

### Communication & Language

- Talking about family life and traditions
- Introducing talking partners and working together
- Encouraging talk through play
- Class assembly - performing and speaking in front of parents
- Learning vocabulary linked to the topic - knowledge organiser
- Asking questions about the topic
- Sound lotto and other listening games
- Learn rhymes, poems and songs
- Retelling stories
- Teacher sharing class story daily
- Encourage social phrases eg good morning

### Personal, Social, Emotional Development

- Reflections in a mirror - what do we look like?
- Following the Golden Rules and routines of the class
- Looking after equipment
- R-Time and SEAL
- How do we look after our environment? Keeping the rules etc
- Encouraging independence - tidying up areas they have used, setting up areas independently (i.e. accessing toys, putting out paints etc)
- Washing hands

### Physical Development

- Kneading dough to make bread.
- Practising cutting skills by cutting out 2D shapes, snowflakes etc
- Using different tools/materials to make marks - sticks, forks, chalk, shaving foam, rice, flour
- Using the bikes and obstacle course safely in the outdoor area
- Fine motor Carousel
- Scribble Write
- Dough Disco

## Under Attack Content Autumn 2022

### Literacy

- 'Starting School' Going on bear hunt' 'Stanley's Stick', 'Room on the Broom'
- Phonics - RWI Set 1 Sounds
- Story predictions
- Nursery rhymes and rhyming words
- Goldilocks and the Three Bears
- Active Story Telling: Little Red Hen, The Gingerbread Man
- Story maps
- Writing letters to Santa
- Author study - Julia Donaldson
- Bible story - Harvest, Christmas
- Positional language - following instructions
- Questions and opinion about texts

### Maths

- Counting items from outside i.e. leaves, stones, conkers etc
- Counting caterpillars game, ten green bottles
- Number formation rhymes 0-10
- Ordering numbers
- Counting songs
- Number lines and counting activities
- Introducing 2D shapes and going on shape walks around the school
- Measure - size, weight
- 3d shapes
- One more / one less
- Adding two groups
- Repeated patterns
- Introducing 2D shapes and going on shape walks around the school.

### Expressive Arts and Design

- Drawing self-portraits
- Making paper plate faces
- Colour mixing and colour recognition
- Leaf rubbings
- Make bread
- Exploring textures with paint and sand etc
- Creating winter pictures
- Cutting out snowflakes
- Paper poppies
- Junk
- Vegetable printing
- Singing - World nursery rhyme week, Christmas songs and carols
- Musical instruments - used for listening and setting the scenes

### Understanding the World

- What can we see from our classroom window?
- Collect leaves from around the school and use nature detective sheets to identify them
- Growing from a baby to a child and then an adult
- How are we similar/different to when we were babies?
- Who lives in my house? Jobs our parents/grandparents do. Job aspirations.
- Bonfire / firework safety
- Fire safety - build and light fire
- Nativity play
- Investigate properties and see how they change
- Make journey sticks

### Communication & Language

- \*Learn rhymes, poems and songs.
- \*Listen carefully to rhymes and songs, paying attention to how they sound.
- \*Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- \*Use new vocabulary in different contexts.
- \*Develop social phrases.
- \*Engage in story times.
- \*Understand how to listen carefully and why listening is important.
- \*Learn new vocabulary.

### Personal, Social, Emotional Development

- \*Build constructive and respectful relationships.
- \*Express their feelings and consider the feelings of others.
- \*Show resilience and perseverance in the face of challenge.
- \*Manage their own needs.- Personal hygiene

### Physical Development

- \* Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes
- \* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- \* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- \*Develop their small motor skills so that they can use a range of tools competently,safely and confidently.  
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

## Under Attack Objectives Autumn 2022

### Literacy

- \*Read individual letters by saying the sounds for them.
- \*Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- \*Read some letter groups that each represent one sound and say sounds for them.

### Maths

- \*Count objects, actions and sounds.
- \*Continue, copy and create repeating patterns.
- \*Compare length, weight and capacity.
- \*Select, rotate and manipulate shapes to develop spatial reasoning skills.
- \*Count beyond ten.
- \*Compare numbers.
- \*Understand the 'one more than/one less than' relationship between consecutive numbers.
- \*Count objects, actions and sounds.

### Expressive Arts and Design

- \*Listen attentively, move to and talk about music, expressing their feelings and responses.
- \*Sing in a group or on their own, increasingly matching the pitch and following the melody.
- \*Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- \*Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- \*Create collaboratively, sharing ideas, resources and skills.

### Understanding the World

- \*Talk about members of their immediate family and community.
- \*Name and describe people who are familiar to them.
- \*Recognise that people have different beliefs and celebrate special times in different ways.
- \*Explore the natural world around them.
- \*Describe what they see, hear and feel whilst outside.
- \*Understand the effect of changing seasons on the natural world around them.

## Autumn 2022 – Year 1 and 2 Under Attack Curriculum Plan

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

<p><b>History objectives</b> Explore significant people and events – Elizabeth 1<sup>st</sup>, Queen Victoria. Spanish Armada, British Empire</p> <p><b>Overview of History Content</b> Queen Elizabeth II and her life and death; study of Queen Victoria and Queen Elizabeth I Finding out about the Spanish Armada and the British Empire Making catapults and pizza shields (y1), making castles and shields Norwich Castle trip Labelling a knight’s armour Remembrance Day and Bonfire Night</p>	<p><b>Science Objectives</b> Use of Everyday materials – Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><b>Overview of Science Content</b> Norwich Castle trip for y2 Properties of materials - Looking at what materials are used to make objects in our houses and in our classroom and outside environment and why Y2 – Changing materials by squashing, squeezing, stretching and bending</p>	<p><b>DT Objectives</b> generate, develop, model and communicate their ideas; select from and use a wide range of materials and components, build structures y1 - explore and use mechanisms</p> <p><b>Overview of DT Content</b> Making catapults and pizza shields (y1) Designing and making castles and shields Making paper pumpkins Y1 making pop-up Christmas cards</p>
<p><b>Geography Objectives</b> Use world maps, atlases and globes to identify the UK and countries, continents and oceans</p> <p><b>Overview of Geography Content</b> Locating and naming the 4 countries of the UK and finding out about their traditions Locating and naming continents and oceans, learning continent and ocean songs, labelling maps</p>	<p><b>Art Objectives</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; find out about the work of a range of artists</p> <p><b>Overview of art content</b> Portraits of Queen Elizabeth I and Queen Victoria Looking at the work of Picasso Use of colour in self-portraits Drawing their own self-portraits Sketching pumpkins Norwich Castle trip</p>	<p><b>PE Objectives</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Overview of PE content</b> Chance to Shine Cricket Robin Arrows Archery Y1 - Ball skills – catching, throwing, rolling, kicking, bouncing, travelling with a ball Y2 - Ball skills – catching, throwing, rolling, kicking, bouncing, travelling with a ball</p>
<p><b>RE Objectives</b> Y1 – ask ‘I wonder’ questions, use our senses to investigate worship in different religious traditions; to retell the story of the birth of Jesus and talk about why Christians think it is good to give gifts and what gifts are good to give. Y2- retell at least one narrative where light is an important symbol and recognise that the narratives used by Christians and Jews reflect their key beliefs; to remember and tell someone 3 things that happened to Mary and Joseph in the Christmas Story and talk about a favourite person in the story of Christmas and say which part of the story are good news to Christians</p> <p><b>Overview of RE content</b> How and why do we celebrate Christmas story through the Nativity performance, English</p>	<p><b>Music Objectives</b> 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> Charanga ‘Hey You’ (y1) and ‘Hands, Feet, Heart’ (y2), including instruments Charanga Christmas performance ‘Little Angel Gets Her Wings’</p>	<p><b>PHSE Objectives</b> We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study</p> <p><b>Overview of PSHE content</b> E-safety session with the two Johns Circle time Class rules Family memories How do we celebrate – precious gifts linked to RE</p>

<p>Y1 – Norfolk Syllabus ‘What do my senses tell me about the world of religion and belief?’  ‘Why do Christians give gifts at Christmas?’  Y2 – Norfolk Syllabus ‘Why is light an important symbol?’  ‘What is the good news of Christmas?’  Advent</p>		
<p><b>Computing Objectives</b>  understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; use technology purposefully to create, organise, store, manipulate and retrieve digital content; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Overview of Computing content</b>  E-safety session with the two Johns  Purple Mash  Sumdog  Basic use of a laptop and ipad  Y1 Beebots – UK map</p>	<p><b>Languages</b>  N/A</p>	

## Autumn 2022 – Year 3 and 4 Under Attack Curriculum Plan

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

<p><b>History objectives</b> Study the Roman Empire and its impact on Britain.</p> <p><b>Overview of History Content</b> We studied life in the Roman eras. We looked at Rome was and how it expanded to become an empire. We studied time lines and AD and BC times We compared fact and fiction stories about how Rome was formed. We looked at why the Roma empire was so successful. We visited the Time and Tide Museum and had a Roman day in school with a visiting Rome soldier We studied what life was like in Britain before the Romans invaded and afterwards. We looked at the impact of the Roman Empire in Britain and studied Boudicca and the Iceni. We did instruction writing on how to build a Roman road We studied Pompeii and created escape stories based on ‘Escape from Pompeii’ We looked at a poem about being a Roman soldier.</p>	<p><b>Science Objectives</b> <b>Force and Magnets</b> Compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted or repelled by a magnet -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Overview of Science Content</b> We studied pushes and pulls We investigated how friction affects a toy car moving over different surfaces We investigated magnetic and non-magnetic objects and studied attract repel process.</p>	<p><b>DT objectives</b> <b>Year 3</b> 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, <b>Overview of content</b> We looked at and designed pop-up Christmas cards. We looked at and designed our own Roman shields.</p> <p><b>Year 4</b> <b>Design</b> 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 <b>Evaluate</b> 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 <b>Overview of content</b> We will recycle fast fashion project linked with Broadland High School. We looked at and designed our own Roman shields.</p>
<p><b>Geography Objectives</b> Human geography including types of settlements and land use, economic activity including trade links and the distribution of natural resources. <b>Overview of Geography Content</b> We linked the Human Geography to our Roman topic. We studied the vocabulary of trade, land use, settlements and natural resources. We studied why trade was important to the Roman Empire and looked at what they traded. We looked at settlements in Roman Britain and discussed what they needed a settlements</p>	<p><b>Art objectives</b> to improve their mastery of art and design techniques, including drawing about great artists, architects and designers in history <b>Overview of art content</b> We studied the artwork of Georgia O’Keeffe’s artwork. We designed Roman shields and studied the artwork on the era. We looked at Roman pots and Mosaics. We created Roman floor designs.</p>	<p><b>PE objectives</b> <b>Year 3</b> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns</p> <p><b>Year 4</b> swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>

		<p>-perform safe self-rescue in different water-based situations.</p> <p><b>Overview of PE content</b></p> <p><b>Year 3</b> Weekly cricket session with Chance to Shine Cricket Weekly lessons with Mrs Pulford learning dance</p> <p>Year 4 Swimming this term at Broadland High School Year 4 did tag rugby lessons with Mr Palmer</p>
<p><b>RE objectives</b> Talk about somethings that Christians do at Christmas and suggest what the story of Christmas might mean to Christians today. Describe what Christians believe in and explain why Christmas is important to Christians.</p> <p><b>Overview of RE content</b></p> <p><b>Year 3</b> We have been studying ‘Why does Christmas matter to Christians?’ We have looked at the Christmas story, the meaning of Christmas for Christians. We have studied the Christingle and made our own.</p>	<p><b>Music objectives</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations</p> <p><b>Overview of Music content</b></p> <p><b>Year 3</b> We studied the Glockenspiel unit on Charanga</p> <p><b>Year 4</b> We studied Ukulele</p> <p>Both classes take part in a weekly singing assembly and are taking part in a Christmas Carol Concert</p>	<p><b>PSHE objectives</b> 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>Year 3</b> We complete circle time where we have set our class rules, consider the importance of rules and thought about general class challenges. We have studied our feelings and how to identify our feelings. We do weekly ‘class votes’ where the children give each other compliments.</p> <p><b>Year 4</b> Zones of regulation- identify colour zones of mood and consider how emotions are visitors. Consider how different experiences- eg Christmas, can make our emotions greater and harder to regulate.</p>
<p><b>Computing objectives</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Overview of computing content</b> Year 3 and 4 attended The Two Johns Internet safety at Broadland Year 3 have studied copy and pasting in topic.</p>	<p><b>Languages objectives</b> listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words,</p>	

phrases and simple writing

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance

**Overview of Language content**

**Year 3**

Year 3 have been following the Rigolo programme of study. They have looked at: greetings, practising conversations, classroom objects, Halloween vocabulary, numbers 1-12, seasons and sports.

## Autumn 2022 – Under Attack Year 5 and 6 Curriculum Plan

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

<p><b>History objectives</b> - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Overview of History Content</b> Anglo-Saxon and Viking themed Day Drama to show the Anglo-Saxon arrival Timeline of Anglo-Saxon kings Study of artefacts to find out the History. Class Assemblies that focused on our study of Anglo-Saxons and Vikings. Study of longships, houses and coins. Focus of rulers. Debating the conflicting views of Alfred the Great. Created our own settlements linked to this era. Looking at how our country has changed because of the Vikings – days of the week, settlement names, family names.</p>	<p><b>Science Objectives</b> <b>Forces</b> - Identify the effects of air resistance and friction, that act between moving surfaces Properties and Changes of Materials - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><b>Overview of Science Content</b> Suitable materials for keeping drinks hot – full experiment. Experiments to see which materials are soluble. Separating materials experiment. Difference between the particles of solids, liquids and gases. The difference between reversible and irreversible changes. Study of why objects are made from particular materials. Properties of materials – Venn diagrams.</p>	<p><b>Geography Objectives</b> - Locate the world's countries, using maps to focus on Europe</p> <p><b>Overview of Geography Content</b> Where the Anglo-Saxons and Vikings came from. Location of settlements.</p>
<p><b>Music objectives</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related</p>	<p><b>Art objectives</b></p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and</li> </ul>	<p><b>PE objectives</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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and</li> </ul>



<p>dimensions of music listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations</p> <p><b>Overview of Music content</b> Ukulele lessons – professional Ukulele teacher (40 minutes per week)</p>	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p> <p><b>Overview of art content</b></p>	<p>defending</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> <p><b>Overview of PE content</b> Football, netball, fitness, adventurous activities and team building challenges (Year 6 - Aylmerton residential.)</p>
<p><b>RE objectives</b> <b>Diocese of Norwich RE Curriculum</b> Enquiry 1: Is believing in God reasonable? Enquiry 2: How has belief in Christianity/Islam impacted on music and art throughout history? The Christmas story - comparing stories of the birth of Jesus?</p> <p><b>Overview of RE Content</b> Define differences between fact, opinion and belief Understand and discuss the ideas of Theists, Agnostics, Atheists and Humanists Respond personally to the question of whether belief in God is reasonable Look at how art and music are used in Christianity and Islam. Evaluate Christian and Islamic Art Create own Christian and Islamic Art Re-visit the Christmas Story and compare and contrast different versions of the story Discuss commercialisation of Christmas vs Birth of Jesus</p>	<p><b>DT Objectives</b> 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, and prototypes. Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <b>Evaluate</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Overview of curriculum content</b> 8 billion ideas project.</p>	<p><b>PSHE objectives</b> 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 RSHE content</b> Circle time discussions Internet Safety day (with the 2 Johns)</p> <ul style="list-style-type: none"> <li>- Safe passwords</li> <li>- Safe sites</li> <li>- Personal data protection</li> <li>- Pupil online Self-evaluation</li> </ul>
<p><b>Computing objectives</b> <b>Overview of computing content</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Languages objectives</b> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of</p>	

<p><b>Overview of curriculum content</b> 2 John's Internet Safety Day. Search tools for research purposes. Discussions around which sites are appropriate, which materials are appropriate and the reliability of that source.</p>	<p>audiences read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material describe people, places, things and actions orally and in writing</p> <p><b>Overview of curriculum content</b> Mandarin lessons – professional languages teacher (1 hour per week).</p>	
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