

Old Leake Primary Academy and Seedlings Nursery Curriculum Map



‘Success for All’

Old Leake Primary Academy and Seedlings Nursery Curriculum Map

‘Success for All’

Through a passion for learning rooted in mutual respect and warm, honest relationships our school community provides a platform for all to succeed and achieve from the moment children join us. Our curriculum is driven by the need to prepare our children for lifelong learning and the skills we believe that children need to support them in being successful, thriving young people and future adults.

At Old Leake, we offer a rich and vibrant curriculum which is ambitious for all learners. We develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide; one which promotes confident, self-motivated pupils who are eager for lifelong learning. Our aim is to enrich every child's school experience by creating an environment and contexts where they are encouraged to succeed and be the best they can be. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity.

Working closely with our school values of

***H – Honesty**, we are honest in what we say and do to help develop integrity.*

***E – Empathy**, we understand and share in someone’s feelings*

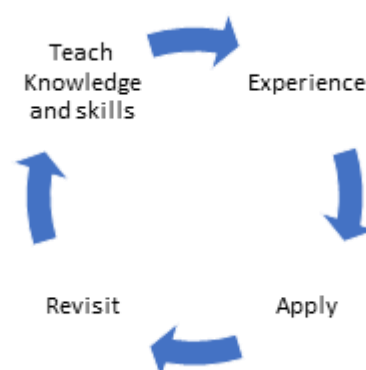
***A – Ambition**, we aspire to achieve our very best in all we do*

***R – Respect**, we respect ourselves, others and the world around us*

***T – Tenacity**, we persevere and show resilience when we face set backs and challenges*

We believe that we have the ingredients to allow children to enjoy their learning whilst enabling great building blocks for their future journey.

Through a clear teaching cycle and continually aiming for excellence, we will then guide our children through specific skills including; speaking, listening, problem solving, creativity, staying positive, aiming high, leadership and team work.



As part of Voyage Education Partnership our academy benefits from the challenge being part of a wider community brings as well as opportunities to share good practice, continually improve and strive for excellence for all of our learners.

NURSERY

Marvellous Me Autumn

Up, Up Away Space/ Celebrations Christmas/ Winter

Zoom, Zoom, Zoom Chinese New Year

Fun at the Farm Spring/Easter

Minibeasts Summer

Pirates and Mermaids

CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
OVER ARCHING PRINCIPLES	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Old Leake Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>					
Text Links	The Tiger who came to Tea The Colour Monster The Leaf Thief	Whatever Next Zoom, zoom, zoom, we’re going to the moon Robin’s Winter Song Denna’s Diwali The Christmas Story We’re going on an elf chase	Runaway Train I love Chinese New Year Dig, dig digger Marvellous Machines	Old MacDonald Driving my Tractor Farmer Duck Guess how much I love Spring We’re going on an Easter Hunt	The Very Hungry Caterpillar Teeny weeny tadpole Superworm Very busy Spider	What the ladybird heard at the seaside. Go go pirate boat We’re going to meet a mermaid
Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing, speech and language interventions, EYFS productions and weekly interventions. DAILY STORY	Enjoy listening to longer stories. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Listening to others in small groups. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a growing repertoire of songs. Know an increasing number of rhymes.	Develop their communication skills and begin to use more complex sentences to link thoughts. Use a wider range of vocabulary linked to our topic. Develop their pronunciation of words.	Use longer sentences of four to six words. Talk about familiar books, and be able to tell a long story. Follow simple directions how to plant a seed.	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use a wider range of vocabulary.
PSED (PSHE)	Settling in – building relationships with peers and with staff.	Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people in	Increasingly follow rules, understanding why they are important.	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Preparing for change and the transition to school.

		Learning to manage own feelings when separating from care givers. Learning and following boundaries and nursery/school rules. Select and use activities and resources, with help when needed	Develop the school values and ensure children understand what they mean. Building self confidence in their nursery setting. Big emphasis on tidy up time- using songs to encourage this.	the safe context of nursery. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. How to be a kind friend-begin to find solutions to conflicts.	Remember rules without needing an adult to remind them Talk with others to solve conflicts.	Develop appropriate ways of being assertive.	Understand gradually how others might be feeling.
Physical Development (PE)		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Using scissors and tools safely Start eating independently and learning how to use a knife and fork.	Start taking part in some group or team activities. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils.
LITERACY All Literacy is linked to topic, books and children's interests. Children learn the structure of books and storytelling. Phonics phase 1 is covered in all aspects of learning for reading and writing.		Understand that print has meaning. Develop their phonological awareness, so that they can: - spot and suggest rhymes Begin to engage in conversation about stories.	Understand that we read English text from left to right and from top to bottom Sensory mark marking Recognise their own name	Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc. Develop their phonological awareness so they can clap the syllables in words. Begin to copy some letters of their name.	Identify and name the different parts of a book, e.g. front cover, pages, etc. Develop their phonological awareness to recognise words with the same initial sound, such as money and mother. Write some of their name.	Understand page sequencing. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.
PHONICS	Progression of sounds		s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
Little Wandle – Foundations for Phonics	Phonemic awareness focus	Nursery rhymes Environmental sound walks Body percussion sounds	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
	Oral blending focus		Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing:
MATHS		Consolidate 1-3 Ordering Counting	Counting Ordering	Pattern Counting	Subitising Counting Ordering Sorting and matching Finger numbers to 5	Shape Comparing measures Composition	Counting

	Finger counting to 5 Comparing quantities Symbols and marks Problem solving up to 5 2 and 3 D shape Composition Position Location/routes Comparing with measures Pattern	Comparing with measures Finger counting to 5. Symbols and marks Problem solving up to 5 2 and 3D shapes Position Location/routes Comparing with measure	Ordering Finger numbers to 5 Symbols and marks Comparing quantities 2 and 3D shape Composition Pattern Sequencing	Symbols and marks Counting Ordering Matching Comparing quantities 2 and 3 D shape	Symbols and marks Comparing quantities Counting Sequencing	Position Routes/locations Sequencing Solving problems beyond 5 Pattern Counting Comparing measures
Understanding the World (History/Geog/RE)	Families – who is my family? Body parts – head shoulders knees and toes. Talk about what they see, using a wide vocabulary.	Use all their senses in hands-on exploration of natural materials. Explore light and dark. Show interest in different occupations. Begin to make sense of their own life-story and family's history. Celebrations: • Diwali • Bonfire night • Remembrance day • Hanukkah • Christmas	Show interest in different occupations. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Homes in the past. Celebrations: • Chinese New year • Valentine's Day	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Explore the features of spring. Celebrations: • Pancake Day • Passover • Easter	Observe and care for growing animals (caterpillars and ducklings.) Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things. Celebrations: • Eid-ul-Fitr	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Celebrations: • Eid-al-Adha
Expressive Art and Design (Art/DT)	Creating sounds using instruments. Take part in simple pretend play, using an objects to represent different things. Begin to remember and sing entire songs.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enjoy dancing and joining in with ring games	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person ('pitch match').	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Play instruments with increasing control to express their feelings and ideas.	Show different emotions in their drawings – happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All about me! Starting school My new class Rules and routines Staying healthy Human body How have I changed? My family How do I make others feel? What am I good at? Autumn.	People who help us Firefighters Police Doctors Dentist Post people Reduce, reuse, recycle. Look after our planet. Christmas The Nativity.	Terrific tales Traditional tales Old favourites Familiar tales The three little pigs Goldilocks and the three bears The enormous turnip The three billy goats gruff	Come outside! <i>Plants and flowers</i> <i>Weather/ seasons</i> <i>The great outdoors</i> <i>Planting seeds</i> <i>Mini beasts</i> <i>Life cycles</i> <i>Easter</i>	Amazing animals <i>Animals around the world</i> <i>Climates/ hibernation</i> <i>Down in the jungle</i> <i>Animal safari</i> <i>Animal patterns</i> <i>Night and day animals</i> <i>Habitats</i>	Ticket to ride Around the town How do I get there? Where in the world have you been? Where do we live in the UK/ world? Airplanes old and new Design your own transport.
Characteristics of effective learning	<p>Playing and exploring Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching principles	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Old Leake Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>					
Communication and language Whole EYFS focus – Communication and language is developed throughout the year through high quality interactions, daily groups, discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, tales toolkit, EYFS productions, assemblies and weekly interventions.	Children talk about things that are familiar to them e.g., their family, their hobbies and their experiences. Join in with familiar stories and nursery rhymes. Model talk routines through the day. For example, arriving in	Developing, understanding and using new vocabulary throughout the day. Listening and responding to stories as well as retelling them. Follow two and three step instructions.	Ask questions to find out more and to check they understand what has been said to them including ‘how’ and ‘why’ questions. Retell stories using the story language and new vocabulary.	Describe events in detail using time connectives. Understand how to listen carefully and why listening is important. Sustain focus when listening to a story.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Discuss information learnt and share their ideas and opinions on it.	Share information and news such as weekend news or about posts on tapestry. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

		school “Good morning, how are you?” Join in during shared talking time, taking turns to talk and listening to their peers.	Develop their listening skills and understand why it is important to listen.	Listen to and talk about stories to build familiarity and understanding. Describe events in some detail.		Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.	
PSED (PSHE)		Family and people who care for me. Caring relationships	Being safe	Online relationships	Mental wellbeing. Physical health and fitness	Physical changes. Healthy eating	Health and preventions. Basic first aid
Physical development (PE)	Fine motor	Large scale – squiggle while you wiggle, dough disco. Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold a pencil beyond a whole hand grip.	Large scale – squiggle while you wiggle, dough disco. Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.	Engage children in structured activities: guide them in what to draw, write, or copy. Teach and model correct letter formation. Threading, cutting, weaving, playdough. Handle tools, objects, construction and malleable materials with increasing control.	Encourage children to draw freely. Holding small items/ button clothing. Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip. Forms recognisable letters mostly correctly formed.	Threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors/ start to cut curved lines and circles. Threading, cutting, weaving, playdough.	Form letters correctly. Begin to draw diagonal lines to make shapes and colour inside the lines of a picture. Strat to draw pictures that are recognisable. Build things with smaller linking blocks such as Lego.
	Gross motor	Climbing on the outdoor equipment. Explore different ways of moving. Squiggle while you wiggle.	Crates play – climbing, Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit, or pedal. Squiggle while you wiggle	Provide a range of activities to support a broad range of abilities and activities such as opportunities for balancing.	Cooperation games – parachute, ball skills, throwing, catching.	Obstacle activities for the children to move over, under, through and around equipment.	Races/ team games involving gross motor movements. Sports day.
	PE	Dribbling, hitting and kicking (invasion games)	Gymnastics	Dance	Bat and ball (net and wall games)	Athletics Swimming	Throwing and catching (striking and fielding)
Maths		<ul style="list-style-type: none"> - Getting to know you - Match, sort and compare - Talk about measure and patterns - It's me 1,2,3 - Circles and triangles - 1,2,3,4,5 - Shapes with 4 sides 		<ul style="list-style-type: none"> - Alive in 5 - Mass and capacity - Growing 6,7,8 - Length, height and time - Building 9 and 10 - Explore 3-D shapes 		<ul style="list-style-type: none"> - To 20 and beyond - How many now? - Manipulate, compose and decompose - Sharing and grouping - Visualise, build and map - Make connections 	
Literacy		Join in with rhymes and show and interest in stories with repeated refrains. Understand the key concepts about print: <ul style="list-style-type: none"> - Print has meaning. - Print can have different purposes. 	Retell stories related to events through acting and role play. Sequence stories using the vocabulary of beginning, middle and end. Blend sounds into words so that they can read CVC words.	Make up stories with themselves as the main character and record the story through pictures and mark making. Read simple phrases and sentences made up of word with known letter – sound correspondence and where necessary a few exception words.	Re-read books to build up their confidence in word reading, their fluency and their understating and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Retell a story with actions and/or picture prompts using the story language when acting out the narrative. Can explain the main events of a story and draw pictures of characters/ events/ setting including labels, sentences or captions.	Can draw pictures of characters, events and settings in a story. Listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions and reactions. Begin to understand the purpose of books and the keys features

	<ul style="list-style-type: none"> - We read English text from left to right and from top to bottom. - The names of the different parts of the book. - <p>Recognise initial sounds</p>			<p>Develop their own narratives and explanations by connecting ideas and events.</p> <p>Begin to write CVC words independently.</p>		<p>such as the title, front cover, back cover, blurb, illustrations, illustrator and author.</p> <p>Begin to write sentences independently.</p>
Phonics	<p>S, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, l</p> <p>Tricky words: is, l, the</p>	<p>ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, ch, th, ng, nk</p> <p>Words with -s /s/ added at the end (hats sits)</p> <p>Words ending in s /z/ (his) and words ending with – s /z/ added at the end (bags sings)</p> <p>Tricky words: as, and, has, his, her, go, no, to, into, she, her, of, we, me, be</p>	<p>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Words with double letters</p> <p>Longer words</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p>	<p>Review phase 3</p> <p>Words with double letters.</p> <p>Longer words, words with two or more digraphs, words ending in -ing, compound words.</p> <p>Words with s /z/ in the middle</p> <p>Words with -s /s/ /z/ at the end</p> <p>Words with -es /z/ at the end</p> <p>Review all tricky words taught so far</p>	<p>Short vowels with adjacent consonants</p> <p>CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Longer words and compound words</p> <p>Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est</p> <p>Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 3 longer vowel graphemes with adjacent consonants</p> <p>CVCC, CCVC, CCCVC, CCV, CCVCC</p> <p>Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est</p> <p>Longer words</p> <p>Review all tricky words taught so far.</p>
Understanding the world (History/ Geography/ RE)	<p>Identify their family.</p> <p>Discuss the past such as their time in nursery.</p> <p>Discuss what is special to them? What are they proud of?</p> <p>Can talk about what they do with their family and the places they have been.</p> <p>Discuss autumn and how the environment changes</p>	<p>Can talk about what they have done with their families during Christmas in the past.</p> <p>Begin to discuss different cultures and their celebrations.</p> <p>Discuss different occupations and how they use transport to help them in their jobs.</p> <p>Discuss the past and what these roles looked like and how they are now.</p>	<p>Long ago – discuss how time changes.</p>	<p>Introduce the children to recycling and how it can take care of our world.</p> <p>Comment on the weather and changes in living things.</p> <p>Explore the world around us and see how it changes as we enter summer.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them.</p>	<p>What can we do here to take care of the animals in the jungle?</p> <p>Explore a range of jungle and safari animals learning their names.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Describe different environments and animal habitats.</p>	<p>Discuss how they got to school and what mode of transport they used.</p> <p>Look at differences between transport in this country and other countries.</p> <p>Encourage children to use navigational language.</p> <p>Environments – features of local environments and environments in other countries. Compare and contrast.</p>
Expressive arts and design (Art and DT)	<p>Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.</p> <p>Create self-portraits.</p>	<p>Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.</p> <p>Explore different textures and materials.</p> <p>Christmas cards and decorations</p>	<p>Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.</p> <p>Children will select the tools and techniques they need to assemble materials they are using.</p>	<p>Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.</p> <p>Mother's Day and Easter crafts.</p> <p>Mixing colours</p> <p>Create observational drawings of flowers</p>	<p>Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.</p> <p>Make patterns using different colours.</p> <p>Animal prints/ design homes for animals/ draw different animals.</p>	<p>Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.</p> <p>Design and create different types of transport.</p> <p>Father's day crafts.</p>
Music	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
Year 1	Time Tardis <i>History; Living memory; self/parents/grandparents.</i>	Mary Anning / Jurassic World <i>Physical Geography; cliffs and coasts, fossils and archaeological finds.</i>	Where do we live? <i>Human Geography; our location; cities and countries of UK, weather, seasonality. Simple mapping to identify human and physical geographical features.</i>	Be Wild <i>Geography; Understanding the importance of recognising local wildlife, plants, woods, and our local farming roots.</i>	Great Fire of London <i>History; using a range of historical sources to find out about the Great Fire and compare it's impact on individual lives with local natural disasters.</i>	They Changed the World <i>History; using a range of sources to learn about local significant individuals and their contribution to our society. [Amy Johnson/Mae Jemison/Helen Sharman]</i>	
Science	Seasonal Change (observing & recording throughout the year)	Animals Including Humans	Animals Including Humans (continued)	Materials (Science Week)	Materials (continued)	Plants	
Art	Sculpture <i>Creating clay dinosaurs</i>		Drawing <i>Self-portraits; Pencil, charcoal, pastel, chalk</i>		Collage <i>ICT image and manipulation software</i>		
DT	Textiles <i>Designing a Kite</i>		Structures <i>Designs exploring a range of joining techniques</i>		Cookery <i>Designing dishes using locally sourced ingredients</i>		
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me	
ICT/ Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – digital writing	Programming B – programming animations	
RE	What do Christians believe about God?	What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Muslims?	How important is the Qur'an to Muslims?	Who is God to Sikhs?	Why do Sikhs admire their Gurus?	
Music	Keeping the Pulse (my favourite things)	Tempo (snail and mouse)	Dynamics (seaside)	Sound patterns (fairytale)	Pitch (superheroes)	Musical symbol (under the sea)	
PE	Dribbling, hitting and kicking (invasion games)	Gymnastics	Dance	Bat and ball (net and wall games)	Athletics Swimming	Throwing and catching (striking and fielding games)	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
Year 2	Forest Rangers <i>Human Geography; land use and human impact. Comparisons with Lincolnshire woodland, UK forests and non-European rainforests. Using knowledge of physical geography intertwined with scientific and historical learning.</i>		Around the world in 80 days. <i>Geography: learning the countries of the UK, the seven Continents and five oceans of the world. Identifying the Equator, North and South Poles and talk confidently about seasonal changes and describe cold areas of the world, relating the Poles and the Equator.</i>	1066 and beyond <i>History: investigating the significance of the Norman Conquest, blending historical and geographical knowledge to investigate the impact of these invaders on our current landscape.</i>	Shipwrecked <i>Applying historical and geographical knowledge to explore the legacy of exploration by some of our local ancestors. Investigating and comparing the UK with Australia following in the footsteps of famous people.</i>		
Science	Living things and their habitats	Materials	Animals Including Humans	Animals Including Humans (continued) Science Week	Plants	Plants (continued)	
Art	Printing <i>Exploring dyes and textiles</i>		Painting <i>Colour my World</i>		Textiles <i>Weaving, threading using ropes and textiles</i>		
DT	Cookery <i>Using medieval ingredients and forest skills.</i>		Levers <i>Using simple levers design a working picture for a child demonstrating, for example 'cut out' castle or a working portcullis</i>		Electrical Circuits <i>Design a working lighthouse</i>		
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me	
ICT/ Computing	Computing systems and networks – Technology around us	Creating Media – digital photography	Programming A – Robot algorithms	Data and information - Pictograms	Creating media – digital music	Programming B – programming quizzes	
RE	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	How important is the prophet Muhammed to Muslims?	What do Humanists believe?	Who is God to Jews?	Does visiting a synagogue help Jewish children feel close to God?	
Music	Call and response (animals)	Instruments (musical story telling)	Singing (on the island)	Contrasting dynamics (space)	Structure (myth and legends)	Pitch (musical me)	
PE	Dribbling, hitting and kicking (invasion games)	Gymnastics	Dance	Bat and ball (net and wall games)	Athletics Swimming	Throwing and catching (striking and fielding games)	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
Year 3	Stone Age to Iron Age <i>Investigating the earliest periods of history. Children will learn about the journey that the human race has taken since its beginning.</i>		Our Active Planet <i>Physical geography- Understanding our planet, why natural disasters occur and their impact on people's lives.</i>		Ancient Romans <i>Investigating the legacy of the Roman culture on our world through a range of sources, identifying where we see it in our locality today.</i>		
Science	Rocks	Light	Forces and Magnets	Science Week	Animals including humans	Plants	
Art	Painting and Collage <i>Colour wash techniques, Cave paintings, Cave art.</i>		Drawing and Painting <i>Waves, Water, Planet. Famous artists paint landscapes and water. Modern artists, local artists.</i>		Mosaics <i>Investigating Roman mosaics, designing, experimenting/creating different kinds of mosaics- collage, paper, tiles.</i>		
DT	Cooking <i>Knowledge and understanding of our present-day diet compared to our ancestors.</i>		Levers <i>Investigating and making levers to create actions- eg 'erupting volcanoes.</i>		Axles, Wheels, and Frames. <i>Making Roman chariots- applying learning about Roman culture.</i>		
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me	
ICT/ Computing	Computer systems and networks – connecting computers	Creating media – stop-frame animation	Programming A – sequencing sounds	Data and information – branching databases	Creating media – desktop publishing	Programming B – events and actions in programs	
RE	What is the best way for a Sikh to lead a good life?	Has Christmas lost its meaning?	What is the best way for a Muslim to lead a good life?	What is 'good' about Good Friday?	Is it possible for everyone to be happy?	What is the best way for a Buddhist to lead a good life?	
Music	Ballads	Creating compositions in response to an animation (theme: mountains)	Developing singing technique (theme: Vikings)	Pentatonic melodies and composition (theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (theme: India)	
PE	Invasion games – bench ball/ netball	Gymnastics	Dance	Net and wall games - tennis	Athletics Swimming	Striking and fielding games - cricket	
Spanish	Phonetics 1 (X) I am learning (E) Animals (E)		Instruments (E) I am able ... I know how to (E)		Fruits or vegetables (E) Ice-creams (E)		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
Year 4	Rivers and Mountains <i>Using a range of geographical sources to know the location and key physical features of the major countries, continents, mountains and rivers of the world. Geographical knowledge is applied to compare local and world rivers.</i> <i>This includes a local fieldwork study</i>		Farming and Lincolnshire <i>Human and Physical Geography: Investigating land use and settlements locally and within the UK.</i>	Anglo-Saxon Invasion <i>Exploring the impact of the Anglo-Saxons on UK culture following Roman rule. Using historical sources to know where we find their legacy around us today.</i>	Ancient Civilisations; Ancient Egyptian culture <i>An investigation of Ancient Civilisations of the world followed by an in-depth study of the Ancient Egyptians. Using historical sources to understand the significance the culture has had on the world as we know it today.</i>		
Science	Animals Including humans	Sound	States of Matter	Science Week	Electricity	Living Things	
Art	Weaving <i>Learning to use Anglo Saxon 'Branch' weaving techniques</i>		Painting <i>Applying knowledge of the Impressionists and Pointillism to create an aquatic watercolour</i>		Printing <i>Applying knowledge of Egyptian symbols and printing techniques to design and build tiles for printing unique designs influenced by the Pharaohs</i>		
DT	Cooking <i>Using the knowledge of local farming to design a dish that would have been served in Anglo-Saxon Lincolnshire</i>		Pulleys <i>Designing a cable car that would transport people up a mountain and across a valley</i>		Levers and frame structures <i>Applying knowledge of Egyptian irrigation methods to build working models of a Shaduf.</i>		
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me	
ICT/ Computing	Computer systems and networks – the internet	Creating media – audio production	Programming A – repetition in shapes	Data and information – data logging	Creating media – photo editing	Programming B – repetition in games	
RE	What motivates Humanists to lead good lives?	What is the most significant part of the nativity story for Christians today?	Why are there four Gospels and how are they relevant for Christians?	How does celebrating Shavuot help Jewish children feel closer to God?	Does completing a pilgrimage make a person a better Muslim?	Does praying at regular intervals help a Muslim in their everyday lives?	
Music	Body and tuned percussion (theme: rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (theme: rivers)	Haiku, music and performance (theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (theme: Romanas)	
PE	Invasion games – bench ball/ netball	Gymnastics	Dance	Net and wall games - tennis	Athletics Swimming	Striking and fielding games - cricket	
Spanish	Phonetics 1-2 (X) Seasons (E) Vegetables (E)		Presenting Myself (I) My Family (I)		In the classroom (I) At the tea room (Fr) At the café (Sp) At the restaurant (It) (I)		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
Year 5	Nature's Energy <i>Applying knowledge of human and physical geography to explore how using renewable energy is shaping our lives and landscapes around us.</i>	Viking Conflicts <i>Building on learning about the Anglo-Saxons to identify the role the Vikings played in shaping our way of life. Using historical sources to find evidence of their legacy around us today</i>	The Maya Civilisation <i>Building on knowledge of Ancient civilisations to investigate similarities and differences between the Maya and civilisations we know about and to explore how indigenous cultures influence the world we live in today</i>		Ancient Greek Legacy <i>Investigating the legacy of the Ancient Greek culture, it's achievements and the impact still seen in the western world today</i>		
Science	Forces	Properties of Materials	Living Things and their Habitats	Science Week	Animals Including Humans	Space	
Art	Pencil drawing and Painting <i>Develop knowledge of depth and tone to depict coastal Britain</i>		3D Sculpture and Collage <i>Applying knowledge of the Maya culture</i>		Pencil Drawing <i>Exploring the human body through lines and movement influenced by observations from the Ancient Greeks</i>		
DT	Frame Structures <i>Application of knowledge of the Viking culture</i>		Cooking <i>Using knowledge of the Mexican culture to design a traditional dish</i>		Computer Aided Design <i>Application of knowledge of Greek Architecture</i>		
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me	
ICT/ Computing	Computing systems and networks – systems and searching	Creating media – video production	Programming A – selection in physical computing	Data and information – flat-file databases	Creating media – introduction to vector graphics	Programming B – selection in quizzes	
RE	What is the best way for Christians to show commitment to God?	Is the Christmas story true?	How are sacred teachings and stories interpreted by Sikhs today?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Muslim to show commitment to God?	What is the best way for a Buddhist to live a good life? Right living and intention.	
Music	Composition notation (theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (theme: Holi festival)	Looping and remixing	Musical Theatre	
PE	Invasion games – tag rugby	Gymnastics	Dance	Net and wall games - volleyball	Athletics Swimming	Striking and fielding games - rounders	
Spanish	Phonetics 1 – 3 (X) My family (I) The date (I)		What is the weather? (I) Do you have a pet? (I)		My home (I) Romans or habitats (I)		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
Year 6	Pushing Boundaries 'Earth Heroes' <i>A geographical study to explore how individuals across the globe have single-handedly tackled the environmental impact of climate change and changed the fortunes of their communities.</i>		The Industrious Victorians <i>History: using historical enquiry to understand this turning point in the development of society with a focus on industrialisation and subsequent population migration, it's positive impact on cities, transport and technological progress.</i> Learning includes a geography fieldwork study to witness the impact the era had on our locality.		WW2: A Battle for Britain <i>History: using a wide range of historical sources this is an overview of WW2, to know the impact the war had on families and children both nationally and in our locality and investigate the legacy of the individuals, policy and technology that we see around us today.</i>		
Science	Light	Electricity	Living things and their habitats	Animals Including humans Science Week	Evolution and inheritance		
Art	Digital Imagery <i>Combining knowledge of digital manipulation with the influence of Pop Art to create unique artwork</i>		Printing & textiles <i>Applying the influence of William Morris into individual textile pattern design</i>		Drawing & Painting <i>Applying knowledge of landscapes, silhouette and perspective to create a wartime masterpiece</i>		
DT	Digital Control <i>Knowledge of digital circuitry and design is applied to design and programme 'Crumble' devices with a motor and lights</i>		Cams and frame structures <i>Using knowledge of typical Victorian toys to design a cam-based moving toy suitable for a child of the era</i>		Textiles <i>Knowledge of the 'Make do and mend' wartime ethos is applied to create thrifty garments and accessories</i>		
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me	
ICT/ Computing	Computing systems and networks – communication and collaboration	Creating media – web page creating	Programming A – variables in games	Data and information - spreadsheets	Creating media – 3D modelling	Programming B – sensing movement	
RE	How do inspirational people impact on how Humanists live today?	How significant is it that Mary was Jesus' mother?	How is the Qur'an vital to Muslim?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	How are sacred teachings and stories interpreted by Jews today?	What is the best way for a Jew to show commitment to God?	
Music	Dynamics, pitch and texture (theme: Fingal's Cave)	Songs of WW2	Film Music	Theme and variation (theme: pop Art)	Baroque	Composing and performing a leavers' song	
PE	Invasion games – tag rugby	Gymnastics	Dance	Net and wall games - volleyball	Athletics Swimming	Striking and fielding games - rounders	
Spanish	Phonetics 1 – 3 (X) The date (I) Do you have a pet? (I)		Clothes (I) At school (P)		At the weekend (P) Vikings (P)		



www.oldleakeprimaryacademy.net