




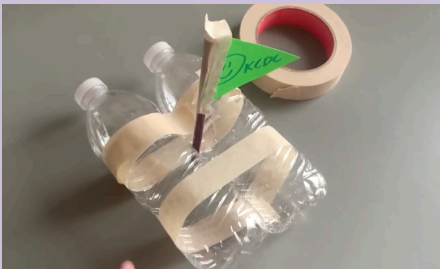





## Curriculum Content on a Page

Autumn 2023	Spring 2024	Summer 2024
Autumn 1 – 8 weeks Autumn 2 - 7 weeks	Spring 1 - 5 weeks Spring 2 – 5 weeks	Summer 1 – 7 weeks Summer 2 – 7 weeks
<b>Seaside and Seas</b> 	<b>Our Island, Your Island</b> 	<b>Why did elephants live in Leamington Spa?</b> 
<b>Key vocabulary:</b> Victorian Queen Victoria tourist attractions promenade pier steam train entertainment bathing machines beach seaside coastline mainland town aerial map United Kingdom Britain habitat cliff coast sea ocean marine port harbour plastic pollution physical features human features	<b>Key vocabulary:</b> island Tanzania Harbury Africa United Kingdom town village city church vegetation farm house rural urban factory capital city mountain continent Europe Non-European East South North West compass equator globe atlas	<b>Key vocabulary:</b> Royal Leamington Spa elephant bridge river Samuel Lockhart Queen Victoria circus The Three Graces The Elephant Wash aerial map locality local area village town city landmarks country United Kingdom England Scotland Wales Northern Ireland past present
<b>Outcome</b> Whole class display (plastic in oceans)	<b>Outcome</b> Letters sent to children in Tanzania	<b>Outcome</b> Information booklet about Leamington to send to the museum
<b>Love in Action</b> Environment Protecting our seas <b>Wow Day</b> Visitors into school to talk about holidays in living memory- 1940s Visitor in to talk about recycling <a href="https://schools.warwickshire.gov.uk/education-resources/waste-education-schools">https://schools.warwickshire.gov.uk/education-resources/waste-education-schools</a>	<b>Love in Action</b> Diversity Write to Nawali in Maafa Tanzania <b>Wow Day</b> Walk around Harbury Heritage room talk with Bill Timpson	<b>Love in Action</b> Our community Diversity <b>Wow Day</b> Visit to Leamington Spa
<b>Reading - Key texts</b>	<b>Reading - Key texts</b>	<b>Reading - Key texts</b>
<ul style="list-style-type: none"> <li>At the Beach</li> <li>The Storm Whale</li> <li>One Plastic Bag</li> </ul>	<ul style="list-style-type: none"> <li>Jelly Beans</li> <li>The Cheetah and Hope</li> <li>There's a Rangan in my bedroom</li> <li>And Tango Makes Three</li> <li>The Lion Inside</li> <li>The Proudest Blue</li> </ul>	<ul style="list-style-type: none"> <li>Circus</li> <li>Elephants in Leamington Spa</li> <li>You can't take an elephant on the bus</li> <li>Elma</li> <li>Queen Victoria's Bathing Machine</li> <li>The Little Queen</li> <li>Queen Victoria</li> </ul>
<b>Traditional Tale</b> The gigantic turnip	<b>Traditional Tale</b> The Three Billy Goats Gruff	<b>Traditional Tale</b> Goldilocks

Writing		
<u><b>Autumn 1</b></u> <ul style="list-style-type: none"> <li>Non-fiction - Postcard</li> <li>Non-fiction - Instructions (How to care for a storm whale)</li> <li>Narrative - Storm Setting Description</li> </ul>	<u><b>Spring 1</b></u> <ul style="list-style-type: none"> <li>Narrative - Retell</li> <li>Non-fiction - Letter (to a child in Tanzania)</li> <li>Poetry</li> </ul>	<u><b>Summer 1</b></u> <ul style="list-style-type: none"> <li>Narrative - Circus Setting Description</li> <li>Non-fiction - Instructions (How to care for a circus elephant)</li> <li>Poetry</li> </ul>
<u><b>Autumn 2</b></u> <ul style="list-style-type: none"> <li>Narrative - Retell a traditional tale</li> <li>Non-Fiction - Information report on plastic in the ocean</li> <li>Poetry - Seaside Poetry</li> </ul>	<u><b>Spring 2</b></u> <ul style="list-style-type: none"> <li>Narrative - Retell a traditional tale</li> <li>Non-fiction - Recount of walk around Harbury</li> <li>Poetry</li> </ul>	<u><b>Summer 2</b></u> <ul style="list-style-type: none"> <li>Narrative - Retell a traditional tale</li> <li>Non-fiction - recount of trip to Leamington Spa</li> <li>Poetry</li> </ul>
Maths - White Rose		
Science		
Biology: Plants and Animals including humans Chemistry: Everyday Materials Earth Science: Seasonal Changes		
WORKING SCIENTIFICALLY		
During the year, pupils are taught to use practical, scientific methods, processes and skills.		
Seasonal Changes - throughout the year		
<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>		
<u><b>Autumn 1</b></u> <p style="text-align: center;"><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<u><b>Spring 1</b></u> <p style="text-align: center;"><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<u><b>Summer 1</b></u> <p style="text-align: center;"><u>Plants</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>
<u><b>Autumn 2</b></u> (see above)	<u><b>Spring 2</b></u> (see above)	<u><b>Summer 2</b></u> (see above)
Art and Design		
Painting seascapes	Environmental art Natural sculptures	Recreate Leamington Spa using printing blocks
<p style="text-align: center;"><u><b>Painting</b></u></p> <p>Use the senses to explore a range of painting materials, <b>e.g. thick, thin, ready mix, powder finger paints etc</b></p> <p>Use everyday objects to make marks in paint, <b>e.g. cotton reels, sticks, wheels on cars etc</b></p> <p>Explore what happens when colours are mixed together.</p> <p style="text-align: center;">Artists: Van Gogh, Deborah Chapin (similar style to Van Gogh)</p>	<p style="text-align: center;"><u><b>3D modelling</b></u></p> <p>Use the senses to explore a range of modelling materials, <b>e.g. salt dough, play dough, junk modelling materials etc</b></p> <p>Use everyday objects to make marks in modelling materials <b>e.g. cotton reels, sticks, wheels on cars etc</b></p> <p style="text-align: center;"><u><b>Textiles</b></u></p> <p>Use the senses to explore a range of textiles and materials <b>e.g. wool, cotton, felt etc.</b></p> <p>Use a range of every day fabrics and materials to create pictures.</p> <p style="text-align: center;">Artist: British artist- Andy Goldsworthy, Robert Smithson (American but inspired Andy Goldsworthy)</p>	<p style="text-align: center;"><u><b>Printing</b></u></p> <p>Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc. Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc</p> <p style="text-align: center;"><u><b>Drawing</b></u></p> <p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc.</p> <p>Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc.</p> <p style="text-align: center;">Artists: Paul Klee, Andy Warhol, William Morris, Doris Scull</p>

	<p><b>The Inspiring Story of Clementine Hunter -</b></p>  <p>The Inspiring Story of Clementine Hunter - How a former cotton picker became one of the most important folk artists of her time Clementine Hunter may not have been a trained artist, but the self-taught former field hand became a household name in her home state of Louisiana for her bright, whimsical depictions of plantation life in early the 20th century.</p> <p><b><u>Painting</u></b></p> 	<p><i>Welwyn Garden City, block print designed by Doris Scull for Footprints</i></p>
<b>Values</b>		
<p><b><u>Autumn 1 – Love &amp; Respect</u></b></p> <p><b><u>Autumn 2 – Love &amp; Generosity</u></b></p>	<p><b><u>Spring 1 – Collaboration &amp; Hope</u></b></p> <p><b><u>Spring 2 – Perseverance &amp; Forgiveness</u></b></p>	<p><b><u>Summer 1 – Thankfulness &amp; Friendship</u></b></p> <p><b><u>Summer 2 – Trust &amp; Compassion</u></b></p>
<b>Computing – Project Evolve Online Safety</b>		
<p><b>Self-Image and Identity /Copyright and Ownership</b> Book Creator Ipad</p> <p><b>Online Relationships</b> BLUEBOTS/ Beebot App</p>	<p><b>Online Reputation</b> Daisy Dinosaur/Scratch Junior</p> <p><b>Online Bullying</b> Typing Dance Mat Typing Spreadsheets (1.8)</p>	<p><b>Managing Online Information</b>  Algorithms/Coding (1.7)</p> <p><b>Health, Well-being and Lifestyle/Privacy and Security</b>  Animated Story Books (1.6)</p>
<b>RE – Understanding Christianity and Warwickshire Agreed Syllabus</b>		
<p><b><u>Autumn 1</u></b></p> <p><b>God</b></p> <ul style="list-style-type: none"> <li>What do Christians believe God is like?</li> </ul> <p><b><u>Autumn 2</u></b></p> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>Why does Christmas matter to Christians?</li> </ul>	<p><b><u>Spring 1</u></b></p> <ul style="list-style-type: none"> <li>What does it mean to belong to a faith community?</li> </ul> <p><b><u>Spring 2</u></b></p> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>Why does Easter matter to Christians?</li> </ul>	<p><b><u>Summer 1</u></b></p> <ul style="list-style-type: none"> <li>Who is a Sikh and what do they believe?</li> </ul> <p><b><u>Summer 2</u></b></p> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>What is the good news that Jesus brings?</li> </ul>

Design and Technology		
<p><b><u>Design a product from recycled materials</u></b></p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Structures</u></b></p> <p>Explore and investigate a range of simple, large scale construction materials, e.g. cardboard boxes.</p> <p>Explore building, bridges and towers using large and small-scale construction materials, e.g. Duplo, cardboard boxes.</p> <p>Make simple 2D structures using straws.</p> <p><b><u>Mechanisms</u></b></p> <p>Use junk modelling materials to build boxes.</p> <p>Use simple construction materials to make a vehicle.</p>  	<p><b><u>Cooking traditional food from non-European country- fruits from tropical countries</u></b></p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Food technology</u></b></p> <p>Sort fruit and vegetables by taste, shape, size, colour, texture and simple food groups, e.g. meat, vegetables etc.</p> <p>Talk about the changes that take place when food is shaped and mixed.</p> <p>Use basic tools to cut, shape and mix, e.g. cutters and whisks.</p>  <p>Fruit kebabs</p>	<p><b><u>Making puppets- either linked to traditional tales or circus characters</u></b></p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Textiles</u></b></p> <p>Explore, sort and group textiles by texture and colour etc</p> <p>Cut and stick fabrics together</p> <p>Apply simple finishing techniques, e.g. fabric crayons, gluing on feathers etc.</p> 
History		
<ul style="list-style-type: none"> <li>Changes within Living Memory</li> <li>Popularity of Victorian Seaside</li> <li>Victorian seashores- Lives of significant individuals- Queen Victoria</li> <li>Interview grandparents/elderly residents in Harbury about their holidays</li> </ul>	<ul style="list-style-type: none"> <li>The history of Harbury School</li> <li>Historical walk around Harbury</li> <li>Comparison between Harbury and Tanzania</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in Harbury and Leamington</li> <li>Significant historical events, people and places in their own locality (Sam Lockhart)</li> <li>The lives of significant individuals in the past</li> </ul>
Geography		
<ul style="list-style-type: none"> <li>Locate UK holidays on a map</li> <li>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas</li> <li>Human and physical features of a small area of the United Kingdom AND a non-European country (eg. Mexico)</li> <li>Identify seasonal and daily weather patterns.</li> <li>Use aerial photographs</li> <li>Sustainability- Environmental geography- Reducing plastic in the ocean</li> <li>Look at World Oceans Day</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and observation and geography of Harbury School</li> <li>Key human and physical features of the school and surrounding environment</li> <li>Hot and Cold Location Vocabulary</li> <li>Hot and Cold locations</li> <li>Identify seasonal and daily weather patterns in the UK and a contrasting non-European country</li> <li>Name and locate the world's 7 continents and 5 oceans</li> </ul>	<ul style="list-style-type: none"> <li>Locate Harbury on a map</li> <li>Use simple compass directions and directional language to describe routes on a map</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features</li> <li>Identifying human and physical features of a locality</li> <li>To divide their own simple map using simple symbols in a key</li> </ul>



	<ul style="list-style-type: none"> <li>Use world maps and globes</li> </ul>	
<b>Music – Charanga</b>		
<ul style="list-style-type: none"> <li>Hey you</li> <li>Rhythm in the way we walk and Banana Rap</li> </ul>	<ul style="list-style-type: none"> <li>In the Groove</li> <li>Round and round</li> </ul>	<ul style="list-style-type: none"> <li>Your Imagination</li> <li>Reflect, Rewind, Replay</li> </ul>
<b>Physical Education – Get Set PE</b>		
<u><b>Autumn 1</b></u> <ul style="list-style-type: none"> <li>Indoor - Fundamentals</li> <li>Outdoor – Ball Skills</li> </ul>	<u><b>Spring 1</b></u> <ul style="list-style-type: none"> <li>Indoor - Fitness</li> <li>Outdoor – Send &amp; Receive</li> </ul>	<u><b>Summer 1</b></u> <ul style="list-style-type: none"> <li>Indoor – Team building</li> <li>Outdoor – Athletics</li> </ul>
<u><b>Autumn 2</b></u> <ul style="list-style-type: none"> <li>Indoor – Gymnastics</li> <li>Outdoor – Target Games</li> </ul>	<u><b>Spring 2</b></u> <ul style="list-style-type: none"> <li>Indoor - Dance</li> <li>Outdoor – Strike &amp; Field</li> </ul>	<u><b>Summer 2</b></u> <ul style="list-style-type: none"> <li>Indoor - Yoga</li> <li>Outdoor - Swimming</li> </ul>
<b>PSHE - Jigsaw</b>		
<ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Me</li> <li>Celebrating Differences</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>