

Haymoor Curriculum, 2022-23

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> DT: Bug hotel and wormery (linked to science) Art: Artist focus – Enfant Precoe 	<ul style="list-style-type: none"> DT: Moving pictures Art: Artist focus – Giuseppe Arcimboldo 	<ul style="list-style-type: none"> DT: Non-cooked food, Tea party Art: Artist focus - Henri Matisse Whole School Art Project
Computing	<ul style="list-style-type: none"> Technology around us Digital painting 	<ul style="list-style-type: none"> Moving a robot Grouping data 	<ul style="list-style-type: none"> Digital writing Programming animations
English	<ul style="list-style-type: none"> Traditional tales Stories with repetitive patterns or structures Recount Poems on a theme Author of the term: Nadia Shireen, Kes Gray 	<ul style="list-style-type: none"> Report Texts linked to own experience Key stories Poems for learning by heart Author of the term: Rebecca Cob, Johnny Duddle 	<ul style="list-style-type: none"> Stories by the same author Instructions and other non-fiction texts. E.g. captions, labels, lists, menus, postcards, invitations Non-fiction texts Author of the term: Claire Freema, Ben Cort, Shel Silverstein
Geography	<p>“Where do we live?”</p> <ul style="list-style-type: none"> Countries of the United Kingdom Seas and oceans <p>Fieldwork: Friends and family data collection – what places are we from?</p> <p>Map Skills: Drawing objects from above - perspective</p> <p>Place Study: Langport</p>	<p>“Would you prefer to be a meerkat or a penguin?”</p> <ul style="list-style-type: none"> Seasonal and daily weather in the UK and Hot and cold areas of the world <p>“Why are some beaches different to others?”</p> <ul style="list-style-type: none"> Physical and human geography: coasts <p>Fieldwork: Class weather station. Litter/tourist count in coastal area</p> <p>Map Skills: OS map - identification of simple features including coastal features</p> <p>Place Study: Antarctica/Australia and Pacific Islands including Fiji. Jurassic Coast – Lyme Regis</p>	<p>“Why might it be difficult to grow bananas in the UK?”</p> <ul style="list-style-type: none"> Geographical physical features: soil and vegetation <p>“How do I create an accurate map of my school?”</p> <ul style="list-style-type: none"> School and surrounding human and physical features <p>Fieldwork: Collecting and analysing school/local area soil samples. Local Walk using messy map</p> <p>Map Skills: Map Drawing – map of school. Digital mapping – finding places</p> <p>Place Study: Indonesia, Asia</p>

History	<ul style="list-style-type: none"> • Gunpowder plot: 1605 • Remembrance: Wars, battles and resolution including local context and Langport war memorial (🌀History, YR, Autumn) (History, Y2-6, Autumn🌀) • Nurses through history inc Mary Seacole and Florence Nightingale and today 	<ul style="list-style-type: none"> • The medieval period including castles: 1066-1485 (History, Y2, Summer🌀) 	<ul style="list-style-type: none"> • Our high street and town including a quick history – the changing landscape near us (building): 2022
Maths	<ul style="list-style-type: none"> • Number – place value, addition and subtraction (0-100) multiples of 1, 2, 5, 10 • Measurement – time • Geometry – shape • Introduction to Topmarks 	<ul style="list-style-type: none"> • Number – place value, addition and subtraction (0-100) multiples of 1, 2, 5, 10, fractions • Measurement – time, length and height, weight and volume • Geometry – position and direction 	<ul style="list-style-type: none"> • Number – place value, addition and subtraction (0-111) multiplication, division, multiples of 0, 1, 2, 5, 10, fractions • Measurement – money, time • Introduction to TT Rockstars
Music	<ul style="list-style-type: none"> • Singing: Playground chants (question and answer phrases), rhymes and clapping games, Christmas songs. Focus on: chants and pitch. • Listening: Tchaikovsky: The Nutcracker. • Composing: Seas and ocean soundscape linked to geography. • Musicianship: Body percussion focus on tempo, pulse/beat. • Performing: Christmas songs in Carol Service, soundscape in celebration assembly. 	<ul style="list-style-type: none"> • Singing: Playground chants (word-pattern), rhymes and clapping games. Focus on: pentatonic songs. • Listening: Saint-Saëns: Carnival of the Animals. Additionally: cohort dependent to incorporate cultural musical references of class. • Composing: using percussion invent, retain, and recall rhythm and pitch patterns. • Musicianship: percussion focus on rhythm (ostinato). • Performing: percussion in celebration assembly. 	<ul style="list-style-type: none"> • Singing: Playground chants, rhymes and clapping games. Focus on call and response. • Listening: Prokofiev: Peter and The Wolf, Brazillian Samba • Composing: Recognise graphic notation and explore/invent own • Musicianship: pitch focus on tuned instruments with UK folk songs • Performing: tuned percussion in celebration assembly.
PE	<ul style="list-style-type: none"> • Multi-skills, team building (PE) • Shape: low, large apparatus, travel, movement (gym) • Dynamic balance to agility: jumping and landing • Static balance: seated (PE) 	<ul style="list-style-type: none"> • Outdoor games, games, yoga, multi-skills (PE) • Shape: solo, partners artistry, movement, beat rhythm (dance) • Creative coordination: ball skills • Counter balance: with a partner (PE) 	<ul style="list-style-type: none"> • Applying physical coordination: sending and receiving • Agility: reaction/response • Health and fitness agility: ball chasing • Static balance: floor work (PE)

PSHE	<ul style="list-style-type: none"> • Transition: safeguarding, class charter, school rules and ethos. • E-safety: 'I am Kind and Responsible' Evaluating Content, Reporting/Supporting • Keeping safe: rules for different ages, risks, keeping safe at home, harmful products, safety out and about, road safety, people who keep us safe, reporting incidents, how to get help in an emergency. • Drugs, alcohol and tobacco: harmful products which affect feelings and behaviour. • E-safety: 'I am Kind and Responsible' Kindness 	<ul style="list-style-type: none"> • E-safety: 'I am kind and responsible' kindness • Families and close positive relationships: different people in our lives, those who love and care for me, different types of families, features of family life, importance of reporting if unhappy/worried • Friendships: how to make friends, recognizing and helping when lonely, resolving arguments, how to ask for help • Safeguarding planner page: safety in vehicles • E-safety: 'I am safe and secure' relationships, privacy and protecting devices 	<ul style="list-style-type: none"> • E-safety: 'I am healthy' age appropriate • Managing hurtful behaviour and bullying: words and actions can hurt, feelings, hurtful behaviour and reporting it, privacy, behaviour, safety with adults, how to respond, permission/consent, secrets, resisting pressure, vocabulary for help. • Revisit keeping safe; drugs, alcohol and tobacco; families and close positive relationships; friendships; and managing hurtful behaviour and bullying. • Transition: safeguarding, class charter, school rules and ethos. • E-safety: 'I am healthy' lifestyle choices
RE	<ul style="list-style-type: none"> • What responsibility has God given people about taking care of Creation? (6 sessions). • Christian Creation • Why are saints important to Christians? (2 sessions) • Why is each person important in the Nativity story? (5 sessions) 	<ul style="list-style-type: none"> • What are God's rules for living – The 10 commandments (2 sessions) • Why is Easter the most important festival for Christians? (4 sessions) • Why did Jesus tell stories? (6 sessions) 	<ul style="list-style-type: none"> • What is it like to live as a Jewish person? (6 sessions). NB Revisit Christian Creation, shared) (RE, Y2, Summer🌀) • (RE, Y3, Summer🌀) • What does it mean to be a Muslim? (6 sessions) (RE, Y2, Summer🌀) • The Prophet and the Ants and the Crying Game • (RE, Y2, Summer🌀)
Science	<ul style="list-style-type: none"> • Animals including humans • Seasonal changes over time • (Relationship education: within PSHE) 	<ul style="list-style-type: none"> • Uses of everyday materials • Seasonal changes over time • (Relationship education: within PSHE) 	<ul style="list-style-type: none"> • Plants • Seasonal changes over time • Butterfly conservation Big Butterfly Count (July) • (Relationship education: within PSHE)