



# Brookvale Primary School

## Curriculum Overview

### Reception

**Class Literature:** 'Will You Be my Friend?' By Molly Porter

**Class Nursery Rhyme:** 'Ring a ring o' roses'

**Primary Curriculum Focus:** Personal, Social, and Emotional Development

**Communication and Language:** The children will begin to learn how to speak confidently in front of teachers and peers in their class in 1:1, small group and whole class situations. They will be taught basic techniques, e.g. facing their audience and giving good eye contact. When they feel confident, they will then share what their interests are inside and outside of school and what they like to do when playing with friends. This will help the children to build relationships with others.

**Literacy:** The class text 'Will You Be My friend?' by Molly Porter will be read daily over the week. Each day, a different theme about friendship will be discussed. The children will be able to share their thoughts about friendship in partner talk and small group talk. The teachers will also be carrying out a baseline assessment on the children's literacy skills throughout the week.

**Maths:** Throughout the week, the children will be listening to and learning number songs in preparation for their number lessons, which will begin next week. The teachers will also be carrying out a baseline number assessment on the children.

**PSED:** The children will be reminded about classroom expectations and will be introduced to the whole school expectations when going to the dinner hall for lunch. During circle time activities, the children will be asked about what they think makes a good friend and, with modelling from the teachers, will then be encouraged to share their ideas about friendship. The children be taught about how both actions and words can help show someone that they care and how actions and words can hurt people's feelings too.

**Physical Development:** The children will have access to both fine motor skill and gross motor skill activities during the continuous provision sessions. During fine motor skills session, the children will be taught how to sit correctly to ensure they work as accurately as possible. They will also be taught the correct way to hold a pair of scissors. The children will have a daily session on the bikes, scooters, and other large motor skill equipment on the main playground to help build the necessary muscles for writing. The children will also be taught how to keep safe on the equipment.

**Understanding the World:** The children will be learning about what the term 'friendship' means in our community. Whilst discussing friendship, the children will have the opportunity to talk about members of their community who they show kindness and friendship towards. This may include people who help them, e.g. Doctors, Nurses, Police Officers etc.

**Expressive Arts & Design:** The children will be shown how to paint a picture of a face using the correct grip on a paintbrush. They will then be asked to paint a picture of their friend exploring the paints and other resources with support from a teacher.

**Phonics:** The children will begin their phonics lessons this week and will be taught the sounds /s/ as in 'sun' and /a/ as in 'apple.' They will also be taught how to write these letters, and they will have the opportunity to form these letters in their phonics booklets.

### Year 1

**Class Literature:** 'Paddington' by Michael Bond.

**English Reading:** As the children begin their new year in Year One, the first book they will focus on is 'The Three Little Pigs' by Susanna Davidson. They will begin the week by predicting what will happen in the story, applying their knowledge of traditional tales they read in Reception. This is a key skill to support their awareness of stories and how stories follow a similar pattern. Over the week, the children will build their vocabulary to support their understanding of the text.



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**English Writing:** Using the text as a stimulus, children will use key words and phrases when attempting to reconstruct sentences from the story. The children will need to check key elements of sentence structure; such as does it have a capital letter? Does it make sense? and Is there a full stop? The children will then attempt to write their own sentence about what each pig uses to build their house. Here they will need to use the phonetic knowledge to support their writing of each word.

**Phonics:** This week, the children will begin working within their specific groups for phonics. The children will be reviewing and recapping sounds previously taught in Reception and will complete a baseline activity to identify areas of need.

**Maths:** The children will begin their first maths unit by sorting objects. Children will learn that the same collection of objects can be sorted in different ways and will be encouraged to come up with their own criteria for sorting objects into sets. Next, children will begin to count objects within their sorted groups using a logical approach. The children will then move onto counting out objects from a larger group and will use concrete representations of objects, such as apples, leaves and books, matching their concrete objects with numeral cards.

**Science:** The children begin their first science unit on 'My Body and Senses.' This week, the focus will be 'What is a skeleton?' and 'What are the different parts of the body?' The children will learn that the skeleton has 206 bones and will learn to identify different bones, such as: ribs, hips and sternum. The children will also identify organs, such as: heart, brain and lungs.

**History:** For their first history unit of the year, children will explore the theme of 'continuity and change' when looking at houses and homes through time. The children will begin the unit by identifying a range of homes, such as semi-detached, detached houses, terraced houses, flats or apartments and house boats. The children will identify the type of home they currently live in and will draw and label a picture of their home, commenting on similarities and differences.

**Geography:** Over the coming half term, children will be embarking on a journey around the United Kingdom. This week, they will learn the Earth is split into 7 large areas known as continents and that between the continents are 5 oceans. They will also learn where the United Kingdom is located on the world map.

**Religious Education:** In R.E. this half term, children will explore, 'Our Wonderful World.' The children will be identifying what makes our world special by drawing a picture and writing sentences to describe what is special to them in their personal world.

**Personal Development & Wellbeing:** The children will focus on what makes a 'family' this week in PDW. They will understand that families can include different people and will learn and understand the correct names for different relations. The children will then draw a picture of their family and label each person within it before discussing the relatives in their family unit.

**Design Technology:** During Design Technology this week, the children will investigate a range of puppets and their features, creating a drawing and labelling the puppets features. As the unit progresses, they will design and make their own puppet.

**Computing:** In computing, children will learn that they can go to exciting places online but that they need to follow certain rules to remain safe. By taking a virtual field trip, children will experience the power of the Internet to take them to places they might not be able to visit in person. They will learn that they should follow safety rules when they travel online, just as when traveling in the real world.

**Music:** The child will begin their new music unit by listening to and appraising the song 'Hey You' by Joanna Mangona, which is written in an old-school Hip Hop style. Children will learn about the differences between pulse, rhythm and pitch and how to rap in its original form.

**Physical Education:** This half term, children will be focusing on gymnastics and yoga. In gymnastics, they will begin to explore travelling movements and the space that they can safely use around them. In Yoga, the children will begin to explore how yoga can be used for self-regulation and mindfulness.



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**Spelling:** The focus for spellings this week will be from the year 1 common exception words, such as 'were,' 'some' and 'house.'

**Grammar:** The grammar focus for this week will be capital letters and lowercase letters. The children will learn when they need to use a capital letter - for their name or at the start of a sentence and also when they need to use lowercase letters. The children will also focus on finger spaces and full stops.

## Year 2

**Class Literature:** *'The Owl who was Afraid of the Dark'* by Jill Tomlinson

**English Reading:** In group reading this term, the children will be focusing on reading with fluency and understanding vocabulary in context. They will begin to answer simple retrieval questions on the text.

**English Writing:** The children will continue their unit on *'The owl who was Afraid of the Dark'* by Jill Thompson. They will start the week by making predictions about the story based on the front cover, including the illustrations and blurb. They will then learn how to add the suffix 'ly' to turn adjectives into adverbs, e.g. beautiful - beautifully.

**Phonics:** The children will be recapping previously learnt grapheme and phoneme correspondences using these to both blend and segment words.

**Maths:** The children will begin their unit on 'place value'. They will start the week by recapping numbers to 20, both in numerals and words, and represent these in a range of ways. They will then extend this learning to numbers to 100, putting objects into groups of 10 to count them efficiently before moving on to recognising and representing tens and ones. They will predominately use place value charts and base 10 to support their learning.

**Science:** The children will be discussing why food is so important for humans and which foods we should eat occasionally, often and regularly.

**History:** Beginning their new history unit about 'The Gunpowder Plot,' the children will explore the key question 'Who was King James?' They will learn about his religion; his family and what life was like during his reign. They will take on the role of King James and answer questions relating to his life and reign.

**Geography:** The children will begin their unit on 'oceans and seas'. This week, the children will locate the bodies of water surrounding the United Kingdom, including the North Sea, the Irish Sea, the Celtic Sea and the English Channel. The children will learn that a sea is a small part of an ocean and that oceans tend to be deeper.

**Religious Education:** The children will begin their unit on 'celebrations.' Children will discuss what they personally celebrate, e.g. birthdays, Hannukah, weddings etc. and will identify/discuss what these celebrations entail, looking for similarities and differences in the celebration.

**Personal Development & Wellbeing:** The children will be starting their unit on 'families and relationships.' They will discuss what the word 'family' means before choosing a person who cares for them and writing a short poem about what they do for them.

**Art:** The children will begin their unit on patterns, using a range of everyday objects to create repeating patterns. They will also discuss the painting 'Vertumus' by Giuseppe Arcimboldo, giving their own opinion on the artwork.

**Computing:** In computing, children will explore the key parts of a computer, including: the keyboard, mouse and screen, discussing the purpose of each and how they work as a system.

**Music:** In their first music lesson of the year, children will appraise the song, *'I wanna play in a band'*, discussing not only their personal response but also the dynamics of the piece and the instruments that they can hear.

**Physical Education:** The children will begin their PE units on 'gymnastics' and 'fundamental skills'. In gymnastics, children will learn how to perform specific gymnastic shapes, such as 'star', 'pike' and 'tuck,' and link these together to create a routine. In fundamental skills, they will explore how the body moves when running at different speeds, ensuring they run on the balls of their feet and use their arms to help propel them forward.



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**Spelling:** The spelling focus will be words containing the sound /n/ spelt 'kn,' and less often 'gn' at the beginning of words, such as: 'knock', 'knitting', 'gnome' and 'gnaw'.

**Grammar:** This week, the grammar focus will be the word class of nouns. The children will discuss the difference between common and proper nouns and when a capital letter is necessary.

### Year 3

**Class Literature:** 'The Stolen Spear' by Saviour Pirotta.

**English Writing:** In English, the children will be using the adventure text 'Stone Age Boy' by Satoshi Kitamura as a stimulus for their writing. This week, the children will predict what the story may be about, based on details stated and implied, before then reading the first few pages of the book, gathering an understanding of the two characters in the text. The children will role-play as these characters, immersing themselves into the text to gather an understanding of what speech is. They will then be learning how to correctly punctuate direct speech with appropriate speech marks and punctuation within these.

**English Reading:** In reading, children will be exploring the text 'Ug the Boy Genius of the Stone Age' by Raymond Briggs. The children will explore exaggeration used by the author to create satire and work to unpick the anarchism relating to the Stone Age in the text. Throughout the week, the children will use their inference skills to create an engaged response and understanding towards the main characters of Ug and his family.

**Maths:** Children will begin their first maths unit exploring place value. Understanding this will provide them with a solid foundation all other maths work across Year 3. The children will look at representing numbers, stating how many tens and ones are in a number, for example; 'There are two tens and three ones in the number is 23'. They will do this by working with concrete manipulatives, such as base ten and Numicon, and looking at pictorial representations, gathering an essence of the cardinality of number. The children will be using their knowledge of place value to partition numbers of any value to one thousand, later in the week. The children will also be given a variety of problem solving and reasoning questions each day to test their application of place value.

**Science:** This week in science, the children will be classifying rocks based on their physical properties. Retrieving knowledge from their learning about 'materials' in Key Stage 1, such as solid, rigid etc, they will sort the rocks into groups. The focus for the lesson will be to advance their vocabulary of material, focusing on how rocks can be described based on their properties. They will then be using the scratch test from Mohs scale of hardness to place different rocks in order of hardness, from chalk to slate.

**History:** Children will begin their topic of 'Stone Age' with an exploration of pre-history, gathering an understanding that this is a period before written records, and looking at the role of an archaeologist in helping us gather an understanding of the time by discovering artefacts. The children will get the opportunity to work as archaeologists, having several images of different Stone Age tools and classifying them to decide their use with a series of description cards.

**Geography:** Children will begin their new unit of 'weather and climate' this week. The children will be retrieving their knowledge of weather from Year 2, exploring vocabulary around weather and forecasting. The children will be able to practically explore this by creating their own weather forecast using iPads to support them.

**Design Technology:** For design and technology this week, the children will look at a running stitch and a cross stitch. They will practise making these stitches on a piece of felt and will learn how to thread the needle.

**Personal Development & Wellbeing:** In their first lesson of PDW this year, the children will commence their unit of 'families and relationships,' by looking at several family structures and relationships, and learning about what would happen when conflicts arise within home settings too.

**French:** For their first French lesson, the children will be exploring France as a country. They will learn facts about France and the various places that are important to France, such as the Eiffel Tower and the River Seine. They will then work to locate these on a map of France.

**Music:** Children will be appraising the song 'Let your Spirit Fly,' by Joanna Mangona, discussing the instruments they can hear, which genre the music is and subsequently discussing their opinions on the piece. They will then learn how to sing this song as an ensemble.

**Computing:** During computing, the children will begin a new unit, learning about networks and the internet. This week they will complete a flow diagram, exploring what a wireless device is and how this works.



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**Physical Education:** This week, the children will start with their new unit of gymnastics. They will learn how to create point and patch balances as well as how to work safely when learning a skill in P.E. Children will learn how to appraise a balance and will think about what makes a good balance and how this might help to improve their own balances.

**Spelling:** Spelling this week will focus on teaching the children words with the /a/ grapheme, spelt with an 'ei' or 'eigh,' such as 'eight'

**Grammar:** The grammar focus for this week will be pronouns. The children will explore adding and changing pronouns to ensure they match the appropriate noun.

### Year 4

**Class Literature:** 'Iron Man' by Ted Hughes and 'Escape from Pompeii' by Christina Balit

**English Reading:** This week, the children will start their new class text 'The Iron Man' by Ted Hughes. At the beginning of the week, they will retrieve key information about The Iron Man from the text and formulate questions to find out further information. Children will then look at the description of Iron Man and, following the same structure, will write a short description of The Iron Man. Following this, they will consider Hogarth's thoughts and feelings on the night he first saw The Iron Man and write a diary entry. At the end of the week, children will identify features of a persuasive letter in preparation to write their own to Hogarth's father, outlining the problems related to The Iron Man's appearance and possible solutions.

**English Writing:** This week, the children will explore our class text 'Escape from Pompeii' by Christina Balit. Having created expanded noun phrases to describe the scenes on the front and back cover, the children will organise these ideas into paragraphs around a theme. They will then read the opening of the book and write sentences using a wide range of conjunctions relating to what they have read. Following this, they will consider Tranio's view of Pompeii out of his window and use their senses to write a description of this, building on their knowledge and application of fronted adverbials. At the end of the week, they will look at the chronology of a typical day for Tranio and write a diary entry explaining his day, focussing on the informal first-person style.

**Maths:** The first maths topic this term will be place value. Children will recap their knowledge of numbers up to 1,000, locating these on a range of number lines with varying intervals. They will then move onto looking at numbers up to 10,000, representing and partitioning these using concrete resources, such as: base 10, number sentences and part-whole models. They will also learn about how to flexibly partition numbers to 10,000.

**PDW:** The children will start their new unit on 'families and relationships' with this lesson focusing on courteous behaviours. The children will consider how they can be courteous in a range of scenarios, such as in a place of worship or in a shop.

**Computing:** The children will begin their new unit on 'Scratch.' This lesson will focus on recapping the key features of the programme, including the use of coordinates to position the sprite.

**Music:** The children will begin their external keyboard tuition with Mrs Owen. This will be the first of a 3-year programme of tuition. In their initial lesson, they will be taught the rules and expectations with using the keyboards and introduced to the different notes on the keyboard.

**French:** In their first lesson, children will be recapping the French pronunciation rules about silent letters. They will also recap the phonemes and graphemes learnt in Year 3, including [ç], [an,en,on], [i], [é,ez] and [jen]. They will then apply this to learning the song 'Bonjour-Alain le Lait'.

**Geography:** The children will begin their unit on 'The Americas.' They will recap their knowledge from the previous lesson on North American countries, states and cities before selecting a North American city to research key facts about and create a fact file.

**History:** The first history topic of the year is 'The Romans'. The children will explore the key question, 'Who were the Romans and where did they come from?' They will look at how and when the Roman Empire began, plotting key events on a timeline. Children will also consider the story of 'Romulus and Remus.'

**Science:** The children will begin their new unit on 'sound' by looking at how sounds are made. They will listen for different sounds in the school and discuss what is vibrating for these sounds to be produced.

**Design Technology:** The children will begin their new unit on food, looking specifically at adapting a pre-existing recipe. In this lesson, they will taste test a range of biscuits, evaluating factors such as their taste, texture, appearance and packaging.



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**PE:** This year, Year 4 will be completing a swimming programme. Their first lesson will be an assessment to ascertain which swimming group they will be in. Subsequent lessons will see them be taught a range of swimming techniques suitable for their swimming ability. It is essential that children attend all swimming lessons to ensure they have this life-saving skill.

**Spelling:** The spelling focus this week will be words with /aw/ spelt with 'augh' and 'au,' such as: caught, astronaut and daughter.

**Grammar:** The children will be looking at the difference between singular and plural nouns as well as the different spelling rules when forming plural nouns.

### Year 5

**Class Literature:** 'Queen of the Falls' by Chris van Allsberg and 'Rooftoppers' by Kathrine Rundell

**English Writing:** The children will begin their reading unit with 'Rooftoppers' by Kathrine Rundell. Children will be starting the week by working on their visualisation skills and will be predicting the key features of the cover using their 'mind's eye.' They will then be reading the first chapter of the book to discuss key parts to build and develop their understanding of the text. Towards the end of the week, the children will be using their inference skills to analyse a character description by creating a drawing and annotation.

**English Reading:** During the children's first writing unit, they will be focusing on 'The Queen of the Falls' by Chris Van Allsberg. This week, children will learn key skills, such as: debating, listening to other opinions and forming conclusions about the implications of the character's actions. They will then use their predictive skills to identify how the character has become famous.

**Maths:** Over the course of next week, the children will begin their new unit on place value. They will begin by building on their previous learning and understanding with their work on Roman Numerals up to 1000 (M = 1000, C = 100, D = 50, X = 10, I = 1). They will then look to move onto ordering and understanding numbers up to 1,000,000, demonstrating their awareness that each digit takes its value from its position within a number.

**Science:** During Science, the children will be learning about our galaxy and what celestial bodies it is home to. Children will use mnemonics and songs to learn about the order of the planets and describe their position in relation to the solar systems central star, the Sun. This will allow them to begin their reasoning about why life is tied to the 'Goldilock's Zone.'

**History:** This week, the children will be building an understanding of the different dynasties throughout England since 1066, where they will be focusing on the lineage of the royal families and how the crown was passed throughout history all the way to the Windsor's today.

**Geography:** This term, children will be focusing on the continent of North America, specifically, where North America is located on a world map and which countries comprise the continent. The children will be answering the key question 'Where is North America in relation to the wider world?' using directional language to describe its position in relation to surrounding oceans, continents etc.'

**Art:** In art this term, children will develop the skills to draw in one and two-point perspective. Children will be learning about the importance of identifying lines of convergence. They will do this by deconstructing famous works, such as Da Vinci's 'The Last Supper' and Van Gogh's 'The Bedroom.' These examples will help the children create a piece of work with three-dimensional depth later in the unit.

**Religious Education:** Over this term, the children will be studying the Buddhist religion. Firstly, they will be focusing on the story of how Buddhism came to be, demonstrating their understanding by illustrating a story board of the key stages.

**French:** The children will be focusing on recapping the essential phonemes and graphemes, such as [s, ç, c+i, [an,en,on], [i,y], [é,ez, er]\*at the end of a word, [ei, è] & [ai\*, er\*] \*in the middle of a word that are needed to speak French. They will work on their pronunciation of these sounds to say the specific French words correctly and confidently.

**Music:** Children will begin their keyboard lesson with their external keyboard teacher, Mrs Owen. During the first lesson, children will recap their understanding of notes on a stave, their finger placements on the keyboards and some simple chords as a retrieval activity from their Year 4 lessons.



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**Computing:** This week the children will be discovering the use of computer networking and how it impacts their lives. They will also be understanding how devices communicate to access data.

**Physical Education:** This year, Year 4 will be completing a swimming programme. Their first lesson will be an assessment to ascertain which swimming group they will be in. Subsequent lessons will see them be taught a range of swimming techniques suitable for their swimming ability. It is essential that children attend all swimming lessons to ensure they have this life-saving skill.

**Spelling:** The spelling focus this week will be words with endings that sound like /shuhs/ spelt with -cious, such as: 'gracious,' 'atrocious,' 'malicious.'

**Grammar:** Throughout the week, children will be focusing on developing accuracy in capitalising proper nouns.

### Year 6

**Class Literature:** 'Windrush Child' by Benjamin Zephaniah

**English Reading:** In reading, Year 6 will be immersing themselves into 'Street Child' by Berlie Doherty and the life of Jim Jarvis, exploring the trials and tribulations he faced during the Victorian era. Using the front cover and the preface of the book, the children will make predictions about who Jim is and how he fits into the story.

**English Writing:** Year 6 begin their new text 'Windrush Child' by Benjamin Zephaniah, which explores the experiences of individuals from the Windrush generation and tells their side of the story through fictional characters. The children will begin by examining a range of historical evidence relating to HSS Empire Windrush's arrival in Britain from the Caribbean and consider the motivations of those onboard for coming to the UK. Working through the story, they uncover a timeline of Jamaica's history alongside the experiences of those journeying to Britain after the Second World War.

**Maths:** The children will recap their learning from Year 5 by exploring numbers up to 10,000,000. They will explore consistent patterns using the place value headings as well as exploring Gattegno and place value charts to support their understanding between columns and the construction of numbers.

**Science:** In science, children will learn to classify living organisms. They will be exploring the work of Scientist Carl Linnaeus and the system he developed for classifying living organisms. They will then conduct research about a chosen animal or plant and create a fact file about their chosen organism, including information about how their habitat, diet and environment have allowed them to evolve and adapt to suit their environment.

**Geography:** This term, children are learning about the continent of South America & The Amazon Rainforest. Children will begin by exploring the Amazon in relation to the rest of the world, learning that the Amazon rainforest spans an extensive area of South America. Children will look at the Amazon basin, locating the river and basin on various maps.

**History:** In their first History lesson of the year, children will recap their learning of significant achievements during the Tudor age (Year 5), specifically reflecting on the importance of Elizabeth I as a powerful female leader. From here, they will travel forward in time to the beginning of the Victorian age. The children will explore the early life of Queen Victoria, looking at her early life growing up, her marriage and her children. They will also consider why she can be considered the 'Grandmother of Europe.'

**Art:** This week, the children will be exploring a range of William Morris prints and designing their own block printing style using a range of flora and fauna. They will explore a range of non-printing pieces, such as Edgar Degas's 'Three Ballet Dancers'. They will then draw a simple sketch that will later be outlined on a piece of inked acetate and will block print their pattern.

**Music:** Year 6 will begin their keyboard lesson with their external keyboard teacher. During the first lesson, they will recap their notes, their finger placements on the keyboards and some simple chords as a retrieval activity from their Year 5 lessons.

**Computing:** Children's first topic this term will be exploring computer systems and networks. The first lesson will be understanding codes and how they might be valuable. The children will also be shown some ways to decipher codes and then be given the chance to create and write their own.

**Religious Education:** This term, Year 6 will be exploring the bible and learning about what a 'church' is. Their first lesson will explore what is written in the Bible, including how it is constructed into different books and testaments. They will explore a range of churches from around the globe and consider how they are pillars to the communities they are



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situated in. Having explored the Bible and churches, they will describe some beliefs and actions of the apostle which are describe in The Book of Acts.

**French:** The first lesson will be understanding and identifying key information in short spoken and written passages about other people. They will apply their French pronunciation rules from the Year 5 curriculum to read aloud short passages independently and successfully. They will also have some time to construct a short conversation which will recap their year 3,4 and 5 phoneme and grapheme knowledge as well as their French pronunciation rules.

**Physical Education:** This term, Year 6 will be focusing on dance and gymnastics. In dance, their first lesson will be to copy and repeat a dance phrase showing confidence in movement. They will need to use loud confident actions to create music to support their performance. In gymnastics, they will learn to develop the straddle, forward and backward roll. They will need momentum to help them roll and strong body tension to keep their shape when completing their roll.

**Spelling:** The spelling focus this week will be on ambitious synonyms: adjectives i.e., awkward, obstinate, and calamitous.

**Grammar:** This week's focus will be looking at noun phrases and focusing on the use of appropriate adjectives to describe a noun.