

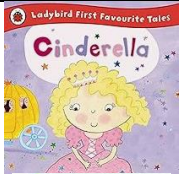
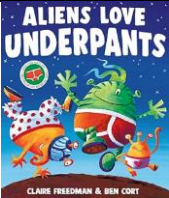
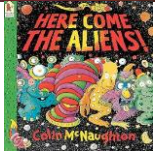
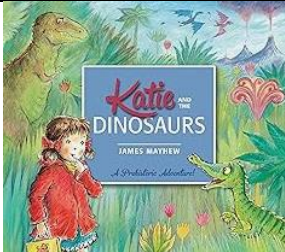
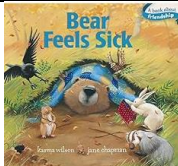
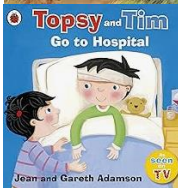
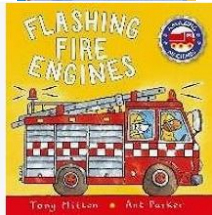


Woodlea Primary School Curriculum

Reception (Hedgehog Class)						
Enquiry question	Autumn		Spring		Summer	
	If you were an animal, what would you be?	What happens in a magical land?	Will we ever live in space?	Would you like to meet a dinosaur?	Who is a superhero?	What is it like beside the seaside?
Values Links	Resilience and Determination		Curiosity and Courage		Kindness and Teamwork	
Enrichment and trips	Zoolab in school visit Visit from a vet	Nativity	Planetarium	Sophie the T-Rex educational workshop	Fire, police, ambulance visits Visit to the fire station	Southsea Sealife Centre
Writing Core Texts						The Lighthouse Keeper's Lunch by Ronda and David Armitage



Woodlea Primary School Curriculum

	I can do that too (A Big Hedgehog and Little Hedgehog Adventure) by Britta Teckentrup Little Lost Fox by Carolina Rabei Owl Babies by Martin Waddell A Squash and a Squeeze by Julia Donaldson A beginners guide to choosing the perfect pet by Ali Rutstein Where the Wild Things Are by Maurice Sendak Rumble in the Jungle by Giles Andreae.	  Meg and Mog by Helen Nicoll Zog by Julia Donaldson Cinderella by Ailie Busby The Snowman by Raymond Briggs	  Whatever Next! by Jill Murphy Man on the Moon by Simon Bartram Zoom, Rocket, Zoom: Awesome Engines by Margaret Mayo) Space Counting Poem by Paul Cookson. Aliens Love Underpants by Claire Freedman and Ben Cort Here Come the Aliens by Colin McNaughton	 Mad About Dinosaurs by Giles Andreae and David Wojtowycz Stomp Dinosaur, Stomp! by Margaret Mayo/Alex Ayliffe Dear Dinosaur by Chae Strathie/Nicola O'Byrne Katie and the Dinosaurs: A Prehistoric Adventure by James Mayhew	   Eliot Jones, Midnight Superhero by Anne Cottringer Supertato by Sue Hendra and Paul Linnet Bear Feels Sick by Karma Wilson Topsy and Tim go to hospital by Jean and Gareth Adamson Flashing Fire Engines by Tony Mitton Traction Man by Mini Grey	The Singing Mermaid by Julia Donaldson Snap! By Margaret Mayo/Alex Ayliffe Dougal's Deep Sea Diary by Simon Bartram
--	--	--	---	--	---	--



Woodlea Primary School Curriculum

Literacy Writing	Across the year (Development Matters) - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. ELG Summer Term: - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.					
Writing Focus	Daily Little Wandle Phonics lessons Daily additional 1:1 writing sessions linked to objects, places and characters in core texts. Mark making; pencil grip; finding magnetic letters for initial sounds of words that they want to write; writing initial letters following adult modelling; name writing.	Daily Little Wandle Phonics lessons Daily additional 1:1 writing sessions linked to core texts focusing on applying phonics knowledge to write: Words for objects, places and characters from core texts. Lists (potion ingredients) Invitations (Royal Ball)	Daily Little Wandle Phonics lessons Daily additional 1:1 writing sessions linked to objects, places and characters in core texts focusing on: Using phonics to write short captions. Postcards (from the moon)	Daily Little Wandle Phonics lessons Daily additional small group writing sessions linked to core texts objects, places and characters in core texts focusing on writing: Short captions that build to write a longer piece. Letters (Letters to/from dinosaur) Adventure stories (Katie and the Dinosaurs)	Daily Little Wandle Phonics lessons Daily additional small group writing sessions linked to core texts focusing on writing: Several sentences to describe characters, objects and scenes from familiar stories. Movie scene plan (Traction Man) Speech and thought bubbles (Elliott Jones scenes) Police report (Supertato Evil Pea crimes). Labels (fire service/ambulance service equipment and vehicles)	Daily Little Wandle Phonics lessons Daily additional small group writing sessions linked to core texts focusing on writing: Several sentences which develop into one longer piece over a few days. Setting and character descriptions. Sentences to describe illustrations, with focus on beginning, middle and end of story. Instructions (disgusting sandwich)



Woodlea Primary School Curriculum

Continuous Provision Linked to Writing	Writing following own fascinations in continuous provision, supported by clipboards near the construction resources and images of animal buildings and structures to encourage children to create a plan for their design. Mark making tools by the mud kitchen café to take orders/'write' menus, clipboards with safari role and labelled images of animals to encourage children to 'write' about what they can see. Range of mark making tools and different types, sizes, colours, shape paper to be available at all times. Children to write own name and labels on their writing and pictures and on label cards for models made.	Writing following own fascinations in continuous provision supported by clipboards near the construction resources and images of castles, royal coaches and time machines (linked to Doughnuts for a Dragon book) to encourage children to create a plan for their design. Mark making tools by the mud kitchen café to take orders/write menus/potions. Potion Shop: templates to write ingredients and potion result, prices, receipts. Labelled images of ingredients. Father Christmas Elf Workshop/post office: labels for presents, letters to Father Christmas/Christmas Cards. Range of mark making tools and different types, sizes, colours, shape paper available. Children to write own name and labels on their writing and pictures and on label cards for models made.	Writing following own fascinations in continuous provision supported by space logbooks in space shuttle role play; clipboards near the construction resources and images of satellites, shuttles, moon buggies, Mars rover etc. to encourage children to create a plan for their design. Mark making tools by the mud kitchen café to take orders/write menus. Range of mark making tools and different types, sizes, colours, shape paper to be available at all times. Children to write own name/labels on writing and pictures and on label cards for models made.	Writing following own fascinations in continuous provision supported for example dinosaur spotting records and palaeontologist dig labels in role play areas; clipboards in construction resources and images of dinosaur themed constructions (a trap, a museum, a time machine, a cave etc.) to encourage children to create a plan for their design/annotated drawing once completed. Mark making tools transportable. Range of mark making tools and different types of paper.	Writing following own fascinations in continuous provision including superhero headquarters and emergency services role-play areas, city and emergency services small worlds to inspire writing. Mark making tools/paper transportable and easily accessible indoors and outside.	Images and objects to inspire writing linked to sea/maths themes and current fascinations for use during Explore and Learn times. Mark making tools/paper transportable and easily accessible.
--	--	--	---	---	--	---



Woodlea Primary School Curriculum

Literacy Comprehension and Word Reading	Across the year (Development Matters) • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment ELG Summer Term • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Daily Little Wandle Phonics sessions, learning intentions determined by individual progress level.
Personal, Social and Emotional Development (Linked to KS1 and KS2 PSHE)	Across the year (Development Matters) • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian ELG in Summer Term • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others



Woodlea Primary School Curriculum

	• Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs.					
	SCARF: Me and my Relationships • What makes me special • People close to me • Getting help Woodlea specific PHSE Discussing why we hear gunfire and Woodlea and the towns link to the army Zones of regulation	SCARF: Valuing Difference • Similarities and difference • Celebrating difference. • Showing kindness Woodlea specific PHSE <i>Children in Need November</i> <i>Remembrance November</i> <i>Anti-bullying week</i> <i>November</i>	SCARF: Keeping Safe • Keeping my body safe • Safe secrets and touches. • People who help to keep us safe Woodlea specific PHSE Water safety especially near rivers <i>Comic/Sport relief March</i>	SCARF: Rights and Respect • Looking after things (friends, environment, money) Woodlea specific PHSE School values Our school council BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	SCARF: Being my Best • Keeping by body healthy – food, exercise, sleep • Growth Mindset Woodlea specific PHSE Road safety <i>Walk to School Week May</i>	SCARF: Growing and Changing • Cycles • Life stages • Girls and boys – similarities and difference
	Safeguarding Safety in the woods and the importance of being seen and not running as you may trip over tree roots	Safeguarding <i>Anti-bullying week</i> <i>November</i>	Safeguarding Water safety especially near rivers SCARF: Keeping Safe • Keeping my body safe • Safe secrets and touches. • People who help to keep us safe	Safeguarding BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	Safeguarding Road safety Walk to School Week May	
Communication and Language	Across the year (Development Matters) • Understand how to listen carefully and why listening is important. • Learn new vocabulary and use through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases.					



Woodlea Primary School Curriculum

	- Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. - Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary ELG Summer Term Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
	- Multi-step instructions in daily routines and adult led activities. - I see, I Think, I Wonder House Assemblies - Discussion questions in Understanding the World - Frequent reading of high-quality texts to listen to and discuss, anticipating and joining in with repeated refrains. - Show and Tell, All About Me box and discussions after a child has taken the class mascot home - Role play and small world (see Expressive Arts and Design). - Ambitious vocabulary introduced through stories. - Speaking and Listening Challenge Cards adapted from http://www.primaryresources.co.uk/english/pdfs/speaking_and_listening_cards.pdf. - Presenting information in whole school and class performances and assemblies
Physical Development	Across the year (Development Matters) - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.



Woodlea Primary School Curriculum

	• Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene (note that many of these are covered in Managing Self, within PSED). ELG Summer Term: • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing.					
Physical Development Adult Led Activities (linked to KS1 and KS2 PE)	PE: Body Management 1 Cooperate and solve problems 1 Plus daily handwriting (pencil grip/control, forming patterns and letters).	PE: Dance 1 Gymnastics 1 Plus daily handwriting (pencil grip/control, forming patterns and letters).	PE: Manipulation and coordination 1 Speed agility travel 1 Plus daily handwriting (pencil grip/control, forming patterns and letters).	PE: Body management 2 Cooperate and solve problems 2 Plus daily handwriting (pencil grip/control, forming patterns and letters).	PE: Dance 2 Gymnastics 2 Plus daily handwriting (pencil grip/control, forming patterns and letters).	PE: Manipulation and coordination 2 Speed agility travel 2 Plus daily handwriting (pencil grip/control, forming patterns and letters).
Physical Development individual development through Continuous Provision	Continuous Provision for gross motor skills • Large scale climbing, equipment. • Rotation of open ended materials that allow for extended, repeated and regular practising of lifting, carrying, pushing, pulling, constructing, stacking and climbing. • Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. • Trikes. Continuous Provision for fine motor skills: • Finger gym. • Wide range of mark making resources available inside and outdoors. • Threading, putting clothes onto dolls, set up and playing with small world small items, sand and water tools, sewing, woodwork, malleable materials. • Creative resources in continuous provision which promote fine motor control, such as scissors, staplers, hole punches, rollers, stampers, painting equipment and sequins.					



Woodlea Primary School Curriculum

	• Wide range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g., by twisting, pushing, slotting or magnetism. • Activities that give children the opportunity and motivation to practise manipulative skills, e.g., clay, cooking, painting, playdough and playing instruments.
Mathematics	Across the year (Development Matters) • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity ELG Summer Term: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubles. • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Woodlea Primary School Curriculum

	Reception Baseline Assessments then White Rose Unit: Just Like Me This includes: Matching Sorting Comparing amounts Comparing size, mass, capacity	White Rose Maths Unit: It's Me, 1,2 3 This includes: Representing 1-3 Comparing 1-3 Composition of 1-3 Circles and triangles Positional language White Rose Maths Unit: Light and Dark This includes: Numbers to 5 1 more and 1 less Shapes with 4 sides Combining shapes Measuring time	White Rose Maths unit: Alive in 5 This includes: Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity White Rose Maths unit: Growing 6, 7, 8 This includes: Numbers 6, 7, 8 Making pairs Combining 2 groups Length and height Measuring time	White Rose Maths Unit: Building 9 and 10 This includes: 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Patterns	White Rose unit: To 20 and beyond This includes: Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning White Rose unit: First, then, now This includes: Adding more Taking away Spatial reasoning: Compose and decompose	White Rose Maths unit: Find my pattern This includes: Doubling Sharing and grouping Even and odd Spatial reasoning: visualise and build White Rose Maths unit: On the move This includes: Deepening understanding Patterns and relationships Spatial reasoning: mapping
Key Maths Texts and songs						



Woodlea Primary School Curriculum

	Where's My Teddy by Jex Alborough	1, 2,3 at the Zoo by Eric Carle	A Squash and a Squeeze by Julia Donaldson	Six Dinner Sid by Inga Moore	One Gorilla by Atsuko Morozumi	My Gumpy's Outing by John Burningham
	The Bear in the Cave by Michael Rosen	I'm Number One by Michael Rosen	I Spy Numbers by Jean Marzello	Sidney the Silly Only Eats Six by MW Penn	Nine Naughty Kittens by Linda Jennings	My Granny Went to Market by Stella Blackstone
	The Button Box by Margarette Reid	Pink Tiara Cookies for Three by Maria Dismondy	Anno's Counting Book by Mitsumasa Anno	Pairs! In the Garden	Cockatoos by Quentin Blake	The Shopping Basket by John Burningham
	A New House for Mouse by Petr Horacek	Number Farm by Stephen Holmes	Mighty Maddie by Stuart J. Murphy. https://www.youtube.com/watch?v=mxIjXWuaARs	Tall by Jez Alborough	One Moose, Tweny Mice by Clare Beaton	How many legs by Kes Gray
		Rosie's Walk by Pat Hutchins	How to Weigh an Elephant by Bob Barner https://www.youtube.com/watch?v=RHB2hDKj5rE	Mr Wolf's Week by Colin Hawkins	One to ten and back again by Nick Sharratt	The Secret Path by Nick Butterworth
		Pete the Cat and his 4 Groovy Buttons by Eric Litwin	Numberblocks episodes on CBeebies for numbers 4 and 5	10 Black Dots by Donald Crews https://www.youtube.com/watch?v=uPJEqUB2CxA	Hippos Go Berserk! by Sandra Boynton https://www.youtube.com/watch?v=Pm7mYklAbu0	Eggs and Legs: Counting by Twos by Michael Dahl. https://www.youtube.com/watch?v=4rOa-mnCdEw&t=86s
		Kipper's Birthday by Mick Inkpen	The Tiny Seed by Eric Carle https://www.youtube.com/watch?v=ls6wTeT2cKA	Apples – by Pat Hutchins https://www.youtube.com/watch?v=rzR57dI-7FE	Teeth, Tails, & Tentacles by Christopher Wormell. https://www.youtube.com/watch?v=e6h5tSIzCEE	Two of everything by Lily Toy Hong. https://www.youtube.com/watch?v=JML_7tsqlmU&t=1s
		When a Line Bends a Shape Begins by Rhonda Gowler Greene. https://www.youtube.com/watch?v=NopbKaCx-C0	On the Launch Pad by Michael Dahl. https://www.youtube.com/watch?v=jA6Q-1A_BiM	Dinosaurs or Ten Little Robots or Ten Little Pirates by Mike Brownlow. https://www.youtube.com/watch?v=-DE_QkBDYJc	Handa's Hen by Eileen Browne. https://www.youtube.com/watch?v=-9FZqX1CBqE	One is a Snail, Ten is a Crab: A Counting by Feet Book by April Pulley Sayre, Jeffrey Sayre and Randy Cecil. https://www.youtube.com/watch?v=VYDTpj8uxs8
		Washing Line by Jez Alborough. https://www.youtube.com/watch?v=yPxzAkspqbU	Rapunzel https://www.youtube.com/watch?v=yAuxW9tHs1Y	Ten Red Apples – by Pat Hutchins https://www.youtube.com/watch?v=7_mqVCewsYA	10 Little Princesses /10 Little Pirates by Mike Brownlow https://www.youtube.com/watch?v=4Y3s_wdBuHQ	The Lion's Share: A Tale of Halving Cake and Eating It, Too by Matthew McElligott https://www.youtube.com/watch?v=0jodUQG44e4
		Count the Monkeys by Mac Barnett https://www.youtube.com/watch?v=329DrVy6qOo	Jack and the Beanstalk https://www.youtube.com/watch?v=zurz-pL-uzw	Rooster's Off to See the World by Eric Carle https://www.youtube.com/watch?v=jOh1Mqbr8YE		



Woodlea Primary School Curriculum

		Collins. https://www.youtube.com/watch?v=-QKD3oPsVJM	Numberblocks episodes on CBeebies for numbers 6, 7 and 8. Size comparison game http://www.crickweb.co.uk/Early-Years.html I'm Coming to Get You by Tony Ross. https://www.youtube.com/watch?v=L1vOKdrsdvk Could do with buying as a bit fuzzy			
Maths Songs		Numberblocks song for 1: https://www.youtube.com/watch?v=QCRfVvYMF5A Numberblocks song for 2: https://www.youtube.com/watch?v=I5yjca4eS20 Numberblocks song for number 3: https://www.youtube.com/watch?v=HiRMPHD71nA Shapes are all around song: https://www.youtube.com/watch?v=Icl8uB2AWM0 Shape song https://www.youtube.com/watch?v=q4FAhOfcEs8 Numberblocks songs on CBeebies for numbers 4 and 5 One more than numbers to 10 song https://www.youtube.com/watch?v=t8rlqxyfEmI	Numberblocks songs on CBeebies for numbers 4 and 5 Song Five Little Men in a Flying Saucer Numberblocks socks on CBeebies for numbers 6, 7 and 8 Size song https://www.youtube.com/watch?v=h_7wV1OzTX8	Numberblocks songs for numbers 9 and 10 on CBeebies Ten Green Bottles – counting back from 10 to 0. 3-D Shape song https://www.bbc.co.uk/bitesize/clips/zps34wx Pattern rap https://www.youtube.com/watch?v=BQ9q4U2P3ig What comes next in coloured objects pattern song https://www.youtube.com/watch?v=MBjxSx45-Q Pump the pattern action pattern song https://www.youtube.com/watch?v=hoFhVdYsmPg Alligator Chomp action pattern song https://www.youtube.com/watch?v=nvLNhTnDO4I	Counting forwards and backwards to 100 using actions for each set of 10 as in https://www.youtube.com/watch?v=0TgLf3PMOc Numbers in the teens they start with a 1 https://www.youtube.com/watch?v=1W5aYi3lkho Addition song https://www.youtube.com/watch?v=UqQ1VkBvuRs 10 fat sausages https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-fat-sausages/z6vh7nb 5 Little Speckled Frogs https://www.youtube.com/watch?v=VQTVrxj4l6o 9 Green Bottles https://www.youtube.com/watch?v=NXtkeDeDUNU 10 Little Fairies https://www.youtube.com/watch?v=0bDZ8H5KGok	



Woodlea Primary School Curriculum

					Subtraction action song: https://www.youtube.com/watch?v=pwQKugrFmJQ	
Understanding the World details (linked to RE, Science, History and Geography in KS1 and KS2)	Across the year (Development Matters) • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. ELG Summer Term Past and Present • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling People Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Past and Present		Christmas celebrations in the past.	Introduction to the Apollo 11 moon landings in 1969.	Dinosaurs When were the dinosaurs alive? How do we know about the dinosaurs? Introduce concept of historical artefacts and fossils. Children will examine fossils and make their own using salt dough.		
	RE: Special clothes Step 1 – Communicate/share their own responses to special clothes	RE: Jesus' birthday Step 1 – Communicate	RE: Special things	RE: Eggs as a sign of new life	RE: Water Step 1 – Communicate (Child's own experience/communicate/listen)	RE: Theme/Unit: Janmashtami (Krishna's birthday) Step 1: Communicate their own response to remembering. Who do we like to remember?



Woodlea Primary School Curriculum

People, Culture and Communities	Step 2 – Apply the idea of special clothes to different situations Step 3 – Inquire into the meaning of the word special Step 4a – Contextualise special clothes within Christianity Step 4b – Contextualise special clothes in Hinduism Step 5 – Evaluate/Reflect on special clothes All About Me boxes to go home each week, over first term. Class mascot to go home to spend a week with each child over the year. Occupations: Vet visit. Discussions, stories, safari small world, video clips and safari/animal hospital role play. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Rural and city communities in Africa Where is our school? What does Whitehill look like? Look at map and aerial view of	Step 2 – Apply Step 3 – Inquire Step 4 – Contextualise Show the CBeebies sand drawing film clip about the first Christmas: Christmas - CBeebies - BBC Step 5 – Evaluate Plus discuss Christian celebration of Christmas and traditions for people around the world Class mascot to go home to spend a week with each child over the year, talk about experience, compare similarities between themselves and others. Remembrance Day St Andrew's Day	Step 1 – Communicate: What things are special to me? Step 2 – Apply: How do our special things make us feel? Step 3 – Inquire: What does special mean? Step 4a – Communicate: What is special to Christians? Step 4b – Communicate: What is special to Jewish people ? Step 5 – Evaluate: Are special things important to people? Class mascot to go home to spend a week with each child over the year, talk about experience. Chinese New Year including role play Chinese Restaurant (to include traditional food, woks, chopsticks, lucky money wallets). Children to be introduced to concept of Space through fiction/non-fiction texts, photos and video clips for discussion. What is it like to be an astronaut? Focusing on	Step 1 – Communicate: What do we think about eggs? Step 2 – Apply: Do we all think the same? Step 3 – Inquire: How can eggs be a reminder? Step 4 – Contextualise: How do Christians use eggs as a reminder/ symbol of new life? Step 5 – Evaluate: Do you think eggs are a useful All About Me boxes to go home each week, over first term. Class mascot to go home to spend a week with each child over the year. Occupations: Vet visit. Discussions, stories, safari small world, video clips and safari/animal hospital role play. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Rural and city communities in Africa Where is our school? What does Whitehill look like? Look	What do we think about the preciousness of water? Step 2 – Apply Is water always precious in different situations to different people? Step 3 – Inquire (Introduce) What does precious mean (in relation to water)? Step 4 – Contextualise (Explore/Respond) How do Christians use water in a way that shows that it is precious? Step 4b: Contextualise Is the River Ganges precious to Hindus? • . Step 5 – Evaluate (Reflect) Do you think water is precious in Christian baptism? Class mascot to continue to go home to spend a week with further children, talk about experience, focus on things that they enjoy doing and traditions. May Day traditions in other parts	Step 2: Apply remembering to different situations (continue from above) Step 3: Inquire into the concept of remembering · Step 4: Contextualise remembering within the story and celebrations of Krishna's birthday Step 4: Contextualise remembering within the story and celebrations of Krishna's birthday Step 5: Evaluate the importance of remembering Krishna for Hindus Class mascot to continue to go home to spend a week with further children, talk about experience, focus on things that they enjoy doing and traditions.
---------------------------------------	--	--	--	---	---	---



Woodlea Primary School Curriculum

	local area. Where is Africa? How would we get there? Find UK and Africa on globe. What do we need to pack to go on safari? How is this the same/different to UK		scientific jobs that they have to do in Space and life in space. What is space technology? Introduction to space shuttles, satellites, Mars Rover, International Space Station, telescopes, planetariums.	at map and aerial view of local area. Where is Africa? How would we get there? Find UK and Africa on globe. What do we need to pack to go on safari? How is this the same/different to UK	of the country using maps/photos/videos. Exploring life in a city, comparing it to living in Whitehill and surrounding areas. Keeping people safe in a city: police, fire service and ambulance. Role play and small world resources for emergency services. Emergency services past and present using photos (vehicles, equipment, clothing etc). What can you do if you visit a city? Explore maps of London, including key features and landmarks: River Thames, Buckingham Palace, Tower Bridge, London Eye, Houses of Parliament, St Paul's Cathedral, Hyde Park, underground stations. St George's Day (Patron saint of England).	
The Natural World	Outdoor Learning sessions Trees and wildlife in the school grounds. Exploring seasonal changes into autumn, including visual changes, weather and clothing. Harvest. Compare plants and trees in our environment to African savannah. Encourage children to speculate on the reasons why things happen or how things work.	Outdoor Learning sessions: Focus on seasonal changes Autumn to Winter including daylight changes, changes to the trees and weather, clothing. Examine frost and look at images of frost and snow under a microscope. Explore concept of migration and hibernation of animals as a result of weather changes, particular focus on hedgehogs and	Outdoor Learning sessions: Seasonal changes; native trees; RSPB bird watch. What are planets? Focus of investigations will be recording results/ discussing differences to draw conclusions: Craters on the moon using pebbles and moon sand (linking to impact from asteroids, meteorites). Balloon rockets.	Outdoor Learning sessions: How does own environment change in the spring? During the term the children will find dinosaur eggs, explore creatures that lay eggs, bird nest building and make own nest for the dinosaur eggs. What is a skeleton? Explore animals with skeletons, look at x-ray images. What does a palaeontologist do? Using dig tools and importance of being careful to protect the find.	Outdoor Learning sessions: Sow seeds and begin to grow vegetables and flowers, measuring and recording changes. Super spiders. Where do spiders make their webs? Are they all the same shape? How many different types of spiders can you spot? Take photos / draw the spiders and webs to record what you find. Science investigations: Sink or swim super veggies floating and sinking	



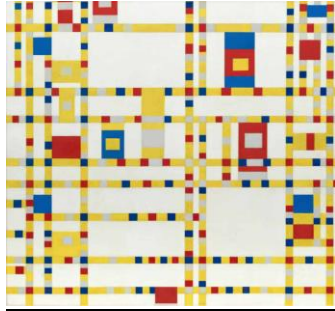
Woodlea Primary School Curriculum

	What can you see on safari? How is this different to what we would see in UK? What is camouflage? Who is awake at night in Africa? What does a vet do? What happens on a farm? Link to celebrating Harvest. Science Investigations: Why do birds have different shaped beaks? Why don't ducks get wet? Which animal did this poo?	building a hedgehog shelter. Talk about snowy habitats and the appearance of animals in these places. Start to use correct science term 'investigate' and open-ended questions, such as "How can we...?" or "What would happen if...?". Encourage children to speculate on the reasons why things happen or how things work. Science investigations will focus on making observations of change: Creating different potion colours with red Cabbage potions (with acidic and alkaline ingredients). Melting ice	Astronaut damaged space glove investigation- linked to simple concept of hostile environment, need for the glove to be airtight again	Draw and measure bones, fossils, skeletons found and label for a museum display. What do dinosaurs eat? Use simple herbivore and carnivore classification keys. Look at different diets, link to the traps that the children will make to catch their missing baby dinosaurs. Which animals lay eggs? Explore life cycles of chickens, dinosaurs and frogs.	Write like a superhero: invisible ink	
Additional Outdoor Learning Sessions	Shelter building – Introduction to shelter building using a variety of materials and pegs. Use pictures to aid ideas. Make a mini den for animals. Tools – Introduction to tools: peelers, mallets, trowels with adult support. Introduction to basic knots – overhand knot. Fire – Introduction to fire – safety when moving around etc. Contribute by selecting fuel. Toast marshmallows with full support. Observe popcorn popping. Wildlife – Observe the changes in trees across the seasons.					
Computing (additional subject)	Computing through continuous provision.	Computing systems and networks: Using an iPad. Learning how to log in and out.	Programming 1: All about instructions The children learn to receive and give instructions and	Computing Systems and networks: Exploring hardware	Traction Man movie making	Programming 2: Programming Bee-Bots Children learn about directions, experiment with



Woodlea Primary School Curriculum

			understand the importance of precise instructions.	Tinkering and exploring with different computer hardware and learning to operate a camera.		programming a Bee-bot/Blue-bot and tinker with hardware
Expressive Arts and Design	Across the year (Development Matters) • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. ELG Summer Term • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.					
Expressive Arts and Design Adult Led and enquiry question specific learning (linked to Art, DT and Music in KS1 and KS2).	Art technique: Printing on paper and fabric with paint Key artists / artwork: Traditional African mudcloth, animal patterns	Art technique focus: Torn paper collage Key artist: Megan Coyle 	Art technique focus: Oil pastels Key artists: Peter Thorpe 	Art technique focus: Photography Key photographers: Hampshire photographer Daniel Wretham 	Art technique focus: Drawing Key artists: Matt Gabel 	Art technique focus: 3D Art and Sculpture Key artists: Jane Tomlinson papier-mâché birds. 

	 Adult-initiated/led creative activities linked may include: Developing printing techniques using a range of natural and manmade objects. African mud cloth style pattern printed pictures Animal patterns printing	 Adult-initiated/led creative activities linked may include: Torn paper winter animals collage The children will also produce pieces to be displayed in the hall, with a whole school theme which may or may not link to the current topic. They will also make something to sell at the Christmas Fair and a tree decoration for the school Christmas tree.	 Adult-initiated/led creative activities linked may include: Rocket oil pastel art Planet rover vehicles (attached to floor robots)	 Adult-initiated/led creative activities linked may include: Learning how to use the iPad to take and edit photos. Setting up scenes to take photos. Taking photos of natural objects linked to spring. Using photos combined with other skills taught so far (collage, painting etc).	 Adult-initiated/led creative activities linked may include: City building drawings Traction Man movie making (see Technology). Art and Design Masters Week Art inspired by Broadway Boogie-Woogie by Piet Mondrian 1942 	 Adult-initiated/led creative activities may include: Papier-mâché seagulls Tropical fish collages
	Music and Dance Charanga Unit: Bounce into Action 1. Find the beat of the music 2. Develop fine and gross motor skills	Music and Dance Charanga Unit: Rainbow Magic 1. Sing lyrics clearly 2. Know that music can tell a story	Music and Dance Charanga Unit: Happy Talk 1. Sing whole songs 2. Respond to musical messages and changes	Music and Dance Charanga Unit: Amazing Animals 1. Move creatively to music 'in character' 2. Listen and respond with increased attention and	Music and Dance Charanga Unit: Number Fun 1. Find and keep the beat with different songs 2. Play instruments with developing control	Music and Dance Charanga Unit: Beep Beep Toot Toot 1. Play instruments with increasing control in the correct section of a song



Woodlea Primary School Curriculum

	Dive into the beat of everyday life. Find and move to the beat of three songs: Wake Up, You Can Move and Feel Your Whole Body. Learn to copy and create a range of fine and gross motor skills and cross-body moves. Learn to sing five songs with actions to help learn the days of the week and daily routines. Making choices is an integral part of growing up and being creative. Break free of the daily routines and encourage the children to imagine a perfect day. Help them select pictures to colour in and organise to reflect their ideal day.	This unit has songs and pieces that take us on an imaginary journey. There are four songs to learn to sing: Rainbows, Sparkle, Twinkle Twinkle Little Star and Ring 'O Roses. The children will explore how songs can tell a story which can be exciting, relaxing, surprising or a little bit scary. Help the children create a picture to use as a prompt to tell their own story. Enjoy playing the game, What's In The Bag? to discover different percussion instruments and learn to make a choice and take turns. The children will start to learn the sound of each instrument through this game and What Can I Hear?	This unit focuses on how music communicates. You will start and end each lesson with welcome and goodbye songs. The children will also learn If You're Happy And You Know It and the Name Song, ensuring they sing accurately with all the correct actions. Music and musicians communicate in different ways. In this unit, the children will learn to play hand-held percussion instruments and watch and respond to flashcards to indicate who plays and how loudly. This involves concentration, playing with control, anticipation and watching and responding.	express feelings about the music This unit explores traditional songs about animals, including Old MacDonald, Incy Wincy Spider and Boing, a bouncy song about rabbits. The children will learn to sing and perform the songs from memory. Additionally, they will listen to several pieces of music, experiment with moving 'in character' and consider how to respond to the different volumes. The children will share their thoughts and opinions about what they hear. The suggested art activity provides an opportunity to explore the magical animal world.	This Unit has four counting songs to learn to sing, each with a different but strong beat. The songs are Alice The Camel, Five Little Ducks, 1, 2, 3, 4, 5 and Five Fine Bumble Bees. With support, the children will learn to find and play on the beat with body percussion and instruments. The children will enjoy making two different percussion instruments using classroom craft resources. These instruments will be used to find the beat, play a pattern accurately in some songs and learn to count to ten. Encourage the children to explore playing the instruments at different volumes, quiet, loud, and between. This will help them learn to play instruments with control.	2. Develop accuracy in following signals to start and stop correctly This transport-themed unit has songs that allow for the addition of actions and the playing of small handheld percussion instruments. The children will learn to play their instruments with increasing control and memorise when to play them correctly within the songs. Continuing with the transport theme, the children will learn to follow non-verbal signals whilst moving to music in the Traffic Lights game. This will support them to follow hand signals when playing their instruments at precisely the right moments in songs. Music can set and change moods as well as tell stories. The children will be able to move creatively to different pieces of music and also enjoy relaxing and cooling down to calm music at the end of lessons.
	Small World	Small World	Small World	Small World	Small World	Small World



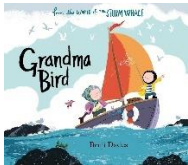
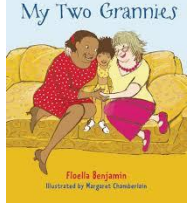
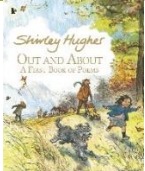
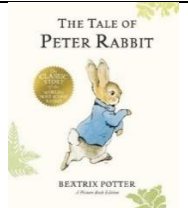
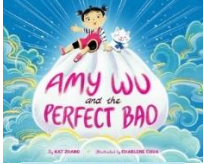
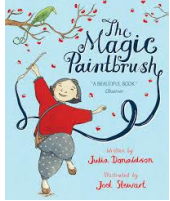
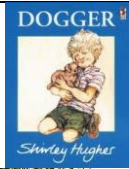
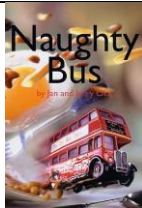
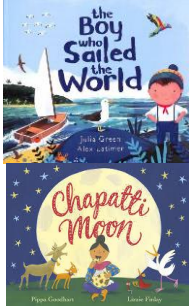
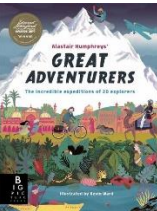
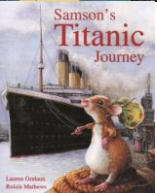
Woodlea Primary School Curriculum

	Animal themed small world. Train set and animals (linked to Oi! Get off my train story). Farm small world. Role-Play Safari role-play with props (binoculars, walkie-talkies, phones, torches, clothing, maps, magnifying glasses, animal images, bags, animal dressing up clothes, animal masks). Model how story line can be introduced such as going on an expedition. Animal hospital with props (animals, vet outfits, keyboard, phones, medical apparatus, x-ray images, boxes for cages etc.).	Fairyland; Cinderella's house with lollystick characters; Castle with knights and dragons. Role-Play Potion Shop; Castle; Father Christmas Elf workshop.	Wooden space shuttle, space station and rover buggy. Characters from stories being studied on lollipop sticks: Whatever Next! Bear, owl, picnic items on moon; Bob (Man on the Moon); Aliens. Role-Play Space shuttle Chinese Restaurant	Dinosaur small world with characters from stories being studied and mini-me children. Role-Play Dinosaur costumes; Dinosaur Museum; Palaeontologist dig site with soil/sand and fossils / bones to find, using small brushes and digging tools.	Small world: city superhero scene with buildings, cars and superheroes on lolly sticks. Role-Play Superhero headquarters; Police station; Supermarket; City builders construction set, including cement mixer, foam bricks, tools, hats, jackets	The Lighthouse Keeper's Lunch small world Role-Play Beach café
Development of individual skills linked to Expressive Arts and Design Continuous Provision	Creation Station area, regularly enhanced with a wide range of resources for mixing colours, joining things together and combining materials. Selection of collage materials, different paper types, junk modelling resources, painting and printing tools, mark making resources inside and outdoors. Multi sided painting easel. Images and objects linked to current theme and the work of focus artists to inspire and support on easel and displayed in Creation Station. 'Work in progress' worktop where models can be retained for a period for children to enjoy, develop, or refer to. Encourage children to think about cause and effect by noticing changes in properties of media as they are transformed through becoming mixed, wet, dry, flaky or fixed. Introduce descriptive language. Key questions: I wonder what you will need to use to make...? What will happen if...? Tell me how you made that...Why did you choose to use the...? Can you show me how you fixed that? What is going to happen next?					



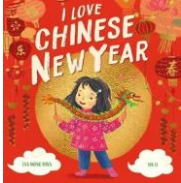
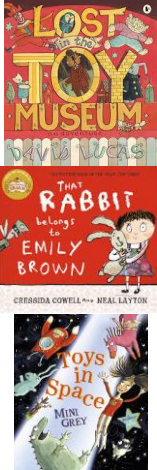
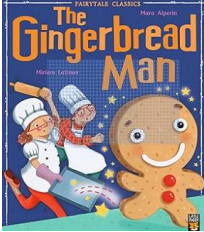
Woodlea Primary School Curriculum

Year 1 (Robins Class)

Enquiry question	Autumn		Spring		Summer	
	What makes our families unique?	Do our woods stay the same?	Would Peter Rabbit prefer to live in Bordon or Shanghai?	How have toys changed since our grandparents were little?	Where will your life take you?	
Key Curriculum Links	Science and Art	Geography, Science	Geography, Science, Art	History	Geography	History, Art
Trips and enrichment	Invite families in to share baby photos	Walk around Deadwater Woodland Nature Reserve Nativity	Lunar New Year celebration	Grandparents visit Bring in toys day	Go on a public bus	Titanic Museum
Values Link	Teamwork	Resilience	Determination	Kindness	Curiosity	Courage
Writing Core Texts	 	  	  	 	  	 



Woodlea Primary School Curriculum

	 Grandma Bird by Benji Davies My two Grannies by Floella Benjamin Maisie's Scrapbook by Samuel Narh My Family, Your Family by Laura Henry-Allain Until you find the sun by Maryam Hassan	 Out and About: A First Book of Poems by Shirley Hughes A Walk in the Woods by Flora Martyn After the Storm by Nick Butterworth Tree: Seasons Come, Seasons Go by Britta Teckentrup The Girl who planted trees by Anastasia Surorova The Squirrels who Squabbled by Rachel Bright	 The Tale of Peter Rabbit by Beatrix Potter Amy Wu and the Perfect Bao by Kat Zhang I love Chinese New Year by Eva Wong The Magic Paintbrush by Julia Donaldson	 Dogger by Shirley Hughes Stanley's Stick by N. Layton Lost in the Toy Museum by D Lucas That Rabbit belongs to Emily Brown by C Cowell Toys in Space by Mini Grey	 Naughty Bus by Jan Oke and Jerry Oke The Boy Who Sailed the World by Julia Green Chapati Moon by Pippa Goodhart The Gingerbread Man by Mara Alperin	 Lost and Found by Oliver Jeffers Samson's Titanic Journey by Lauren Graham Great Adventurers by Alastair Humphreys
--	--	--	---	--	---	---



Woodlea Primary School Curriculum

	All Kinds of Families by Sophy Henn					
Genres	Until You Find the Sun Retell	Out and About Sensory Poem	Tale of Peter Rabbit Persuasive Letter to Mr McGregor	Dogger Retell of a familiar setting	Chapati Moon Retell humorous narrative	Lost and Found Lost poster Sequenced Journey Narrative (when adverbials)
	Maisie's Scrapbook Retell	After the Storm Retell	Amy Wu and the Perfect Bao Instruction Writing	Stanley's Stick Adventure Narrative Retell	Naughty Bus Own version humorous narrative	Samson's Titanic Journey Retell Letter
	Grandma Bird Letter	A Walk in the Woods and Tree Contrasting Seasonal Setting Descriptions	The Magic Paintbrush Retell	Lost in the Toy Museum Clues with prepositions List Poem	The Boy who Sailed the World Instructions	Great Adventurers List Biography (choose one – potentially Sarah Outen)
	My Two Grannies List Poem	The Girl who Planted Trees Instruction Writing	I Love Chinese New Year Non-Chronological Report Observational poem	That Rabbit Belongs to Emily Letter	The Gingerbread Man Dialogue Traditional Tale Retell (video/script)	<u>Wider Curriculum</u> Non-Chronological about the Titanic
	My Family, Your Family Captions Speech bubbles	The Squirrels who Squabbled Dialogue	<u>Wider Curriculum</u> Post card from Peter Rabbit from Shanghai and Bordon	Toys in Space Own version adventure narrative	<u>Wider Curriculum</u> Which continent would you like to visit first?	
	All Kind of Families Explanation			<u>Wider Curriculum</u> Create class book about their favourite toys		
	<u>Wider Curriculum</u> Simple biography fact file about a family member	<u>Wider Curriculum</u> Autumn is... Poem (and other seasons for some chn)				



Woodlea Primary School Curriculum

Punctuation and Grammar (Twinkl)	- Capital and Lowercase Letters - Verbs - Suffixes -ing - Finger Spaces - Writing Sentences - Assess and Review	- Personal Pronoun I - Noun Suffixes -s - Prefixes un- - Capital Letters and Full Stops - Writing Sentences - Assess and Review	- Singular Nouns - Past and Present Verbs - Suffixes -ed - Capital Letters for the Days of the Week - Writing Sentences - Assess and Review	- Plural Nouns - Noun Suffixes -es - Compound Words - Question Marks - Sequencing Sentences - Assess and Review	- Punctuating Sentences - Nouns Suffixes -es - Exclamation Marks - Capital Letters for Names of People and Places - Writing Question Sentences - Assess and Review	- Joining Words and Clauses Using 'and' - Suffixes -er - Punctuating Sentences - Writing Stories - Writing Exclamation Sentences - Assess and Review
Spelling (Spelling Shed)	Words ending in ff, ll, ss, zz, ck Puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back Words with the /k/ sound spelt k and nk Bank, honk, tank, pink, think, kit, skin, mask, kick, basket Words with the /tch/ trigraph Catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, bitch Adding -s and -es to make plurals Flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches Adding the suffixes -ing and -ed Looking, looked, buzzing, buzzed, jumping, jumped,	Compound words and words with unstressed vowels Pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish Words with the digraphs /ai/ /oi/ Rain, point, oil, wait, train, coin, join, paid, afraid, soil Words with the digraphs /ay and /oy/ Day, play, cowboy, enjoy, stay, toy, joy, clay, say, way Words with the split digraph a-e Made, take, came, mistake, same, safe, awake, snowflake, rake, plate	Words with the split digraph o-e Home, those, woke, hope, spoke, joke, bone, phone, lone, tone Words with the split digraph u-e June, rude, tube, flume, huge, rule, use, tune, flute, plume Words with the digraph /ar/ Car, jar, park, arm, garden, hard, dark, stars, art, shark Words with the digraph /ee/ Feel, tree, green, meet, week, see, free, sheet, feet, seek Words with the digraph /ea/	Words where the digraph is 'er' is stressed Herb, verb, her, term, person, germ, stern, perch, fern, mermaid Words where the digraph 'er' is unstressed Better, summer, sister, after, never, under, winter, brother, ever, river Words with the digraphs /ir/ and /ur/ Girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday Words where the digraph 'oo' makes an /oo/ sound Food, poo, moon, zoo, soon, too, spoon, afternoon, boot, boom Words where the 'oo' makes an /u/ sound	Words where the digraph 'ou' makes an /ow/ sound Out, mouth, sound, proud, shout, about, around, found, mound, count Words where the digraph 'ow' makes /oa/ or /ow/ sound Down, town, frown, how, brown, own, grow, show, blow, snow Words ending in'y' /ee/ and ve /v/ sound Very, happy, funny, party, family, give, have, love, shove, dove Words with the digraphs 'ue' and 'ew' Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new Words where the digraph 'iue' make an /igh/ sound	Words with the trigraph 'igh' High, night, light, bright, right, sight, tight, mighty, fright, midnight Words with the digraph 'or' and the trigraph 'ore' Forty, morning, north, torn, horse, more, score, before, wore, shore Words where the digraphs 'aw' and 'au' make an /or/ sound Saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut Words with the trigraphs 'air' and 'ear' Air, pair, chair, fairy, hairy, ear, hear, year, near, clear



Woodlea Primary School Curriculum

	helping, helped, fizzing, fizzed Adding the prefix un- and the suffixes -er and -est Fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock	Words with the split digraph e-e Even, complete, delete, Chinese, these, evening, eve, athlete, extreme Words with the split digraph i-e Five, ride, like, time, side, slide, spike, trike, fine, mine	Each, peach, reach, teach, lead, leaf, leap, beak, squeak, sea Words with the digraph /ea/ that makes /e/ Head, bread, meant, instead, wealth, sweat, threat, spread, dead, death	Book, cook, foot, wood, look, good, shook, stood, took, wool Words where the digraph 'oa' and 'oe' make an /oa/ sound Goes, goat, boat, toe, woe, doe, road, soap, coat, toad, tomatoes	Lie, tie, pie, cried, tried, died, spied, fried, dried, tied Words where 'ie' make an /ee/ sound Chief, thief, piece, brief, handkerchief, field belief, priest, shield, grief	Words where the trigraphs 'ear' and 'are' make an /air/ sound Bear, wear, pear, bare, care, scare, share, hare, mare, dare Words with the digraphs 'ph' and 'wh' Dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why
Reading	Little Wandle Scheme					
Maths White Rose Units	White Rose Maths Unit: Place Value This includes: Counting and representing objects 1 more and 1 less Compare and Order numbers White Rose Maths Unit: Addition and Subtraction This includes: Part-whole model Number bonds within and to 10 Addition Subtraction Fact families	White Rose Maths Unit: Addition and Subtraction (continued) This includes: Part-whole model Number bonds within and to 10 Addition Subtraction Fact families White Rose Maths Unit: Geometry- Shape This includes: Sort 3D shapes Recognise and name 3D shapes Sort 2D shapes Recognise and name 2D shapes Patterns with 2D and 3D shapes	White Rose Maths Unit: Place Value (within 20) This includes: Count within 20 Understand numbers 10-20 1 more and 1 less Using the number line to 20 Compare and Order numbers White Rose Maths Unit: Addition and Subtraction (within 20) This includes: Find and make number bonds to 20 Doubles and near doubles Related facts Missing number problems	White Rose Maths Unit: Place Value (within 50) This includes: Count from 20-50 Groups of tens and ones Partition into tens and ones Number line to 50 White Rose Maths Unit: Length and Height This includes: Compare lengths and heights Measure length using objects and in centimetres White Rose Maths Unit: Mass and Volume This includes: Measure and compare mass Compare volume Measure and compare capacity	White Rose Maths Unit: Multiplication and Division This includes: Count in 2s, 5s and 10s Recognise, add and make equal groups Arrays Doubles White Rose Maths Unit: Fractions This includes: Recognise and find $\frac{1}{2}$ of a shape or quantity Recognise and find $\frac{1}{4}$ of a shape or quantity	White Rose Maths Unit: Geometry- Position and Direction This includes: Describe position- left and right Describe position- forwards and backwards Describe position- above and below White Rose Maths Unit: Place Value (within 100) This includes: Count from 50 to 100 Tens to 100 Partition into tens and ones Number line to 100 Compare numbers



Woodlea Primary School Curriculum

						White Rose Maths Unit: Money This includes: Recognise coins and notes Count in coins White Rose Maths Unit: Time This includes: Before and after Days, weeks and months Tell the time to the hour and half hour
History	How am I making history? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born. <u>National Curriculum</u> <u>Focus:</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.			How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future. <u>National Curriculum Focus</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:		How have explorers changed the world? <i>Adapt Kapow</i> Finding out about events and people beyond living memory, children focus on explorers such as Christopher Columbus and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered. <u>National Curriculum</u> <u>Focus</u> Changes within living



Woodlea Primary School Curriculum

				how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.		memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national/international achievements. Some should be used to compare aspects of life in different periods.
Geography		What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. Fieldwork: What can we find in our school grounds? Where are the different places in our school?	What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.		What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key. Fieldwork: What are the four seasons? What are the compass directions?	

			Fieldwork: What can we see in our local area?		What is the weather like today?	
Art		3D pattern art using natural materials and digital photography Inspirational Artist(s): Andy Goldsworthy Outcome: Pattern art using leaves and other natural objects found in the woodland then use iPads to take a photo to make a class calendar. 	Painting with poster paint and gold pen detailing Inspirational Artist(s): Chinese New Year event posters of dragons and photos of dragon dance  Outcome: Chinese New Year painted scene with a dragon, fireworks, lanterns etc.		Art and Design Masters Week Art inspired by: The Mona Lisa by Leonardo da Vinci 1503-1505 	Drawing: chalk pastels Inspirational Artist(s): Barbara Rae Outcome: chalk pastels iceberg picture with aurora borealis sky. 



Woodlea Primary School Curriculum

						
DT	Moving Storybook (Story about ourselves) Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture that meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses		Special Day Not KAPOW Make Bao Buns for Chinese New Year https://www.bbc.com/food/recipes/steamed-bao-buns	Textiles: Puppet toys Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.	Mechanisms/Mechanical Systems (Naughty bus) Adapt KAPOW Wheels and Axles Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.	



Woodlea Primary School Curriculum

	of their design and suggest alterations					
Science	Animals, including humans 1 - All about me Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Plus: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Plants with focus on trees Become familiar with common names of flowers and plant structures including seeds. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of deciduous and evergreen trees. Understand how trees change over time. Become familiar with plant structures. Keep records of how trees change over seasons. Plus: Seasonal Changes Observe and describe weather associated with the seasons and how day length varies.	Animals, including humans 2 All about Animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Plus: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Everyday materials - Exploring everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Distinguish between an object and the material it is made from. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Plus: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Plants GROWTH Become familiar with common names of flowers and plant structures including seeds. Identify and describe the basic structure of a variety of common flowering plants, including trees Become familiar with common names of flowers and plant structures. Identify and name a variety of common wild and garden plants. Identify and name a variety of deciduous and evergreen trees. Understand how plants change over time. Observe the growth of planted flowers Become familiar with plant structures Keep records of how plants change over time. Plus: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Everyday materials Building homes Describe the simple physical properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Plus: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.



Woodlea Primary School Curriculum

PSHE and RSE	SCARF: Me and my Relationships Feelings Getting help Classroom rules Special people Being a good friend Woodlea specific PHSE Zones of regulation	SCARF: Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help Woodlea specific PHSE SCARF Bullying and getting help <i>Children in Need November</i> <i>Remembrance November</i> <i>Anti-bullying week November</i>	SCARF: Keeping Safe How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep Woodlea specific PHSE Comic/Sport relief March	SCARF: Rights and Respect Taking care of things: Myself My money My environment Woodlea specific PHSE BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	SCARF: Being my Best Growth Mindset Healthy eating Hygiene and health Cooperation Woodlea specific PHSE Road safety Walk to School Week May	SCARF: Growing and Changing Getting help Becoming independent My body parts Taking care of self and others Woodlea specific PHSE Pants rule NSPCC
		Safeguarding SCARF Bullying and getting help <i>Anti-bullying week November</i>	Safeguarding SCARF How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Safeguarding BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	Safeguarding Road safety <i>Walk to School Week May</i>	Safeguarding SCARF Getting help Becoming independent My body parts Taking care of self and others Pants rule NSPCC
Mental Health and Wellbeing	My Happy Mind: Year 1 Unit Meet Your Brain	My Happy Mind: Year 1 Unit Celebrate	My Happy Mind: Year 1 Unit Appreciate	My Happy Mind: Year 1 Unit Relate	My Happy Mind: Year 1 Unit Engage	My Happy Mind: Consolidate all units
PE	Gymnastics 1	Dance 1	KS1 Fitness 1	Gymnastics 2	Run jump throw 1	Run jump throw 2
	Send and return 1	Attack defend shoot 1	Send and return 2	Attack defend shoot 2	Hit catch run 1	OAA
Computing	Computer Systems and Networks: Improving mouse skills Learning how to login and navigate around a computer; developing mouse skills; learning how	Programming 1: Algorithms unplugged Algorithms, decomposition and debugging are made relatable to familiar contexts, following	Skills Showcase Rocket to the moon Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using	Programming 2: Programming Bee-bots Option 1: Bee-Bots Option 2: Virtual Bee-bots Introducing programming through the use of a Bee-Bot and exploring its functions.	Creating Media: Digital imagery Option 1: Google Option 2: Microsoft Office 365 Taking and editing photos, searching for and adding images to a project.	Data Handling: Introduction to data Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it



Woodlea Primary School Curriculum

	to drag, drop, click and control a cursor to create works of art Plus online safety lesson Learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us	directions, learning why instructions need to be specific. Plus online safety lesson Learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us	drawing software and recording data. Plus online safety lesson Learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us	Plus online safety lesson Learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us	Plus online safety lesson Learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us	can be gathered and recorded. Plus online safety lesson Learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us
Music	My Musical Heartbeat How Can We Make Friends When We Sing Together? Find The Beat by Joanna Mangona and Pete Readman 1-2-3-4-5 by Joanna Mangona and Pete Readman Head, Shoulders, Knees And Toes arranged by Rick Coates Shapes by Joanna Mangona and Pete Readman We Talk To Animals by Joanna Mangona and Rick Coates Improvise, compose and create a graphic score.	Dance, Sing and Play! How Does Music Tell Stories About the Past? Twinkle, Twinkle, Little Star by Jane Taylor, arranged by Rick Coates In the Orchestra by Joanna Mangona and Pete Readman Daisy Bell (Bicycle Built For Two) by Harry Dacre, arranged by Chris Dancing Dinosaurs by Joanna Mangona and Pete Readman Rock-a-bye Baby arranged by Rick Coates I'm A Little Teapot by George Harold Sanders and Clarence Z. Kelley, arranged by Rick Coates Play instrumental parts, improvise, create a graphic score.	Exploring Sounds How Does Music Make the World a Better Place? If You're Happy And You Know It arranged by Rick Coates Sing Me A Song by Joanna Mangona and Pete Readman Sparkle by Joanna Mangona and Pete Readman Rhythm In The Way We Walk by Joanna Mangona and Pete Big Bear Funk by Joanna Mangona and Pete Readman Baby Elephant by Joanna Mangona and Pete Readman Cinderella, Op. 87: 37 - Waltz-Coda by Sergei Prokofiev	Learning to Listen How Does Music Help Us to Understand Our Neighbours? Days Of The Week by Joanna Mangona and Pete Readman Name Song by Joanna Mangona and Pete Readman Cuckoo by Joanna Mangona and Pete Readman Upside Down by Joanna Mangona and Pete Hush Little Baby arranged by Rick Coates Hush Little Baby Who Took The Cookie? arranged by Rick Coates The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst Play instruments, improvise, compose, create a graphic score.	Music Inspired by the World Around Us 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story. As well as listening to and singing In The Sea by Joanna Mangona and Pete Readman (Contemporary), you will listen to five other pieces of music. This music is inspired by the amazing things we see in the world around us, whether it's the changing seasons, day and night, the birds and animals, outer space, or us, human beings! The music that has been chosen spans 300 years	Highs and Lows 1. Understand the difference between a rhythm and a pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school. In this unit, they will listen to and match patterns of notes going up and down. Pitch patterns will be explored through listening games, vocal warm-ups and learning the song Music Is In My Soul. In Step 3, the children will become sound detectives.



Woodlea Primary School Curriculum

			Play instruments, improvise, compose, create a graphic score.		from the Baroque to the Contemporary eras.	
RE	Special places Step 1 express creatively their response to special places Step 2 recognise how their ideas about special places relate to their own lives and those of others Step 3 simply describe the concept of specialness in relation to special places Step 4 simply describe how the Mandir is a special place for Hindus. Step 5 talk in simple terms about the importance of the Mandir as a special place for Hindus	Nativity journeys Step 1 express creatively their responses to journey's end in their experience Step 2 recognise how different journey's ends relate to their lives Step 3 recognise different journeys' ends Step 4 recognise the journey's end of the characters in the Christmas birth narratives Step 5 in simple terms recognise something of the value of the journeys' end to Christians.	People who met Jesus Journeys can make us feel lot of different emotions. In Christianity, there are the Nativity journeys. Mary and Joseph's journey ended with Jesus coming into the world. He is an important person to Christians.	Community Step 1 express creatively their response to their own experiences of community Step 2 recognise their responses in relation to giving to their community. Step 3 recognise what has been taught about community and how it is used within Hindu traditions. Step 4 recognise how community is represented within the Hindu tradition of dāna. Step 5 In simple terms, they recognise the value of community to people who celebrate Hindu Traditions and to themselves.	Theme/Unit: Belonging in Judaism Step 1 – Communicate: What does belonging mean to you? Step 2 – Apply: How does belonging affect my life? Step 3 – Enquire: What does belonging mean? -Step 4 – Contextualise: How do Jews show that they belong? Step 5 – Evaluate: Is it important for Jews to feel that they belong?	Belonging in Christianity Step 1 express creatively their own responses to belonging Step 2 recognise how their response to the idea of belonging relates to their own lives. Step 3 recognise what has been taught about the concept of belonging Step 4 recognise how Christians may show that they belong to the Christian religion Step 5 in simple terms recognise something of the value of belonging to Christians, and identify an issue raised.
Outdoor Learning	Shelter building Independent shelter building with resources such as tarps and pegs. Introduce paracord for tying here. Independent mini den building for animals – introduce tripod structure. Analysis – what worked well. Tools Continuation of basic tools (cutting string, peeler/safety knife for whittling) Introduce use of bowsaw to cut discs. Independent simple knot tying (double knots to hold). Fire Safety – moving around the fire and coming to the fire.					



Woodlea Primary School Curriculum

Contribute to the fire by gathering fuel.
Toast marshmallows with little support
Support with cooking of popcorn.

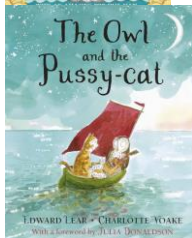
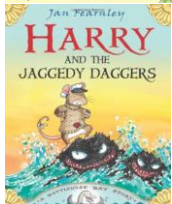
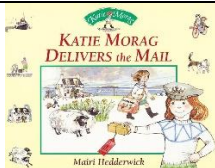
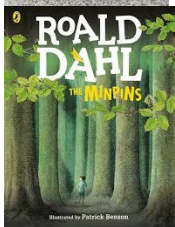
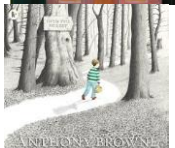
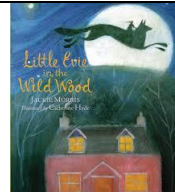
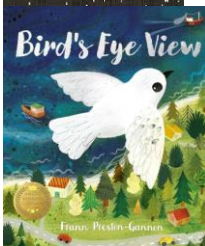
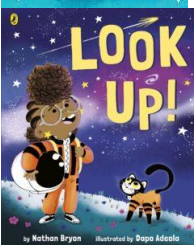
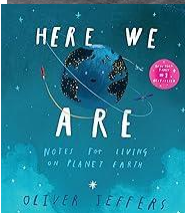
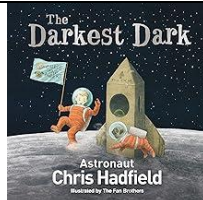
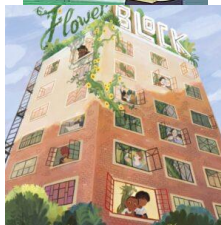
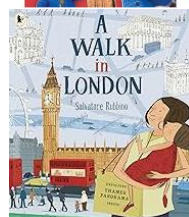
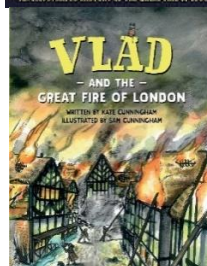
Wildlife

Identify basic trees based off their leaves (oak) and bark (silver birch).
Introduction with finding signs of animal life (badger sets).



Woodlea Primary School Curriculum

Year 2 (Dormice Class)

Year 2 (Dormice Class)						
Enquiry question	Autumn		Spring		Summer	
	What is it like to live on an island?	If you go down to the woods today, what will you see?	Look up in the sky, what can you see?		What is it like to live in a city?	
Key link	Geography, Art	Geography, Science, Art	History, Science	History	Geography and Art	History, Science, Design Technology
Enrichment and trips	Hayling Island/Southsea Beach trip	Local woodland walk Nativity	Planetarium	Farnborough Air Sciences Museum	Virtual tours of London Afternoon tea with the King	Rainbow Theatre – GFOL workshop
Values	Determination and kindness		Courage and curiosity		Resilience and teamwork	
Core Texts	 Katie Morag delivers the mail by Mairi Hedderswick Harry and the Jaggedy Daggers by Jan Fearnley	 The Minpins by Roald Dahl Into the Forest by Antony Browne Little Evie in the Wild Wood by Jackie Morris	 Emma Jane's Aeroplane by Katie Haworth	 Look up! By Nathan Bryon The Darkest Dark by Chris Hadfield	 A Walk in London by Salvatore Rubbino Paddington's Guide to London by Michael Bond	 The Great Fire of London by Emma Adams Vlad and the Great Fire of London by Kate Cunningham



Woodlea Primary School Curriculum

	The Owl and the Pussycat by Edward Lear		The Skies above my eyes by Charlotte Guillian Bird's Eye View by Frann Preston-Gannon	Here We Are by Oliver Jeffers	Flower Block by Lanisha Butterfield	
Genres	Katie Morag Retell Setting Description Harry and the Jaggedy Daggers Character Description Action Scene Writing Classic Poetry: The Owl and the Pussy Cat Poem including performance poetry Love Letters <u>Wider Curriculum</u> Postcards from Island/Coastal place	The Minpins Setting Description Information Leaflet about the Minpins Into The Forest Character Descriptions Wanted Poster Little Evie in the Wild Wood Retell Alternative Traditional Tale <u>Wider Curriculum</u> What makes Woodlea Wood special?	Bird's Eye View Recount Setting Description Skies Above my Eyes Explanation Pop-up book Emma Jane's Aeroplane Shape poem Persuasive Letters <u>Wider Curriculum</u> Explanation (link to Emma Jane's Aeroplane)	The Darkest Dark Newspaper Report Description Here We Are Instructions Tourist Guide Look Up! Biography <u>Wider Curriculum</u> Biography (link to Look Up!)	A Walk in London Persuasive poster Postcard Flower Block Resident List Description Retell Paddington's Guide to London Visitor's Guide Haiku poem <u>Wider Curriculum</u> Diary Entries from a UK City	The Great Fire of London Persuasive poster Speech Information Booklet Vlad and the Great Fire of London Newspaper Report Retell First Person Narrative Instructions (Link to DT) <u>Wider Curriculum</u> Newspaper Report
Punctuation and Grammar (Twinkl)	1. Nouns 2. Vowels & Consonants 3. Demarcating Sentences 4. Forming Nouns Using -ness 5. Punctuating Sentences 6. Assess and Review	1. Adjectives 2. Compound Words 3. Adjectives with -er and -est 4. Subordination 5. Statement & Exclamations 6. Assess and Review	1. Noun Phrases 2. Homophones 3. Forming Adjectives using -ful and -less 4. Questions and Commands 5. Sentence Writing 6. Assess and Review	1. Verbs 2. Singular and Plural 3. Adverbs with -ly 4. Commas in Lists 5. Changing Adjectives into Adverbs 6. Assess and Review	1. Adverbs 2. Word Classes 3. Coordination 4. Apostrophes for Possession 5. Past & Present Tense 6. Assess and Review	1. Recapping Pronouns 2. Forming Nouns Using -er 3. Progressive Tense 4. Apostrophes for contractions 5. Uplevelling Sentences 6. Assess and Review

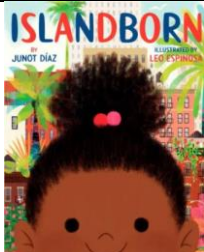
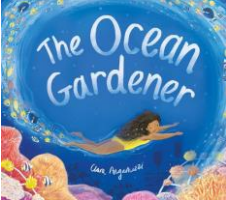
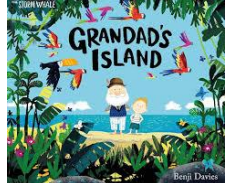
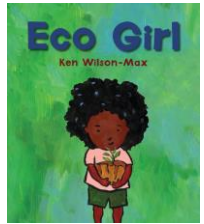
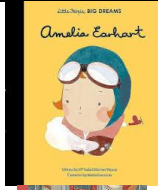
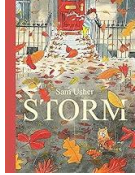
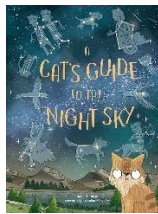
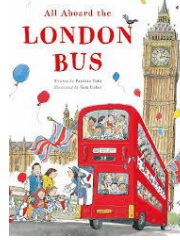
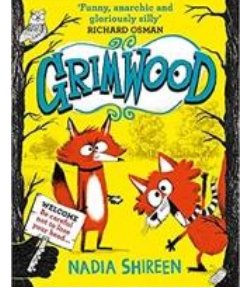


Woodlea Primary School Curriculum

Spelling (Spelling Shed)	Words where 'dge' makes a /j/ sound adge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge Words where 'ge' makes a /j/ sound change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe Words where 'g' makes a /j/ sound gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' race, ice, cell, city, fancy, lace, space, circle, circus, rice Words where 'kn' and 'gn' make a /n/ sound at the beginning of words knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw Challenge Words door, floor, poor, find, kind, mind, behind, child, children, because	Words where 'wr' makes a /r/ sound at the beginning of words write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote Words ending in 'le' table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle Words ending in 'el' camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel Words ending in 'al' metal, petal, capital, hospital, animal, equal, final, pedal, local, magical Words ending in 'il' pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil Challenge Words wild, climb, most, only, both, old, cold, hold, gold, told	Words where 'y' makes an /igh/ sound Cry, fly, dry, try, reply, July, shy, spy, sky, why Words where -es is added to words ending in 'y' Tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries Words where -ed is added to words ending in 'y' Copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied Words where -er and -est are added to words ending in 'y' Happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest Words where -ing is added to words ending in 'e' Hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring Challenge Words Every, everybody, even, great, break, steak, pretty, beautiful, after, fast	Words where -er, -est and -ed is added to words ending in 'e' Nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest Words where -ing is added to single syllable words Patting, humming, dropping, running, hopping, clapping, sitting, flipping wrapping, slipping Words where -ed is added to single syllable words Patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged Words where 'a' makes an /or/ sound All, ball, walk, call, talk, always, fall, small, also, bald Words where 'o' makes an /u/ sound Other, mother, brother, nothing, cover, money, some, dozen, wonder, done Challenge Words Last, past, father, class, grass, pass, plant, path, bath, rather	Words where the digraph 'ey' makes an /ee/ sound Key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney Words where 'a' makes an /o/ sound Want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash Words where 'or' and 'ar' make an /er/ or /or/ sound Word, work, worm, world, worth, warm, war, towards, warn, warned Words where 'si' and 's' makes an /zh/ sound Television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual Words ending in -ment and -ness Payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness Words ending in -ful and -less Careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	Words that are homophones There, their, here, hear, see, sea, too, two, blue, blew Words that are homophones or near homophones Quiet, quite, bear, bear, sun, son, be, bee, night, knight Words ending in -tion Station, fiction, motion, nation, education, action, injection, caption, fraction, competition Words with an apostrophe for contraction Can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd Words with an apostrophe for possession Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's Challenge words Whole, any, many, clothes, busy, people, water, again, half, hour
--	--	---	---	--	---	--



Woodlea Primary School Curriculum

Reading Core Texts	   Islandborn by Junot Diaz The Ocean Gardener by Clara Angaruzzi Grandad's Island by Benji Davies	  Fantastic Mr Fox by Roald Dahl Eco Girl by Ken Wilson-Max	  Little People Big Dreams: Amelia Earhart by Idabel Sanchez Vegara, Storm (Clouds) by Sam Usher	  Cakes in Space by Philip Reeve A Cat's Guide to the night sky	  Hotel Flamingo by Alex Milway All Aboard the London Bus by Patricia Toht	  The Street Beneath my Feet by Charlotte Guillain Grimwood by Nadia Shireen
Phonics	Little Wandle Scheme					



Woodlea Primary School Curriculum

Maths White Rose Units	White Rose Maths Unit: Place Value This includes: Numbers to 20 Count and write to 100 Recognise tens and ones Number line to 100 Compare and order numbers to 100 Count in 2s, 5s, 10s and 3s.	White Rose Maths Unit: Addition and Subtraction (continued) This includes: Add and subtract two 2-digit numbers Compare number sentences Missing number problems	White Rose Maths Unit: Money This includes: Count money in pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound and find change	White Rose Maths Unit: Multiplication and Division (continued) This includes: Doubling and Halving Odd and even numbers Applying the 2, 5 and 10 times table	White Rose Maths Unit: Fractions This includes: Equal and unequal parts Recognise and find a half, quarter and a third Unit and non-unit fractions Equivalence of a half and two-quarters Recognise and find three-quarters	White Rose Maths Unit: Measurement- Time (Continued) This includes: Tell the time to 5 minutes Minutes in an hour and hours in a day
	White Rose Maths Unit: Addition and Subtraction This includes: Bonds to 10 Add and subtract 1s Add by making 10 Bonds to 100 (tens) Add three 1-digit numbers Add and Subtract across 10 10 more, 10 less	White Rose Maths Unit: Geometry- Shape This includes: Count sides and vertices on 2D shapes Draw 2D shapes Symmetry Count faces, edges and vertices on 3D shapes Make patterns with 2D and 3D shapes	White Rose Maths Unit: Multiplication and Division This includes: Recognise, make and add equal groups Introduce the multiplication symbol Use arrays Make equal groups by grouping and sharing	White Rose Maths Unit: Measurement- Length and Height This includes: Measure in centimetres and metres Compare and Order lengths and heights Four operations with lengths and heights	White Rose Maths Unit: Measurement- Time This includes: O'clock and half past Quarter past and quarter to Tell time past and to the hour	White Rose Maths Unit: Statistics This includes: Tally charts Tables Block diagrams Draw and interpret pictograms (1:1) Draw and interpret pictograms (2, 5 and 10)
				White Rose Maths Unit: Measurement- Mass, Capacity and Temperature This includes: Compare mass Measure in grams and kilograms Four operations with mass Compare volume and capacity Measure in millilitres and litres Temperature		White Rose Maths Unit: Geometry- Position and Direction This includes: Positional language Describe movement and turns Shape patterns with turns



Woodlea Primary School Curriculum

History			How did we learn to fly? Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight. <u>National Curriculum Links</u> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	A knowledge of key events in the past that are significant nationally and globally: First moon landing. Place event on a timeline Know the key people involved; answer the 5Ws about the event Not KAPOW		Great Fire of London <u>National Curriculum Links</u> Events beyond living memory that are significant nationally or globally. What is a monarch? Adapt KAPOW The lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods. Queen Victoria and Queen Elizabeth II.
---------	--	--	--	---	--	---



Woodlea Primary School Curriculum

Geography	What is it like to live by the coast? Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. Compare and contrast a small area of the United Kingdom (Isle of Coll, Scotland) with that of a non-European country (Fraser Island, Australia). Fieldwork: How do people use our local coast?	Why is our world wonderful? (Use <i>KAPOW</i> and adapt to focus on woodland) Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality (woodland) and using fieldwork to investigate and present this. Fieldwork: Why are woodlands special?			Would you prefer to live in a hot or cold city? Adapt KAPOW to ensure focus on cities in hot and cold countries and how they adapt for people to be able to live there. Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Hot city include Nairobi in Kenya and cold includes Yakutsk in Russia. Exploration may include why do people choose to live there? How do they keep their homes cool/warm? What do they need to wear to keep their body safe? They learn the four compass points and the names and location of the seven continents. Fieldwork: Do we live in a hot or cold place?	
------------------	--	---	--	--	--	--



Woodlea Primary School Curriculum

Art

Painting with poster paints

Inspirational Artist(s):

Joanne Wish, Isle of Skye

Outcome:

Scottish island landscape



Drawing and printing:

etched polystyrene with printing inks

Inspirational Artist(s):

Mark Hearld

Outcome:

Woodland animal etched with a pencil onto polystyrene then used to print with one or two ink colours to make a Christmas card



Line drawings in pen

Inspirational Artist(s):

Stephen Wiltshire (Autistic Savant, draws from memory) and

Outcome:

Line drawing of London and paint app to create line drawings



Art and Design

Masters Week

Collage Art inspired by:

Water Lilly Pond by Claude

Monet (1899)





Woodlea Primary School Curriculum

DT			Food and Nutrition: healthy wraps. Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.	Mechanisms/Mechanical Systems: Flight Not KAPOW Make hot air balloons – test strength Evaluate different designs. Describe the properties of different materials and select appropriate materials for the plane. Build a stable structure, test elements of the design and adapt the design as necessary. Recall that a survey is used to find out what people like, tally results and use the results to inform the design. Explain the decisions for the plane design.		Mechanisms/ Mechanical Systems: Not KAPOW Making a Tudor houses – open doors and windows – maybe lever flames. After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their houses to life.
Science	Animals, including humans 1 – Growth Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living Things and their Habitats Explore/compare the differences between things that are living, dead, and things that have never been alive. Identify/name a variety of plants and animals in their habitats, inc microhabitats. Describe how animals obtain their food from plants and other animals. Describe how animals obtain their food from plants and other animals, using	Living Things and their habitats – Habitats from around the world Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.	Materials - Uses of everyday materials Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Understand the requirements of plants for germination, growth and survival, as well as, the processes of reproduction and growth in plants.	Animals, including humans 2 - Life cycles Notice that animals, including humans, have offspring which grow into adults.



Woodlea Primary School Curriculum

		the idea of a simple food chain. Identify and name different sources of food.				
PSHE and RSE	SCARF: Me and my Relationships Bullying and teasing Our school rules about bullying BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com) Being a good friend Feelings/self-regulation Woodlea specific PHSE Zones of regulation	SCARF: Valuing Difference Being kind and helping others Celebrating difference People who help us Listening Skills Woodlea specific PHSE <i>Children in Need November</i> <i>Remembrance November</i> <i>Anti-bullying week November</i>	SCARF: Keeping Safe Safe and unsafe secrets Appropriate touch Medicine safety Woodlea specific PHSE <i>Comic/Sport relief March</i>	SCARF: Rights and Respect Cooperation Self-regulation Online safety Looking after money – saving and spending Woodlea specific PHSE Water safety especially near rivers BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	SCARF: Being my Best Growth Mindset Looking after my body Hygiene and health Exercise and sleep Woodlea specific PHSE Road safety <i>Walk to School Week May</i>	SCARF: Growing and Changing Life cycles Dealing with loss Being supportive Growing and changing Privacy
			Safeguarding SCARF: Keeping Safe Safe and unsafe secrets Appropriate touch Medicine safety	Safeguarding Water safety especially near rivers SCARF Online safety	Woodlea specific PHSE Road safety <i>Walk to School Week May</i>	Safeguarding SCARF Growing and changing Privacy
Mental Health and Wellbeing	My Happy Mind: Year 3 Unit Meet Your Brain	My Happy Mind: Year 3 Unit Celebrate	My Happy Mind: Year 3 Unit Appreciate	My Happy Mind: Year 3 Unit Relate	My Happy Mind: Year 3 Unit Engage	My Happy Mind: Consolidate all units
PE	Gymnastics 1 Send and return 1	Dance 1 Sending and return 2	KS1 fitness 2 Attack defend shoot 1	Gymnastics 2 Attack defend shoot 2	Run jump throw 1 Hit catch run 1	Run jump throw 2 OAA
Computing	Computing Systems and Networks 1: What is a computer? Exploring what a computer is by identifying how inputs	Programming 1: Algorithms and debugging Developing an understanding of what algorithms are,	Computing Systems and Networks 2: Word processing Option 1: Google Option 2: Microsoft Office 365	Programming 2: Programming: ScratchJr Exploring what 'blocks' do' by carrying out an informative cycle of predict > test >	Creating Media: Stop Motion Option 1: Using tablet devices Learning how to create simple animations	Data Handling: International Space Station Learning how data is collected, used and displayed and the scientific



Woodlea Primary School Curriculum

	and outputs work and how computers are used in the wider world to design their own computerised invention. Plus Online Safety Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online	how to program them and how they can be developed to be more efficient, introduction of loops. Plus Online Safety Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online	Developing touch typing skills, learning keyboard shortcuts and simple editing tools. Plus Online Safety Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online	review. Programming a familiar story and make a musical instrument. Plus Online Safety Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online	from storyboarding creative ideas. Plus Online Safety Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online	learning of the conditions needed for plants and humans, to survive. Plus Online Safety Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online
Music	Pulse, Pitch and Rhythm How Does Music Help Us to Make Friends? Music Is In My Soul by Joanna Mangona and Pete Readman Boléro by Maurice Ravel Hey Friends! by Rick Coates Hey Friends! by Rick Coates Eye Of The Tiger by Frankie Sullivan and Jim Peterik of the band Survivor Hello! by Joanna Mangona and Pete Readman	Around the World 1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds. Step into the vibrant world of music. For the final lesson and performance, use a world map to mark the origins of the music you've explored. Keep in mind that musical diversity within a country is vast—not all music from a single region sounds the same.	Questions and Answers 1. Understand what timbre means and identify percussion instruments by their sound. 2. Improvise using Question and Answer phrases on untuned instruments. This unit features two songs to learn to sing: Hello, which celebrates different greetings from around the world, and Hey Friends, a jazzy, upbeat song about making friends and respecting one another.	Glockenspiel Music World Course This one-term course provides a simple introduction to instrumental learning for younger children. There are two main performance opportunities. These are found in sessions 6 and 10. You can choose which of the pieces you want to revisit and share with a real or virtual audience. The children will learn the basic techniques of glockenspiel playing and develop musical skills which can also be transferred to other instruments.	The Power of Communication 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently. This unit features the song and video project It's Ok (Please Just Say) and explores communication and how we can express meaning through our voices and sign language. In addition to singing as a class, the children will work in pairs and sing their ideas to each other.	Our Big Concert How Does Music Teach Us About Looking After Our Planet? The Sunshine Song by Joanna Mangona and Pete Readman No More Dinosaur by Joanna Mangona and Chris Madin, arranged by Rick Coates Four White Horses arranged by Chris Taylor Que Llaveva, Que Llaveva arranged by Chris Taylor Down By The Bay arranged by Chris Taylor



Woodlea Primary School Curriculum

RE	Light helps people to remember Why is light important at Advent and Hanukkah? Step 1 Express creatively their own responses to candle flame Step 2 recognise how candle flame relates to their own lives Step 3 recognise how candle flame is a reminder (a symbol) of important people or events recognise how candle flames are used at Hanukkah and Advent Step 3 in simple terms recognise something of the value of candle flames in simple terms	Unit: Jesus' Birthday Concept: Celebrating birthdays Step 1 express creatively their own responses to celebrating birthdays Step 2 recognise ways in which pupils' birthday celebrations affect their lives Step 3 recognise what has been taught about the meaning of birthday celebrations Step 4 recognise that Christians celebrate Jesus' birthday by identifying some elements of the celebration Step 5 in simple terms, recognise something of the value of celebrating Jesus' birthday for Christians.	Holi Step 1 simply describe what remembering means Step 2 simply describe ways in which Hindus remember Vishnu at Holi Step 3 in simple terms, discern something of the value of remembering for Hindus in the celebrations and devotions paid to Vishnu Step 4 express creatively ways in which they remember events or people Step 5 recognise how their responses to remembering relate to their own and other's lives	Key events in the life of Jesus Step 1 describe in simple terms their own responses to authority figures Step 2 identify simple examples of ways in which people with authority affect theirs and others' lives Step 3 describe in simple terms the meaning of the concept authority Step 4 give a simple description about events in Jesus life which demonstrate His authority Step 5 describe in simple terms the importance of Jesus' authority to Christians.	Special books Step 1 describe in simple terms their response to the concept of specialness in relation to books Step 2 identify simple examples of how and why books can be special to themselves and others Step 3 describe in simple terms the meaning of specialness Steps 4/6 simply describe ways in which the Bible is special to Christians and the Torah to Jews Steps 5/7 evaluate the concept by describing in simple terms the value of these special books to believers	Special food Step 1 simply describe foods that are special to them Step 2 describe how different foods are important to different people Step 3 describe simply why some foods are special Step 4 describe simply what Christians think about when they share their special food (bread and wine) (symbol) Describe simply how Hindus share their special food (Prashad) Step 5 describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus
Outdoor Learning	Shelter building Independent tripod structures Introduction to lean to shelters Begin to use paracord to secure tarpaulins. Question how to improve their shelters. Tools Continuation of use of basic tools becoming more independent. Bow saw use for cutting discs and lengths of sticks. Peelers for whittling into a point. Knots to attach structures to trees. Introduce lashings to make frames.					



Woodlea Primary School Curriculum

Fire

Introduce use of fire steel to make sparks.

Contribute to fire by adding fuel.

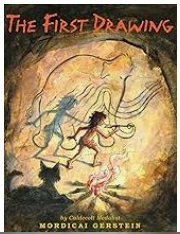
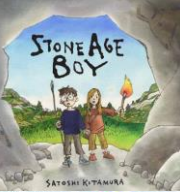
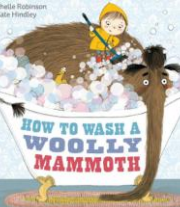
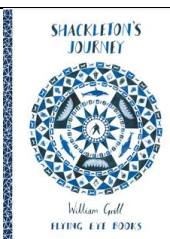
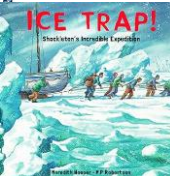
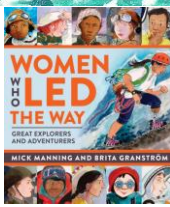
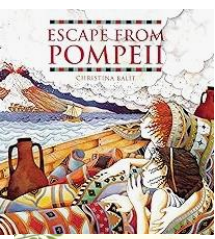
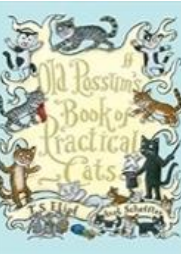
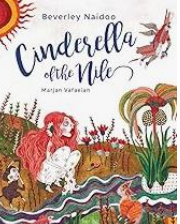
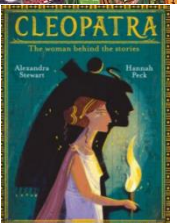
Independent toasting of bread/marshmallows.

Wildlife

Use leaf guide to ID other trees in the school grounds.

ID and describe a range of habitats within the school ground.

Year 3 (Rabbits Class)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry question	When was it better to live, Stone Age, Bronze Age or Iron Age?	What would life be like as an explorer?	What impact did the Roman Empire have on Britain?		How do we know so much about Ancient Egypt?	
Key curriculum links	History, Science, Art	Geography, Science	Geography, History, Art		Geography	History, Art
Enrichment and trips	Butser Ancient Farm (Stone Age)	Gilbert White's house Carol Concert	Volcano building day	Rainbow Theatre – Romans workshop	Haselmere Museum – Egyptians	Blessing of the Bower
Values Links	Courage and Curiosity		Teamwork and Resilience		Determination and Kindness	
Writing Core Texts	  	   Shackleton's Journey by William Grill	  	  My Family and Other Romans by Marie Basting A Roman Adventure by Frances Durkin	  The Time Travelling Cat and the Egyptian Goddess by Julia Jarman	   Marcy and the Riddle of the Sphinx by Joe Todd-Stanton



Woodlea Primary School Curriculum

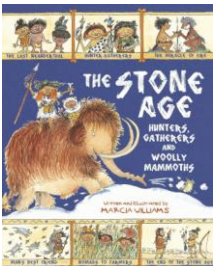
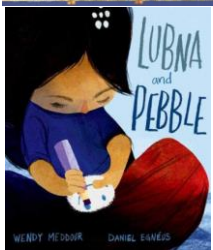
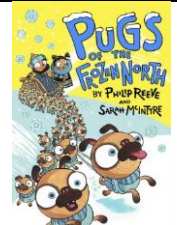
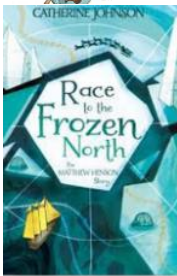
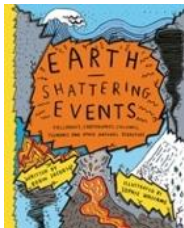
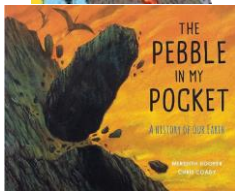
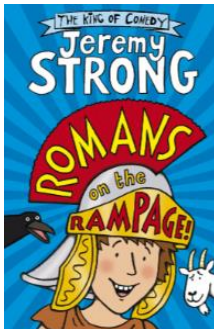
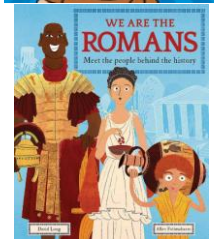
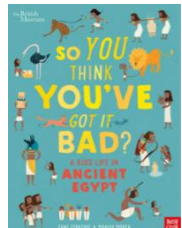
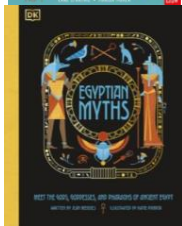
	How to Wash A Woolly Mammoth by Michelle Robinson Stone Age Boy by Satoshi Kitamura The First Drawing by Mordicai Gerstein	Ice Trap! By Meredith Hooper Women who led the way by Mick Manning	Escape from Pompeii by Christina Balit Ratty's Big Adventure by Lara Hawthorne Stranded! By Anne Wilson		Old Possum's Book of Practical Cats by T.S Elliot	Cinderella of the Nile by Beverly Naidoo Cleopatra by Alexandra Stewart
--	--	---	---	--	---	--

Genres	The First Drawing Character Description Recount Stone Aged Boy Diary Historical Narrative How to Wash a Woolly Mammoth Instruction Non-Chronological Report <u>Wider Curriculum</u> Balanced Argument	Shackleton's Journey Dialogue Newspaper Report Ice Trap! Setting Description Instructional writing Poetry; Tanka Women who led the way Letter <u>Wider Curriculum</u> Letter home from Shackleton or team	Escape from Pompeii Newspaper Report Tension Writing Ratty's Big Adventure Balanced Argument Retelling Stranded! First Person Adventure Non-Chronological Report Shape poem with simile <u>Wider Curriculum</u> Explanation of how volcanoes erupt	My Family and Other Romans Historical description Historical narrative Dialogue A Roman Adventure Instructional Writing Informative Writing <u>Wider Curriculum</u> Debate to answer the enquiry question	The Time Travelling Cat and the Egyptian Goddess Time travelling stories Dialogue Old Possum's Book of Practical Cats by T.S Elliot Classic Performance Poetry <u>Wider Curriculum</u> After creating own map, write a treasure map with instructions using directional language	Marcy and the Riddle of the Sphinx Poem (Riddle) Diary Cinderella of the Nile Newspaper Report Advert Traditional Tale Cleopatra Biography Persuasion Debate <u>Wider Curriculum</u> Instructions on how to Mummify something
--------	--	--	--	---	---	--



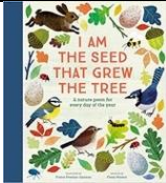
Woodlea Primary School Curriculum

Punctuation and Grammar (Twinkl)	- Nouns and Pronouns for Clarity - Consonants and Vowels - Suffixes -ly - Past Tense - Subordinate Clauses - Assess and Review	- Adjectives - A or An? - Prefixes: super-, anti-, auto- - Present Tense - Apostrophes - Assess and Review	- Verbs - Compound Nouns - Prefixes: dis-, mis-, un- - Subordinating Conjunctions - Inverted Commas - Assess and Review	- Adverbs- Time, Place & Cause - Prefixes in- - Suffixes -ation - Coordinating Conjunctions - Organisational Devices - Assess & Review	- Prepositions - Prefixes re-, sub-, inter- - Suffixes beginning with Vowels - Time conjunctions - Paragraphs - Assess & Review	- Homophones - Suffixes: -ous - Word Families - Place & Cause Conjunctions - Editing & Evaluating - Asses and Review
Spelling (Spelling Shed)	Words where the digraph 'ou' makes an /ow/ sound Mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud Words where the digraph 'ou' makes an /u/ sound Touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish Words where 'y' makes an /i/ sound Symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics Words ending in -sure Treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure Words ending in -ture	Words with the prefix re- Redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge Words with the prefix dis- Disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree Words with the prefix mis- Mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid Words where -ing, -er and -ed are added to multisyllabic words Developing, developed, limiting, covering, limited,	Words with the digraph 'ai' and tetragraph 'aigh' Straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter Words with the digraph 'ei' and tetragraph 'eigh' Freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh Words where the digraph 'ey' makes an /ai/ sound Obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey Words with the suffix -ly Calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly Words that are homophones	Words ending in 'ai' Arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical Words ending in 'le' Battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable Words ending in -ly where the base word ends in 'le' Gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly Words ending in -ly where the base word ends in -ic Basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	Words with the suffix -er Teacher, stretcher, dispatcher, catcher, butcher, richer, scorch, preacher, cruncher, watcher Words where the digraph 'ch' makes a /k/ sound Scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos Words ending in -gue and -que Vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque Words where the digraph 'sc' makes a /s/ sound	Words ending in -sion Vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision Challenge Words Special, strange, difficult, important, length, perhaps, position, pressure, question, purpose Revision Words Exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise Revision Words Freight, hourly, missed, scented, suppose, plaque, grotesque, daily,

	Adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture Challenge Words Actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	gardening, gardener, covered, listening, listened Words where -ing, -en and -ed are added to multisyllabic words Forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped Challenge Words Centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	Great, main, grown, missed, meet, grate, mane, groan, mist, meat Challenge Words Build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	Words ending in -ly exceptions Truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily Challenge Words Address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	Science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend Words that are homophones Ball, bawl, break, brake, male, mail, fair, fare, berry, bury Challenge Words Accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	descend, automatically Revision Words Teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable Revision Words Disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion
Reading Core texts	  The Stone Age Hunters, Gatherers and Woolly Mammoths by Marcia Williams	  Pugs of the Frozen North by Philip Reeve Race to the Frozen North by Catherin Johnson	  Earth Shattering Events by Robin Jackson The Pebble in my Pocket by Meredith Hooper	 	 How to survive time travel by Larry Hayes	  So You Think You've got it bad by Chae Strathie Egyptian Myths by Jean Menzies



Woodlea Primary School Curriculum

	Lubna and Pebble by Wendy Meddour			 I am the Seed that Grew the Tree Romans on the Rampage by Jeremy Strong We are the Romans by David Long		
Maths White Rose Units	White Rose Maths Unit: Place Value This includes: Represent and partition number to 100 Represent and partition numbers to 1000 Flexible partitioning of numbers to 1000 Hundreds, tens and ones Compare and order numbers to 1000 Count in 50s White Rose Maths Unit: Addition and Subtraction This includes: Add and subtract 1s, 10s and 100s Add and subtract 1s across a 10 Add and subtract 10s across 100	White Rose Maths Unit: Addition and Subtraction (continued) This includes: Add and subtract two numbers across a 10 and a 100) Add 2-digit and 3-digit numbers Subtract 2-digit number from a 3 -digit number Compliments to 100 Inverse operations White Rose Maths Unit: Multiplication and Division A This includes: Multiples of 2, 5 and 10 Multiply and divide by 3, 4 and 8	White Rose Maths Unit: Multiplication and Division B This includes: Related calculations Multiply and divide 2-digit and 1-digit numbers (no exchange and exchange) Scaling White Rose Maths Unit: Measurement- Length and Perimeter This includes: Measure in metres, centimetres and millimetres Compare, add and subtract lengths Measure and calculate perimeter	White Rose Maths Unit: Fractions A This includes: Understand denominators Compare and order fractions Understand numerators of non-unit fractions Compare and order non-unit fractions Fractions and scales Fractions on a number line Equivalent fractions White Rose Maths Unit: Measurement- Mass and Capacity This includes: Measure mass in kilograms and grams Equivalent mass Compare, add and subtract mass	White Rose Maths Unit: Fractions B This includes: Add and subtract fractions Partition the whole Unit and non-unit fractions of a set of objects White Rose Maths Unit: Measurement- Money This includes: Convert pounds and pence Add and subtract money Find change White Rose Maths Unit: Measurement- Time This includes: Roman numerals to 12 Tell the time to 5 minutes and to the nearest minute Read time on a digital clock	White Rose Maths Unit: Measurement- Time (Continued) This includes: Years, months and days Days and hours Hours and minutes- use start and end times, use durations Minutes and seconds Units of time White Rose Maths Unit: Geometry- Shape This includes: Turns and angles, Right angles, Compare, measure and draw angles Horizontal and Vertical Parallel and Perpendicular Recognise, describe and draw 2D shapes



Woodlea Primary School Curriculum

	Add and subtract two numbers (no exchange)			Measure capacity and volume in litres and millilitres Compare, add and subtract capacity and volume	Use AM and PM	Recognise, describe and make 3D shapes White Rose Maths Unit: Statistic This includes: Draw and interpret pictograms and bar charts Collect and represent data Two-way tables
History	British history: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge			British history: Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today. <u>National Curriculum Links</u> The Roman Empire and its impact on Britain.		What did the ancient Egyptians believe? Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.



Woodlea Primary School Curriculum

	Iron Age hill forts: tribal kingdoms, farming, art and culture National Curriculum Links Changes in Britain from the Stone Age to the Iron Age.					National Curriculum Links The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt.
Geography		Who lives in Antarctica? Latitude and longitude, how this links to climate. Tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Shackleton's expedition and plan their own, using mapping skills learnt so far. Include the 8 points of compass, four and 6 figure grid references, symbols. Fieldwork: How is our local woodland used? Data collection.	Why do people live near volcanoes? How Earth is constructed, tectonic plates and their boundaries. How mountains and volcanoes are formed, types of volcanoes and cause of earthquakes. Map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in volcanic environment and the ways in which humans have responded to earthquakes. Fieldwork: Where have the rocks around school come from?		Are all settlements the same? <i>Adapt KAPOW</i> Exploring different types of settlements and land use, difference between urban and rural. Human and physical features in Whitehill/Bordon and how these have changed over time. Land use comparisons between local area and Cairo, Egypt (in preparation for Ancient Egypt topic next half term). Fieldwork: Can I explain the location of features in my local area?	



Woodlea Primary School Curriculum

Art	Drawing: Charcoal and chalk pastels Inspirational Artist(s): Chauvet Caves and Lascaux Caves, France   Outcome: Charcoal and chalk pastel cave drawing and collage		Painting Inspirational Artist(s): JMW Turner The Eruption of Sofriere Mountains; Joseph Wright Vesuvius; Andy Warhol Vesuvius    Outcome: Volcano eruption painting		Art and Design Masters Week Art inspired by: The Starry Night by Vincent Van Gogh 1889 	3D sculpture with papier mache Inspirational Artist(s): Egyptian Tomb art:  Outcome: Canopic jars using papier mache on a tube with hieroglyphics 
DT		Wearable Technology Give a brief explanation of the digital revolution and/or remember key examples.		Construction Adapt KAPOW Design, make and evaluate a building in a roman style. Score or cut along lines on the net of a 2D shape. Use	Mechanisms/Mechanical Systems: Pneumatic Toys Design and create a toy with a pneumatic system, learning how trapped air can be used	



Woodlea Primary School Curriculum

Suggest a feature from the virtual micro: bit that is suitable for the product. Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro: bit when a button is pressed. Identify errors, if testing is unsuccessful, by comparing their code to a correct example. Explain the basic functionality of their finished program. Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user. Create annotated diagrams to help illustrate how their product is worn. Describe what is meant by 'point of sale display' with an example. Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. Evaluate their design using a focus group.

glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions.



to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.



Woodlea Primary School Curriculum

Science	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Explore how and why rocks might have changed over time. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Animals, including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Plants Explore requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Identify and describe the functions of different parts of a flowering plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		Light Recognise that they need light in order to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	Forces and magnets Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Compare how things move on different surfaces. Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Describe magnets as having two poles.
PSHE and RSE	SCARF: Me and my Relationships Rules and their purpose Cooperation Friendship (including respectful relationships)	SCARF: Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community Woodlea specific PHSE	SCARF: Keeping Safe Managing risk Decision-making skills Drugs and their risks Staying safe online Woodlea specific PHSE <i>Comic/Sport relief March</i>	SCARF: Rights and Respect Skills we need to develop as we grow up Helping and being helped Looking after the environment	SCARF: Being my Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy Woodlea specific PHSE	SCARF: Growing and Changing Relationships Changing bodies and puberty Keeping safe



Woodlea Primary School Curriculum

	Coping with loss Woodlea specific PHSE Zones of regulation Discussing why we hear gunfire and Woodlea and the towns link to the army Safety in the woods and the importance of being seen and not running as you may trip over tree roots	<i>Children in Need November</i> <i>Remembrance November</i> <i>Anti-bullying week November</i>		Managing money Woodlea specific PHSE BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	Road safety <i>Walk to School Week May</i>	Safe and unsafe secrets Woodlea specific PHSE Pants rule NSPCC
	Safeguarding Safety in the woods and the importance of being seen and not running as you may trip over tree roots		Safeguarding SCARF: Keeping Safe Managing risk Decision-making skills Drugs and their risks Staying safe online			Safeguarding SCARF: Growing and Changing Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Mental Health and Wellbeing	My Happy Mind: Year 2 Unit Meet Your Brain	My Happy Mind: Year 2 Unit Celebrate	My Happy Mind: Year 2 Unit Appreciate	My Happy Mind: Year 2 Unit Relate	My Happy Mind: Year 2 Unit Engage	My Happy Mind: Consolidate all units
PE	Gymnastics 1 Handball	Dance 1 Hockey	KS2 Fitness 1 Basketball	Gymnastics 2 Tag rugby	Athletics Rounders	OAA Tennis
Computing	Computer Systems and Networks: Networks and the internet Option 1: Google	Programming: Scratch Exploring the programme Scratch, following the predict > test > review cycle. Learning about	Computer Systems and Networks: Emailing Option 1: Google Option 2: Microsoft Office 365.	Computer Systems and Networks: Journey inside a computer Assuming the role of computer parts and creating paper versions of	Creating Media: Video trailers using iPads Developing digital video skills to create trailers,	Data Handling: Comparison cards databases Option 1: Google Option 2: Microsoft



Woodlea Primary School Curriculum

	Option 2: Microsoft Office 365. Learning what a network and how devices communicate and share information. Plus Online Safety: Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.	'loops' and programming an animation, story and game. Plus Online Safety: Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.	Sending emails with attachments and understanding what cyberbullying is. Plus Online Safety: Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.	computers to consolidate understanding of how a computer works Plus Online Safety: Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.	with special effects and transitions. Plus Online Safety: Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.	Office 365) Learning about records, fields and data and sorting and filtering data. Plus Online Safety: Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.
Music	Writing Music Down How Does Music Bring Us Closer Together? Home Is Where The Heart Is by Joanna Mangona and Rick Coates Hallelujah Chorus from Messiah by George Frederic Handel Let's Work It Out Together by Joanna Mangona and Pete Readman The Loco-Motion by Gerry Goffin and Carole King, with Little Eva Please Be Kind by Rick Coates and Joanna Mangona	Percussion Power 1. Compose song accompaniments on untuned percussion using known rhythms and note values. 2. Introduce and understand the differences between crotchets and paired quavers. This unit blends performance, rhythm exploration, and creative composition, offering an exciting way to engage with pop music and musical structure. Inspired by the iconic pop music of	Music and Video 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars. This unit is based on the Song and Video project 'Be Safe Online'. Teaching primary school children about online safety is crucial to equip them with the skills to navigate the digital world safely. With young children increasingly exposed to the internet, they need to	More Musical Styles How Does Music Help Us Get to Know Our Community? Friendship Song by Joanna Mangona and Pete Readman A Night On The Bare Mountain by Modest Mussorgsky Family by Joanna Mangona and Pete Readman Double Beat Song by Jen and Jermaine White Bull Come On Over by Joanna Mangona and Rick Coates	Sound Exploration All those with an adventurous spirit are invited aboard the Good Ship Harmony to join Professor Alex Windward on an expedition! As you set sail to discover the wreck of the Eliza Jane, will you discover treasure or perhaps learn a more important lesson along the way? Sounds of the Deep is brought to you by our friends at the Royal Scottish National Orchestra, Charanga's	Opening Night How Does Music Connect Us with Our Planet? Michael Row The Boat Ashore arranged by Chris Taylor The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes by Pyotr Ilyich Tchaikovsky The Dragon Song by Joanna Mangona and Pete Readman The Firebird Suite: Finale by Igor Stravinsky Follow Me by Joanna Mangona and Rick Coates



Woodlea Primary School Curriculum

		ABBA, you will explore rhythm-based composition. As well as singing Mamma Mia, you will listen to two additional well-known hits, to deepen your understanding of Abba's pop music.	understand the potential risks and develop responsible online behaviour from an early age.		official orchestra partner.	
RE	Trees as a symbol Step 1 describe their own response to trees as symbols Step 2 describe examples of when the tree symbol is used/is useful Step 3 describe what the word symbol means Step 4 describe how the symbol of a tree is used in Christianity and Islam Step 5 describe the importance of the tree as a symbol to Christians.	Nativity story Step 1 describe the concept of holy Step 2 describe how Christians show that they believe Mary is holy Step 3 evaluate the concept of holy by describing the value of Mary's holiness to believers Step 4 describe their own response to the concept of holy Step 5 describe examples of how their ideas about holiness affect their lives.	Holi Step 1 describe the concepts of good and evil Step 2 describe ways in which Hindus remember good and evil in the story and celebrations of Holi Step 3 describe the value of the ways in which good over evil is celebrated and identify an issue raised Step 4 describe their responses to the concepts of good and evil Step 5 describe incidents in their own and others' lives where good comes out of evil.	Easter Step 1 identify and talk about the concept of belief Step 2 simply describe ways in which the concept of belief is expressed by Christians at Easter Step 3 evaluate the concept of belief by describing in simple terms its importance to Christians in the Easter story Step 4 describe in simple terms their response to the concept of belief Step 5 identify simple examples of how belief relates to their own lives and those of others.	Raksha Bandan 1. Children can express a personal response to the concept of protection. 2. Children can describe how the concept can be applied in their own and others' lives. 3. Children can describe what protection means. 4. Children can describe how protection is expressed by Hindus in the festival of Raksha Bandhan. 5. Children describe the value, for Hindus, of celebrating protection.	Creation Stories Step 1 Hinduism and Christianity are religions that are celebrated throughout the world. Step 2 The Christian holy text is the Bible and the Hindu religious text is called the Haggadah Step 3 A symbol is something that stands for something else- Step 4 A belief is a feeling of being sure that someone or something exists or is true.
MFL- French PS1	Listening: Listening to short stories, nursery rhymes and songs. Recognising familiar words and short phrases. Speaking: Communicating using simple words and short phrases. Reading: Reading familiar words and short phrases accurately by applying knowledge from Phonics lesson 1. Understanding the meaning in English of short words read in French.					



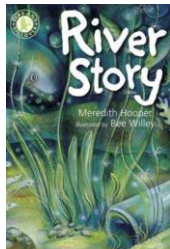
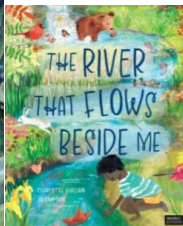
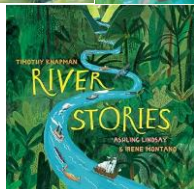
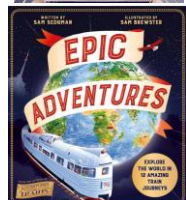
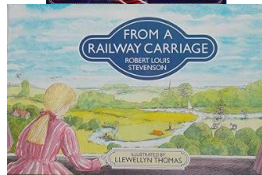
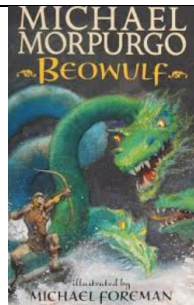
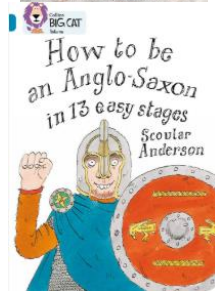
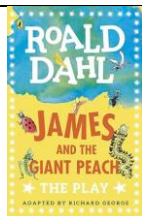
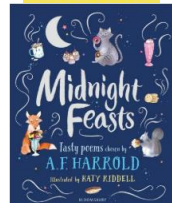
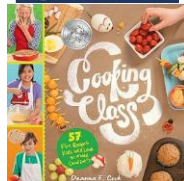
Woodlea Primary School Curriculum

	Writing: Writing familiar words and short phrases using a model or vocabulary list. Grammar: Beginning to understand the concept of noun gender and the use of articles. Using the first person singular version of high frequency verbs eg 'I like...' 'I play...' Phonics: Beginning to understand some French phonics and learn four phonemes ch/ou/on/oi					
	Language Angels Unit: Early Language starter lesson Phonics (incorporate over the year) I am learning French	Language Angels Unit: Animals	Language Angels Unit: Instruments	Language Angels Unit: Fruit	Language Angels Unit: Vegetables	Language Angels Unit: I am able to....
Outdoor Learning	Shelter building Independent construction of lean to shelters. Create shelters from tarpaulins and paracord independently. Compare and evaluate shelters. Tools Introduce knives to strip bark (peelers to be used if children do not yet have the required hand eye coordination). Loppers to cut smaller branches Bowsaw use for larger branches. Mallets to be used for tent pegs and Hapa Zome. More independent with lashings. Elephants knot for shelter building. Introduction to hitches. Fire Continue to create sparks with fire steels. Begin to light dried material. Build a crisscross fire structure. Cook campfire pizza. Wildlife Begin to ID trees from their bark (birch, pine, oak, chestnut) Introduction to tracking – search for prints and droppings.					



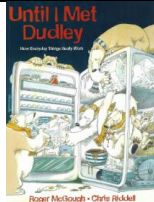
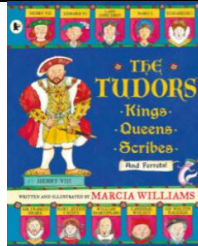
Woodlea Primary School Curriculum

Year 4 (Badgers Class)

Enquiry question	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Are all rivers like the River Wey?	How have our railways changed?	How hard was it to invade and settle in Britain?		Where does my food come from?	Do we need a monarchy?
Key curriculum links	Geography and Science	History	Geography	History	Geography	History
Enrichment and trips	Wey Valley trust river studies day	Watercress Line Educational Visit	Hogmoor inclosure visit	Butser Ancient Farm (Anglo Saxons)	Camp out on the field	London trip
Values links	Determination and Kindness		Courage and Curiosity		Teamwork and Resilience	
Writing Core Texts	   	  	 	  Beowulf by Michael Morpurgo	  	 



Woodlea Primary School Curriculum

	The River that Flows Beside Me by Charlotte Guillain River Stories by Timothy Knappman River Story by Meredith Hooper The River Singers by Tom Moorhouse	 The Highland Falcon Thief by MG Leonard Epic Adventures: Explore the world in 12 amazing train journeys by Sam Sedgman Classic Poetry: From a Railway Carriage by Robert Louis Stevenson The Polar Express by Chris Van Allsburg	 The Magic Faraway Tree (A New Adventure) by Jacqueline Wilson, inspired by Enid Blyton Ten Word Tiny Tales by Joseph Coelho By Ash, Oak and Thorn by Melissa Harrison	How to be an Anglo-Saxon in 13 Easy stages by Scovier Anderson	 James and the Giant Peach The Play by Roald Dahl adapted by Richard George Midnight Feasts: Tasty Poems by A.F. Harrold Cooking Class: 57 Fun Recipes kids will love to make and eat by Deanna F Cook Until I met Dudley by Roger McGough	 The Girl who Stole an Elephant by Nizrana Farook The Queen's Fool by Ally Sherrick The Tudors Kings, Queens and Scribes by Marcia Williams
Genres	River Story by Meredith Hooper Contrasting setting descriptions Poetry: shape poem (reference A River's Journey by Angela Yardy)	The Highland Falcon Thief by MG Leonard Setting, character and object descriptions Mystery narrative sequel Epic Adventures: Explore the world in 12 amazing train journeys by Sam Sedgman Travel Guide Classic Poetry: From a Railway Carriage by Robert Louis Stevenson Train performance poetry	The Magic Faraway Tree (A new adventure) Setting and character descriptions Fantasy narrative Ten Word Tiny Tales Free verse poetry with nature theme By Ash, Oak and Thorn Setting and character descriptions Diary recount Narrative	Beowulf Character Description Atmosphere/Tension Recount How to be an Anglo Saxon Instruction Explanation	James and the Giant Peach The Play Character description Playscript (action adventure) Midnight Feasts: Tasty Poems by A.F. Harrold Diamanté poem Cooking Class: 57 Fun Recipes kids will love to make and eat by Deanna F Cook Recipes Persuasive leaflet	The Girl who Stole an Elephant by Nizrana Farook Narrative adventure set in a faraway land Balanced argument Newspaper report The Queen's Fool by Ally Sherrick Historical adventure The Tudors Persuasion Non-Chronological Report



	A River's Journey The river makes his way along the mountain path he chooses Shamelessly encroaching rocks, as on his way he cruises. Sitting at a lovely place, he's happy to go slow And measure slender tributaries come to join the flow. Then he descends the mountain as excitedly he speeds Spinning, splashing, tumbling while onwards he proceeds. Then all at once the heady heights encourage him to dive... Enthusiasm leads the way, the w a t e r f l o w s d o w n t h e m o u n t a i n s From The top The river reaches base with one almighty belly flop! His bubbling intensity Soon begins to show - contribute, so he begins to grow Swiftly riding on the rocks, he weaves his way along. Passing through the estuary But learn to carry on. Then finally, his destination Comes within his view: the sea is beckoning from waters deep and oh so blue... So finally, what started as a river's gentle motion is all encapsulated in the wide and mighty ocean. The River that Flows Beside Me by Charlotte Guillain Non-chronological report (about river animals) River Stories by Timothy Knappman Non-chronological report The River Singers by Tom Moorhouse Diary	The Polar Express by Chris Van Allsberg Setting description Christmas wish letters Diary			Until I Met Dudley Explanation formal and informal	Interview
Punctuation and Grammar (Twinkl)	- Singular and Plural Nouns - Pronouns - Standard English - Compound Words - Adverbs to Express Time and Cause	- Possessive Pronouns - Fronted Adverbials - Prepositions to Express Time and Cause - Plural and Possessive -s	- Adjectives - Homophones - Commas after Fronted Adverbials - Expanded Noun Phrases	- Determiners - Word Families - Prepositional Phrases - Verb Tenses- Present - Inverted Commas - Assess and Review	- Verb inflections - Conjunctions to Express Time and Cause - Suffixes	- Verb Tenses – Past - Prefixes - Plural Possessive Apostrophes - Subordinate Clauses

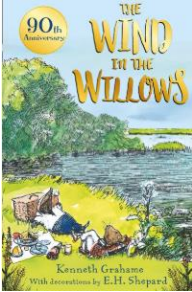
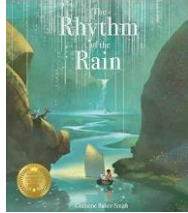
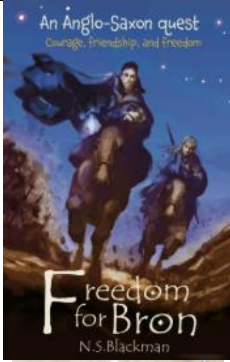
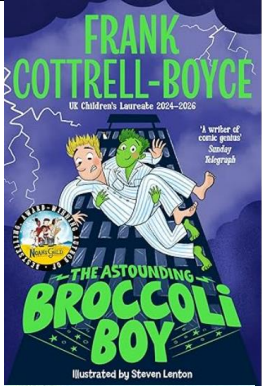
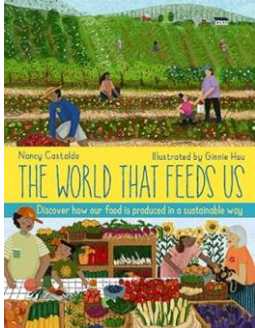
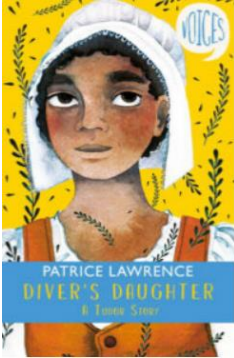


Woodlea Primary School Curriculum

	6. Assess and Review	5. Commas 6. Assess and Review	5. Editing & Evaluating 6. Assess and Review		4. Possessive Apostrophes 5. Paragraphs 6. Assess and Review	5. Organisational Devices 6. Assess and Review
Spellings (Spelling Shed)	Words that are homophones Accept, except, knot, not, peace, piece, plain, plane, weather, whether Words with the prefix in- meaning 'not' Inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible Words with the prefixes il-, im- and ir- Illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible Words with the prefix sub- meaning 'below' or 'further divided' Subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway Words with the prefix 'inter-' meaning 'between' or 'among' Interact, intercept, interchange, intercity, intercom, interact, interfere, international, internet, interview Challenge Words Strength, grammar, calendar, women, appear, straight,	Words ending in -ation Information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination Words ending in -ation Adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration Words ending in -ly Sadly, complete, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily Words ending in -lly Usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally Words where 'ch' makes a /sh/ sound Chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche Challenge Words Favourite, complete, continue, experiment, February, naughty, material,	Words ending in -sion Expansion, extension, comprehension, tension, suspension, exclusion, provision, explosion, erosion, invasion Words ending in -ous Poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous Words ending in -ous including those where 'ge' from the base word remains Courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous Words where a suffix is added to words ending in 'y' Merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness Words ending in -ious and -eous	Words where 'au' makes an /or/ sound Automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience Words ending in -tion Invention, injection, action, hesitation, completion, stagnation, nomination, migration, communication, selection Words ending in -sion Expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion Words ending in -cian Musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician Words that are adverbs of manner Reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously Challenge Words	Words that are homophones Scene, who's, affect, hear, whose, heal, effect, here, heel, seen Words spelled with 'c' before 'l' and 'e' Circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil Words containing 'sol' and 'real' Solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, solube Words containing 'phon' and 'sign' Signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design Words with the prefixes super-, anti- and auto- Supermatket, superhero, superstar, superhuman,	Challenge Words Guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward Words that are plurals with possessive apostrophes Girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's Revision Words Expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except Revision Words Incorrect, illegible, subject, international, believe, wildly, preparation, coronation, bravely, thoughtfully Revision Words Brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician Revision Words



Woodlea Primary School Curriculum

	interest opposite, increase, believe	knowledge, remember, famous	Serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous Challenge Words Extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	Surprise, separate, group, height, potatoes, though, particular, through, caught, woman	antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic Words with the prefix bi- meaning two Bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	Gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial
Reading Core Texts	  Wind in the Willows by Kenneth Grahame 2025-26 then use Thames and Tide Club as reading core text from 2026	 The Railway Children by E.Nesbit	  Freedom for Bron by N.S Blackman	 Anglo Saxon Boy by Tony Bradman	  The Astounding Broccoli Boy by Frank Cotrell Boyce	 



Woodlea Primary School Curriculum

	Rhythm of the Rain by Grahame Baker-Smith Year B use Thames and Tide Club as reading core text from 2026		Anglo Saxon Times by Andrew Langley	Monster Slayer by Brian Patten	The World That Feeds Us by Nancy Castaldo	The Girl who Stole an Elephant by Nizrana Farook Diver's Daughter by Patrice Lawrence
Maths White Rose Units	White Rose Maths Unit: Place Value This includes: Represent and partition numbers to 1000 Represent and partition numbers to 10,000 Find 1, 10, 100, 1000 more or less Compare and order numbers to 10,000 Roman numerals Round to the nearest 10, 100 or 1000 White Rose Maths Unit: Addition and Subtraction This includes: Add and subtract two 4-digit numbers with no exchange, one exchange and more than one exchange Efficient subtraction Estimate answers Checking strategies	White Rose Maths Unit: Measurement- Area This includes: Count squares Make shapes Compare areas White Rose Maths Unit: Multiplication and Division A This includes: Multiples of 3 Multiply and divide by 6, 9, and 7 11 and 12 times table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers	White Rose Maths Unit: Multiplication and Division B This includes: Using factor pairs Multiply and divide by 10 and 100 Multiply and divide a 2-digit number by a 1-digit number Multiply and divide a 3-digit number by a 1-digit number Informal written methods for multiplication White Rose Maths Unit: Measurement- Length and Perimeter This includes: Measure in kilometres and metres Equivalent lengths Perimeter of rectilinear shapes) Perimeter of polygons White Rose Maths Unit: Fractions This includes: Partition a mixed number Compare and order mixed numbers	White Rose Maths Unit: Fractions (continued) This includes: Equivalent fraction families Add and subtract fractions and mixed numbers White Rose Maths Unit: Decimals A This includes: Tenths as fractions and decimals Divide a 1-digit number by 10 Divide a 2-digit number by 10 Hundredths as fractions and decimals Divide a 1 or 2-digit number by 100	White Rose Maths Unit: Decimals B This includes: Make a whole with tenths and hundredths Partition decimals Compare and order decimals Round to the nearest whole number Halves and quarters as decimals White Rose Maths Unit: Measurement- Money This includes: Write money using decimals Convert between pounds and pence Compare amounts of money Calculate with money White Rose Maths Unit: Measurement- Time This includes: Years, months, week and day Hours, minutes and seconds	White Rose Maths Unit: Measurement- Time (Continued) This includes: Convert between analogue and digital times Convert to and from the 24 hour clock White Rose Maths Unit: Geometry- Shape This includes: Understand, identify, compare and order angles Triangles Quadrilaterals Polygons Symmetry White Rose Maths Unit: Statistics This includes: Interpret charts Interpret line graphs Draw line graphs White Rose Maths Unit: Geometry- Position and Direction This includes: Describe position using coordinates Plot using coordinates



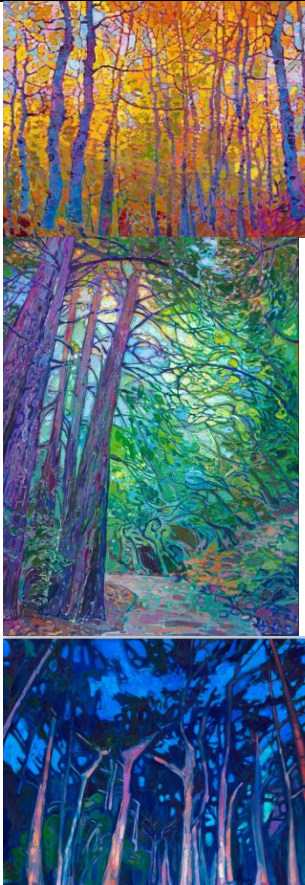
Woodlea Primary School Curriculum

			Understand improper fractions Convert between improper fractions and mixed numbers			Draw 2D shapes on a grid Translate on a grid Describe translation
History		British History: How have the railways changed over time? NOT KAPOW Linked to local history including steam trains in Hampshire and the Watercress Line. Develop their understanding that invention of the steam engine meant people started to use machines to move goods and travel further and faster. This then developed to diesel, electric, magnetic levitation and hydrogen. Developments such as the channel tunnel. Explore how the Watercress Line enabled the establishment of commercial watercress growing in the Alresford area. This highly perishable product required rapid transport to get it to market. During both World Wars, the line carried military between Aldershot and Southampton. <u>National Curriculum Links</u> A study of an aspect or theme in British history that		British history: How hard was it to invade and settle in Britain? Not KAPOW Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end. <u>National Curriculum Links</u> Britain's settlement by Anglo-Saxons and Scots. The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		British history: What was life like in Tudor England? NOT KAPOW Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times. <u>National Curriculum Links</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



Woodlea Primary School Curriculum

		extends pupils' chronological knowledge beyond 1066.				
Geography	What are rivers and how are they used? <i>Adapt Kapow Planning</i> Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. Fieldwork: What features does our local river have?		What do settlers need to be successful? <i>Use PlanBee Planning</i> Find out about the needs of early settlers, explore the origins of early place names. To find out about the different types of settlements and how they change over time. To be able to use maps and map symbols to explore settlement. To use grid references and investigate settlements. To plan a new settlement and plan a map.		Where does our food come from? <i>Adapt Kapow Planning</i> Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. Fieldwork: Are our school dinners locally sourced?	
Art	Weaving Inspirational Artist(s) Lynnette Griffiths. Large scale woven installations created		Painting Inspirational Artist(s): Erin Hanson		Art and Design Masters Week Clay houses inspired by:	Mixed media: digital photography and collage

	entirely from discarded fishing nets (ghost nets).  Outcome: sea inspired weave.		 Outcome: atmospheric forest painting		Architect Antoni Gaudi (1852-1926) 	Inspirational Artist(s): Maria Rivans  Outcome: mixed media digital crown of objects for a member of the royal family to wear to a special event
DT		Textiles: Not KAPOW Design, sew and evaluate a Christmas tree decoration (not from a kit) must include buttons or other objects that have been sewn on and		Cooking and Nutrition: Adapting a biscuit recipe. Work in groups to adapt a simple biscuit recipe, to create a biscuit suited to a chosen target audience. They ensure that their creation	Electricity – Torches Identify electrical products and explain why they are useful. Help to make a working switch.	



Woodlea Primary School Curriculum

		at least one type of stitch.  		comes within a given budget of overheads and ingredients.	Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.	
Science	States of matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Living things and their habitats Recognise that living things can be grouped in a variety of ways. Making a guide to local living things. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Pond Dipping	Living things and their habitats – Conservation Recognise that environments can change and that this can sometimes pose dangers to living things.	Animals, including humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.



Woodlea Primary School Curriculum

					some common conductors and insulators, and associate metals with being good conductors. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.	
PSHE and RSE	SCARF: Me and my Relationships Healthy relationships Listening to feelings Bullying Assertive skills Woodlea specific PHSE Zones of regulation	SCARF: Valuing Difference Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes Woodlea specific PHSE <i>Children in Need November</i> <i>Remembrance November</i> <i>Anti-bullying week November</i>	SCARF: Keeping Safe Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety Woodlea specific PHSE Comic/Sport relief March	SCARF: Rights and Respect Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money Woodlea specific PHSE BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	SCARF: Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests Woodlea specific PHSE Road safety <i>Walk to School Week May</i>	SCARF: Growing and Changing Body changes during puberty Managing difficult feelings Relationships including marriage
			Safeguarding SCARF: Keeping Safe Managing risk		Safeguarding Road safety <i>Walk to School Week May</i>	



Woodlea Primary School Curriculum

			Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety			
	My Happy Mind: Year 4 Unit Meet Your Brain	My Happy Mind: Year 4 Unit Celebrate	My Happy Mind: Year 4 Unit Appreciate	My Happy Mind: Year 4 Unit Relate	My Happy Mind: Year 4 Unit Engage	My Happy Mind: Consolidate all units
PE	Gymnastics 1 Handball	Dance 1 Hockey	KS2 Fitness 1 Basketball	Gymnastics 2 Tag rugby	Athletics Rounders	OAA Tennis
Computing	Computing systems and networks Collaborative learning Option 1: Google Option 2: Microsoft Office Learning how to work collaboratively and exploring a range of collaborative tools. Plus Online Safety: Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.	Programming Further coding with Scratch Option 1: Google Option 2: Microsoft Office 365 Revisiting the key features and beginning to use 'variables' in code scripts. Plus Online Safety: Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.	Computing systems and networks Website Design Option 1: Google Option 2: Microsoft Office 365 Learning how web pages and sites are created and how to embed media and links. Plus Online Safety: Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.	Computing systems and networks HTML Learning about the mark-up language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website. Plus Online Safety: Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.	Creating media Computational thinking Solving problems effectively using the four areas of abstraction, algorithm design, decomposition and pattern recognition. Plus Online Safety: Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.	Data handling Investigating weather Option 1: Google Option 2: Microsoft Office 365 Researching and storing data on spreadsheets and designing a weather station. Plus Online Safety: Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.
Music	Musical Structures How Does Music Bring Us Together?	Round and Round 1. Sing rounds and songs with small and large leaps.	Recycling Songs 1. Compose a song demonstrating an	Blackbird All the learning in this unit is focused around one song:	FX Sound Effects 1. Use sound effects to add drama to a film clip.	Lean on Me The material presents an integrated approach to music where games, the



Woodlea Primary School Curriculum

	Hoedown by Joanna Mangona and Pete Readman Go Tell It On The Mountain arranged by Chris Taylor I'm Always There by Joanna Mangona and Rick Coates Trick Or Treat by Joanna Mangona and Pete Readman Martin Luther King by Chris Madin, arranged by Rick Coates	2. Perform a range of songs in a school assembly. This unit blends historical tradition with modern musical interpretation, allowing students to experiment, innovate, and share their creativity in a lively and interactive setting. Frère Jacques is a French folk song, thought to have originated in the 1700s. The original version, without lyrics, was titled Frère Blaise. This unit explores an exciting jazz-inspired interpretation, adding swing and rhythmic variation to the well-known round.	understanding of the musical components. 2. Capture and record creative ideas. This unit is based around the project Plastic. Plastic pollution is the hot topic that just won't go away - literally! It's a real problem for the environment and wildlife of the planet. You will research the issue of plastic pollution with your class and write your own song using the given example video as your inspiration.	Blackbird by The Beatles - a song about civil rights. This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!	2. Begin to make compositional decisions. Sound effects (FX) can enhance actions, set moods, and bring realism to a scene. Whether recorded from natural sources, such as rain or music, or digitally created, these effects have the power to transform a video.	interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.
RE	Eid-ul-Adha Step 1 describe their own responses to sacrifice in their experience Step 2 describe how sacrifice applies to their own and others' lives Step 3 describe the meaning of sacrifice Step 4 describe how Muslims focus on sacrifice during the festival of Eid-ul-Adha Step 5 describe the importance of sacrifice to Muslims during Eid ul Adha.	Christmas: The Magi and their gifts Step 1 explain the meaning of the term prophecy Step 2 explain how prophecy is significant within the story of the gifts of the Magi Step 3 evaluate by explaining the importance of prophecy in this story for Christians Step 4 express a personal response to the concept of prophecy	Belonging (in Islam) 1 Children can describe in simple terms their response to the concept of belonging. 2 They can identify simple examples of how belonging can be applied in their own and others' lives. 3 They can describe in simple terms what it means to belong to something. 4 They can simply describe how belonging is important to Muslims.	The empty cross Step 1 explain the meaning of resurrection Step 2 explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians Step 3 evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised Step 4 explain their own responses to the concept of resurrection	Places of worship (Church and Mosque) Step 1 explain what sacred means and why a place can be sacred Step 2 explain the features of a church which create a sense of the sacred Step 3 explain the features of a mosque which create a sense of the sacred Step 4 explain the significance of sacred placed for different people	The journey of life Step 1 explain a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far Step 2 explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives Step 3 explain meaning of rites of passage



Woodlea Primary School Curriculum

		Step 5 give examples of how prophecy might affect their own lives or the lives of others.	5 They can evaluate, by describing in simple terms, the importance to believers and to themselves of belonging.	Step 5 explain how responses to the idea of resurrection affect the way people live.	Step 5 explain own understanding of a sacred place for them Step 6 explain how and why people show a place is sacred to them	Step 4 explain the meaning of the Muslim naming ceremony to Step 5 explain importance/ relevance of rites of passage to believers.
MFL French- PS2	Listening: Listening to longer passages and understanding more by picking out key words and phrases covered. Speaking: Communicating with others with improved confidence and accuracy. Learning to ask and answer questions and incorporate a negative response if and when required. Reading: Reading aloud short pieces of text applying language learnt from phonics lessons 1 and 2. Understanding most of what is read in French when it is based on familiar language. Writing: Writing some short phrases based on familiar topics, using connectives and the negative form (where appropriate). Grammar: Better understanding the concept of gender and which articles to use (eg 'the', 'a' or 'some'). Simple adjectival agreement, the negative form and possessive adjectives (in my pencil case, I have/do not have) Phonics: Better understanding the previously learnt phonemes and add these i/in/ique/ille					
	Language Angels Unit: Intermediate Language starter 26/27 Ice cream (Early Language) (for 25/26 vegetables) Phonics (Intermediate) (incorporate over the year)	Language Angels Unit: Presenting myself	Language Angels Unit: The date	Language Angels Unit: My family	Language Angels Unit: In the classroom	Language Angels Unit: Do you have a pet?
Outdoor Learning	Shelter Building Design and build shelters using tarp and materials found in woodland. Work successfully as a group, considering and evaluating others contributions. Compare and evaluate shelters. Tools Continued use and safe working with all previous tools (knives/peelers, loppers, bowsaw, mallets). Loppers, bowsaw and clove hitch to make frames. Knife and mallet to split wood for fire. Create charcoal pencils. Fire Light and maintain a small fire. Build a small tipi structure. Support with keeping the campfire going. Cook bread on the fire. Wildlife					



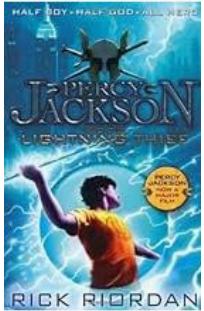
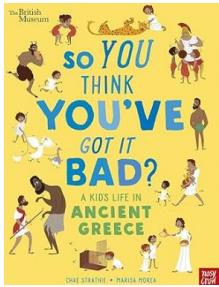
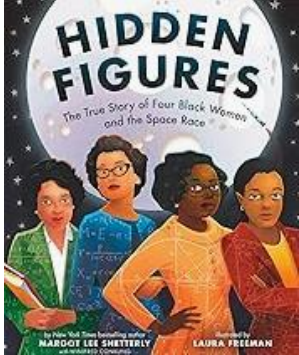
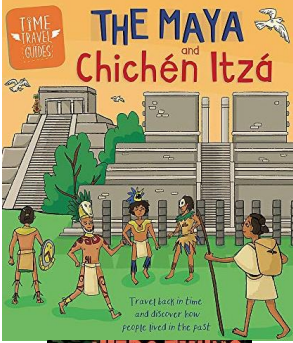
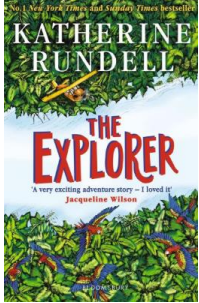
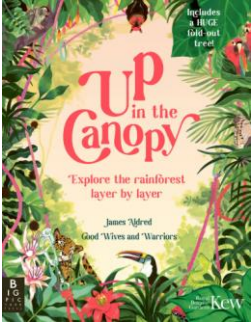
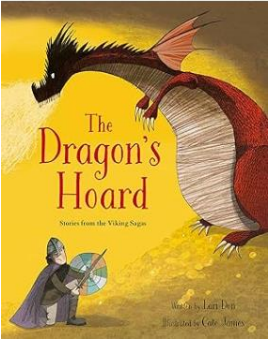
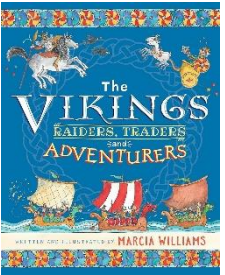
Woodlea Primary School Curriculum

Begin to ID trees in winter using guides (surrounding leaves, bark, buds etc)
Use guides to ID animal tracks (prints and droppings).



Woodlea Primary School Curriculum

Year 5 (Squirrels Class)

Enquiry question	Autumn		Spring		Summer	
	What did the Ancient Greeks do for us?	Ancient Greek Astronomers; did they get it right?	How do civilisations survive and thrive in the rainforest?		Vikings: Traiders, raiders or settlers?	
Key Curriculum Links	Geography History Science Art		History Geography Science Art		History and Science	
Enrichment and trips	Stubbington Residential/Activities week	Carol concert	STEM workshop - materials	Alice Holt woodland	London Natural History Museum – Life cycles	Flag Raising, Bordon Butser Ancient Farm (Vikings) Oakmoor Visit
Values Links	Teamwork and Resilience		Curiosity and Courage		Determination and Kindness	
Writing Core Texts	  Percy Jackson by Rick Riordan		 Hidden Figures by Margot Lee Shetterly		     	



Woodlea Primary School Curriculum

	So you think you've got it bad? A kid's life in Ancient Greece by Chae Strathie		Time Traveller's Guide to Chichen Itza The Hero Twins by Dan Jolley	The Explorer by Katherine Rundell Up in the Canopy by James Aldred	Viking Boy by Tony Bradman The Island by Armin Greder	The Dragon's Hoard by Lari Don The Vikings Raiders, Traders and Adventures by Marcia Williams
Genres	Percy Jackson and the Lightning Thief Newspaper Report Humorous Narrative <u>Wider Curriculum</u> Balanced Argument	Hidden Figures Diary Letter Biography Poetry: free verse, focus on literary devices (assonance, alliteration, repetition, similes, personification, onomatopoeia etc) <u>Wider Curriculum</u> Explanation - Curiosity	The Maya Time Travelling Non- Chronological Leaflet The Hero Twins Mythical Narrative <u>Wider Curriculum</u> Instruction Recipe Writing	The Explorer Adventure Narrative Up in the Canopy Persuasive Letter Poetry: Cinquain about rainforests <u>Wider Curriculum</u> <u>Writing</u> Non-Chronological Report	Viking Boy – Historical Fiction Dialogue Play Script Kenning Poems The Island Retell <u>Wider Curriculum</u> Persuasive debate	Dragon's Hoard Saga The Vikings, Raiders, Traders and Adventurers <u>Wider Curriculum</u> Knowledge Organiser
Punctuatio n and Grammar (Twinkl)	1. Proper Nouns 2. Adverbs of Possibility 3. Converting Nouns and Adjectives into Verbs – suffixes -are, -ise, - ify 4. Tenses: Past & Progressive and Present Perfect 5. Possessive Plural Apostrophes 6. Expanded Noun phrases	1. Adverbs 2. Degrees of possibility – Modal Verbs 3. Verb Prefixes dis-, de-, mis-, over-, re- ify 4. Verb Inflections & Standard English 5. Using Inverted Commas 6. Assess and Review	1. Prepositions 2. More Prefixes 3. Coordinating Conjunctions 4. Using Inverted Commas 5. Parenthesis – Brackets 6. Commas for Meaning and Clarity	1. Determiners 2. More Suffixes 3. Subordinating Conjunctions 4. Linking Paragraphs with Adverbials 5. Direct & Indirect (Reported) Speech 6. Assess and Review	1. Pronouns & Possessive Pronouns 2. Word Families 3. Subordinate Clauses 4. Writing Cohesive Paragraphs 5. Parenthesis – Commas 6. Homophones	1. Adverbials/Fro nted Adverbials 2. Dictionary Work 3. Relative Clauses 4. Editing & Evaluating 5. Parenthesis – Dashes 6. Assess and Review

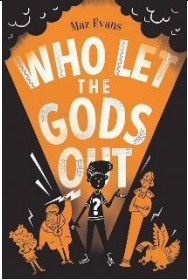
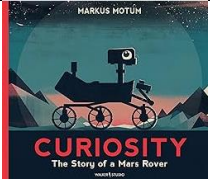
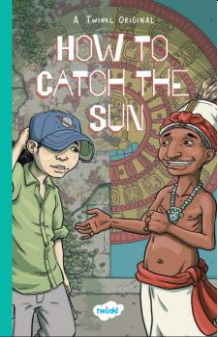
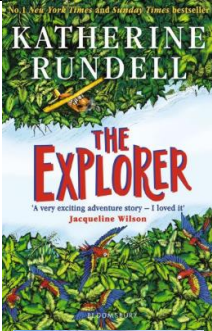
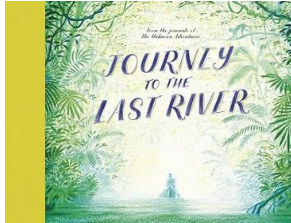
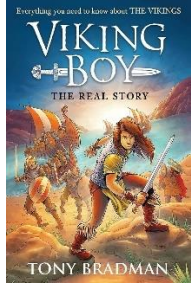


Woodlea Primary School Curriculum

Spelling (Spelling Shed)	Words ending in -tious and -ious Ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious Words ending in -cious Atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious Words ending in -cial Artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special Words ending in -tial Circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential Words ending in -cial and -tial Commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial Challenge Words Appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	Words ending in '-ant' abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant Words ending in '-ance' and '-ancy' abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy Words ending in '-ent' and '-ence' competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent Words ending in '-able' and '-ible' comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable Words ending in -ably and -ibly comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly Challenge Words accommodate, available, controversy, dictionary,	Words ending in -able, where the 'e' from the root word remains agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable Words that are adverbs of time afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday Words with suffixes where the base word ends in 'fer' conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring Words with 'silent' first letters Knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer Words with 'silent' letters ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	Words with 'ie' after c Society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient Words where 'ei' can make an /ee/ sound Caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize Words where 'ough' makes an /or/ sound Afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought Words containing 'ough' Although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen Adverbs of possibility and frequency Certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely Challenge Words Accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	Words that are homophones or near homophones Advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy Words that are homophones Aisle, isle, allowed, aloud, alter, altar, ascent, assent, father, father Words that are homophones Bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past Words that are homophones or near homophones Cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary Words that are homophones or near homophones Affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose Challenge Words Achieve, apparent, bargain, bruise,	Words with hyphens Co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain Challenge Words Afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate Revision Words Accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though Revision Words Conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable Revision Words Ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer Revision Words Aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary
---------------------------------	--	--	--	--	--	---



Woodlea Primary School Curriculum

		marvellous, opportunity, secretary, sincerely, suggest, twelfth	Challenge Words Ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht		community, mischievous, muscle, necessary, vehicle, system	
Reading Core Texts	 Who Let the Gods Out by Maz Evans	  Curiosity by Markus Motum When the Stars Come Out by Nicola Edwards and Lucy Cartwright	 How to catch the sun (Twinkl Text)	  The Explorer by Katherine Rundell	2025-26  Viking Boy by Tony Bradman 2026 onwards  Viking Boy The Real Story by Tony Bradman	Continue Viking Boy (approx. 2 weeks)  Viking Voyages by Jack Tite



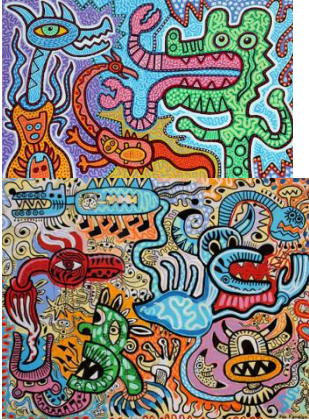
Woodlea Primary School Curriculum

				The Listeners by Walter de la Mare Journey to the Last River by Teddy Keen		
Maths White Rose Units	White Rose Maths Unit: Place Value This includes: Roman numerals to 1000 Numbers up to 1,000,000 Powers of 10 Compare, order and round within 1,000,000 White Rose Maths Unit: Addition and Subtraction This includes: Add and subtract whole numbers with more than 4-digits Round to check answers Inverse operations Multi-step problems	White Rose Maths Unit: Multiplication and Division A This includes: Common factors and multiples Prime, square and cube numbers Multiply and divide by 10, 100 and 1000 White Rose Maths Unit: Fractions A This includes: Find and recognise equivalent fractions Compare and order fractions Convert between mixed numbers and improper fractions Add and subtract mixed numbers	White Rose Maths Unit: Multiplication and Division B This includes: Multiply and divide numbers up to 4-digits Short division Divide with remainders White Rose Maths Unit: Fractions B This includes: Multiply unit and non-unit fractions by integers Calculate a fraction of a quantity or amount Use fractions as operators White Rose Maths Unit: Decimals and Percentages This includes: Decimals up to 2 places Equivalent fractions and decimals Thousandths as fractions and decimals Order, compare and round decimals	White Rose Maths Unit: Decimals and Percentages (continued) This includes: Understand percentages Percentages as fractions and decimals Equivalent fractions, decimal and percentages White Rose Maths Unit: Measurement- Perimeter and Area This includes: Perimeter of rectangles, rectilinear shapes and polygons Area of rectangles and compound shapes White Rose Maths Unit: Statistics This includes: Draw, read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables	White Rose Maths Unit: Geometry- Shape This includes: Understand and use degrees, Classify and estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point and on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shapes White Rose Maths Unit: Geometry- Position and Direction This includes: Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines	White Rose Maths Unit: Decimals This includes: Complements to 1 Add and subtract decimals across 1 Add and subtract decimals with the same number of decimal places Add and subtract decimals with different numbers of decimal places Decimal sequences Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals - missing values White Rose Maths Unit: Negative Numbers This includes: Understand negative numbers Count through zero in 1s and in multiples Compare and order negative numbers Find the difference White Rose Maths Unit: Measurement- Converting units This includes: Kilograms and kilometres Millimetres and millilitres



Woodlea Primary School Curriculum

					Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables White Rose Maths Unit: Measurement- Volume This includes: Cubic centimetres Compare and estimate volume Estimate capacity
History	What did the Greeks do for us? <i>Some resources from KAPOW, but adapt.</i> Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre. <u>National Curriculum Links</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world.	How did the achievements of the Ancient Maya impact their society and beyond? <i>Some KAPOW resources, but adapt.</i> Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya’s settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society. <u>National Curriculum Links</u> A non-European society that provides contrasts with British history –Mayan civilization c. AD 900.	British history: Were the Vikings raiders, traders or something else? <i>ADAPT Y4 KAPOW</i> Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, investigate whether the Vikings were raiders, traders or settlers. <u>National Curriculum Links</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		
Geography	Greece <i>Not KAPOW</i> Understand geographical similarities and differences through the study of human physical geography of a region in Greece, a European Country including tourism.	Why are rainforests important to us? <i>(this is an extension of rainforests in Y4, this time focus on rainforests in other countries).</i> Focussing on the link between biomes and climate, children will locate rainforests around the world and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the rainforests, considering how plants adapt to these conditions and			

		compare to our own forest. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally. Fieldwork: How is our local woodland used? Data Collection.	
Art	3D Clay and paint Inspirational Artist(s): Ancient Greeks  Outcome: Ancient Greece inspired clay vase including painting	Drawing and painting Inspirational Artist(s): Dan Fenelon  Outcome: Mayan mythical creature art in the style of Dan Fenelon.	Mixed media: Drawing (oil pastels) and paper collage Inspirational Artist(s): Henri Rousseau  Outcome: Rousseau inspired oil pastels picture of tropical plants, flowers and animals linked to Mexican jungle
			Art and Design Masters Week Art inspired by: The Scream (Munch) 



Woodlea Primary School Curriculum

						
DT	Food and Nutrition Developing a recipe Adapt KAPOW for Greek food Hummus, flat breads, olives, moussaka				Mechanisms and Mechanical Systems: Pop-up class book Not KAPOW Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.	Structures: Bridges After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.
Science	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	Earth and space Describe the Sun, Earth and Moon as approximately spherical bodies. Describe the movement of the Earth and other planets relative to the Sun in the solar system. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Describe the movement of the Moon relative to the Earth. Galileo	Changes of materials Describe how to recover a substance from a solution. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.	Properties of materials Compare/group everyday materials on the basis of their properties, inc hardness, solubility, transparency, conductivity (electrical and thermal), response to magnets. Compare/group everyday materials based on evidence from comparative and fair tests, including their conductivity of heat. Give reasons, based on evidence from comparative and fair	Living things and their habitats Describe the life process of reproduction in some plants and animals. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Know about the life and work of Jane Goodall and David Attenborough. Animals, including humans Describe the changes as humans develop to old age.	



Woodlea Primary School Curriculum

				tests, for the particular uses of everyday materials, including metals, wood and plastic. Know that some materials dissolve in liquid to form a solution and how to recover substance from solution. Decide how mixtures might be separated through filtering, sieving and evaporating.		
PSHE and RSE	SCARF: Me and my Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs Woodlea specific PHSE Zones of regulation Road safety learning to walk home alone	SCARF: Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media Woodlea specific PHSE <i>Children in Need November</i> <i>Remembrance November</i> <i>Anti-bullying week November</i>	SCARF: Keeping Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills Woodlea specific PHSE <i>Comic/Sport relief March</i>	SCARF: Rights and Respect Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending Woodlea specific PHSE BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	SCARF: Being my Best Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community Woodlea specific PHSE Road safety Walk to School Week May	SCARF: Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help
	Safeguarding Road safety learning to walk home alone	Safeguarding SCARF: Influence and pressure of social media	Safeguarding SCARF: Keeping Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills			Safeguarding SCARF: Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Mental Health and	My Happy Mind: Year 5 Unit Meet Your Brain	My Happy Mind: Year 5 Unit Celebrate	My Happy Mind: Year 2 Unit Appreciate	My Happy Mind: Year 5 Unit Relate	My Happy Mind: Year 5 Unit Engage	My Happy Mind: Consolidate all units



Woodlea Primary School Curriculum

Wellbeing						
PE	Gymnastics 1 Handball	Dance 1 Hockey	KS2 Fitness 2 Basketball	Swimming Tag rugby	Athletics Rounders	OAA Tennis
Computing	Computing systems and networks: Search engines Option 1: Google Option 2: Microsoft Office 365 Learning about how page rank works and how to identify inaccurate information. Plus Online Safety Learning about app permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing	Data handling Mars Rover 1 Learning about the Mars Rover, exploring how and why it transfers data including instructions, and how messages can be sent using binary code. Plus Online Safety Learning about app permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing	Skills showcase Mars Rover 2 Exploring how the Mars rover: moves, follows instructions, collects and sends data; understanding how computers work, what data is and how it is transferred. Plus Online Safety App permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing	Programming 1 Programming music Option 1: Sonic Pi Option 2: Scratch Building-on programming and music skills to create different sounds, beats and melodies which are put to the test with a Battle of the Bands performance! Plus Online Safety Learning about app permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing	Programming 2 Micro: bit Creating algorithms and programs that are used in the real world. Using the 'predict, test and evaluate' cycle to create and debug programs with specific aims. Plus Online Safety Learning about app permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing	Creating media Stop motion animation Creating animations, storyboard ideas and decomposing a story into small parts before putting together to create the illusion of a moving image. Plus Online Safety App permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing
Music	Melody and Harmony in Music How Does Music Bring Us Together? Ghost Parade by Joanna Mangona and Pete Readman Lively by Quinn Mason	Sounds Dramatic 1. Introduce major and minor chords. 2. Use chords when composing music to evoke a	Decoding Sound and Notation 1. Develop and expand musical understanding through critical listening.	Fresh Prince of Bel-Air Old-School Hip Hop by Will Smith This unit contains all the classic teaching resources you would	Dancing in the Street All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.	Make You Feel My Love This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up



Woodlea Primary School Curriculum

	Words Can Hurt by Joanna Mangona and Pete Readman His Eye Is On The Sparrow by Civilla D. Martin and Charles H. Gabriel, arranged by Chris Taylor Joyful, Joyful arranged by Chris Taylor	specific atmosphere, mood or environment. Central to this unit is a project called A Spooky Story. The instructional video series will guide you through the process of creating your own spooky stories from start to finish. The main teaching provides four lessons, which can be concluded with a live performance. Organising a performance, designing invitations and programmes, could form part of this project. This Spooky Story Project is one of a series of projects in Charanga that introduce children to the creative possibilities of Charanga's YuStudio® Digital Audio Workstation (DAW).	2. Read and play notated melodies. In this unit, you will focus on the receptive language skills of listening and reading. Learning combines aural analysis and reading skills, allowing students to deepen their understanding and to extend their expertise in reading and playing from notation. You will explore two contrasting pieces, examining their components, purpose, and emotional impact. There will be time to consider both their similarities and their differences. What makes each unique? How does the origin and purpose of each composition influence the sound? Why do, or don't we, form a positive emotional connection to some music?	expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool. The supporting lesson plans and documentation have been streamlined with a revised and fully supportive Activity Manual. This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too! The supporting lesson plans and documentation have been streamlined to support the scheme upgrade with a revised and fully supportive Activity Manual.	Games, Flexible Games, new progressive improvisation resources, and a new compose tool. The supporting lesson plans and documentation have been streamlined with a revised and fully supportive Activity Manual. This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.
RE	Ideas of God Step 1 My interpretation of God Step 2 How Jewish people and Christians interpret God	Hanukkah Step 1 explain the meaning of identity Step 2 explain how the features of the festival of	Creation Stories Step 1 – Enquire: What does creation mean?	Passover and Moses Step 1 describe, in simple terms. their own responses and feelings	Prayer Step 1 explain the meaning of ritual Step 2 explain how ritual is expressed by	Shabbat Step 1 talk about their own responses to remembering



Woodlea Primary School Curriculum

	Step 3 People's interpretations of God change over time Step 4 When interpretation is needed in our day-to-day life Step 5 Interpretations of God change in different circumstances Step 6 Jews and Christians have different interpretations of who God is Step 7 Trinity is the Christian belief that God is made up of three parts: The Father, The Son, and the Holy Spirit.	Hanukkah reinforce the Jewish sense of identity Step 3 evaluate the significance of identity for Jewish people by explaining its importance and by describing some issues raised Step 4 express a personal response to the concept of identity Step 5 explain examples of how responses to identity affect theirs and others' lives.	Step 2a – Contextualise: What story do Christians tell about creation? Step 3a – Evaluate: How important is the creation story? Step 2b – Contextualise: What story do Hindus tell about creation? Step 3b – Evaluate: How important is this creation story? Step 4 – Communicate: What do we think about creation? Step 5 – Apply: Does what we think about creation affect us?	to the concept of freedom Step 2 describe, in simple terms, how their responses can be affected by different circumstances Step 3 describe, in simple terms, the meaning of freedom Step 4 describe, in simple terms, how freedom is expressed in Judaism Step 5 describe, in simple terms, the value of freedom to Jews and identify an issue raised.	some Christians and Jewish people Step 3 evaluate the significance of ritual by explaining its importance to Christians and Jewish people and by identifying some issues raised Step 4 explain their own responses to ritual Step 5 explain examples of how their responses can be applied to their own and others' lives.	Step 2 identify what it is important to remember, and when Step 3 identify and talk about words associated with remembering Step 4 recognise that Jewish people remember creation and the day of rest when they celebrate Shabbat Step 5 evaluate remembering when talking about how important it is for Jewish people, how important remembering is for them
MFL- French PS3	Listening: Listening more attentively and for longer. Understanding more of what we hear even when some of the language may be unfamiliar by using decoding skills. Speaking: Communicating on a wider range of topics and themes. Remembering and recalling a range of vocabulary with increased knowledge, confidence and spontaneity. Reading: Understanding longer passages in French and starting to decode meaning of unknown words using cognates and context. Increase knowledge of phonemes and letter strings using knowledge from Phonics lessons 1- 3. Writing: Writing a paragraph using familiar language, incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learning to manipulate the language and substitute words for suitable alternatives. Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (definite, indefinite and partitive). Understanding better the rules of adjectival agreement and possessive adjectives. Start to explore verbs in more depth. Phonics: Revision of previously learnt phonemes and begin to learn eau/eux/e/é/è. French linguistic concepts (eg silent letters and liaison).					
	Language Angels Unit: Intermediate Language starter At the tea room (PS2)	Language Angels Unit: Goldilocks (for 2025/26 - Little Red Riding Hood)	Language Angels Unit: What's the weather like?	Language Angels Unit: My home	Language Angels Unit: Clothes	Language Angels Unit: Olympic games



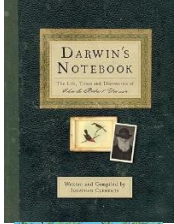
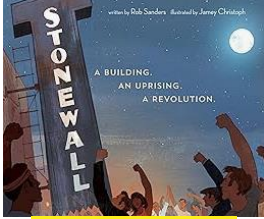
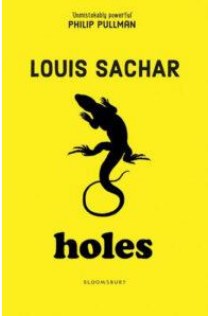
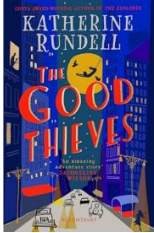
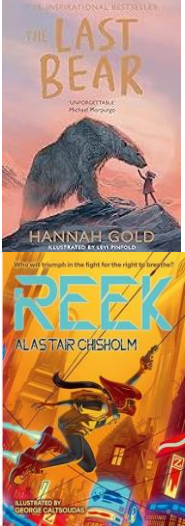
Woodlea Primary School Curriculum

	(for 2025/26- Do you have a pet? Phonics (Intermediate P3) (incorporate over the year)					
Outdoor Learning	Shelter building Create a tipi shelter or lean to using materials found in the woodland. Work successfully as a group. Compare and evaluate effectiveness of shelters. Tools Continue to select and safely use appropriate tools already learnt. Begin to use the pull cut to make a spike for a spear and harden with fire. Begin to safely use a folding saw. Learn the reef knot to tie two pieces of string together. Use a knife/fire steel to make fatwood shavings. Fire To use resources that can be found in the woods to start and maintain a fire. Cook sweet chestnuts on the fire. Wildlife Introduction and safety to foraging – sweet chestnuts and nettles. How to make sure we are sure on our ID. Using guides to ID common trees and plants across the year.					



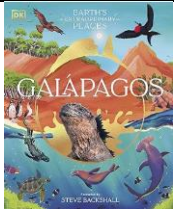
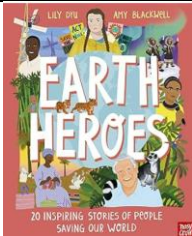
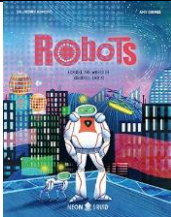
Woodlea Primary School Curriculum

Year 6 (Owls Class)

Enquiry question	Autumn		Spring		Summer	
	Have we always been like this?	Are humans the environmental superheroes or villains of our planet?	How has crime and punishment changed over time?	Will our future be artificial?	What makes New York City a global hub and how does this affect the people who live there?	Why do some people leave where they were born?
Key Curriculum Links	Science History Geography Art		History Science Art		History Geography Art	
Enrichment and trips	Stubbington residential Bikeability	Sustainability Centre, Petersfield Remembrance memorial service – lay crosses	Police visit Petersfield Museum – prison cells	Heart dissection	None due to SATs	Y6 fundraiser and fun day Y6 production
Values	Curiosity and Courage		Teamwork and Resilience		Determination and Kindness	
Writing Core Texts	 		 		  The Good Thieves by Katherine Rundell	
	 		 		 	
			Stonewall by Rob Sanders			



Woodlea Primary School Curriculum

	 Darwin's Notebook by Jonathan Clements Darwin's Dragons by Lindsay Galvin Galapagos by Steve Backshall	 The Last Bear by Hannah Gold Reek by Alastair Chisholm Sci Fi Dystopian thriller Earth Heroes by Lily Dyu	Holes by Louis Sachar	 Cogheart by Peter Bunzl Pig Heart Boy by Malorie Blackman Robots: Explore the World of Robotics and AI by Dr Henny Admoni Plus SATs preparation as needed by the class including using Literacy Shed Videos/Pictures	National Monuments of the USA by Cameron Walker Plus SATs preparation as needed by the class including using Literacy Shed Videos/Pictures	Windrush Child by Benjamin Zephaniah The boy at the back of the class by Onjali Rauf
Genres	Darwin's Notebook Diary Darwin's Dragons Historical adventure from another perspective Galapagos by Steve Backshall Non-Chronological Report Calligram Poetry	Last Bear Dialogue Narrative – rewriting/finishing an existing chapter Reek Sci Fi Dystopian thriller Earth Heroes by Lily Dyu Biography <u>Wider Curriculum</u> Debate – Pros and Cons of tourism to the Galapagos	Stonewall Advert Visitor's Guide Holes Adventure Narrative Diary Instructions Limerick Poems <u>Wider Curriculum</u> Interactive Timeline PowerPoint on Crime and Punishment (Chrome Books)	Cogheart Mystery narrative Journalistic interview Persuasive writing Pig Heart Boy Emotive letters Debate Robots: Explore the World of Robotics and AI Debate Explanation	The Good Thieves by Katherine Rundell Crime adventure set in New York Balanced argument Newspaper National Monuments of the USA by Cameron Walker Persuasive Travel Guide <u>Wider Curriculum</u> Staff choice	Windrush Child Emotive Free Verse Poetry (to homeland) Persuasive pitch (monument Literacy Tree) The Boy at the Back of the Class Playscript Letter <u>Wider Curriculum</u> Staff choice



Woodlea Primary School Curriculum

	Wider Curriculum Biography					
Punctuation and Grammar (Twinkl)	1. Noun Phrases 2. Model Verbs and Subjunctive Mood 3. Suffixes – Nouns and Adjectives to Verbs 4. Relative Clauses 5. Commas 6. Assess and Review	1. Pronouns & Possessive Pronouns 2. Adverbs to Show Frequency 3. Prefixes 4. Colons in Lists 5. Subordinating Conjunctions and Clauses 6. Asses and Review	1. Synonyms and Antonyms 2. Adverbs to Show Possibility 3. Root Words 4. Hyphens 5. Coordinating Conjunctions 6. Assess and Review	1. Subject and Object 2. Ambiguity 3. Hyphenated Compound Words 4. Bullet Points 5. Perfect Form of Verbs to Mark Relationships of Time and Cause 6. Assess and Review	1. Direct and Reported Speech 2. Active and Passive Voice 3. Semi-colons, Colons and Dashes to Mark Clauses 4. Formal and Informal Vocabulary 5. Layout Devices 6. Assess and Review	1. Verb Tenses 2. Parenthesis – Brackets, Commas and Dashes 3. Editing and Evaluating 4. Formal and Informal Writing 5. Cohesion Across Paragraphs 6. Assess and Review
Spelling (Spelling Shed)	Challenge Words Accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest Challenge Words Accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol Challenge Words According, awkward, conscious, dictionary,	Challenge Words Ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety Challenge Words Apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable Challenge Words Appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle Challenge Words	Adding the prefix over- Overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned Words with the suffix -ful Beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful Words that can be nouns and verbs Contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	Words with the /f/ sound spelled 'ph' Alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere Words with origins in other countries and languages Ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda Words with unstressed vowel sounds Company, definitely, desperate, environment, explanatory, jewellery,	Words with the suffix -ably adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably Words with the suffix -ible forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible Words with the suffix -ibly	Adjectives used to describe settings bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly Adjectives used to describe feelings Apprehensive, delighted, despondent, euphoric, incensed, kittery, optimistic, positive, sanguine, terrified Adjectives to describe characters

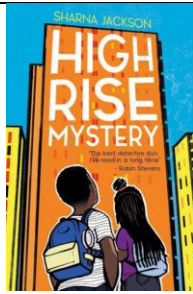
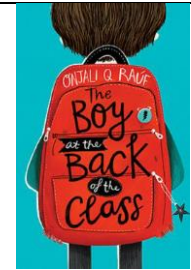


Woodlea Primary School Curriculum

	familiar, individual, neighbour, profession, sacrifice, system Challenge Words Achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature Challenge Words Aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough Challenge Words Amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	Attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht Words with the short vowel sound /i/ spelled 'y' Antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical Words with the long vowel sound /igh/ spelled 'y' Apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	Words with an /oa/ sound spelled 'ou' or 'ow' Blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window Words with a 'soft c' spelled 'ce' Celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice Words with the prefixes dis-, un-, over- and im- Disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	poisonous, reference, secretary, temperature Words with 'cial' /shul/ after a vowel Antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial Words with 'tial' Confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential Words beginning with acc- Accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly Words ending in -end or -ence convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent. Words ending in -er, -or and -ar calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior Adverbs synonymous with determination continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	Amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant Grammar Vocabulary 2 Active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym Mathematical Vocabulary Addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical
Reading Core Texts				SATs Reading		



Woodlea Primary School Curriculum

	 What Mr Darwin Saw by Mick Manning Charles Darwin's On The Origin of Species by Sabina Radeva	Where the World Turns Wild by Nicola Penfold	 Malala by Malala Yousafzai High Rise Mystery by Sharna Jackson		 The Good Thieves by Katherine Rundell	 The boy at the back of the class by Onjali Rauf
Maths White Rose Units	White Rose Maths Unit: Place Value This includes: Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers White Rose Maths Unit: Addition, subtraction, multiplication and division This includes: Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers	White Rose Maths Unit: Fractions A This includes: Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator and numerator) Add and subtract any two fractions Add and subtract mixed numbers Multi-step problems White Rose Maths Unit: Fractions B This includes: Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions	White Rose Maths Unit: Decimals This includes: Place value within 1 Place value – integers and decimals Round decimals Add and subtract decimals Multiply and divide by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals by integers Multiply and divide decimals in context White Rose Maths Unit: Fractions, Decimals and Percentages This includes: Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages	Revision Plan: Responding to Mock Paper outcomes	Revision Plan: Responding to Mock Paper outcomes	White Rose Maths: Themed projects, consolidation and problem solving. This includes: <u>White Rose Bakery</u> – Value, Profit, Loss and Cooking <u>White Rose Tours</u>- Climate, Distance, Conversion, Budgets and Time problems <u>White Rose Futures</u>- Salary, Bills, Mortgages and Housing



Woodlea Primary School Curriculum

	Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts	Fraction of an amount Fraction of an amount - find the whole White Rose Maths Unit: Geometry- Position and Direction This includes: The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections	Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount – one step Percentage of an amount – multi-step Percentages – missing values White Rose Maths Unit: Geometry- Shape This includes: Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle – special cases Angles in a triangle – missing angles Angles in quadrilaterals Angles in polygons Circles Draw shapes accurately Nets of 3-D shapes White Rose Maths Unit: Converting Units This includes: Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures			
--	---	--	---	--	--	--



Woodlea Primary School Curriculum

History	Additional short study: Significant Individual Charles Darwin Not KAPOW		Crime and Punishment Not KAPOW A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Changes in an aspect of social history - crime and punishment from the Anglo Saxons to the present	NONE – SATS revision		Local History Not KAPOW <i>(but can see Y6 census unit for some resources)</i> A local history study. For example, a study over time tracing how several aspects of national history are reflected in the locality. Bordon: An army town
Geography	Galapagos Islands Not KAPOW Locate South America and name some countries Physical and Human characteristics of South America Human and Physical features of Galapagos Islands Comparison between Galapagos and Falklands Islands	What is climate change? NOT KAPOW In depth study to understand the significance of human activity on climate change and therefore physical geography. Consider the probable future and possible future if things remain unchanged. To include floods, droughts and deforestation and the effect on humans and animals. Know ways to manage climate change and inspirational individuals campaigning for change such as Greta Thunberg and David Attenborough.		NONE – SATS revision	Compare UK/Europe Not KAPOW Understand Geographical similarities and differences through the study of human and physical geography of a region of the UK, Europe and North America (New York).	Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment. Fieldwork: How is population impacting our local



Woodlea Primary School Curriculum

					environment? Data collection urban area (e.g. town centre)
Art	3D Clay and drawing oil pastels Inspirational Artists Aubrey Brown (dragon eyes)  Outcome Oil pastel dragon eyes  Clay dragon eyes	Drawing Inspirational Artists Charles Darwin, Carl Linnaeus   Taking inspiration from Gilbert White (1720 - 1793) Pioneering local English naturalist and ornithologist best known for his <i>Natural History and Antiquities of Selborne</i> (1789).		Painting (light and dark) Inspirational Artist(s): Edward Hopper  And Georges de La Tour	



Woodlea Primary School Curriculum

	 Dragon Eye Clay Sculptures Ms. Amsler's Artroom	Explore drawings by Charles Darwin and Carl Linnaeus. Develop an appreciation of the differences in drawing medium, scale and tonal shading to Outcome: create their own bird drawings linked to our woodland.			 Outcome: Everyday life in a city scene, with a focus on showing light and shadow. Art and Design Masters Week Design inspired by: Architect Zaha Hadid 	
DT			Electrical Systems: Steady Hand Game Explain simply what is meant by 'form' (the shape	Textiles: Make a steampunk themed hat Not KAPOW Consider a range of factors in their design criteria.		Food and Nutrition: Come Dine with Me. Research and prepare a three-course meal linked to rationing



Woodlea Primary School Curriculum

			of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case.	Use a template to mark and cut out a design. Use a running stitch to join fabric together on the hat. Attach decorative objects. Evaluate their final product.		recipes and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' and write a favourite recipe. - Stuffed peppers with cream cheese - Pitta bread pizza Ice cream in a bag
Science	Evolution and inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that	Living things and their habitats Give reasons for classifying plants and animals based on specific characteristics. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,	Electricity Use recognised symbols when representing a simple circuit in a diagram. Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle	Light Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	



Woodlea Primary School Curriculum

	adaptation may lead to evolution. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	including microorganisms, plants and animals.	bulbs, the loudness of buzzers and the on/off position of switches.	on the way their bodies function.		
PSHE and RSE	SCARF: Me and my Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships Woodlea specific PHSE Zones of regulation Road safety learning to walk home alone	SCARF: Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping Woodlea specific PHSE <i>Children in Need November</i> <i>Remembrance November</i> <i>Anti-bullying week November</i>	SCARF: Keeping Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) Woodlea specific PHSE Water safety especially near rivers <i>Comic/Sport relief March</i>	SCARF: Rights and Respect Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy Woodlea specific PHSE BOO What is bullying? Into the fold: Advanced layouts Wix Studio (youtube.com)	SCARF: Being my Best Aspirations and goal setting Managing risk Looking after my mental health Woodlea specific PHSE Road safety <i>Walk to School Week May</i> Year six fundraising	SCARF: Growing and Changing Coping with changes Keeping safe Body Image Sex education Self-esteem Woodlea specific PHSE Year six fundraising
	Safeguarding Road safety learning to walk home alone SCARF: Me and my Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships	Safeguarding SCARF: Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Safeguarding Water safety especially near rivers SCARF: Keeping Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)		Safeguarding Road safety <i>Walk to School Week May</i>	Woodlea specific PHSE Year six fundraising



Woodlea Primary School Curriculum

Mental Health and Wellbeing	My Happy Mind: Year 6 Unit Meet Your Brain	My Happy Mind: Year 6 Unit Celebrate	My Happy Mind: Year 6 Unit Appreciate	My Happy Mind: Year 6 Unit Relate	My Happy Mind: Year 6 Unit Engage	My Happy Mind: Consolidate all units
PE	Shape and balance Invasion games – dodging and body movement - links to handball	Dance Invasion games – striking hockey	Circuits Invasion games – sending and receiving – link to basketball	Swimming Invasion games – attacking and defending – link to tag rugby.	Athletics – running, jumping and throwing Strike and field – link to rounders/cricket	Athletics – running, jumping and throwing Net and wall activities – link to tennis.
Computing	Computing systems and networks: Bletchley Park Option 1: Google. Option 2: Microsoft Office 365 Discovering the history of Bletchley and learning about code breaking and password hacking. Demonstrating digital literacy skills by creating presentations. Plus Online Safety: Learning to deal with issues online; about the impact/ consequences of sharing information online; how to develop a positive online reputation; combating online bullying and protective passwords.	Programming Intro to Python Art Using the programming language 'Python' to create designs and art. Learning how to create loops and nested loops to make their code more efficient. Plus Online Safety: Learning to deal with issues online; about the impact and consequences of sharing information online; how to develop a positive online reputation; combating and dealing with online bullying and protective passwords.	Data handling Big data 1 Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID. Plus Online Safety: Learning to deal with issues online; about the impact and consequences of sharing information online; how to develop a positive online reputation; combating and dealing with online bullying and protective passwords.	Creating media History of computers Option 1: Google Option 2: Microsoft Office Writing, recording and editing radio plays set during WWII, learning about how computers have evolved. Plus Online Safety: Learning to deal with issues online; about the impact and consequences of sharing information online; how to develop a positive online reputation; combating and dealing with online bullying and protective passwords.	Data handling Big data 2 Further developing understanding of how networks and the Internet are able to share information. Learning how big data can be used to design smart buildings. Plus Online Safety: Learning to deal with issues online; about the impact and consequences of sharing information online; how to develop a positive online reputation; combating and dealing with online bullying and protective passwords.	Skills showcase Inventing a product Option 1: Google Option 2: Microsoft Office 365 Designing a product, pupils: evaluate, adapt and debug code to make it suitable for their needs and designing products in CAD and creating a website and video. Plus Online Safety: Learning to deal with issues online; about the impact and consequences of sharing information online; how to develop a positive online reputation; combating and dealing with online bullying and protective passwords.



Woodlea Primary School Curriculum

Music	Music and Technology How Does Music Bring Us Together? Do What You Want To by Joanna Mangona and Chris Fanfare For The Common Man by Aaron Copland It's All About Love by Joanna Mangona and Chris Taylor Let's Write A Song by Joanna Mangona and Chris Taylor Sunshine On A Rainy Day by Joanna Mangona and Chris Taylor	The Grand Finale 1. Sing a range of songs, including those that involve syncopated rhythms, with appropriate style. 2. Sing rounds and partner songs. This term is likely to be busy, so the learning has been designed to be very flexible. For the central song, La Bamba, you will sing the original version. You can also choose whether to write your own lyrics or to learn the instrumental parts. Some of your students will enjoy the challenge of playing the main melody, but there are simpler parts	Music Speaks 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition. This six-week project builds upon prior learning, where students have experimented with drum and bass lines, audio sampling, sound effects, and melody composition. Guided by artist-led videos, students will explore the genre's unique elements while composing their own Hip Hop-inspired piece. The accompanying Teacher Guide provides essential background information, ensuring you have everything needed to support and enrich the learning journey.	Musical Sketches 1. Plan and compose 8 bars of music with melodic and rhythmic interest. 2. Notate and play this music, adding dynamic contrasts. Roll Alabama is a classic sea shanty dating back to the 1800s. This version is challenging but catchy, with unexpected changes of time signature. This makes the chorus slightly unbalanced, perhaps signalling the ship's final fate. Using Music Notepad, you can plan, notate and instantly hear your composition. This supports an experimental approach. The crafted music is well-presented, allowing it to be played on instruments. Inspired by the tale of the Alabama, you are going to experiment with chords and musical snippets that could form the basis of a longer composition.	You've Got a Friend All the learning in this unit is focused around one song: You've Got A Friend by Carole King This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too! The supporting lesson plans and documentation have been streamlined to support the scheme upgrade with a revised and fully supportive Activity Manual.	Happy All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too! The supporting lesson plans and documentation have been streamlined to support the scheme upgrade with a revised and fully supportive Activity Manual.
RE	Creation Stewardship is the job of taking care of something, such as property or the world	Incarnation Incarnation is the Christian belief that Jesus Christ is the God of Israel in a human body	Humanism Humanism is a non-religious faith Humanists do not believe in a god. They believe it is possible	SATS – extra RE next term	Baisakhi Step 1 describe the meaning of identity Step 2 describe how Sikhs express their identity	Guru Nanak and the Gurus Step 1 describe the concept of wisdom Step 2 describe how the Gurus show wisdom



Woodlea Primary School Curriculum

	A steward is responsible for the care of something or someone How we are stewards How stewardship is expressed by Muslims How stewardship can be applied in my own/modern life The Islamic creation story influences how Muslims look after the world.	How incarnation is expressed within the Christian birth stories Why incarnation is important to Christians My beliefs about incarnation The birth narratives show Christians' beliefs in incarnation.	to live a good and fulfilling life without following a traditional religion. They do not follow a holy book. Humanists value traits like reason and rely on science to explain the way things are. Humanists believe that people have one life to live - there is no afterlife. As a result, they focus on being happy and making the most of their life. They also believe they have a duty to support others. Plato's ring of Gyges is a hypothetical magic ring which makes the wearer invisible, much like Harry Potter's invisibility cloak		during the Baisakhi celebrations Step 3 describe the value of identity to Sikhs and describe an issue raised Step 4 describe their own response to identity Step 5 describe examples of how their response to identity affects their own and others' lives.	Step 3 describe the value of Gurus' wisdom to Sikhs Step 4 describe their response to wisdom in their experience
MFL- French PS3+	Listening: Listening to longer text and more authentic French materials. Learning to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught. Speaking: Learning to recall previously learnt language and incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading: Tackling unknown language with increased accuracy by applying knowledge from phonics lessons 1-4 including awareness of accents, silent letters. Decoding unknown language using bilingual dictionaries. Writing: Writing a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also starting to include conjugated verbs and learn to be comfortable using conjunctions/connectives, adjectives and possessive adjectives. Grammar: Consolidating understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Wider range of connectives/conjunctions and more confident with full verb conjugation. Phonics: Consolidation of learning on phonemes and learn qu/gne/en/an/ç Understand French linguistic concepts and apply them.					



Woodlea Primary School Curriculum

	Language Angels Unit: Phonics (touch on over the half term) At school	Language Angels Unit: Around town	Language Angels Unit: The weekend	Language Angels Unit: Healthy Lifestyles	Language Angels Unit: Me in the World	Language Angels Unit: Planets
Outdoor Learning	Shelter building Shelter building challenge – to design, build and spend the night under a suitable shelter thinking about the weather and environment. Assess and evaluate shelters. Tools Continued safety, selection and use of all taught skills. Use pull and push cuts to make tent pegs. Improve knife dexterity by making feather sticks. Use of bow saws, knives and billhooks to make mallets. Making cord using nettles. Fire To use resources that can be found in the woods to start and maintain a fire in all weathers for a long period of time. Understand how fire can be transported and restarted. (King Alfred Cakes or torches, feather sticks.) Introduction to primitive fire making techniques – flint and steel, hand/bow drills etc. Prepare and cook a fish on the fire. Wildlife Introduction to fungi ID, safety and uses. Using guides to ID common trees and plants across the year.					