

# Leazemoor Curriculum, 2022-23

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> <li>DT – Recycled materials – vehicles including boats</li> <li>Art – Artist focus - Judy Napangardi Watson</li> </ul>	<ul style="list-style-type: none"> <li>DT – Kites (linked to science and maths)</li> <li>Art – Artist focus - David Hockney</li> </ul>	<ul style="list-style-type: none"> <li>DT - Healthy snack foods – Seaside snacks.</li> <li>Art - Artist focus - Andy Warhol and Roy Lichtenstein</li> <li>Whole School Art Project</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Information technology around us</li> <li>Digital photography</li> </ul>	<ul style="list-style-type: none"> <li>Robot algorithms</li> <li>Pictograms</li> </ul>	<ul style="list-style-type: none"> <li>Making music</li> <li>Programming quizzes</li> </ul>
English	<ul style="list-style-type: none"> <li>Writing about real events – non-chronological report</li> <li>Recount: letters</li> <li>Narrative</li> <li>Tales with a sequence of events: instructions, narrative</li> <li>Poems on a theme</li> <li>Author of the term: Quentin Blake, Atinuke</li> </ul>	<ul style="list-style-type: none"> <li>Stories as a theme: past tense narrative, present tense persuasive advert, poster</li> <li>Information text</li> <li>Stories in a familiar setting, writing about personal experience: recount</li> <li>Poems with literary language</li> <li>Author of the term: Lauren Child, Roald Dahl</li> </ul>	<ul style="list-style-type: none"> <li>Fairy Stories/ traditional tales with literary language</li> <li>Explanation and narrative</li> <li>Poems with a structure</li> <li>Author of the term: Jill Murphy, Tony Mitton</li> </ul>
Geography	<p>“Why can’t you always take a straight route on a map?”</p> <ul style="list-style-type: none"> <li>Introduction to mapwork</li> <li>Compass directions and place prepositions</li> </ul> <p><b>Fieldwork:</b> Compass Work – navigation and direction in school/surrounding area</p> <p><b>Map Skills:</b> Drawing to a scale</p> <p><b>Place Study:</b> Local and surrounding Area</p>	<p>“Where might you like to live when you are older?”</p> <ul style="list-style-type: none"> <li>Identifying and describing KS1 human and physical features</li> </ul> <p><b>Revisit:</b> Coastal features</p> <p><b>Fieldwork:</b> Messy Map – labelling features in local area. Emotional mapping.</p> <p><b>Map Skills:</b> OS Map – Identifying human and physical features</p> <p><b>Place Study:</b> Japan, Asia – contrasting an urban city with a rural location</p>	<p>“What would it be like to live in Zambia?”</p> <ul style="list-style-type: none"> <li>Compare and contrast human and physical geography in a small area of the UK and a non-European country</li> </ul> <p><b>Revisit:</b> Weather and vegetation</p> <p><b>Fieldwork:</b> Data Collection for comparison and analysis</p> <p><b>Map Skills:</b> Digital mapping – measuring distance/plotting routes.</p> <p><b>Place Study:</b> Langport and Zambia, Africa Comparison</p>
History	<ul style="list-style-type: none"> <li>Great Fire of London - 1666</li> </ul>	<ul style="list-style-type: none"> <li>Great explorers around the world</li> </ul>	<ul style="list-style-type: none"> <li>Kings and Queens including Queen</li> </ul>

	<ul style="list-style-type: none"> <li>• Remembrance: Royal British Legion (🌀History, YR-1, Autumn)</li> <li>• (History, Y3-6, Autumn🌀)</li> </ul>		<p>Elizabeth II and the line of succession</p> <ul style="list-style-type: none"> <li>• (🌀History, Y1, Spring)</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Number – place value, addition, subtraction inc column method, multiplication, division, multiples of 0, 1, 2, 3, 5, 10, 11</li> </ul>	<ul style="list-style-type: none"> <li>• Number – fractions</li> <li>• Measurement – money, length and height</li> <li>• Geometry – properties of shape</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Number – place value (0-501)</li> <li>• Measurement – time, mass, capacity, temperature</li> <li>• Geometry - Position and direction</li> <li>• Introduction to MyMaths</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Singing: folk songs from around the world, Christmas songs. Focus on pitch do-so/ small pitch.</li> <li>• Listening: Tchaikovsky: Swan Lake, Indonesia Gamelan.</li> <li>• Composing: soundscape for the Great Fire of London <b>linked to history</b></li> <li>• Musicianship: recorder focus on pulse/beat with beat groupings.</li> <li>• Performance: Christmas songs in Carol Service</li> </ul>	<ul style="list-style-type: none"> <li>• Singing: folk songs from around the world. Focus on dynamics and tempo.</li> <li>• Listening: Anne Clyne: Night Ferry.</li> <li>• Composing: Recorder question and answer phrases</li> <li>• Musicianship: recorder focus on rhythm with crotchets, quavers and crotchet rests.</li> <li>• Performance: Recorder weekly progress on Twitter</li> </ul>	<ul style="list-style-type: none"> <li>• Singing: folk songs from around the world. Focus on crescendo, decrescendo, pause, melodic phrases.</li> <li>• Listening: Music for royal occasions, the secret life of the orchestra</li> <li>• Composing: Introduction to graphic symbols, dot/stick notation</li> <li>• Musicianship: recorder focus on dot notation</li> <li>• Performance: Recorder in celebration assembly</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Multi-skills, invasion games, team building (PE)</li> <li>• Shapes: partner/solo, artistry (dance)</li> <li>• Dynamic balance to agility: jumping and landing</li> <li>• Static balance: seated (PE)</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-skills, gym (PE)</li> <li>• Dynamic balance: on a line</li> <li>• Static balance: stance (PE)</li> <li>• Creative: flight, rotation, sequence (Gym)</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics, invasion games (PE)</li> <li>• Applying physical coordination: sending and receiving</li> <li>• Agility: reaction/response, health and fitness</li> <li>• Agility: ball chasing</li> <li>• Static balance: floor work (PE)</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Transition: safeguarding, class charter, school rules and ethos.</li> <li>• E-safety: 'I am kind and responsible' reporting/supporting and evaluating</li> <li>• Respecting self and others: behaviour and affecting others, respect and politeness, same and different, listening, sharing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety: 'I am safe and secure' relationships and privacy</li> <li>• Shared responsibilities: different rules for different situations, caring for living things, taking care of the environment</li> <li>• Communities: my group, people in my community, similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety: 'I am healthy' age appropriate</li> <li>• Economic wellbeing, aspirations, work and career: different strengths, job and earning money, different jobs, matching jobs with interests and strengths</li> <li>• Revisit: respecting self and others; shared responsibilities; communities; economic wellbeing, money; and economic wellbeing, aspirations, work and career.</li> </ul>

	<ul style="list-style-type: none"> <li>• E-safety: 'I am kind and responsible' kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Economic wellbeing, money: what is money?, saving and spending, needs vs wants, being careful with money</li> <li>• Safeguarding planner page: road safety</li> <li>• E-safety: 'I am safe and secure' protecting devices</li> </ul>	<ul style="list-style-type: none"> <li>• Transition: safeguarding, class charter, school rules and ethos.</li> <li>• E-safety: 'I am healthy' lifestyle choices</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Why did Jesus teach the Lord's prayer as the way to pray? (6 sessions)</li> <li>• <b>David and Goliath</b></li> <li>• How does the symbol of light help us to understand the meaning of Christmas for Christians? (4 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• What is the story of Noah really all about? (2 sessions). <b>Noah's Ark</b></li> <li>• How do the symbols of Easter help us to understand the meaning of Easter for Christians? (4 sessions)</li> <li>• Why do Christians make and keep promises before God? (6 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• How do the five pillars of Islam help a Muslim to show commitment to God - Allah? (6 sessions) (☯RE, Y1, Summer)</li> <li>• <b>How Allah created the universe (compare with Creation story revisit)</b> (☯RE, Y1, Summer)</li> <li>• Judaism Why are they having a party? Inc Hannukah (6 sessions) (☯RE, Y1, Summer)</li> <li>• (RE, Y3, Summer☯)</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Animals including humans</li> <li>• Living things and their habitats</li> <li>• (Relationship education: within PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of everyday materials</li> <li>• (Relationship education: within PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Living things and their habitats</li> <li>• Butterfly conservation Big Butterfly Count (July)</li> <li>• (Relationship education: within PSHE)</li> </ul>