harvest). Identify seasonal and daily patterns in the UK.	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (see UK atlas/globe/map) Use basic geographical vocabulary to refer to key physical features and human features.	Use simple compass directions and locational direction language (for example: near and far; left and right), to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a	Where food comes from on a map (Harvest)	Name and locate the world's seven continents and give seas (use world maps, atlases and globes) Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	simple map; and use and construct basic symbols in a key.			
R.E.	Who is an inspiring person?	What do Christians believe?	Why is the Bible so special to Christians?	How and why do we celebrate special things?	Who is Jewish and what do they believe?	
Computing	Coding Common uses of technology beyond school	Coding Internet Safety	Using technology purposefully to create, organise, store, manipulate and retrieve digital content	Algorithms and Coding Common uses of technology beyond school	Coding and Debugging Internet Safety	Using technology purposefully to create, organise, store, manipulate and retrieve digital content
Art	Look at line and colour Diwali patterns and pots Firework pictures Christmas crafts	Fire of London Art Easter Art	Seascapes: J M Turner Sea-storm collages Great Barrier Reef display Atlantic marine sculptures	Paul Klee – Castle and the Sun Colour Chaos Christmas Craft	Animal Art Aboriginal Animal Art Rainforest Art	Art related to Van Gogh and Monet: collage Well Dressings
Design & Technology	Shadow puppets (Diwali) Celebration cooking Design a Christmas card (with a moving part)	Make 3D models of houses or castles (Tudor houses for Fire of London)	Design a boat that can travel in a straight line and carry a load. Design a junk model imaginary island.	Make a seasonal soup or fruit salad (Harvest) Medieval Banquet Design and make a salt dough crown	Make 3D animals Design and make an animal mask Make a healthy sandwich within a given budget (PSHCE)	Design a mini garden Healthy Eating (growing vegetables)
Music	Using tuned and un-tuned instruments to accompany songs about Celebrations Nativity Performance	Country dancing traditional folk music/London's Burning (sing in a round) and other songs	Benjamin Britten's Four Sea Interludes Learn songs about water	Listen to music from 1800s to present – compare Nativity Performance	Carnival of the Animals: Saint Seans Peter and the Wolf: Prokoviev	The Ugly Bug Bull Sing songs about minibeasts
STEM & Mathematical Reasoning Opportunities						
Weekly Forest Friday visits – including den building, boat design etc	Group work making and painting Divali lamps Weekly Forest Friday visits 'Doodle Bug' art and maths workshop (8/12/17)	Easter Bazaar design and preparation of stalls. Faith Council to plan, budget and spend profits	Creating a Water Cycle in a bag group activity	Christmas Bazaar design and preparation of stalls. Faith Council to plan, budget and spend profits	3D animal design and building. Using straws and K'Nex to build animal habitats	Gardening club – planning designing area and growing seeds to sell at Summer Bazaar

Mugginton CE Primary School – Long Term Planning Junior Class

Collective Worship / PSHCE Theme	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019
	Kindness & Respect	Perseverance & Love	Self-control & Peace	Goodness & Joy	Patience & Faithfulness	Gentleness & Moving On
Text	Harry Potter	La Belle Sauvage, Y6 Shakespeare to link with History topic	Treasure Island	The Wolves of Willoughby Chase	The Secret Garden	Northern Lights (His Dark Materials)
Literacy	Broad aims: a love of reading, a love for creative writing. Comprehension built into daily life through class readers, guided reading and collective worship. Vocabulary depth and breadth to be major focus, each Autumn in particular. Word- and sentence- level to focus on and develop vocabulary, phrase-making and key grammatical skills.					
	Word-, sentence- & paragraph-level narrative Sentence-openers including adverbs. Conjunctions and clauses Diary Poetry Explanatory Biography	Word-, sentence- & paragraph-level narrative Noun phrases, prepositions, alliteration Diary Newspaper Non-chronological report Letter-writing	Word-, sentence- & paragraph-level narrative Simile, clauses, conjunctions, adverbs Story Writing Poetry Fact-file (non-fiction)	Word-, sentence- & paragraph-level narrative Sentence-openers including adverbs. Conjunctions and clauses Diary Poetry Explanatory Biography	Word-, sentence- & paragraph-level narrative Noun phrases, prepositions, alliteration Diary Newspaper Non-chronological report	Word-, sentence- & paragraph-level narrative Simile, clauses, conjunctions, adverbs Story Writing Poetry Fact-file (non-fiction)
Numeracy	Following the 'Maths No Problem' scheme of work. Additional Number focus using the White Rose Hub planning materials. Reasoning and Problem Solving activities to supplement Maths No Problem using NRich, NCETM and White Rose Resources amongst others.					
	Broad focus: Place Value and reasoning with numbers. Addition, subtraction, multiplication and division problem solving using our written maths skills Introduction to fractions, decimals and percentages Times tables	Broad focus: Reasoning/problem solving involving fractions, decimals and percentages. Reasoning and the four number operations. Geometry and measurements, linked to data-handling Times tables	Broad focus: Written mathematics practice. Reasoning/problem solving Group investigations using written maths, measurements, geometry and data-handling skills. Times tables	Broad focus: Place Value and reasoning with numbers. Addition, subtraction, multiplication and division problem solving using our written maths skills Introduction to fractions, decimals and percentages Times tables	Broad focus: Reasoning/problem solving involving fractions, decimals and percentages. Reasoning and the four number operations. Geometry and measurements, linked to data-handling Times tables	Broad focus: Written mathematics practice. Reasoning/problem solving Group investigations using written maths, measurements, geometry and data-handling skills. Times tables
Science	Focus Points: Learning through scientific exploration – questioning/hypothesis-making, discussion incorporating scientific language. Working as part of a research group. Using equipment safely and responsibly Applying scientific knowledge, literacy and mathematical skills creatively					
	Electricity, Light & Sound	Materials	Plants & Animals – link to PSHCE	Forces & Magnets Earth & Space	Materials (Rocks)	My Body (Healthy Living)
P.E.	Swimming in Autumn term – all to swim 25 metres by December 2017. P.E. delivered by Premier Sports. Supplemented with weekly Mugginton Mile, Forest Fridays activities and resources purchased by the Sports Council Representatives. Opportunity for ALL to represent school in competitive sport – inter- and intra-school FREE after-school sports club every Monday and DCFC Football after school every Tuesday.					
	Swimming Multi-skills and invasion games	Gymnastics and Dance Invasion Games Basketball & Netball	Striking & Fielding games Athletics including cross- country running	Swimming Fencing and Archery	Gymnastics and Dance Invasion Games Basketball & Netball	Racket sports Athletics including cross- country running

	Dodgeball and Handball Football					
History	<p>Alternates with Geography although frequent cross-over is built in to planning. Children develop key knowledge – for example key figures from Tudor/Stuart period and some key dates. Reasoning skills to be developed through questioning, link with local environment through visits (Eyam), special days (Tudor Day) and Internet research.</p>					
	Vikings	Tudor / Stuarts & The Plague. School visit to Eyam	South America (see Geograpy)	The Romans	The Stone Age Changes in Britain from the Stone Age	World history (linked with geography topic: where does food come from?)
Geography	<p>Basic geographical skills to be practised frequently. Children to develop good working knowledge of location of major countries and continents as well as key terminology. Basic skills, such as compass-use promoted in Forest Fridays and fieldwork linked with residential visit.</p>					
	Basic Geographical skills and vocabulary linked with Vikings	Local geography linked with Tudors – where is Eyam?	South America: Rainforests. Fieldwork linked to Lea Green Residential	Map work looking at the Roman Empire and its changes over time	Volcanoes, Mountains & Rivers	Where does food come from? Fieldwork.
R.E.	<p>Topics taken from Derbyshire Agreed Syllabus. Resources from new ‘Understanding Christianity’ training to be built into curriculum Bible-learning supplemented by half-termly Church Services and Collective Worship Crew child-led collective worship sessions</p>					
	What makes a leader worth following? How and why do Christians follow Jesus?	What can we learn from religions about deciding what is right and wrong? Easter	What do different people believe about God?	Sikhism and Holy Texts: Guru Granth Sahib	Religious festivals from around the world	What do different religions tell us about
Computing	<p>Children will develop good digital literacy whilst learning how to use ICT applications including the Internet safely and responsibility. Children will use their mathematical skills/logical reasoning to work in systematic ways to design, write and debug programs, using simple algorithms. All children will understand what to do if they have a concern.</p>					
	E-Safety – using technology and the Internet safely Basic computer literacy – presenting work using ICT applications including PowerPoint Research using the Internet	Desktop Publishing 3D Modelling & Simulations using Google Sketch Up Research using the Internet	Programming and control using USB web cams and Scratch program. Research using the Internet	E-Safety – using technology and the Internet safely Basic computer literacy – presenting work using ICT applications including PowerPoint Research using the Internet	Desktop Publishing 3D Modelling & Simulations using Google Sketch Up Research using the Internet	Programming and control using USB web cams and Scratch program. Research using the Internet
Art						
	Our Wonderful World Mixing and combining colours to create patterns	Hans Holbein Collage and sculpture linked to History: The Great Fire of London. Clay design linked to Christopher Wren	Animal sketching (linked with Rainforest topic) Mayan drawing, Mayan jewellery	Roman mosaics and sketches	Cave art – sketchings and rubbings from outside	Still life art work – e.g. Cezanne.
Design & Technology						
	Researching and constructing dream	Collage and sculpture linked to History: The		Roman sculptures using clay		

	catches using recycled materials Longboat designs	Great Fire of London. Clay design linked to Christopher Wren				
Music	Singing religious and secular music built in to curriculum, particularly in our half-termly end-of-term services. Opportunities for all to perform solo and small group singing. January 2019 Young Voices Concert participation (two-year cycle)					
	Singing games and analysing song structure	Sound colours and sound sources	Performing together Researching a composer	Rhythm and Pulse	Exploring melodies and scales	Performing together Researching a composer
STEM & Mathematical Reasoning Opportunities						
Weekly Forest Friday visits – including den building, boat design etc	Group work making and painting Divali lamps Weekly Forest Friday visits 'Moving Toys' building activity linked to science work on Electricity 'Doodle Bug' art and maths workshop (8/12/17)	Easter Bazaar design and preparation of stalls. Faith Council to plan, budget and spend profits Using Scratch to program a Times Tables game	Programming and control using Scratch, Lego WeDo and the OhBot Heads. Activity afternoon planned in conjunction with STEM Ambassador (establish link with QEGS)	Christmas Bazaar design and preparation of stalls. Faith Council to plan, budget and spend profits	Mad Science Day Programming and control using Scratch, Lego WeDo and the OhBot Heads. Activity afternoon planned in conjunction with STEM Ambassador (establish link with QEGS)	Gardening club – planning designing area and growing seeds to sell at Summer Bazaar

Key Skills Acquisition

Infants	
Phonics	Read Write Inc. All children in the first two years to access daily phonics teaching and intervention when necessary. Daily (wherever possible) reading with an adult.
Word Recognition	All children to read the first 100 high frequency words by sight by the end of Spring Term in Year One.
Reading Comprehension	Daily reading, collective worship and literacy lessons to be book-rich. Targeted questioning to promote comprehension, intervention for children at risk of falling behind.
Maths Key Instant Recall Facts (KIRFS)	All reception children to be able to recognise the numbers one to twenty by the Spring term. Continuous provision to allow frequent opportunities to group and count objects in different contexts. Year One pupils to be confident recognising the numbers 1 – 100 and to be able to count 'one more' and 'one less' than a given number (including crossing thresholds) by the end of the year. Year Two pupils to be able to double and halve numbers to 20 and to be confident counting in 2s, 5s and 10s.
Juniors	
Phonics/Word Recognition	Baseline at the beginning of every year to establish fluent word recognition of 100 high frequency words and Years 3/4 and Years 5/6 word lists. Intervention in form of RAN (Rapid Automatised Naming) of key words when required. Read, Write, Inc Intervention materials to be used for any children who have not passed the Phonics Check.
Reading Comprehension	Guided reading groups at least once per week, differentiated for all ages and abilities. Each term to have focus text and differentiated questioning to promote higher level comprehension skills such as inference. Year 6 to have twice-weekly SATs booster early morning sessions. One of which will use their Kindles for an additional guided reading session.
Handwriting	Guided small-group handwriting sessions (groups prepared following handwriting baseline measure taken every September) every week. Marking feedback and Next Steps to include handwriting challenges when necessary.

Maths Key Instant Recall Facts (KIRFS)	<p>Times tables: Year 3 – swift recall of 2s, 3s, 5s, 8s and 10s. Year 4 and beyond – swift recall of all times table facts. Practice sheets/grids at least three times per week and frequently form a part of homework tasks.</p> <p>Year 3s – doubling and halving of multiples of ten, moving on to numbers up to 50. Increasing and decreasing numbers by 10.</p> <p>Year 4s – doubling and halving numbers up to 100, counting forwards and backwards through thresholds.</p> <p>Year 5s and 6s – Calculating fractions and percentages of numbers (for example, 20% of 60), doubling and halving odd numbers.</p> <p>Calculating squares and square roots of numbers.</p> <p>Prime numbers, multiples and factors.</p>
---	--

Guided Reading Books (to be used alongside Rigby Star and other schemes)	
Year One	Tiger who Came to Tea, Mog the Forgetful Cat, Hansel and Gretel, The Gruffalo
Year Two	The Bear and the Piano, The Day the Crayons Quit, Hairy Maclary, Hansel and Gretel, The Gruffalo
Year Three	David Walliams novels, Roald Dahl – The Twits, George’s Marvellous Medicine, Fantastic Mr Fox
Year Four	David Walliams novels, Diary of a Wimpy Kid, The Witches
Year Five	Tracy Beaker, Charlotte’s Web, The Witches, Holes, Skellig
Year Six	The Hunger Games (with parental permission), Treasure Island, La Belle Sauvage, Secret Garden, War Horse