



## Lynch Hill Primary School Academy

### Aim High, Work Hard and Care Deeply

**Curriculum Overview:** To teach the curriculum is the role of the teacher. To provide an environment that gives the child enrichment for Life's journey is the role of an educator.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Assemblies and Values of the term</b>	<b>Special assemblies:</b> <b>September</b> - Welcome back, Roald Dahl day, European day of languages. <b>October</b> - World space week, World mental health day, Black History, safer internet day. <b>November</b> - Remembrance Day, Anti-bullying week, Road safety week. <b>December</b> – Christmas. <b>January &amp; February</b> - Random act of kindness day. Safer internet day. <b>March</b> - World Book Day, British science week. <b>April</b> - St George's day, Ramadan. <b>May</b> - Mental Health Awareness week, Eid, <b>June</b> - World Environment day, World refugee day, Healthy eating week. <b>July</b> - Moving on. <b>Celebrating achievements</b> – Weekly and end of term presentations.							
	<b>Autumn:</b> Jigsaw Assemblies - Puzzle piece 1 Being me, Puzzle piece 2 Celebrating differences Thought for the week – based on 8 IPC learning Goals: Resilience, Adaptability, Respect, Communication, Thoughtfulness, Co-operation, Enquiry and Morality British Values assembly of the term – Democracy, Rule of Law							
	<b>Spring:</b> Jigsaw Assemblies - Puzzle piece 3 Dreams and goals, Puzzle piece 4 Healthy me Thought for the week – based on 8 IPC learning Goals: Resilience, Adaptability, Respect, Communication, Thoughtfulness, Co-operation, Enquiry and Morality British Values assembly of the term – Individual Liberty							
	<b>Summer:</b> Jigsaw Assemblies - Puzzle piece 5 Relationships, Puzzle piece 6 Changing me Thought for the week – based on 8 IPC learning Goals: Resilience, Adaptability, Respect, Communication, Thoughtfulness, Co-operation, Enquiry and Morality British Values assembly of the term - Respect and Tolerance							
<b>Key Texts</b>	Colour Monsters, Owl Babies. We're going on a Bear Hunt, The Gruffalo, Jack and the Beanstalk, What the Ladybird Heard, What the ladybird heard next. The very Hungry Caterpillar,	The Gruffalo Owl Babies Traditional Tales We're going on a Bear Hunt The Very Hungry Caterpillar Room on the Broom Elmer The Rainbow Fish Stick man Non-fiction texts based on Commotion in the Ocean Rumble in the Jungle Mad about	Michael Rosen - We're going on a bear hunt, Strict, Chocolate Cake. Julia Donaldson - The Detective Dog, Stick Man, The Gruffalo, What the Ladybird Heard on Holiday, The Tale of Peter Rabbit, The World's Worst Children – David Walliams,	The Tiger who came to tea, The bear and the scary night, Whatever next, Six Dinner Sid, Big Bad Bill, The Jolly Postman, Goldilocks, The Princess and the Pea, Little Red Riding Hood, Cinderella	"The Jolly Roger and the monster sea" and a non-fiction book about Forces  "Dinosaur Trouble" "I was there"  A non-fiction book about plants	Charlie and Chocolate Factory Gangster Granny Peter Pan Butterfly Lion	The Smell of Almond Cookies (stories from other cultures) The highwayman (Poetry) Shakespeare's play: Midsummer Night's Dream (Classic literature) Harry Potter and the Philosopher's Stone (Narrative) Tuesday (Non-fiction text)	You are Awesome Wonder Boy in the dress Refugee Boy Kensuke's Kingdom The secret city cemetery, The Asrai The Hand, Time Slide, extracts from Goodnight Mr Tom, SATs comprehension Texts



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

	Teeny Weeny Tadpole, The Ugly Duckling.	Minibeasts What the Ladybird heard	Funnybones, Hairy Maclary, Not Now, Bernard, Dogger, The Dark – Lemony Snicket, Where the Wild Things Are, Gorilla, ‘Magic Beans: A Handful of Fairytales from the Storybag’, Hans Christian Andersen’s Fairy Tales				Alma (Suspense) Perseus and Medusa (Myths and Legends)	
<b>Theme and Topics</b>  <b>IPC (KS1 &amp; KS2)</b>	All about me and my feelings, People who help us and Houses and homes. Polar Regions, Space and planets, Food, Weather, Growing and animals. Life cycles, Our country, Minibeasts, Wild animals and Sports.	All about me, Celebrating differences  Polar regions, Climate change.  Sewing and growing Minibeasts Under the sea The Farm Holidays	Timetravellers - looking at how people, buildings and the world has changed over time.  What’s it made of – Science unit looking at materials  Treasure Island - Pirate focus on geography and history.  Green Fingers - Science unit -	People from the past- History topic looking at significant people from history and comparing their achievements.  Earth: Our home- Science topic looking at habitats, animals and plants in different environments.  Hooray! Let’s go on holiday – Geography topic looking at capital	Explorers & Adventurous Feel the Forces  Temples, Tombs & Treasures Footprints from the past  Let’s Plant It Island Life	Rainforest  Chocolate  Scavengers and Settlers	Here, Now, There & Then  The Time Tunnel  Root, Shoots and Fruits	The Great, Bold and the Brave  World War II  What Price Progress?  Holiday Show/Around the World



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

			<p>learning all about plants</p> <p>Buildings - Geography/ History unit looking at buildings in the past and around the world.</p> <p>Live and Let Live - Science unit looking at animals and humans.</p>	<p>cities, continents, countries. Some history elements – holidays now and in the past.</p> <p>What's it made of? - Science unit looking at materials.</p> <p>Superhumans - Science unit looking at animals including humans.</p> <p>Plants - Science unit looking at plants.</p>				
<b>Writing</b>	<p><b>Genres:</b> Traditional Tales Nursery Rhymes</p> <p><b>Skills:</b> develop fine motors skills in order to control pencils and develop writing skills (participate in dough disco to assist with this). Encouraged to mark making in all areas of learning in Nursery. Learn</p>	<p><b>Genres:</b> Traditional Tales Read, Write Inc Letter rhymes</p> <p><b>Skills:</b> learn to write their own names. Use phonic knowledge to write familiar words, phrases and simple sentences. Form recognisable lower case letters. Write words in</p>	<p><b>Genres:</b> Descriptive writing Story writing Poetry Persuasive Letter Fact file Adventure Story Instructions Weather Report Writing Speech Stories from other cultures Repetitive Story Biography Poetry Information text</p>	<p><b>Genres:</b> Traditional Tales Story writing – Fairy Tales Instruction writing Poetry Personal Recounts Non-Chronological reports Persuasive writing in leaflets</p> <p><b>Skills:</b> learn to write sentences with capital letters and full stops.</p>	<p><b>Genres:</b> Adventure stories Non-Chronological reports Instruction text Diary entry Fairy Tales Explanation Text Poetry Playscripts Persuasive writing in brochures</p> <p><b>Skills:</b> Use ideas from modelled</p>	<p><b>Genres:</b> Information Texts Stories set in an Imaginary World Descriptive writing Fantasy stories Explanation Text Journalistic Writing Diary Entries (Recounts of events)</p> <p><b>Skills:</b></p>	<p><b>Genres:</b> Writing styles of significant authors Adventure stories Descriptive writing Traditional Tales - stories with moral dilemmas Myths &amp; Legends – Greek tales Recounts – diary writing, historical recounts via poems Letter writing</p>	<p><b>Genres:</b> Diary writing Short-film narrative Descriptive writing Stories with tension Flashback stories Persuasive writing – leaflets Forma letters Balanced argument Non-Chronological reports Poetry</p>



## Lynch Hill Primary School Academy

### Aim High, Work Hard and Care Deeply

	<p>to distinguish between the different marks made. Extend this further so that children can give meanings to the marks as they draw or paint.</p>	<p>ways to match their spoken sounds. Write some irregular common words.</p>	<p><b>Skills:</b> Through songs, handwriting practise and spelling, children can name letters of the alphabet. Through morning work and teaching rhythms for words that cannot be sounded out, children can spell very common 'exception' words. Through morning practise, children can spell days of the week. Through grammar tasks, children can use very common prefixes and suffixes. Through daily handwriting practise and homework, children can form lower case letters correctly, form capital letters and form digits.</p>	<p>Form coherent narratives (real or fictional). Use the present and past tense correctly. Use co-ordination and sub-ordination to extend sentences. Spell with sounds and common exception words. Learn to form letters in the correct direction and of the correct size, use spacing between words and start joining letters.</p>	<p>examples to plan writing. Show an understanding of the purpose and the audience. Proof read work to check for errors with increasing accuracy. Make ambitious word choices on purpose to add detail. Create settings, characters and plots in stories. Organise work in paragraphs around a theme. Use correct tense, full range of punctuation learnt previously. Use inverted commas in direct speech, subordinate clauses, conjunctions, adverbs and prepositions to show time, place and cause. Spell words correctly using prefixes, suffixes,</p>	<p>Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint. Write in paragraphs with a clear structure write an effective and accurate character description or setting using prepositional phrases. In non-narrative: use a topic sentence to introduce a paragraph, Vary sentence structure by using fronted adverbials. Show consistent and correct use of tense throughout a piece of writing</p>	<p>Balanced arguments Play scripts written by famous writers Short-film narrative Biography</p> <p><b>Skills:</b> Write for a range of purposes and audiences. Describe settings, characters and atmosphere to engage the reader. Use dialogue to convey a character and advance the action. Select and use relevant organisational and presentational devices. Create paragraphs that are suitably linked. Proofread and assess the effectiveness of writing and make necessary improvements.</p>	<p>Recounts Journalistic writing Biography Autobiography Book study Short writing tasks</p> <p><b>Skills:</b> Write effectively for a range of purposes and audiences. Select language that shows good awareness of the reader. Write in narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns,</p>
--	--	--	---	---	--	---	--	--



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

			Through RWI writing tasks, children compose sentences orally before writing Children are encouraged to use 'purple pen' before going to a teacher. Read own writing to peers or teacher.		homophones, some statutory words correctly. Use neat, joined up handwriting with increasing accuracy.		Use the full range of punctuation previously learnt. Use commas to clarify meaning or to avoid ambiguity, cohesive devices, relative clauses. Use brackets, dashes or commas to begin to indicate parenthesis. Use adverbs and modal verbs to indicate degrees of possibility. Spell complex homophones correctly and write legibly, fluently and with increasing speed.	synonyms) within and across paragraphs. Use verb tenses consistently and correctly and a range of punctuation taught at key stage 2. Can maintain legibility in joined handwriting when writing at speed. <b>Greater depth writers:</b> distinguish between the language of speech and writing and choose the appropriate register. Exercise levels of formality and use the range of punctuation such as: semi-colons, dashes, colons, hyphens.
<b>Reading</b>	<b>Communication &amp; Language:</b> Understand 'who',	Begin to hear and recognise sounds in words.	Through daily targeted phonics sessions, children can:	Work on word reading, decoding and understanding of	Use existing knowledge to read 'exception' words	Discuss word meanings, based on their existing vocabulary	Read and discuss a wide range of books and recommend	Read aloud with intonation that shows understanding,



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

	<p>'what' and 'where' in questions. Begin to understand 'why' and 'how' questions.</p>	<p>Recall events from familiar stories. Read words and simple sentences. Understand simple sentences. Decode regular words and read aloud accurately. Read some common irregular words.</p>	<p>Blend sounds in unfamiliar words using phonetical knowledge. Respond speedily, giving the correct sound to can letters or groups of letters for all of the 40+ sounds. Through reading decodable texts, children are introduced to and taught to: Read common exception words, words containing taught GPCs, contractions and -s, -es, -ing, -ed and -est endings. Children read the same book 3 times in class, allowing them to re-read texts to build up fluency and confidence in word reading. Comprehension questions allow children to link what reading to their own</p>	<p>texts. Build on phonetic knowledge to read multi-syllabic words. Build reading speed. Answer inference, prediction and sequencing style questions based on a text.</p>	<p>Read a range of fiction and non-fiction Use dictionaries to check meaning Prepare poems and plays to perform Check own understanding of reading Draw inferences &amp; make predictions Retrieve and record information from non-fiction books Discuss reading with others.</p>	<p>knowledge. Discuss how different sentence types changes the meaning of a passage. Identify language used to create atmosphere. Skim and scan short passages to answer recall questions. Explain how the format and presentation of a text impacts on the reader. Make inferences about characters' actions in a story based on evidence from the text. Make predictions based on knowledge of the text. Summarise the main points from a section of text. Pause appropriately for punctuation marks and use punctuation to cue expression.</p>	<p>these. Identify themes across a wide range of writing and participate in discussions about books. Understand the meaning of new words and apply growing knowledge of root words, prefixes and suffixes. Build on others' ideas and challenge others opinions. Provide reasoned justifications. Identify figurative language within texts and suggests the impact it has on the reader. Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from the text. Predict what might happen next from details stated and</p>	<p>apply knowledge of root words, prefixes and suffixes to work out the meaning of unknown words. Draw inferences and justify with evidence. Distinguish between opinions and facts. Summarise main ideas, identifying key details and using quotations for illustration. Infer characters' feelings, thoughts and motives from their actions. Evaluate how authors use figurative language. Build on ideas and challenge other's opinions, offering coherent evidence to support and justify a differing viewpoint (PEE). Read a broad range of genres.</p>
--	--	---	---	---	---	---	---	--



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

			experiences. Daily storytime allows children to listen and discuss a wide range of fiction, non-fiction and poetry, retell familiar stories in increasing detail and recite simple poems by heart.				implied. Summarise the main ideas, identifying key events and points. Identify how language and structure contribute to meaning and distinguish between facts and opinions.	Recommend books from different genres to others.
<b>Oracy (Speaking &amp; Listening)</b>	<p><b>Speaking:</b> use more complex sentences to link thoughts, ask questions about why things happen. Begin to use a range of tenses</p> <p><b>Listening:</b> listen to others when conversation interests them; listens to stories with increasing attention &amp; recall. Join in with repeated refrains Be able to follow simple directions.</p>	<p><b>Speaking:</b> use talk to organise, sequence and clarify feelings, events and ideas. Be able to links statements and stick to a main theme or intention. Use present, past and future tenses more accurately when speaking about events,</p> <p><b>Listening:</b> listen attentively to stories and to what other say. Respond to what they have heard</p>	<p><b>Speaking:</b> talk audibly to familiar others about feelings and matters of immediate interest, showing awareness of the listener by changing language and non-verbal features</p> <p><b>Listening:</b> understand and engage with the speaker, demonstrating active listening using non-verbal responses</p>	<p><b>Speaking:</b> recount experiences and link ideas in simple ways to hold the attention of listener. Speak in turn.</p> <p><b>Listening:</b> respond to the speaker with simple comments and suggestions which build on the information heard</p> <p><b>Reasoning:</b> understand why speakers vary their register, intonation and volume for different</p>	<p><b>Speaking:</b> sustain speech to develop own and others' ideas with relevant comments. Organise and adapt talk to demonstrate an awareness of different audiences.</p> <p><b>Listening:</b> understand the speaker's main ideas and respond appropriately by asking relevant questions</p> <p><b>Reasoning:</b> understand ways</p>	<p><b>Speaking:</b> use extended speech to convey ideas and feelings in detail, selecting vocabulary and structuring talk for clarity, and to suit the audience and purpose</p> <p><b>Listening:</b> maintain attention in order to evaluate spoken content, agreeing with and building on others' contributions</p> <p><b>Reasoning:</b> explain how and why language</p>	<p><b>Speaking:</b> articulate relevant ideas and feelings to make meaning clear, justifying answers, arguments and opinions, and structuring points for impact</p> <p><b>Listening:</b> recognise and respond to specific details and implicit meanings, building on and challenging others' contributions</p>	<p><b>Speaking:</b> use controlled talk to express complex ideas in both concise and extended ways, considering the interest of the listener; use speculation and hypothesis to explore ideas</p> <p><b>Listening:</b> make perceptive responses, drawing ideas together to inform and promote effective discussion and debate;</p>



## Lynch Hill Primary School Academy

### Aim High, Work Hard and Care Deeply

	<p><b>Reasoning:</b> begin to recognise that using intonation, rhythm and phrasing can help make meaning clearer. Anticipate key events and phrases in rhymes and stories.</p>	<p>with relevant questions, comments and actions.</p> <p><b>Reasoning:</b> develop an awareness of non-verbal features: eye contact, body position, facial expressions, gestures, volume, tone &amp; pitch</p>	<p><b>Reasoning:</b> notice simple differences in the speaker's use of intonation, volume and non-verbal features</p>	<p>purposes. Appreciate when to speak/when to listen.</p>	<p>in which meaning is conveyed in talk for different audiences by adapting expression, register and accompanying non-verbal elements</p>	<p>choices vary according to contexts</p>	<p><b>Reasoning:</b> explain how specific features of own and others' language use, register and non-verbal elements are suited to the context, audience and purpose</p>	<p>demonstrate empathy</p> <p><b>Reasoning:</b> analyse the ways in which the varying needs of the listener inform how we structure our speech to maintain their interest</p>
<b>Maths</b>	<p><b>Numbers:</b> Recite numbers, in order, to 10 and know that numbers identify how many objects are in a set.</p> <p><b>Shape, Space and Measure:</b> Children are beginning to show awareness of positional language.</p>	<p><b>Number:</b> Count and recognise numbers to 20 and beyond. Learn how to find one more or less from a group of 5, 10 objects. Add and subtract two single-digits. Solve problems of doubling, halving and sharing.</p> <p><b>Shapes:</b> Explore shape and space. Use mathematical names for 2D and 2D shapes and begin to describe their features. Explore patterns.</p>	<p><b>Through practical activities, drawings and written work, children model their understanding.</b></p> <p><b>Number:</b> Place Value (within 10), Addition &amp; Subtraction (within 10), Place Value (Within 20) Place Value (Within 50) Place Value (Within 100)</p>	<p><b>Number:</b> Place Value of numbers to 100, Addition &amp; Subtraction, Multiplication &amp; Division, Fractions</p> <p><b>Measurement:</b> Length &amp; Height, Money, Time, Mass, Capacity &amp; Temperature</p> <p><b>Geometry:</b> Properties of shape, Position &amp; Direction</p> <p><b>Statistics</b></p>	<p><b>Number:</b> Place Value within 1000, Addition &amp; Subtraction, Multiplication &amp; Division, Fractions</p> <p><b>Measurement:</b> Length &amp; Perimeter, Money, Time, Mass &amp; Capacity</p> <p><b>Geometry:</b> Properties of shape, Position &amp; Direction</p> <p><b>Statistics</b></p>	<p><b>Number:</b> Place Value of 4-digit numbers, Addition &amp; Subtraction, Multiplication &amp; Division, Fractions, Decimals</p> <p><b>Measurement:</b> Length &amp; Perimeter, Area, Money, Time</p> <p><b>Geometry:</b> Angles and 2D shapes, Position &amp; Direction</p> <p><b>Statistics:</b> Charts, tables and line graphs.</p>	<p><b>Number:</b> Place Value to 1,000,000, Addition &amp; Subtraction, Multiplication &amp; Division, Fractions, Decimals &amp; Percentages</p> <p><b>Measurement:</b> Area &amp; Perimeter, Converting units, Volume</p> <p><b>Geometry:</b> Properties of shape, Position &amp; Direction</p> <p><b>Statistics:</b> Graphs and tables</p>	<p><b>Number:</b> Place Value to 10,000,000, Four operations, Fractions, Decimals, Percentages, Problem solving</p> <p><b>Algebra, Ratio &amp; Proportion</b></p> <p><b>Measurement:</b> Area &amp; Perimeter of triangle, quadrilaterals &amp; circle, Imperial and metric units, Volume</p> <p><b>Geometry:</b> Properties of shape – 2D &amp; 3D, Position &amp; Direction</p>





**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

		<p><b>Measurement:</b> Order items according to their length, height, weight and capacity. Talk about position and direction</p>	<p>Addition &amp; Subtraction (within 10) Multiplication &amp; Division Fractions <b>Measurement:</b> Length &amp; Height, Weight &amp; Volume, Money, Time <b>Geometry:</b> Shape, Position &amp; Direction</p>					<p><b>Statistics:</b> Line graphs, Pie Charts, Interpretation of data.</p>
<b>Science</b>	<p><b>Understanding the World:</b> Develop understanding of growth, decay and changes over time.</p>	<p><b>Understanding the World:</b> Discuss changes in the environment, explore questions about aspects of their familiar world. Explore the differences between seasons, environments and habitats. Make observations of plants and animals and explain why some things occur and change.</p>	<p><b>Biology:</b> Through growing plants, conducting experiments looking at light, water and soil children learn about plants in the unit Green fingers. In Live and Let Live we compare different animals, explore senses and look at animals, including Humans.  <b>Physics:</b> Throughout the year we observe seasonal changes by looking at</p>	<p><b>Biology:</b> Plants and Living things, Superhumans, Earth, Our Home (Animals, including Humans, Living things and their habitat)  <b>Chemistry:</b> Materials and their properties (Uses of everyday materials)</p>	<p><b>Biology:</b> Let's Plant It (Plants) Foot prints from the past (Animals including humans)  <b>Physics:</b> Feel the Forces (Forces &amp; Magnet) Explorers and Adventurers (light)  <b>Chemistry:</b> Footprints from the Past (fossils) Let's plant it (soils and rocks)</p>	<p><b>Biology:</b> Teeth, Digestive System (Animals, including Humans)  <b>Physics:</b> Bright Sparks, Turn It Up (Sound &amp; Electricity)  <b>Chemistry:</b> States of Matter</p>	<p><b>Biology:</b> Roots, Shoots and Fruits (Living things &amp; their habitats)  <b>Physics:</b> Space, Fascinating forces  <b>Chemistry:</b> We are investigators, Bake off (Properties &amp; Changes of Material)</p>	<p><b>Biology:</b> Being Human, Drug education, Healthy living (Animals including humans), Endangered and Extinct (Living things &amp; Habitats), Out of Africa (Evolution and Inheritance)  <b>Physics:</b> Light, Full Power (Electricity)</p>



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

			<p>clothes, the weather and day length. We think about sun safety, and how the behaviour of animals change throughout the seasons.</p> <p><b>Chemistry:</b> In our unit "What's it made of?" looks at the different materials and their properties. These are explored through experiments and hands on experiences.</p>					
<b>Computing</b>	The children have the opportunity to use ipads in the quiet area or use one of the computer programmes in the information area. There are a number of maths and writing	Complete a simple programme and explore challenges on interactive whiteboard, Safer internet activity.	Through weekly touch typing practise the children learn to type effectively. Through making storybooks and greeting cards, children create e-pictures, save & retrieve, edit & evaluate work. Children explore the basics of	We are astronauts. Use a digital camera, edit & review photos. Conduct internet search safely and present work in PowerPoint. Read and respond to emails; collect & record data and create charts.	Learn how the internet works. Use cameras to film and edit using moviemaker. Create internet safety PowerPoints, collect data to create graphs using Excel.	We are Software Developers. We are Toy Designers We are Musicians. We are HTML editors. We are Co-Authors. We are Meteorologists.	Coding and debugging simple games. Writing blogs and Wiki pages. Looking at Art and design software. Designing and generating	Internet Safety, Digital Literacy: effective searches, basic working of networks & Office tools, Controls: Flowol, Spreadsheets, Multimedia, QR codes, Scribble maps.



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

	programmes that we use on the IWB. Completes a simple programme.		algorithms by using bee bots. Children use a variety of technology to take videos, photos and sound clips.					
<b>History</b>	Show an interest in the lives of people around them. Remember and talk about significant events in their own life. Recognise and describe special times or events for family or friends. Show interest in different ways of life.	Enjoy joining in with family customs and routines. Understand similarities and differences between themselves and others, and among families, communities and traditions. Talk about past and present events in their life and in the lives of family members.	Timetravellers, Treasure Island, Buildings  In timetravellers, children order some events from furthest away to most recent. They know what a timeline is and begin to make comparisons between areas of study, especially modern day and the vikings. Begin to use simple words and phrases mostly accurately to indicate periods of time. Ask and answer simple questions from the past by exploring objects and learning	Develop an awareness of the past, using common words and phrases relating to the passing of time. Learn about events beyond living memory e.g. the Great Fire of London, the first moon landing, Guy Fawkes and the gunpowder plot. Learn about the lives of significant individuals in the past, comparing aspects of life in different periods Elizabeth I and Queen Victoria, Christopher Columbus, Edmund Hillary and Neil	Foot prints from the past, Temples, Tombs and Treasures  Develop knowledge of chronology and place periods of history on a timeline accurately. Remember key facts and use a range of names and words from the Triassic period, Jurassic period and the Cretaceous period . Answer questions about this period and justify using sources. Understand that the past can be	Secure knowledge of chronology and place periods of history on a timeline. Identify similarities and difference between two areas of history. Remember and use key facts and information from stone age. Use words and phrases to indicate time, talking about decades, centuries, millennium. Begin to challenge sources of information and show some organisation of information that is purposeful for	Time Tunnel, Victorians, Industrial ages, Middle ages, Anglo-Saxons and Stone ages.  Secure knowledge of chronology and mostly accurately in placing a range of historical events from around the world on a timeline. Draw their own timeline, generally producing accurate intervals and adding to. Compare historical periods, identifying similarities and difference between them. Begin to identify trends over time	The Great, Bold and the Brave (Ancient Greeks, Romans, Anglo-Saxons)  World War II  Secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline. Draw their own timeline, deciding on accurate intervals and adding to it. Compare a range of historical periods, identifying a number of similarities and difference



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

			about people's experiences of the second world war. Remember most key events and can communicate historical knowledge in a variety of ways, with a particular focus on the gunpowder plot.	Armstrong, Pablo Picasso and LS Lowry, Rosa Parks and Martin Luther King, Edward Jenner and Florence Nightingale. Compare holidays of the past and present.	considered in terms of different time periods. Identify at least two ways of gathering information.	responding to or asking questions.		between them. Identify trends over time, identifying how ideas have been continued & developed.
<b>Geography</b>	Show care and concern for the environment. Notice detailed features in their environment. Develop an understanding of growth decay and change over time. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Make observations of animals and plants and explain why some things occur, and talk about changes. Talk about the features of their own immediate environment and how environments might vary from one another. Know about similarities and differences in relation to places, objects, materials and living things.	Treasure Island Buildings  Name and locate: three continents and two oceans of the world, three countries and two capital cities of UK by looking at trade routes for pirates. Study an area in the UK and another country and make comparisons by comparing houses of England and New York. Know how land and buildings are used in these localities.	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage. Use	Island Life Explorers and adventurers  Study a small areas in the UK and Australia to: locate places on the map, identify positions on the globe, understand similarities and differences in human and physical geography and describe few aspects of physical and human geography. Know how particular localities have	Locate countries in South America and cities of the United Kingdom on a map. Identify 4 major latitudes and the prime meridian and time zones. Begin to identify similarities and differences between the two studied areas with regards to physical and human geography. Know how the nature of particular localities affect the lives of people. Know how	Global Warming - explore causes and design a Eco City. India, China, Japan, United Kingdom - Explore physical geography, including rivers and mountains and human/social geography. Find different countries using a map. Explore different habitats. Investigate soil and weathering and the Earth's core.	Use variety of resources to research physical and human features of the country and its capital.  'Holiday Show' – compare human and physical geographical features of Japan and compare it to the UK. Positive and negative effects of tourism on the environment. Create a more sustainable form of tourism.



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

			Identify seasonal patterns, locate hot and cold areas of the world on maps, atlases and globes by locating the equator, learning about the differences in climate, houses and food production. Begin to devise a simple map of real or imaginary places. Begin to use basic geographical vocabulary.	aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	been affected by human activities and how weather and climatic conditions affect the lives of people. Begin to use four figure grid references and symbols/keys. Begin to use fieldwork to observe, measure, record and present the human and physical features.	localities are affected by human, natural features and processes. Know about the weather and climatic conditions in the country of study.	Investigate and record local weather conditions.	Look at the extent of Roman empire across Europe and also the invasion of Romans buildings and towns in Britain.  Around the World - Location of the world's major countries and cities as well as their physical and human features; Weather and climate; Concept of rural and urban places; Geographical information: e.g. maps.
<b>Art &amp; Design</b>	Explore colour and how colours can be changed. Understand the use of lines to enclose a space, and then begin to use these shapes to represent objects. Show interest and	Explore what happens when colours are mixed. Experiment to create different textures. Make collages from a variety of textures. Understand that different media	Through making houses, collage, watering cans children can use clay, paper, paint, pencils and crayons to create pieces of artwork. To design and create artwork based on their	Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture,	<u>Adventures and explores:</u> Drawing skills (art) <u>Feel the force:</u> mechanism (design) <u>Foot prints from the past:</u> General skills and pattern & collage (Art)	<u>Sketching:</u> Draw from observation, a variety of rainforest animals identifying how to use shading to create definition and a 3D effect.  <u>Cave Painting:</u>	Learn how artists from different periods used art to record a historical event, including calligraphy, portraits and tapestry. Design their own coat of arm for their own	Learn how to draw to scale and in proportion. Work with variety of materials to develop sculpturing skills. Critically appraise their own work and that of others, making alterations



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

	describe the texture of things.	can be combined to create new effects. Manipulate materials to achieve a planned effect. Choose particular colours to use for a purpose.	ideas, suggesting improvements. Can talk about famous pieces of art and the basic techniques used in creating them, especially famous pirate artwork.	line, shape, form and space. Learn about the work of a range of artists (LS Lowry, Pablo Picasso), describing the differences and similarities. Learn about designs of some holiday souvenirs. Observe art and form opinions of pieces of artwork.	<u>Ancient Egypt:</u> General skills and 3D&sculpture (Art) Cooking (design) <u>Let's plant it:</u> Painting and 3D (Art). Nutrition (design) <u>Island life:</u> General skills (art) <u>Recap unit:</u> Human drawing and general skills (art)	Create a prehistoric cave painting Plan a cave painting using different colours and patterns.  <u>Sketching of the Cocoa Bean</u> Application of light and shade to create effect.	families. Create 3D models of different land forms using variety of material for collage. Evaluate work and improve it by considering other's views and their own reflection.	as needed. Create individual designs based on measurement skills and the use of compass to create patterns. Work with wood, tools, strings, sketches to create a form of art (String Art). Study the work of Anish Kapoor as a stimulus to create their own design and 3D sculpture. Evaluate their work and consider the views of others to improve work. Study mosaic patterns from Ancient Greece and create replicas of these and evaluate to improve.
<b>DT Design &amp; Technology</b>	Use various construction materials. Realise that tools can be used for a purpose. Join	Select tools and techniques needed to shape, assemble and join materials they are using. Construct	Try variety of fruit, vegetables and herbs to begin to understand that all food comes from plants or	Design purposeful, functional and appealing products such as sensory toys for babies.	Begin to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs,	<u>Chocolate project</u> – use skills of melting, chopping, mixing and moulding to create their own	Use fabrics to create 3D structures and experiment with weaving	Create 3D objects (Greek pottery) using clay and create textures using ModRoc, paint, PVA. Make,



## Lynch Hill Primary School Academy

### Aim High, Work Hard and Care Deeply

	<p>construction pieces together to build and balance. Construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Begin to develop a food vocabulary using taste, smell, texture and feel.</p>	<p>with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapts work where necessary. Start to think about the need for a variety of foods in a diet. With support begin to incorporate moving parts into models. For example, use split pins to make body parts move.</p>	<p>animals. Introduction to 'The Eat Well Plate' to understand the five food groups. Know that food can be grown and attempted to grow their own, including weeding, watering and looking after Y1 garden. Select and use simple tools to make products eg: clay coins, watering cans, house fronts. Evaluate and improve their project.</p>	<p>Select from and use a range of tools and equipment to create a model. Explore and evaluate a range of existing products. Build structures and explore how they can made stronger/stiffer/more stable. Explore and use mechanisms (levers, sliders, wheels etc) Understand that food has to be farmed, grown elsewhere (e.g. home) or caught. Begin to develop peeling, grating and chopping skills.</p>	<p>chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Cook ancient Greek dishes linking to History study. <b>Mechanism:</b> Create a marble run during the unit 'Feel the force'. Follow prototype to make compass and Kaleidoscopes. Plan and create structures to support plants and climbers to grow.</p>	<p>unique shape of chocolate and effective packaging for marketing purpose. <b>Mechanism</b> <u>Face Masks</u> Design and create a tribal face mask using a variety of colours and techniques such as measuring skills, weaving, stitching, textural effects. Masks will also include movements. <u>Skara Bray</u> Create a piece of pottery from Skara Bray or the Indus Valley.</p>	<p>technique and string art. <b>Mechanism:</b> Plan, design and make models from observation or imagination or prototypes which uses mechanical systems such as pulleys and levers and needs accurate measurement skills. Use a variety of material to create 3D objects. Apply knowledge of how to strengthen, stiffen and reinforce. <b>Cooking:</b> Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of mixing, kneading and baking. Know how to prepare and</p>	<p>Do and Mend using sewing and measurement skills. <b>Mechanism:</b> Understand how mechanical systems such as cams create movement. Design and make a product that incorporates a cam mechanism. Plan, design and make models from prototypes that uses electrical systems. <b>Cooking:</b> Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking. Know how to prepare and make a variety of predominantly</p>
--	---	--	--	--	---	---	--	--



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

							make dishes safely and hygienically.	savoury dishes safely and hygienically.
<b>Music</b>	Sing a few familiar songs. Tap out a repeated rhythm.	Create movement in response to music. Join in when singing a song. Make up simple songs and rhythms.	Listen carefully to music and talk about the sounds. Match and sing melodies. Explain the difference between pulse and rhythm. Maintain a steady pulse when performing. Name percussion instruments. Follow a conductor. Make a graphic score as a class and perform it.	Listen to a variety of music and respond accordingly by movement. Match pitch and sing with increasing accuracy. Demonstrate the difference between pulse and rhythm. Perform rhythms from written symbols. Choose instruments to reflect a specific purpose. Evaluate performances and suggest ways of improving them.	Listen to music from a variety of traditions and understand their features. Sing songs in rounds and with an awareness of others. Read and perform more complex rhythmic sequences. Improvise short rhythms in time to the pulse. Perform three basic strokes on the Djembe drum, play pentatonic scale on tuned percussion. Evaluate and suggest ways to improve compositions.	Listen to live and recorded music from a variety of genres and composers. Accurately sing an octave with corresponding Kodaly hand signs. Listen to simple rhythms and notate them using dot notation. Know that good posture and embouchure enable a clear tone on the trumpet, play notes C-G on the trumpet.	Listen to live and recorded music from a variety of genres and composers. Begin to learn about some aspects of musical history. Accurately sing a range of a 10 <sup>th</sup> and show corresponding Kodaly hand signs. Compose and write simple melodies using stave notation. Read and perform more complex rhythmic sequences in time to the pulse and in rounds. Improvise complex ostinati in time to the pulse.	know that the study of music is concerned with musical expression and communication. Sing songs in unison and in two or more parts. Perform as part of an ensemble with awareness of audience. Improve work having regard to purpose. Listen attentively and consider pieces of music in terms of meaning, mood, structure, place and time. Understand that musicians use music to express emotions and experiences.
<b>PSHE</b> <b>Jigsaw units:</b> ➤ Being Me	<p><b>Being Me In My World:</b> A sense of belonging; Welcoming others; Building the positive and nurturing ethos of the class/school; Being part of a school community, a wider community, a global community; Rights (UNCRC) and responsibilities; Working and socialising with others; School Council and pupil voice; The Learning Charter: rights, responsibilities, rewards and consequences.</p> <p><b>Celebrating Difference:</b> Similarities and differences – diversity; Appearance, disability, racism, power, friendships, conflict; Accepting everyone’s right to ‘difference’, regardless of their circumstances or choices; What is ‘normal’?; Bullying – what it is and what it isn’t, including cyber and homophobic bullying.</p>							





## Lynch Hill Primary School Academy

### Aim High, Work Hard and Care Deeply

<ul style="list-style-type: none"> <li>➤ Celebrating Difference</li> <li>➤ Dreams and Goals</li> <li>➤ Healthy Me</li> <li>➤ Relationships</li> <li>➤ Changing Me</li> </ul>	<p><b>Dreams and Goals:</b> Hopes and dreams; Goals to success; Learning and personal strengths; Challenges – team work skills and tasks; Overcoming obstacles; Enterprise and fundraising; Experiencing and managing feelings of pride, ambition, disappointment, success; Aspirations – jobs and careers; Dreams and goals of others in different cultures/countries; Dreams for the world . Resilience and growth mindset.</p>							
	<p><b>Healthy Me:</b> Emotional health (Relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).</p>							
	<p><b>Relationships:</b> Families; Friendships; Love and Loss; Memories; Grief cycle; Pets and animals; Safeguarding and keeping safe; Attraction; Assertiveness; Conflict; Own strengths and self-esteem; Cyber safety and social networking; Roles and responsibilities in families; Stereotypes; Communities; Wider communities.</p>							
	<p><b>Changing Me:</b> Life cycles; How babies are made; My changing body; Puberty; How babies grow; Growing from young to old; Becoming a teenager; Assertiveness; Self-respect; Safeguarding; Family stereotypes; Self and body image; Attraction; Change; Accepting change; Looking ahead; Moving/transition to the next year of school.</p>							
<p><b>RE (Discovery)</b> Explore fundamental questions of life and how religious teachings can relate to them.</p>	<p><b>Themes:</b> Special People, Christmas, Celebrations, Easter, Stories, Special Places <b>Religions:</b> Christianity, Hinduism, Islam, Judaism, Sikhism</p>	<p><b>Themes:</b> Special People, Christmas, Celebrations, Easter, Stories, Special Places <b>Religions:</b> Christianity, Hinduism, Islam, Judaism, Sikhism</p>	<p><b>Themes:</b> Creation story, Christmas, Jesus as a friend, Palm Sunday, Shabbat, Rosh Hashanah and Yom Kippur <b>Religions:</b> Judaism, Christianity,</p>	<p><b>Themes:</b> What did Jesus teach? Christmas - Jesus as gift from God, Passover, Easter – Resurrection, The Covenant, Rites of Passage and good works, Prayer at home, Community &amp; belongings <b>Religions:</b> Islam, Christianity, Judaism</p>	<p><b>Themes:</b> Divali, Christmas, Amrit Ceremony and the Khalsa, Jesus Miracles, Easter-forgiveness, Hindu beliefs, Pilgrimage to the River Ganges, Sharing and Community, Prayer and Worship. <b>Religions:</b> Hindusim, Christianity, Judaism</p>	<p><b>Themes:</b> Beliefs and Practices, Buddha’s teaching, Christmas, Passover, The 8-fold path, Easter, Rites of Passage and good works, Prayer and Worship. <b>Religions:</b> Buddhism, Christianity, Judaism</p>	<p><b>Themes:</b> Belief into action, Prayer and worship, Christmas, Beliefs and moral values, Hindu Beliefs, Easter, Beliefs and Practices <b>Religions:</b> Hindusim, Christianity, Judaism</p>	<p><b>Themes:</b> Beliefs and Practices, Christmas Belief and meaning, into action, Easter, Beliefs and moral values <b>Religions:</b> Islam, Christianity,</p>
<p><b>MFL (French)</b></p>	N/A	N/A	N/A	N/A	<p><b>Units of Work:</b> Getting to know you All About Me Food Glorious Food Family and Friends Our School Time</p>	<p><b>Units of Work:</b> All Around the World On the Move Going Shopping Where in the World? What’s the Time?</p>	<p><b>Units of Work:</b> The Village Seasons Solar System The Planets Keeping Healthy</p>	<p><b>Units of Work:</b> Let’s Visit a French Town Let’s go Shopping This is France All in a Day</p>



**Lynch Hill Primary School Academy**  
**Aim High, Work Hard and Care Deeply**

						Holidays and Hobbies		
					<p><b>Oracy:</b> Listen and engage in conversation; speak in sentences, develop accurate pronunciation, describe using familiar words and simple phrases.  <b>Reading &amp; Writing:</b> Read and understand words, phrases and sentences. Broaden vocabulary. Write phrases from memory.  <b>Stories &amp; Songs:</b> Appreciate stories, songs and poems in French by joining in with words and actions.</p>		<p><b>Oracy:</b> Listen and engage in conversation by sharing opinions, asking questions. Speak in simple language and be understood. Present ideas and information orally.  <b>Reading &amp; Writing:</b> Read and understand main points from short text. Write simple sentences using adjectives and use a bilingual dictionary to find meanings of words.  <b>Stories &amp; Songs:</b> Understand stories read aloud. Explore the patterns and sounds through songs and rhymes.</p>	
<p><b>PE</b></p> <p><b><a href="#">Click here to view skills progression for each sport across KS1 and KS2.</a></b></p>	Experiment with different ways of moving. Show increasing control over an object in pushing, patting, throwing, catching or kicking. Wash and dry their hands independently.	Moving and Handling: Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Learn to handle equipment.	<p><b>Autumn:</b> Football, Basketball, Hockey, Sportshall Athletics</p> <p><b>Spring:</b> Tennis, Badminton, Gymnastics, Tag Rugby.</p> <p><b>Summer:</b> Cricket, Athletics, Golf, Softball</p>	<p><b>Autumn:</b> Football, Basketball, Hockey, Sportshall Athletics</p> <p><b>Spring:</b> Tennis, Badminton, Gymnastics, Tag Rugby.</p> <p><b>Summer:</b> Cricket, Athletics, Golf, Softball</p>	<p><b>Autumn:</b> Football, Netball, Hockey, Sportshall Athletics</p> <p><b>Spring:</b> Tennis, Badminton, Gymnastics, Tag Rugby.</p> <p><b>Summer:</b> Cricket, Athletics, Golf, Softball</p>	<p><b>Autumn:</b> Football, Netball, Hockey, Sportshall Athletics</p> <p><b>Spring:</b> Tennis, Badminton, Gymnastics, Tag Rugby.</p> <p><b>Summer:</b> Cricket, Athletics, Golf, Softball</p>	<p><b>Autumn:</b> Football, Netball, Hockey, Sportshall Athletics</p> <p><b>Spring:</b> Tennis, Badminton, Gymnastics, Tag Rugby.</p> <p><b>Summer:</b> Cricket, Athletics, Golf, Softball</p>	<p><b>Autumn:</b> Football, Netball, Hockey, Sportshall Athletics</p> <p><b>Spring:</b> Tennis, Badminton, Gymnastics, Tag Rugby.</p> <p><b>Summer:</b> Cricket, Athletics, Golf, Softball</p>