

### Communication and Language

- Learning 'The Power of Five' using actions
- Listening to a range of stories and re-telling them
- Answer 'how' and 'why' questions in response to stories
- Active questioning during storytelling - encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories
- Encouraging discussions in role-play and using complete sentences and ambitious vocabulary

### PSED

- Taste testing new, healthy fruits and vegetables
- Go Givers website for class assemblies.
- Expressing their own feelings and comparing these to the feelings held by characters in the stories
- Discuss how to look after one another carefully and maintain friendships through sharing and being considerate.
- Turn-taking through playing board games together
- If you could wish for anything what would it be?
- Read 'Sharing a Shell'. Did the crab act in the right way? Why is it important to share with your friends?

### PD

- Finding out how exercise can keep us healthy
- Knowing that a varied diet can help to keep our bodies healthy
- Having an EYFS Olympics/Sports Day
- Creating a gym in the role-play area for health week
- Follow games programme and going on the playscape.
- Running games in the outdoor area
- Creating tracks and obstacle courses outside
- Making a road system outside for the bikes to travel around safely
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements

## Let's Get Moving Reception Plan

### Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about healthy lifestyles
- The importance of trying new foods.
- The Very Hungry Caterpillar - did he have a healthy diet?
- Supertato - discussing the vegetables in the story
- Olivers Vegetables
- Handa's Surprise - looking at new fruits
- Writing stories about healthy living and making instructions for exercise or recipes for healthy food
- Sentence writing focus each week - uplevelling sentences using wow words
- Talk 4 Writing to learn Jack and the Beanstalk story and then re-write the story in own words

### Maths

- Finding missing numbers on a numberline - pegging up numbers etc on washing lines outside and ordering random numbers
- Counting practise out each week in class as an activity - counting characters, pegs etc. Starting to count in 2's and 10's
- Favourite exercise class pictograms.
- Learning number bonds to 10
- Using pennies to buy healthy produce from the shop.
- Using the language of money i.e. 1p, 2p, 5p and 10p
- Finding the total number of objects using '+' and '='.
- Subtraction with animals.
- Doubling and halving

### Expressive Arts and Design

- Creating and holding our own Olympic games
- Designing and making own sports wear
- Gym role-play
- Creating healthy food plates, using coloured foam or salt-dough food.
- Healthy eating café role-play - children to buy and sell healthy produce
- Supertato - designing and creating own superhero vegetables
- Making butterflies using printing techniques (related to The Very Hungry Caterpillar)
- Vegetable printing
- Zumba dancing/Go Noodle to keep fit

### Understanding of the World

- Learning about a healthy, balanced diet to help us grow
- Learning about the different food groups and a balanced diet
- Making fruit kebabs and smoothies
- Animals and their produce - matching items with animals.
- How food grows - grow cress and a bean plant and identify what they need to help them grow.
- Looking at life-cycles - butterflies and frogs. Ordered caterpillars in class to observe as they form cocoons
- Planting vegetables and watching them grow - i.e. cress, potatoes
- Cutting up fruit and vegetables and identifying seeds/flesh/roots etc

## Summer 2022 – Let’s Get Moving Year 1 and 2 Curriculum Plan

**Note – This document should be used alongside the progression maps documents**

<p><b>History objectives</b> Explore people and events – Mary Seacole, Florence Nightingale, <b>Edith Cavell</b></p> <p><b>Overview of History Content</b> Visit from Janet Marshall. Learnt about the life of Edith Cavell and why she is famous, including her local links. Learnt about the life Mary Seacole &amp; how her life links to that of Florence and Edith. Also discussed issues around racism as linked to Mary Seacole.</p> <p>We also learnt about the life of Queen Elizabeth linked to our work on The Platinum Jubilee. Looked at Queen’s family tree. Links to story – The Queen’s Knickers.</p>	<p><b>Science Objectives</b> <b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense</li> <li>Notice that animals including humans have offspring which grow into adults</li> <li>Find out and describe the basic needs of animals, including humans, for survival – water, food and air.</li> </ul> <p><b>Overview of Science Content</b> Discussed and recorded basic needs of animals and humans. Discussed healthy eating and what makes a balanced meal. Looked at food groups. Learnt about where our food comes from using Lunchbox story. Reviewed naming parts of the body. Learnt about the internal organs – named, located &amp; found out what they do. Discussed importance of personal hygiene – why soap works experiment with pepper grains, soap and water. Life cycle of human, how we grow and change linked to SRE. Development of baby inside its mother linked to SRE – compared each stage to the size of a fruit. Learnt about the different types of teeth we have &amp; their specific uses. Learnt about how we should look after our teeth.</p>	<p><b>DT Objective</b> <b>Design purposeful, functional products based on criteria (models of these)</b> <b>Build structures exploring how they can be made stronger, stiffer and more stable.</b></p> <p><b>Overview of DT Content</b> Designed and made model trim trail in groups of 4 linked to geography work.  Created skeleton pictures using art straws.</p>
<p><b>Geography Objectives</b> Use simple compass directions and locational/directional language to describe location of features.</p> <p><b>Overview of Geography Content</b> Mainly covered compass directions &amp; directional language in maths lessons. Looked at simple maps and symbols. Created own map of</p>	<p><b>Art</b> <b>To develop a wide range of art and design techniques using colour, pattern &amp; texture.</b> <b>To learn about the work of a range of artists, craft makers and design makers.</b></p> <p><b>Overview of art content</b> Learnt about Navajo (North American) weavers.</p>	<p><b>PE</b> <b>To master basic movements including running, jumping, throwing and catching as well as developing balance, agility &amp; coordination &amp; begin to apply these in a range of activities.</b></p> <p><b>Overview of PE content</b></p>

<p>the school outside space with suitable symbols for the tress, trim trail, pirate ship etc.</p> <p>Famous landmarks around the world linked to Passport Day</p>	<p>Simple paper weaving and also created woven baskets using kits.</p> <p>Superhero artwork for class assembly.</p>	<p>Lessons involving striking and fielding games and athletics skills with Mr Ashman.</p> <p>Tennis Edge sessions.</p> <p>Fun sports morning and sports day races.</p>
<p><b>RE</b></p> <p>Where and how do Christians worship?          What and how do Christians celebrate?          What do Christians learn from various Bible stories</p> <p><b>Overview of RE content</b></p> <p>We explored the contents of the Christianity topic box and discussed what each item was and how it can be used. We have learnt the story of Noah’s Ark, Jonah and the Whale, the washing of the disciples feet and the Feeding of the 5 thousand and talked about what we might learn from them.</p>	<p><b>Music</b></p> <p>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; experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><b>Overview of Music content</b></p> <p>Charanga Summer 2 lessons – listening and appraising music, singing, finding the beat and adding instruments to the music</p>	<p><b>PSHE PSHE objectives:</b></p> <p>We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study</p> <p>We follow the PSHE Association Programme of Study for PSHE Education.  <a href="https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning">https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</a></p> <p>We have also continued with some of the well-being activities introduced by Mrs Cookson.</p> <p>We considered our own personal skills &amp; talents and what the children would like to be when they grow up as part of our preparation for our class assembly.</p>
<p><b>Computing</b></p> <p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs; use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Overview of Computing content</b></p> <p>Use of Purple Mash linked to all subjects, with ToDo’s set to completed both in school and at home</p> <p>Spheros used linked to Geography and Maths work to follow a course using positional and directional language – children to keep practising and correcting program until following course</p>	<p><b>Languages</b></p> <p>Mandarin lessons with Mrs Song:</p> <p>Counting          Greetings          Parts of the body          Colours</p> <p>Learning about cities in China &amp; Chinese culture.</p>	

## Summer 2022 – Let's Get Moving Year 3 and 4 Curriculum Plan

**Note – This document should be used alongside the progression maps documents**

### History objectives

Ancient Greece- A study of Greek life and achievements and their influence of the western world

### Overview of History Content

- We began by studying by locating Greece on the world map and considering what we already knew.
- We then looked at the time line and ordered the key events with in this era.
- Before moving onto discussing and analysing sources. Such as Greek pots that helped deepen our understanding and give us clues about how the Ancient Greeks lived.
- We looked at the main city states and compared life in Athens vs Sparta.
- Both classes completed class assemblies around these themes.
- We explored the impact of Alexander the Great and considered why he was such a significant figure.
- We explored the Greek Gods and identified them in historical sources.
- We had an Ancient Greece Day where we explored the Ancient Olympic games, we considered the Greek diet and made cakes. We also designed Greek pots.
- We also explored the key legacies of The Greek Empire and considered the Democracy and other key aspects.

### Science Objectives

#### Animals (including humans)

- Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food, they get nutrition from what they eat
- describe the simple functions of the basic parts of the digestive system in humans
- identify different types of teeth and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

#### Electricity

- identify that different appliances run on electricity
- Construct a simple series circuit, identifying and naming it's basic parts, including cells, wires, bulbs, switches and buzzers
- Identify if a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Identify some common conductors and insulators and associate metals with being good conductors

#### **Overview of Science Content**

We learnt about the human digestive system, we learnt key vocabulary and identified the functions of the main parts of the digestive system.

We compared the human digestive system to that of a cow and considered how they work differently

We identified the names and functions of human teeth

We compared human teeth to that of other mammals

We created teeth decay experiments and children observed the impact of different liquids of their teeth.

Electricity

-we hunted around the school for electrical sources

-We learn t how electricity flows and that we need electricity for lots of things

-We learnt apart parts of an electrical circuit and we learnt the symbols for these

-We explored circuits ad considered how to make light bulbs bright within a circuit

### DT

#### Overview of DT Content

- On Ancient Greece Day we baked cakes

	<ul style="list-style-type: none"> <li>-We drew our own circuits diagrams</li> <li>- We tested insulators and conductors</li> </ul>	
<p><b>Geography Objectives</b> Describe and understand key aspects of human geography- links to food, minerals and water.</p> <p><b>Overview of Geography Content</b> -We explored why Ancient Greece was so powerful linked to its human geographical features. We considered why the city states were situated in the locations they were. We explored protection provided by mountains, the sea and links to trade, food and imports.</p>	<p><b>Art</b> <b>Overview of art content</b> -We studied pictures of clay pots and designed our own versions -We explored geometric patterns and created our own through trial and improvement. -Children sketched their designs and evaluated their favourite features. -We created pots out of class and in Year 4 we also used papier mache.</p>	<p><b>PE</b> <b>Overview of PE content</b> Tennis edge visited for the day Year 4 - rounders and athletics. Year 3 Cricket followed by athletics.</p>
<p><b>RE</b> <b>Overview of RE content</b> -Year 3 have been revising their knowledge of Sikhism -They have explored Sikh artefacts - Year 4 have explored the Christian creation story.</p>	<p><b>Music</b> <b>Overview of Music content</b> -Ukulele – children are using loop pedal to create rhythms. -Children are writing their own lyrics</p>	<p><b>PSHE</b> We are following the PSHE association programme of study  We also following educations solutions RSE program for our relationship and sexual health education</p>
<p><b>Computing</b> <b>Overview of Computing content</b></p>	<p><b>Languages</b> Year 3 – Mandarin with Norwich School</p>	

## Summer 2022 – Let’s Get Moving Year 5 and 6 Curriculum Plan

**Note – This document should be used alongside the progression maps documents**

<p><b>History objectives</b></p> <p><b>Not taught this term</b></p>	<p><b>Science Objectives</b></p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> <li>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul> <p><b>Overview of Science Content</b></p> <ul style="list-style-type: none"> <li>- looked at components of blood, created a blood factfile.</li> <li>- Drama linked to circulation of blood with role of heart and lungs</li> <li>- Drawings of the heart with main parts labelled</li> <li>- Homework based on food groups with children creating presentations</li> <li>- Designing a healthy meal plan for the week</li> <li>- experimented on the impact of exercise on the heart</li> <li>- Moving vehicles work based on air resistance</li> <li>- moving vehicle work based on surface resistance</li> <li>- Air resistance experiment based on paper</li> <li>- running races based on air resistance</li> <li>- RSHE worked linked to the body and puberty</li> </ul>	<p><b>DT</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- select from and use a wider range of materials and components, including construction materials, according to their functional properties</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>Overview of DT Content</b></p> <ul style="list-style-type: none"> <li>- Making a moving Vehicle using wood and axels. Linked to air resistance. Saws, blocks, glue guns used with wood.</li> </ul>
<p><b>Geography Objectives</b></p> <ul style="list-style-type: none"> <li>- Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>- Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Art</b></p> <p><b>Overview of art content</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</li> </ul> <p><b>Overview of Art Content</b></p>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>- develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>- perform safe self-rescue in different water-based situations.</li> </ul>

<p><b>Overview of Geography Content</b></p> <ul style="list-style-type: none"> <li>- Study of Brazil</li> <li>- Located on a map compared to UK</li> <li>- Weather comparison (in maths)</li> <li>- Human and physical features of Brazil and placed on a map</li> <li>- Persuasive/Balanced arguments writing based on Amazon Rainforest</li> <li>- Study of Brazilian cities and compared to UK</li> <li>- Research on a holiday in Brazil – postcard writing</li> <li>- Brazilian carnival day</li> <li>- Brazilian food tasting</li> <li>- Study of Brazilian culture</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing to a one-point perspective.</li> <li>- Sketching scientifically – living things in the Amazon Rainforest.</li> <li>- Using Maths skills to accurately measure, design and paint flags of South America.</li> <li>- Water colour paintings of the Amazon River.</li> <li>- Making designing for our Rio Carnival Day.</li> </ul>	<p><b>Overview of PE content</b></p> <ul style="list-style-type: none"> <li>- Athletics practise for sports day</li> <li>- Volleyball lessons</li> <li>- Tennis lessons</li> <li>- Athletics</li> <li>- Swimming sessions</li> </ul>
<p><b>RE</b></p> <p><b>Overview of RE content</b></p> <p>Year 5 studied Hinduism</p> <ul style="list-style-type: none"> <li>- The story of Diwali and Rama and Sita</li> <li>- Rangoli Patterns</li> <li>- Home Worship</li> <li>- Hindu beliefs eg Karma</li> <li>- Hindu Gods and Goddess</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music</li> </ul> <p><b>Overview of Music content</b></p> <ul style="list-style-type: none"> <li>- Specialist Ukulele Teacher (40 – 50 mins per week)</li> <li>- Composing of own songs on Ukulele</li> <li>- Study of Samba beats/rhythms</li> <li>- Singing as a choir for Y6 performance</li> </ul>	<p><b>PSHE</b></p> <p>We are following the PSHE Association’s programme of study for RSHE:  <a href="https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning">https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</a></p> <p>We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education.</p> <p><b>Overview of PSHE content</b></p> <ul style="list-style-type: none"> <li>- RSHE National Syllabus</li> </ul>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in</li> </ul>	<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>- Read carefully and show understanding of words, phrases and simple writing</li> </ul>	

<p>evaluating digital content</p> <ul style="list-style-type: none"><li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul> <p><b>Overview of Computing content</b></p> <ul style="list-style-type: none"><li>- Internet safety covered in RSHE unit</li><li>- Safe communicating covered in RSHE unit</li><li>- Spheros</li><li>- Creating postcards linked to posters using images</li><li>- Persuasive posters linked to where to visit in Brazil</li></ul>	<p>-Describe people, places, things and actions orally* and in writing.</p> <p><b>Overview of Languages content</b></p> <p>Year 6</p> <p>French lessons taught this term linked to: numbers to 30, colours, days of the week, months of the year, pets, parts of the body, weather conditions, asking and answering simple questions about themselves – name, age etc,</p>	
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