

# Hipsburn Curriculum Policy for Planning for Learning

## from September 2014

At Hipsburn we view planning for learning as a process of weaving several issues so that the “fabric” will be unique to each class.

Key threads in one direction (the “what” or “warp”) include:

- The needs of the learners (where are they now, what interests them, what are their particular needs?)
- **The National Curriculum September 2013** (this is statutory)
- The Northumberland Agreed Syllabus for Religious Education
- The EYFS Statutory Framework 2014
- Particular opportunities (e.g. events, celebrations, visitors, students, volunteers, families with experience to share)

Key threads in the other direction (the “how” or “weft”) include:

- The needs of the learner (emotional security, confidence, challenge and support)
- Broad learning preferences (e.g. visual, auditory, kinaesthetic)
- The particular learning styles or preferences of individuals (e.g. multiple Intelligences, dyslexic, dyspraxic, dyscalculaic, ADHD)
- Personality preferences (e.g. learning in isolation or socially)
- Opportunities (e.g. workshops, live music, theatre, visits, visitors, special events in school)

### Good plans will:

- Excite, engage and challenge learners
- Respond to the needs and interests of learners
- Promote child centred learning (listen, encourage, negotiate, explore, adapt and track)
- Respect the interests, gifts and talents of all children in all areas of the curriculum
- Ensure that learners know how they're doing and how to progress
- Equip learners with excellent tools for learning
- Promote very positive attitudes towards learning
- Address the individual and collective needs of learners
- Be flexible and exploit opportunities for creativity and thoughtful risk
- Seek and exploit opportunities for cross curricular learning
- Seek and exploit opportunities for practical application
- Offer a creative, safe and inspiring learning environment that embraces the outdoor and indoor classroom, all year round
- Ensure that standards are high and progress for all children is rapid and diverse
- Provide effective information to promote sequential progress
- Be efficient and manageable so that effort is focussed on pupils' learning rather than detailed recording

## Long Term Plans

The Foundation Stage, KS1 and KS2 have a two-year rolling program based on topics. These are focussed teaching blocks, which cover approximately a half term. The focus is used to link curriculum subjects and often has a subject imbalance. The subject bias, however, balances out over each year. The topic is “a peg to hang a hat on” and can reflect the particular interests of the children, or opportunities that arise, provided the teacher tracks learning against the National Curriculum and EYFS Statutory framework. It is not necessary to plan exactly what children will learn but it is essential that teachers track what they have learned and where there are gaps to be addressed. This reflects guidance for EYFS, but it is equally appropriate to KS21 and KS2. The topic plans below were agreed for the introduction of the National Curriculum and EYFS Strategy September 2014. **Topics may be adapted and changed, and mini topics introduced** following negotiation, so that repetition is avoided. More detailed long term plans are shown as appendixes.

**SUMMARY OF ROLLING PROGRAMME OF KEY STAGE 2**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
KS2 A  2014- 2015	Anglo-Saxon invasion   History/ Literacy/ PSHE	Viking invasion/ Theatre   History/English/ D.T.	Good health   Science/ DT/ PHSE	Port of Alnmouth   History/ English	Brazil (American study)   Geography/ Art/ D.T.	Environmental research project <b>Coast &amp; Sea/or Pond</b>   Science/Geography PSHE
KS1 B  2015- 2016	Early History of Alnmouth   History/ Geography/ /Science	European study: France + Italy & Spain   Geography/ Art	A financial enterprise involving nutrition e.g. café   Maths/ Literacy/ D.T.	Roman impact on Britain   History/ Geography/ Literacy/ D.T.	Garden project - plan plant and nurture alloment crops   Science/History D.T.	St Lucia      Geography/Science History / PHSE

NB Ancient Greece to be included following Alnmouth Partnership discussions - consider link with European study.

**SUMMARY OF ROLLING PROGRAMME OF KEY STAGE 1**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
KS1 A  2014- 2015	<b>Amazing Animals</b>   Science/ / PSHE	<b>Colour and light</b>   Literacy/ Science/ History/ Art	<b>Food Glorious Food</b>   Geography D.T. / Science	<b>Back in Time – Childhood in the past</b>   History/ Literacy/ PSHE	<b>Springtime &amp; Ecology – Pond Life</b>   Science/ Geography	<b>Urban Studies – Newcastle</b>   Geography/ PSHE

KS1 B	<b>Fantastic Farming &amp; Happy Harvest</b>	<b>Story Time, Plays &amp; Great Fire of London</b>	<b>Around the World</b>	<b>Homes Sweet Home</b>	<b>The Sea &amp; Ocean Voyages - Grace Darling</b>	<b>Fitness Fun</b> <i>Commonwealth / Olympics</i>
2015-2016	History/ Geography D.T. / Science	Literacy/ History/ Art	Geography/ Literacy/ Art	History/ Geography D.T. / Science	History/ Geography D.T. / Science	History/ Geography Science /PE

**SUMMARY OF RECEPTION TOPICS** ( there is considerable flexibility, to respond to pupils' interests)

EYFS A	Aut. 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
2014-2015	Ourselves/ Autumn	Autumn/ Environment	Toys/Winter	Growing & planting / Spring	People who help us	Sea /Summer
2015-2016	Ourselves /Autumn	Environment	Dinosaurs/ Winter	Transport / Spring	Castles	Minibeasts/Summer

**SUMMARY OF PRESCHOOL TOPICS** (these are very flexible and will respond to children's interests, often involving mini-topics)

EYFS A	Aut. 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
2014-2015	All about me Autumn	Autumn/ Shape and colour	Fairy stories/Winter	Growing & planting / Spring	Wildlife	Holidays /Summer
2015-2016	Ourselves /Autumn	Colour and pattern	Nursery rhymes/ Winter	Minibeasts / Spring	Castles	Seaside/Summer

More detailed EYFS plans are in the yellow EYFS files in the school office.

# Plans for a Half Term

Half term subject plans for EYFS, KS1 and KS2 will be developed for the National Curriculum 2013 ( from 2014) and EYFS, and filed both in the staffroom Planning Files and electronically on the Admin computer. Teachers are responsible for filing and sending copies to the office. Changes recommended by class teachers will be discussed, and if agreed, they will be included in the file.

Good half- term plans for subjects will:

- Show an overview of all subjects, linked directly to the long term plans (example shown in the appendix).
- Provide details of learning objectives daily (English and maths) or weekly
- Provide a timetable of planned lessons, available to pupils, families, volunteers and staff
- Promote clarity (clear learning objectives, rather than activities)
- Be differentiated, offering challenge and success for all (e.g. “must, should, could” success criteria or 3 stars)
- Enable learners to evaluate their progress
- Explore natural cross curricular links (e.g. grid references taught for maths and mapping)
- Reflect our Protocols for Learning
- Involve consistent assessment, tracking and target setting, reflecting current policy
- Be annotated to show changes
- Form the basis of our records and need to be interpreted flexibly, according to the needs of the learners
- Be annotated to provide a good record for future years
- Be available to teachers for future reference

Sample Half Term overview planner:

Week	Events	English	Maths	Maths U&A	Science	Art and Design	Computing	Design and Technology	Spanish Language	Geography	History	Music	PE	RE	SMSC	A4L	Home Links
1																	
2																	
3																	
4																	

## Weekly Plans

### Lesson Plans

Lesson plans may take the form of an expanded grid, text notes or brief bullet points. Teachers will use their discretion when writing plans, so that they use their time and resources most effectively. Detailed lesson plans are **not** a requirement, but consistently good or outstanding teaching is. [A Hipsburn lesson plan should be completed , on request, for planned observed lessons, Ofsted inspection observations, and when appropriate for supply or cover teachers. \(A recommended sample plan for Hipsburn is shown in appendix 2\)](#)

Students are of course expected to provide detailed plans in an approved format,( [the Hipsburn proforma is preferred but their university proforma would be accepted](#)). Experienced teachers or coaches may find it most helpful to prepare a brief aide memoire, in the same way that an experienced and skilled cook no longer needs to refer to basic recipes and is able to adapt with flair.

Brief records of pupil progress and next steps are a requirement of every lesson or sequence of lessons. This may include annotated plans, class tick lists, pupil tick lists, or similar notes. There should be sufficient information simply for another member of staff to plan the next lesson at an appropriate level of challenge, using broad medium term plans.

Good planning will ensure that lessons:

- Respond to prior learning of individual pupils
- Promote clarity for pupils (clear learning objectives)
- Promote clarity for adult assistants and volunteers (learning objectives and roles)
- Promote effective organisation and high expectations for behaviour for learning
- Are differentiated, offering challenge and success for all (e.g. “must, should, could” success criteria or 3 stars)
- Are flexible
- Enable learners to evaluate their progress
- Enable adults to identify and record progress, prior to planning next steps
- Explore natural cross curricular links to reinforce the application of learning
- Involve consistent assessment, tracking and target setting, reflecting current policy
- Reflect our Protocols for Learning

# Subject Breadth and Balance

**English and maths must usually be taught daily, and science weekly** (although science may be blocked into science days). English and maths may also be taught in collapsed curriculum days or through active topics.

**Foundation subjects** may be taught in alternate half terms, providing scope for longer lessons with more depth. Maintaining subject balance must be monitored throughout each year, to ensure breadth and balance. Most time is spent on the core subjects; English and maths, then science, followed by other foundation subjects; art and design, computing, design and technology, languages, geography, history, music and PE. PSHE, sex and relationships (Godfrey and Lucinda) and learning skills (e.g. P4C, mind mapping) are taught within the subject curriculum, exploiting links with appropriate subjects. It is not expected that every subject will be taught every week; for instance, Spanish will be taught in the half terms when dance is not. Foundation subject lessons may be blocked and taught in alternating chunks to promote topic focus, teaching in depth and quality time.

**RE** (from the current Northumberland Agreed Syllabus) is usually taught as a collapsed curriculum day (or more) each half term. The whole school is involved in RE days and responsibility for learning RE is shared between all teaching staff.

## Guide times devoted to subject areas (non- statutory)

5 hours per week (min)	2 hours per week	1 hour per week (or 2 hours alternate half terms or 2 hours per fortnight)	Other
English Maths	Science PE (dance, games, athletics, gymnastics, swimming)	Art and design Computing Design and technology Geography History (Humanities may be blocked e.g. 2 hours history then 2 hours geography)	Music 45 mins pw Instrument KS2 1 hour pw X 20 wks KS1 Spanish 45 mins pw, alternate half terms KS2 Spanish 1 hour pw, alternate half terms Dance 1 hour pw alternate half terms RE (1 day per half term) Golden Time (choice, earned by good attitudes to learning) Spiritual, Moral, Social Cultural Learning to learn Swimming

## A sample weekly timetable for KS1 and KS2:

	9-05 -10.10am	10.40-11.40am	20/25 mins	1.00-2.00pm	2.15-3.15pm
Monday	Phonics/English	Maths	Comp.	Art & D <u>or</u> D&T	Art & D <u>or</u> D&T
Tuesday	Phonics/English	Maths	Comp.	Geography <u>or</u> History	History <u>or</u> Geography

Wednesday	Phonics/English	Maths	PSHE	Dance or Spanish	Music
Thursday	Phonics/English	Maths/swim	Comp.	Science	Science
Friday	Phonics/English	Maths	Read	Sport, allotment, cooking, reading	Sport, allotment , reading, cooking

**A sample weekly timetable for EYFS:**

	Lesson 1	Lesson 2	PM		
Monday	phonics	English	Maths	Mixture of: <ul style="list-style-type: none"> <li>• Expressive arts and design</li> <li>• Understanding of the World, including ICT</li> <li>• Personal Social &amp; Emotional Devpt.</li> <li>• Swimming (Fri pm?)</li> </ul> plus maths on afternoons when not morning lessons	Story, PSE, SEAL, music, circle time
Tuesday		English	PE		
Wednesday		English	Dance or maths		
Thursday		English	Maths		
Friday		English	Maths & Singing		

**Information Sharing and Record Keeping**

Staff, pupils and families need to have easy access to plans and their amendments.

**Good information sharing ensures that:**

- Plans are accessible to all staff (annual and termly overview plans in staffroom Planning File and in classroom planning files). These are working documents and should be annotated.
- Similar plans are displayed for pupils and parents and in learning journals; a half term overview and weekly timetable
- Weekly plans are useful and effective, reflecting the needs of staff, pupils and families
- Sufficient information is provided for all stakeholders to make helpful contributions e.g. letters home at the beginning of a topic, website updates, mind mapping with pupils to establish their needs and interests
- Topic details ,weekly plans and more detailed notes are available in classrooms for two years, to support the next round of planning (e.g. a planning file for each year but this is at the discretion of the teacher, to be used as a working document)
- Topic boxes are stored in classrooms and accessible for future years. General topic resources are stored in the hall e.g. religions, French, Spanish, science, design technology.

- Pupil progress is integral to learning and planning and recorded appropriately
- Respect is shown for individual pupils in discussing their progress
- Individual targets are discussed with appropriate discretion
- Class or group progress and targets are shared clearly and openly and shared targets may be displayed

### **Subject Specific Guidance for KS1 and KS2**

#### **English**

The 'Simple View' of reading is a basic principle of the new curriculum and reflects our current literacy policy, together with synthetic phonics. Progression through the increasing challenge of texts is a core principle, replacing the previous structure based on covering genres. Inference is important, linked with speaking and listening. P4C strategies may help us address the analytical thinking needed.

**Read Write Inc.** (RWI) is the programme that children in Reception and KS1 follow daily. We aim to complete the programme as soon as possible, to give children tools for independent reading and writing. In Y2, children who have completed RWI begin the Literacy and Language programme that is continued in KS2. Children are not expected to complete every part of the RWI programme; their phonic and fluency progress are checked every 8 weeks and appropriate groups are then arranged. In addition to RWI, children practice letter formation weekly until they are secure, using the RWI font. Practice is directly linked to phonics. In addition, children have short, frequent handwriting sessions.

**Literacy and Language** is the programme that children follow in From Y2 and through KS2. Children have additional lessons to meet learning needs e.g. handwriting and spelling.

**Reading at home** is linked directly to RWI and children are encouraged to choose a familiar phonic book from a restricted selection to show, and a quality story or information book to share and discuss. This allows children to develop their own reading/decoding skills, whilst appreciating rich texts. Children working with the Literacy and Language programme are encouraged to choose a wide variety of rich texts to read alone or with their family. Because the daily lessons involve so much shared reading, teachers will not prioritise 1:1 or guided reading except when a child would specifically benefit from additional support. Teaching staff will check that children are accessing appropriate books to develop their enjoyment of reading.

**Maths** is planned from Abacus Evolve Maths to interpret the curriculum. Many pupils are likely to work at or above the Abacus Evolve age level set so that some pupils in Y4 are working with Y6 Abacus learning objectives. This will be reviewed in 2015. EYFS maths is taught from the Early Learning Goals, using an Abacus Evolve template.

**Science** is planned directly from the National Curriculum September 2013, using existing resources to add detail. The Aiming High Science programme will be reviewed in 2015, to consider compatibility of learning objectives with the new curriculum. In the meantime, we have purchased science planning for the new curriculum from Scholastic.

**Foundation Subjects** are planned from the National Curriculum September 2013 but these plans are broad and offer options, so the School Year Plans show options that have been selected for development. Teachers are expected to adapt to the needs and circumstances of particular cohorts and to embrace opportunities for specialists to contribute new ideas. Medium term plans must be available in the staffroom as a record for future reference.

**Art and Design:** This is linked to cross-curricular topics. The Splash Primary Art scheme is used as a flexible source of inspiration.

**Computing:** *Smart Learning is our basic core scheme, and the LA Computing handbook 2014 is our key point of reference for development. There is a greater emphasis on logical thinking, perseverance, challenge, thinking 'outside the box' and problem solving. A continuous focus on safeguarding includes an E-safety lesson at the start of every half term, with visual reminders in each classroom (details in LA handbook 2014). All teaching staff will attend training to keep to date and i-pads will be purchased in 2015.*

**Design and technology:** D&T is mainly linked as a cross curricular subject. The 2013 curriculum has an increased focus on food preparation and cooking healthy/savoury foods and the small school kitchen is available for children to use under supervision.

**Geography:** Geography is linked to cross-curricular topics and is taught from the 2013 curriculum. The Lindisfarne Liaison group agreed that geography will be skills based so specific topics don't need to be identified for KS2 (25.3.14)

**History:** This forms the basis of many topics in KS1 and KS2. The 2013 curriculum recommendations have been adopted and the Alnwick Partnership has agreed that KS2 early British history is taught in Years 3 and 4, and foreign history is taught in Years 5 and 6. The Lindisfarne Liaison group agreed that Greek history will be also taught in Years 3 or 4.

**Language:** KS2 children must learn a language other than English and there is an increased focus on written as well as spoken language. Spanish has many benefits as an international language, an accessible structure and a language that families might reasonably use on holiday. Children in KS1 and KS2 will be taught Spanish language by a specialist in alternate half terms ( 20 lessons per year). Before Spanish language teaching begins, children study Spanish culture in a week of special lessons. We also have resources and skills to teach French occasionally to younger children through stories and games. This will enable the youngest children to understand the concept of language, then KS1 and KS2 children can make a pacey start with quality Spanish teaching. They will then start French at

Middle School and at High School there will be French and an option of Spanish. Fluent speakers of Spanish are encouraged to volunteer in school so children become accustomed to hearing the language in use.

**Music:** Music is usually linked either to cross-curricular topics or to seasonal school events or projects. Some blocks of lessons are taught discreetly and access to the **Charanga website** has been purchased through the local authority. Children in Years 3 and 4 are taught a tuned instrument for 20 weeks in each year. This is usually a ceildh instrument e.g. accordion, fiddle or penny whistle or ukulele, so that they can continue lessons locally if they wish. Occasionally, we teach percussion e.g. drumming. Children in Years 3 and 4 also have opportunities to work in small groups with a musician to create and perform short pieces. Many children from Y1 to Y4 buy additional music lessons through Music Club or Local Authority tutors; currently recorder, guitar, keyboard, piano, violin, accordion. Costs are kept as low as possible and children are taken out of other lessons individually or in small groups. We need to consider the impact of children missing other lessons, and other options.

**PE:** We aim for children to have at least 2 hours of PE each week. Swimming counts as ½ hour. Dance is taught alternate half terms by a specialist teacher and other PE lessons are taught by class teachers or specialist coaches.

**PSHE and Citizenship** are taught within other subjects, and no longer as a separate timetabled subject. Details of core elements are available in the staffroom. This broad menu includes; Fish Philosophy , 5Rs (attitudes for learning), United Nations Children's Rights and Responsibilities , Circle time, P4C and healthy living (e.g. nutrition, hygiene, exercise, relaxation, drug use, sex and relationships). SEAL materials may be used in lessons or as a focus for Assemblies.

**RE** is usually taught in collapsed curriculum days each term as described in the **Hipsburn RE Policy** and **Northumberland LA Scheme for RE**. In addition, there are opportunities to link RE perspectives with the cross-curriculum map e.g. St Cuthbert in Anglo Saxon studies KS2, Roman Gods with Roman history and Roman Catholicism in Mediterranean countries and Rastafarian beliefs in the Caribbean. RE days may be class based or '3 Bear Groups' (different ages) . We plan a programme of visits to various places of worship, primarily for the older children.

### **EYFS Planning Schemes**

EYFS planning is from the EYFS Statutory framework and is topic led, using Abacus Evolve as a practical frame for weekly plans.

#### Further Information

**Hipsburn Protocols for Learning** 2014 give more specific guidance at a practical level.

Dot Charlton

Approved by the Full Governing Body 18.11.14

## New Curriculum KS2 2014-2015

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Topic</b>	Anglo-Saxons & Scots	Viking invasion + Theatre	Good health  Nutrition, exercise, balance, relationships, relaxation etc.	Port of Alnmouth  (Development of Alnmouth port; trade, taxes privateers)	Brazil  (American Study; Brazil)	Coast & Sea  Environmental research project
<b>Key Event</b>	Visit Lindisfarne Team building Anglo-Saxon workshop Harvest	School performance (play) Viking drama Theatre visit Sponsored night walk Bonfire night Advent	Meet health professionals Hancock museum bone workshop Mantle of expert advice for an alien?	History walk around Alnmouth Pirate day Easter - parade	Brazilian day - carnival music, food & art Marcio Faraco Arts Festival	Alnmouth beach - Rockpooling Transition Sports Day Looking after our environment beach/school clean (?)
<b>Display &amp; Interest</b>	Anglo-Saxon art, artefacts Lindisfarne photos/leaflets/maps	Behind the scenes theatre	Teeth and Health Digestion system	Sources of information	Brazilian art, photos/maps	Coastline creatures & Plants. Environmental awareness
<b>Home links</b>	Anglo-Saxon names and places	Play parts	Food diary	Pirate challenges	Brazil learning journal tasks	Helping and supporting our local environment
<b>Curriculum focus</b>	<b>HISTORY</b> <b>PSHE</b>	DRAMA RE <b>DT</b>	<b>SCIENCE</b> <b>PSHE</b>	<b>HISTORY</b> RE <b>PSHE</b>	<b>ART/DT</b> <b>GEOGRAPHY</b>	<b>SCIENCE</b> <b>GEOGRAPHY</b>
<b>ENGLIS</b> Literacy Themes	Unit 1 (Y3) Stories with a familiar setting.  Information Text	Unit 2 (Y3) Play scripts  Instruction Text	Unit 3 (Y3) Science Fiction /Fantasy Stories  Discussion Text	Unit 1 (Y4) Dilemma Stories  Information Text	Unit 2 (Y4) Poetry  Journalistic Recounts	Unit 3 (Y4) Stories in Narrative Verse  Explanation Texts

	Comprehension	Guided reading groups Stories with familiar settings (Retelling)	Guided reading groups Scripts (Inference)	Guided reading groups Recipes & instructions (Literal Questions)	Guided reading groups Non-fiction - labels & time lines/Dilemma Stories (Prediction)	Guided reading groups Non-fiction - newspaper recounts (Clarification)	Guided reading groups Non-fiction identification keys and information texts (Evaluation)
	Phonics	Phonic reinforcement taught as part of Literacy and Language Programme or individual ReadWrite Inc. catch up groups where appropriate					
	S&L	Q & A with own experiences of holidays	Play parts	Q&A Healthy Teeth & Diet Class debate	Retelling stories	Poetry	Use drama and discussion to look at some of the serious issues behind the humour in a story
	Drama	Anglo-Saxon workshop	School play	Digestive System	The Storm	Carnival	
	Spelling	(Andrew Brodie schemes TBC)					
	Hand.						
	Grammar	Adverbs & adverbials Inverted commas Headings & sub-headings	Adverbs of time	Determiners a and an Conjunctions Adverbs & adverbials	Inverted commas	Paragraphs	Adverbials including fronted adverbials
	Composition	Write descriptions of two contrasting beach settings, from a first-person narrator's point of view. Write own entry for class A to z guide.	Develop ideas for an extended scene for a play.  Write instruction text.	Write an episode.  Write own discussion text and take part in class debate.	Write a new chapter.  Create and present own information text.	Experiment with language and create own poem.  Write newspaper report.	Create own explanations texts .
MATHS	Using & applying	Timelines Measuring distance	Measuring power	Measuring in cooking Money	Timelines	Volume	Data collection & analysis
	Abacus	A1 - E1		A2 - E2		A3 - E3	
SCIENCE	Science	Light (Y3) (reflection /shadows)	Electricity (Y4)	Animals including humans (Y4) Teeth & Digestive System	Animals including humans (Y3) Nutrition	States of matter (Y4)	Animals including humans (Y3) Skeleton, muscles & movement
	Art & Design	Start of Year display Emotions & Colour Lindisfarne Gospels & Celtic designs and patterns	Theatre boxes Vikings ships/ Viking architects Christmas gifts	Food art - texture Investigate well known artists. The arts linked to wellbeing.	Portraits - line and tone 18 <sup>th</sup> Century art to represent info. E.g. painting of Alnmouth	Brazilian Art	Life drawing Natural art - texture Observational drawing & painting
Computing		Holiday information	Short plays	Food adverts	Research	Brazilian links	Data
		Smart Learning Unit 1:		2:	3:	4:	5:

<b>Design &amp; Technology</b>	Investigate plan & cook an Anglo-Saxon meal.  Design and make light box. Cutting and fixing skills inc. Woodwork.  Harvest cooking	Investigate, plan & cook a Viking meal. Apply understanding of circuits e.g model play scene. Christmas decoration, gift and 3D card.	Understand & apply principles of healthy diet.	Investigate, plan & cook an 18 <sup>th</sup> Century meal (coffee, tea, salt, sugar?) Building with trad. Lifting systems; gears, pulleys, cams, levers & linkage	Perspectives e.g. why diff cultures eat diff foods	Seasonality - cook local foods e.g. fish	
	<b>Geography</b>	Where Anglo-Saxons originate from	Viking exploration Settlements - Globes, Maps, Places and contexts Impact on human geog & constrains/opportunities of physical geog.	Map sources of food.	River Aln	Foreign influences on our food.  Locally produced food Tides	
<b>History</b>	Anglo-Saxons invasion and life History of light.	Viking invasion - Lindisfarne	Health care now & in the past (teeth)	Alnmouth - Development of Alnmouth port; trade, taxes privateers	Aztec art? Ancient civilisations	Changes to the coastline	
<b>Languages</b>	Spanish Week	Spanish		Spanish		Spanish	
<b>Music</b>	<b>Singing</b>	Harvest songs. Play and perform (songs)	Christian, Indian (Hindu) music. Perform songs for Christmas and WW1 concert	Science songs - digestive system (listen/recall sounds with increasing aural memory)	Developing understanding of the history of music	Carnival music - appreciate and understand a wide range of high-quality live and recorded music from different traditions	Sea shanties - improvise and compose music
	<b>Instrumental</b>	Instrumental Ensemble - Northumberland Music Service (TBC)					
<b>PHYSICAL EDUCATION</b>	<b>PE</b>	Ball skills	Gymnastics - floor	Gymnastics - apparatus	Ball Skills / Team Games - Tennis / Rounders	Athletics	
	<b>Dance</b>	Miss Stewart-Stories		Miss Stewart- Homes		Miss Stewart- Morocco	
	<b>Swim</b>	Y3 Swimming lessons at Willowburn for Autumn term/ Y4 individual children to be assessed later in the year.					
<b>Not NC but statutory</b>	<b>RE Days</b>	Hinduism	Christianity	Judaism	Christianity	Islam	Buddhism
	<b>RE</b>		Celebrations; Divali Hannuka, Christingle Advent, Christmas		Easter	World religions - Brazil	

## New Curriculum KS1 2014-2015

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<b>Topic</b>	Amazing Animals	Colour & Light	Food Glorious Food	Back in Time - Childhood in the past	Springtime & Ecology - Pond Life	Urban Life - The City of Newcastle	
<b>Key Event</b>	Trip to the Zoo / animal farm, Zoo lab Visit from a range of pets & people who work with animals - Vet, Farmer, dog shelter, guide dog worker. Harvest	Nativity / Play Sponsored night walk Bonfire night Festivals - Divali, Hanukah, Christingle, Advent Village lights Church windows <i>WW1 Centenary</i>	Visit supermarket & cafe Walk to local café Cake sale Visit from chef & doctor	Beamish visit. Easter - parade	SATS! Pond project Hauxley Ponds Druridge Bay lake Environmental fact book Arts Festival	Visits to Newcastle museums, places of worship, quayside, galleries, shops	
<b>Display &amp; Interest</b>	Animal Hospital / Vets / Zoo Our pets display.	Colour & Light factory	Cafe	Victorian classroom	Garden Centre Photos, stories, descriptions	Shop	
<b>Home links</b>	Research family / neighbour pets. Collect animal facts Home bird survey	Research festivals of light	Collect menus. Data -family favourite meals. Changes in foods available.	Living history research - interview parents, grandparents and friends about childhood	Compare with ponds, wetlands, woodlands on family walks. Design a wildlife patch.	Find out about cities travelled to.	
<b>Curriculum focus</b>	SCIENCE PSHE	SCIENCE RE ART	MATHS DT PSHE	HISTORY PSHE	SCIENCE GEOGRAPHY	GEOGRAPHY RE PSHE	
<b>ENGLISH</b>	<b>Literacy Themes</b>	Non-fiction - researching animal information. Fiction - Animal, pet stories.	Poetry - light & colour Non-fiction - stars and night, <i>1914 social history</i> . (Guy Fawkes) Fiction - festival stories	Non-fiction Instructions, menus, recipes Fiction - food stories	Non-fiction - research, Questionnaires. Fiction - Traditional tales.	Non-fiction - non chronological research and information. Fiction - nature stories.	Non-fiction - research, Notices, leaflets, timetables, posters. Chronological - retell events.
	<b>Comp.</b>	R,W Inc & guided reading groups Stories about pets	R,W Inc & guided reading groups Poems	R,W Inc & guided reading groups Recipes & instructions	R,W Inc & guided reading groups Non-fiction - labels & time lines.	R,W Inc & guided reading groups Non-fiction - research	Language & Literacy & guided reading groups Non-fiction - research
	<b>Phonics</b>	Taught as part of R,W Inc. - Resist Y1 phonics assessment in June if not already passed.					
	<b>S&amp;L</b>	Q & A with pet visits. Zoo Debate	Nativity / play parts	Table manners Food courtesy	Rules for children	Present environmental information.	Settlement debate
	<b>Drama</b>	Swallow migration	Nativity	Café role play	Victorian schools		

	<b>Spelling</b>						
	<b>Hand.</b>						
	<b>Grammar</b>						
	<b>Comp.</b>	Animal fact cards Thank you	Festival cards	Menus Food diaries	Interviews	Environment non-fiction books	Recount
<b>MATHS</b>	<b>Using &amp; applying</b>	Pet surveys Animal data Feet size measuring	Shape	Measuring in cooking Money Food surveys	Compare abacus with cubes, base 10 equip and calculators.	Data	Costs, Distances Timetables
	<b>Abacus</b>	A1 - E1		A2 - E2		A3 - E3	
<b>SCIENCE</b>	<b>Science</b>	Living things - Animals including humans. Life processes, life cycles (chicken), animal young, animal classification and caring for animals.	Seasonal changes- Autumn / Winter Sources of Light Dark, shadows Reflective materials/safety	Humans - growth & keeping healthy (nutrition) Seasonal changes - winter Changing material - cooking	Everyday materials - what were toys made from - sorting. Forces - pushes & pulls with toys in the past.	Seasonal changes - summer Living things - plants & animals. Growing plants & identifying species. Habitats - local environment Food chains	Working scientifically - how did explorers travel, collect data, interpret data? Variation. Contrasting habitat.
	<b>Art &amp; Design</b>	Start of Year display Artists that use animals as inspiration Animals prints, pattern & colour Patterned elephants	Colour wheel Primary & secondary colour mixing Monochrome art Stained glass window Colours as symbols - poppies	Design & make menus, table decorations. Compare cafe/restaurant styles Food art - texture	Victorian artists and illustrators - sepia colours Portraits - line and tone	Life drawing Natural art - texture	Cityscapes - Shape and form
<b>Computing</b>		Animal research Animal Webcam	Films of festivals	Food adverts	Recording interviews	Data	Transport data
		Smart Learning Unit 1: Word		2:Pictures	3:Finding Info	5:Qu & Answers	4:Routes
<b>Design &amp; Technology</b>		Design an animal home Make a bird feeder Harvest cooking	Colour spinners Christmas decoration, gift and 3D card Design , make , review using knowledge of colour & reflective materials	Cookery Healthy foods Making choices Perspectives e.g. why diff cultures eat diff foods	Victorian technology & inventions Impact of industrial revolution on modern Britain	Gardening & growing things 3D miniature gardens Outdoor shelters.	Mapping skills
		Where pets originate from Exotic animals	Map world celebrations	Foreign influences on our food.	Maps of Britain - where Grandparents were	Our local environment mapped - School and pond	Settlements - Globes, Maps, Places and contexts

<b>Geography</b>	Zoo animals		Map sources of food. The journey of chocolate. Farming food	born/lived. Map journey to Beamish. Use plan of Beamish.	habitat areas planned. Local maps for visits.	Impact on human geog & constrains/opportunities of physical geog.	
<b>History</b>	Changing role of animal & humans through time. Working animals in the past.	WW1 centenary - social history (Guy Fawkes,Parliament Democracy) World History Nativity	Living memory How food / opportunity of supplies has changed through time Rationing - food in the past	Living memory Victorians Victorian inventors Queens Victoria & Elizabeth		How the cities change through time.	
<b>Music</b>	Harvest songs.	Yiddish, Christian, Indian (Hindu) music. Perform songs for WW1 concert and Christmas	Food / farming songs	Victorian composers. Sing traditional children's songs.	Select music for pond stories or rhymes Wildlife music	Street music	
PHYSICAL EDUCATIO	PE	Ball skills	Gymnastics - floor	Gymnastics - apparatus	Ball Skills / Team Games - Tennis / Rounders	Athletics	
	Dance	Stories		Homes and Houses		Morocco	
	Swim	Swimming lessons at Willowburn for 2 ½ terms.					
Not NC but statutory	RE Days	Hinduism	Christianity	Judaism	Christianity	Islam	Buddhism
	RE		Celebrations; Divali Hannuka, Christingle Advent		Victorian view of Christianity		Explore places of worship - different beliefs and philosophies

## New Curriculum KS1 2015-2016

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<b>Topic</b>	<b>Fantastic Farming &amp; Happy Harvest</b>	<b>Story Time, Plays &amp; Great Fire of London</b>	<b>Around the World</b>	<b>Home Sweet Home</b>	<b>The Sea &amp; Ocean Voyages</b>	<b>Fitness Fun</b>	
<b>Key Event</b>	Visit from farmer Farm visits - dairy and arable	Theatre Trip Nativity	Africa Day & drumming African Webcam	Cragside Trip	SATs! Beach Trip, Farne Islands & Grace Darling visit	Sports Day Ancient Greeks day	
<b>Display &amp; Interest</b>	Farm shop Model farm	Theatre Fire of London Christmas	Market stall Web cam Safari	Castle Small world	Pirate ship and Seaside hut Sealife	Sports centre Ancient Greek display	
<b>Home links</b>	Prepare farm questions	Share favourite traditional stories	Around the world project Share Africa webcam	Living history research - interview parents, grandparents and friends about homes.	Ocean project	Sports / athlete project	
<b>Curriculum focus</b>	HISTORY / GEOGRAPHY / D.T / SCIENCE	LITERACY / HISTORY / ART	GEOGRAPHY / LITERACY / ART	HISTORY / GEOGRAPHY / D.T /	HISTORY / GEOGRAPHY / D.T / SCIENCE	HISTORY / GEOGRAPHY / P.E / SCIENCE	
<b>ENGLISH</b>	<b>Literacy Themes</b>	Stories with a familiar setting + Poems	Traditional Stories / Plays / Labels, Lists & captions	Stories from a range of cultures / predictable & pattern lang.	Stories about fantasy worlds / Poems on a theme	Information texts / Extended Stories	Non-chronological Reports / Recounts - fact and fiction
	<b>Comp.</b>	R,W Inc & guided reading groups Stories about farms	R,W Inc & guided reading groups Poems	R,W Inc & guided reading groups African stories	R,W Inc & guided reading groups Non-fiction - labels & time lines.	R,W Inc & guided reading groups Sea Stories	Language & Literacy & guided reading groups Non-fiction - research
	<b>Phonics</b>	Taught as part of R,W Inc. - Resist Y1 phonics assessment in June if not already passed.					
	<b>S&amp;L</b>	Q & A with farm visits.	Nativity / play parts		Q & A Cragside visit.	Present Ocean project.	Present sports project
	<b>Drama</b>	Harvest	Nativity	Handa's surprise		Continents & Oceans	
	<b>Spelling</b>						
	<b>Hand. Grammar</b>						

	<b>Comp.</b>	Thank you	Festival cards	Around the world stories	Homes information	Ocean / seaside stories	Recount
<b>MAT</b>	<b>Using &amp; applying</b>	Farm measuring	Shape	Direction	Dates through time	Data	Costs, Distances Timetables
	<b>Abacus</b>	A1 - E1		A2 - E2		A3 - E3	
<b>SCIENCE</b>	<b>Science</b>	Seasonal changes- Autumn / Winter Harvest - Seeds, Healthy Eating & Grouping & Sorting Materials		Forces & Movement	Electricity	Seasonal changes - summer Living things - plants & animals. Growing plants & identifying species. Habitats - local environment. Food chains	Working scientifically - how did explorers travel, collect data, interpret data? Variation. Contrasting habitat.
	<b>Art &amp; Design</b>	Seeds, Vegetables & harvest = colour	Fire / Christmas = colour & shape	African design = line, shape & form	Homes - 3D shape & form	Sea Art = 2D form	Ancient Greeks = shape
<b>Computing</b>		Farm research Farm Webcam	Films of plays	Webcam	Recording interviews	Data	Fitness data
		Smart Learning Unit 1: Word		2:Pictures	4:Routes	3:Finding Info	5:Qu & Answers
<b>Design &amp; Technology</b>		Making bread Forms of potato	Christmas card, calendar and gift	Masks, Pinch Pots, food & Jewellery	Electric circuit design	Boats & beach art = 3D form	Mosaics Commonwealth Mascots
<b>Geography</b>		Farming and seasons	Our capital - London	Kenya, Africa. Climate, terrain, farming & land use.	Homes around the world, suited for different environments	Local coast, Coastal ecology, helping environment.	Commonwealth countries
<b>History</b>		How farming has changed with technology & changes through time.	Great Fire of London / Christmas Traditions	NA	Life before electricity	Grace Darling	Ancient Greeks
<b>Music</b>		Harvest songs.	Perform songs for Christmas	African beats / songs		Sea shanties	National Anthems
<b>PHYSICAL EDUCATION</b>	<b>PE</b>	Ball skills	Gymnastics - floor	Gymnastics - apparatus	Ball Skills / Team Games - Tennis / Rounders		Athletics
	<b>Dance</b>	?		?		?	
	<b>Swim</b>	Swimming lessons at Willowburn for 2 ½ terms.					
<b>Not NC but statutory</b>	<b>RE Days</b>	Hinduism	Christianity	Judaism	Christianity	Islam	Buddhism
	<b>RE</b>		Celebrations; Divali Hannuka, Christingle Advent		Victorian view of Christianity		Explore places of worship - different beliefs and philosophies

## New Curriculum KS2 2015-2016

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<b>Topic</b>	Early History of Alnmouth	European study: France +Italy & Spain	A financial enterprise involving nutrition e.g. café, pet food sales	Roman impact on Britain	Garden project - plan, plant and nurture allotment crops	St Lucia	
<b>Key Event</b>	Visit a hill fort. Howick? Construct ancient settlement in school grounds + natural materials	Meet & listen to native French speakers. Watch a film with sub-titles e.g. La Gloire de Mon Pere	Work towards an event	Vindolanda, Roman wall. Visit industry using gears, pulleys etc. e.g. Boat yard?	Visit local gardens. Heighlygate visit  Forest day?	Carnival procession around grounds with percussion & costumes.	
<b>Display &amp; Interest</b>	Outdoor shelters. Indoor model settlement	Maps, artefacts	Set up a café, shop or ....	Roman display	Recipes, menus, planting instructions, drawings and photos of crops	Maps, photos, travel info, timetables, books, music & art	
<b>Home links</b>	Collecting Rocks	Bring artefacts	Invite parents with expertise to give talks/ act as mentors	Design & make at home	Bring photos and info about family gardens. Digging for victory stories & memories	Learning journal tasks	
<b>Curriculum focus</b>	HISTORY / GEOGRAPHY / D.T. / SCIENCE	LITERACY / GEOGRAPHY / ART	MATHS/ D.T.	HISTORY/ GEOGRAPHY / D.T. /	SCIENCE/ D.T. / HISTORY	GEOGRAPHY / SCIENCE/ ART	
<b>ENGLISH</b>	<b>Literacy Themes</b>	Unit 4 (Y3) Poem  Explanation Texts	Unit 6 (Y3) Folktale  Biography & Autobiography	Unit 5 (Y3) Mystery story  Non-Chronological Report	Unit 4 (Y4) Playscript  Evaluating Evidence	Unit 5 (Y4) Story with a historical setting  Newspapers	Unit 6 (Y4) Story from another culture  Persuasive Writing
	<b>Comprehension</b>	Poems	Folktales	Reports	Plays	Newspapers	St Lucian stories
	<b>Phonics</b>	Taught as part of R,W Inc. - Resist Y1 phonics assessment in June if not already passed.					
	<b>S&amp;L</b>	Learn section of a poem & perform in a dramatic way.	School Play	Listen to audio biographies and discuss			
	<b>Drama</b>	Harvest	School Play	How to create mystery & suspense	Junior Detective	Victorian drama	Film trailer
	<b>Spelling</b>	(Andrew Brodie schemes TBC)					
	<b>Hand.</b>						
	<b>Grammar</b>	Prefixes	Adverbs & Word families	Prepositions	Plurals	Standard English	Nouns & pronouns

			Sentences Perfect tense	Paragraphs	Possession & apostrophes		
	<b>Composi tion</b>	Write a poem using water imagery & unusual combinations of words.	Write a dramatic and compelling mystery story. Write a non-chronological report.	Write a folktale in a new setting. Write biographies for a website of stories.	Write an ending for a new playscript based on the traditional tale of Rumpelstiltskin.	(Unit story from Victorian times) Children explore setting and use it to inspire own writing. Write class entry for class newspaper set in the Victorian era.	Write an additional episode using ideas and techniques explored. Design poster & trailer for new film.
<b>MATHS</b>	<b>Using &amp; applying</b>	Measuring using standard & non standard units		Money & measuring weight Data - profit/loss	2D & 3D shape, Tessellation, Mosacis, Roman clocks Roman numerals	Time, seasons, measuring growth	
	<b>Abacus</b>	A1 - E1		A2 - E2		A3 - E3	
<b>SCIENC</b>	<b>Science</b>	Rocks (Y3) Rocks, fossils, organic matter	Forces & Magnets (Y3)	Sound (Y4)	All living things (Y4)	Plants (Y3)	Living things and their habitats (Y4)
	<b>Art &amp; Design</b>	Design a simple village/map 3D	Famous artists Renoir, Gaudi, Picasso	Investigate & design adverts	Mosaics	Outdoor sculptures, clay models, natural materials	St Lucian art Mardi Gras
	<b>Computing</b>	Word - Poems	Audio Biography & Autobiography	Create Adverts	Images and Patters using ICT	Garden design	Film Trailers
		Smart Learning Unit 1:		2:	4:	3:	5:
	<b>Design &amp; Technology</b>	Cooking foods outdoors. Stiffening & reinforcing early homes + modern methods. Cutting & fixing skills + willow	Explore food from other countries. Investigate, design, make evaluate gift using magnets. Generate and develop ideas	Focus on preparation and cooking savoury dishes.	Building tradition lifting systems; gears, pulleys, cams, levers & linkages.	Learn about herbs to flavour foods for health. Experiment cooking plain foods with various herbs.	Investigate and design a model house for Caribbean climate (hot & wet) or Carnival costume for Mardi Gras
	<b>Geography</b>	Natural resources. Location of hill forts in relation to hills and water supplies. Access to sea. Earthquakes & volcanoes,	European regional study; location, resources, regions, capitals, natural resources, climate, tourism.		Location & natural resources of Italy. Track journeys. Compare climate. Roman settlements that survive.	Locational knowledge; latitude, equator, time zones & impact on climate and growth.	Location, equator, tropics, physical, human, climate, maps, comparisons

		plate, tectonics.					
<b>History</b>		Britain from Stone Age to Iron Age + local references e.g. hill, forts	Celts (brief study) link to Celtic influence on Brittany		Roman Empire and Impact on Britain + local references & Hadrians wall	Digging for victory stories & memories	Slave trade & history of St Lucia.
<b>Languages</b>		Spanish		Spanish		Spanish	
<b>Music</b>		Harvest songs.	Perform songs for Christmas	Listen/recall sounds with increasing aural memory (link to sound topic Science)	Improvise and compose music.	Developing understanding of the history of music	National Anthems Carnival music - appreciate and understand a wide range of high-quality live and recorded music from different traditions
		Instrumental Ensemble - Northumberland Music Service (TBC)					
<b>PHYSICAL EDUCATION</b>	<b>PE</b>	Ball skills	Gymnastics - floor	Gymnastics - apparatus	Ball Skills / Team Games - Tennis / Rounders		Athletics
	<b>Dance</b>		Miss Stewart		Miss Stewart		Miss Stewart
	<b>Swim</b>	Y3 Swimming lessons at Willowburn for Autumn term & Y4 to be assessed later in the year.					
<b>Not NC but statutory</b>	<b>RE</b> <b>Days</b>	Hinduism	Christianity	Judaism	Christianity	Islam	Buddhism
	<b>RE</b>		Celebrations; Divali Hannuka, Christingle Advent, Christmas		Easter		Explore places of worship - different beliefs and philosophies

Hipsburn First School Lesson Plan

Year? Subject? Date?

<p><b>Context</b> (e.g. source of learning objective - National Curric English Y3topic or area of maths, lesson 3 of 5,)</p>	<p><b>Prior learning</b> (Copy from previous learning summary)</p>	
<p><b>Learning Objective/s</b> (What are we learning today? WALT from previous 'next steps')</p>	<p><b>Success criteria</b> (Copy or link directly to previous 'next steps'. Consider WILF 'What I'm looking For', 1,2,3 stars, 'must, should ,could' to include everyone and offer increasing challenges)</p>	
<p><b>Activities</b></p> <p>Introduction (time?)</p> <p>Task/s (time?)</p> <p>Plenary (time? Sort out misunderstandings and ask for explanations to evaluate understanding)</p>	<p><b>Resources</b></p>	
	<p><b>Support and challenge</b> (e.g. menu of activities, extended challenges in success criteria, open questions directed at appropriate children to help their thinking)</p>	
	<p><b>Inclusion</b> ( e.g. can everyone see/hear? Does anyone need to sit by an adult for reassurance/guidance?)</p>	
<p><b>Learning assessment</b> ( How will learning be evaluated? E.g. discussion, demonstration, individual whiteboards, recorded writing or drawing, sorting exercise etc.)</p>	<p><b>Class management strategies</b> (Note up to 5 management strategies that currently work well with this class. Highlight a key strategy. Revise periodically but don't rewrite unless you need to)</p>	
<p><b>Learning summary</b> (WILF with comments; make notes here on specific progress of groups/individuals and note class lists if available. Consider:</p> <p>WALT 1: all</p> <p>WALT 2: most</p> <p>WALT: Children J, K, L</p>	<p><b>Next steps</b> ( What is needed next? Cut and paste to prior learning for next lesson)</p>	
<p>Not quite got it</p>	<p>Got it!</p>	<p>Achieved next steps</p>

<i>Children A, B and C</i>	<i>Everyone else</i>	<i>Children J, K and L</i>	
<i>Or</i>			
<i>WALT 1</i>	<i>WALT 1 &amp; 2</i>	<i>WALT 1,2 &amp; 3</i>	
<i>Child A,B,C</i>	<i>D,E,F,G,H,I</i>	<i>J,K,L</i>	