# West Pelton Primary School & Nursery

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Headteacher: Ms V Hewison

**Medium term curriculum overview: Summer 2 2025**

**EYFS - Nursery – Pirates: Where did pirates sail to?**

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| **Expressive Arts and Design**<br>This term we will focus on journeys and adventure.<br><br>We will do this by making simple models which express our ideas.<br><br>We will have access to an instrument trolley to explore creating our own music and change the sounds produced by instruments through experimenting with these. Then creating our own songs or improvising a song around one we already know, playing with increasing control of the instruments to express our feelings and ideas.<br><br>We will be listening with increased attention to sounds and responding to what we have heard, expressing our thoughts and feelings.<br><br>We will be pitch matching by singing the pitch of a tone sung by another person.<br><br> | **Understanding the world**<br>This half term we will be exploring and responding to different natural phenomena in our setting and on trips.<br><br>We will continue to develop positive attitudes about differences between people.<br><br>We will understand there are different counties in the world and talk about the differences we have experienced or seen in photos.<br><br> |
| **Personal, Social & Emotional Development**<br>Changing Me<br>Coping positively with change.<br><br> <br>We believe that parents and schools are partners in their children's learning therefore if you would | **Physical Development**<br><br>This half term we will be showing an increasing desire to be independent, such as getting dressed and feeding ourselves.<br><br>We will build up confidence when balancing during gymnastics and other outdoor provision.<br><br>We will match developing physical skills to tasks and activities in the setting. For example, we will |

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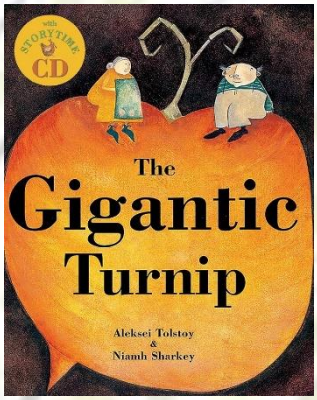
| like access to the current resources, please speak to your child's class teacher for an online access code.<br>Parent Access has been designed in a way that will enable schools in England to meet the expectations set out by the Secretary of State for Education in her letter to schools in March 2023 around the sharing of published programmes used for RSHE. | decide whether to crawl, walk or run across a plank, depending on its length and width.<br><br>We will also collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.<br><br>**We will be doing a range of physical activity both indoors and outdoors daily so please can children come to Nursery appropriately dressed for this.** |
| **Communication and language**<br><br>This half term we will be understanding longer sentences and acting on this, alongside understanding simple questions about 'who', 'what' and 'where'.<br><br>We will be supported to start a conversation with an adult or a friend and continue it for may turns, alongside talking within our play.<br><br>We also will be using talk to organise ourselves in our play.<br><br>Core reading books we will be looking at include:<br>• Lucy and Tom at the Seaside<br>• Kipper the dog (seaside)<br>• The pirate house<br>• Magic Beach<br>• Tea time for pirates | **CLPE**<br><br>*The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.*<br><br>**CLPE focussed reader:**<br>The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey<br>  <br><br><br>We will be reading words and simple sentences as well as using vocabulary influenced by a variety of books.<br>We will explore a range of nursery rhymes and poems in our daily reading sessions.<br><br>**The children will also be introduced to a range of non-fiction texts to match the topics that we cover this half term.** |
| **Maths**<br>We will continue to develop counting like behaviour, such as pointing and saying numbers. We will be confident in recognising numbers 1-10 and match the quantity of objects. We will experiment with our own symbols and marks as well as numerals. We will be combining shapes to make new ones. Also, we will be creating a piece of artwork using a variety of different shapes for a purpose, selecting the shapes appropriately.<br><br> | |

**EYFS - Reception -** What does the seaside look like around the world?

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| **Expressive Arts and Design**<br><br>We will be exploring how to move to music and play body percussion/instruments to a variety of different songs.<br><br>We will be exploring how to move to music and play instruments to a variety of different songs.<br><br>We will be creating puppets which we will use to create our own Punch and Judy puppet shows. We will be making observational drawings of shells.<br><br>We will also be using materials to create a home for a hermit crab before creating a crab with moving parts.<br><br>We will be creating models of seaside rock and sea creatures out of Lego and play dough. | **Understanding the world**<br>This half term we will be exploring the key questions:<br><br>• Who lives in the wild garden?<br>• How do we celebrate Father's Day?<br>• What is Shavuot?<br><br> <br><br>We will be looking at photos of the seaside and discussing whether the photographs are from the past or present.<br><br>Throughout our topic we will investigate what animals live in rock pools and discussion our own experiences of visiting the seaside. We will use the construction and small world resources to build homes for hermit crabs and to build our own harbours both indoors and outdoors.<br><br>This half term we will celebrate Father's Day and look at how Shavuot are celebrated. |
| **Personal, Social & Emotional Development**<br>Changing Me<br>Coping positively with change.<br><br> <br><br><br>We believe that parents and schools are partners in their children's learning therefore if you would like access to the current resources, please speak to your child's class teacher for an online access code.<br><br>Parent Access has been designed in a way that will enable schools in England to meet the expectations set out by the Secretary of State for Education in her letter to schools in March 2023 around the sharing of published programmes used for RSHE. | **Physical Development**<br>Games<br><br>Negotiate space and obstacles safely, with consideration for themselves and others.<br><br>Demonstrate strength, balance and coordination when playing.<br><br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br><br>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. |
| **Communication and language**<br><br>This half term we will be developing our vocabulary. We will be introducing new vocabulary relevant to our learning about the seaside. This will then be used in discussions and one-to-one conversations. | **CLPE**<br>*The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.* |

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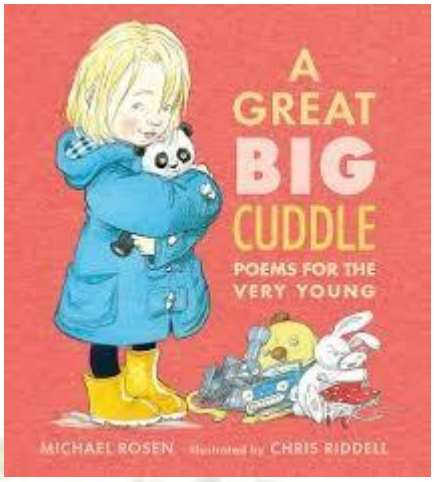
| We will be having conversations surrounding our core reading books and beginning to elaborate on our ideas. | **CLPE focussed reader:**<br>A Great Big Cuddle by Michael Rosen<br>  <br> |

**Maths**
We will continue to secure our numbers 1 – 10 and when ready begin to recognise the numbers 11 – 20. We will be securing our understanding of odd and even numbers and exploring patterns within numbers to 10. We will also explore the properties of 3D shapes.

**Year 1 / 2**

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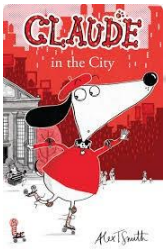
| **English including CLPE**<br><br>The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.<br><br>CLPE focussed reader: Claude in the City by Alex T. Smith<br>  <br><br><br>Other Literacy opportunities: | **Maths**<br>**Year 1:**<br>Place Value within 100, money and time<br><br>**Year 2:**<br>Money, time, consolidation<br> | **Science**<br>This half term we will be learning about the environment.<br>**Key Question:**<br>What can we do to help our planet?<br>In order to answer this question, we will explore:<br>Can I measure melting ice in a comparative experiment?<br>Can I sort items for recycling based on their materials?<br>How do I become an energy expert?<br>What can I find out about the rainforest?<br>How can I save water?<br>How can I protect endangered animals? |

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| Character description, story mapping, postcards, guidebook, newspaper, narratives | | |
| **Art and Design**<br>Covered in first half term | **History**<br>Covered in first half term | |

**Geography**
This half term we will be learning about hot and cold areas.
**Key Question:** What is it like to live in a hot or cold area of the world?
In order to answer this question, we will explore:
Can I locate hot places on a map?
Can I describe the climate of a tropical rainforest?
Can I describe the climate of a hot desert?
Can I explain why it is cold at the North and South poles?
Can I locate and talk about the Arctic Circle?
Can I describe Antarctica and its extreme weather and climate?

**Music**
Let's Perform Together!

(v2 Scheme Year 1)

Musical Spotlight: Let's Perform Together!

Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.

Social Question: How Does Music Teach Us About Looking After Our Planet?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B

Topic: Dance

Core task – Cat Dance

Can pupils move like champion dancers?
Can pupils make big, clear actions?
Do pupils understand what a champion dancer is?
Do pupils have appropriate ideas for moving as a big animal?
Can pupils listen to and observe others' ideas?
Can pupils be brave and think of their own ways of moving?

**Design Technology**
This half term we will be learning about structures.

**Key Question:** Can you make a free-standing packed lunch box that is strong and stable?
In order to answer this question, we will explore:
How effective is this basket to store food?
Can I evaluate existing products?
Can I test different materials and decide which will be useful for making my product?
Can I design a pirate packed lunch box that can safely travel down a zipline?
Can I make a template for my free-standing packed lunch box and evaluate this to make improvements?
Can I make and evaluate a pirate packed lunch box that can safely travel down a zipline?

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| **Computing**<br>*In order to ensure coverage and progression Y1 and Y2 will cover separate objectives.* | **PSHE inc citizenship**<br>Changing Me<br>Coping positively with change. |

Safety: How can I stay safe in my online neighbourhood.

**Computing Year 1**
This half term we will be learning about programming.
**Key Question:** How do commands work?
In order to answer this question, we will explore:
How can I use on screen commands to move the sprite?
Can I join a series of commands together?
What is the effect of changing a value?
Can I give each sprite their own instructions?
Can I choose appropriate backgrounds and movements?
Is my algorithm effective?

**Computing Year 2**
This half term we will be learning about programming.
**Key Question:** How does a sequence of commands work?
In order to answer this question, we will explore:
What is the start of my sequence?
What is the outcome of a sequence of commands?
Can I create a program using a given design?
Can I change a given design?
Can I create a program using my own design?
How can my project be improved?

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**Religious Education**
This half term we will be learning about Hinduism.

**Key Question:** How do Hindus show belonging?
What makes a place feel like home?
How do Hindus celebrate together?
What special symbols do Hindus use to show their faith?

**Year 3 / 4**

**English including CLPE**
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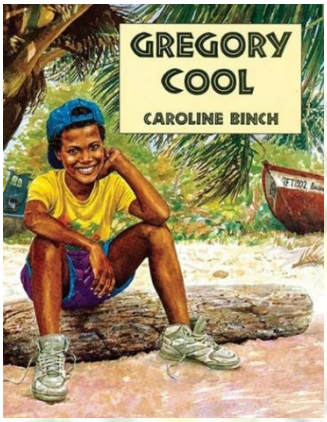
CLPE focussed reader: Gregory Cool by Caroline Binch.




Other Literacy opportunities will include narrative, poetry and descriptive writing.

**Maths**
Year 3 will cover Time, Shape and Statistics.

Year 4 will cover Time, Shape, Position and Direction and Statistics.

**Science**
This term we will be learning about electricity

**Key Question:** Which materials will allow electricity to pass through?

To answer this question, we will find out:

What is static electricity?

What are the different components in an electrical circuit?

What are circuit diagrams?

What are insulators and conductors?

What happens in a circuit when we change the components?

How much do we rely on electricity?

**History**
Covered in the first half of summer term.

**Art and Design**

Covered in the first half of summer term.

**Geography**

This term we will be learning about rainforests

**Key Question:** What can we do to protect the rainforests?

To answer this question, we will find out:
What are the key aspects of a tropical climate?
What are the different layers that make a rainforest?
What is life like in the rainforest?
What are the similarities and differences between the Amazon Rainforest and Sherwood Forest?
What effects are human having on the rainforest?

**Design and Technology**

This term we will be learning about electrical systems

**Key Question:** How does a battery powered night-light work?

To answer this question, we will find out:
How have key events and individuals in design and technology help shape the world?
What is needed to make and represent different types of circuits?
What is needed to make and use switches?
How can I develop a design criteria?
What materials and components are needed to make a light?
What were the strengths and area for development of my product?

**PE**
Topic: Dance

In this unit of work children will explore:

How can we create dances to communicate an idea?

Can we perform dances using a range of movement patterns?

**Music**
This half term we will be investigating performances

**Social Question:** How Does Music Connect Us with the Environment?

**Computing Year 3**

In order to ensure coverage and progression Y3 and Y4 will cover separate objectives.

Safety: How does our online activity affect the digital footprints of ourselves and others?

This half term we will be learning about programming events and actions

**Key Question:** What are the links between events and actions?

To answer this question, we will find out:

How does a sprite move?

How can I make the sprite move in four different directions?

How can I make the sprite draw lines?

Can I develop my program by adding features?

Can I debug and modify programs using a design?

Can I create a maze-based challenge?

**Computing Year 4**

In order to ensure coverage and progression Y3 and Y4 will cover separate objectives.

Safety: What rights and responsibilities do you have as a creator?

This half term we will be learning about

**Key Question:** What is the difference between count-controlled loops and infinite loops?

To answer this question, we will find out:

Can I use loops to create shapes?

What are the different types of loops?

Can I use two or more loops that run at the same time?

How can we modify an infinite loop in a given program?

Can I design a game that includes repetition?

Can I create a game that I have designed?

**French**
This term we will be exploring holidays and hobbies

**Key Question:** What do you like to do?

To answer this question, we will find out:
What are the seasons and months of the year?
What is the weather like?
How is weather the same or different around the world?
What are your favourite sports?
What hobbies do you have?

**PSHE inc citizenship**
Changing Me
Coping positively with change.

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**Religious Education**

This term we will be learning about religious places

**Key Question:** Why do people visit Durham Cathedral today?

To answer this question, we will find out:
What is a cathedral?
What is the difference between a church and a cathedral?
What can you find inside a cathedral?
Where is Durham Cathedral?
What is the history behind Durham Cathedral?
How does Durham Cathedral compare to cathedrals around the world?

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**Year 5/6**

| **English including CLPE** | **Maths** | **Science** |
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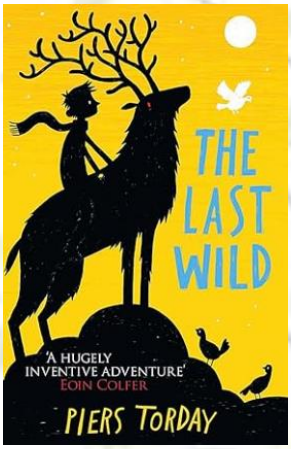
| The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.<br><br>CLPE focussed reader:<br><br>The Last Wild by Piers Torday<br><br>  <br><br><br>Other Literacy opportunities will include:<br><br>▪Information posters ▪ Letters<br>▪Annotated storyboards ▪ Diaries<br><br>▪ Speeches ▪ Notes for a debate<br><br>▪ Story writing ▪ Newspaper articles | Year 5 will cover shape, position and direction, decimals<br><br>Year 6 will cover a consolidation of all skills including;<br>-addition and subtraction<br>-multiplication and division<br>-shape and time<br>-measures<br>-data handling | This term we will be learning about living things and their habitats<br><br>**<u>Key Question:</u>** How can living things be classified?<br><br>To answer this question, we will find out:<br><br>What is the Linnaean system?<br><br>Which specific characteristics can we observe to aid classification?<br><br>What is a microorganism?<br><br>What are the different types of microorganisms?<br><br>What are the characteristics of our local habitats? |

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| **History**<br><br>Covered in the first half of summer term. | **Art and Design**<br><br>Covered in the first half of summer term. |
| **Geography**<br>This term we will be learning about economic activity including trade links | **Design and Technology** |

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| **Key Question:** How has trading changed throughout history?<br><br>To answer this question, we will find out:<br>What is globalisation?<br>How has globalisations affected how we communicate?<br>How does globalisation affect trade?<br>What does globalisation have to do with fashion?<br><br>Where were your clothes made?<br><br>What does globalisation have to do with food? | This term we will be learning about electrical systems<br><br>**Key Question:** How does a battery powered night-light work?<br><br>To answer this question, we will find out:<br><br>How have key events and individuals in design and technology help shape the world?<br><br>What is needed to make and represent different types of circuits?<br><br>What is needed to make and use switches?<br><br>How can I develop a design criteria?<br><br>What materials and components are needed to make a light?<br><br>What were the strengths and areas for development of my product? |
| **Music**<br><br>This half term we will be working with Durham Music service to learn how to play the trombone! | **PE**<br><br>Topic: Dance<br><br>In this unit of work children will explore:<br><br>How can we create dances to communicate an idea?<br><br>Can we perform dances using a range of movement patterns? |
| **Computing Year 5**<br><br>In order to ensure coverage and progression Y5 and Y6 will cover separate objectives.<br><br>Safety: How can you deescalate digital drama so it doesn't go too far?<br><br>This half term we will be learning about selection in quizzes<br><br>**Key Question:** How can different outcomes be created using conditions?<br><br>To answer this question, we will find out:<br><br>How is selection used in computer programming? | **Computing Year 6**<br><br>In order to ensure coverage and progression Y5 and Y6 will cover separate objectives.<br><br>Safety: How do we find credible information on the internet?<br><br>This half term we will be learning about programming, sensing movement<br><br>**Key Question:** How are sequencing, repetition, selection and variables used in programming?<br><br>To answer this question, we will find out: |

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| How does a conditional statement connect a condition to an outcome?<br><br>How does selection direct the flow of a program?<br><br>Can I design a program that uses selection?<br><br>Can I create a program that uses selection?<br><br>How can my program be improved? | Can I create a program to run on a controllable device?<br><br>How does selection control the flow of a program?<br><br>How can the value of a variable be changed?<br><br>How can a conditional statement be used to compare a variable to a value?<br><br>Can I design a project that uses inputs and outputs?<br><br>Can I develop a program that uses inputs and outputs? |
| **French**<br>This term we will be looking at language used throughout school life<br>**Key Question:** What's inside the classroom<br>To answer this question, we will find out:<br>Can I say where I am in class?<br>Can I say where resources are in the class?<br>Can I say the different subjects in French?<br>Can I ask and answer maths questions in French? | |
| **PSHE inc citizenship**<br>Changing Me<br>Coping positively with change.<br><br>We believe that parents and schools are partners in their children's learning therefore if you would like access to the current resources please speak to your child's class teacher for an online access code.<br><br>Parent Access has been designed in a way that will enable schools in England to meet the expectations set out by the Secretary of State for Education in her letter to schools in March 2023 around the sharing of published programmes used for RSHE. | **Religious Education**<br><br>This term we will be learning about Christianity- Concepts<br><br>**Key Question:** What do we now know about Christianity?<br><br>To answer this question, we will find out:<br>Why is the bible important to Christians?<br>Who is important within the Christian faith?<br>Which Festivals do Christians celebrate?<br>What is the holy trinity?<br>Where would Christians go on pilgrimage?<br>What are the main Christian denominations? |