



Brookvale Primary School

Curriculum Overview

Reception

Class Literature: 'The Colour Monster' by Anna Lienas's

Class Nursery Rhyme: 'I can sing a rainbow'

Primary Curriculum Focus: Personal, Social and Emotional Development

Communication and Language: This week, the children will be learning about the different emotions that people can feel through the story of 'The colour Monster'. During whole class teaching time, and small group guided sessions, the children will be taught to listen carefully to other children describing their emotions and then identifying which colour this may be associated with. Teachers will continue to discuss why active listening is so important in school and cue children into group discussions. On Thursday, the children will be taught how to 'hot seat' a character/colour and then they will be given the opportunity to ask questions to them. The children will be encouraged to ask questions to find out more information.

Literacy: Reading plays an important role in the curriculum and each day the children will be reading with an adult. Whilst reading the children will be identifying the initial sounds of objects in their picture books. In writing sessions, the children will be taught how to write some CVC words with known phonemes, e.g. sat, sit, pin, pat.

Maths: This week sees children starting their first maths unit of the year, exploring matching and sorting. Throughout the week each child will complete a guided group activity where they will be matching socks based on their colours, patterns and qualities. The children will also be singing daily counting songs to help them to learn about the composition of numbers which they will be exploring in the next few weeks. During continuous provision, the children will be playing a variety of matching activities in the outdoor area, including a treasure hunt for matching objects.

PSED: In PSED, children will explore the different emotions represented in 'The Colour Monster.' They will learn words to describe their emotions, such as angry, afraid, amused, excited etc and will look at how people's face may appear for different emotions.

Physical Development: The children will be taking part in 'Letter Join' lessons each day. This week the children will be taught how to form circles and spirals with the correct pencil grip and sitting in the correct writing position. During P.E., the children will be taught how to stop in a balanced position on their feet. They will also be taught how to take small steps to enable them to stop more smoothly when travelling.

Understanding the World: Whilst learning about different emotions the children will have the opportunity to talk about members of their immediate family and the community around them. They will talk about different emotions they may feel with members of their family, their friends and their peers.

Expressive Arts & Design: The children will be taught a game which will enable them to name and match colours whilst also identifying the primary colours of blue, red and yellow. They will also be learning the song 'I can sing a rainbow.' During continuous provision, the children will be shown how to make a 'feelings jar' full of colours that represent feelings.

Phonics: The children have been working very hard in their phonics lessons over the past 2 weeks. This week the children will be learning the sounds /p/ and /n/. They will also be writing words which have the sounds /s / /a/ /t/ /i/ /p/ /n/ in them, e.g., sit, pat, tap etc. There will be many activities out this week that will aid the children to begin blending which will help them to begin to read.

Spelling: The spellings of the month for Reception are: any, new, work, part, take, get, place, made, live, where. These spellings will be displayed in the classroom and referred to daily.



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Year 1

Class Literature: 'Paddington Bear' by Michael Bond.

English Reading: Children will continue with the class novel of 'Paddington Bear.' They will discuss how Paddington may have felt when he first went to live with the 'Browns.'

English Writing: Following on from last week the children will continue to write simple sentences that will focus on the major events of 'The Three Little Pigs.' They will use full stops, capital letters and finger spaces. The children will also continue to learn about adjectives and how this can make their writing more interesting. They will then write an alternative version of the story.

Phonics: This week the children will be focusing on the sound 'ur' as in purse and 'ow' as in owl.

Maths: Continuing their unit on place value, the children will begin to count backwards from 10 and identify less than a given number within 10. Next, they will compare groups of objects and finally understand and use the language 'fewer,' 'more' and 'the same' when discussing amounts.

Science: This week the children will be investigating whether their other senses affect their sense of taste?

History: Following on from last week's lesson the children will explore what homes they can find in our local area? (Geography study link)

Geography: After exploring the local area through Google maps last week, this week the children will investigate the key features of a map. They will become aware of physical features, such as: trees, lakes and mountains, and human features, such as: building, train-lines, and roads on a map. The children will then explore a map of the local area of Brookvale Park and our school, they will label the human and physical features they can see.

Religious Education: This week the children will learn about the Hindu creation story, comparing similarities and differences to the Christian creation.

Personal Development & Wellbeing: Following on from last week's lesson on families, the children this week will focus on friendships. They will begin to understand the important characteristics of positive friendships. They will learn what makes a good friend and how they can be a good friend to others.

Art: During art this week, the children will begin to investigate the importance of lines. They will create a line drawing by arranging pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley.

Music: This week the children will begin by finding out how to keep a steady beat. They will then follow a simple rhythmic pattern, using long and short notes and singing using melodic patterns.

Physical Education: In their third lesson in gymnastics, the children will learn how to develop stability and control when performing balances. They will learn to squeeze (contract) their muscles to keep their shape. In yoga, the children will be able to copy and remember poses and learn to breathe as they hold their position to help them to stretch further and stay balanced.

Spelling: The children will start to learn the common exception words such as I, we and they.

Grammar: The children will continue to punctuate sentences using capital letters and full stops.



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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. At the start of the week, the children will receive a letter from Brownie, Plop's cousin. They will identify the features of this letter and explore a range of different letters from various fairy tale characters. Over the week the children will develop their understanding of formal and informal letter writing, including vocabulary choices and different punctuation.

Phonics: The children will be consolidating their knowledge of phonemes and grapheme correspondences. This week, we will be focusing on the common exception words oh and there and the split digraph u_e.

Maths: The children will continue their unit on place value. They will start the week by further exploring number lines to 100, looking at examples which count in 10s and 1s before using this knowledge to estimate the position of numbers on a number line. Following this, the children will use the language 'greater than', 'less than' and 'equal to' as well as the corresponding symbols (<, > and =) to compare and order objects and numbers.

Science: There will be no Science this week due to European Language Day.

History: The children will learn about the key events of the Gunpowder Plot and will create a story map using pictures and key words.

Geography: The children will continue their topic on 'Oceans and seas' by using atlases to name and locate the world's five oceans on a map.

Religious Education: The children will continue their unit on celebrations by focusing on how Christians celebrate Christmas for example: by going to church, putting an angel or star at the top of the Christmas tree and giving presents. They will also discuss the significance of each of these traditions.

Personal Development & Wellbeing: The children will continue their unit on 'families and relationships' and begin to explore a range of different family set ups through the book *'We are family'* by Patricia Hegarty. The children will continue their unit on 'families and relationships'. The children will be focusing on the book *'On Sudden Hill'* by Linda Sarah and Benji Davies and using this to infer the character's feelings, thinking about how the character is displaying this emotion.

Art or Design Technology: The children will be exploring different textures which they will then use to take rubbings using wax crayons.

Computing: The children will learn that computers have some or all of the following features: wires or batteries, buttons and a screen. They will then use this knowledge to identify different examples around the school.

Music: The children will appraise the song *'Smoke on the water'* by Deep Purple, considering the pitch and dynamics before moving on to learning how to play 'I wanna play in a band' on the glockenspiel.

Physical Education: The children will continue their units on 'gymnastics' and 'fundamental skills'. In gymnastics, they will use shapes such as tuck and pike to create balances. In fundamental skills, they will develop balance, stability and landing safely. They will learn how to hold their arms out and focus on something still to help their balance and look ahead and land with bent knees.

Spelling: The spelling focus will be words containing the sound /s/ spelt 'c' before e, l and y such as 'race', 'cell' and 'fancy'.

Grammar: This week, the grammar focus will be on adjectives. The children will revisit what adjectives are, why we use them and learn how ambitious vocabulary choices can affect the quality of their writing.



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Year 3

Class Literature: 'The Stolen Spear' by Saviour Pirotta

English Writing: In English this week, the children will be planning and then writing their own alternative story based on 'Stone Age Boy' by Satoshi Kitamura. The children will work to embed the skills they have learnt throughout this unit so far for example how to use and punctuate direct speech. They will also be focused on embedding grammar features taught across previous year groups such as expanded noun phrases, ensuring that they include a range of ambitious vocabulary and contextualise the unfamiliar nouns and verbs that they have seen within the piece such as 'flintknapping' as they create descriptions of the character from a first-person perspective.

English Reading: The children will be concluding their exploration of the text 'Ug Boy Genius' by Raymond Briggs this week, with many reading skills being developed during this time. The children will predict the ending of the text, using their analysis of the plot, inference of the characters and awareness of the context of the text to support them in doing so. They will also be working on giving a personal and engaged response to the text as they evaluate their opinion on this as a whole.

Maths: To begin the week, the children will be ordering numbers to 1,000, looking at the thousands column first as this is the greatest place value then comparing the hundreds, tens and ones as they look to place them from largest to smallest. At the end of the week, the children will begin their second unit of maths, which will be addition and subtraction. During their first few lessons, they will be applying number bonds to 10 to add and subtract tens, ones and hundreds.

Science: For science, children will be completing several observations as they aim to distinguish between different elements found within soil, discussing what it may be. The children will be using magnifying glasses and tweezers to separate items within soil, such as roots, plastic debris, living organisms. They will also be completing an observation over time, noting their findings on what happens to a mound of soil mixed with water if left for a few days in a jar. They will notice that heavier particles, such as rock and coarse silt sink to the bottom leaving the topsoil and organic matter to rise to the surface.

History: Exploring the theme of 'change and continuity,' children will be analysing how life changed over the Stone Age. They will select relevant information from a range of secondary sources and then create their own 'Horrible Histories' style documentary to record their findings and share these with the rest of the class.

Geography: In Geography this week, the children will be choosing one of the biomes that they learnt about in the previous lesson and creating a 'biome in a bottle' focusing on the fauna and flora found here. They will articulate the weather and climate in this biome and justify why certain plants and animals will be suited to the environments. **Design**

Technology: This unit of design and technology requires the children to make their own cushion. This week they will practise the skill of applique. The children will consider the aesthetic appeal of patches when choosing their design as well as thinking about how best to sew these on to their felt, with either cross or running stitches.

Personal Development & Wellbeing: On Wednesday this week, the children will be provided with a range of scenarios to explore conflict that can arise as part of friendships. Children will create freeze frames and use mark-up on their iPads to write thought bubbles, showing their understanding of how these conflicts can make somebody feel before then making their own talk-show style advice conference to offer solutions for how these conflicts can be resolved. The children will be working on understanding alternative perspectives and being empathetic.

French: By the end of this week's French lesson, the children will be able to understand a range of common greetings in French such as being able to say hello/ goodbye and ask how someone is feeling. As well as this, they will be able to correctly pronounce the phonemes {oi}, {s,c} and know the silent final consonant rule to aid their pronunciation.

Music: In Music this week, the children will be improvising on the glockenspiels to the song 'Home is where the Heart is.' They will begin the lesson by appraising the song 'Let's Work it Out Together' by Harry Styles. This song will be a varied contemporary piece compared to the 'Messiah' that the children appraised in their previous lesson.

Computing: In computing the children will answer the key question 'how does the internet work?'. To do so, they will create a flow chart showing how the internet is supported by fibre optic cables and how this signal works in our homes.

Physical Education: For their third lesson of gymnastics, the children will be developing stepping into shape jumps with control. To do this, they will land with their knees bent and look straight ahead when they are jumping. As well as developing these skills, the children will be tasked to give feedback to other groups in a constructive and positive way, developing their understanding of a success criteria to make their feedback purposeful.

Spelling: The spelling rule for this week, will be words containing the /ai/ sound such as 'straight' and 'campaign'.

Grammar: This week's grammar focus will be looking at the meaning of the prefixes 'anti-' and 'auto-' and finding ways to define words by using the knowledge of these prefixes and their meaning to support them.



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Year 4

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

English Writing: This week, the children will continue working with their class text *'Escape from Pompeii'* by Christina Balit. To start the week, they will plan and write a letter of advice to Livia and Tranio on whether they should return to Pompeii using a range of conjunctions and fronted adverbials. Following this, the children will use direct speech to write a conversation between Livia and Tranio when they are on the boat, inferring their thoughts and feelings. They will then use this dialogue to write the next paragraph of the story.

English Reading: In reading, children will continue their class text *'The Iron Man'* by Ted Hughes. At the start of the week, the children will consider what they might find at a scrap yard and use expanded noun phrases to create a poem. Following this, the children will use expanded noun phrases to write another poem about The Iron Man. They will perform both considering their intonation, tone, and volume. They will then write a headline and create a picture and caption for the day when the dragon landed on Earth, as well as writing an eyewitness account of the event.

Maths: Continuing their unit about place value, the children will estimate numbers on a number line, using their knowledge of how to calculate the value of intervals. Following this, they will order and compare numbers to 10,000 using the greater than, less than and equal to symbols. At the end of the week, they will focus on Roman numerals, converting a range of numbers using these as well as completing some addition and subtraction number sentences.

RE: This week, the children will be researching the different ceremonies of Sikh children. They need to describe what the 'Naam Karan' celebration is, explain how Sikh babies are given their names and identify similarities and differences with Sikh naming ceremonies and those of other religions.

Computing: The children will continue their new unit on 'Scratch,' focusing this week on 'decomposition.' Children will be looking at a script on Scratch and breaking this down into individual blocks, commenting on the action needed to initiate the code (for example, 'press on the sprite') and the result of these actions.

Music: Following on from last week's first keyboard lesson, the children will recap the black and white keys as well as the different notes on the keyboard. They will then begin to explore finger positions starting with 'C'.

Geography: The children will continue their unit on 'The Americas.' They will complete further research on a North American city to create a fact file including facts such as the state/province, famous landmarks, languages spoken, the population and tourism.

History: In their history unit about the Romans, children will be exploring the key question 'What was Britain like before the Romans invaded?' They will retrieve their knowledge of the Iron Age from Year 3 and learn about different aspects of the Celts' lives, such as their homes, livelihood, food, and religion. They will take on the role of a child during this time and answer questions about Britain at this time.

Science: Our key question this week is 'What is pitch?' They will complete an experiment during which explore a range of musical instruments and consider how they create a high/low and a short/long pitch with their instruments.

French: Our lesson this week will be to recap 10 graphemes to their corresponding phoneme [ç], [an,en,on], [i], [é,eɛ], [ien], [eu], [oi], [qu], [ou] and [u]. They will be taught the concept of a liaison, which is the pronunciation of a linking consonant between two words in an appropriate phonetic and syntactic context such as 'J'ai huit ans'.

Art: Continuing from their first lesson, the children will use their knowledge of different representations of line to create their own artwork inspired by Dürer's 'A Rhinoceros' artwork. They will fill in the outline of a rhinoceros and then analyse their drawings making note of the lines they've used such as contour or expressive line and why they chose that technique.

PE: As their first official swimming lesson, they will be assessed by their swimming teacher to gauge the learning point for their children within their group. Based on that teacher assessment, the teachers will demonstrate an appropriate swimming movement or technique and ask the children to practise.



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Spelling: The spelling focus this week will be on adding the prefix '-in' (meaning 'not' or 'into'), such as: inactive, incorrect and indefinite.

Grammar: The children will be looking at examples of standard English (accepted as the 'correct' form of English), which is used in formal speaking and writing and how this differs from informal speech and writing. They will look at grammatical aspects such as subject-verb agreements.

Year 5

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

English Writing: The children will continue their reading unit with 'Rooftoppers' by Kathrine Rundell. Children will start the week by exploring and writing in the role of the main character, where they will focus on her thoughts and feeling regarding her situation. The children will be creating this in the form of a diary entry to tie in with their writing unit. Later in the week, the children will create a newspaper article based on the news from our book, finally, resulting in a published piece of writing to finish the weeks learning around reading skills.

English Reading: During the children's writing for this week, they will continue to focus on 'The Queen of the Falls' by Chris Van Allsberg. They will be focusing on key skills, such as: identifying an audience to write for, understanding what features are required to create a successful and effective diary entry, and drafting and editing writing, ready for publishing. They will then deepen their understanding of the diary entries through research so the children can replicate an effective and powerful piece of writing. Finally, the children will create their diary entry, focusing on the protagonist's experience, thoughts and feelings.

Maths: Over the course of next week, the children will continue their unit on place value. They will begin by building on their previous learning and understanding with their work on ordering and comparing numbers up to 1,000,000. They will then look to move onto rounding numbers up to 1,000,000, demonstrating their understanding of how numbers can be rounded and why this is an important skill.

Science: During Science, the children will be learning about how the rotation of the Earth affects different countries when it comes to time zones. The children will be using torches and their new iPads to mimic the rotation of the Earth. They will explore why different countries need different time zones, and why it appears from Earth that the sun is moving, when scientifically it remains stationary.

History: This week the children will be building an understanding of England in the 15th century and how the Battle of Bosworth was influential to the British people. They will be focusing on the events that led to the Henry Tudor becoming King and how his victory led to the marriage of Elizabeth of York, concentrating on why this was important for the people of the time.

Geography: This week, the children will be focusing on the climate of North America, specifically, understanding how the climate affects North America's biomes. The children will focus on graph reading and thinking scientifically as to why some of these climates may affect the biomes.

Art: In art, the children will be focusing on 'line' and typography. The children will be learning about what is required when creating typography with one-point perspective, and why the use of this form of art became so popular around the 50s and 60s. To broaden their art knowledge, children will also deconstruct the famous work by Sir John Everett Millais' 'Ophelia.'

Religious Education: Over this week, the children will continue studying the Buddhist religion. They will be focusing on the Buddhist place of worship and how Buddhists act to demonstrate these in daily life.

French: The children will be focusing on beginning to look at the world of sports, learning the correct pronunciation of the names of sports and giving their opinion.

Music: Year 5 will continue to improve their understanding of the keyboard and practice their piece rhapsody in blue with Mrs Owen.

Computing: This week, the children will be discovering how to utilise search engines properly and effectively. They will be focusing on how key words and phrases can narrow down results, ensuing in efficient and successful internet usage.

Physical Education: This term, the children will be continuing to develop their swimming skills with the help of specific swimming experts to become more confident and able in the water. Progressing to being proficient past 25 metres in the water.

Spelling: The spelling focus for this week will be words with short vowel sound /i/ spelt with y such as lyrics and symptom.

Grammar: the grammar this week will be to convert nouns and adjectives into verbs using suffixes.



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Year 6

Class Literature: 'Windrush Child' by Benjmain Zephaniah

English Writing: This week our learning will focus on language and authorial intent. Across the week, the children will be exploring Jim's thoughts and feelings regarding his new life in the workhouse. They will explore and learn the meaning of new language used by the author to convey his emotions and elicit an empathetic response from the reader. The children will then experiment with freeze frame drama and thought tracking to put themselves in the role of Jim and explore his experiences from his point of view. This will support their consolidation of the events that have happened but also to gain a better understanding of what life was like for Jim.

English Reading: Our grammar focus in writing this week is exploring the suffixes -ty, -sion and -tion to create abstract nouns. This week, children will write a diary entry in the role of Leonard, our main character, using conjunctions and modal verbs to give advice. The children will also be working on improving the cohesiveness of their writing using a range of sentences structures, such as relative clauses to extend and support their ideas.

Maths: This week, Year 6 will be starting their new unit exploring the four operations. Their first step is reviewing their learning of how to add and subtract integers with any number of digits. In keeping with their times tables practise, they will explore common factors to identify familiar rules for divisibility and pairs of factors. This will then support with their understanding of common multiples again identifying the rules of divisibility. For example, for a number to be divisible by 6, that number must also be divisible by 3 and 2.

Science: Following on from last week's lesson, children will continue to explore the key question 'How can we classify plants and animals in our local environment?' This week, their task is to make a set of identification cards to help children in Year 4 to classify and identify plants and animals found within the school grounds. They will be given the choice of how they wish to group their living things together. Based on the work they completed last week. they will then work in their groups to create a branching chart with an appropriate key to support with identifying their chosen living thing.

Geography: The children will recap primary and secondary resources this week to support with their research focusing on a region specific to Brazil – the state of the Amazonas and its capital, Manaus. The children will use their iPads to explore a digital map of the Amazon Basin to support with their research. This will also be an opportunity for them to recap the differences between physical and human geography such as: climate, landscape, industry and trade etc.

Art: This week, children will explore and discuss the themes represented in William Morris' artwork, such as symmetry, repeated patterns, flora and fauna designs etc. The children will then create a colour palette focusing on one colour to inspire their observational drawing of a piece of nature. They will then reflect on their colour palette considering the tones and gradients to their colour and how that has been reflected in their drawing.

Religious Education or Personal Development & Wellbeing:

French: As part of their second lesson about communicating in an ice cream shop, this lesson will provide children in the class with the opportunity to consolidate their receptive (reading and listening) knowledge of ice cream flavours and then be able to apply this knowledge in a spoken interaction. They will also need to understand and be able to use *Vous désirez? je voudrais, c'est tout? c'est combien? C'est + euros*

Music: Year 6 will recap their notes from last week's 'Swing Thing' identifying how the music is played considering the pitch and pace of the music. They will then experiment creating a rhythm with a set of notes to compose their own tune.

Computing: Following on from last week's lesson, children will explore how important Bletchley Park was in the war effort after World War II. This lesson links to the creation of the first computer, which was created during WWII at Bletchley Park to help the Allies to crack the German codes. Based in their research, they will create a presentation about Bletchley Park. They may wish to create a poster, write an information sheet on Word or create and PowerPoint to present their information.

Physical Education: This week in dance, children will work collaboratively to create a routine that they will choreograph together. In gymnastics, they will work on developing their counterbalance and counter-tension to create clear shapes and stable balances.

Spelling: The spelling rule for this week is changing adjectives endings in -ant into nouns ending in -ance/-ancy i.e., observant, observance, expectant, expectancy.

Grammar: The grammar focus this week will be exploring using suffixes to expand adjectives and nouns to verbs.