



### How is our curriculum planned?

The leadership team have been very prescriptive about the content of each subject area to ensure full coverage of the National Curriculum but it is up to each class teacher on how each lesson 'comes alive'. For each subject, unit overviews have been created with key enquiry questions and key vocabulary that needs to be embedded throughout. Quality end products that showcase the children's knowledge and skills gained have been planned and these will be shared with the school community throughout the year.

### How do we organise our curriculum?

We follow a two year cycle for each subject. The time allocated for each of the different subjects is unique to Littlemoor as we have also incorporated enrichment activities. Each class follows a fortnightly timetable to ensure that all subjects are taught and the children receive a 'fair share' of all subjects.

### What would you expect to see in a lesson?

*Research has shown that metacognitive strategies had a "significant, positive, and direct effect on cognitive strategy use" (Purpura, 1999).*

In each lesson, we use a range of metacognitive strategies to teach students to successfully learn. We always begin with an opportunity for the children to revisit previous learning through a low stake quiz or a recap of the sticky knowledge. This quickly identifies and addresses any misconceptions. Following this, the children are introduced to new learning and offered a range of strategies to embed this new knowledge. These strategies ensure all our wider curriculum lessons are inclusive and are aimed at all children, regardless of their ability.

### How do we assess in the Wider Curriculum?

To ensure that new knowledge is fully embedded and retained, children are not assessed until the following half term. These assessments are very informal and involves the children answering questions based on the work completed in the previous unit. This feedback is then passed onto subject leaders for their analysis.

**CYCLE A Science**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 and 2</b>	<u>Animals and Humans</u> Why is it good to be me?  <b>Biology</b>	<u>Living things and their habitats</u> Why would a dinosaur not make a good pet?  <b>Biology</b>	<u>Use of everyday materials</u> Why is that made of that?  <b>Chemistry</b>	<u>Plants</u> Which plants would you find in Alexandra Park?  <b>Biology</b>	<u>Animals and Humans</u> How will 5 a day make me healthy?  <b>Biology</b>	<u>Light</u> Can you light it up?  <b>Physics</b>
<b>Years 3 and 4</b>	<u>Animals and Humans</u> What happens to the food we eat?  <b>Biology</b>	<u>Living things and their Habitats</u> Which animals thrive in and around Littlemoor? <i>Links with biomes in geography</i>  <b>Biology</b>	<u>States of Matter</u> Solid, liquid or Gas?  <b>Chemistry</b>  <i>Links with rivers and water cycle in geography</i>	<u>Plants</u> How did that blossom become an apple?  <b>Biology</b>	<u>Electricity</u> How could you cope without electricity for a day?  <b>Physics</b>	<u>Sound</u> Did you hear that?  <b>Physics</b>
<b>Years 5 and 6</b>	<u>Animals and Humans</u> What would a journey through your body look like?  <b>Biology</b>	<u>Living things and their Habitats</u> Do all animals and plants start life as an egg?  <b>Biology</b>	<u>Evolution and Inheritance</u> Have we always looked like this?  <i>Links with biomes in geography</i>  <b>Biology</b>		<u>Light</u> How can you light up your life?  <b>Physics</b>	<u>Electricity</u> Could you be the next Nintendo apprentice?  <b>Physics</b>

**CYCLE A History and Geography**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 and 2</b>	What would it be like to live in Gambia?  History: Black History 1 theme week Suggestion: Bessie Coleman (African American pilot)	Is London Burning?	What has changed since my grandparents were young?	How is our Kingdom united?	Have Rosa Parks and Nelson Mandela helped to make the world a better place?	What lies beneath?
<b>Years 3 and 4</b>	Which countries make up the British Isles? <i>Saxons and the Scots</i> <i>Links with History: Britain's settlement by the Anglo Saxons</i>  History: Black History 1 theme week Suggestion: Rosa Parks (the mother of the freedom movement)	2 Week Themed Unit: Who were the first farmers?  Were the Anglo Saxons really smashing?	Why should some key events in British History never be forgotten?	Why is the ship canal important to Manchester?  <i>Links with Science: States of Matter</i>	How can we re-discover the wonders of Ancient Egypt?	How is Kenya a country of contrasts?
<b>Years 5 and 6</b>	What is the difference between the UK, The British Isles and Great Britain? (Short unit)  Black History Unit: Why should the world be ashamed of slavery?	How could Hitler have convinced a nation like Germany to follow him?	Gods or Mortals?		What is so special about Texas?	

### CYCLE A Art

	Autumn		Spring		Summer	
	<b>Autumn 1</b> Artist Study: Andy Warhol		<b>Spring 1</b> Artist Study: Linda Caverley		<b>Summer 1</b> Artist Study: Ben Mosley	
<b>Years 1 and 2</b>	<b>PRINTING</b> Skill Taught: relief printing, printing with a range of objects, creating patterns		<b>SCULPTURE: TEXTURE</b> Skill Taught: simple weaving, overlapping, collage, stitching, applique,		<b>COLOUR</b> Skill Taught: Naming all colours, mixing secondary colours, finding and grouping colours, tones of colour (Lightening and darkening)	
<b>Years 3 and 4</b>	<b>PRINTING</b> Skill Taught: relief and impressed printing, mono printing and colour mixing through overlapping colour		<b>SCULPTURE: TEXTURE</b> Skill Taught: needlework, weaving, tie-dye, batik, fabric-collage.		<b>COLOUR</b> Skill Taught: Colour wheel, colour mixing and matching (tint, tone, shade), use of colour to create different moods, dotting, scratching, splashing, use of different paintbrushes	
<b>Years 5 and 6</b>	<b>PRINTING</b> Skill Taught: Screen printing, combining prints, builds up drawings and images of whole or parts of items using various techniques.		<b>SCULPTURE: TEXTURE</b> Skill Taught: embellish work, fabric making, large-scale collaboration, separate artist study: Molly Williams, William Morris, Gustav Klimt		<b>COLOUR</b> Skill Taught: Understand and show hue, tint, tone, shades. Use of colour for purpose (expression and mood).	

### CYCLE A Design and Technology

		<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>
<b>Years 1 and 2</b>		Structures - Freestanding structures		Food – Preparing fruit and vegetables		Textiles – Templates and joining techniques
<b>Years 3 and 4</b>		Textiles – 2D shape to 3D shape		Food – Healthy and varied diet		Electrical systems – Simple programming and control
<b>Years 5 and 6</b>		Food – Celebrating culture and seasonality		Structures – frame structures		Electrical Systems – More complex switches and circuits

### CYCLE A RE

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Years 1 and 2</b>	1.1 Who is a Christian? What do Christians believe God is like?	1.2 Why does Christmas matter to Christians? (Incarnation)	1.3 Beginning to learn Islam: What do Muslims believe and how do they live?	1.4 Islamic Festivals and family life: what can we learn from stories of the Prophet?	1.5 What does it mean to belong to a faith community?	1.6 What can we learn from sacred books and stories?
<b>Years 3 and 4</b>	L2.1 What do Jewish people believe and how do they live?	L2.2 What do different people believe about worshipping God?	L2.3 Why do people pray?	L2.4 What kind of world did Jesus want and why?	L2.5 How do festivals and family life show what matters to Jewish people?	L2.6 What does it mean to be a Christian in Britain today?
<b>Years 5 and 6</b>	U2.1 Values: What matters most to Humanists?	U2.2 How do Christians celebrate Christmas around the world?	U2.3 What are the different ways to worship? What are the differences and similarities between religions?	U2.4 Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?	U2.5 Christian Aid, Islamic relief and non-religious charities – can charity change the world? Why does faith make a difference?	U2.6 What is a pilgrim? Does a pilgrimage have to be a place of worship?

### PE CYCLE A

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Years 1 and 2</b>	Ball skills Throwing & catching	DANCE	GYMNASTICS Travel on benches.	MULTISKILLS	Ball skills Striking & fielding	Athletics
	GYMNASTICS Travel & balance on mats	YOGA	Health related fitness	DANCE	GYMNASTICS Travel and balance within a sequence	
<b>Years 3 and 4</b>	Throwing & catching	DANCE	GYMNASTICS Jumping techniques- apparatus, sequences	TAG RUGBY	QUICK CRICKET	Athletics (Mini Olympics)
	FITNESS	YOGA	OAA	DANCE	GYMNASTICS Create sequences with a group	OAA
<b>Years 5 and 6</b>	BADMINTON	DANCE	GYMNASTICS Movements- rolling, bridging, dynamic	NETBALL	CRICKET	Athletics (Throwing gala)
	FITNESS	YOGA	OAA	DANCE	GYMNASTICS Move in canon and unison, sequences	OAA

CYCLE A Modern Foreign Languages

	Autumn	Spring	Summer
Years 3 and 4	Pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They also learn some nouns (pencil case items). They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.	The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.  The key verbs are 'es' (he/she/it is), 'son' (they are), 'hay' (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).	This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format.
Years 5 and 6	Pupils start with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.	This unit focuses on sports and opinions. Pupils pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.	In this unit pupils use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music.

CYCLE A - MUSIC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 and 2	Old School Hip Hop "Hey You" -How pulse, rhythm and pitch work together. (Year 1 Unit 1)	Afropop, South African "Hands, Feet, Heart" -South African music (Year 2 Unit 1)	Blues, Baroque, Latin, Bhangra, Folk, Funk. "In the Groove" -How to be in the groove with different styles of music. (Year 1, Unit 3)	Reggae "Zootime" -Reggae and animals (Year 2, Unit 4)	Pop "Your imagination" -Using your imagination (Year 1, Unit 5)	Classical "Reflect, Rewind and Replay" -The history of music, look back and consolidate your learning, learn some of the language of music. (Year 2, Unit 6)
Years 3 and 4	RnB "Let your spirit fly" -RnB and other styles (Year 3, Unit 1)	Pop "Mamma Mia" -ABBA's music (Year 4, Unit 1)	Reggae "Three little birds" -Reggae and animals (Year 3, Unit 3)	Grime "Stop" Writing lyrics linked to a theme. (Year 3, Unit 3)	Musical Instrument "Glockenspiel Stage 1/2" -Exploring and developing playing skills. (Year 3/4, Unit 2)	Classical "Reflect, Rewind and Replay" -The history of music, look back and consolidate your learning, learn some of the language of music. (Year 4, Unit 6)
Years 5 and 6	Rock "Livin' on a prayer" -Rock Anthems (Year 5, Unit 1)	Pop/Neo Soul "Happy" -Being happy (Year 6, Unit 1)	Bossa Nova and Swing "Classroom Jazz 1/2" -Jazz and improvisation [and composition] (Year 5/6, Unit 2)	Pop Ballads "Make you feel my love" -Pop Ballads (Year 5, Unit 3)	70's Ballad/Pop "You've got a friend" The music of Carole King (Year 6, Unit 4)	Classical "Reflect, Rewind and Replay" -The history of music, look back and consolidate your learning, learn some of the language of music. (Year 6, Unit 6)