

Annie Lennard Primary School Curriculum Statement

Our curriculum has been redesigned in light of the new National Curriculum. We provide rich, memorable and engaging experiences with key features being the use of active learning methods, the outdoor environment, a range of interesting visitors and workshops and exciting visits to relevant places. Work is closely matched to the children's needs.

Key Stage 1 and 2 curriculums

KS1 and KS2's planning is based upon the new National Curriculum.

Long Term Planning

Each year group's long term plan/ Curriculum map outlines themes for the year and for subjects.

Medium Term Planning

Each term and in some cases half termly a more detailed outline of activities and objectives are planned for.

Short Term Planning

Daily plans detail objectives, assessment opportunities, differentiation and all are informed through on-going assessments.

New Curriculum overview 2015-16 (KS1 & KS2)

Yr	Autumn		Spring		Summer
1	<p><u>ALL ABOUT ME</u> Animals, including humans (SC) Self Portrait - Van Gogh/Rembrandt/Goya/Hockney (A) Countries and capital cities of the UK (G) Geography of the School Toys now and in the past</p>	<p><u>ONCE UPON A TIME</u> Animals, including humans (SC) Making castles (DT) Homes now and in the past (H)</p>	<p><u>SPACE AND THE NIGHT SKY</u> Investigating materials – weaving(A) Moving pictures (DT) Seasonal and daily weather patterns (G) Moon landing and Neil Armstrong (H) Everyday materials (SC)</p>		<p><u>FOOD AND FRANCE</u> Healthy food from France(DT) Countries and capital cities of the UK (G) Plants (SC) Country comparison (G) Transport to other countries (G) What is sculpture? – 3d form (A) Seasonal changes and Weather (SC) Plants (SC)</p>
2	<p><u>CHARLIE AND THE CHOCOLATE FACTORY</u> Use of everyday materials (SC) Design a chocolate bar and wrapper and make giant sweets to hang from the ceiling. (papier mache or modroc)(DT) Portraits – Da Vinci(A)</p>	<p><u>FIRE!</u> Great Fire of London (H) Guy Fawkes and the Gun powder plot (H) Map work for UK (G)</p>	<p><u>ON THE MOVE</u> Needs of animals and humans. (SC) Printing with wheels/pattern/texture – link to Mondrian (A) Map work – continents, oceans, hot/cold places in relation to equator, north pole, south pole.G</p>	<p><u>KEEPING HEALTHY</u> Needs of animals and humans. (SC) Healthy snacks (DT) Florence nightingale and Edith Cavell (H)</p>	<p><u>OUR LOCAL ENVIRONMENT</u> Living things and their habitats/simple food chains (SC) Plants (SC) Environmental Art/Andy Goldsworthy (A) Bridges (DT) The United Kingdom and the world (G)</p>
3	<p><u>BRITAIN THROUGH TIME</u> Stone Age to Iron Age (H) Geography of the UK and its changes, including map work(G) Rocks (SC) Light (SC) Natural materials and cave paintings on tiles(A) Paleo food for today (DT)</p>		<p><u>ROMANS IN BRITAIN</u> Roman empire and its impact on Britain (H) Map work skills (G) Forces and Magnets (SC) Photographing, Sketching and making Roman artefacts from malleable materials – oil lamps/pinch pot method Construction - Aqueducts/chariots (DT)</p>		<p><u>MOVE AND FLOW</u> Map work and Water Cycle (G) Plants, Animals including Humans – skeleton, muscles and nutrition(SC) Collage (A) frottage – max Ernst/Matthew Crusick. Skeletons Hinges and joints (DT)</p>
4	<p><u>ANCIENT GREECE</u> Ancient Greece and its influence on the western World. (H) Living things and their habitats (SC) Animals, including Humans (SC) Greek style statues – 3d work (A) Clothing and dress in ancient Greece.(DT)</p>		<p><u>INDUSTRY</u> Local History Study – The Black Country (H) States of Matter (SC) Electricity (SC) Study of work of LS Lowry (A) Local craft and industry – JEWELRY QUARTER (DT)</p>		<p><u>EUROPE & THE UK</u> Comparison to a European country (G) Mountain ranges and earthquakes (G) Sound (SC) Study of the work of Picasso(A) Healthy cooking from different countries – assemble and disassemble foods (DT)</p>
5	<p><u>THE INDUS VALLEY</u> Early Civilizations – The Indus Valley (H) Key physical characteristics (G) Locate Worlds Countries (G) Materials, inc reversible changes (SC) (DT)</p>		<p><u>ANGLO-SAXONS, VIKINGS AND SCOTS</u> Anglo-Saxons, Scots and Vikings (H) Locate countries of the World (G) Earth and Space (SC)</p>		<p><u>SOUTH AMERICA</u> South America compared to UK. (G) Locate worlds countries (G) Rivers, climate zones, economic activity and trade links.(G)</p>

	3d clay work – coil pots with designs on (A)	Forces – gravity, resistance, levers, pulleys, gears. (SC) Staffordshire hoard inspired focus – digital art/printing designs(A) Viking/Saxon Toys and games(DT)	Habitats – life cycles (SC) Human changes (SC) Collage/weaving crosses (A) Food and hygiene (DT)
6	WORLD WAR! – street party The World Wars (H) Classification of plants, animals and micro-organisms Animals, inc humans – circulatory systems, diet, exercise and lifestyles, nutrient transportation in animals. (SC) Evolution/inheritance (SC) War time toys and games (DT) Drawing detail – making botanicals(A)	EAST MEETS WEST Study of Early Islamic civilisation, including Baghdad c900AD. (H) North America contrast to UK and other countries studied. (G) The Globe – longitude, attitude, equator, northern hemisphere, southern Hemisphere, tropics, arctic and Antarctic circles and time zones including day and night. Light – eyes and shadows Electricity (SC) Textiles/sewing – patterns, printing, class work for a wall hanging, maps in fabric. (A and DT)	

Curriculum

English and Maths are taught at least 3 times a week, lessons are differentiated at least 3 ways. Where necessary gifted and talented pupils move to the next year group for these lessons. Each class has 2 taught sessions of PE per week. PE is taught by specialist coaches. ICT is an integral part of the curriculum; each class has a mini suite which can be accessed at any time. Other opportunities are also made in other areas of the curriculum to apply their skills. All other areas of the curriculum are taught through a thematic/ topic based approach. When planning this, objectives are taken directly from the National Curriculum. Where appropriate certain subjects are taught discreetly.

Phonics

In Nursery the SALLEY program is followed alongside phase 1 phonics from letters and sounds
In Reception & KS1 we follow the Letters and sounds program.
For any child who is struggling Jolly phonics is used as an intervention.
Children in KS1/2 are grouped according to the phase they are working on not the year group they are in.
Phonics is taught on a daily basis.

Reading

The school reading scheme uses a colour banded approach, books are sourced from a variety of publishers which include fiction, non-fiction, poetry and plays to ensure children receive breadth of reading experiences.

Individual reading/ at home and in school

Children are heard to read in school at least once a week. This book goes home and is then shared with parents. Both school and home record their reading progress in a home school diary. School also keep records that track progress as a master. Children can change their book as often as is needed and they are encourage to read every night at home.

Guided reading

Guided reading happens once a week, children read in a group with other children of a similar ability, this allows specific reading skills to be taught. The children also take this book home to share and homework is set around this book.

Reading targets

Children all have reading targets to track progress; it also allows them ownership of their own learning.

Reading assessment

At the end of a colour band an assessment is carried out to confirm the child is ready to move to the next band. This assessment also looks at the reading strategies they are using and aids target setting. We use a miscue analysis approach for this. We also use the SALFORD reading assessment to generate a reading age for each child. Any child who falls below their chronological age is then monitored and interventions put into place.

Early Years Curriculum

Early Year's Planning is based on the new EYFS framework

Long term planning

Nursery Long Term Curriculum Overview

Nursery	PSED	PD	CD	KUW						CLL Focus	PSRN Topics
				Science	History	Geography	ICT	RE	D&T		
Aut 1 Ourselves and The Senses	New Beginnings	Ways of moving Dance	Painting (face/body) Drawing (face/body) Collage /textures	5 senses	Baby to adult My family	Home Environment Where I live Houses and homes	Paint prog	Me and my senses (LCP)	Cooking telephones	Letters, words and sentences	Pattern 2D shapes
Aut 2 Colour, light and christmas	Say no to bullying	Dance	Cards Calendars Divas Colours and colour mixing	Light and dark Colour changes	Christmas story Bonfire Night	School environment	Mouse control	Christmas story Diwali Special Times (LCP)	Cooking Cards Calendars Santas workshop	Traditional stories	3D shapes Sorting
Spring 1 Nursery rhymes	Getting on and falling out	Games Small app	Patterns and shapes in the environment Spider webs	Magnets	Sequencing Night and day (LCP)	Our outdoor environment	Prog toys	Special objects (LCP)	Cooking Build a wall for humpty	Rhymes	Length and height
Spring 2 Growing	Going for Goals	Games Large app	Observational drawing	Growing Conditions of growth	Growth Sequencing	Growing beans – sequencing Food from other countries	Navigate a prog	Our beautiful world (LCP)	Cooking Easter cards	Non fiction	Capacity
Summer 1 Materials	Good to be me	Gym	Collage 3D models	Materials and their properties Waterproof Predict and test	Clothing (LCP)	Where do things come from? Eg milk, wood, oranges, etc	Camera	Special places (LCP)	Making wooden constructions Hammers and nails	Poetry	Money
Summer 2 Toys	Changes	Gym	Sound stories Printing	Forces Push and pull	Old/new toys	Play maps Road safety	Remote control toys/ toys using batteries	Noahs Ark Special words (LCP)	Ramps Wheels Moving toys	Narrative	Weight

Reception Long Term Curriculum Overview

	PSED	PD	EA&D	Understanding the World						Literacy Focus	Maths Topics
				Science	History	Geography	ICT	RE	D&T		
Aut1 Ourselves and the senses	New beginnings	Ways of moving	Painting / drawing (face and body) collage	Our bodies	All about me baby to adult My family	Where I live Houses and hone	Paint	Belonging Harvest Making friends	Cooking telephones	Letters Words and sentences Character description	Patterns Sorting Number Calculations
Aut 2 Colour light and Christmas	Say no to bullying	Dance	Cards Calendar Divas Colour mixing	Light sources Colour changes	Christmas story Guy Fawkes	Around the world with Santa	Mouse control	Christmas story Diwali Special books	Cooking cards Calendars Santas workshop	Instructions	2d/3d shape Pattern Sorting Number Calculations
Sp1 Traditional stories	Getting on and falling out	Gym/ large apparatus	Observational drawing	Magnets	Sequencing	Positional language directions routes	Programmable toys/ camera	Beginnings (LCP)	Cooking Puppets Making bridges	Rhyming	Money Height 2d/3d shape Length Number Calculation
Sp2 Life cycles	Going for goals	Games/ small apparatus	Symmetry patterns	Life cycles Butterflies Frogs Plants Humans	Life cycles Seasons	Habitats	Navigate a program	Easter Living things	Cooking Easter cards	Non fiction	Number Calculation Weight Capacity Money Time

Su1 Animals	Good to be me	Gym/ small apparatus	Camouflage water colour paints Colour mixing	Animals		British animals/ animals from other countries	Keyboard skills	Noah's Ark	Masks Jointed animals	Poetry	Number Calculatio n Money Height 2d/3d shape Time
Su2 Transport	Changes	Games/ large apparatus	3d models Observation al drawing	Weather Forces Floating/ sinking	Old new transport	Mapping and modelling	Adding text to pictures Log on and off	Friends (who were friends with Jesus?)	Ramps Wheels Moving toys Boats	Narrative	Number Calculatio n Weight Length Capacity Money Time

At the start of a topic the children will help to produce a mind map to show what they already know and what they would like to find out. Planning will then be adapted accordingly and children's particular interests.

Medium Term Planning

Each half term has a thematic approach again covering all areas of learning

Weekly planning

Throughout the week we cover all seven areas of learning including the prime and specific areas. On-going assessment of all children informs this planning and we use this information to set the children's next steps. Enhanced provision allows us to accommodate for children's own interests

Organisation of Nursery curriculum

Each day begin with Write and phonics/ SALLEY. Next is child initiated activities both indoors and outdoors, including access to the reception class. At least 1 adult focussed activity is planned for each session which over the week will cover the 7 areas of the curriculum, the prime areas running through all of them. Some of these activities are planned to take place outside. SALLEY, a phonological awareness programme, is covered every day, alongside phase 1 letters and sounds. A maths focus family time also happens on a daily basis. Physical development is addressed during the daily child initiated times, with other fine motor and gross motor activities planned within the inside and outside classroom.

Reception Curriculum

The daily timetable is divided into: One third teacher led, one third teacher directed, one third child initiated. This is achieved by both morning and afternoon sessions of child initiated time which is either indoor/outdoor or free flow between Nursery and Reception. During this time adults are carrying out observations, being a play partner or carrying out a skills activity. Teacher led time - includes Write Dance, Phonics/SALLEY/Maths Family Times. Focused activity time during in which we cover the six areas of learning incorporates teacher led, teacher directed, and child initiated opportunities. All of the above can be accessed through our indoor and outdoor environment.

We work alongside the SENCO and with outside agencies to help support children with specific needs. A maths and language intervention group is carried out at least 3 times a week.