

# Leazemoor Curriculum, 2024-25

|            | Autumn                                                                                                                                                                                                                                                                                                            | Spring                                                                                                                                                                                                                                                                                                                               | Summer                                                                                                                                                                                                                                                                         |
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| 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> <li>• Interhouse digital art competition</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>• DT – Kites (linked to science and maths)</li> <li>• Art – Artist focus - David Hockney</li> <li>• Interhouse cookery competition</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> <li>• Interhouse art/DT competition</li> </ul>                                   |
| Computing  | <ul style="list-style-type: none"> <li>• E-safety: 'I am kind and responsible' reporting/supporting and evaluating</li> <li>• Computer Systems and Networks- Information technology around us</li> <li>• E-safety: 'I am kind and responsible' kindness</li> <li>• Creating Media- Digital photography</li> </ul> | <ul style="list-style-type: none"> <li>• E-safety: 'I am safe and secure' relationships and privacy</li> <li>• Programming A- Robot algorithms (Dance Mat Typing)</li> <li>• E-safety: 'I am safe and secure' protecting devices</li> <li>• Data and Information- Pictograms (Dance Mat Typing)</li> </ul> <p>Safer Internet Day</p> | <ul style="list-style-type: none"> <li>• E-safety: 'I am healthy' age appropriate</li> <li>• Creating Media- Making music (Dance Mat Typing)</li> <li>• E-safety: 'I am healthy' lifestyle choices</li> <li>• Programming B- Programming quizzes (Dance Mat Typing)</li> </ul> |
| English    | <ul style="list-style-type: none"> <li>• Writing about real events - non-chronological report, recount, letters, narrative</li> <li>• Tales with a sequence of events: instructions</li> <li>• Tales with a sequence of events: narrative</li> <li>• Poems on a theme</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Story as a theme: past tense narrative, present tense persuasive advert or poster</li> <li>• Information text</li> <li>• Stories in a familiar setting – writing about personal experience: recount</li> <li>• Poems with literary language</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Fairy stories/traditional tales with literary language</li> <li>• Independent writing opportunities</li> <li>• Explanation</li> <li>• Whole school writing project</li> <li>• Narrative</li> <li>• Poems with a structure</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> </ul>                                                                                                                                                                        | <p>"Where might you like to live when you are older?"</p>                                                                                                                                                                                                                                                                            | <p>"What's it like to live in Kenya?"</p> <ul style="list-style-type: none"> <li>• Compare and contrast human and</li> </ul>                                                                                                                                                   |

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|         | <ul style="list-style-type: none"> <li>Compass directions and place prepositions.</li> </ul> <p>🌀 <i>Countries in the UK – revisiting capital cities.</i></p> <ul style="list-style-type: none"> <li>Also identifying other major cities.</li> </ul> <p>🌀 <i>Mapping of oceans –</i></p> <ul style="list-style-type: none"> <li>also using 4 main compass points.</li> </ul> <p>🌀 <i>Continents –</i></p> <ul style="list-style-type: none"> <li>use of prepositional phrases in comparison to the seas/oceans.</li> </ul> <p><b>Fieldwork:</b> compass work – navigation in surrounding areas of the school site. Plan and follow route to Tesco.</p> <p><b>Map Skills:</b> plotting human and physical features.</p> <p><b>Map making:</b> map of the classroom (using key, compass and scale)</p> <p><b>Place Study:</b> local and surrounding area.</p> | <ul style="list-style-type: none"> <li>What is special about where we live?</li> <li>What is special about Japan?</li> </ul> <ul style="list-style-type: none"> <li>Identifying and describing KS1 human and physical features<br/>Physical - <i>weather patterns, beach, cliffs, coasts</i>, forests, hills, mountains, <i>sea/oceans</i>, rivers.<br/>Human – city, town, village, farm, house, office, school and shops.</li> </ul> <p>🌀 Coastal features.</p> <p>🌀 Weather patterns</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 – urban and rural locations in Japan.</p> <p><b>Map making:</b> map of rural area in Japan</p> <p><b>Place Study:</b> Japan, Asia – contrasting an urban city with a rural location.</p> | <p>physical geography in a small area of the UK and a non-European country.</p> <p>🌀 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>Map making:</b> map of Migori</p> <p><b>Place Study:</b> Langport and Migori (Kenya, Africa), comparison.</p> <p>Also compare Migori to Nairobi to avoid misconceptions about Kenya as a whole.</p> |
| History | <p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> <li>Great Fire of London – 1666.</li> <li>WWI and Remembrance: Royal British Legion. (🌀History, YR-1, Autumn)</li> <li>(🌀History, Y3-6, Autumn🌀)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> <li>Great explorers from around the world.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> <li>Kings and Queens including Queen Elizabeth II and the line of succession. (🌀History, Y1, Spring)</li> </ul>                                                                                                                                                                                                                                                                                 |
| Maths   | <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Shape</li> <li>Money</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Length and height</li> <li>Mass, capacity and temperature</li> <li>Position and direction</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Fractions</li> <li>Time</li> <li>Statistics</li> <li>Fractions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| Music   | <ul style="list-style-type: none"> <li>West African call and response: animals</li> <li>Orchestral instruments: traditional western stories</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Musical me</li> <li>Dynamics, timbre, tempo and motifs: space</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>On this island: British songs and sounds</li> <li>Myths and legends</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| PE      | <ul style="list-style-type: none"> <li>Skills - Dynamic balance to Agility: jumping and landing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Gymnastics - Flight, rotation, sequence</li> <li>Skills - Dynamic balance: on a line</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Skills - Coordination: sending and receiving</li> <li>Agility: reaction/response</li> </ul>                                                                                                                                                                                                                                                                                                                                               |

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