

# Curriculum at Abingdon Primary School



# Our Bespoke Drivers

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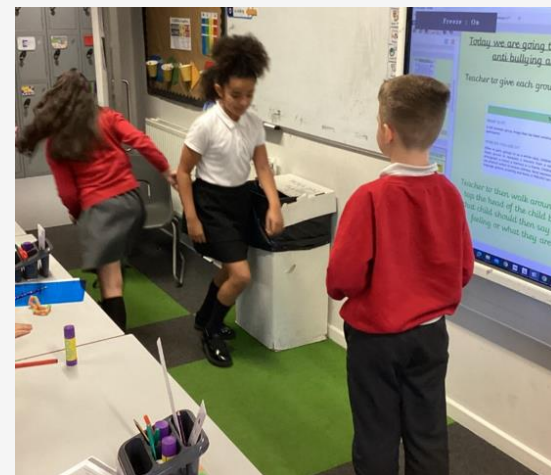
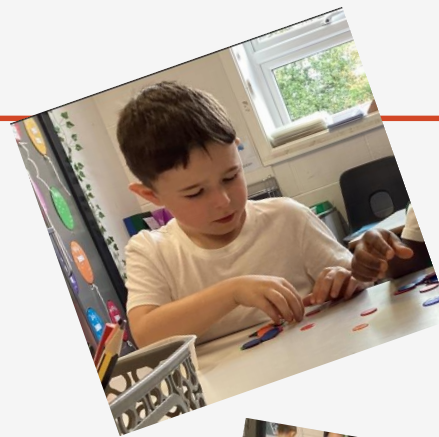
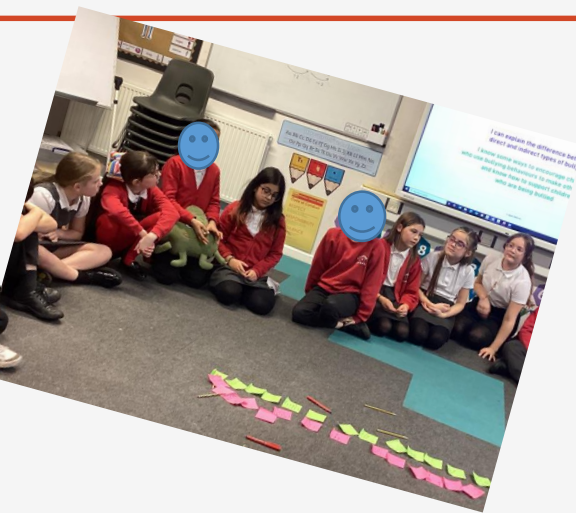
Role Models of all  
protected  
characteristics



Accessing our local  
area and all it offers



The Power of Word



# How is Learning Across Our School Sequenced?

## EYFS

Autumn 1: All About Me/Autumn								
Week	Week 1 04.09.24	Week 2 09.09.24	Week 3 16.09.24	Week 4 23.09.24	Week 5 30.09.24	Week 6 07.10.24	Week 7 14.10.24	Week 8
<b>Text/Topic</b>	My Family	Elmer	Colour Monster	On Sudden Hill	Oliver's Fruit Salad	Leaf Man	Squirrels Who Squabbled	
<b>Maths</b>	Counting Games	Counting Games	Match, Sort and Compare	Match, Sort and Compare	It's Me 1, 2, 3	It's Me 1, 2, 3	Circles and Triangles	
<b>Star Words</b>	Family Home Different	Patchwork Unique Self-portrait	Feelings Worried Shocked	Caring Destroyed Imagine	Fruit Salad Healthy Senses	Autumn Rustling Conkers	Squabbled Hibernating Sharing	
<b>EAD Skill</b>	Drawing – Who lives in my house (Independent)	Drawing Self-Portraits (Independent)	Painting Self-Portraits (Paint brushes)	Junk Modelling (Securing with Glue and Tape)	Printing using Fruit and Veg	Leaf Rubbings & Finger Painting (Squirrels and Autumn Trees)	Andy Goldsworthy (Natural Art)	
<b>UTW</b>	Family Structures/ Who is in my family?	Similarities and Differences between themselves and their peers	Our School: Abingdon Primary School	Our Local Area: Reddish (Maps)	Healthy Eating	Introduction to Seasons	Signs of Autumn	
<b>C&amp;L</b>	Listening and Attention Games  How do we listen?	Listening and Attention Games  How do we listen?	Listening and Attention Games  Why is listening important?	Listening and Attention Games  Why is listening important?	Asking and answering what questions	Talk about their Autumn Walk  Using 4-6 words	Talk about their Autumn Walk  Using 4-6 words	
<b>PSED</b>	Classroom rules and routines	Classroom rules and routines	How it feels to belong We are similar and different	Start to recognise and manage my own feelings	Enjoy working with others to make school a good place (sharing)	Kind/Gentle hands	Understand children's rights and we should be allowed to play and learn	

Autumn 2: Festivals and Celebrations								
Week	Week 1 29.10.24	Week 2 04.11.24	Week 3 11.11.24	Week 4 18.11.24	Week 5 25.11.24	Week 6 02.12.24	Week 7 09.12.24	Week 8 16.12.24
<b>Text/Topic</b>	Room on the Broom	Remembrance Day and Diwali	Little Glow	Kipper's Birthday	Jack Frost	Pick a Pine Tree	The Christmas Story	A Letter to Santa
<b>Maths</b>	Measure and Patterns	Measure and Patterns	1, 2, 3, 4, 5	1, 2, 3, 4, 5 (Making 5)	1, 2, 3, 4, 5 (Making 5)	Shapes with 4 Sides	Part-Part Whole	Part-Part Whole
<b>Star Words</b>	Ingredients Clambered Nasty	Wreath Diwali Rangoli	Celebrations Eid Boiling	Invitations Surprise Puzzled	Winter Lonely Snowdrop	Pine Tree Decorations Tree Skirt	Bethlehem Shepherds Stable	Stocking Sleigh Gifts
<b>EAD Skill</b>	Chalk pictures and Straw Fireworks	Collaging (poppies)	Flange Join (Candles)	Scissor Skills: Cutting curved and straight lines (Party Hats)	Wax Resist and Water Colours	Christmas Trees Decorations	Christmas Cards	Christmas Trees (painting & colouring)
<b>UTW</b>	Bonfire Night Safety	Remembrance Day	Different Celebrations (C&L)	Different Celebrations (C&L)	Comparison of Antarctica & UK	Ernest Shackleton	Nativity – How do we celebrate Christmas	Places of worship?
<b>C&amp;L</b>	Know and retell Room on the Broom  Join in with repeated refrains	Know and retell Room on the Broom  Join in with repeated refrains	Asking and answering 'who' questions	Talking about their celebrations	Talking about their celebrations	Poems, Songs and Rhymes	Poems, Songs and Rhymes	Poems, Songs and Rhymes
<b>PSED</b>	Classroom rules and routines	What does <u>being</u> responsible mean?	Identify something I am good at Understand that everyone is good at different things	Understand that being different makes us special	Know we are all different, but the same in some ways	Why is my home special to me?	How to be a good friend	Know which words to use to stand up for myself when someone does something unkind

EYFS curriculum runs on a 1 year cycle.



Spring 1: People Who Help Us						
Week	Week 1 06.01.25	Week 2 13.01.25	Week 3 20.01.25	Week 4 27.01.25	Week 5 03.02.25	Week 6 10.02.25
<b>Text/Topic</b>	Intro to Topic and Firefighters	Police: Cops and Robbers	Doctors: Zog and the Flying Doctors	Dentist	Postman: The Jolly Postman	Astronauts: Astro-girl
<b>Maths</b>	Alive in 5	Part-Part Whole (5)	Growing 6, 7 and 8	Growing 6, 7 and 8	Doubles	Doubles
<b>Star Words</b>	Community Emergency Courageous	Investigate Evidence Villain	Stethoscope Paramedic Prescription	Receptionist Hygiene	Delivery Address Fragile	Earth Solar System Neil Armstrong
<b>EAD Skill</b>	L-Brace Join: Fireman	Scissor Skills: Cutting Circles	Printing	Mono-printing	CMH Week (Dream Catchers – threading)	Creating a Space Scene
<b>UTW</b>	Signs of Winter	Melting and Freezing	People from the Past: Florence Nightingale	Chinese New Year	People in the Community: Emergency Services	Space, Planets, Neil Armstrong & Moon Landing
<b>C&amp;L</b>	Non-fiction texts (People Who Help Us)	Asking and answering 'when' questions	Following 2-step instructions	Describe events in detail (Talk about how they brush their teeth)	Social Phrases	Talking about what they want to be when they grow up
<b>PSED</b>	Understand that if I persevere, I can tackle challenges	Talk about not-giving up, until I achieved my goal	Set a goal and work towards it	Using kind words to encourage people	Understand the link between what I learn now, and my future job	Saying how I feel when I achieve a goal. Know what it means to be proud.

Spring 2: Who Lives Where?							
Week	Week 1 24.02.25	Week 2 03.03.25	Week 3 10.03.25	Week 4 17.03.25	Week 5 24.03.25	Week 6 31.03.25	Week 7 07.04.25
<b>Text/Topic</b>	Intro to Topic and Emperors Egg	The Ugly Five	Hanna's Surprise	Rainbow Fish	Minibeasts: The Girl Who Loves Bugs	Dinosaurs	The little Red Hen
<b>Maths</b>	Odd and Even Numbers	Building 9 and 10	Building 9 and 10	Building 9 and 10	Addition	Subtraction	Length, Height and Time
<b>Star Words</b>	Habitat Antarctica Fledgling	Africa Savannah Predator	Guava Village Delicious	Scales Shimmering Pollution	Minibeast	Fossil Excavation Palaeontologist	Wheat Kneading Frustrated
<b>EAD Skill</b>	Scissor Skills: Cutting Squares	Water Colour Painting: Sunsets	Painting Animal Skins	Sponge Painting	Split Pin Caterpillars	Salt Dough Fossils	Easter Cards
<b>UTW</b>	Animals and their habitats	Carnivores vs. Herbivores	Comparison of Kenya and UK	Looking after the environment: Plastic Pollution	Life Cycle of a Caterpillar	Mary Anning and Fossils	Easter – How is this celebrated? Signs of Spring
<b>C&amp;L</b>	Non-fiction texts (Animals)	Asking and answering 'where' questions  Using conjunctions	Talking about their favourite animal  Using conjunctions	Talking about their favourite animal  Using conjunctions	Problem solving activities (Using talk)	Know and retell 'The Little Red Hen' Identify characters and their feelings	Know and retell 'The Little Red Hen'
<b>PSED</b>	Understand the importance of exercise	Understand how moving and resting are good for my body	I know which foods are healthy and unhealthy Can make healthy eating choice	How to help myself sleep and understand why sleep is important	I can wash my hands and understand why this is important	I know who my safe adults are and how to stay safe if they are not close to me	Identify some jobs and how I feel like I belong

Summer 1: Growth and Change					
Week	Week 1 28.04.25	Week 2 06.05.25	Week 3 12.05.25	Week 4 19.04.25	Week 5
<b>Text/Topic</b>	Sam Plants a Sunflower	Jack and the Jelly Bean Stalk	Mixed & Dogger	The King's Pants	
<b>Maths</b>	Teen Numbers	Teen Numbers	Teen Numbers 3D Shapes	Repeating Patterns	
<b>Star Words</b>	Life Cycle Compost Roots	Broken-hearted Poor, Clambered, Humungous	Furious, Shade, Fond, Anxious Past	Monarch Coronation London	
<b>EAD Skill</b>	Making a paper plate sunflower Independent: Painting with different utensils: forks	Georgia O'Keeffe (Flowers with Oil Pastels)	Colour Mixing and Mixing Shades	Making Chocolate Crispy Cakes & Jam Sandwiches	
<b>UTW</b>	Life Cycle of a Sunflower and Parts of a plant	To name common plants and flowers. How to care for plants	Toys from the Past  Life Cycle of a Human/Baby Guess Who	Changes in the Royal Family Charles/ Elizabeth	
<b>C&amp;L</b>	Non-fiction texts (Planting and Growing) Link to own experiences	Know and retell Jack and the Jelly Bean Stalk	Asking and answering how questions  Talking about their life history	Asking and answering how questions  Talking about their life history	
<b>PSED</b>	How to make friends to stop myself feeling lonely	Solving problems and staying friends	Understand the impact of unkind words	Managing my feelings	

Summer 2: Once Upon a Time...							
Week	Week 1 09.06.25	Week 2 16.06.25	Week 3 23.06.25	Week 4 30.06.25	Week 5 07.07.25	Week 6 14.07.25	Week 7 21.07.25
<b>Text/Topic</b>	Pigs Might Fly 1	Pigs Might Fly 2	Pirates Love Underpants	Transition (Mooncat and Me)	You Choose Fairy Tales	You Choose Fairy Tales	Gingerbread Man
<b>Maths</b>	Sharing and Grouping (Odd and Even)	Recap Week	Numbers to 100	Numbers to 100	Visualise, Build and Map	Rekenreks	Consolidation Week
<b>Star Words</b>	Mechanic Seething Whizzed	Strawberry-red Sparkling Cheering	Peg-Leg Compass Embarrassed	Transition Anxious Eager	Fiction Enchanted Once Upon a Time	Happily Ever After Wicked Hero	N/A
<b>EAD Skill</b>	Tab Join	Folding paper: Paper Aeroplanes	Junk modelling: Boats	End of Year Self Portraits??	Making puppets	Using PicCollage and Animated drawings	Making gingerbread men
<b>UTW</b>	Planes in the Past: Wright Brothers	Materials and their properties	Floating and Sinking (Boats)	Maps of our environment (Martha Maps it Out)	Maps from an imaginary story	Compare and contrast fictional and non-fictional characters/people	Identifying and building different settings (Construction materials)
<b>C&amp;L</b>	Comparing and contrasting familiar stories	Past and present tenses	Asking and answering 'why' questions	Talk about their favourite times in Reception (past tense)	Know and retell 'The Gingerbread Man'	Know and retell 'The Gingerbread Man'	Hot seat characters from 'The Gingerbread Man'
<b>PSED</b>	Naming body parts	Talk about things I can do and foods I can eat to be healthy	Understand that we all grow from babies to adults	Express how I feel about moving to Year 1	Talk about how I feel about my worries/things I am looking forward to about being in Year 1	I share my memories of Reception	N/A

# How is Learning Across Our School Sequenced?



Abingdon Drivers Roles models of all characteristics Accessing my local area and all it offers The power of word

## Key Stage 1 (Year 1 and 2) Cycle A 2025-2026

Overarching theme:		The Great Fire of London		Sensational Stockport		Going on Safari	
Wow: to engage Showcase: assessment and S&L opportunities Visit: cultural capital		Wow: Quiz – where am I? Showcase: Drama – GF of L Visit: Staircase house		Wow: Photo clues Showcase: Fact share Visit: Local Area - Stockport		Wow: Tinga Tinga tales (or similar) Showcase: Art gallery Visit: Knowsley safari Park (or similar)	
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English - Cycle	Class reads	Traditional tales The King's Pants, Nicholas Allan	Zog, Julia Donaldson	Wild, Emily Hughes Stanley's Stick	Jack and the Beanstalk	The Ghanaian Goldilocks, Dr Tamara Pizzoli The colour of Home, Mary Hoffman	A long walk to freedom, Chris Vanwyk Amazing Africa, Atinuke and Mouni Feddag (NF)
	Texts	Katie in London, James Mayhew The Egg, MP Robertson	Dare to Care: Pet Dragon, MP Robertson	Supertato, Sue Hendra and Paul Linnet	The Secret Sky Garden, Linda Sarah and Fiona Lumbers Stanley's Stick	Wangari's Trees of Peace – Jeanette Winter Meerkat Mail - <u>Emily</u> Gravett	One Day on our blue Planet, Ella Bailey The Lion Inside – Rachel Bright
	Outcomes	Re-tell the Narrative (F) Diary Entry (NF)	Instructions- caring for a pet dragon (NF)	Narrative writing alternative ending (F) Senses poetry (F)	Setting description (F) Recount (NF)	Persuasive Letter (NF) Journey story - Narrative (F)	Non-Chronological report (NF) Narrative (F)
	DEAL Strategies						
	Speaking & Listening opportunities	Drama/role play Think pair share	Think pair share Retelling stories	Think pair share Performance poetry	Think pair share Sharing events for recounts Fact shares	Think pair share Picture book retelling	Think pair share Art descriptions'
Maths – White Rose	Place Value	Addition and Subtraction Shape	Place Value Addition and Subtraction	Length and Height Mass and Volume	Place Value Multiplication and Division – include Money Fractions	Time Position and Direction Stats (Year 2 only)	

KS1

PE – Shapes (CT)	Dance – Fire of London Games –	Gymnastics – pathways small and large	Dance – Animals Games –	Gymnastics – Wide, narrow and curved rolling and balancing	Dance – <u>Honda's</u> Dance	Gymnastics – Balancing and spinning and patches
PE – Shapes (Games -HLTA)	Fundamental Movement skills 2	Invasion Games 2	Fundamental movement skills 3	Games – Striking and fielding games 2	Target games 2	Object manipulation 2
Computing – Purple Mash	Digital Literacy - Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Purple Mash Digital Literacy - Unit 2.5 Effective Searching Number of lessons – 3 Programs – Google Chrome Computer Science - Unit 1.4 Lego Builders Number of lessons – 3 Programs – 2DIY		Digital Literacy - Unit 1.9 Technology outside of school Number of lessons – 2 Programs – Purple Mash Computer Science - Unit 1.2 Grouping & Sorting Number of lessons – 2 Programs – 2DIY Information Technology - Unit 2.6 Creating Pictures Number of lessons – 5 Programs – 2PaintAPictur		Information Technology - Unit 1.8 Spreadsheets Number of lessons – 3 Programs – 2Calculate Computer Science - Unit 1.7 Coding Number of lessons – 6 Programs – 2Code Information Technology - Unit 2.8 Presenting Ideas Number of lessons – 4 Programs – 2Connect, 2Quiz, 2Publish, 2Create A Story	
Science (Plymouth)	Animals including humans (Y1)	Animals including humans (Y1)	Plants (Y1)	Plants (Y2)	Plants (Y2)	Seasonal changes (Y1)
History MTPs		The Great Fire of London.	Local significant people			Famous significant people
Geography – MTPs(own mtps)	Maps skills			Our local area - Stockport		Uk and comparison with India
Art and design -MTPs	Printing		3D /sculpture			Painting
Design and technology – projects on a page		Structures		Mechanisms		Food

Music- Charanga	Year 1 Squirrels – Unit 2.1: Pulse, Rhythm and Pitch Year 1/2 Hedgehogs – Unit 2.1: Pulse, Rhythm and Pitch Year 2 Foxes – Whole Class Recorder	Christmas Performance	Year 1 Squirrels – Unit 2.3: Inventing a Musical Story Year 1/2 Hedgehogs – Whole Class Recorder Year 2 Foxes – Unit 2.3: Inventing a Musical Story	Year 1 Squirrels – Whole Class Recorder Year 1/2 Hedgehogs – Unit 2.4: Recognising Different Sounds Year 2 Foxes - Unit 2.4: Recognising Different Sounds	Unit 2.5: Exploring Improvisation	Unit 2.6: Our Big Concert
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Our drivers run through our long term plans

Each key stage has a long term plan for cycle A and Cycle B. We work on a 2 year cycle as we have mixed aged classes.

### Abingdon Drivers

- Roles models of all characteristics
- Accessing my local area and all it offers
- The power of word



### Key Stage 1 (Year 1 and 2) Cycle B 2024-2025

Overarching theme:		Down in the Deep Dark woods		Amazing Adventurers		A taste of India		
Wow: to engage Showcase: assessment and S&L opportunities Visit: cultural capital	Wow: Baking Cakes for Little Red Riding Hood Showcase: Sewing day with parents Visit: Reddish Vale Country Park – seasons/landmarks		Wow: Role play adventure T in role Showcase: Art exhibition Visit: Forest Schools sessions linked to explorers		Wow: Mehndi designs Showcase: Indian Dancing Visit: Hindu temple – Gitabhaver  - Manchester?			
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2		
English - Cycle	Reading	Class reads	<b>Fiction:</b> Traditional tales Fantastic Mr Fox by Roald Dahl  <b>Classic:</b> Hansel and Gretal by Bethan Woolvin	<b>Classic:</b> The Enchanted Wood by Enid Blyton  <b>Poetry:</b> Inside the Villains by Clotilde Perrin	You choose  Neil Armstrong (Little People, Big Dreams)	<b>Classic:</b> Whatever Next by Jill Murphy	<b>Fiction:</b> Pattan's Pumpkin by Chitra Soundar  <b>Fiction:</b> Born Behind Bars by Padma Venkatraman	<b>Fiction:</b> Pashmina by Nidhi Chanani  <b>Non-Fiction</b> A Magic Spicebox: a children's cookbook with an Indian twist by Namita Moolani Mehra
		Outcomes/texts	Retelling of the Story (F) Little Red Riding Hood  Plan and write their own narrative (F) 500 Words	Character Description (F) Inside the Villains – Clotilde Perrin  Letter from the wolf (NF) The true story of the 3 little pigs – Jon Scieska  Narrative (F) Hansel and Gretal – Anthony Browne	Poetry (F) (based on where they would sail to) The Boy Who Sailed the World – Julia Green  Setting description (F) Look – Gabi Snyder	Missing toys narrative missing toys (F) Lost in the Toy Museum – David Lucas  The Smile Shop – Satoshi Kitamura  Poem (F) The Owl and the Pusycat (P)	Gandhi biography (NF) The Extraordinary Life of Mahatma Gandhi – Chitra Soundar and Dalia Adillon  Retelling of the Story (F) Under the Great Plum Tree – Su fiya Ahmed and Reza Dalvand	Create their own story(F) Pattan's Pumpkin – Chitra Soundar  Instructions on how to grow a vegetable plant (NF) Flower Block – Lanisha Butterfield
	DEAL Strategies		Teacher in Role – The Wolf. Tableau					
	Speaking & Listening opportunities	Think pair share Retelling story	Think pair share In the characters role	Think pair share Performing poetry	Think pair share Performing poetry	Think pair share Retelling a story	Think pair share Instruction descriptions	
Maths – White Rose	Place Value Addition and Subtraction Shape	Addition and Subtraction Shape	Place Value Addition and Subtraction	Place Value Length and Height Mass and Volume	Multiplication and Division Fractions	Position and Direction Place Value Money Time		
Y1	Place Value Addition and Subtraction Shape	Place Value (2) Addition and Subtraction revise (1) Mult and Div – Intro (2)	Money – intro (1) Length and Height (2) Mass and Volume (3)	Fractions (2) Place Value (1) Multiplication and Division (2)	Money (1) Time (3)	Position and Direction (2) Stats (Year 2 only) (1)		
PE – Shapes (CT)	Dance – minibeasts	Gymnastics – pathways small and large	Dance – Space	Gymnastics – Wide, narrow and curved rolling and balancing	Dance – Festival of colours	Gymnastics – Balancing and spinning and patches		
PE – Shapes (Games -HLTA)	Games – Fundamental Movement skills 2	Games – Invasion Games 2	Games – Fundamental movement skills 3	Games – Striking and fielding games 2	Games – Target games 2	Games – Object manipulation 2		
Computing–Purple Mash	Digital Literacy - Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Purple Mash Computer Science - Unit 1.5 Maze Explorers Number of lessons – 3 Programs – 2Go		Digital Literacy - Unit 2.2 Online Safety Number of lessons – 3 Programs – Purple Mash Computer Science – Unit 1.6 Animated Story Books Number of lessons – 5 Programs – 2Create a Story		Digital Literacy - Unit 2.3 Spreadsheets Number of lessons – 4 Programs – 2Calculate Computer Science – Unit 1.3 Pictograms Number of lessons – 3 Programs – 2Count Information Technology - Unit 2.1 Coding Crash Course			

Science (Plymouth)	Animals inc humans(y2)	Animals inc humans (y2)	Materials (y1)	Materials (y1)	Materials (Y2)	Living Things and Their Habitats (Y2)
History MTPs		Local History	Significant individuals/explorers			Queen Victoria and the British Empire
Geography - MTPs	Our local area			The World	India comparison	
Art and design -MTPs	Textiles Landscape drawing		Collage/mixed media		Printing Rangoli/mehndi/mandala patterns	
Design and technology – projects on a page		Textiles		Mechanisms		Food
RE – Stockport Syllabus	1.1 Who is a Christian and what do they believe?	1.2 Who is Muslim and what do they believe?	How and why do we celebrate sacred and special times?		1.7 What does it mean to belong to a faith community?	
PSHE/RSE - Jigsaw	Being me in my World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
RE – Stockport Syllabus	1.3 Who is Jewish and what do they believe	1.4 What can we learn from sacred books?	What makes some places sacred?		1.8 How should we care for others and the world and why does it matter?	
PSHE/RSE - Jigsaw	Being me in my World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Music- Charanga	TBC – stockport scheme					

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Roles models of all characteristics  
Accessing my local area and all it offers  
The power of word

# How is Learning Across Our School Sequenced?



Abingdon Drivers

Roles models of all characteristics Accessing my local area and all it offers The power of word

## Lower Key Stage 2 (Year 3, 3/4, 4) Cycle A 2025-2026

Overarching theme		Eureka!		Globetrotters		Tomb Raiders	
		Wow: Art work Showcase: Olympics! Visit: School Workshops	Wow: Passports Showcase: Fact share Visit: Local area visits to Reddish Vale	Wow: Hieroglyphic detectives! Showcase: Assembly Visit: Bolton Museum/Manchester Museum			
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English - Cycle	Reading	<b>Class reads</b> Percy Jackson and the Lightning Thief, Rick Riordan	The Mark of the Cyclops, Saviour <b>Picotta</b>	<b>Varjak</b> Paw, SF Said	The Butterfly Lion, Michael Morpurgo	The Story of Tutankhamun, Patricia Cleveland-Peck	Secrets of a Sun King, Emma Carroll The Firework Makers Daughter, Phillip Pullman
	Writing	<b>Texts</b> Incredible You, Rhys <b>Boswell</b> and Nathan Reed	Light on Cotton Rock, David Litchfield  Gorilla, Anthony Browne	Winter's child, Angela McAllister	Great Adventures, Alastair Humphreys	The Egyptian Cinderella, Shirley Climo	The Scarabs Secret, Nick Wound and Christina Ballit
		<b>Outcomes</b> First person recount (F)  Poetry  Non -Chronological report based on Ancient Greek Olympics	Write a letter from an Ancient Greek slave  Narrative from an illustration (F)  Diary Entry (NF)	Narrative (F)  Write a persuasive Travel brochure on visiting Barcelona	Non-Chronological report (NF)  poetry	Diary Entry (F) Newspaper report (NF)	Write a Biography based on King Tutankhamun Stories from other cultures (NF)
		<b>DEAL Strategies</b>					
	<b>Speaking &amp; Listening opportunities</b>	Think pair share Poetry Newspaper reporters	Think pair share In role as a slave	Think pair share Persuasive discussions	Think pair share Travel agency role play activities	Think pair share In the role of Howard carter/Egyptian Cinderella	Think pair share Assembly performance

<b>Maths – White Rose</b>	Number and PV Roman Numerals (Y4) Addition and Subtraction	Addition and Subtraction Measurement- Area (Y4) Multiplication and Division	Multiplication and Division Measurement- Length and Perimeter	Fractions (Y3) Decimals (Y4) Measurement – Capacity and Volume	Fractions (Y3) Decimals (Y4) Money Time	Shape Statistics Position and Direction (Y4)
<b>PE – Shapes (CT)</b>	Dance – Greek dance	Gymnastics – Linking movements together	Y3 Swimming Y4 Around the world	Y3 Swimming Y4Gymnastics Receiving body weight	Y3Dance - Egyptians Y4 Swimming	Y3Gymnastics – receiving body weight Y4 swimming
<b>PE – Shapes (Games -HLTA)</b>	Games - Football	Games - Netball	Health related fitness and OAA	Invasion Games 3	Cricket	athletics
<b>Computing–Purple Mash</b>	Digital Literacy - Unit 3.2 Online Safety Number of lessons – 3 Programs – Purple Mash Computer Science – Unit 3.1 Coding Crash Course Number of lessons – 8 Programs – 2Code Information Technology - Unit 3.3 Spreadsheets Crash Course Number of lessons – 3 Programs – 2Calculate		Information Technology - Unit 3.4 Touch Typing Number of lessons – 4 Programs – 2Type Digital Literacy – Unit 3.5 Email (including email safety) Number of lessons – 6 Programs – 2Email, 2Connect, 2DIY Information Technology - Unit 3.6 Branching Databases Number of lessons – 4 Programs – 2Question		Information Technology - Unit 3.7 Simulations Number of lessons – 3 Programs – 2Simulate, 2Publish Information Technology – Unit 3.8 Graphing Number of lessons – 2 Programs – 2Graph Information Technology - Unit 3.9 Presenting with Google Slides Number of lessons – 6 Programs – Google Slides	
<b>Science – Plymouth Science</b>	Living things and their habitats (Y4)	Animals including humans (Y3)	Forces and magnets (Y3)	Electricity (Y4)	Animals including humans (Y3)	Animals including humans (Y4)
<b>History MTPs</b>	Ancient Greeks	Ancient Greeks			Ancient Egyptians	
<b>Geography</b>		Map work	A comparison between a European country (Spain)	A comparison between a European country (Spain)		The River Nile, climate, land use, irrigation systems.
<b>Art and design -MTPs</b>	Printing		Painting		3D /sculpture	
<b>Design and technology – projects on a page</b>		Food		Electrical systems		Structures
<b>RE – Stockport Syllabus</b>	L2.2 Why is the Bible so important for Christians today?	2.3 Why is Jesus inspiring to some people?	2.4 Why do people pray?		2.9 What can we learn from religions about deciding what is right/ wrong?	
<b>MFL -Spanish – Language Angels</b>	Phonics 1 & 2 Instruments	Seasons	vegetables	Ice-creams	My family	In the classroom
<b>PSHE/RSE - Jigsaw</b>	Being me in my World	Celebrating difference	Dreams and Goals	Healthy Me	relationships	Changing me
<b>Music- Charanga</b>	TBC Stockport Scheme TBC					

LKS2

### Abingdon Drivers

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### Lower Key Stage 2 (Year 3, 3/4, 4) Cycle B 2024-2025

Overarching theme		Stones N' Bones		Extreme Earth		As mad as a Hatter	
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Wow: Drama session as cave people Showcase: Gallery showcase of work Visit: Tatton Park <a href="#">Learn at Tatton Park</a>		Wow: Earthquake hit classroom Showcase: Gallery showcase of work Visit: Chester Zo0 (2025 only – free tickets) Local Area		Wow: Hat Museum Trip Showcase: Mad hatters tea party Visit: Hat Museum	
English - Cycle	Class reads	Stone aged Boy  Skara Brae (persuasion)	Iron Man	Earth Shattering Events by Robin Jacobs  Survivors by David Long	When the giant stirred	The promise	Accidental prime minister
	Outcomes/texts	Write a story inspired by the Stone Aged Boy (F)  Persuasive text on Skara Brae  (writing overview says the first drawing –character description)	Non-chronological report -The secrets of Stonehenge  How to wash a woolly mammoth - instructions	Escape from Pompeii – narrative retelling Volcano shape poem	Nonchronological report on earthquakes and volcanoes in the style of the book: Earth Shattering Events (NF)  Drop – narrative view of the drop	Alice in Wonderland <del>extracts</del> setting description/narrative  The cat in the hat - poetry	Persuasive – visit Stockport
	DEAL Strategies	hunter-gatherers' meetings role-played					
	Speaking & Listening opportunities	Think pair share In role discussions	Think pair share Showcase Recordings - mammoth	Think pair share In role survivors Poetry performance	Think pair share Art gallery stewards	Think pair share Poetry performance	Think pair share Video - news reports
	Maths – White Rose	Number and PV Roman Numerals (Y4) Addition and Subtraction	Addition and Subtraction Measurement- Area (Y4) Multiplication and Division	Multiplication and Division Measurement- Length and Perimeter	Fractions Decimals (Y4) Measurement – Capacity and Volume	Fractions (Y3) Decimals (Y4) Money Time	Shape Statistics Position and Direction (Y4)

PE – Shapes (CT)	Dance	Gymnastics	Y3F: Swimming Y3/4K & 4O: Dance	Y3F: Swimming Y3/4K & 4O: Gymnastics	Y3F: Dance Y3/4K & 4O: Swimming	Y3F: Gymnastics Y3/4K & 4O: Swimming
PE – Shapes (Games -HLTA)	Tag rugby	Basketball	Y3: Health related fitness Y4: Hockey	Flag football	Rounders	Athletics
Computing–Purple Mash	Digital Literacy - Unit 4.2 Online Safety Number of lessons – 4 Programs – Purple Mash Computer Science – Unit 4.1 Coding Crash Course Number of lessons – 8 Programs – 2Code Information Technology - Unit 4.3 Spreadsheets Crash Course Number of lessons – 6 Programs – 2Calculate		Information Technology - Unit 4.4 Writing for different audiences Number of lessons – 5 Programs – 2Email, 2Connect, 2DIY, 2Publish Computer Science – Unit 4.5 Logo Number of lessons – 4 Programs – Logo Information Technology - Unit 4.7 Effective Search Number of lessons – 3 Programs – Google Chrome		Information Technology - Unit 4.6 Animation Number of lessons – 3 Programs – 2Animate Computer Science – Unit 4.8 Hardware Investigators Number of lessons – 4 Programs – Logo Information Technology - Unit 4.9 Making Music Number of lessons – 3 Programs – Busy Beats	
Science – Plymouth Science	States of matter(y4)	Sound (Y4)	Rocks(y3)	British science week (See PS)	Plants (y3)	Light (y3)
History MTPs	The Stone Age	The Stone Age			Local history – Hatting (MTP)	
Geography			Extreme earth – Volcanoes and Earthquakes	The UK		Local area - Stockport (MTP)
Art and design -MTPs	Painting – cave Art		Collage/mixed media		Drawing	
Design and technology – projects on a page		Pneumatics		Mechanical systems		Textiles
RE – Stockport Syllabus	L2.1 What do different people believe about God? (Y3)		L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Y3)		L2.7 What does it mean to be a Christian in Britain today? (Y3)	L2.8 What does it mean to be a Hindu in Britain today? (Y3)
MFL -Spanish – Language Angels	Phonics 1 & 2	Animals	Fruits	I know how	Presenting myself	Habitats
	I am Learning Spanish					
PSHE/RSE - Jigsaw	Being me in my World	Celebrating difference	Dreams and Goals	Healthy Me	relationships	Changing me
Music- Charanga	Unit 4.1: Musical Structures	Year 3 Falcons – Whole Class Recorder Year 3/4K/Y4O– Unit 4.2: Exploring Feelings When You Play	Compose with Your Friends	Unit 4.4: Feelings Through Music	Unit 4.5: Expression and Improvisation	Unit 4.6: The Show Must Go On!

# How is Learning Across Our School Sequenced?

 **Abingdon Drivers** Roles models of all characteristics Accessing my local area and all it offers [The](#) power of word

**Upper Key Stage 2 (Year 5 and 6) Cycle A 2025-2026**

		Behind Enemy Lines		What a wonderful world		Rotten Romans	
		<b>Wow:</b> Designing Anderson Shelters <b>Showcase:</b> Assembly <b>Visit:</b> The air raid shelters - Stockport		<b>Wow:</b> <b>Showcase:</b> Parents afternoon – children introducing what they have learnt <b>Visit:</b>		<b>Wow:</b> <b>Showcase:</b> Roman games <b>Visit:</b> Trip to Chester	
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English - Cycle	Class reads	Cloud Soup, Kate Wakeling	<del>Madam</del> Madam, Thomas Taylor				
	Texts	Letters from the Lighthouse, Emma Carroll	Peter in Peril, Helen Bate	<del>Sober</del> Sober Explanation text – life cycle	Fantastic Beasts – JK Rowling The day the crayons came home.	Escape from Pompeii, Christina Ball Nero biography	Stitch Head
	Outcomes	Letters (home to mother from Olive) (NF) Poetry Letters from the Lighthouse-Setting description. (F)	First person narrative (F) News report (NF)	Diary entry Explanation text – life cycle	Character description (NF) Narrative (F)	<u>Flash back story (F)</u> Non-Chronological report (NF) about emperor Nero	Diary entry (Horror Genre)
	DEAL Strategies	TBC					
Maths – White Rose	Number and Place Value	Multiplication and Division Fractions	Decimals Percentages Algebra	Converting units Perimeter, area and volume	Geometry: Properties of shape	End of KS revisiting as required	

UKS2

	Addition and Subtraction	Geometry: Position and Direction		Ratio Statistics	Consolidation for SATS practise.	
PE – Shapes (CT)	Y5 Swimming Y6 Dance WWII	Y5 Swimming Y6 Gymnastics Counter balance counter tension	Y5 -Dance – Haka Y6 Gymnastics – Synchronisation and cannon	Y5 Gymnastics – matching, mirroring and contrast Y6 Team Building and problem solving	Dance - Romans	Y5 Gymnastics – Partner work – under and over Y6 Leadership skills
PE – Shapes (Games -HLTA)	Basketball	Health Rated Fitness/OAA	Games – Tag Rugby	Hockey	Badminton	Cricket
Computing–Purple Mash	Digital Literacy - Unit 5.2 Online Safety Number of lessons – 3 Programs – Purple Mash Computer Science – Unit 5.1 Coding Crash Course Number of lessons – 8 Programs – 2Code Information Technology - Unit 5.3 Spreadsheets Crash Course Number of lessons – 6 Programs – 2Calculate		Information Technology - Unit 5.4 Databases Number of lessons – 4 Programs – 2Question, 2Investigate Computer Science – Unit 5.5 Game Creator Number of lessons – 5 Programs - 2DIY 3D Information Technology - Unit 5.6 3D Modelling Number of lessons – 4 Programs – 2Design and Make		Computer Science - Unit 5.7 Concept Maps Number of lessons – 4 Programs – 2Connect Information Technology – Unit 5.8 Word processing with Google Docs Number of lessons – 8 Programs – Google Doc	
Science – Plymouth Science	Animals, including humans (Y5)	Electricity (Y6)	Living things and their habitats (Y5)	Living things and their habitats (Y6)	Evolution and inheritance (Y6)	BSW – renewable energy (Y5)
History MTPs – history Association	A study into World War 2. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.				A study of the Roman Empire and its impact on Britain. – with local links	

Geography – MTPs		Map work based on WWII – location of European countries	A comparison between a non-European country from the Americas and our local area	Mountains, Rivers and Coasts		location of Rome and the land covered by the Roman Empire, impact of the physical landscape on the spread of the Roman Empire (geographical proximity of resources etc)
Art and design -MTPs	Painting		Textiles Dye and embellish with sewing techniques own t-shirt			Mixed media/ collage Create own roman mosaic
Design and technology – projects on a page		Electrical systems More complex switches and circuits Make an alarm/security light for an air raid shelter (Link to science)		Mechanical systems Cams- eg making a rainforest animal toy that moves with a cam		Structures Frame structures Make a roman temple
RE – Stockport Syllabus	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?		U2.8 What different does it make to believe in ahimsa (harmlessness), grace, and /or Ummah (community)?	
MFL -Spanish – Language Angels	Phonics 3 &4 The date	Do you have a pet	My Home	What's the Weather	At school	Me in the world
PSHE/RSE - Jigsaw	Being me in my World	Celebrating difference	Dreams and Goals	Healthy Me	relationships	Changing me
Music- Charanga	TBC Stockport Scheme TBC					

#### Abingdon Drivers

Roles models of all characteristics  
Accessing my local area and all it offers  
The power of word



Abingdon Drivers

Roles models of all characteristics Accessing my local area and all it offers [The power of word](#)

### Upper Key Stage 2 (Year 5 and 6) Cycle B 2024-2025

		Vikings and Anglo Saxons		Time Travellers		A Better Tomorrow	
		<b>Wow:</b> The Mystery of the Sutton Hoo burial. <b>Showcase:</b> Creating a Viking longboat and information booklet and describe to others.  <b>Visit:</b> Tatton Park or Weaver Hall		<b>Wow:</b> Maya writing- code breaking. <b>Showcase:</b> Parents afternoon – eat Mayan food, display work, Mayan games.  <b>Visit:</b> Maya Visit – Archaeologist to school- to book.		<b>Wow:</b> Recycle art work for whole school display <b>Showcase:</b> How can we create a better tomorrow speeches/ presentation. <b>Visit:</b> Reddish vale HS farm/Reddish vale CP/local area litter picks etc	
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English - Cycle	Reading	Y6- Holes		Y6- The boy at the back of the class/ There' s a boy in the girl's bathroom.		Y6- The Final Year	
	Writing	Y5- Beowulf		Y5- How to Train Your Dragon		Y5- The Nowhere Emporium	
	Class reads						
	Outcomes/texts	Beowulf- Narrative including setting description and character description (Y5 and 6)  500-word story writing competition	How to train your dragon narrative and instruction writing  Polar Express – persuasive writing piece to join the Polar Express. (Y6)  Visit Whoville NF text (Y5)	A Mayan Tale- Rain Player – Narrative writing. (Y5 and 6)  Balanced argument: should animals be kept in captivity? (Y5 and 6)  Narrative- The Barnabus Project (Y5 and 6)	Write a persuasive travel brochure- visiting the Mayan Ruins in Chichen Itza, Mexico. (Y5)  Non-Chronological report on The Mayans (Y6)	Say NO to palm oil- formal letters to supermarkets  Narrative- The Tin Forest by Helen Ward and Wayne Anderson (Y5 and 6)	Biographies on inspirational environmentalist.  Diary entry- From the point of view of a suffragette who has been imprisoned.

	DEAL Strategies	Role on the wall	Teacher in roll Children in roll	Conscience alley	Children in role Guided tour	Speaking object	Opinion line
	Speaking & Listening opportunities		Speaking competition with 3 children from Y6.	Showcase- delivering information to parents through presentations.		End of year production	End of year assembly – poems
	Maths – White Rose	Number and Place Value Addition and Subtraction	Multiplication and Division Fractions Geometry: Position and Direction	Decimals Percentages Algebra	Converting units Perimeter, area and volume Ratio Statistics	Geometry: Properties of shape Consolidation for SATS practise.	End of KS revisiting as required
	PE – Shapes (CT)	Year 5: Swimming Y6: team building and problem solving	Year 5: Swimming Y6: Gymnastics	Year 5: Dance Year6: Gymnastics	Year 5: Gymnastics Year 6: Dance	Year 5: Dance Year 6: Dance	Year 5: Gymnastics Year 6: leadership skills
	PE – Shapes (Games- HLTA)	Netball	Football	Health related fitness	Lacrosse	Tennis	Rounders
	Computing–Purple Mash	<b>Digital Literacy - Unit 6.2 Online Safety</b> Number of lessons – 2 Programs – Purple Mash <b>Computer Science – Unit 6.1 Coding Crash Course</b> Number of lessons – 8 Programs – 2Code <b>Information Technology - Unit 6.3 Spreadsheets Crash Course</b> Number of lessons – 5 Programs – 2Calculate		<b>Digital Literacy - Unit 6.2 Online Safety</b> Number of lessons – 2 Programs – Purple Mash <b>Computer Science – Unit 6.1 Coding Crash Course</b> Number of lessons – 8 Programs – 2Code <b>Information Technology - Unit 6.3 Spreadsheets Crash Course</b> Number of lessons – 5 Programs – 2Calculate		<b>Digital Literacy - Unit 6.2 Online Safety</b> Number of lessons – 2 Programs – Purple Mash <b>Computer Science – Unit 6.1 Coding Crash Course</b> Number of lessons – 8 Programs – 2Code <b>Information Technology - Unit 6.3 Spreadsheets Crash Course</b> Number of lessons – 5 Programs – 2Calculate	
	Science – Plymouth Science	Properties and changes of materials (Y5)	Animals, including humans (Y6)	Forces (Y5)	Earth and space (Y5)	Light (Y6)	BSW air pollution (Y5)
	History MTPs – history Association	Britain's settlement by Anglo-Saxons and Scots	the Viking and Anglo-Saxon struggle for the Kingdom of England to	The Mayans		Suffragettes movement	

		the time of Edward the Confessor				
	Geography – MTPs			Central America Comparison/rainforests		Climate Change
	Art and design -MTPs	Observational drawing		3D sculptures – Mayan Masks		DT – food celebrating culture and seasonability
	Design and technology – projects on a page		Textiles -Combining fabric shapes		Mechanical systems – pulleys and gears that lift/move – link to science	Printing Leaf inspired designs
	RE – Stockport Syllabus	Why do some people believe God exists?	What do religions say to us: when life gets hard?	If God is everywhere, why go to a place of worship?		What does it mean to be a Muslim in Britain today?  The weekend
	MFL -Spanish – Language Angels	Phonics 3 & 4 The Classroom	Traditions and celebrations	At the cafe	Clothes	Healthy Lifestyles
	PSHE/RSE - Jigsaw	Being me in my World	Celebrating difference	Dreams and Goals	Healthy Me	relationships  Changing me
	Music- Charanga	Unit 6.1: Music and Technology	Unit 6.2: Developing Ensemble Skills	Unit 6.3: Creative Composition	Unit 6.4: Musical Styles Connect Us	Unit 6.5: Improvising with Confidence  Unit 6.6: Farewell Tour

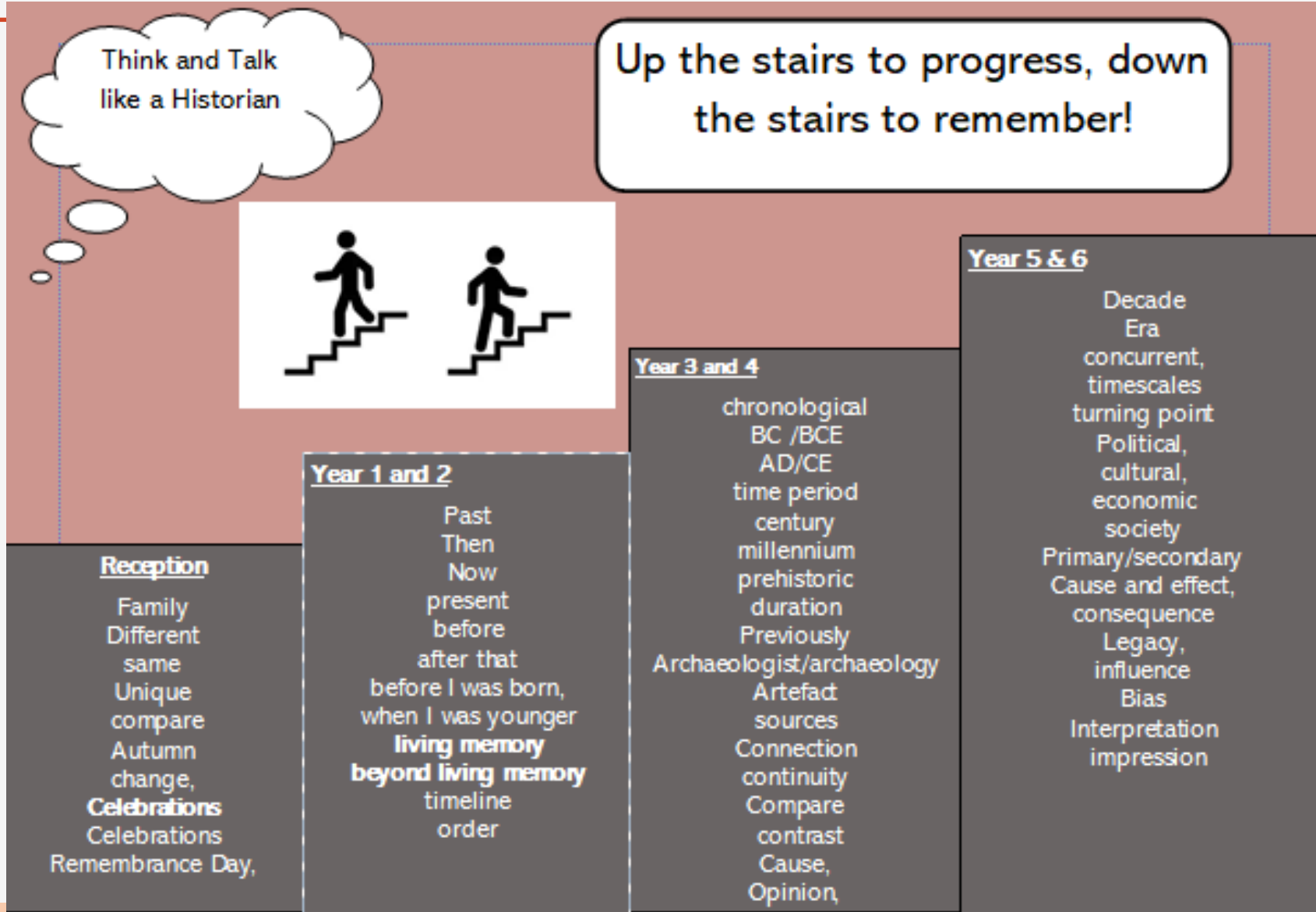
#### Abingdon Drivers

Roles models of all characteristics

Accessing my local area **and all it offers**

[The power of word](#)

# Vocabulary Progression



Each subject has a vocabulary staircase to show them 'How to be a.....'

This links to our driver 'The Power of Word' – understanding the power that vocabulary can have.



# How are knowledge and skills built on through school?

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Some of our subjects are part of a bought in scheme:

Maths

Science

Music

PSHE

MFL

Computing

PE

RE

Others are more bespoke to our children and the drivers that feed through the curriculum

Reading

Writing

History

Geography

Art

Design Technology



Medium Term Curriculum Plan  
**Amazing Adventurers: How have explorers changed the world?**

Subject: History  
 Term: Spring  
 Cycle B  
 Year group: 1 and 2

**National curriculum objective**

Pupils should

- Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

A study of the lives of different explorers focussing on Ibn Battuta and Matthew Henson, Sir George Back (significant individual with links to Stockport) and Felicity Aston (three polar explorers to provide comparison).

Children will also learn about explorers such as Neil Armstrong, Mae Jemison, Mary Kingsley and Amelia Earhart through stories.

**History aims**

**Chronological Understanding**

- Understand that the time before now is the past
- Understand the terms “within living memory” and “beyond living memory”
- Know that a timeline shows the order that events in the past happened.
- Be able to place different explorers on a timeline in order.
- Use vocabulary to orally label a timeline (e.g. past/present, older/newer)

**Historical Enquiry**

**Change and Continuity** – Identify and describe the similarities and differences between the journeys of different explorers. Explain that some things have changed whilst others have stayed the same.

**Cause and Consequence** – Ask why things happened and begin to explain why with support. Describe some of the reasons that motivated each explorer. How did the physical conditions affect the explorer (What impact did they have in the people, livestock and equipment?) Suggest reasons why people are regarded as significant – why should we remember them? What impact did they have?

**Similarity and Difference** – Compare and contrast aspects of life in the past with life today using the stories of Ibn Battuta (e.g. the postal system and food storage). Compare and contrast the equipment used by different explorers and the modes of transport available to them.

**Sources and Evidence** – Describe some of ways in which historians can find out about the past. Explore sources of evidence about the past including maps and photographs. Make observations about what the sources show (What do you notice?). Begin to ask questions about the sources and the individuals they relate to (What do you wonder? What questions would you ask the explorer?) and use this information to answer simple historical questions.

**Subject specific vocabulary**

explorer/explore  
 achievement  
 voyage  
 transport  
 navigate  
 trade

**Disciplinary Vocabulary**

Past, then  
 Now, present  
 Living memory  
 Timeline, **chronology**  
 Evidence  
 Similarity, difference  
 Local, national  
**Compare, contrast**  
**significant**

**Knowledge and understanding of events in the past**

- Explorers are people who travel to and explore new or unfamiliar areas.
- Ibn Battuta was a Medieval Muslim who travelled across Africa and then onto Mecca for the Hajj. He also travelled to India and China.
- George Back was a polar explorer who was born in Edgeley. He went on many expeditions to the Arctic. On one expedition he ran out of food and had to eat a pair of trousers.
- Matthew Henson was a polar explorer. He was one of the first men to find the North Pole. His achievements were not acknowledged because he was black.
- Felicity Aston is a polar explorer. In 2012 she became the first woman to ski alone across Antarctica.
- Although we can compare explorers, there are differences in how and where they travelled.

**Interpretation**

- Begin to identify different ways to represent the past (e.g. photos, stories).
- Make simple observations about the past from a source.
- Understand that some people are considered more “significant” than others and begin to give reasons why this might be.

**Weekly overview**

Week	Objective	Previous linked	Lesson Outline	Key questions	SEND adaptation/adjustments	Resources needed
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Bespoke  
 Medium  
 term  
 plans -  
 example

answer simple historical questions.

### Weekly overview



Week	Objective	Previous linked objectives/ learning?	Lesson Outline
1	To explain what an explorer is and what they do.	Children have learnt about different jobs that people do as part of the "When I Grow Up" topic in EYFS. Children have explored different environments including the Arctic during UTW sessions in EYFS. Children in Year 2 have previously discussed the concept	<b>Historical enquiry question in bold</b> <b>Who are explorers and what do they do?</b>  Hook – Show the children a backpack containing binoculars, a compass, a map and a walking pole. Who do they think these objects belong too? What do you think they are used for?  Introduce the big question and the term explorer. Ask children what they think explorers do? Can they name any explorers? Explain to the children what explorers are and tell that that we will be learning about some different explorers.

Prior learning clearly laid out in bespoke planning

		of significance when learning about significant individuals in previous topics.	Show the children some pictures of different explorers. Place the images around the classroom, children to work in groups to look a
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**VOCABULARY**

**Light**- Light is a type of energy that makes it possible for us to see.

**Source of light**- The sun and other stars, fires, torches and lamps all make light are examples of light sources.

**Dark**- with little or no light

**Absence of light**- refers to darkness. No or little light

**Transparent**- allows light to pass through

**Translucent**- allows light but not detailed shapes to pass through-diffuses light.

**Opaque**- An opaque material does not let light through. It does not reflect light.

**Shiny**- reflect light, typically clean and polished.

**Matt**- dull and flat without a shine.





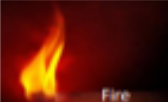

**Surface**- outside part of uppermost layer of something

**Shadow**- dark area or shape produced by an object coming between rays of light and a surface.

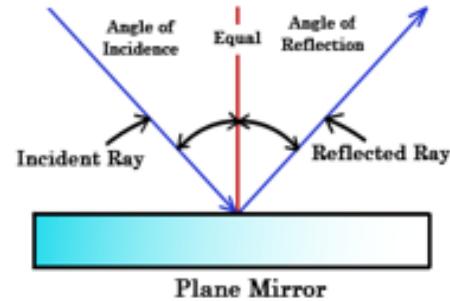
**Reflect**- throw back light without absorbing it.

**Sunlight**- light from the sun.

**Light Sources**

Natural	Artificial
 Sun	 Torch
 Candle	 Television
 Fire	 Light bulb

**Reflection**



Light bounces off surface and changes direction as a result.

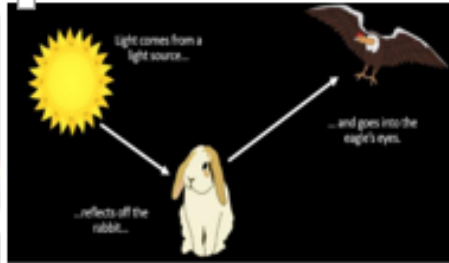
**Facts**

- Light travels in straight lines.
- Light from the sun can travel to Earth through a vacuum in 8 minutes.
- We need light to see.
- Light is a beam of energy.
- Plants turn light energy into food.
- Light travels at 300,000 km/second.

**How we see things**



White light is made of a spectrum of colours with different wavelengths: red, orange, yellow, green, blue, indigo and violet.



Light comes from a light source, reflects off the object and enters the eye.

**UV Light**



Electromagnet radiation from the sun or man-made objects such as sunbeds.

It is very dangerous to look directly at the sun.

Knowledge Organisers held in back of the children's book to have easy access to.





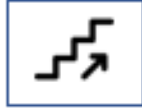


Pupil Vocabulary Organiser –History KS1 Amazing Adventurers

What I already know that will help me:

**Words**

Past            present  
 then            Now  
 Living memory    Timeline  
 Similarity        difference  
 Local            national  
 explorer/explore    significant  
 chronology  
 Compare        contrast



**Word components and phonic knowledge**

New vocabulary for this study – words specific for History

Know Link analyse

Use and apply in a sentence

**Achievement**

\_\_\_\_\_

**Voyage**

\_\_\_\_\_

**Transport**

\_\_\_\_\_

Vocabulary builders to explicitly teach key vocabulary for units.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use

# Forest Schools (or any other cross curricular activities)

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We have introduced Forest Schools this school year. Forest schools develops the children's confidence and team building skills and of course adds to their personal development. It also supports many areas of our curriculum. E.g. PSHE (being me in my world) science (plants and animals, seasons) Geography (field work skills).



# Key Learning

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In each subject we have identified the key learning we want the children to know. This is shared with the children with 'key' images.



## Key Learning **History Cycle B Spring 1 Amazing Adventurers KS1**



1. Explorers are people who travel to and explore new or unfamiliar areas.



2. Ibn Battuta was a Medieval Muslim who travelled across Africa and then onto Mecca for the Haji. He also travelled to India and China



3. George Back was a polar explorer who was born in Edgeley. He went on many expeditions to the Arctic. On one expedition he ran out of food and had to eat a pair of trousers.



4. Matthew Henson was a polar explorer. He was one of the first men to find the North Pole. His achievements were not acknowledged because he was black



5. Felicity Aston is a polar explorer. In 2012 she became the first woman to ski alone across Antarctica.



6. Although we can compare explorers, there are differences in how and where they travelled

# Assessment of Foundation Subjects

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We use a number of formative assessment strategies:

Live marking

Concept maps

Quizzes

Double page spreads

Verbal questioning

We assess the children as to whether they can articulate the key knowledge.

Assessment	
Working below expectation	Working above expectation

All other children have met expectations



# Challenge and Adaptations

	Key questions	SEND adaptation/adjustments	Resources needed
as d	<p>Who do you think these objects belong to? What are they used for? What does an explorer do? Can you name any explorers? What do you notice?</p> <p>Where did the explorers travel to? Which forms of transport did you spot? What were the explorers wearing? Why do you think the explorers set out on their travels?</p>	<p>Dual coded vocabulary to support understanding of key vocabulary.</p> <p>Adults to scribe children's responses/record children orally explaining what explorers are. QR codes in books.</p>	<p>Rucksack, binoculars, compass, map, walking poles etc Images of past and present explorers</p>

## **Adaptations are planned into lessons. They might look like:**

Use of additional resources – scaffolding (e.g.; key word lists, visual representations – Dual coding)

Teacher expertise – e.g.; additional processing time, use of talk partners, scribing, modelling. I do , we do you do

Referring back to previous learning and vocabulary.

Making parallels with the present day – linking the past to the present or the present to the past.

Use of artefacts, visits and visitors.

Enable Tables

## High quality teaching benefits pupils with SEND

### The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

#### 1 Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*



#### 2 Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*



#### 3 Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*



#### 4 Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*



#### 5 Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*



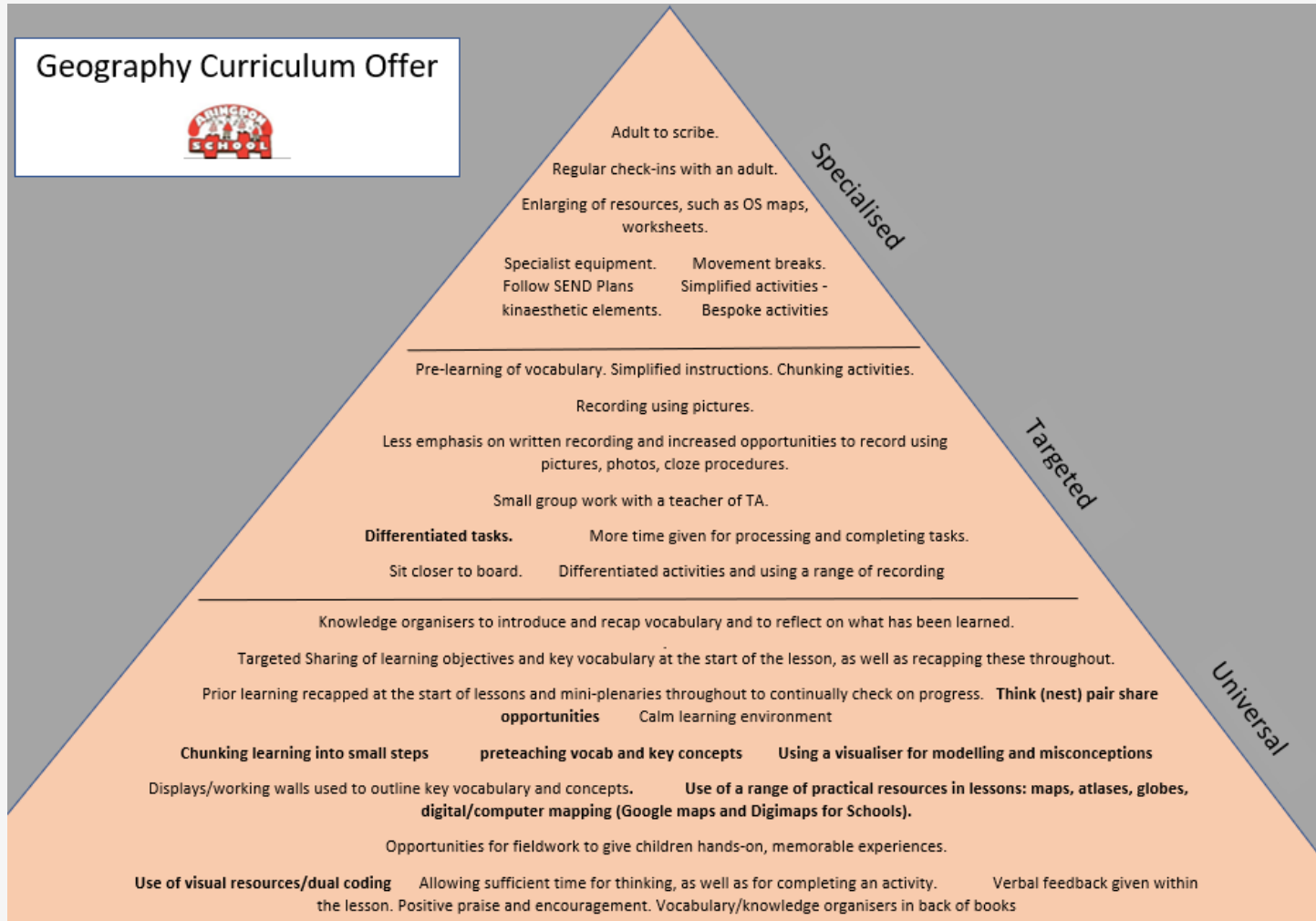
We use the Five a day principle alongside our own current focuses for adaptations:

- 1) "Nest/Pair/Share"
- 2) Pre-teaching of vocabulary and any key concepts
- 3) Visual resources and dual coding across the whole school
- 4) Chunking learning
- 5) Using the visualiser for modelling and misconceptions



To further extend children's learning we use a challenge stamp with a further question/s to move them on.

# Provision Pyramids



Each curriculum area has a provision pyramid to support inclusive practise

# What do our children say about our curriculum?

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We like it when we do practical stuff. It sticks in our head a bit more.

Knowledge organisers help us to remember information about what we are learning.

I like getting a challenge question – I feel like I can do it!