**Great Massingham and Harpley C of E Federation**

**Curriculum coverage 2022-2023**

The following is meant as a starting point for the themes this year; these are **suggestions** of what can be covered in each subject and are certainly not exhaustive! Please bear in mind the following:

* Please refer to National Curriculum 2014 and our **Federation Subject specific Skills Progression documents** to ensure that you are delivering correct content – pay particular attention to the paragraphs preceding the ‘pupils should be taught about’ details. ***Remember – we should also be aiming to enrich our curriculum by offering more than just National Curriculum content so sometimes, it’s ok to go off the grid!***
* **WORKSHEETS ARE ONLY TO BE USED SPARINGLY AND WHERE ABSOLUTELY NECESSARY – IN ALL SUBJECTS.**
* **To further develop spirituality, we must plan for it across the curriculum. In your medium term planning, please record opportunities for spirituality, as defined in our Spirituality Policy:** ‘Spirituality is about us being aware of God’s ways of being with us and the way our lives can, inspired by Jesus, have a positive effect on others’. (See Spirituality Policy for more information.)
* OUR VISION & VALUES **must** be at the heart of everything we do.

**The Lord says, ‘I will instruct you in the way you should go; I will counsel you with my loving eye on you.’ Psalm 32:8**

Inspired by our vision, the schools have three dynamics at the heart of their mission: **Living, Learning & Flourishing together**.

**Living** – We live as role models and advocate good choices under God’s eye

**Learning** – We learn in all we do with a loving eye upon us

**Flourishing** – We flourish in the way we go, within our school and into the world beyond

Our five Core Values are: Kindness - Koinonia - Compassion - Responsibility - forgiveness

* Only link learning to the themewhere it is appropriate – please do not force links if they do not feel ‘natural’. **Yr R will only follow the topic theme as much as is appropriate for their curriculum as per the 2021 EYFS Statutory Framework.**
* Aim to ensure that pupils know which discrete subject they are learning about under the themeumbrella – pupils (particularly at KS2) should be able to tell you that they are learning about (history/geography/science etc.) during a lesson or when discussing their work.
* Use **Knowledge Organisers** to support pupil’s learning. Produce one for each theme– pupils should have one copy to refer to in school and another copy to take home. Knowledge Organisers should contain the basic vocabulary, facts and chronology (if appropriate) related to the theme. They should also detail the skills that the pupil is using as a historian, geographer, scientist etc. during the theme(on the back of the KO) – these should be presented as ‘I can…’ statements.
* The aim of the themeat KS1 and KS2 is to **answer the question at the end of the half term/term**. To enable pupils to do this, endeavor to teach less ‘components’ of the themein more detail (e.g.) for the Roman theme, it is not necessary to cover every single aspect of Roman life, it is better practice to spend longer on those details which will support pupils in answering the question ‘What did the Romans do for us?’
* **Fabulous finales** (1 Autumn, 1 Spring & 1 Summer). Each theme should result in an end of term celebration to show what children have learnt during the term. A fabulous finale could be an exhibition of work, performance, sale of outcomes made by pupils, farmers market, quiz, etc. It could include an illustrated piece of extended writing which could serve as the main assessment of the theme; these end of unit summary pieces can be kept to be used as part of an evidence base to show pupil progress. etc. Parents & carers should be invited to join in the celebration of learning.

**Yr R/KS1**

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| **Season**  **Subject** | Autumn  1 | | Autumn  2 | | | | Spring  1 | | | Spring  2 | Summer  1 | | Summer  2 | |
| **THEME**  **TITLE** | **HOME SWEET HOME**  Where’s My Home? (UK + intro to 7 continents) | | **HAPPILY EVER AFTER**  Happily ever after?  Castles and the Gunpowder Plot | | | | **LOCATION, LOCATION, LOCATION**  Where do people Live in the UK? Where, when and why did the Great Fire of London happen? | | | **PACK MY BAG & OFF WE GO**  How Do We Get There ? (Physical and Human Geography, 7 Continents) | **OH, I DO LIKE TO BE BESIDE THE SEASIDE**  When Did People Start Going on Holiday and Why? | | SMSC  CORE VALUES  RSE  HEALTHY LIVING WEEK  FEDERATION ART PROJECT | |
| **English** | Ongoing work: **Daily Phonics (use Twinkl Phonics)**, SPAG work- through books we use, talking about texts and own experiences- expanding vocabulary thinking about word choices, meaning of new words, writing sentences- thinking about order/structure of writing, words used to make writing more interesting, asking and answering questions- expanding answers by giving reasons for thinking/ looking for examples in the text (comprehension)  READING: **One Guided Reading session per week for each pupil**. Please see Canon and Reading Spine lists for texts linked to each theme.  There is lots of interesting visual literacy available on Literacy Shed.  **The Gruffalo**  **Billy and the Beast**  **Beegu**  **My cat likes to hide in boxes**  The Grumpalump  Particular opps for:  **Writing**: Setting description, Character description, narrative, rhyme, instructions, recount | | **Jack and the Beanstalk**  **The Princess and the Pea**  **Little Red Riding Hood**  Each Peach Pear Plum  Any other traditional Tales or rhymes  Particular opps for:  **Writing**: recount, historical fiction, poetry | | | | **Stickman**  **The Queen’s Knickers**  **The Queen’s Hat**  **Toby and the Great Fire of London**  Dogger  Particular opps for:  **Writing**: description, story, non – chron report, visual poetry | | | **Are We Nearly There Yet?**  **Mr Gumpy’s Outing**  **Grandad’s Island**  **J is for Jamaica**  Room on the Broom  How to Catch a Star  Rosie’s Walk  Particular opps for:  **Writing**: Recount, letter, setting description, fantasy story | **The Snail and the Whale**  **Lost and Found**  **Tiddler**  **Julian the Mermaid**  Where the Wild things are  My Island  Particular opps for:  **Writing**: explanation, poetry and stories from other cultures | |
| **Maths** | **FOLLOW WHITE ROSE MIXED AGED PLANNING (Do not use White Rose videos for teaching in the classroom unless absolutely necessary. Please ensure that practical equipment is used as much as possible. If worksheets are used, please ensure that these fully meet the L.O. and are supplemented as much as possible with resources other than those provided by White Rose.)** | |  | | | |  | | |  |  | |  | |
| **Science** | **Seasonal change and Working Scientifically to be taught across the year.**  Animals including humans  (y2 objectives) | | | | | | Everyday materials  (y2 objectives) | | | Plants  (y2 objectives) | Living things and their habitats  (y2 objectives) | | | |
| **History** | XXXXXXXX | Events beyond living memory that are significant nationally – events commemorated through festivals or anniversaries: The Gunpowder plot.  Changes beyond living memory: similarities and differences between life in a castle and life in a house. | | | | | Events beyond living memory that are significant nationally: The Great Fire of London | | | The lives of significant individuals in the past who have contributed to national achievements: Sir Ranulph Fiennes, Shackleton, etc. | Significant historical events, people and places in the locality: Hunstanton, Holkham, Wells, etc. | |  | |
| **Geography** | Human and physical geography of the local area and wider UK – use basic geog vocab  Location knowledge  Place knowledge of the local area and wider UK  Geog skills and fieldwork  (introduction to the seven continents also possible through study of homes in different countries) | | Human and physical geography of the local area and wider UK – use basic geog vocab  Location knowledge  Place knowledge of the local area and wider UK | | | | Human and physical geography of the UK  Place knowledge  Location knowledge | | | Location Knowledge  Place knowledge  Human and physical geography  Geog skills and fieldwork | Human and physical geography  Geog skills and fieldwork | |  | |
| **DT** | Through each theme, children should:  **Design (for themselves and others, based on criteria)** generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**  - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate** a range of products, based on design criteria  **Develop Technical knowledge**  - Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  **Food and nutrition:**use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from. | | | | | | | | | | | | | |
| Design and make models of our homes, local places of interest, the school. Use technical knowledge. Evaluate. | | | | Design and make castles, representations of artefacts, festival decorations. Use technical knowledge. Evaluate. | | | Design and make using strengthening materials – bridges. Evaluate.  Mechanisms – a vehicle with wheels: Design, make, use technical knowledge, evaluate. | Cooking and tasting regional dishes/specialties? | | | Food and nutrition:  Making and tasting food from other countries |  | |
| **Art** | Through each theme, children should:  use a range of materials creatively to design and make products  use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | | | | | | | | | |  | |
| Skills: Drawing, Painting  Artist appreciation: Meret Oppenheim  Focus: Tea cups | | | Skills: Clay  Focus: Tea cups | | | | Skills: Drawing, Painting  Artist appreciation: Georgia O’keefe  Focus: Native Flowers | Skills: Textiles  Focus: Native Flowers | | | Skills: Drawing, Painting  Artist appreciation: Andy Goldworthy & Henri Matisse  Focus: Shells | Child initiated: Clay, water colour or sculpture  Focus: Shells | |
| **Computing** | Follow the Teaching computing Scheme (teachcomputing.org)  ***(Internet safety to be taught once a term)*** | | | | | | | | | | | | | |
| **RE**  *Record learning in the class re floor*  *Book. Pupils complete writing in their re writing book.* | How did the universe come to be?  Hindu / Christian / Humanist | | How does a celebration bring a community together?  (Multi faith) | | | | Why are the stories Jesus told important to Christians? | | | How do Jewish people celebrate Passover? (Pesach) | What do my senses tell me about the world of religion and belief?  (Multi faith) | | | |
| **PE** | Athletics, fitness  Invasion games  Gym | | | | | Football  Rugby  Swimming | | | | | Cricket and Rounders  Athletics  Tennis | | |
| **Music** | Through each theme, children should:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music (also opportunities for this as children come in to assembly every day – see assembly music programme)  experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | | | | | | | |
| **RSHE** | Covered in PATHS:  Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe  Mental wellbeing    Not all covered in PATHS so ensure these are covered by teaching the following:  . Diocese of Bristol RSE scheme: ***Goodness and Mercy*** Health Education, Relationships Education.  . ***No outsiders*** resource to supplement PATHS as PSHE and SEMH resource  . online safety computing unit - revisit once per term  . NSPCC PANTS lesson materials (at least once every year)  . AIH Science units | | | | | | | | | | | | |
| **PSHE** | Follow PATHS curriculum | | | | | | | | | | | | |

**KS2**

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| **TOPIC TITLE** | GOING FOR GOLD  Who were the Egyptians and what did they achieve? | | BUILD IT  How did Britain change from the Stone age to the Iron age? | | | | OUR GREEN AND PLESENT LAND  What is the human and physical geography of the UK? | |
| **English** | Ongoing work: Spelling, Word choices, Grammar, punctuation, handwriting, reading comprehension.  Reading: At least 3 x WCR sessions per week + 1 x reading comprehension per week (9 – 9.30am). Please see Canon and Reading Spine lists for texts linked to each theme.  Ensure that, over the year, pupils produce a range of fiction, non-fiction and poetry writing and that there are ample opportunities for cross-curricular writing.  Y3&4  **Marcy and the Riddle of the Sands**  **Varjak Paw**  The Egyption Cinderella  Y5&6  **War Horse**  **A Boy Called Hope**  The red pyramid  The Nine Lives of Cat Mandu | | Y3&4  **The Enchanted Horse**  **Stone soup**  **Build It – Oliver Jeffers**  **Ug**  Y5&6  **Tales from the Inner City**  **I was born in the Stone Age (Michael Rosen)**  **Cogheart**  Cory’s Rock  Build It – Oliver Jeffers | | | | Y3&4  **I was a rat**  **The boy who Biked the World**  **Danny the Champion of the world**  Fairy Forest  Belonging  Year 5&6  **Street child**  **This morning I met a Whale**  **King of the Cloud Forests**  No one is too small to make difference | |
| **Maths** | **FOLLOW WHITE ROSE MIXED AGED PLANNING (Do not use White Rose videos for teaching in the classroom unless absolutely necessary. Please ensure that practical equipment is used as much as possible. If worksheets are used, please ensure that these fully meet the L.O. and are supplemented as much as possible with resources other than those provided by White Rose.)** | |  | | | |  |  |
| **Science**  **Y3/4**  **Y5/6** | **Working Scientifically to be taught across the year**  Living things and their habitats  States of matter | | Light  Sound | | | | Animals including humans | |
| Properties of materials  Evolution and inheritance | | Electricity  Forces | | | | Living things and habitats  Classification, microorganisms | |
| **History** | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt | | Changes in Britain from the Stone Age to the Iron Age. Examples could include:  ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  ♣ Bronze Age religion, technology and travel, for example, Stonehenge  ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture | | | | XXXXXXXX | |
| **Geog-**  **raphy** | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | | | | Human and physical geography  ♣ describe and understand key aspects of:  ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | |
| **DT** | Through each theme, children should:  Work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:  **Design**   use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups   generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**   select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**   investigate and analyse a range of existing products   evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   understand how key events and individuals in design and technology have helped shape the world  **Technical knowledge**   apply their understanding of how to strengthen, stiffen and reinforce more complex structures   understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]   apply their understanding of computing to program, monitor and control their products.  **Food and nutrition**  understand and apply the principles of a healthy and varied diet   prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | | | |
| * Lots of ideas for projects on this site:   http://wiki.dtonline.org/index.php/Category:Ancient\_Egypt | | * Design and make a biscuit Stonehenge * Design and make an iron age roundhouse * Build a prehistoric shelter | | Cook and sample dishes, cakes etc. from particular areas of the UK (eg) Beef Wellington, Eton Mess, Cornish Pasty etc. | | | |
| **Art** | Through a theme, children should:  create sketch books to record their observations and use them to review and revisit ideas  improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  learn about great artists, architects and designers in history. | | | | | | | |
| Skills: Drawing, Painting, Printing  Artists Appreciation: Cubism  Focus: Bottles | | Skills: Drawing, Painting & Clay  Artists Appreciation: Tong Cragg  Focus: Tools | | | Skills: Drawing & Painting  Artists Appreciation: Wild life photography  Focus: Birds | | |
| **Computing** | Follow the Teaching Computing Scheme (teachcomputing.org)  ***(internet safety to be taught/revisited once a term)*** | | | | | | | |
| **RE**  *Record learning in the class RE floor*  *book. Pupils complete writing in their RE writing book.* | What can we learn about the world/knowledge/meaning of life from the great philosophers?  (Buddhist/  Christian) | What is the Trinity?  (Christian) | How and why does religion bring peace and conflict?  (Multi) | Why is there so much diversity of belief within Christianity? | How do Hindus make sense of the world? | | | |
| **PE** | Athletics, fitness  Invasion games  Gym | | Football  Rugby  Swimming | | Cricket and Rounders  Athletics  Tennis | | | |
| **Music** | Ukulele  Samba  Learn Hymns for Harvest Festival  Perform songs for Christmas performance and Carols for Christingle Service | | Drums  Learn Hymns for Easter Service | | Steel pans  GM – Learn and perform songs for Summer term performance | | | |
| **MFL**  French | Y3/4  greetings  In the classroom  The family  Numbers 1-30  Days of the week  Months/seasons  Birthday and age  Christmas  Y5/Y6  Writing greetings  In the classroom  The family  Telling the time  Using verbs  Christmas | | Y3/4  Colours  Body parts – singing French songs  Introductions and family members  Animals  Easter  Y5/6  Weather  Le Quatre Amis (Revise numbers, verbs)  Write a colour poem  Easter | | Y3/4  talk about/order foods  Likes and dislikes  Summer holidays  Y5/Y6  Writing about foods, likes and dislikes  Paying for food  Moi et toi: mini book fact file  Ou va tu?  Summer holidays | | | |
| **RSHE** | Covered in PATHS:  Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe  Mental wellbeing  Not all covered in PATHS so ensure these are covered by teaching the following:  . Diocese of Bristol RSE scheme: ***Goodness and Mercy*** Health Education, Relationships Education, Sex Education.  . ***No outsiders*** resource to supplement PATHS as PSHE and SEMH resource  . online safety computing unit - revisit once per term  . NSPCC PANTS lesson materials (at least once every year)  . AIH Science units | | | | | | | |
| **PSHE** | Follow PATHS Curriculum | | | | | | | |