

Perrymoor Curriculum, 2022-23

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> DT: Mrs Noah's Pocket (DT, Y5, Summer🌀) Art: Artist focus - Julian Opie 	<ul style="list-style-type: none"> Art: Artist focus - Basquiat (Egyptian gods) DT: To design and build a mini greenhouse 	<ul style="list-style-type: none"> DT: Basic meals from around the UK Art: Artist focus - Claude Monet Whole School Art Project
Computing	<ul style="list-style-type: none"> Connecting computers Stop-frame animation 	<ul style="list-style-type: none"> Sequencing sounds Branching databases 	<ul style="list-style-type: none"> Desktop publishing Events and actions in programs
English	<ul style="list-style-type: none"> Fairy tales with a twist Narrative Playscript Persuasive letter Texts structured in different ways Recount Diary Poems with a structure Author of the term: Mini Grey, Jeremy Strong 	<ul style="list-style-type: none"> Modern fiction Explanation text Discussion Classic poetry Author of the term: Pip Jones, Allan Ahlberg 	<ul style="list-style-type: none"> Myths and legends Non-chronological report Information booklet Free Verse Author of the term: Dr Seuss, Beverly Cleary
French	<ul style="list-style-type: none"> Getting to know you (French, Y5, Spring🌀) 	<ul style="list-style-type: none"> All about me (French, Y5, Summer🌀) Revisit: Getting to know you 	<ul style="list-style-type: none"> Food (French, Y6, Autumn🌀) Revisit: All about me
Geography	<p>"Can I use a map to describe an area and what it might look like?"</p> <ul style="list-style-type: none"> UK county and capital city Identifying key topological features Physical geography description <p>Revisit: Continents, UK countries and surrounding seas.</p> <p>Fieldwork: Sketches of local area</p> <p>Map Skills: OS maps and thematic Maps: Contours and topological features</p>	<p>"If water makes up 96% of planet earth, why is it scarce in some communities?"</p> <ul style="list-style-type: none"> Water use and water cycle <p>"Can I give an accurate location for key places on an OS map?"</p> <ul style="list-style-type: none"> Eight point compass mapwork and grid references <p>Revisit: Compass work</p> <p>Fieldwork: Plan and navigate short route in</p>	<p>"How can we ensure we are being environmentally sustainable?"</p> <ul style="list-style-type: none"> Natural resources and human geographical distribution <p>Revisit: Water use</p> <p>Fieldwork: Messy map data collection – indicators of sustainability in Langport</p> <p>Mapwork: Plotting/finding data on a digital map</p> <ul style="list-style-type: none"> Place Study: China, Asia

	<p>Revisit: Identifying human and physical features in maps.</p> <ul style="list-style-type: none"> • Place Study: Scotland and Wales 	<p>local area Visit to local water treatment centre (Alt) Make a mock river channel in school Mapwork: Grid reference work including problem solving Place Study: Birmingham/Bristol, UK</p> <ul style="list-style-type: none"> • Scandinavia, Europe 	
History	<ul style="list-style-type: none"> • The Tudors: 1485-1603 • Remembrance: Children in wartime WWI and WW11 including evacuation: 1914-1945 (🌀History, YR-2, Autumn) • (History, Y4-6, Autumn🌀) 	<ul style="list-style-type: none"> • Ancient Egypt: 2700BC-343BC 	<ul style="list-style-type: none"> • Anglo Saxons and Scots 410-1066 • Vikings and Anglo Saxons
Maths	<ul style="list-style-type: none"> • Number – place value (0-1,111), addition, subtraction inc column method, multiplication, division, multiples 0, 1, 2, 3, 4, 5, 8, 10, 11, 50, 100 multiples • Introduction of TestBase 	<ul style="list-style-type: none"> • Number - multiplication, division (0, 1, 2, 3, 4, 5, 8, 10, 11, 50, 100 multiples), fractions • Measurement – money, area, length, perimeter • Statistics 	<ul style="list-style-type: none"> • Number – Fractions, decimals, • Measurement – time, mass and capacity • Geometry – properties of shape
Music	<ul style="list-style-type: none"> • Singing: Christmas songs performed <i>forte</i> and <i>piano</i>. • Listening: with Music Professional tuition. • Composing: through Music Professional tuition, ‘on the spot’ responses using a limited note-range. • Performing: Music Professional tuition performed in celebration assembly including melodies following staff notation, Christmas songs in Carol Service. • Notation: correctly order dot notation. 	<ul style="list-style-type: none"> • Singing: Action and unison songs all performed <i>forte</i> and <i>piano</i>. • Listening: David Walliams Marvellous Musical Podcast • Composing: create a piece of music with a beginning, middle and end linked to <i>The Song of Sky and Sand</i> linked to English (autumn) • Performing: in celebration assembly demonstrating <i>piano</i> and <i>forte</i>. • Notation: copy stepwise melodic phrases at different speeds <i>allegro</i> and <i>adagio</i> 	<ul style="list-style-type: none"> • Singing: songs with a change of tempo all performed <i>forte</i> and <i>piano</i>. • Listening: A R Rahman Jai Ho, India classical Sahela Re Kishori Amonkar, an introduction to the Proms • Composing: compose rhythmic notation using three notes • Performing: in celebration assembly (water cycle link) • Notation: Introduce stave, lines, spaces, clef. Use dot notation for pitch.
PE	<ul style="list-style-type: none"> • Shape: turning, moving, jumping, partners/solo, artistry (Dance) • Dynamic balance to agility: jumping and landing 	<ul style="list-style-type: none"> • Invasion games, football, hockey (PE) • Dynamic balance: on a line • Cool down: coordination ball skills (PE) • Creative: flight, low/high apparatus 	<ul style="list-style-type: none"> • Dynamic balance to agility: jumping and landing • Static balance: seated • Swimming second half term (Swimming)

	<ul style="list-style-type: none"> • Static balance: seated (PE) 	<ul style="list-style-type: none"> • Balance – floor, low/high apparatus (Gym) 	
PSHE	<ul style="list-style-type: none"> • Transition: safeguarding, class charter, school rules and ethos. • E-safety: 'I am kind and responsible' agreement / kindness • Healthy lifestyles: informed decisions, balanced lifestyle, influences, habits, early signs of illness, healthy diet, exercise, sleep, bacteria and viruses, medicines, teeth, sun safety, asking for help. • Mental health: importance, strategies and behaviours, recognising feelings, expressing feelings, feeling vocabulary, responding to feelings, support, trusted adults, bereavement and loss, transition. <p>E-safety: 'I am kind and responsible' kindness / evaluating content / reporting & supporting</p>	<ul style="list-style-type: none"> • E-safety: 'I am safe and secure' privacy • Ourselves, growing and changing: personal identity, gender vs sex, individuality, self-worth, resilience, body, teenage body changes, hygiene for puberty, reproduction, information sources, independence, transitions. • Keeping safe: regulations and restrictions, managing risk, hazards, medicines, safety out and about, privacy, first aid, emergencies. • Drugs, alcohol and tobacco: legal drugs, illegal drugs, choice, mixed messages, vaping, organisations who can help. • Safeguarding planner page: emergency services <p>E-safety: 'I am safe and secure' privacy / relationships</p>	<ul style="list-style-type: none"> • E-safety: 'I am healthy' lifestyle choices • Families and close positive relationships: types of relationships, different types of attractions, commitment, forced marriage, living apart, different ways to care, different family structures, healthy family life, unhappy/unsafe relationships. • Revisit healthy lifestyles; mental health; ourselves, growing and changing; keeping safe; drugs, alcohol and tobacco; and families and close positive relationships. • Transition: safeguarding, class charter, school rules and ethos <p>E-safety: 'I am healthy' age-appropriate / lifestyle choices</p>
RE	<ul style="list-style-type: none"> • What is the Bible's Big Story? (6 or 8 sessions) • How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? (5 sessions) • Good Samaritan and the lost sheep 	<ul style="list-style-type: none"> • How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? (2 sessions) • Who is Jesus (I amstatements) (6 sessions) • Who is the most important person in the Easter story? (5 sessions) 	<ul style="list-style-type: none"> • Judaism What does it mean to be Jewish? (6 sessions). The story of Moses (🌀RE, Y1, Summer) (🌀RE, Y2, Summer) • Buddhism What is Buddhism? (6 sessions) (RE, Y5, Summer🌀) • The story of Buddha (no Creation – life cycle) • (RE, Y5, Summer🌀)
Science	<ul style="list-style-type: none"> • Animals including humans • Light • RSE: gender, growing and reproducing, male and female bodies 	<ul style="list-style-type: none"> • Rocks • Forces and Magnets • RSPB Big Garden Birdwatch (January) • RSE: revisit from autumn term and extend 	<ul style="list-style-type: none"> • Plants • RSE: revisit from spring term and extend