



West Pelton Primary School & Nursery



Medium term curriculum overview: Autumn 2023

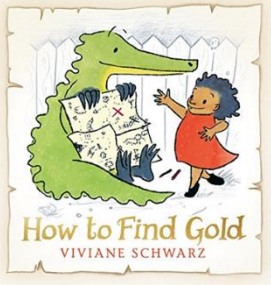

EYFS - What do I know about me?



<p>Expressive Arts and Design</p> <p>Enjoy songs and rhymes all about me in order to develop the ability to tune in and pay attention</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers • <p>Notice features of the face and recreate them in playdough.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Linking to bonfire night - firework pictures (using chalk and paint), rockets and firework biscuits Colour mixing linked to autumn.</p>	<p>Understanding the world</p> <p>Special family celebrations and routines.</p> <p>Comparing families in different countries</p> <p>Observe changes in the seasons throughout the year and understand the effect of changing seasons on the natural world around them.</p> <p>Harvest Festival and special family celebrations and routines.</p> <p>Bonfire night – the story of Guy Fawkes,</p> <p>Share stories and experiences and hear stories from others</p> <p>Explore a range of different professions</p> <div data-bbox="954 1196 1225 1458" data-label="Image"> </div>
<p>Personal, Social & Emotional Development</p> <p>Getting to know each other – how we play together.</p> <p>Speak in a familiar group – circle time activities, games focusing on turn taking.</p> <p>Rules of the classroom/ outside</p> <p>Listening to others, taking turns; show how we look at the person who is speaking.</p> <p>Discuss our rights as rights respecting school.</p>	<p>Physical Development</p> <p>Gross motor-moving in different ways - Let's Move using Ruby's Worry as a stimulus.</p> <p>Fine motor activities including using cutlery, sorting and malleable activities.</p> <p>Gaining independence when changing for PE and visiting the toilet (including washing hands).</p> <p>Making a house out of the big bricks.</p> <p>Fundamental movement skills.</p>

<p>Create a class charter where they see themselves as a valuable individual.</p> <p>Celebrate similarities and difference between each other.</p> <p>Express feelings and consider the feelings of others.</p> <p>Play with increasing confidence on their own and with other children.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about harvest as time to say thank you (including a visit to church) for food; Talk about fruits and berries. Where does the food come from?</p> <p>Guy Fawkes – How can we stay safe? Understanding the dangers.</p> 	<p>Spatial awareness.</p> <p>Static balance.</p> <p>Outside play using bikes and scooters</p> <p>Walks within the local community.</p>
<p>Communication and language</p> <p>Enjoy listening to longer stories and recall events.</p> <p>Sing a large repertoire of songs.</p> <p>Understand a question or instruction that has two parts.</p> <p>Explore their own use of language while playing imaginatively in areas of the classroom.</p> <p>Learn to speak with confidence during circle/carpet times.</p> <p>Listen attentively and respond</p> <p>Show and share daily sessions.</p>	<p>CLPE</p> <p><i>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.</i></p> <p>CLPE focussed reader : Ruby's Worri by Tom Percival</p>  <p>Anna Hibiscus' Song</p>




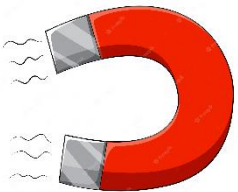
Year 1 / 2

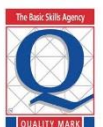
<p>English including CLPE</p> <p><i>The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.</i></p> <p>CLPE focussed reader: How to Find Gold by Vivianne Schwarz</p>  <p>Other Literacy opportunities: Narrative, character description, setting description, instructions, narrative, letters and poetry.</p>	<p>Maths</p> <p>Year 1: Place value, addition and subtraction (within 10)</p> <p>Year 2: Place value, addition and subtraction</p> 	<p>Science</p> <p>This half term we will be learning about everyday materials.</p> <p>Key Question: Why are certain materials used for certain things?_</p> <p>Key Questions: Which materials are waterproof?</p> <p>We will learn: What material could be used to build a wall? Is the wall I've built waterproof? Which materials can withstand strong winds? Will the wall I've built withstand strong winds? What is a mixture? Everyday materials</p>
<p>Design & technology</p> <p>Covered in the second half term</p>	<p>History</p> <p>This half term we will be learning about the Gunpowder Plot</p> <p>Key Question: Why did Guido Fawkes think he was doing the right thing?</p> <p>To answer this question, we will explore: Can I describe who Guy Fawkes was? Can I explain what problems did the plotters encounter? Can I identify the main events of the Gunpowder Plot? Can I explain what happened after the plot was discovered? Can I demonstrate an understanding of what happened?</p>	<p>Geography</p> <p>Covered in the second half term</p>

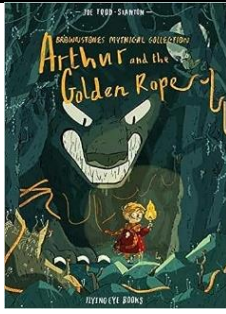
	<p>Can I describe how the Gunpowder Plot is remembered? Can I consolidate my learning through story telling?</p>	
<p>Art & design This half term we will be learning about using charcoal.</p> <p>Key Question: How can I use charcoal in my artwork effectively?</p> <p>To answer this question, we will explore: Can I explore mark making with charcoal? Can I use charcoal to create a range of tones? Can I apply what I have learnt to create an observational sketch (eye)? Can I apply what I have learnt to create an observational sketch (nose)? Can I apply what I have learnt to create an observational sketch (mouth)? Can you create a self-portrait using charcoal?</p>	<p>Music This half term we will be covering pulse, rhythm and pitch.</p> <p>Musical Spotlight: Pulse, Rhythm and Pitch</p> <p>Social Question: How Does Music Help Us to Make Friends?</p> <p>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, G, A</p> 	<p>PE Topic: Games (invasion) Core task – Ten points hoops</p> <p>Ball skills hands Where do we dribble? Why do we dribble? Describe how we dribble? Why do we need to control the ball? Why do we need to move into space? What does the word, 'space,' mean? Why do we need to look for space when we are moving? Why do we need to keep the ball close to us? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?</p>
<p>Computing <i>In order to ensure coverage and progression Y1 and Y2 will cover separate objectives.</i></p> <p>Safety : How do we find a happy balance between our online and offline activities?</p> <p>Computing Y1 This half term we will be learning about technology.</p> <p>Key Question: How do we use a computer effectively?</p> <p>In order to answer this question, we will explore:</p> <p>What is technology? How is technology used? What are the main parts of a computer? What is a mouse used for? Can I use the keyboard to edit text? How should we use technology responsibly? Can I use technology to access apps to support my learning?</p>	<p>Religious Education This half term we will be learning about the Bible.</p> <p>Key Question: Why is the Bible special?</p> <p>To answer this question, we will explore: Why do you think the bible is important? How do Christians use the bible? What makes a book special? Harvest Why is the Lord's Prayer important to Christians? What is in the bible? What miracles did Jesus perform?</p>	<p>PSHE inc citizenship Being me in my world - 'Who am I and how do I fit?' Anti-bullying week Black history month Rights respecting British Values</p> 

<p>Year 2 Safety: Media balance is important</p> <p>How do we find a happy balance between our online and offline activities?</p> <p>Computing Y2 This half term we will be learning about IT.</p> <p>Key Question: What is information technology?</p> <p>To answer this question, we will explore: What is IT? How is IT used in school? How is IT used in the world? What are the benefits of IT? How is IT used safely? How can IT be used in different ways? Can I use technology to access apps to support my learning?</p>		
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Year 3 / 4

<p>English including CLPE <i>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.</i></p> <p>CLPE focussed reader : Arthur and the Golden Rope by Joe Todd-Stanton</p>	<p>Maths</p> <p>Year 3 will cover place value, addition and subtraction.</p> <p>Year 4 will cover place value, addition, subtraction and measurement (area).</p> 	<p>Science</p> <p>This half term we will be learning about forces and magnets.</p> <p>Key Question: How does a magnet work?</p> <p>We will learn: What non-contact forces are; What magnets are; How a compass works; How we can see a magnetic field; How we can tell if a material is magnetic or not; What some uses of magnetic materials are.</p> 
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Other Literacy opportunities will include persuasive writing, newspaper articles, podcasts, discussion, debate, letters and narrative writing.

Design & technology

Covered in the second half term

History

First half term

This half term we will be learning about Prehistoric Britain.

Key Question:

How did life in Britain change from the Stone Age to the Iron Age?

To answer this question, we will explore:
How do we know about Prehistoric Britain?

Which animals lived in Prehistoric Britain?

What were the different periods in the Stone Age?

What are the similarities and differences between Stone Age periods?

What can artefacts from the Stone Age tell us about how people lived during the different periods?

What was life like in Neolithic Britain?

How did farming change how humans lived?

How did the Bronze Age change how humans lived?

Geography

Covered in the second half term

Art & design

This half term we will be learning how to use oil pastels and oil paints.

Key Question

How do we use oil pastels and oil paints safely?

Music

This half term we will be covering musical structures.


Musical Spotlight: Musical Structures
Musical sections that repeat or change help create the structure, or form, of a piece of music or a song

PE

Topic: Games (Invasion)
Core task – On the attack (Netball)


Key learning will include:
How we can win a game of netball;
How we pass in netball;
Where we can pass;
Why we should pass there;



<p>To answer this question, we will explore: Who was Mary Cassatt?</p> <p>What are the different techniques that can be used with oil pastels?</p> <p>How can I recreate a famous piece of artwork using oil pastels?</p> <p>How can abstract colours be used with oil pastels?</p> <p>How can I create an interesting piece of artwork using abstract colours?</p> <p>How can I improve my work?</p>	<p>Social Question: How Does Music Bring Us Together?</p> <p>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, G, A, B</p> <p>Ongoing music appreciation and chronology</p> 	<p>What the consequence is in a game of an inaccurate pass; Why we don't stand behind the defender when finding a position to receive the ball; Where we should stand when we are attacking; Why we need to pass and move; Why we don't just stand in the same place and pass.</p>
<p>Computing</p> <p><i>In order to ensure coverage and progression Y3 and Y4 will cover separate objectives.</i></p> <p>Year 3 Safety: Why is it important that we have device free moments in our lives?</p> <p>Computing YR3 This half term we will be exploring computing systems and networks- connecting computers. Key Question: What are the benefits of connecting devices in a network? To answer this question we will explore: How does a digital device work? What parts make up a digital device? How do digital devices help us? How am I connected? How are computers connected? What does our school network look like?</p> <p>Year 4</p>	<p>Ancient and MFL : French This half term we will be learning all about C'est Moi.</p> <p>Key Question: What do you want to know about me?</p> <p>To answer this question we will explore: Can I introduce myself? Can I count to 12 and say my age? What are the months in a year? Which month is my birthday in? Can I describe myself by saying my name, age and birthday?</p>	<p>Religious Education First half term This half term we will be learning about Islam beliefs and worship.</p> <p>Key Question: How do Muslims express their faith? To answer this question, we will explore: How did the religion of Islam begin? What do Muslims believe? What are the five pillars of Islam? What is the holy book of Islam? Where do Muslims worship? What are the festivals of Islam? How do Muslims express their faith? What makes Islam unique?</p>

<p>Safety: Our digital citizenship pledges What makes a strong online community?</p> <p>Computing Y4 This half term we will be exploring computing systems and networks- The internet What information is available on the internet? Key Question What information is available on the internet?</p> <p>To answer this question we will explore: How does a network share messages with another network to form the internet? What is the internet made up of? How can websites be shared via the World Wide Web? What is a website? Who owns the web? Can I believe what I read?</p>		
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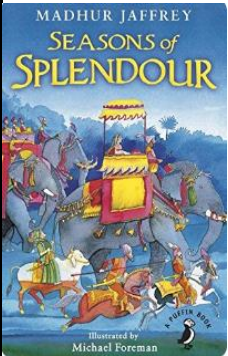

PSHE inc citizenship
Being me in my world - 'Who am I and how do I fit?'
Anti-bullying week
Black history month
Rights respecting
British Values




Year 5 / 6

<p>English including CLPE <i>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,</i></p>	<p>Maths Year 5 will cover Place Value, addition, subtraction, multiplication and division Year 6 will cover place value and the four operations</p>	<p>Science This half term we will be learning about animals including humans. Key Question:</p>
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<p>putting quality children's books at the heart of all learning.</p> <p>CLPE focussed reader: Core Reading: Seasons of Splendour by Madhur Jaffrey</p>  <p>Other Literacy opportunities will include persuasive writing, discussion, playscripts, letters, narrative writing and non-chronological reports.</p>		<p>What happens as humans get older?</p> <p>We will learn: What the stages of human development are; how babies develop; what the main changes are that take place during puberty; what changes take place during old age; what is a gestation period; how to investigate how gestation periods compare?</p>
<p>Design & technology Covered in the second half term</p>	<p>History This half term we will be learning about Georgian Britain</p> <p>Key Question:</p> <p>What is the Georgian period known for?</p> <p>To answer this question we will explore:</p> <p>Can I order important events from the Georgian period onto a timeline?</p> <p>Who ruled in Britain during the Georgian period?</p> <p>What was the industrial revolution?</p> <p>How did the Bridgewater Canal improve links for industry?</p> <p>What were the greatest inventions of the industrial revolution?</p> <p>How did education change during the era?</p> <p>Who set up the first Metropolitan Police Force?</p> <p>What impact did the factory act have on women and children?</p>	<p>Geography Covered in the second half term</p>

<p>Art & design This half term we will be exploring abstract artists and their artwork</p> <p>Key Question</p> <p>What can I expect to find in a piece of abstract art?</p> <p>To answer this question, we will explore:</p> <p>What is abstract art?</p> <p>Who was Willem de Kooning?</p> <p>Can I create a piece of art in the style of Willem de Kooning?</p> <p>Who was Jackson Pollock?</p> <p>Can I create a piece of art in the style of Pollock?</p> <p>Who was Frankenthaler?</p> <p>Can I create a piece of art in the style of Frankenthaler?</p> <p>How did the work of Pollock and Frankenthaler inspire an artistic movement?</p>	<p>Music: Music and Technology</p> <p>Musical Spotlight: Music and Technology Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation).</p> <p>Can you tell the difference between the live sounds and digital sounds?</p> <p>Social Question: How Does Music Bring Us Together?</p> <p>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, Bb, B</p> <p>Ongoing music appreciation and chronology</p> 	<p>PE Topic: Games (invasion) Core task – Grid rugby (tag rugby)</p> <p>Key learning will include: Passing and moving to create attacking opportunities. Refining knowledge of tagging and defensive formations. Applying attacking tactics into a game situation. Point scoring in tag rugby.</p> <p>Swimming: Pupils will be taught to:- swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations</p>
<p>Computing <i>In order to ensure coverage and progression Y5 and Y6 will cover separate objectives.</i></p> <p>Year 5 Safety: You won't believe this!</p> <p>What is clickbait and how can you avoid it?</p> <p>Computing YR5</p> <p>This half term we will be exploring Computing systems and networks- Systems and searching</p> <p>Key Question: How is information transferred between systems and devices?</p> <p>To answer this question we will explore:</p>	<p>Ancient and MFL : French This half term our topic is getting to know you</p> <p>Key Question: What do you want to be when you grow up?</p> <p>In this topic we will be learning to listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p>	<p>Religious Education This half term we will be learning about the key beliefs in Humanism</p> <p>Key Question: What do humanists believe?</p> <p>To answer this question, we will explore: What is a human? How do Humanists find their truth? How do Humanists work out what is right or wrong? What do Humanists believe about life and death?</p>

<p>How can computers be connected to form systems?</p> <p>What are the roles of computer systems in our lives?</p> <p>How should I use a search engine?</p> <p>How do search engines select results?</p> <p>How are search results ranked?</p> <p>Why is the order of results important and to whom?</p> <p>Year 6</p> <p>Safety:</p> <p>Finding my media balance</p> <p>What does media balance mean for me?</p> <p>Computing YR6</p> <p>This half term we will be exploring Computing systems and networks- Communication and collaboration</p> <p>Key Question</p> <p>How is data transferred over the internet?</p> <p>To answer this question, we will explore:</p> <p>What is the importance of internet addresses?</p> <p>How is data transferred across the internet?</p> <p>How can sharing information online help people work together?</p> <p>How can people work together online?</p> <p>How do we communicate using technology?</p> <p>What are the best methods for communicating online?</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate songs stories, poems and rhymes in the language.</p> <p>Write phrases from memory.</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>How do Humanists celebrate different life events?</p> <p>What are Humanists' goals for society?</p> <p>What famous Humanists can we learn from?</p>
<p>PSHE inc citizenship</p> <p>Being me in my world - 'Who am I and how do I fit?'</p> <p>Anti-bullying week</p> <p>Black history month</p> <p>Rights respecting</p> <p>British Values</p>		



