


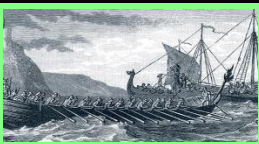









Great Alne Primary School Curriculum Plan

Year 3,4,5 and 6

Reponsible, Respectful, Ready							
	 Would you prefer to live in the Stone Age, The Iron Age or the Bronze Age?	 Who lives in Antarctica? (Y3)	 Were the Vikings raiders, traders or something else? (Y5)	 Why Do Oceans Matter? (Y5)	 What was the impact of World War II on the people of Britain? (Y6)	 Would you like to live in the desert? (Y5)	
Super Starter							
Fabulous Finish							
 SMSC	<u>Spiritual</u> – Awe and wonder around artefacts and places to visit.	<u>Spiritual</u> – Awe and wonder at how the world has changed and developed.	<u>Spiritual</u> – Looking at local history and investigating landmarks and museums.	<u>Spiritual</u> – wondering at the similarities and differences around the world.	<u>Spiritual</u> - Reflect on their beliefs and respect other people’s faiths, feelings and values.	<u>Spiritual</u> - Reflect willingly on experiences.	<u>Spiritual</u> - Use imagination and creativity in their learning.
	<u>Moral</u> – Learn about significant past events that have influenced today’s society.	<u>Moral</u> – Consider how people use/treat the environment.	<u>Moral</u> - Learn about significant past events that have influenced today’s society.	<u>Moral</u> – Discussing the impact of man on earth.	<u>Moral</u> - Know about and respect the public institutions and services in England.	<u>Moral</u> - Investigate moral and ethical issues.	
	<u>Social</u> – Appreciate how values in Britain have formed and evolved over time.	<u>Social</u> – Understand their place in the local and global community.	<u>Social</u> – Appreciate how values in Britain have formed and evolved over time.	<u>Social</u> – Developing map reading skills for later life.	<u>Social</u> – Co-operate well with others and be able to resolve conflicts effectively.	<u>Social</u> – Use a range of social skills in different contexts.	<u>Social</u> – Co-operate well with others.
	<u>Cultural</u> – Learning about the different ways of life in a different time period.	<u>Cultural</u> – Developing empathy and positive attitudes towards people of all cultures.	<u>Cultural</u> – Respect the values of different cultures and how they have evolved.	<u>Cultural</u> – Recognising that people have common needs and similar challenges.	<u>Cultural</u> – Understand some cultural influences that have shaped their heritage.	<u>Cultural</u> - Explore and show respect for different national and global communities.	<u>Cultural</u> - Respond positively to artistic opportunities.
British Values	<u>Democracy</u> – Choices School elections	<u>Democracy</u> – School Council Expressing views	<u>Democracy</u> – Introduction to the Civil Rights Movement	<u>Democracy</u> – School Council Fairness and justice	<u>Democracy</u> – School Council Compromise	<u>Democracy</u> – School Council Considering others	<u>Democracy</u> – Expressing views

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	<p>Rule of Law – What are laws? School expectations</p> <p>Individual Liberty – I am unique e-safety</p> <p>Tolerance and Respect – Class Charter and expectations</p>	<p>Rule of Law – Right and wrong</p> <p>Individual Liberty – Challenging stereotypes</p> <p>Tolerance and Respect – Other cultures and ways of life</p>	<p>Rule of Law – Choices and consequences</p> <p>Individual Liberty – Taking responsibility for own actions</p> <p>Tolerance and Respect – Role Models other cultures and ways of life</p>	<p>Rule of Law – Coping with disagreements</p> <p>Individual Liberty – anti-bullying culture Healthy me</p> <p>Tolerance and Respect – Other cultures and ways of life</p>	<p>Rule of Law – Choices and consequences</p> <p>Individual Liberty – Taking responsibility for own actions</p> <p>Tolerance and Respect – other cultures and ways of life Helping others</p>	<p>Rule of Law – Telling the truth</p> <p>Individual Liberty – Rights and responsibilities</p> <p>Tolerance and Respect – Other cultures and ways of life</p>	<p>Rule of Law –</p> <p>Individual Liberty – Self-expression</p> <p>Tolerance and Respect – Other cultures and ways of life</p>
<p>Assessment opportunities</p> 	<p>School Baseline Assessment</p>	<p>Writing Assessment Whole school moderation</p> <p>White Rose Maths Assessment</p> <p>Pira Reading Test</p> <p>Pupil Progress meetings</p>		<p>Writing Assessment Whole school moderation</p> <p>White Rose Maths Assessment</p> <p>Pira Reading Test</p> <p>Pupil Progress Meetings</p>		<p>Writing Assessment Whole school moderation</p> <p>White Rose Maths Assessment</p> <p>Pira Reading Test Year 6 SATS July Year 4 MTC June</p> <p>Pupil Progress Meetings</p>	<p>Data Analysis And handover prep</p>
<p>Parent involvement</p> 	<p>Meet the Teacher presentation.</p> <p>Harvest</p> <p>Celebration Assembly</p>	<p>Christmas Service</p> <p>Parents Evening Consultations</p> <p>Celebration Assembly</p>	<p>Curriculum workshop for parents</p> <p>Celebration Assembly</p>	<p>Parents Evening Consultations</p> <p>Easter Celebrations Celebration Assembly</p>	<p>Sports Day</p> <p>Celebration Assembly</p>	<p>School Reports</p> <p>Leavers service Celebration Assembly</p>	

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Year 3,4,5 and 6

<p>English Driving Texts</p> 							
<p>English Writing Purposes Entertain Inform Persuade Discuss</p> 	<p>The Pied Piper of Hamlin Newspaper Reports and Own version narrative Setting descriptions, diaries, letters, thought bubbles Inform and Entertain (Writing to discuss Year 5 and 6).</p>	<p>The BFG Own version fantasy narrative Reccount (diary entry), character descriptions, wanted posters, new chapter, recipes, instructions, letters Entertain and Inform</p>	<p>Winter's child Fantasy story sequels</p> <p>Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings</p> <p>Entertain, inform</p>	<p>Varmints explanations of a life cycle</p> <p>Diary entries, instructions, letters, descriptions, speeches</p> <p>Inform, persuade, discuss</p>	<p>The promise Narrative poem sequel</p> <p>Promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems</p> <p>inform, entertain</p>	<p>Can we save the tiger? Discussion text</p> <p>Letters, explanations, persuasive posters, & speeches, simple poems</p> <p>Inform, persuade, discuss</p>	
<p>Class Story (Read for pleasure)</p>							
<p>Maths White Rose</p> 	<p>Place Value Addition and subtraction Multiplication and division A</p>	<p>Fractions A Multiplication and division B</p>	<p>Multiplication and division B Fractions B Decimals A</p>	<p>Area, Perimeter and Volume Decimals B Fractions, Decimals and percentages</p>	<p>Ratio Algebra Shape</p>	<p>Position and direction Statistics Converting units</p>	
<p>Times Tables</p>	<p>Number Sense TT Rockstars</p>	<p>Number Sense TT Rockstars</p>	<p>Number Sense TT Rockstars</p>	<p>Number Sense TT Rockstars</p>	<p>Number Sense TT Rockstars</p>	<p>Number Sense TT Rockstars</p>	
<p>Maths Cross Curricular</p>							

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Science	Rocks and soil (Y3)	Movement and nutrition (Y3)	Digestion and food (Y4)	Evolution and inheritance (Y6)	Classifying big and small (Y6)	Making connections: does hand span affect grip strength? (Y3)	
Art and Design 	Developmental drawing skills (Y3)		Exploring tone texture and proportion (Y4)	Depth, emotion and movement (Y5)		Expressing ideas (Y6)	
D&T 	Wearable technology (Y3)	Textiles- cushions or Egyptian collars (Y3)	Structures- Pavilions (Y4)	Mechanical systems- gear and pulleys (Y5)	Electrical systems- steady hand game (Y6)	Come dine with me (Y6)	
Geography KAPOW 		Who lives in Antarctica? (Y3)		Why Do Oceans Matter? (Y5)		Would you like to live in the desert? (Y5)	
History KAPOW 	Would you prefer to live in the Stone Age, The Iron Age or the Bronze Age? (Y3)		Were the Vikings raiders, traders or something else? (Y5)		What was the impact of World War II on the people of Britain? (Y6)		
MFL: French KAPOW	French greetings with puppets (Y3/4) Playground games (Y3/4)	French adjectives of colour, size and shape (Y3/4)	In a French classroom (Y3/4)	Portraits- Describing in French (Y5/6)	Meet my French family (Y5/6)	Clothes- getting dressed (Y5/6)	
Computing KAPOW	Computing systems and networks (Y3)	Creating media (Y3)	Programming (Y5)	<u>Data handling</u> (Y5)	Skills showcase (Y5)	Online safety (Y5)	

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Music KAPOW	Jazz (Y3)	Pentatonic melodies and composition (Y4)	Samba and carnival sounds and instruments (Y4)	Composition to represent the festival of colour (Y5)	Dynamics, pitch and texture (Y6)	Songs of WWII (Y6)
PE FITT4KIDS Swimming						
PSHE KAPOW LW to teach	Families and Relationships	Health and well being	Safety and the Changing Body Y4 only Puberty	Citizenship	Economic Wellbeing	Transition Year 6 Transition
RE KAPOW	Where do we get our morals from? (Y3)	Is scripture central to religion? (Y3)	Why is the Bible the best-selling book of all time? (Y4)	Why are some places in the world significant to believers? (Y5)	Why do people have to stand up for what they believe in? (Y5)	Why do Dharmic religions look different around the world? (Y6)
 Personal Development: Experience Pathways 	BFG Theatre Visit Bell Boating Singing at Great Alne Residential Park Interview parents about job roles in the community.		Stargazing Heart of England Forest School Careers Day- Dress up as what you what like to be when you grow up. Research chosen career and create a multimedia presentation.		Residential Trip	