

## Stockton on the Forest Primary School Curriculum Plan

Pines A	
<b>Writing, Spelling and grammar</b>	The National Curriculum for Y1 English supported by the Primary Assertive Mentoring system Work on a significant author
<b>Reading</b>	<p><b>Reading</b></p> <p>To know the letter names and letter sounds of the alphabet</p> <p>To know how letters work together to make different sounds (through phonics work)</p> <p>To recognise and be able to read appropriate high frequency words</p> <p>To follow the text with our finger when reading</p> <p>To know that books can be read for enjoyment and give us information/help us learn.</p> <p>To talk about what they like in stories, poems and non-fiction.</p> <p>To begin to express opinions about major events or ideas in stories, poems and non-fiction.</p> <p>To begin to answer basic retrieval questions on text.</p> <p><b>Reading Scheme: Oxford Reading Tree supplemented by Rigby and Pelican</b></p>
<b>Speaking and Listening</b>	<p>To talk about matters of immediate interest.</p> <p>To listen to others and respond appropriately.</p> <p>To begin to provide detail in their accounts.</p>
<b>Maths</b>	The National Curriculum for Y1 mathematics delivered through the Abacus Maths scheme and Primary Assertive Mentoring
<b>Science</b>	Everyday materials; Seasonal change; Plants; Animals including humans; working scientifically
<b>History</b>	<p>Historical Events and people in the locality</p> <p>National/Global Key events</p>
<b>Geography</b>	<p>Investigate the countries and capitals of the UK</p> <p>Worlds continents and oceans</p>
<b>Art</b>	Painting; Collage; Sculpture
<b>DT</b>	<p>Structures - free standing structures</p> <p>Mechanisms - Sliders and levers</p> <p>Food - preparing fruit and vegetables</p>

<b>RE (SACRE)</b>	Unit 1.1 Ourselves F2 Special Times F3 Other Special People Unit 1.4 Surprises F5 Special Places Unit 1.6 People and Worship					
<b>PE (Val Sabin)</b>	Games - Reception Unit 1 using beanbags Unit 2 - Using a medium sized ball		Games - Reception Unit 3 using hoops and quoits Unit 4 - Using a bat and small ball		Games - Bean bag rounders Athletics - running activities	
	Gym - Y1 Unit D	Dance - Y1 Unit 1	Gym - Y1 Unit E	Dance - Y1 Unit 2	Gym - Y1 Unit F	Sports day prep
<b>Music (Music Express)</b>	Sounds Interesting (Y1)	Nativity	Feel the Pulse (Y1)	Going Places	Rain Rain Go Away	Our Senses (R)
<b>PSHCE (CYC Circle Time)</b>	R New Beginnings R Getting On and Falling Out R Going for Goals R Good to be me R Relationships R Changes					
<b>ICT</b>	Toys; Let's Find Out and Film ; Shadows and Stickmen					

Pines B	
<b>Writing, Spelling and grammar</b>	The National Curriculum for Y1 English supported by the Primary Assertive Mentoring system. Work on a significant author
<b>Reading</b>	<p><b>Reading</b></p> <p>To know the letter names and letter sounds of the alphabet</p> <p>To know how letters work together to make different sounds (through phonics work)</p> <p>To recognise and be able to read appropriate high frequency words</p> <p>To follow the text with our finger when reading</p> <p>To know that books can be read for enjoyment and give us information/help us learn.</p> <p>To talk about what they like in stories, poems and non-fiction.</p> <p>To begin to express opinions about major events or ideas in stories, poems and non-fiction.</p> <p>To begin to answer basic retrieval questions on text.</p> <p><b>Reading Scheme: Oxford Reading Tree supplemented by Rigby and Pelican</b></p>
<b>Speaking and Listening</b>	<p>To talk about matters of immediate interest.</p> <p>To listen to others and respond appropriately.</p> <p>To begin to provide detail in their accounts.</p>
<b>Maths</b>	The National Curriculum for Y1 mathematics delivered through the Abacus Maths scheme and Primary Assertive Mentoring
<b>Science</b>	Seasonal change; Everyday materials; Plants; Animals including humans
<b>History</b>	<p>Historical Events and people in the locality</p> <p>National/Global Key events</p>
<b>Geography</b>	<p>Investigate the countries and capitals of the UK</p> <p>Worlds continents and oceans</p>
<b>Art</b>	Printing; Textiles; Drawing
<b>DT</b>	<p>Structures - free standing structures</p> <p>Mechanisms - Sliders and levers</p> <p>Food - preparing fruit and vegetables</p>
<b>RE</b>	F1 I am Special      Unit 1.2 Gifts and Giving      Unit 1.3 Faith Stories      F4 Special Things      Unit 1.5 Living in Our World

<b>(SACRE)</b>	F6 Special Books					
<b>PE (Val Sabin)</b>	Games - Y1 Unit 1 - Using a large ball Unit 2 - Aiming games		Games - Y1 Unit 3 Bat and Ball Skills - Skipping Unit 4 - Developing partner work		Games - football skills Athletics - Throwing and running activities	
	Gym - Reception Intro Unit	Dance - Reception Unit 1	Gym - Reception Unit A	Dance - Reception Unit 2	Gym - Reception Unit B	Sports Day prep
<b>Music (Music Express)</b>	Long and Short of It	Nativity	Growth and Change	Taking Off	What's the Score?	Working World
<b>PSHCE (CYC Circle Time)</b>	Y1 New Beginnings Y1 Getting On and Falling Out Y1 Going for Goals Y1 Good to be me Y1 Relationships Y1 Changes					
<b>ICT</b>	Toys; Let's Find Out and Film; Shadows and Stickmen					

## Willows A

<b>Writing, spelling and grammar</b>	<b>The National Curriculum for Y2 and Y3 English supported by the Primary Assertive Mentoring system. Work on a significant author</b>
<b>Reading</b>	<p>Consolidate learning from Y1</p> <p>To know letters and sounds to read and decode accurately.</p> <p>To be able to recognise and take account of punctuation marks when reading aloud</p> <p>To be able to segment words in order to decode.</p> <p>To develop fluency and expression when reading aloud.</p> <p>To understand the difference between fiction and non-fiction texts and books.</p> <p>Express opinions about major events or ideas in stories, poems and non-fiction, referring to the text to justify their thoughts.</p> <p>To be able to locate and retrieve basic information in texts.</p> <p>To be able to begin to deduce, infer and appreciate the subtext in both words and pictures,, referring to either to justify their thoughts.</p> <p>To use knowledge of the alphabet to locate words in a dictionary</p> <p>To develop their knowledge and understanding of a range of vocabulary.</p> <p><b>Reading Scheme: Oxford Reading Tree supplemented by Rigby and Pelican</b></p>
<b>Speaking and Listening</b>	<p>To show confidence in talking and listening.</p> <p>To participate in discussions and show understanding of the main points.</p> <p>To include details to interest the listener, explaining clearly and using a growing vocabulary when talking about matters of interest.</p> <p>To listen carefully to others and respond appropriately.</p> <p>To be aware that in some situations a more formal vocabulary and tone of voice are used.</p>
<b>Maths</b>	The National Curriculum for Y2 and Y3 mathematics delivered through the Abacus Maths scheme and Primary Assertive Mentoring
<b>Science</b>	Y2: All living things and their habitats; Uses of everyday materials; Animals including humans; Plants; working scientifically Y3: Forces and Magnets; Light; Rocks; Animals including humans; plants; working scientifically
<b>History</b>	British History Theme - Compare Queen Elizabeth 1 <sup>st</sup> and Queen Victoria. History of interest to pupils
<b>Geography</b>	Worlds countries with a focus on Europe and France - Atlas work Contrasting UK and non-European country - Japan

	Explore weather and climate in the UK and around the world					
<b>Art</b>	Painting Collage Sculpture					
<b>DT</b>	Textiles - templates and joining techniques Mechanisms - Wheels and axles Food - preparing fruit and vegetables					
<b>RE (SACRE)</b>	Unit 3.1 Rituals in my life    Unit 3.2 Remembering    Unit 3.3 Heroes and Heroines Unit 3.4 Food and Fasting    Unit 3.5 Holy Books    Unit 3.6 Journeys to Special Places					
<b>PE (Val Sabin)</b>	Games Y2 Unit 1 - throwing and catching Unit 2 Making up Games with a Partner		Games Y2 Unit 3 - Dribbling, Kicking and Hitting Unit 4 - Group Games and Inventing Rules		Games - Quick Cricket Athletics - Throwing and Jumping activities	
	Gym - Y3 Unit L	Dance - Y3 Unit 1	Gym - Y3 Unit M	Dance - Y3 Unit 2	Dance - Y3 Unit 3	Sports Day Prep
<b>Music (Music Express)</b>	Y2 The Long and Short of it; Feel the pulse; Taking off; What's the score; Rain rain go away; Sounds Interesting					
<b>PSHCE (CYC Circle Time)</b>	Y2 New Beginnings    Y2 Getting On and Falling Out    Y2 Going for Goals    Y2 Good to be me    Y2 Relationships Y2 Changes					
<b>French (Sunderland)</b>	Unit 1 Greetings and Introductions Unit 2 Games and Songs Unit 3 Celebrations Unit 4 Body, colours and descriptions of people					
<b>ICT</b>	Fix it and Find it; Animal Top Trumps; Shapes and Safety					

## Willows B

<b>Writing, spelling and grammar</b>	<b>The National Curriculum for Y2 and Y3 English supported by the Primary Assertive Mentoring system.</b> <b>Work on a significant author</b>
<b>Reading</b>	<p>Consolidate learning from Y1</p> <p>To know letters and sounds to read and decode accurately. (be secure phonically at phonic phase 5)</p> <p>To be able to recognise and take account of punctuation marks when reading aloud</p> <p>To be able to segment words in order to decode.</p> <p>To develop fluency and expression when reading aloud.</p> <p>To understand the difference between fiction and non-fiction texts and books.</p> <p>Express opinions about major events or ideas in stories, poems and non-fiction, referring to the text to justify their thoughts.</p> <p>To be able to locate and retrieve basic information in texts.</p> <p>To be able to begin to deduce, infer and appreciate the subtext in both words and pictures,, referring to either to justify their thoughts.</p> <p>To use knowledge of the alphabet to locate books and find information</p> <p>To develop their knowledge and understanding of a range of vocabulary.</p> <p><b>Reading Scheme: Oxford Reading Tree supplemented by Rigby and Pelican</b></p>
<b>Speaking and Listening</b>	<p>To show confidence in talking and listening.</p> <p>To participate in discussions and show understanding of the main points.</p> <p>To include details to interest the listener, explaining clearly and using a growing vocabulary when talking about matters of interest.</p> <p>To listen carefully to others and respond appropriately.</p> <p>To be aware that in some situations a more formal vocabulary and tone of voice are used.</p>
<b>Maths</b>	The National Curriculum for Y2 and Y3 mathematics delivered through the Abacus Maths scheme and Primary Assertive Mentoring
<b>Science</b>	Y2: All living things and their habitats; Uses of everyday materials; Animals including humans; Plants; working scientifically Y3: Forces and Magnets; Light; Rocks; Animals including humans; plants; working scientifically
<b>History</b>	Stone age - iron age Roman Empire

<b>Geography</b>	Mountains, Volcanoes and earthquakes - incorporating map and atlas work					
<b>Art</b>	Printing; Textiles; Drawing					
<b>DT</b>	Textiles - 2d shapes to 3d product Structures - shell structures Food - Healthy and varied diet - including cooking and nutrition					
<b>RE (SACRE)</b>	Unit 2.1 Patterns of Family Life Unit 2.2 Light and Dark Unit 2.3 Leaders Unit 2.4 Endings and Beginnings Unit 2.5 Poems, Prayers and Promises Unit 2.6 What happens in a place of worship?					
<b>PE (Val Sabin)</b>	Games - Y3 Unit 1 - Ball skills Y3 Unit 2 - Creative games making		Swimming		Games - Y3 Unit 3 - Net/wall games Y3 Unit 4 - Striking and Fielding	
	Gym - Y2 Unit H	Dance - Y2 Unit 1	Gym - Y2 Unit I	Dance - Y2 Dance Unit 2	Gym - Y2 Unit J	Athletics - Running and Jumping activities
<b>Music (Music Express)</b>	Y3 Animal Magic; Play it Again; The class orchestra; Dragon Scales; Painting with sound ; Salt, pepper, vinegar, mustard.					
<b>PSHCE (CYC Circle Time)</b>	Y3 Transition; Y3 Families; Y3 Keeping Safe and Well					
<b>French (Sunderland)</b>	Unit 1 Greetings and Introductions Unit 2 Games and Songs Unit 3 Celebrations Unit 4 Body, colours and descriptions of people					
<b>ICT</b>	Bringing it to Life Games in a New world Move it and Sort it					



<b>Hazel A</b>	
<b>Writing, spelling and grammar</b>	<b>The National Curriculum for Y4 and Y5 English supported by the Primary Assertive Mentoring system</b> <b>Work on a significant author</b>
<b>Reading</b>	To be able to recognise the text and language features of different text genres. To be able to skim and scan a text in order to establish the broad meaning. To show understanding of significant ideas, themes, events and characters. To be able to use inference and deduction and refer to the text when explaining their views. To be able to understand the organisation of text and how this can be used to find information quickly. To be familiar with the work of a number of children's authors and illustrators. To demonstrate proficiency in a range of assessment focus areas.  <b>Reading Scheme: Oxford Reading Tree supplemented by Rigby and Pelican</b>
<b>Speaking and Listening</b>	To speak and listen in a range of contexts, exploring and communicating ideas. To adapt speech to the purpose, develop ideas thoughtfully, describe events and convey opinions clearly. To listen carefully in discussions, make contributions and ask questions which are responsive to the ideas of others. To use features of standard English and grammar appropriately and begin to use it in formal situations.
<b>Maths</b>	The National Curriculum for Y4 and Y5 mathematics delivered through the Abacus Maths scheme and Primary Assertive Mentoring
<b>Science</b>	Y4 Sound; States of matter; Electricity; Animals including humans; All living things; working scientifically Y5: Animals including humans; Earth and Space; Forces; Properties and changes of materials; All living things; working scientifically
<b>History</b>	Britain's settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle for the Kingdom of England A Local History Study
<b>Geography</b>	Rivers, Mountains and the Water Cycle Understand geographical similarities and differences of a region/area of the UK (Human and physical geog) Identify key geographical features of the countries of the UK and how these have changed over time
<b>Art</b>	Painting; Collage; Sculpture
<b>DT</b>	Mechanical systems - levers and linkages Electrical systems - simple circuits and switches including programming and control

	Food - healthy and varied diet including cooking and nutritional requirements.					
<b>RE (SACRE)</b>	Unit 5.1 Religious communities; Unit 5.2 Peace; Unit 5.3 Preachers and teachers; Unit 5.4 Exploring worship Unit 5.5 Earth, Water and Fire Unit 5.6 Pilgrimage					
<b>PE (Val Sabin)</b>	Games - Y4 Unit 1 - Net/wall games Unit 2 - Problem solving and Inventing games		Games - Y4 Unit 3 - Invasions Games Y4 Unit 4 - Striking and fielding games		Games - Rounders Athletics - Throwing and Running activities	
	Gym - Y5 unit T	Dance - Y5 Unit 1	Gym - Y5 Unit U	Dance - Y5 Unit 2	Gym - Y5 Unit V	Sports Day prep
<b>Music (Music Express)</b>	Play it again; The class orchestra; Dragon scales; Painting with sound; Salt pepper vinegar mustard; Animal magic / Summer production					
<b>PSHCE (CYC Circle Time)</b>	Y5 Emotional Resilience					
<b>French (Sunderland)</b>	Review of Y3 Unit 5 Travel and Weather Unit 6 Pocket Money Unit 7 Healthy Food and Drink Unit 8 Four Friends story Unit 9 Carnival of Animals					
<b>ICT</b>	Comics; Games and Information; Become a Games Designer					

<b>Hazel B</b>	
<b>Writing, spelling and grammar</b>	<b>The National Curriculum for Y4 and Y5 English supported by the Primary Assertive Mentoring system</b> <b>Work on a significant author</b>
<b>Reading</b>	To be able to recognise the text and language features of different text genres. To be able to skim and scan a text in order to establish the broad meaning. To show understanding of significant ideas, themes, events and characters. To be able to use inference and deduction and refer to the text when explaining their views. To be able to understand the organisation of text and how this can be used to find information quickly. To be familiar with the work of a number of children's authors and illustrators. To demonstrate proficiency in a range of assessment focus areas.  <b>Reading Scheme: Oxford Reading Tree supplemented by Rigby and Pelican</b>
<b>Speaking and Listening</b>	To speak and listen in a range of contexts, exploring and communicating ideas. To adapt speech to the purpose, develop ideas thoughtfully, describe events and convey opinions clearly. To listen carefully in discussions, make contributions and ask questions which are responsive to the ideas of others. To use features of standard English and grammar appropriately and begin to use it in formal situations.
<b>Maths</b>	The National Curriculum for Y4 and Y5 mathematics delivered through the Abacus Maths scheme and Primary Assertive Mentoring
<b>Science</b>	Y4 Sound; States of matter; Electricity; Animals including humans; All living things; working scientifically Y5: Animals including humans; Earth and Space; Forces; Properties and changes of materials; All living things; working scientifically
<b>History</b>	Ancient Greece History of interest to pupils
<b>Geography</b>	Locate the world's countries with a focus on Europe A European country study - Human and Physical geography study - The distribution of natural resources including energy, food, minerals and water supplies (Maps, Atlases and Globes)
<b>Art</b>	Printing; Textiles; Drawing
<b>DT</b>	Mechanical systems - pulleys or gears Structures - frame structures

	Food - celebrating culture and seasonality including cooking and nutrition					
<b>RE (SACRE)</b>	Unit 4.1 Faith in Action Unit 4.2 Festivals of light Unit 4.3 Founders and leaders Unit 4.4 Spring festivals Unit 4.5 I Believe. Unit 4.6 Our World					
<b>PE (Val Sabin)</b>	Games - Y5 Unit 1 Net/ Wall Games Unit 2 - Invasion and Target		Games - Y5 Unit 3 Invasions Games Unit 4 - Striking and fielding games		Games - Orienteering Athletics - Running and Throwing activities	
	Gym - Y4 Unit P	Dance - Y4 Unit 1	Gym - Y4 Unit Q	Dance - Y4 Unit 2	Gym - Y4 Unit R	Sports Day prep
<b>Music (Music Express)</b>	Our Community; Solar System; Life Cycles; Keeping Healthy; At the Movies; Celebration					
<b>PSHCE (CYC Circle Time)</b>	Y4 Friendship; Y4 Friendship; Y4 Bullying and Conflict; Y4 Bullying and Conflict; Y4 Citizenship; Y4 Citizenship					
<b>French (Sunderland supplemented by Catherine Cheater)</b>	Unit 10 On the Way to School Unit 11 Food and Drink Unit 12 Planets Unit 13 Four Seasons, poetry and Music					
<b>ICT</b>	Sounds; Shape and Weather; Find out and Share					



<b>(Val Sabin)</b>	Games - Outdoor adventurous activities (residential)		Y6 Unit 3 - Striking and fielding games		Athletics - running and throwing games	
	Gym - Y6 Unit X	Dance - Y6 Unit 1	Gym - Y6 Unit Y	Dance - Y6 Unit 2	Gym - Y6 Unit Z	Sports Day Prep
<b>Music (Music Express)</b>	Roundabout; Journey into space; Song writer; Cyclic Patterns; Stars hide your fires; Who knows?					
<b>PSHCE (CYC Circle Time)</b>	Y6 Growing Up; Y6 Changing Friendships; Y6 Transition					
<b>French (Sunderland)</b>	Unit 14 The Beach Unit 15 Our School Unit 16 Then and Now Unit 17 Creating a Cafe					
<b>ICT</b>	Ancient Civilizations; Inside your Insides; Understanding and Challenges					