



# Brookvale Primary School

## Curriculum Overview

### Reception

**Class Literature:** 'Michael Recycle' by Ellie Bethel

**Class: Nursery Rhyme:** 'London Bridge is falling down'

**Primary Curriculum Focus:** Understanding the World

**Communication and Language:** The children will begin the week by listening to and discussing the text 'Michael Recycle' by Ellie Bethel, which will explore themes based around recycling and pollution to our planet. The children will then be encouraged to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions. They will be taught how to give answers that include explanations for why things might have happened, making use of any recently introduced vocabulary and the conjunction 'because,' e.g., 'I think...because...'

**Maths:** In maths this week, the children will be learning about the composition of the numbers 9 and 10. The children will be building these numbers with unifix cubes, on tens frames and with their fingers. Later in the week they will be taught how to find 2 sets of numbers that total 10. This is an important introduction to number bonds, which will be a focus in the summer term. During continuous provision, the children will be able to access paper plates which they will put 2 sets of numbers/objects on, totalling 10.

**Literacy:** In Literacy, the children will listen to a range of age-appropriate texts and information sheets about recycling and pollution in the environment. The children will be asked questions so that they can demonstrate an understanding of what has been read to them. In writing, the children will write a 'thank you' card to 'Michael Recycle,' thanking him for the work he has done to help the environment. The children will be reminded to use recognisable letters, most of which should be correctly formed. Children will also need to use their phonic knowledge to spell words needed. During continuous provision, the children will make posters all about litter and pollution, using newly taught vocabulary.

**PSED:** During circle time activities, the children will be asked to think about the perspective of others when given a scenario involving caring for the planet. They will be asked questions, such as, 'Whilst in the park, if you have finished a packet of crisps but cannot see a bin in sight what should you do with the packet?' The children will then discuss how litter in the park affects others. This week, teachers will also be helping the children to set and work towards simple goals. Whilst doing this, the children will be encouraged to show an ability to wait for what they want and control their immediate impulses. An example of this might be that they would like to build a small den outside. They would then need to get the appropriate materials, show perseverance whilst constructing the den and share resources needed with others who are helping.

**Physical Development:** In P.E., the children will continue a new unit on gymnastics. They will be taught how to create short sequences using shapes, balances and travelling actions. The children will be using bikes, scooters, hoops and beanbags on the large playground as part of their outdoor provision.

**Understanding the World:** During our topic lessons the children will continue to discuss people around them and their role in society. There will be a particular focus on teaching the children about jobs that help our environment, e.g., refuse collection, charity shop volunteers etc.

**Expressive Arts & Design:** In music, children will be learning the song 'London Bridge is falling down' this week as an introduction to our topic. They will be asked to listen carefully to the song, paying attention to how it sounds. During continuous provision, the children will be able to use recyclable materials to make junk models throughout the week.

**Phonics:** In phonics, the children will be learning the sounds /ai/as in train, and /ee/as in bee. They will also be learning the common exception words 'be' and 'was.'

**Spelling:** The children will continue learning their new set of spellings this week. The spellings for February are: *sentence, set, three, want, air, well, also, play, small, end*. The children will learn a new spelling each day alongside learning the meaning of each word.



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### Year 1

**Class Literature:** 'The Odd Egg' by Emily Gravett

**English:** During this week, the children will create an "egg spotter's guide" that can be used by others to study and observe a variety of eggs. Children will begin this week by learning how to construct exclamatory sentences (using 'what' & 'how') that will describe the diverse range of eggs. Children will then predict what the hatchlings will look like based on the information they have gained from each character. Finally, they will use the information they have gathered about the eggs to develop their own spotter's guide. Each egg will have its own information page where the children will use a variety of sophisticated vocabulary to describe and inform the reader about key information relating to the eggs, the hatchlings, and their mothers.

**Maths:** This week the children will continue to learn place value to 50. They will focus on grouping and then partitioning tens and ones and will be introduced to the number line to 50. The children will then learn how to estimate the position of numbers on the number line to 50, by locating the halfway point between two significant integers and will say what is one more or one less than a number up to 50.

**Science:** Children will be taught about the two major types of trees: deciduous and evergreen. As part of the lesson, the children will explore the local environment and identify evergreen and deciduous tree varieties. They will capture photographs of each type of tree before returning to the classroom to analyse and discuss their observations and understand the differences between these varieties.

**Geography:** This week, the children will begin to understand and compare seasonal weather within the polar regions and the equator. They will first highlight where both regions are on a world map before understanding that temperatures become warmer the closer to the equator and cooler and wetter as they move towards each polar region. The children will compare the weather patterns in each area to that in the UK.

**History:** After gaining information on how people travelled to school last week, the children this week will learn how people travelled 100 – 150 years ago. Children will learn about the first motor car and that Charabancs were the first buses invented. The children will find out what was the most popular mode of transport and why.

**Religious Education:** In religious education, children will focus on the teachings of Jesus. They will listen to the parable 'The Lost Son' before discussing reasons why they believe Jesus told this story and what the meaning behind it is.

**Personal Development & Wellbeing** The focus for this half term is 'Managing our wellbeing.' This week, the children will think about 'How am I feeling?' They will focus on how the feeling might feel in their bodies (a very early stage idea of self-awareness) for example: anxiety – funny feeling in the tummy, sad (having sad thoughts, wanting to cry and not smile) happy (having happy thoughts and smiling) angry (shouting feeling hot in their body, crying).

**Art:** The children will use their knowledge of colour mixing this week to create 'Clarice Cliff' plates. They will look at the design of Clarice Cliff plates and recreate their own by creating circle designs and using primary colours and secondary colour palettes.

**Computing:** Computing this week will see the children plan and record a video to show how to program a Beebot. The children will include a demonstration on how to program the Beebot and will be challenged to include a problem-solving section.

**Music:** The children this week will learn the song 'My Name.' They will listen to the beat of the song and learn timing of when to start each verse. They will improvise, compose and dance along to the song, filling the parts with their names.

**Physical Education:** In ball skills this week, the children will explore and develop their accuracy when rolling a ball by rolling towards a target and considering direction and speed. In sending and receiving skills, children will develop tracking skills when receiving a rolling ball so that they are able to move into an appropriate position.

**Phonics:** In phonics, group 1 will focus on recapping previously taught sounds. Group 2 will focus on split digraph 'o-e' as in rope, and 'ow' as in snow. Group 3 will focus on the sound 'ce'(s) as in dance and the sound ch (k) as in school.



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**Spelling:** This week the focus will be on the sounds 'a-e' and 'e-e'. The children will spell words such as: made, came, these and theme.

### Year 2

**Class Literature:** 'Martin's mice' by Dick-King Smith

**English:** In English this week, children will be learning how to use past and present tense verbs to develop characterisation of the main character from our text, 'Major Glad, Major Dizzy' by Jan Oke. The children will also begin to identify sentences that use the subordination 'because' and 'when,' and will attempt to rearrange subordinate clauses, where the subordinating conjunction is at the beginning or middle of the sentence, e.g. 'I put my coat on because it was cold outside.' versus 'Because it was cold outside, I put my coat on.'

**Maths:** In maths, the children will be extending their understanding of money by counting pounds and pence. Children will be making amounts by adding coins together and exploring different combinations they can make for a value. They will then move on to comparing different amounts of money.

**Science:** Children will investigate the key question; 'How can we define a habitat?' In this lesson, children will learn about life processes and understand that depending on the life processes each animal or plant have, this will determine where their habitat is. Children will have a selection of animals and will need to decide which habitats they belong to, given their specific life processes.

**Geography:** This week, in geography, the children will take part in a mid-unit assessment quiz, demonstrating their knowledge and understanding of the things they have learnt so far. Children will be tested on their understanding of spatial relationships, natural and man-made features in landscapes and will be asked to define 'topography.'

**History:** In preparation for their class assembly later this term, children will begin their rehearsals for their historically-themed assembly all about the events surrounding The Great Fire of London.

**Music:** This week, children will be learning songs for their class assembly, which will include: 'In 1666,' 'We need a leader,' and 'London Bells.'

**Art:** In art this week, children will be exploring and developing their skills in drawing 3D compositions. They will explore how using tonal variations of colours can make drawings look three-dimensional. Children will critique works by artists such as Franz Marc and Stefan Pabst, considering how they have used tones to create a 3D effect.

**Religious Education:** Children will continue their exploration and learning of the Jewish faith. They will read information about how the Torah began on Mount Sinai and learn about the 10 commandments, rules which the Jewish people still live by today.

**Personal Development and Wellbeing:** As part of their citizenship unit, children be identifying positive and negative aspects of having rules and will consider why we have rules in school and how they help us to keep safe.

**Computing:** Children will continue their word processing unit and focus on knowing how to change a font in word. Children will learn how to type a capital letter as well as make several changes to text, such as: highlight, bold font, colour change, font change, size and underline.

**Physical Education:** This week in PE the children will be using counts of 8 to help them stay in time with the music. The children will be using mirroring to reflect the movements of a partner and matching their moves in time with the music.

**Spelling:** The spelling focus this week will see children learn how to spell a range of common exception words, such as: fast, last, father, class, grass, pass, plant, path, bath, people.

**Grammar:** This week in grammar lessons, children will be learning about homophones and near-homophones, including: sea and see, hear & here and there, their and they're.



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### Year 3

Some lessons are omitted from this week's overview due to time allocated for class assembly rehearsals.

**Class Literature:** *'This is how we do it'* Matt Lamothe

**English writing:** In English, the children will continue reading 'Cinderella of the Nile' by Beverley Naidoo and Marian Vafaeian. To begin the week, the children will infer information about the characters' thoughts and feelings, plotting a graph of emotions to show how Rhopis's feelings change as the plot develops. There will also be a focus on writing in the past tense, identifying irregular past tense verbs and ensuring these are applied consistently throughout a piece of writing.

**Reading:** Continuing with the story of *'The miraculous journey of Edward Tulane'*, the children will sequence the journey that Edward has embarked on throughout the story so far. Each time Edward meets a new owner, he is re-named, rehomed and given a new sense of identity, which the children will analyse. They will focus on developing an in-depth and complex understanding of the characters from different socio-economic backgrounds and ages and infer their thoughts and feelings. The children will also engage in role play and visualisation activities.

**Maths:** This week, the children will be continuing their topic on fractions. The children will order proper and improper fractions, using their understanding of numerators and denominators and knowing that fractions are equal parts. This knowledge will advance to looking at fractions on a number line, identifying how many intervals there are to clarify the denominator. The children will then use this understanding to find equivalent fractions, when two number lines run above one another.

**History:** During history this week, the children will act as historians! They will be evaluating a range of secondary sources, showing artefacts from Ancient Egypt. Using the foundational knowledge they have of the period and their inference skills, they will deduct meaning as to what the artefacts may have been used for.

**Music:** In music this week, the children will be composing their own music using the digital technology on their iPads. They will choose from a range of instruments and compose within a given time signature. This forms part of their new unit 'Be in a Band'.

**Personal Development & Wellbeing:** This week, in PDW, the children will be answering the key question: 'What does it mean to have a healthy lifestyle?' For this, they will re-visit the concept of the food groups and retrieve their understanding of the purpose for each. They will then act as dietitians, creating a meal plan based on a given scenario of an athlete who trains for four days per week, thinking about carbohydrates to enhance energy and protein on rest days to aid muscle growth and repair.

**Science:** This week, children will be investigating the key question, 'What do all plants have in common?'. Children will work to dissect different parts of flowering/non-flowering plants and used magnifying tools to gain an understanding of each part. At this stage, the children will primarily focus on the roots, stem, leaves and flower head. They will learn the function of each part of the plant and then go on an observational journey looking for plants and identifying commonalities between them.

**Physical Education:** In handball, the children will continue to learn how to throw and catch a ball while moving. They will need to work in a team, ensuring their partner is looking at them before passing the ball and pointing their hand in the direction they want the ball to travel. The children will also spend time developing 'fundamentals,' practising their balancing and understanding the importance of this skill.

**Spelling:** The spelling focus this week will be revise and deepen children's understanding of homophones, such as: great and grate.

**Grammar:** In grammar lessons this week, children will be learning words that contain the prefix 'in-', such as 'infamous.'

### Year 4

**Class Literature:** *'Pugs of the frozen North'* by Philip Reeve and *'The Matchbox Diary'* by Paul Fleischman

**English Writing:** The children will continue their unit on *'The Matchbox Diary'* by Paul Fleischman. To start the week, they will write in role as the great-grandfather, describing his thoughts and emotions when arriving in America for the first time. Children will then focus on their life in America, and learn how to write multi-clausal sentences (including subordinating and coordinating conjunctions such as: if, because and although) to describe this. Following this, the children will consider the themes of the book, using evidence in the text to demonstrate this. At the end of the week, having learnt about the items that told the grandfather's story, they will think about what three objects would tell their story, writing a short autobiographical piece to share these as well as their significance.



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**English Reading:** The children will continue their new unit based on *'Pugs of the frozen North'* by Philip Reeve. At the start of the week, they will create a role on the wall for Shen's character, thinking about his thoughts and feelings, personality, characteristics, outward appearance, and behaviour (such as facial expression and body language). They will then recall what has happened to Shen so far in the story, such as the abandonment by Captain Jennings and the responsibility of sixty-six pugs. Children will need to consider Shen's emotional response to these, capturing them in a diary entry. Following this, they will listen to an extract and draw what they visualise, labelling this with key phrases and words from the text. At the end of the week, they will create an emotions graph to show how the main character's feelings change throughout the beginning of the book, using evidence from the text to show this.

**Maths:** The children will continue their work on fractions and will begin the week by adding two or more fractions with the same denominator, as well as fractions that are mixed numbers. They will then move onto subtraction of two fractions with the same denominator as well, as from whole amounts and mixed numbers.

**Music:** The children will continue their external keyboard tuition with Mrs Owen. This week, they will revise singing and playing the songs from the previous term such as 'Hands, feet and heart' and 'Good, better, best'. They will use the notes C, D and E to do so.

**Science:** Having set up their experiment based on the key question 'Does everything freeze?' in the previous lesson, the children will focus on interpreting their results, discussing whether or not their predictions were correct and whether the results prove valid.

**Religious Education:** Continuing their learning about the Christian Faith, children will focus on the key events leading up to the crucifixion of Jesus, commenting on why this is significant to Christians.

**History:** The children will continue their history unit on 'The Anglo-Saxons'. This week, they will explore the beliefs of the Anglo-Saxons, learning about different Gods and Goddess such as Frige the Goddess of Home, Thundor the God of Thunder and Eostre the Goddess of Spring.

**Geography:** The children will explore how rivers wear away mountains and landscapes, looking at the process of erosion, transportation, and deposition. They will learn about how glaciers create U shaped valleys whilst rivers create V shaped valleys, as well as how waterfalls are formed.

**Art:** The children will critique and comment on *'Night Hawks'* by Edward Hopper (1942), thinking about their personal opinion, what they can see and how it makes them feel. Following this, they will develop their observational drawing skills, making sure that they consider how, due to perspective, objects in the foreground appear larger than in the background.

**French:** The children will recap their newly learnt vocabulary to describe their personality such as 'sage' (well-behaved) and 'intelligent'. They will continue focusing on the mastery conversation question 'Tu es comment?' (What are you like?) and be introduced to the grammatical rule for gender when using adjectives.

**Computing:** The children will continue their unit on online safety. In this lesson, they will focus on the difference between facts, opinions and beliefs, using this to make judgements about what they read and see online.

**Physical Education:** This term, the children will focus on netball and tennis in their P.E. lessons. This week, in netball, children will use a variety of passes to move towards a goal, ensuring they call when free to receive a pass, move into space near to the goal and use a shoulder pass to pass over longer distances. In tennis, they will develop returning the ball using a forehand and understand when to use it. As the ball approaches, they will make sure they move their feet to get in line with it.

**Spelling:** Children will be focusing on words with the /s/ sound spelt with 'sc,' such as: 'science', 'fascinate' and 'descent'.

**Grammar:** In grammar sessions, children will focus on word families, which are made of words that share a root word, modified by different prefixes and suffixes.

## Year 5

**Class Literature:** *'Tom's Midnight Garden'* by Phillipa Pearce and *'The Island'* by Armin Greder

**English Reading:** The children will continue their reading unit, exploring *'Tom's Midnight Garden'* by Phillipa Pearce. At the beginning of the week, children will be conducting a literature study, researching different novels which explore themes of orphans, comparing emotive conventions to engage the reader. They will then begin to build their understanding of illustration and dissect an image from the book. The children will be focusing on questions, such as 'Why has the illustrator made this image large then the rest?' 'Why have they used this colour pallet and by doing so what can we interpret from that?' By the end of the week, children will apply their learning to form a well-researched discussion around a decision that the title character must make, resulting in two-sided class debate.



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**English Writing:** Children will continue their writing unit based on 'The Island' by Armin Greder. Children will begin the week by developing their story plans in depth allowing for a solid foundation of understanding before they begin to write. In the middle of the week the children will be creating a draft of their story, and be taught how to link ideas with a range of cohesive devices, including prepositional and adverbial phrases. Children will then edit and improve their work and redraft this to publish as examples of 'excellence' around the classroom.

**Maths:** Over the course of next week, the children will begin their new unit on perimeter and area. The children will begin by using addition to find the perimeter of a rectangle. Children will then apply this learning to finding the perimeter of rectilinear shapes and polygons, including rectilinear shapes with missing values. Later in the week, children will begin to learn about area, including what it is and how formula can be applied to find the area of some shapes.

**Science:** Children will continue their learning around living things and will be debating the key question 'Are you for or against zoos?' In this lesson, children will develop an understanding of the roles zoos play in conservation and preservation of species and why they are places of interest for the public. Children will debate whether zoos should have a place in society and whether people should be able to visit them.

**Geography:** This week, children will explore global trade and will focus on the key question 'How has importing goods affected local industries?' The children will focus on what is meant by local industries and why buying from local sources helps to build global economies.

**History:** This week, the children will continue their unit of learning about the Maya. The children will be learn about what historians and archaeologists discovered when interpreting the last Mayan codices.

**Music:** The children will continue their external keyboard tuition with Mrs Owen. They will use an example of an operatic composition to build their understanding and ability to play a continuous and repetitive piece.

**Computing:** This week, the children will be finalising their computing unit by using simple operations to calculate bit patterns.

**Personal Development and Wellbeing:** Over the course of this week, the children will continue to work with the Violence Reduction Partnership in learning about the role they play, as an active citizen, in Britain and their wider global community.

**French:** The children will begin a new unit exploring vocabulary, phrases and conversations to describe their family. The children will be focusing on the pronunciation of all family member's names such as Mother, father and being able to communicate if they have siblings.

**Physical Education:** The children will be applying the skills they have acquired across the previous term and continue to improve their swimming skill and technique. Children will also complete a swimming assessment to determine how far they are from achieving swimming competency and life-saving skills. This will be essential as this is the last swimming lesson for Year 5.

**Spelling:** This week, children will learn how to spell words with the digraph /au/ in words such as; pause and sauce.

**Grammar:** The grammar focus for this week will be the application of all previously learnt grammatical features, such as perfect present tense and direct speech, independently in their published English work.

## Year 6

**Class Literature:** 'The Arrival' by Shaun Tan

**English Reading:** This week, the children will be exposed to a range of extracts from fiction, non-fiction and poetry texts. To support with their exam technique, they will recap the different types of questions such as retrieval, inference and explanation questions and explore a range of these linked to different genres of reading.

**English Writing:** This week, we start our new book 'The Arrival' by Shaun tan. This fascinating book is a picture book exploring an immigrant father who leaves his family to work in a foreign land. The story is told in the form of sequential art where the children will use their inference skills to infer who the story might be about and who the other characters may be based on clues from the artwork.

**Maths:** Children will be recapping their knowledge of fractions, decimals and percentages, starting with decimal and fraction equivalents. With the use of a fraction wall, the children will be able to identify common factors to simplify fractions and use common multiples to express fractions with the same denominator. In line with our arithmetic focus,



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the children will also explore fractions using division, focusing on their knowledge of place value when a place holder is required for division with remainders.

**Geography:** This week's focus will be exploring different types of energy sources and where they come from. The children will explore the difference between renewable and non-renewable energy along with how the carbon cycle works. The children will then begin to think about how much energy they use on a daily basis and consider what their carbon footprint is.

**Music:** The children will create their own bass line with interesting melodies to fit the pace and rhythm of their pentatonic melody. This will require them to revisit the pentatonic scale as well as their fingers placements.

**Art:** This week, the children will recap their skills of using the printing inks and rollers to create a matt effect on their lino print. When happy with the coverage of ink, the children will use their relief blocks to print their repeating lino print pattern.

**French:** As the children come to the end of this unit, they will retrieve different question forms learnt across the unit such as C'est combien? Où est / Où sont? Using this information, they will construct a range of questions using the pre-learnt question stems for the different scenarios they have visited.

**Physical Education:** This week, the children will start learning rules for gameplay of handball and rounders for this term. In handball, their first lesson will be to learn a variety of to maintain possession under pressure. This will require them to use a wide grip on the ball to ensure they are holding it securely. In rounders, children will develop their throwing and catching skills under pressure and apply those skills to striking and fielding in game.

**Spelling:** Children will learn to spell words with endings that sound like /shuhl/ after a consonant letter, such as: partial, torrential and spatial.

**Arithmetic:** This week's focus will be recapping their knowledge of place value, focusing on multiplying and dividing by 10,100 and 1000. The children will also be revisiting long division and applying their times table knowledge to dividing with and without remainders.

**Grammar:** This will be a focus on punctuation exploring the use of parenthesis to identify extra information. A key focus will be identifying the correct use of the punctuation in a given extract.