



Addington Curriculum Overview - Continuous Units of Work Skills / Experiences Document Key Stage 2 / Key Stage 3

(Extending, applying and building on skills acquired in Key Stage 1)

English

(See also 'Teaching Literacy at Addington School')

Speaking and Listening

Speak for a range of listeners; participate in debate and structured discussions; listen and respond appropriately to others; use new vocabulary appropriately and with increasing understanding; understanding the difference between spoken and written language; expressing their own ideas;

Reading

Initial, medial and final sound recognition, link sounds to letters, identify a range of phonemes in speech and writing and blend these for reading and segment them for spelling; recognise digraphs e.g. ph, sh, ch; rhyming words, read on sight familiar words, read the high frequency key words list 1 and 2; recognise spelling patterns in words, spell a range of words;

Use a personal word book or dictionary to aid personal spelling; practise new spellings by the 'look say cover write check' method; experience changes in spelling when the tense changes; experience suffixes and prefixes.

Use appropriate vocabulary e.g. noun, verb, vowel, consonant, onset, rime; alliteration; use full stops and capital letters; develop use of a range of punctuation;

Read with increasing independence; read for information and with comprehension; develop book skills, listen to and appreciate a wide range of stories; begin to express preferences in choice of reading material; discuss story settings and characters; make books to expand the termly theme; design posters; use reference books to find information about other subjects related to the theme; use the index and contents page; conduct interviews and ask questions; produce a class magazine to describe / report on an event or project; write an imaginary story; listen to stories; produce a drama; role play; use fiction books from the theme as a basis to write a new version of the story with new characters, setting etc.; write class or individual poems to describe events at school, at home or an imaginary event; write a story to share with younger children in the department.

Writing / Spelling / Punctuation / Grammar

Develop a comfortable and efficient pencil grip; develop an easy to read writing style; spaces between words; write in full sentences; begin to accept that they may have to rewrite something and accept the idea of writing in draft form; write about imaginary settings; write simple sentences from memory; write up results and findings for science experiments; use their growing vocabulary to support a range of writing styles

Communication must be planned into every area of teaching and learning. Provide a language rich environment. Everyday situations should be used to extend language. Literacy should be taught through every subject of the curriculum

<p>English Genre - from 'Implementing the Literacy Hour for Pupils with Learning Difficulties'</p>	<p>Key Stage 2 – Yr 3 / 4 Fiction and Poetry Stories and a variety of poems with familiar settings; traditional stories; stories and poems from other cultures; Stories and poems with predictable and patterned language; Poems by significant children’s poets; Extended stories; Stories by significant children’s authors; Different stories by the same author; texts with language play, (e.g. riddles, tongue twisters, humorous verse and stories) Non-fiction Instructions; Dictionaries, glossaries, indexes and other alphabetically ordered text; Explanations; Information texts including non-chronological reports</p>		
<p>English Genre - from 'Implementing the Literacy Hour for Pupils with Learning Difficulties'</p>	<p>Key Stage 2 – Yr 5 / 6 Fiction and poetry Stories with familiar settings; Plays; Poems based on observations and the senses; Shape poems; Myths, legends, fables, parables; Traditional stories, stories with related themes; Oral and performance poetry from different cultures; Adventure and mystery stories; Stories by the same author; Humorous poetry and poetry that plays with language, word puzzles, puns, riddles Non-fiction Information texts on topics of interest; non-chronological reports; dictionaries; Instructions; Dictionaries without illustrations, thesauruses; Letters written for a range of purposes; to recount, explain, enquire, congratulate, complain; Alphabetical texts, directories, encyclopaedias, indexes</p>		
<p>English Genre - from 'Implementing the Literacy Hour for Pupils with Learning Difficulties'</p>	<p>Key Stage 3 – Yr 7 / 8 / 9 Fiction and Poetry and Non-Fiction Develop an appreciation and love of reading and read increasingly challenging material. Re-read books read previously to form a basis for making comparisons The range should include pre-1914 and contemporary prose, poetry and drama Shakespeare; World literature written in English</p>		
<p>Technical Vocabulary List</p>	<p>Word Alphabet End sound Middle sound Plural Vowel Consonant Alphabetical order</p>	<p>Text Author Title Label List Myth Legend Encyclopaedia Dictionary Fiction Non-fiction Character Fact</p>	<p>Sentence Full stop Capital letter Question mark Sentence Speech marks Comma Punctuation</p>

<p><u>Maths</u></p>	<p style="text-align: center;"><u>Numbers and the Number System</u></p> <p>Count reliably to 100; count forwards and backwards; count in twos and tens; recognise odd and even numbers; read and write numbers in figures and words; know what each digit in a number represents; understand place value; use a 100 number square; use the vocabulary of estimation and approximation; give a sensible estimate; recognise and find simple fractions;</p> <p style="text-align: center;"><u>Calculations</u></p> <p>Continue with addition and subtraction; daily mental maths; use every opportunity to talk 'mathematically' / model mathematical language; use all four number operations; develop knowledge of fractions; decimals; percentages</p> <p style="text-align: center;"><u>Solving Problems</u></p> <p>Choose appropriate number operation to solve a problem; recognise coins and notes of different values; solve simple money problems; solve problems involving measures; collect information and data and organise in simple ways; use a range of tally charts and graphs</p> <p style="text-align: center;"><u>Measure, Shape and Space</u></p> <p>Understand the vocabulary of length, mass and capacity; use uniform standard measures; understand and use the vocabulary related to time; describe and classify 3-D and 2-D shapes; recognise lines of symmetry; describe position and direction;</p> <p>Pupils should be developing their skills to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic Mathematical skills and knowledge should be applied to science and to other subjects Keep in perspective the needs of each individual pupil, balanced against the requirements of the Primary Framework for Literacy and Numeracy and the National Curriculum Guidance 2014</p>
<p><u>Science</u></p>	<p style="text-align: center;"><u>Use correct scientific vocabulary and equipment</u></p> <p>Ask questions that can be investigated scientifically; use a range of information sources; make a fair test and test the predictions; draw conclusions from an experiment; review their work.</p> <p style="text-align: center;">Concept Map to establish pupil knowledge at beginning and then at the end of teaching period.</p> <p style="text-align: center;">Begin to experience / understand how living and non-living things work; establish links between cause and effect;</p> <p style="text-align: center;">Consider what sources of information will need to be used and what evidence will need to be collected to show the results of scientific enquiry.</p> <p style="text-align: center;">Use appropriate equipment and vocabulary to describe what they have discovered.</p> <p>Begin to understand that results may have to be checked to ensure the correct conclusions have been reached; use a wide range of methods including diagrams, drawings, tables, bar charts, line graphs and ICT to communicate data;</p> <p>Ensure that all predictions are supported by a fair test; decide whether predictions made agree with conclusions reached; review work and describe its significance;</p> <p style="text-align: center;">Use reference material to support findings / experiments.</p> <p style="text-align: center;">Compare ideas and communicate ideas using scientific language, drawings, charts and tables</p> <p style="text-align: center;">See SOW for details of content</p> <p style="text-align: center;">Understand the dangers of some scientific investigation– safety must always be stressed at every lesson.</p>

<p><u>P.S.H.E</u></p>	<p>Personal health and safety; healthy diet; Understand that they must take turns and respect other people’s opinions; identify positive things about themselves and their achievements; set personal goals; recognise how emotions change as they get older. Acceptable behaviour / understand what is right and wrong; understand and recognise basic emotions; Hygiene – clothing, bodies, personal care routines; have an awareness of the changes that occur with age; Independence, social awareness; ability to make choices; identify success and failure; develop a moral awareness of right and wrong; show consideration for others and awareness of how to assist others; develop a sense of self worth; Environment – awareness of personal safety and how to protect themselves from others if necessary e.g. stranger danger; road safety; respect for own and others property; See SOW for details of content</p>
<p><u>History</u></p>	<p>Use chronological language. Use a variety of reference materials and information sources about the past. Ask and answer questions about the past; Try to discover reasons for why things happened in the way that they did. Use the appropriate dates that link to the period; place events people and changes into the correct periods of time; Talk about own family, the past and the present, events in own life See SOW for details of content</p>
<p><u>Geography</u></p>	<p>Our immediate environment and beyond; compare how environments are similar and how they differ; identify use of buildings; use geographical language; care for the environment; how environmental change can affect the future; ask geographical questions; use atlases, globes and maps and plans; collect and record evidence; use geographical vocabulary; See SOW for details of content</p>
<p><u>I.C.T. / Computing</u></p>	<p>Use I.C.T. to record events e.g. video, tape recorder and camera. Develop awareness of images and sounds Develop personal word processing skills; review moderate and evaluate work as it progresses Observe the use of ICT in the environment; Work together with a partner and show each other how to use ICT Use ICT to record achievements in other subjects, to find information from the internet and from reference material on CD ROM; Design posters / information sheets. Develop awareness of control and programing. See SOW for details of content</p>
<p><u>Design and Technology</u></p>	<p><u>Food technology</u> – make hot and cold snacks and meals; identify ingredients and tools needed to complete the task; Use equipment safely. <u>Technology</u> –Develop, plan and communicate ideas; evaluate process and final product. Make models linked to theme; use a variety of materials and skills e.g. cutting, folding, joining, building, rolling, sticking, observing materials change. Plan what they have to do suggesting a sequence of actions and alternatives if needed; list materials and equipment required; Select appropriate resources, select the tools and techniques they need to shape, assemble and join materials that they are using; reflect on what they are doing and make adjustments to the plan if necessary. See SOW for details of content</p>

<p><u>Music</u></p>	<p>Imitate sounds – use tuned and untuned instruments – identify and copy rhythms; singing new songs – together / individually; pattern making; blowing, plucking, scraping, shaking, banging; music to reflect mood; pitch; tempo; pulse; follow a conductor; rehearsal and performance. Compose some simple rhythms and patterns to reflect sounds and devise simple ways of recording / writing down what has been composed.</p> <p>Learn words to new songs and perform individually and as a group.</p> <p>Listen to a range of music from a variety of styles and periods; express an opinion on what they have heard.</p> <p>See SOW for details of content</p>
<p><u>Art and Design</u></p>	<p>Explore colour, texture, shape, form and space in two and three dimensions; record from their own experiences and emotions; Investigating and making, painting, sticking, cutting, colours, gluing, modelling, tie dyes, collage, screen printing, marbling, clay, rubbings of a variety of materials, paper mache</p> <p>Changing / mixing / experimenting with colours</p> <p>Enjoy seeing own work displayed on the wall / in the classroom / hall; look at the work of others and express an opinion; look at the work of a variety of artists and try to paint in the style of that artist; look for evidence / examples of the work of these artists in a variety of settings. Look at a variety of styles of art. Sketchbook work. Portraits of self and others</p> <p>See SOW for details of content</p>
<p><u>R.E. /Collective Worship</u></p>	<p>Introduce pupils to the concept of religious festivals – Christmas, Ramadan, Divali, Hanukkah, Sukkot, Harvest, Easter and the concept that there is more than one religion; investigate what we know about Jesus through the gospels; investigate the significance of the Bible; investigate the significance of faith; understand the significance of signs and symbols in religions;</p> <p>Family life, caring for animals and the environment in general; life cycles – brothers and sisters, new babies in the family; care for each other and care for themselves; kindness and thought for others; concepts of friendship; consider personal feelings;</p> <p>See SOW for details of content</p> <p><u>Collective Worship</u></p> <p>Sharing and praising each other, showing care and consideration, self esteem, focus on object of beauty, display, prayer.</p>
<p><u>P.E./Drama</u></p>	<p>Move with confidence showing an awareness of safety; consolidate their existing skills and develop new skills.</p> <p>Ball skills; team games – use skills and tactics to apply basic principles; gymnastics – create and perform fluent sequences on the floor and using apparatus;</p> <p>Follow instructions and change directions. Bending, stretching, twisting, rolling – imitating movements e.g. hopping, slithering, crawling, devise own sequence of movements. Show an awareness of space</p> <p>Recognise that changes occur in their body when they are active; to warm up and prepare for activity; wear appropriate clothing.</p> <p>Join in swimming activities – develop a swimming stroke.</p> <p>See SOW for details of content</p>

MFL

Students are exposed to French/ German and Spanish language at an appropriate level
Try to identify language being spoken from simple words / phrases
Students speak / sign / use symbols / language with teacher and class groups
Imitate language and accents where possible
Recognise some words in the languages
Use reference material to select appropriate words/phrases
Learn about the country and the culture related to the language they are studying