

The Abbey Primary School- Remote Learning Plan
October 2020

Following DfE Guidance, Full Opening: schools, expectations have been provided on how schools should provide remote learning.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

For remote online learning, The Abbey Primary School will use Google Classroom as a teaching platform. Pupils have login details and ‘classrooms’ are established. Where online learning cannot be accessed by pupils, The Abbey Primary School will provide weekly ‘Home Learning Packs’.

DfE guidance states:

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

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<ul style="list-style-type: none"> - <i>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations.</i> - <i>give access to high quality remote education resources</i> 	<p>Online- Teachers set work which follows the same teaching sequence as if the children were in school. Topics will follow our creative curriculum. Online teaching videos will be accessed from quality resources such as Oak Academy, White Rose Maths and BBC Bitesize to support learning. Children will be expected to continue to access Times Table Rock Stars (TTRS)/ Numbots and Teach Your Monster To Read</p>

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<ul style="list-style-type: none"> - <i>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</i> 	<p>Use of Google Classroom. Teachers will:</p> <ul style="list-style-type: none"> - Post daily on Stream, giving whole class feedback and further guidance as necessary, arising from questions by pupils. Teachers will not name any specific pupil on the stream, but may show good examples of work. Year 1 -6 teachers will feedback with '2 stars and a wish' on each task set (with the exception of PSHE) on the main stream page, scheduled to post at 8.30am the following morning (Friday's work to be posted on Monday morning). EYFS teachers will respond with 2 stars and a wish once each day. - Provide assessment work to monitor progress of pupils and adapt lessons accordingly. - Teachers will not respond by private message to any pupil. If a question is raised by private message from a pupil, guidance to be given on the main stream page. Where a parent has contacted the teacher with more detailed concerns, the teacher may call the parent to offer further support.
<ul style="list-style-type: none"> - <i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i> 	<p>Weekly Home Learning Packs will be provided where pupils cannot access online learning. These packs will include:</p> <ul style="list-style-type: none"> - 5 Maths activities - 5 English activities - 5 Topic/ PSHE/ RE activities - TTRS/ Number bonds weekly sheet
<ul style="list-style-type: none"> - <i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with</i> 	<ul style="list-style-type: none"> - Google Classroom activities to be set an appropriate access level for the Year group, such as phonic videos and songs for EYFS and more complex research and document creation for KS2. - Work set will be differentiated to challenge more able pupils and

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<p><i>families to deliver a broad and ambitious curriculum</i></p>	<p>offer adaptations for those with SEND. This may be shown as Bronze, Silver and Gold. Some pupils with significant SEND, who are unable to access their year group learning for English and Maths, will be given a home learning pack containing activities at their academic level.</p>
<ul style="list-style-type: none"> - <i>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i> - <i>teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</i> - <i>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</i> 	<ul style="list-style-type: none"> - Daily tasks set on Google Classroom, which include 1 English task (including 1 weekly reading comprehension and 1 SPAG for KS2), 1 Maths task, 1 topic/ RE based task. PSHE/ Well-being tasks to be set weekly. Pupils are expected to access TTRS/ Numbots/ Teach Your Monster to Read daily and this will be monitored by teachers. - Challenges to be set for more able pupils to extend learning. This will be an extension of the task or a separate challenge. - Lessons will follow the same teaching sequence and curriculum plan as if the children were in school. - Teachers to provide clear instructions of task expectations, providing good examples where appropriate. Teachers will use online quality teaching videos from Oak Academy, White Rose Maths and BBC Bitesize to support teaching of concepts.
<ul style="list-style-type: none"> - <i>gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</i> - <i>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising</i> 	<ul style="list-style-type: none"> - Teachers will set tasks, such as comprehension, arithmetic and use of 'quiz' sheets, to assess pupil's knowledge and skills and adapt future teaching to reflect this. - Work submitted online will be monitored by a teacher daily and used to plan future lessons. Home Learning packs will be returned to school when the child returns to school and these will be reviewed by the class teacher. - Teachers will use the stream page of Google Classroom to address

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<p><i>material or simplifying explanations to ensure pupils' understanding</i></p>	<p>common misconceptions and questions asked by pupils. This will also be used to offer feedback to pupils.</p>
<p>- <i>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</i></p>	<p>Daily lesson structure as above.</p> <p>Daily contact with teachers via Google classroom stream page, where pupils are able to comment and receive response from teachers.</p>
<p><i>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</i></p>	<p>Teachers will set activities which are suitable to the pupil's age and academic abilities. These activities will also reflect the level of pupil's independence in accessing remote learning.</p> <p>Tasks will be set daily (as outlined above) offering a broad and balanced curriculum.</p>

EYFS 2020/21- Curriculum Learning Plan

Theme	Term 1- Friendships, fun and me!	Term 2- Snap, Crackle, Pop and Shine!	Term 3- Snowy Surroundings and Icy Wonders	Term 4- Come Here... Go there!	Term 5- Once upon a time...	Term 6- In the Summer Time...
Personal, Social and Emotional Development	<p>We will be:</p> <ul style="list-style-type: none"> - Establishing school routines. - Children to develop familiarity of the school environment. - Encouraging children to play in groups, extending their ideas and building up role play activity. - Introducing our school community code: 'The 5 bees.' <p>Support at home:</p> <ul style="list-style-type: none"> - Play turn taking games and talk about sharing <p>Look inside London</p>	<p>We will be:</p> <ul style="list-style-type: none"> - Keeping play going by responding to what others are saying or doing. - Showing confidence in asking adults for help. - Becoming aware of own feelings and knowing that some actions and words can hurt others feelings. <p>Support at home:</p> <ul style="list-style-type: none"> - Play turn taking games and talk about sharing. 	<p>We will be:</p> <ul style="list-style-type: none"> -Gaining confidence to try new activities. -Playing turn taking games and talking about sharing. -Describing ourselves in positive terms and talking about our abilities. -Negotiating and solving problems. <p>Support at home:</p> <ul style="list-style-type: none"> Play board games 	<p>We will be:</p> <ul style="list-style-type: none"> -Discussing agreed values and codes of behaviour to help work together. -Gaining confidence to try new activities. -Playing turn taking games and talking about sharing. <p>Support at home:</p> <ul style="list-style-type: none"> -Play turn taking games. 	<p>We will be:</p> <ul style="list-style-type: none"> -Discussing classroom rules. -Learning about recognising and managing different emotions and behaviours. -Learning to become more independent when dressing and managing our own personal hygiene. <p>Support at home:</p> <ul style="list-style-type: none"> -Encourage your child to dress independently. -Encourage your child to make their own snack. 	<p>We will be:</p> <ul style="list-style-type: none"> -Learning about recognising and managing different emotions and behaviours. -Choosing resources needed for a chosen activity. <p>Support at home:</p> <ul style="list-style-type: none"> -Encourage your child to dress independently. -Encourage your child to make their own breakfast.
Communication and Language	<p>We will be:</p> <ul style="list-style-type: none"> - Supporting children in listening and attention skills. - Listening to stories and recalling the 	<p>We will be:</p> <ul style="list-style-type: none"> - Using language to recreate roles in role play. - Sharing songs and rhymes. 	<p>We will be:</p> <ul style="list-style-type: none"> - Learning to follow instructions and working in a group. -Maintaining attention and 	<p>We will be:</p> <ul style="list-style-type: none"> - Listening to stories and making predictions. -Using 'how' and 'why' questions in 	<p>We will be:</p> <ul style="list-style-type: none"> -Following instructions involving several actions. -Expressing 	<p>We will be:</p> <ul style="list-style-type: none"> -Using and answering 'how' and 'why' questions in class discussions. -Learning to speak

	<p>events</p> <ul style="list-style-type: none"> - Talking about our friends and families - Using questions to find out why things happen. - Showing understanding of prepositions such as 'under', 'on top', 'behind.' <p>Support at home:</p> <ul style="list-style-type: none"> - Share stories together and encourage your child to answer questions 	<ul style="list-style-type: none"> - Learning to follow instructions and take turns. - Learning to speak for an audience. - To question why things happen and give explanations. - To understand 'how' and 'why' questions. <p>Support at home:</p> <ul style="list-style-type: none"> - Sing songs and rhymes. - Encourage children to retell stories. 	<p>concentration during activities.</p> <ul style="list-style-type: none"> -Extending our vocabulary. -Using language to imagine and recreate roles and experiences in play situations. <p>Support at home:</p> <ul style="list-style-type: none"> -Help children to work cooperatively. -Encourage children to retell events. 	<p>class discussions.</p> <ul style="list-style-type: none"> -Learning to speak for a purpose using the correct tense. <p>Support at home:</p> <ul style="list-style-type: none"> -Share stories and anticipate outcomes. -Encourage children to retell using the correct tense. -Retell known stories 	<p>ourselves effectively showing awareness of the listener.</p> <ul style="list-style-type: none"> -Answering 'how' and 'why' questions. <p>Support at home:</p> <ul style="list-style-type: none"> -Encourage children to use the correct tense. -Share stories and ask children to answer questions about what they have heard. 	<p>for a purpose, using the correct tense.</p> <ul style="list-style-type: none"> -Listening to stories and making predictions. <p>Support at home:</p> <ul style="list-style-type: none"> -Encourage children to use the correct tense. -Share stories and anticipate outcomes
<p>Physical Development</p>	<p>We will be:</p> <ul style="list-style-type: none"> - Getting changed for P.E independently - Exploring malleable materials. - Developing use of tools such as scissors, spreaders, hole punches. - Developing an effective pencil grip. - Introducing kinetic letters, our handwriting 	<p>We will be:</p> <ul style="list-style-type: none"> - Experimenting with different ways of moving. - Finding out how exercise affects our bodies. - Building up our core strength to make our bodies stronger to help us with our writing. - Developing an effective pencil grip. - Using tools safely. 	<p>We will be:</p> <ul style="list-style-type: none"> -Travelling with confidence and skill over, under and through balancing and climbing equipment. -Negotiating space successfully when playing running and chasing games. -Using tools to effect changes to materials. -Forming letters 	<p>We will be:</p> <ul style="list-style-type: none"> -Moving with confidence, imagination and safety. -Showing understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. -Handling tools, objects, 	<p>We will be:</p> <ul style="list-style-type: none"> -Discussing keeping our bodies healthy and how exercise is good for our bodies. -Developing fine motor skills to help improve our handwriting. <p>Support at home:</p> <ul style="list-style-type: none"> -Talk about keeping healthy and how exercise is good for our bodies. -Peg the washing on 	<p>We will be:</p> <ul style="list-style-type: none"> -Discussing keeping our bodies healthy and how exercise is good for our bodies. -Developing fine motor skills to help improve our handwriting. -Develop understanding of sun and water safety <p>Support at home:</p> <ul style="list-style-type: none"> -Talk about keeping

	<p>programme.</p> <p>Support at home:</p> <ul style="list-style-type: none"> - Allow children to get themselves ready in the morning. - Ensure that they can turn their clothes out the right way. 	<p>Support at home:</p> <ul style="list-style-type: none"> - Practise doing up coats independently. - Talk about how exercise is good for our bodies. - Use scissors correctly. 	<p>using the correct letter formation.</p> <p>Support at home:</p> <ul style="list-style-type: none"> -Practise throwing and kicking. -Ensuring that children are able to dress themselves independently. -Practise doing up zips. 	<p>construction and malleable materials safely and with basic control.</p> <p>Support at home:</p> <ul style="list-style-type: none"> -Talk about keeping healthy and how exercise is good for our bodies. -Practise riding a bike or a scooter. 	<p>the line to help develop fine motor control and co-ordination.</p>	<p>healthy and how exercise is good for our bodies.</p> <ul style="list-style-type: none"> -Practise riding a bike or a scooter. -Talk about sun and water safety
Literacy	<p>We will be:</p> <ul style="list-style-type: none"> - Looking at meaningful print such as children’s names and labels in the environment. - Writing our name. - Phase 1 phonics - Learning phonemes during phonics sessions. - Reading the tricky words the, to, no, go and I. <p>Support at home:</p> <ul style="list-style-type: none"> - Support children to learn tricky words. - Share their reading book with them. - Support them to learn letter sounds 	<p>We will be:</p> <ul style="list-style-type: none"> - Showing awareness of rhyme and alliteration. - Listening to and joining in with stories. - Describing main story settings, events and principal characters. - Linking sounds to letters. - Identifying initial sounds in words. - Blending and segmenting three letter words. - Reading tricky words. <p>Support at home:</p>	<p>We will be:</p> <ul style="list-style-type: none"> -Beginning to form most letters correctly. -Looking at non-fiction books and their features. -Reading sentences for meaning. -Learning to recognise digraphs. (two letters together that make one sound) -Writing simple sentences which contain tricky words. <p>Support at home:</p> <ul style="list-style-type: none"> -Children to be encouraged to write 	<p>We will be:</p> <ul style="list-style-type: none"> -Blending sounds in words. -Naming most letters of the alphabet. -Recognising digraphs and trigraphs. -Using phonic knowledge to write more complex words. -Writing for a variety of purposes. <p>Support at home:</p> <ul style="list-style-type: none"> -Practise forming letters correctly. -Encourage children to write independently using 	<p>We will be:</p> <ul style="list-style-type: none"> -Blending sounds in words. -Recognising digraphs and trigraphs. -Using our phonic knowledge to write more complex words. -Writing for a variety of purposes. -Using phonic knowledge to write more complex words. <p>Support at home:</p> <ul style="list-style-type: none"> -Practise forming letters correctly. -Look at a variety of different books, visit 	<p>We will be:</p> <ul style="list-style-type: none"> -Blending sounds in words. -Recognising digraphs and trigraphs. -Using our phonic knowledge to write more complex words. -Writing for a variety of purposes. -Using non-fiction books to gather information. <p>Support at home:</p> <ul style="list-style-type: none"> -Practise forming letters correctly. -Encourage writing for a purpose – thank you letters,

	using their sound book.	<ul style="list-style-type: none"> - Practise name writing using correct letter formation. - Support to recall learnt phonemes. - Identifying initial sounds in words. 	<p>simple and tricky words.</p> <ul style="list-style-type: none"> -Encourage correct letter formation. -Identify keywords within texts. 	their sound knowledge.	your local library.	shopping lists.
Mathematics	<p>We will be:</p> <ul style="list-style-type: none"> - Developing a repertoire of number rhymes and songs. - Counting using one to one correspondence. - Recognising and ordering the numbers 0-5 - Recognising patterns. <p>Support at home:</p> <ul style="list-style-type: none"> - Play dice games - Recognise and order the numerals 0-10 	<p>We will be:</p> <ul style="list-style-type: none"> - Finding one more and one fewer -using the language of 'more' and 'fewer' - Finding the total number of items in two groups by counting all of them. - Exploring different ways of making the same number. <p>Support at home:</p> <ul style="list-style-type: none"> - Counting objects and recalling the final number. - Recall days of the week 	<p>We will be:</p> <ul style="list-style-type: none"> -Continuing to recognise numbers to and beyond 20. -Adding and subtracting in a variety of practical ways. -Sequencing familiar events and ordering days of the week. -Recognising coins. <p>Support at home:</p> <ul style="list-style-type: none"> -Count and order numbers. -Identify coins by looking at the number. 	<p>We will be:</p> <ul style="list-style-type: none"> -Continuing to recognise numbers to and beyond 20. -Adding and subtracting in a variety of practical ways. -Exploring number bonds and recording our findings. -Beginning to use doubling and halving in practical activities. <p>Support at home:</p> <ul style="list-style-type: none"> -Explore and comment on patterns. -Encourage children to create their own patterns. 	<p>We will be:</p> <ul style="list-style-type: none"> -Continuing to recognise numbers to and beyond 20. -Adding and subtracting in a variety of practical ways. -Exploring number bonds and recording our findings in different ways. -Beginning to use doubling and halving in practical activities. <p>Support at home:</p> <ul style="list-style-type: none"> -Explore different ways to make the same number. -Explore doubling numbers practically. 	<p>We will be:</p> <ul style="list-style-type: none"> -Adding and subtracting in practical ways. -Exploring number bonds and recording our findings. -Doubling and halving through practical activities. -Sequencing time and days of the week. -Recognising coins. -Talking about the shapes and features of everyday objects. <p>Support at home:</p> <ul style="list-style-type: none"> -Count aloud in 2's, 5's and 10's. -Name and talk about 3D shapes.
Understanding of the World	<p>We will be:</p> <ul style="list-style-type: none"> -Talking about ourselves and our 	<p>We will be:</p> <ul style="list-style-type: none"> - Learning the nativity story. 	<p>We will be:</p> <ul style="list-style-type: none"> -Finding out about different types of 	<p>We will be:</p> <ul style="list-style-type: none"> -Programming toys and using remote 	<p>We will be:</p> <ul style="list-style-type: none"> -Investigating how plants grow and 	<p>We will be:</p> <ul style="list-style-type: none"> -Talking about features of the

	<p>families</p> <ul style="list-style-type: none"> -Sharing special times or events. - Talking about things that we observe such as natural and found objects. - Using the interactive whiteboard to support our learning <p>Support at home:</p> <ul style="list-style-type: none"> - Share photos of special times or events and recall what happened. 	<ul style="list-style-type: none"> - Using the class camera to record our independent learning. - Investigating changes around us. - Talking about what we have observed. - Exploring Diwali celebrations and talk about how people celebrate. <p>Support at home:</p> <ul style="list-style-type: none"> - Use the internet and books to retrieve information on celebrations. 	<p>weather.</p> <ul style="list-style-type: none"> -Discussing clothes to wear in a range of weathers. -Making observations of polar animals and their environments. -Showing care and concern for living things and the environment. <p>Support at home:</p> <ul style="list-style-type: none"> -Use the internet and books to retrieve information on animals in the North and South Poles. 	<p>control cars.</p> <ul style="list-style-type: none"> -Accessing apps on the class tablet. -Investigating how plants grow and looking after our plants. <p>Support at home:</p> <ul style="list-style-type: none"> -Explore equipment around the house and discuss what it does and how it works. -Talk about special events in your life. -Talk about jobs people do. 	<p>looking after our plants.</p> <ul style="list-style-type: none"> -Building and constructing using a range of tools and resources. -Programming toys and remote control cars. <p>Support at home:</p> <ul style="list-style-type: none"> -Explore equipment around the house and discuss what it does and how it works. -Make a mask for a traditional tale character. 	<p>natural world.</p> <ul style="list-style-type: none"> -Building and constructing using a variety of resources. -Programming toys and remote control cars. <p>Support at home:</p> <ul style="list-style-type: none"> -Talk about special events in your life. -Access the school websites using the log on provided
<p>Expressive Arts and Design</p>	<p>We will be:</p> <ul style="list-style-type: none"> - Encouraging and supporting small world and role play. Exploring colour and how it can be changed. - Creating a self-portrait. - Tapping out simple repeated rhythms. <p>Support at home:</p> <ul style="list-style-type: none"> - Singing and 	<p>We will be:</p> <ul style="list-style-type: none"> - Combining different media. - Interested in and describe the texture of things. - Painting. - Working collaboratively to act out the Christmas play. - Dancing imaginatively to 	<p>We will be:</p> <ul style="list-style-type: none"> -Constructing with a purpose in mind using different materials. -Using simple tools and techniques. -Introducing a storyline into our play. -Creating simple representations of events, people and 	<p>We will be:</p> <ul style="list-style-type: none"> -Selecting appropriate resources and adapting our work where necessary. -Selecting tools and techniques needed to shape, assemble and join materials. -Playing cooperatively as part of a group to 	<p>We will be:</p> <ul style="list-style-type: none"> -Exploring musical instruments and their sounds. -Creating imaginative and small world play scenarios. -Playing cooperatively as part of a group to develop and act out a narrative. 	<p>We will be:</p> <ul style="list-style-type: none"> -Exploring musical instruments. -Creating imaginative and small world play scenarios. -Playing as part of a group to develop and act out a narrative. -Safely using and exploring a variety

	<p>listening to songs. - Work on using sellotape and masking tape to join materials.</p>	<p>music. Support at home: - Collage and explore colour mixing. - Explore and make 3D creations using malleable and recycled materials.</p>	<p>objects. Support at home: -Sing songs from memory. -Encourage storytelling through play.</p>	<p>develop and act out a narrative. Support at home: -Build models using a range of materials.</p>	<p>Support at home: -Build models using a range of materials. Experiment with mixing different colours.</p>	<p>of materials, tools and techniques. Support at home: -Build models using materials. -Experiment with mixing different colours.</p>
<p>Characteristics of effective Learning</p>	<p>We will be: - Showing interest in new activities - Representing experiences in play. - Initiating activities. Support at home: - Encourage children to engage in new activities</p>	<p>We will be: - Showing curiosity about events and people. - Finding new ways to do things. - Persisting with activities when challenges occur. Support at home: - Encourage children to develop a 'can do' attitude.</p>	<p>We will be: -Pretending that objects are things from our experiences. -Showing satisfaction in meeting own goals. -Making predictions. Support at home: -Encourage children to plan tasks.</p>	<p>We will be: -Using senses to explore the world around us. -Enjoying meeting challenges. -Reviewing how well the approach worked. Support at home: -Encourage children to seek new challenges.</p>	<p>We will be: -Engaging in open ended activities. -Maintaining focus on their activity for a period of time. -Find ways to solve problems. Support at home: -Encourage children to explore their own open ended activities.</p>	<p>We will be: -Initiating challenges and seeking new challenges. -Paying attention to detail and maintain attention. -Changing strategies and problem solving. Support at home: -Encourage children to enjoy meeting challenges for their own sake rather than external rewards or praise.</p>

Year 1 2020/21- Curriculum Learning Plan

Theme	Term 1- Bright Lights, Big City	Term 2- Splendid Skies	Term 3- Paws, Claws and Whiskers	Term 4- Moon Zoom!	Term 5- The Enchanted Woodland	Term 6- Dinosaur Planet
Suggested texts	The great fire of London, Topsy and Tim visit London, Look inside London	Chicken Licken, Seasons, Weather, Out and about book of poems	Puss in boots, Animal poems, The tiger who came to tea, The lion inside	Aliens in underpants, Man on the moon, Beegu	Hansel and Gretel, Stick man, Grimms fairy tales, The gruffalo	Where the wild things are, Mad about Dinosaurs, Gigantosaurus
WOW	Surprise mystery objects hunt	Nature's treasures walk	Visit from an animal owner	Alien Crash	Woodland visit	Museum visit
English	Stories, Labels Lists and Captions, Letters	Poetry, Nursery rhymes, Postcards,	Stories, poetry, instructions, Fiction	Character descriptions, Non chron report	Letter, Instructions, Non chron report,	Recipe, Letter, Information text, Fiction
Maths	Number and place value Addition and subtraction	Addition and subtraction Properties of shape Number and place value	Number and place value Addition and subtraction	Number and place value Measurement	Multiplication and Division Fractions- $\frac{1}{2}$ and $\frac{1}{4}$	Position and direction Number and place value Measurement
Geography	Countries, Capital Cities, Weather and Seasons	Seasonal changes, weather patterns, landmarks and keys	World map, UK and countries, Continents and Oceans	Physical features - beach, cliff, forest, mountain etc	Ariel photographs, plan perspectives, maps and symbols, compasses	Continents and Oceans
Computing	We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
Art	Range of materials to make products, Learn about a range of artists	Develop techniques - colour, pattern, texture, line, shape, form and space	Range of materials, Paint and sculptures		Drawing, painting and sculpture, using imagination	
DT	Prepare food dishes		Select & use a wide range of materials	Mechanisms - levers, sliders, wheels	Build structures using a range of materials	Construction materials, Textiles, Ingredients
History	Significant events,	Significant individuals		Compare life of		Significant events

	Great fire of London			different periods		beyond living memory
Music	Using voices expressively	Sounds and rhymes	Tuned/untuned instruments	Tuned/untuned instruments		
PSHE – Being Me	Confident Changes Smoothing transition (e.g. less space & outdoor access, less child initiated more directed by adults...)		Settling In Understanding new expectations – how I fit in, how do I express myself?		Stepping Forward Emerging independence and being part of different groups	
Science	Identify, name, draw and label the parts of the body, observations, Weather patterns	Changes across the seasons, performing simple tests	Carnivores, Omnivores, Herbivores, Compare structures of animals, identify and name animals.	Identify and name materials, Properties of materials, gather and record data, simple tests.	Common animals - fish, amphibians, reptiles, birds and mammals, identify and classify	Compare and describe the structure of animals. Identify common plants
PE	Gymnastics	Dance	Attack, defend, shoot	Hit, catch, run	Send and return	Run, jump, throw
RE	Christianity Church Jesus Harvest	Sikhism Knowledge and belief Meaning and purpose Celebrations and ceremonies The Sikh way of life	Judaism Synagogues Shabbat	Easter Easter story Meaning of Easter eggs Palm cross	Buddhism Deity and key figure Place of worship Holy book Buddhist way of life	Humanism Knowledge and belief Meaning and purpose

Year 2 2020/21- Curriculum Learning Plan

Theme	Term 1- Street Detectives	Term 2-Muck, Mess and Mixtures	Term 3- Towers, Tunnels and Turrets	Term 4-Wriggle and Crawl	Term 5- The Scented Garden	Term 6- Land Ahoy!
Suggested texts	Mrs Armitage on Wheels The Elves and the Shoemaker	George's Marvellous Medicine The Disgusting Sandwich Journey	The Dragon Machine The Tunnel	Harry, the Poisonous Centipede The Diary of a Fly	Jim and the Beanstalk The Enormous Turnip	The Night Pirates The Secret of Black Rock
WOW	Walk around the local community to the Shoe museum	A messy mixtures morning and potion making	Visit a local castle	Minibeast hunt and bug hotel	Planting a garden	Visit a marina
English	Recount Captions Narrative	Instructions Poetry Narratives; leaflets	Recounts; reported speech; narratives; letters; posters	Non-chronological report Diaries Writing for different purposes Lists and leaflets	Recounts; non-chronological reports; narratives; information texts;	Narratives Information texts Poetry Postcards Persuasive Letter
Maths	Number and Place Value Addition and Subtraction	Measurement Multiplication and Division	Multiplication and Division Statistics Measurement	Properties of Shape Fractions	Position and Direction Addition and subtraction	Time Measurement- weight, volume and temperature
Geography	Fieldwork in local area; Human and Physical features; Using and making maps; Arial images		Amazing structures around the world; Towers and bridges in the local area	Fieldwork	Plants in the local environment; plants of the world	Using and making maps; Locational knowledge; Directions
Computing	We are detectives	We are game testers	We are photographers	We are zoologists	We are researchers	We are astronauts

Art	Famous local artists; creating views from the local area	Printing; food landscapes; mixed media pictures and collages; Colour mixing; Using clay	Sculpture using natural materials	Observational drawing; Model making	Observational drawing; Sculpture; Flower-pressing	Observational drawing; Printing
DT	Making models; Baking; Making signs; Designing buildings	Food tasting; Origins of food; Healthy meals; Following recipes; Designing an outdoor kitchen	Making models of towers, bridges and tunnels	Origins of food; selecting natural materials	Making fragrant products	Mechanisms; structures
History	Changes within living memory; Significant people; Places and events in the local area		Castles and castle life; Significant individuals – Isambard Kingdom Brunel			Significant historical people; Captain James Cook; Grace Darling; Famous Pirates.
Music	Singing, listening and appraising.	Singing, listening and appraising.	Singing and composing short musical phrases.	Singing and improvising short musical phrases. Learning to play the recorder.	Singing and composing short musical phrases.	Chanting and rapping. Learning to play the recorder.
PSHE Being Me	Making plans Thinking ahead, setting goals and working with others.		Getting there Responsibility as role models and understanding the importance of resilience.		Stepping up Building on foundations and stepping up to a new journey.	
Science	Everyday materials; plants	Everyday materials; working scientifically	Habitats; Everyday materials; working scientifically	Habitats; Animals, including humans; Working scientifically	Plants	Everyday materials; Working scientifically
PE	Gymnastics	Attack, defend, shoot	Hit! Catch! Run!	Run, jump, throw	Send and return	Dance

RE	Christianity Bible stories Christian Life	Christmas Christmas story How do Christian's celebrate Christmas?	Islam Mosque Prophet Muhammed Holy Qur'an Muslim Life	Hinduism Places of Worship Deities and Scriptures Dharma Living a Hindu life	Judaism Torah and commandments Jewish Life	Humanism Celebrations and ceremonies Humanist ethics
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Year 3 2020/21- Curriculum Learning Plan

Theme	Term 1- Gods and Mortals	Term 2- Mighty Metals	Term 3- Scrumdiddlyumptious	Term 4- Predator!	Term 5- Tribal Tales	Term 6- Tremors
Suggested texts	Greek Myths for Young Children – retold by Heather Amery	The Iron Man – Ted Hughes	Charlie and the Chocolate Factory – Roald Dahl	The Sheep Pig – Dick King-Smith	Stig of the Dump – Clive King	The Firework Maker’s Daughter – Philip Pullman
WOW	Meet Zeus	Visit a playground	Food Investigation	Animal Experience	Prehistoric Afternoon	Rock Hunt
English	DfW – Theseus and the Minotaur Myths and Legends Character Description Diaries	Recount Explanations Poetry Modern Fable	Instructions (Recipes) Adverts Poetry	Leaflet Recount Dilemma Story	Adventure Narrative Fact file Letters	DfW Newspaper Report Narratives Poetry
Maths	Number and Place Value Addition and Subtraction	Addition and subtraction Multiplication and Division	Multiplication and Division Money Statistics	Measurement Fractions	Fractions Time	Properties of Shape Measurement
Geography	Ancient and modern day Greece Geographical features Using maps		Food miles and fair trade	Fieldwork Using Maps	Fieldwork Human and physical geography Using maps and aerial images	Volcanoes and earthquakes
Computing	We are programmers	We are bug fixers	We are presenters	We are vloggers	We are communicators	We are opinion pollsters
Art	3D sculpture; Greek Art	Embossed pattern and pictures	Sculpture	3D models	Neolithic Art Clay beakers	Photography and Sketching

DT	Moving parts Making models	Making vehicles	Cooking and nutrition	Selecting and using materials	Designing and making tools	Structures
History	Ancient Greece		Significant individuals: James Lind		Prehistoric Britain – Stone Age to Iron Age	Ancient Rome - Pompeii
Music	Composing Music Harvest	Creating musical sequences	Ukulele	Ukulele	Using instruments	Using instruments
PSHE Being Me	Am I ready? Deeper personal discovery/awareness		Exploring what's around me Extending their boundaries with more independence		Discovering my voice Presenting their feelings and views to others whilst accepting that they can be different	
Science	Light	Forces and Magnets	Nutrition	Food chains	Plants	Rocks
PE	OAA	Football	Netball	Tag Rugby	Athletics	Rounders
RE	Christianity The Church	Christianity Harvest and Jesus	Islam Mosque Prophet Muhammed	Sikhism Knowledge and Belief Meaning and Purpose	Buddhism Deity and Key Figure Place of Worship	Humanism Knowledge and Belief Other World Views
MFL (KS2)	Greetings	Colours and Numbers	Months/Days of the Week	Feelings	Conversational Starters	Hobbies/Games

Year 4 2020/21- Curriculum Learning Plan

Theme	Term 1- Burps, Bottoms and Bile	Term 2- I am Warrior	Term 3- Misty Mountain Winding River	Term 4- Blue Abyss	Term 5- Traders and Raiders	Term 6- Road Trip USA
Suggested texts	Demon Dentist – David Walliams	Theives of Ostia – Caroline Lawrence	The Hobbit – J.R.R Tolkien River Story – Meredith Hooper	Treasure Island – Robert Louis Stevenson. 20000 Leagues Under the Sea – Jules Verne	The Saga of Erik the Viking – Terry Jones	The Indian in the Cupboard – Lynne Reid Banks
WOW	Body wow afternoon	Battle Re-enactment	Visit a local hill/moor or river visit.	Classroom Aquarium	Making sailing boats	Visit 14 states
English	Explanation texts. Dilemma story Information leaflet.	Stories with a historical setting. Riddles.	Non-chronological reports. Recount. DFW – The Giant’s Necklace.	Persuasive texts. Newspaper report.	Reports, Character profiles DFW – A Viking raid on a Saxon village	Myths and legends. Poetry. Fact files. DFW- The bamboo tower
Maths	Number and Place Value Addition and Subtraction	Measurement Multiplication and Division	Multiplication and Division Measurement	Fractions Number- decimals	Number- decimals Money Time	Statistics Properties of shape Position and Directions
Geography		Comparing Britain and Italy, Using maps: Locational knowledge; Human and physical Geography	Rivers, Maps, Grid References, Contour lines, Erosion, transportation and deposition, world rivers and mountains Water cycle	Seas and oceans of the world; The Great Barrier Reef: Environmental Issues	Using maps; settlements, Europe	Using world and US maps; Human and physical geography
Computing	We are co-authors	We are software developers	We are musicians	We are toy designers		We are meteorologists
Art		Drawing; Sculpture; Mosaic; Jewellery	Clay work, Modroc	Observational drawing; 3D models; Clay sculpture; Anthony	Patterns and Print making	Native American dreamcatchers; Weaving; Journey sticks

				Gormley; Batik; Printing; Seascapes		
DT	Healthy food; Textiles; Working models	Shields and helmets; Roman food; Roman designs	Evaluating and reflecting	Designing submarines; working models	Making weapons and jewellery; models of Anglo-Saxon homes, Clay rune stones	Preparing US dishes; Making models; Designing totem pole Circuits and switches
History		The Roman Empire and its impact on Britain		19 th century ocean exploration	Anglo-Saxons and Vikings	Native Americans
Music	Composing music	Listening to and appraising music	Reggae Music	Listening to and appraising music	Body percussion	Country and western music
PSHE	Building Confidence Beginning to establish independence		Interacting with others Beginning to recognise higher expectations		Using my voice Realising that you are not an island	
Science	Teeth types; Tooth decay and hygiene; The digestive system; Working scientifically	States of matter	States of matter; Working scientifically Habitats, changing environments	Living things and their habitats; Animals, including humans; working scientifically		Electricity Sound and light
PE	OAA	Hockey Gymnastics	Dance Football	Netball	Athletics Swimming	Rounders Swimming
RE	Christianity - Bible	Christianity – Harvest; Christian Life	Judaism – Synagogue	Judaism - Shabbat	Hinduism – Places of worship; Deities and scriptures	Humanism – Meaning and purpose; Other world views
MFL (KS2)	French Numbers and nouns Colours and animals	French Classroom phrases	French Montrez-Moi Numbers	French Clothing	French Grammar	French Towns What is the date?

Year 5 2020/21- Curriculum Learning Plan

Theme	Term 1- Alchemy Island	Term 2- Peasants, Princes, Pestilence	Term 3- Star Gazers	Term 4- Off With Her Head!	Term 5- Pharaohs	Term 6- Beast Creator
Suggested texts	The Wizard of Earthsea, The Lion the Witch and the wardrobe C.S.Lewis, Where the Wild Things Are Maurice Sendak.	Children of Winter Berlie Doherty	Northern Lights Phillip Pulman, Alone on a wide wide sea by Michael Morpurgo	Treason- Berlie Doherty	Phoenix Code- Helen Moss	Charlotte's Webb- E.B. White
WOW	A visit from the Chief Alchemist, portal search in school environment.	Meet Pestilence	Visit the Space Centre in Leicester	Elizabeth 1st deathbed scene	Mummification scene	A visit from Mike Collins or a visit from an expert (bringing in bugs to hold)
English	Poetry- cinquains, Lyrics, Cinderella - DfW, Fantasy narrative- TfW	Narratives using personification, journals, English poetry, persuasive speeches, letters.	Mnemonics; myths and legends; free verse poetry, newspaper reports, descriptions.	Biographies; Poetry and riddles; Newspaper reports; Persuasive letters; Dialogue	Chronological reports; Fact files; Research skills; Mystery stories; Play scripts	Non-chronological reports; Instructions and advertisements; Comic strips; Limericks and kennings; Fantasy narratives
Maths	Number and Place Value Addition and Subtraction	Statistics Multiplication and Division Measurement	Multiplication and Division Fractions	Fractions Decimals Percentages	Decimals Properties of Shape	Position and direction Measurement
Geography	Map reading;using coordinates;human and physical features.	Maps	Locating physical features	Maps	Human and physical features of Egypt; The River Nile; Tourism	Fieldwork; Contrasting locations
Computing	We are Musicians Photography, debugging,	We are software developers Programming, stop	We are meteorologists Collecting, evaluating and presenting data	We are co-authors Data handling; presentations	We are toy designers	We are HTML editors Research;presentations

	programming.	motion animation				
Art			Printing	Portraits; Sketching Tudor fashions; 3-D modelling	Drawing artefacts; Headwear; Hieroglyphic amulets	Drawing; Perspectives
DT	Electrical circuits- designing a game	Recipes			Egyptian food; Making tombs and pyramids	Making models
History		14th Century England	Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race	The Tudors	Ancient Egypt	
Music	Garage Band- compose and record soundtrack, editing using software	Composing and singing	Writing lyrics	Tudor Music		
PHSE Being Me	What makes me? Developing a clearer sense of identity		Where I fit in; Changes might be starting		Planning to succeed; Nearly top of the school	
Science	Properties and changes of materials;working scientifically.	Living things and their habitats, working scientifically	Earth, space, forces. Working Scientifically			Living things and their habitats
PE	Strictly Dancing Tennis	Tag Rugby Battle re-enactment	Handball	Hockey	Cricket	Athletics
RE	The Church	Jesus	Holy Qur'an. Muslim Life.	Celebrations and ceremonies. The Sikh Way of Life	Holy Book. Buddhist way of life.	Celebrations and ceremonies.
MFL (KS2)	French Classroom Phrases Colours and Animals Numbers and nouns	French Spellings Who is it?	French Classroom phrases Montrez-Moi Numbers	French Classroom Phrases Montrez-Moi Numbers	French Clothing Grammar Montrez-Moi	French Towns What is the date?

Year 6 2020/21- Curriculum Learning Plan

Theme	Term 1- Blood Heart	Term 2- A Child's War	Term 3- Frozen Kingdom	Term 4- ID	Term 5- Gallery Rebels	Term 6- Robin Hood
Suggested texts	Pig Heart Boy – Malorie Blackman	Goodnight Mr Tom – Michelle Magorian. The Silver Sword – Ian Serraillier	The Call of the Wild – Jack London	Bill's New Frock – Anne Fine	Framed – Frank Cottrell Boyce	Robin Hood and the Sherwood hoodies
WOW	Sheep's heart dissection	Evacuees	Investigate Ice	Meet John Doe	Visit a Gallery	Visit a woods. Archery
English	Balanced argument. Non-chronological reports; Shape poetry; Slogans and adverts;	Letters; Diaries; Persuasive posters; Narrative dialogue; Speeches	Chronological reports; Short narratives; Diaries; Haiku poetry; Letters	Descriptions and narratives; Non-chronological report; Adverts; Facts, opinions and tributes; Calligrams	Research; Short narratives; Expressionist Poetry; Surrealist narratives; Explanations	Playscripts, Adverts, Drama performance.
Maths	Number and Place Value Addition, Subtraction, Multiplication and Division	Fractions Position and Direction	Fractions Decimals Percentages	Algebra Measurement Ratio	Properties of Shape Number and Place value	Number and Place Value Statistics
Geography		Human Geography: Cities of the UK	Features of the Polar regions	Community	Locational knowledge	Human Geography: Cities of the UK
Computing	Switched on: Unit 5.4: We are web developers E-Safety	Switched on: Unit 5.2: We are cryptographers E-Safety	Switched on: Unit 5.1: We are game developers E-Safety	Switched on: Unit 5.6: We are architects E-Safety	Switched on: Unit 5.3: We are artists E-Safety	Switched on: Unit 5.5: We are bloggers E-Safety
Art	Modelling and sculpture: Abstract		Photography, Painting, Block	Portraiture and figurines	Great artists of the 19 th and 20 th	Props and scenery

	art		printing		centuries	
DT	Tools and equipment; Recipes ; Packaging; Working models	Recipes; Structures	Structures	Tools and equipment; Design; Fashion and clothing	Tools and equipment	Props and scenery
History		Second World War	Emigration and exploration in the early 1900s	Social reformers		English Folklore – 13 th /14 th Century
Music	Pulse; Raps	Listening, performing and composing	Soundscapes	Appraising: Listening to voices	Listening, performing and composing	Performance Singing
PHSE Being Me	Charting my journey Dealing with pressure		Overcoming obstacles Having belief in yourself		Equipping for the next journey Having a positive ending	
Science	Circulatory system; Measuring heart rate; Lifestyle effects; Working scientifically.		Living things and their habitats	Classification; Families and inheritance; Working scientifically	Light	
PE	The PE Hub - OAA	The PE Hub – Dance – Unit 1	The PE Hub – Gymnastics – Unit 1	The PE Hub - Handball	The PE Hub - Rounders	The PE Hub - Athletics
RE	Christianity – Bible	Christianity – Christian life Christingle	Judaism – Torah and the Commandments	Judaism – Jewish Life	Hinduism – Dharma Living a Hindu life	Humanism – Humanist ethics Other world views
MFL (KS2)	French	French	French	French	French	French