Communication & Language

- Talking about family life and traditions
- Introducing 'Think, pair, share' and working together
- Encouraging talk through play
- 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? Self portraits.
- Following the Golden Rules and routines of the class
- Looking after equipment
- Circle Time
- How do we look after our environment? Keeping to the rules etc
- Encouraging independence – tidying up areas they have used, setting up areas independently (i.e. accessing toys, putting out paints etc)
- Zones of Regulation

Physical Development

- 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
- Go Noodle
- Basketball taster session

Kingdoms and Conquerors Content Autumn 2024

Literacy

- 'Starting School' Going on bear hunt' 'Stanley's Stick', Funnybones
- Author study – Julia Donaldson
- Phonics – RWI – Set 1 sounds
- Story predictions
- Nursery rhymes and rhyming words
- Active Story Telling: Little Red Hen
- Story maps
- Writing letters to santa
- Bible story – Harvest, Christmas
- Stick poetry
- Collecting adjectives
- Questions and opinion about texts
- Nursey Rhyme Week

Maths

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

Expressive Arts and Design

- Drawing self-portraits
- Making paper plate faces
- Colour mixing and colour recognition
- Leaf rubbings
- Make bread
- Creating winter pictures
- Cutting out snowflakes
- Junk modelling
- Vegetable printing
- Singing – World nursery rhyme week, Christmas songs and carols
- Painting with natural objects.
- Painting with items other than paintbrushes.
- M+M Panto - Cinderella

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
- Bonfire / firework safety
- Seasons – Autumn
- Harvest and Christmas
- Remembrance Day

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.
*Use of gross motor skills – playing in outside space,

Kingdoms and Conquerors Objectives Autumn 2024

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.
*Select, rotate and manipulate shapes to develop spatial reasoning skills.
*Count to ten and beyond.
*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 2024 – **Year 1 and 2 Kingdoms and Conquerors** Curriculum Plan

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

History objectives Explore significant people and events – Elizabeth 1st, Queen Victoria. Spanish Armada, British Empire, Charles III **Overview of History Content** Queen Elizabeth II and her life and death; study of Queen Victoria and Queen Elizabeth I; King Charles III Finding out about the Spanish Armada and the British Empire Making castles and shields Making boats and crowns (y2) Norwich Castle trip Labelling a knight's armour and parts of castles Design own coat of arms Remembrance Day and Bonfire Night	**Science Objectives** 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 **Overview of Science Content** Properties of materials - Looking at what materials are used to make objects in our houses and in our classroom and outside environment and why Experiments to test properties of materials	**DT Objectives** 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 **Overview of DT Content** Designing and making castles and shields (Y1) Designing and making boats and crowns (Y1) Making slider Christmas cards (y1); pop-up (y2)
Geography Objectives Use world maps, atlases and globes to identify the UK and countries, continents and oceans **Overview of Geography Content** 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	**Art Objectives** 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 **Overview of art content** Portraits of Queen Elizabeth I (y1) Looking at the work of Van Gogh (drawing) and Chris Ofili (photograph and still-life) mixed-media portraits (y1) Sketching pumpkins (y2) sunflowers (y1) Norwich Castle trip	**PE Objectives** 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 **Overview of PE content** Basketball and karate taster sessions Following GetSet4PE long term plan - Ball skills, fundamentals, sending and receiving and invasion games
RE Objectives Y1 –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; remember and tell someone 3 things that happened to Mary and Joseph in the Christmas Story and talk about a favourite person in	**Music Objectives** 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.	**PHSE Objectives** We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study **Overview of PSHE content** Circle time Class rules Family memories

the story of Christmas and say which part of the story are good news to Christians **Overview of RE content** How and why do we celebrate Christmas story through the Nativity performance, English and Topic work Y1: 'Why do Christians give gifts at Christmas?' Y2 –'Why is light an important symbol?' 'What is the good news of Christmas?' Celebration of Saint Nikolaus from Germany Advent	**Overview of Music content** Charanga Christmas performance 'Little Angel Gets Her Wings' M&M Panto	How do we celebrate – precious gifts linked to RE Class teaching of Zones of Regulation and used as an intervention as necessary NSPCC child protection assembly (y2)
Computing Objectives 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. **Overview of Computing content** Sumdog Basic use of a laptop and ipad (y1) Beebots – UK map (y1)	**Languages** N/A	

Autumn 2024 – **Kingdoms and Conquerors** Curriculum Plan

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

History objectives

-Study the Roman Empire and its impact on Britain.

Overview of History Content

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 Roman empire was so successful.
We had a Roman day in school with a visiting Rome soldier. During the day the children practiced becoming roman soldiers and looked at a range of artifacts such as weapons and coins. We also explored roman artifacts linked to everyday life.
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.

Year 3
Non-chronological report on Roman life

Year 4
We studied Pompeii and created escape stories based on 'Escape from Pompeii'
We looked at a poem about being a Roman soldier.

We enjoyed a curriculum enrichment day, "The Roman Soldier Experience," led by www.schoolhistoryvisits.co.uk

Science Objectives

Force and Magnets

-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.

Overview of Science Content

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.
We looked at north and south poles of magnets.
We looked at the magnetic field of a compass.

DT objectives

Year 3

-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,

Overview of content

We looked at and designed pop-up Christmas cards.
We looked at and designed our own Roman shields.
We planned, made and evaluated catapults.

Year 4

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
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

Overview of content

We looked at, designed and made our own Roman shields.
During a catapult day we planned, made and evaluated catapults.

Geography Objectives

Human geography including types of settlements and land use, economic activity including trade links and the distribution of natural resources.

Overview of Geography Content

We learnt about settlements including hamlets, villages, towns and cities

Art objectives

to improve their mastery of art and design techniques, including drawing
about great artists, architects and designers in history

Overview of art content

We studied the artwork of Henri Rousseau artwork.
We created artwork inspired by Henri's work using

PE objectives

Year 3

-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

We linked 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 settlement.	watercolours. This was linked to our English. We designed Roman shields. We looked at Roman Mosaics and designed and made our own mosaic tiles. We looked at roman coins and created our own using embossing.	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 **Year 4** 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] -perform safe self-rescue in different water-based situations. **Overview of PE content** **Year 3** During autumn 1 year 3 completed a ball skills unit of work and in autumn 2 they have studied dance. Year 4 Swimming this term at Broadland High School Year 4 did football and netball lessons with Mr Palmer. Both classes participated in basketball and karate taster sessions.
RE objectives 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. **Overview of RE content** **Year 3** We have been studying 'What commitment means for different religions?'. We have looked at the Christmas story, the meaning of Christmas for Christians. We have studied the Christingle and made our own. Year 4 We have been studying 'Where do Christian beliefs come from?'. We have looked at the Christmas story, the meaning of Christmas for Christians. We have studied the	**Music objectives** 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 **Overview of Music content** **Year 3** We studied the Glockenspiel unit on Charanga **Year 4** We studied Ukulele During Ukulele children sung in rounds and explored songs from different cultures. Both classes take part in a weekly singing assembly and are taking part in a Christmas Carol Concert. We also	**PSHE objectives** We are following the zones of regulation curriculum. **Year 3 and 4** 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. 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. **Year 4** Each day the children give compliments to the pupil of the day.

Christingle and made our own.	watch a panto full of live music.	
Computing objectives - Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Overview of computing content** Year 3 We completed a unit of work based on touch typing. We have typed up our instructional writing. Year 4 We have practiced out timetables check working on speed of typing.	**Language's objectives** 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, 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, vocabulary, numbers 1-12, seasons and sports. **Year 3 and 4** During our Roman days we used Latin terminology to respond as Roman soldiers.	

Autumn 2024 – **Kingdoms and Conquerors Year 5 and 6** Curriculum Plan

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

History objectives

- Ancient Civilization

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Overview of History Content

- Anglo-Saxon and Viking themed Day including themed food tasting
- Drama to show the Anglo-Saxon arrival
- Timeline of Anglo-Saxon kings
- Study of artefacts to find out the History
- Anglo Saxon Expert visit with artefacts & clothing
- Class Assemblies that focused on our study of Anglo-Saxons and Vikings.
- Study of longships, houses and coins.
- Study of Anglo Saxon Society
- 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, and family names.
- Study of Bayeux Tapestry to understand historical evidence
- Anglo Saxon food

Science Objectives

Forces

- 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.

Overview of Science Content

- 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.

Geography Objectives

- Locate the world's countries, using maps to focus on Europe

Overview of Geography Content

- Where the Anglo-Saxons and Vikings came from.
- Location of settlements.
- Recycling Awareness Workshop

Music objectives

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Art objectives

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design

PE objectives

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball,

• 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 **Overview of Music content** - Ukulele lessons – professional Ukulele teacher (40 minutes per week) - Singing as choir, in rounds and solo - Understanding of music of different cultures - Reading musical notation	techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. **Overview of art content** - Wool and paper Weaving (y5) - Chalk landscapes (y5) - Abstract – Kandinsky (y6) - 1 Point Perspective (y6) - Study of the Bayeux Tapestry - Clay work (coins and artefacts)	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] • Take part in outdoor and adventurous activity challenges both individually and within a team **Overview of PE content** - Football - Netball - Fitness - Adventurous activities and team building challenges (Year 6 - Aylmerton residential.) - Basketball and Karate taster workshop
RE objectives **Diocese of Norwich RE Curriculum** Enquiry 1: Is believing in God reasonable? Enquiry 2: How has belief in Christianity/Islam impacted on music and art throughout history? Christmas comparing stories of the birth of Jesus? **Overview of RE Content** - 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	**DT Objectives** **Plan** • 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 **Evaluate** • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Overview of curriculum content** - 8 billion ideas project (Y5) - Building Viking Longboats (Y5)	**PSHE objectives** • We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning • We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education. **Overview of PSHE content** Circle time discussions - Safe passwords - Safe sites - Personal data protection Zones of Regulation Scheme
Computing objectives **Overview of computing content** • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	**Languages objectives** • listen attentively to spoken language and show understanding by joining in and • responding • engage in conversations; ask and answer questions;	

• use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; • Identify a range of ways to report concerns about content and contact. **Overview of curriculum content** - Search tools for research purposes. - Discussions around which sites are appropriate, which materials are appropriate and the reliability of that source. - PowerPoints for 8 Billion Ideas - Coding on Spheros	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, 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 **Overview of curriculum content** Y6: - Numbers to 30 - Colours - Days of the week - Months of the year	