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

**Curriculum coverage 2023-2024**

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

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

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

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

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

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

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

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

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

**Yr R/KS1**

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| **Season**  **Subject** | Autumn  1 | Autumn  2 | | | Spring  1 | | | Spring  2 | Summer  1 | | Summer  2 | |
| **THEME**  **TITLE** | **SENSE-SATIONAL ME**  What is special about me? | **HEROES & HEROINES**  Was Guy Fawkes a hero? | | | **FUN AT THE FAIR**  Why is Frederick Savage remembered in Kings Lynn? | | | **TO INFINITY & BEYOND**  Who was Neil Armstrong and why did he land on the moon? | **FOOD GLORIOUS FOOD**  Where does our food come from and why? | | | |
| **English** | Ongoing work: **Daily Phonics (use Twinkl Phonics)**, SPAG work- through books we use, talking about texts and own experiences- expanding vocabulary thinking about word choices, meaning of new words, writing sentences- thinking about order/structure of writing, words used to make writing more interesting, asking and answering questions- expanding answers by giving reasons for thinking/ looking for examples in the text (comprehension)  Use **Literacy Tree Scheme** for teaching reading and writing.  READING: **Y1 Guided reading**  **Y2 Whole class reading**  WRITING: Oracy, modelled writing, shared writing, independent writing – follow this process with every text |  | | |  | | |  |  | | | |
| **Maths** | Follow **WHITE ROSE MIXED AGED PLANNING (Do not use White Rose videos for teaching in the classroom unless absolutely necessary.** Please ensure that practical equipment is used as much as possible. If worksheets are used, please ensure that these fully meet the L.O. and are supplemented as much as possible with resources other than those provided by White Rose.) |  | | |  | | |  |  | |  | |
| **Science** | **Seasonal change and Working Scientifically to be taught across the year.**  Animals including humans  (Y1 objectives) | | | | Everyday materials  Identifying and naming materials  (Y1 objectives) | | | Everyday materials – changes  (Y1 objectives) | Plants – local and common  (Y1 objectives) | | | |
| **History** | Pupils should be taught about events beyond living memory that are significant nationally or globally […events commemorated through festivals or anniversaries: Armistice Day, Remembrance Sunday, Bonfire Night] | | | | Pupils should be taught about significant people and places in their own locality – Frederick Savage in King’s Lynn | | | Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong. | XXXXX | | | |
| **Geography** | **Geographical skills and fieldwork**  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage .  Where do I live? Where is London? | | | | **Locational knowledge**  Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Where is King’s Lynn in England, the UK, Europe, the world? | | | **Geographical skills and fieldwork**  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  What does the Earth look like from Space? | **MOST CONTENT IN THIS UNIT IS GEOG**  **Place knowledge**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  **Human and physical geography**  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  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. | | | |
| **DT** | Through each theme, children should:  **Design (for themselves and others, based on criteria)** generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**  - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate** a range of products, based on design criteria  **Develop Technical knowledge**  - Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  **Food and nutrition:** use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from. | | | | | | | | | | | |
| XXXX | | Design and make superheroes, costumes or masks:  use card strips for levers and paper fasteners for pivots. Use a slider - a rigid bar which moves backwards and forwards.  Evaluate. | | | Design and make  Fairground equipment using different mechanisms and materials  Evaluate. | XXXXX | | | Design and make a meal from different countries – studied in Geography.  Evaluate. | | |
| **Art** | Through each theme, children should:  use a range of materials creatively to design and make products  use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | | | | | | | |  | |
| Skills:  Drawing & Clay (hand building)  Artist appreciation:  Sarah Stone 1760  Focus: Owls  Outcomes: Owl Drawing/Owl clay slab | | | | | Skills:  Drawing & Painting  Artist appreciation:  Ernest Howard Shephard & Urs Fischer  Focus: Teddy bears  Outcomes: Teddy bear drawing/Teddy bear painting (frame or canvas) | | | | Skills:  Drawing, Painting, Sculpture (mod roc)  Artist appreciation:  Meret Oppenheim & Paul Cezanne  Focus: Food  Outcomes: Close up fruit/veg artwork & Mod roc fruit/veg sculpture | | |
| **Computing** | Follow the Teaching computing Scheme (teachcomputing.org)  ***(Internet safety to be taught once a term)*** | | | | | | | | | | | |
| **RE**  *Record learning in the class re floor*  *Book. Pupils complete writing in their re writing book.* | Why is light an important symbol for communities across the world and Christians and Hindus? | | | | What do Jewish people remember on Shabbat? | | | Why do people have different views about the idea of God?  How do people talk about God? | How do Christians belong to their faith family? | | | |
| **PE** | Athletics, fitness  Invasion games  Gym | | | Football  Rugby  Swimming | | | | | Cricket and Rounders  Athletics  Tennis | | |
| **Music** | Through each theme, children should:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music (also opportunities for this as children come in to assembly every day – see assembly music programme)  experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | | | | | |
| **RSHE** | Covered in PATHS:  Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe  Mental wellbeing    Not all covered in PATHS so ensure these are covered by teaching the following:  . Diocese of Bristol RSE scheme: ***Goodness and Mercy*** Health Education, Relationships Education.  . ***No outsiders*** resource to supplement PATHS as PSHE and SEMH resource  . online safety computing unit - revisit once per term  . NSPCC PANTS lesson materials (at least once every year)  . AIH Science units | | | | | | | | | | |
| **PSHE** | Follow PATHS curriculum | | | | | | | | | | |

**KS2**

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| **TOPIC TITLE** | SURVIVORS  How has Britain survived through war since 1066? | | SOCIETY RULES  Who were the Mayans? | | | | STATESIDE  How is (an area of the UK) similar or different to a region within North or South America? | |
| **English** | Ongoing work: Spelling, Word choices, Grammar, punctuation, handwriting, reading comprehension.  Reading: At least 4 x WCR sessions per week + 1 x reading comprehension per week (9 – 9.30am).  Follow Literacy Tree scheme for teaching reading and writing. | |  | | | |  | |
| **Maths** | **FOLLOW WHITE ROSE MIXED AGED PLANNING (Do not use White Rose videos for teaching in the classroom unless absolutely necessary. Please ensure that practical equipment is used as much as possible. If worksheets are used, please ensure that these fully meet the L.O. and are supplemented as much as possible with resources other than those provided by White Rose.)** | |  | | | |  |  |
| **Science**  **Y3/4**  **Y5/6** | **Working Scientifically to be taught across the year**  Electricity  Forces and magnets | | Rocks and fossils  Animals including humans: Fit for success | | | | Plants: roots and shoots | |
| Earth and Space  Animals including humans: life cycles and gestation | | Light  Animals including Humans: Circulatory system, diet and exercise, nutrients | | | | Living things and habitats:  Life cycles and reproduction | |
| **History** | A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 | | A non-European society that provides contrasts with British History: The Mayan civilization c AD 900. | | | | XXXXXXXXXXX | |
| **Geog-**  **raphy** | Location Knowledge: UK  Human Geography: UK | | Location Knowledge  Place knowledge  Geographical skills | | | | Place knowledge – understand geog similarities and differences through the study of human and physical geog of a region in the UK with a region in South America. | |
| **DT** | Through each theme, children should:  Work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:  **Design**   use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups   generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**   select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**   investigate and analyse a range of existing products   evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   understand how key events and individuals in design and technology have helped shape the world  **Technical knowledge**   apply their understanding of how to strengthen, stiffen and reinforce more complex structures   understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]   apply their understanding of computing to program, monitor and control their products.  **Food and nutrition**  understand and apply the principles of a healthy and varied diet   prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | | | |
| Poppy display – paint/draw/assemble for display and Remembrance assembly | | The Mayan temples, crafts, jewelry – pupils to learn about these aspects of the Mayans and then improve their mastery of art and design techniques by replicating Mayan items by designing, making, evaluating. | | Study of Northern UK/American arts, artists and crafts – pupils to develop their own techniques and learn about the work of a range of artists and crafts makers.  Design, make, evaluate and apply technical knowledge to construction of items for leisure, culture, enterprise or the wider environment. | | | |
| **Art** | Through a theme, children should:  create sketch books to record their observations and use them to review and revisit ideas  improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  learn about great artists, architects and designers in history. | | | | | | | |
| Skills: Drawing & Printing  Artists Appreciation: Picasso & Kahlo  Focus: Self portraits | | Skills: Drawing & Sculpture  Artists Appreciation: Maya Art  Focus: Mask (Modroc outcome) | | | Skills: Drawing & Painting  Artists Appreciation: Jasper Johns & Hokusai  Focus: Waves (Acrylic on canvas outcome) | | |
| **Computing** | Follow the Teaching Computing Scheme (teachcomputing.org)  ***(internet safety to be taught/revisited once a term)*** | | | | | | | |
| **RE**  *Record learning in the class RE floor*  *book. Pupils complete writing in their RE writing book.* | Creation or science: conflicting or complimentary? (Christian/  Humanst) | How do/have religious groups contribute to society and culture?  (Hindu/Christian) | What do Muslims believe about God? | Is believing in God reasonable?  (Multi/Humanist) | What do we mean by truth? Is seeing believing?  (Multi including Sikh views on God as truth) | | | |
| **PE** | Athletics, fitness  Invasion games  Gym | | Football  Rugby  Swimming | | Cricket and Rounders  Athletics  Tennis | | | |
| **Music** | Ukulele  Samba  Learn Hymns for Harvest Festival  Perform songs for Christmas performance and Carols for Christingle Service | | Drums  Learn Hymns for Easter Service | | Steel pans  GM – Learn and perform songs for Summer term performance | | | |
| **MFL**  French | Y3/4  greetings  In the classroom  The family  Numbers 1-30  Days of the week  Months/seasons  Birthday and age  Christmas  Y5/Y6  Writing greetings  In the classroom  The family  Telling the time  Using verbs  Christmas | | Y3/4  Colours  Body parts – singing French songs  Introductions and family members  Animals  Easter  Y5/6  Weather  Le Quatre Amis (Revise numbers, verbs)  Write a colour poem  Easter | | Y3/4  talk about/order foods  Likes and dislikes  Summer holidays  Y5/Y6  Writing about foods, likes and dislikes  Paying for food  Moi et toi: mini book fact file  Ou va tu?  Summer holidays | | | |
| **RSHE** | Covered in PATHS:  Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe  Mental wellbeing  Not all covered in PATHS so ensure these are covered by teaching the following:  . Diocese of Bristol RSE scheme: ***Goodness and Mercy*** Health Education, Relationships Education, Sex Education.  . ***No outsiders*** resource to supplement PATHS as PSHE and SEMH resource  . online safety computing unit - revisit once per term  . NSPCC PANTS lesson materials (at least once every year)  . AIH Science units | | | | | | | |
| **PSHE** | Follow PATHS Curriculum | | | | | | | |