

Curriculum Overview 2017

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Learning Goals should be taught explicitly and applied across all of the curriculum. Assemblies, PATHS, SEAL and RE are opportunities where these can and should be taught.					
Learning Tools	ASPIRATIONS EMOTIONAL WELLBEING SOCIAL SKILLS		VALUE AND RESPECT HAVING RESILIENCE COMMUNICATION		INVESTIGATION RESOURCEFULNESS EVALUATION	
Reception	All About Me/Superheroes PSED-similarities and differences	Celebrations People and Communities-similarities and difference	The World Around us - school/local environment	Build it! World-Materials and their properties. World - Hot and Cold Countries	Growth and Change Science-sorting animals Life cycles	Journeys Transition Aspirations for year One

	Working with others	s-cultures and beliefs				Reflections on Rec
Year 1	MYSTERIES Science - Seasons/ Using our senses	CHILDHOOD Humanities - history Greenholm School Focus: Changes within our own lives/ before we were born	POLES APART Science-materials Humanities - Geography Focus: Contrasting localities around the world	IN THE JUNGLE Science - Animals including humans	FIRE Humanities - Geog/History Focus: Historical national event(The Great Fire of London)/ Key historical figures/contrasting localities within UK	PLANT IT! Science -plants

Year 2	WHO ARE THE HEROES? Humanities- History Focus: Significant figures/people in the past.	BUILD IT! Science - Use of Everyday Materials	OUR WORLD Humanities - geography Focus: Contrasting localities around the world and in the UK	Science - Animals including humans Living things/habitats	HOLIDAYS Humanities - Geog/Hist Focus: Significant events in history/World geography	HOW DOES YOUR GARDEN GROW? Science - Plants
Year 3	THE LAND BEFORE TIME Science - Rocks	Humanities History Focus: British History (Stone Age to Iron age)	WHATEVER THE WEATHER Humanities - Geog Focus: Contrasting localities	Science - light	TRAVELLERS Humanities - Geog/hist Focus: Romans/Technology and travel/contrast	Science - Animals including humans

	Forces and magnets		around the world		sting localities	Science - Plants
Year 4	GADGETS AND GISMOS! Science- Electricity Sound FEED ME! Science - Animals inc. humans	BIRMINGHAM-LIVE IT! LOVE IT! Humanities - History Focus: Local history study	ECO-WARRIORS! Humanities - Geography Focus: Study of local area/ Contrast to other UK locality	Science- Living things and their habitats	CHOCOLATE Humanities - Geog/Hist Focus: Aztecs/Global geography	Science - States of Matter
Year 5	VILLAINS	CHANGES Science-	AFRICA	Science - Living	EARTH AND BEYOND	Science- Forces

	Humanities- History Focus: Vikings	Properties and changes of materials Science- lifecycles	Humanities - geography Focus: World geog.	things and habitats LIFECYCLE S Science - lifecycles (only plants and animals)	Science - Earth and Space Humanities- Geog/Hist Focus: Ancient Greeks	
Year 6	BATTLES Humanities - History Focus: World War 1/2	Science- light Electricity	SURVIVAL OF THE FITEST! Science- Evolution and inheritance	Science- Animals including humans Science- Living things and their habitats		Moving On! Science- Human reproduction and relationships

Key Learning tools- Year 1 Learning Tools

Having Resilience/Aspirations	
By the end of Foundation Stage...	By the end of Key Stage 1...
I can focus on and complete an activity I have been asked to do.	I know things that I find easy and difficult to do.
I don't let others distract me.	I know some things that stop me from doing my learning.
I am proud of myself when I have done something well	I have an 'I can do' attitude.
I persevere with something even when I find it difficult.	I can set myself a goal to achieve.
I take risks and try new things.	I am proud of myself when I have achieved a goal.
I know how to deal with changes.	
I know when I need to ask for help.	

Social Skills

By the end of Foundation Stage...

I can share with others.

I can take turns.

I can join in with other children when playing a game.

I know how to be kind to others.

I understand why we have rules and can follow them.

I look at the person who is talking.

I listen to others.

By the end of Key Stage 1...

I can help others.

I work well with others even when they have different ideas to me.

I give people time to talk and explain their ideas.

I recognise my own and other people's feelings and needs.

I can empathise with other people.

Emotional Wellbeing

By the end of Foundation Stage...

*I know the words I need to use to describe how I feel.

*I am proud of myself when I do something well.

*I stay calm when there are changes.

*I know it's okay to have uncomfortable feelings.

By the end of Key Stage 1...

*I know choices I make affect how I feel.

*I know how I feel affects others.

*I can tell you some things that make me anxious and things that calm me down.

*I can tell someone what I need.

*I know a wider range of words to describe how I'm feeling.

*I know what to do if I have uncomfortable feelings.

Communication

By the end of Foundation Stage...

*I can talk about things that I have done.

*I can ask for things that I need.

*I speak clearly so others understand me.

*I know how to talk to new people I meet.

*I show others my ideas through actions, pictures and words.

*I show I have listened carefully to what others say by asking, answering questions or through my actions

* I can listen to and follow instructions

By the end of Key Stage 1...

*I am confident when I express my thoughts and feelings to others.

*I know that communication is about listening as well as talking.

* I know that ICT is another way of communicating my ideas.

* I can discuss my learning with a partner, group and whole class.

* I can speak clearly and take the listeners needs into account.

*I can respond and comment on what others have said.

*I can ask relevant questions.

Evaluation

By the end of Foundation Stage...

*I can explain what I have done.

*I can say what I like and I don't like.

*I can say why I chose to do something.

*I can say what went well and what didn't go well.

*I can say what I am going to do next.

By the end of Key Stage 1...

*I can say what I have found out.

*I can learn from things that do and don't go well.

*I can say what I'd do differently next time.

*I can say why something has/hasn't gone well.

*I talk about how I feel about my own and others' work.

Value and Respect

By the end of Foundation Stage...

- * I know that people like and dislike different things.
- *I can say how I am similar and different to others.
- *I can say what I am good at.
- *I can give a compliment.
- * I can receive a compliment.
- *I have kind hands.
- *I can share.
- *I know how to look after the resources and equipment in school.

By the end of Key Stage 1...

- *I can identify role models.
- *I know what makes a good role model.
- *I have good manners when talking to and working with others.
- *I ask questions to find out about others.
- *I take care of my own and others possessions.
- * I listen to other peoples' ideas and opinions.
- *I know what is meant by 'fair'.

Approaching Problems/Investigating/Resourcefulness

By the end of Foundation Stage...

- I try new things and don't give up if I can't do it.
- I can use different ways to solve a problem
- I use my senses to find out about new things.
- I make models to help me solve problems.
- I recognise when I have not chosen the right tools or ideas
- I recognise my behaviour can cause or solve problems
- I come up with different ideas to solve problems
- I work with others to solve problems

By the end of Key Stage 1...

- I can choose the tools, ideas or strategies to solve problems.
- I ask for help when solving a problem when I need it.
- I check to see if I have chosen the right tools or strategies to solve a problem
- I know there are different ways to solve a problem
- I can plan the steps to solving a problem
- I know my choices help or hinder the solution

At Greenholm we treat everybody with equal respect...

Mutual respect is at the heart of our school values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. We expect that our school is based in an increasingly diverse community and our assemblies explore stories and celebrations from an equally diverse range of religious and non religious worldviews. Our RE, PSHE, SEAL and PATHS teaching reinforce this in class. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At Greenholm we allow everybody to have a voice...

Within school, pupils are actively encouraged to make be independent by making choices—knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and an inspiring and aspirational curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety, PSHE and SEAL lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.



At Greenholm we understand our rights and responsibilities...

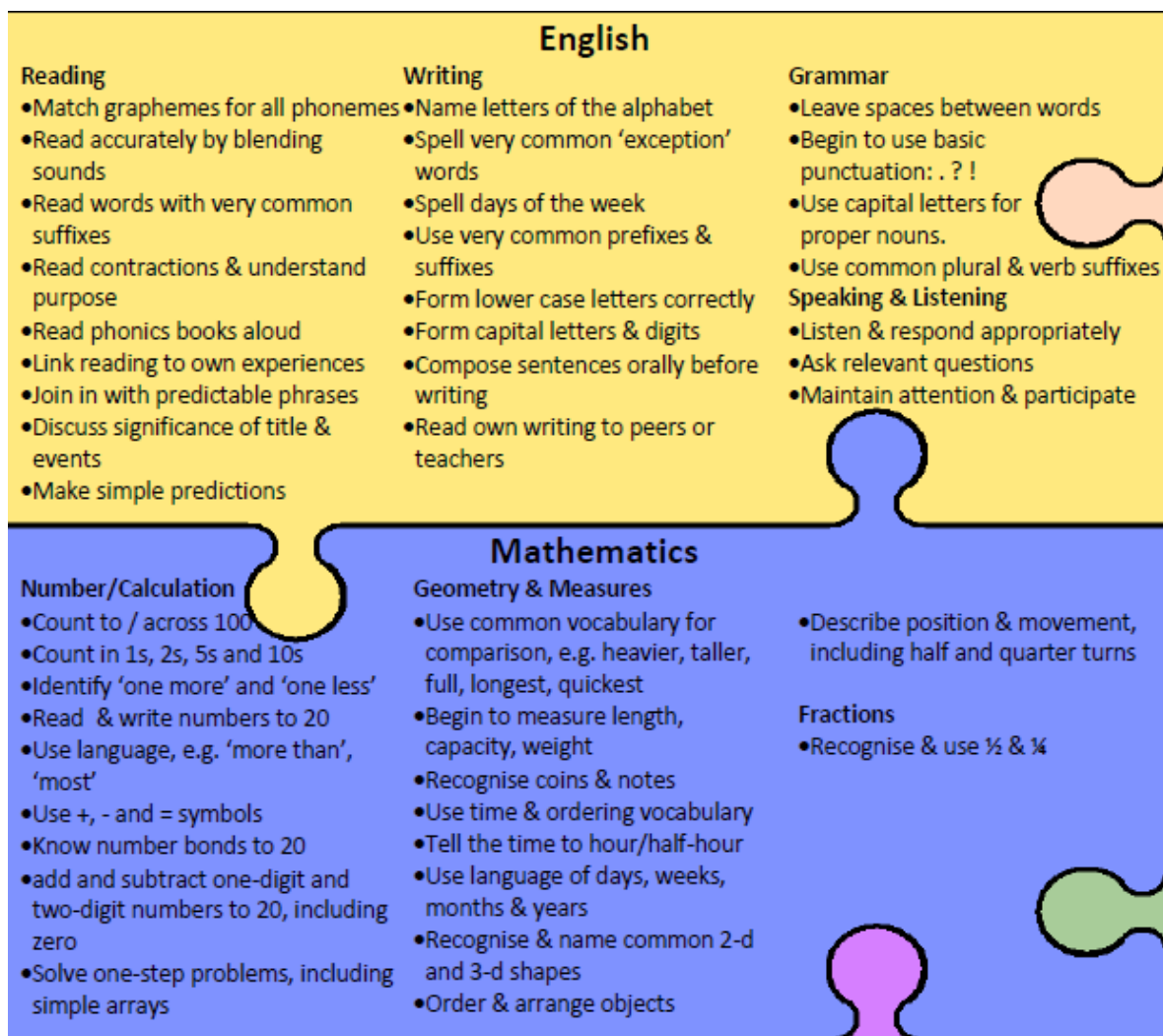
The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

At Greenholm we learn about our democracy...

Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. The two council members for each class are voted in by their peers through a planned unit of work around persuasion and after an assembly from a local councillor. Children have an annual questionnaire with which they are able to put forward their views about the school.

(See Subject schemes of work for full list of objectives.)

Overview of Core Areas (key LO) Please see subject schemes of work for full list of Learning objectives.



Speaking Listening - taught across the year in any subject

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.



Greenholm Primary School

Programme of Study for ICT

	By the end of Reception children should be able to...	By the end of Year 1 children should be able to...	Children who are exceeding age related expectations should...
Computing (Computer Science -discrete lessons)	<p>Use probots/beebots to get from one place to another. give instructions to my friend and follow their instructions to move around. describe what happens when I press buttons on a robot. press the buttons in the correct order to make my robot do what I want Plan a route using written or pictorial symbols make choices about the buttons and icons I press, touch or click on.</p> <p>Use a range of ict tools and recognise key symbols i.e. play/pause/rec.</p> <p>recognise the ways we use technology in our classroom. recognise ways that technology is used in my home and community. can operate simple equipment.</p>	<p>Use probots/beebots to get from one place to another. describe what actions I will need to do to make something happen and begin to use the word algorithm. begin to predict what will happen for a short sequence of instructions. begin to use software/apps to create movement and patterns on a screen. use the word debug when I correct mistakes when I program Predict what will happen from a given set of instructions give instructions to my friend (using forward, backward and turn)</p> <p>Using right angles and the language of turn</p> <p>Identify ICT equipment in their environment and understand that these all have a set of instructions to work (i.e washing machine, microwave) begin to identify some of the benefits of using technology.</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

ICT (Digital Literacy, Information Technology - taught across the year in any subject)

Using technology

- Turn computers on and off
- Log on and off
- Save using the icon in a range of programs
- Resize windows using minimise, close, resize down
- Print using icon in a range of programs
- Take own photos
- Record sounds

Presenting Information

Create pictures using paint programs selecting a range of tools for specific purposes

Type words and phrases using the keyboard or word bank

Know how to use space bar

move objects on a screen.
create shapes and text on a screen.

Finding Information

talk about different kinds of information such as pictures, video, text and sound

Use ICT to listen to stories

Using technology

- Take own photos with control over framing and upload these with help
- Record selected sounds for purpose
- Know how to save into a specific folder using save as and retrieve saved work
- Print specific pages to a specific printer

Presenting Information

Add detail to photos using a paint package
type sentences using full stops, space, enter and backspace
use the keyboard or a word bank on my device to enter text.

insert photos or pictures into a program
Construct simple pictograms, tally charts, block diagrams and simple tables using ICT
Use the computer to present work in a range of forms ie simple graphs and tables, photo flipcharts

Finding Information

use links to websites to find information.
Use ICT to listen to and read online stories

<p>E-Safety - previous year objectives should be revisited</p>	<p>Protecting Devices Know how to handle ICT equipment carefully Know about pop ups and app purchases and know how to close these</p> <p>Online Etiquette be kind to my friends.</p> <p>Staying Safe Know to limit their time on ICT equipment Know to turn off the monitor and tell an adult if they see something uncomfortable tell an adult when something worrying or unexpected happens while I am using the Internet. talk about the amount of time I spend using a computer / tablet / game device.</p>	<p>Protecting Devices Know to keep passwords private. know what personal information is.</p> <p>Online Etiquette talk about why it's important to be kind and polite.</p> <p>Staying Safe Have an awareness of the SMART rules and acceptable user policy Know to tell an adult when I see something unexpected or worrying online. recognise an age appropriate website. agree and follow sensible e-Safety rules.</p>	<p>Protecting Devices have a good understanding of keeping passwords safe</p> <p>Online Etiquette start to understand that other people have created the information I use know who can see online work understand chat room etiquette</p> <p>Staying Safe Know and use the SMART rules recognise sensible amounts of time to spend online Be aware of the acceptable user policy and ensure they use technology in school in line with this describe the things that happen online that I must tell an adult about. know that not everyone is who they say they are on the Internet.</p>
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Greenholm Primary School

Programme of Study for SCIENCE

	By the end of Reception children should be able to...	By the end of year 1 children should be able to...	Children who are exceeding age related expectations should...
Thinking Scientifically		<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions • Perform simple tests • Use their observations and ideas to suggest answers to questions • Ask simple questions • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help answer questions • Observe closely • Gathering and recording data • Observe closely, using simple equipment • Perform simple tests 	Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.
Biology Animals		<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Identify and name a variety of common animals including fish, 	

		<p>amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none">• Identify and name a variety of common animals that are carnivores, herbivores and omnivores• Identify and name a variety of common animals including fish, reptiles, birds and mammals• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
Biology Plants		<ul style="list-style-type: none">• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• Identify and describe the basic structure of a variety of common flowering plants, including trees	

Chemistry Everyday Materials		<ul style="list-style-type: none">• Distinguish between an object and the material from which it is made• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• Describe the simple physical properties of a variety of everyday materials• Compare and group together a variety of everyday materials on the basis of their simple physical properties	
Physics - Seasons		<ul style="list-style-type: none">• Observe changes across the four seasons• Observe and describe weather associated with the seasons and how day length varies	



Greenholm Primary School

Programme of Study for Geography

	By the end of Reception children should be able to...	By the end of year 1 children should be able to...	Children <i>exceeding</i> year related expectations should:
Geographical Knowledge (Locational & Place knowledge)	<p>Join in with family customs and routines</p> <p>Know similarities and differences between themselves and others among families communities and transitions</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and the surrounding seas</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>
Geographical Understanding		<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK 	

		<p>Identify the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to</p> <ul style="list-style-type: none"> -key physical features : forest, hill, mountain, soil, valley, vegetation - key human features- including city, town, village, factory, farm, house, office <p>Understand geographical similarities and differences through studying geography of a small area of the United Kingdom</p> <p>Understand geographical similarities and differences through studying geography of a small area in a contrasting non-European country.</p>	
<p>Geographical Skills and Field Work (map and atlas)</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries and the surrounding seas</p>	

		<ul style="list-style-type: none">• Use aerial images and plan perspectives to recognise landmarks, and basic human and physical features <p>Use and construct basic symbols in a key</p> <ul style="list-style-type: none">• Use directional language (left, right, forwards, backwards) and locational language (e.g. near and far) to describe the location of features and routes on a map. <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	
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Greenholm Primary School

Programme of Study for History

	By the end of Reception children should be able to...	By the end of year 1 children should be able to...	Children exceeding year related expectations should:
Historical Knowledge	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters</p> <p>Talk about past and present events in their own lives and lives of family members</p> <p>Label timelines with long time ago , old and new</p>	<p>1. <u>Constructing the past</u></p> <p>Describe historical events and significant people from the past who contributed to national and international achievements. Eg Fire of London</p> <p>Describe themes, events and people from family, local, national and global history</p> <p>2. <u>Sequencing the past</u></p> <p>Sequence artefacts and events on a timeline</p> <p>Sequence photos etc from different periods of their life</p> <p>Label time lines with words or phrases such as: now, then, past, present, old, new, older and newer.</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

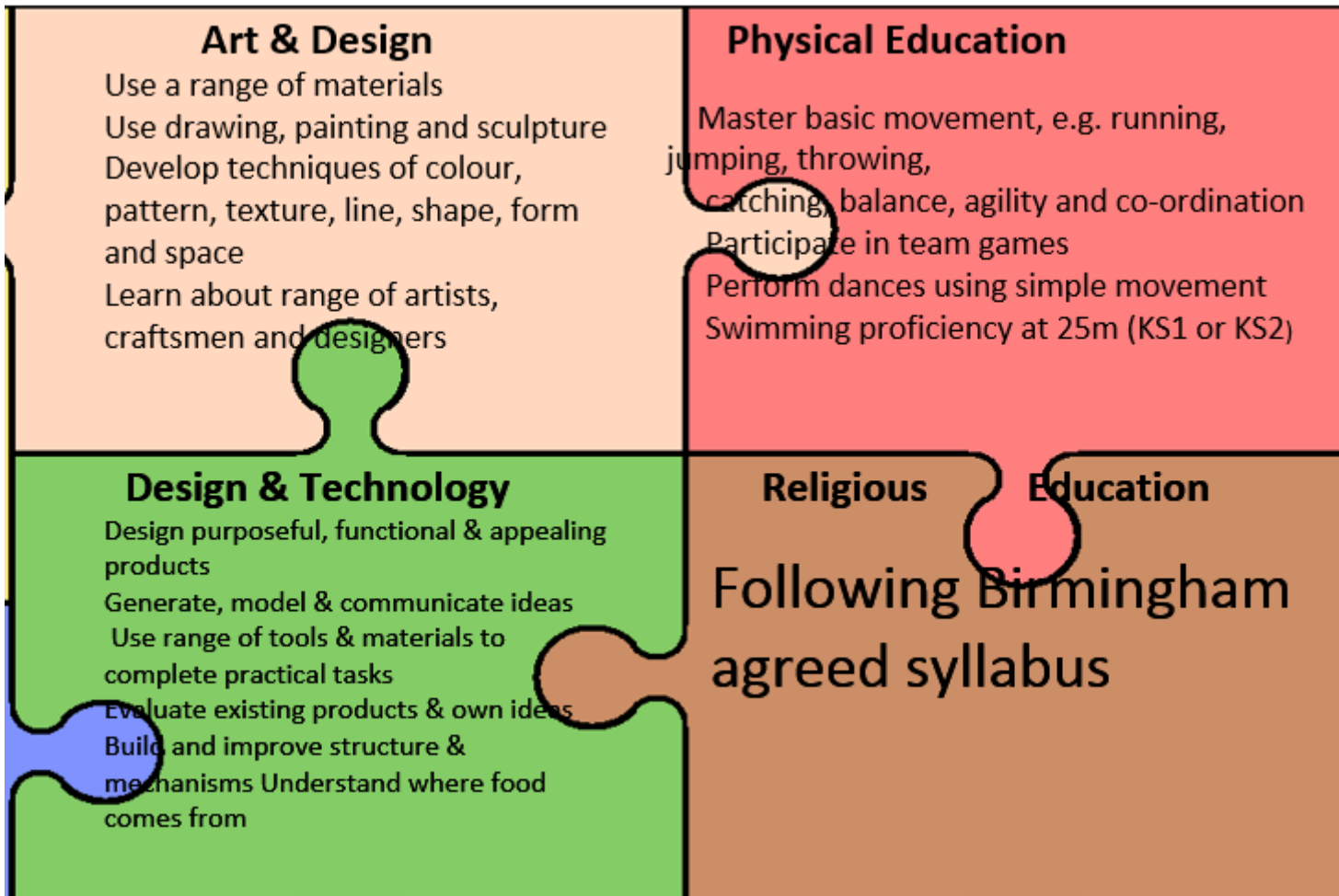
History Concepts	<p style="text-align: center;"><u>3.Change and development</u></p> <p>know about similarities and differences between themselves and others and among families, communities and traditions</p> <p style="text-align: center;"><u>4.Cause and effect</u></p> <p>Question why things happen and give explanations</p> <p><u>5. Significance and interpretations</u></p> <p>Recognise and describe special times or events for family or friends</p>	<p style="text-align: center;"><u>3.Change and development</u></p> <p>identify similarities and differences between ways of life in different periods</p> <p>Study changes within living memory</p> <p style="text-align: center;"><u>4.Cause and effect</u></p> <p>Use a range of sources eg stories, letters, diaries etc to describe key features, similarities and differences of historical events or historical people</p> <p>Know about changes within living memory</p> <p style="text-align: center;"><u>5.Significance and interpretations</u></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>identify similarities and differences between ways of life in different periods</p> <p>know how the past is represented in different ways</p> <p>Show an understanding of the concept of nation and a "National History".</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>be curious about people and show interest in answers</p> <p>Answer how and why questions in response to stories or events</p> <p>explain own knowledge and understanding ask appropriate questions</p> <p>know that information can be retrieved from books and computers</p>	<p><u>6.Planning and carrying out a historical enquiry</u></p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Use appropriate historical vocabulary</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the difference between fact and fiction.</p> <p><u>7.Uses sources as evidence</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. 	
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Music- to be taught weekly to ensure development of skills
 Use Music Express Resources on server to support teaching

Year 1		
Autumn	Spring	Summer
<ul style="list-style-type: none"> ❖ To recognise music from a historical era/cultural context (e.g. Fire of London). ❖ To recognise and identify pitch, duration, tempo. ❖ To use sequence musical sounds using a simple structure e.g. A B A (A=old, B= new) ❖ To recognise and explore a variety of sound sources (e.g. using body) and instruments. ❖ To listen to and discuss musical effects. ❖ To choose sounds for effect. ❖ To use symbols to record compositions and use for performance. 	<ul style="list-style-type: none"> ❖ To be able to recognise the difference between beat and rhythm. ❖ To identify a beat within a tune. ❖ To be able to recall and perform rhythmic patterns to a steady beat. ❖ To be able to identify high and low notes on a pitched instrument. ❖ To be able to compose and perform. ❖ To be able to change pitch in singing for an intended effect. 	<ul style="list-style-type: none"> ❖ To be able to create rhythmic patterns within a steady beat. ❖ To be able to identify dynamics within music. ❖ To be able to explain the effect of dynamics. ❖ To be able to identify the duration of sounds. ❖ To sequence long and short sounds (duration). ❖ To be able to compose and perform to another audience.

Key Learning Objectives for other Non-Core Areas



RE- to be taught weekly to ensure development of skills

Year 1		
Autumn	Spring	Summer
Learning outcomes	Learning outcomes	Learning outcomes To know the importance of saying 'Thank you'.

<p>To begin to explore the value of question words. To understand why asking 'Why' is important. To understand why we need to find out information. To understand how people of faith learn about God. To understand how we belong. To know what people of faith do when a baby is born.</p>	<p>To understand that it matters if people are not fair. To understand the idea of fairness. To understand the effect of unfairness and cheating on friendships. To understand how we can let ourselves down. To know how Christians say sorry to God.</p>	<p>To know how people say 'Thank you' to God. To understand what makes us happy and how we share our happiness.</p>
<p>Learning outcomes To know how we remember special people, places and events. To understand which special person or events people of faith remember. To understand why we should listen to others. To understand what stories from religious traditions teach us about listening. To understand that even young people can say important things.</p>	<p>Learning outcomes To know what makes a good friend. To know what sort of friend Peter was. To know what sort of friend Jesus was. To understand what sort of friend we are. To know how the story of Easter provides an example of courage. To understand what courage is. To understand how David showed courage.</p>	<p>Learning outcomes To know what you hope for the future. To know what believers of Islam look forward to. To understand why the truth matters. To explore whether believers ever lie.</p>

PE- to be taught weekly to ensure development of skills

	Autumn Term		Spring Term		Summer Term	
Year 1	GAMES SENDING AND RECEIVING DANCE	GYMNASTICS- TRAVELLING OAA	OAA DANCE	GYMNASTICS- FLIGHT GAMES-NET AND WALL	GAMES- RUNNING AND TEAM GYMNASTICS BALANCE	GAMES- RUNNING AND TEAM GAMES- NET AND WALL