

Leazemoor Curriculum, 2024-25

| | Autumn | Spring | Summer |
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| Art and DT | <ul style="list-style-type: none"> • DT – Recycled materials – vehicles including boats • Art – Artist focus - Judy Napangardi Watson • Christmas card • Interhouse photography competition | <ul style="list-style-type: none"> • DT – Kites (linked to science and maths) • Art – Artist focus - David Hockney • Interhouse cake decorating competition | <ul style="list-style-type: none"> • DT - Healthy snack foods – Seaside snacks. • Art - Artist focus - Andy Warhol and Roy Lichtenstein • Whole School Art Project • Interhouse art competition |
| Computing | <ul style="list-style-type: none"> • E-safety: 'I am kind and responsible' reporting/supporting and evaluating • Computer Systems and Networks- Information technology around us • E-safety: 'I am kind and responsible' kindness • Creating Media- Digital photography | <ul style="list-style-type: none"> • E-safety: 'I am safe and secure' relationships and privacy • Programming A- Robot algorithms • E-safety: 'I am safe and secure' protecting devices • Data and Information- Pictograms • Safer Internet Day | <ul style="list-style-type: none"> • E-safety: 'I am healthy' age appropriate • Creating Media- Making music • E-safety: 'I am healthy' lifestyle choices • Programming B- Programming quizzes |
| English | <ul style="list-style-type: none"> • Writing about real events - non-chronological report, recount, letters, narrative • Tales with a sequence of events: instructions • Tales with a sequence of events: narrative • Poems on a theme | <ul style="list-style-type: none"> • Story as a theme: past tense narrative, present tense persuasive advert or poster • Information text • Stories in a familiar setting – writing about personal experience: recount • Poems with literary language | <ul style="list-style-type: none"> • Fairy stories/traditional tales with literary language • Independent writing opportunities • Explanation • Whole school writing project • Narrative • Poems with a structure |
| Geography | <p>“Why can't you always take a straight route on a map?”</p> <ul style="list-style-type: none"> • Introduction to mapwork. • Compass directions and place prepositions. | <p>“Where might you like to live when you are older?”</p> <ul style="list-style-type: none"> • What is special about where we live? • What is special about Japan? | <p>“What's it like to live in Kenya?”</p> <p>Compare and contrast human and physical geography in a small area of the UK and a non-European country.</p> <p>☞ Weather and vegetation.</p> |

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| | <ul style="list-style-type: none"> 🌀 <i>Countries in the UK – revisiting capital cities.</i> • Also identifying other major cities. 🌀 <i>Mapping of oceans –</i> • also using 4 main compass points. 🌀 <i>Continents –</i> • use of prepositional phrases in comparison to the seas/oceans. <p>Fieldwork: compass work – navigation in surrounding areas of the school site. Plan and follow route to Tesco.</p> <p>Map Skills: plotting human and physical features.</p> <p>Place Study: local and surrounding area.</p> | <ul style="list-style-type: none"> • Identifying and describing KS1 human and physical features. Physical - <i>weather patterns, beach, cliffs, coasts</i>, forests, hills, mountains, <i>sea/oceans</i>, rivers. Human – city, town, village, farm, house, office, school and shops. 🌀 Coastal features. 🌀 Weather patterns <p>Fieldwork: messy map – labelling features in local area. Emotional mapping.</p> <p>Map Skills: OS Map – Identifying human and physical features – urban and rural locations in Japan.</p> <ul style="list-style-type: none"> • Place Study: Japan, Asia – contrasting an urban city with a rural location. | <p>Fieldwork: data collection for comparison and analysis.</p> <p>Map Skills: digital mapping – measuring distance/plotting routes.</p> <p>Place Study: Langport and Migori (Kenya, Africa), comparison.</p> <p>Also compare Migori to Nairobi to avoid misconceptions about Kenya as a whole.</p> |
| History | <ul style="list-style-type: none"> 🕒 Each topic to start with a timeline. • Great Fire of London – 1666. • WWI and Remembrance: Royal British Legion. (🌀History, YR-1, Autumn) (🌀History, Y3-6, Autumn🌀) | <ul style="list-style-type: none"> 🕒 Each topic to start with a timeline. • Great explorers from around the world. | <ul style="list-style-type: none"> 🕒 Each topic to start with a timeline. • Kings and Queens including Queen Elizabeth II and the line of succession. (🌀History, Y1, Spring) |
| Maths | <ul style="list-style-type: none"> • Place value • Addition and subtraction • Shape • Money | <ul style="list-style-type: none"> • Multiplication and division • Length and height • Mass, capacity and temperature • Position and direction | <ul style="list-style-type: none"> • Fractions • Time • Statistics • Fractions |
| Music | <ul style="list-style-type: none"> • West African call and response: animals • Orchestral instruments: traditional western stories | <ul style="list-style-type: none"> • Musical me • Dynamics, timbre, tempo and motifs: space | <ul style="list-style-type: none"> • On this island: British songs and sounds • Myths and legends |
| PE | <ul style="list-style-type: none"> • Skills - Dynamic balance to Agility: jumping and landing • Static balance: seated • Teambuilding - Multi-skills - Invasion games • Dance – Shapes, Partner/solo, Artistry | <ul style="list-style-type: none"> • Gymnastics - Flight, rotation, sequence • Skills - Dynamic balance: on a line Static balance: stance Multi-skills, invasion games | <ul style="list-style-type: none"> • Skills - Coordination: sending and receiving • Agility: reaction/response • Skills - Agility: ball chasing • Static balance: floor work • Athletics, invasion games |

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| <p>PSHE</p> | <ul style="list-style-type: none"> • Transition: safeguarding, class charter, school rules and ethos. • Being me in my world – ‘Who am I and how do I fit?’ • Celebrating difference – Respect for similarity and difference. Anti-bullying and being unique. • Fire / firework safety | <ul style="list-style-type: none"> • Dreams and goals - Aspirations, how to achieve goals and understanding the emotions that go with this (4 lessons) • Careers (2 lessons) • Healthy me - Being and keeping safe and healthy (including medicine safety) • Water safety • Safeguarding planner page: road safety (Jigsaw) | <ul style="list-style-type: none"> • Relationships -Building positive, healthy relationships. • Changing me - Coping positively with change (including growing from young to old and the differences between female and male bodies using correct scientific terminology) • Sun safety (Jigsaw) • Rail safety (Network rail) |
| <p>RE</p> | <ul style="list-style-type: none"> • ☯ Holy texts (1 session) • Gods and Deities (9 sessions) • ☯ Advent, Christmas and Christingle (3 sessions) | <ul style="list-style-type: none"> • ☯ Gods and Deities (1 session) • Cathedral (3 sessions) • ‘Values’ (7 sessions) • ☯ The Easter story (1 session) | <ul style="list-style-type: none"> • ☯ ‘Values’ (1 session) • Rites of passage: welcoming into faith (9 sessions) • Siddartha and the Swan. The Monkey King (1 session) |
| <p>Science</p> | <ul style="list-style-type: none"> • Animal needs for survival • Humans • Materials • Plastic | <ul style="list-style-type: none"> • Plants (light and dark) • Living things and their habitats • Light and dark | <ul style="list-style-type: none"> • Plants (bulbs and seeds) • Relationship education: growing up A • Bulbs and seeds • Relationship education: growing up B • Wildlife • Relationship education (see PSHE overview) • Butterfly conservation Big Butterfly Count (July) |