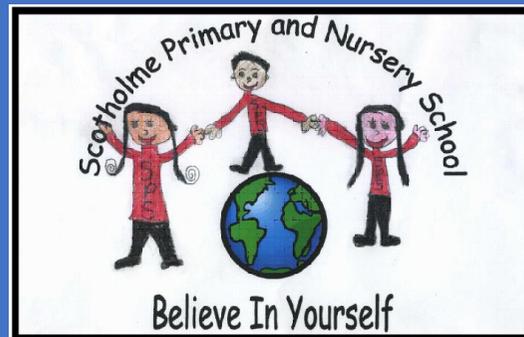


SCOTHOLME PRIMARY 2017-18 CURRICULUM

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HISTORY:

During their time at Scotholme, pupils should understand the skills and attributes of a real historian and gain experience and understanding in these areas.

KEY STAGE 1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. **They should know where the people and events they study fit within a chronological framework** and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality.

KEY STAGE 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

By the end of Key Stage 2, children should have an understanding of where key events and historical periods are placed on a timeline.



During their time at Scottholme, pupils should understand the skills and attributes of a real geographer and gain experience and understanding in these areas.

KEY STAGE 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot/cold areas of the world
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other significant countries and continents
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school, its grounds and the surrounding environment.



Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a contrasting region in the world

Human and physical geography

- describe and understand key aspects of physical and human geography:

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world

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- to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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ART, DESIGN and TECHNOLOGY:



During their time at Scottholme, pupils should understand the skills and attributes of a real artist/designer and gain experience and understanding in these areas.

Our Aims - pupils will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook



All pupils will be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- to use the design, make, evaluate process to enable them to select from and use a range of tools, equipment, materials and components

Cooking and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
understand where food comes from.



All pupils will be taught:

- to create sketches to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history
- to use the design, make, evaluate process to enable them to select from and use a range of tools, equipment, materials and components with increasing accuracy and functionality.

Cooking and Nutrition

- understand and apply the principles of a healthy and varied diet
- experience a variety of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed



During their time at Scottholme, pupils should understand the skills and attributes of a real linguist and gain experience and understanding in these areas.

Our Aims - pupils will

- learn to understand and respond to appropriate spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

KEY STAGE 1:

We recognise the importance of beginning to develop basic language skills in key stage 1.

KEY STAGE 2:

Pupils will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- develop basic grammar skills



During their time at Scottholme, pupils should understand the skills and attributes of a real musician and gain experience and understanding in these areas.

Our Aims - pupils will:

- perform, listen to, review and evaluate music across a range of genres, styles and traditions, including the works of well-known composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated

KEY STAGE 1:

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.



Pupils will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations where appropriate
- appreciate and understand a wide range of live and recorded music from different traditions and from well-known composers and musicians

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Year 1



Term	Theme	Habits of learning	Literacy focus	Numeracy focus	Other subjects and breadth of study
Autumn 1	<p>Dinosaurs (Were all dinosaurs the same?)</p> <p>VISIT WOLLATON HALL DINOSAUR EXHIBITION</p> <p>British Values Setting up class rules Discussing school rules Praise/rewards and consequences</p> <p>Julia Donaldson Tyrannosaurus Drip</p> <p>PSHE - Rights and responsibilities Why do we have classroom rules? Rewards and sanctions Stranger Danger - Trip</p>	<p>Curiosity (Asking questions)</p> <p>Resilience (Understanding and comprehending)</p>	<p>Texts Information Text - Writing a short report about their favourite dinosaur. Description - Describing their own created dinosaur.</p> <p>Grammar Rainbow Grammar - Whole sentences with a subject, predicate and full stop. Focus on nouns. Focus on simple adjectives to describe nouns.</p> <p>Spellings Key Words - reading and written.</p>	<p>Place Value - Tens and Units</p> <p>Adding with problem solving (more, plus)</p> <p>Subtraction with problem solving (Less, minus)</p>	<p>Science Palaeontologists finding fossils under the ground. Life cycle of dinosaurs - eggs, baby to adult. Food chains.</p> <p>Geography Examine the world millions of years ago and the continental drift. Look at and examine continents today. Look at and examine land in the time of dinosaurs.</p> <p>History Life of Mary Anning. Look at history of her life and compare how she lived to our lives today.</p> <p>PE Multiskills - following instructions and rules.</p> <p>Spanish Counting 1-10 Greetings</p>
Autumn 2	<p>Antarctica (How do things live in the coldest place on earth?)</p> <p>VISIT VISIT MOSQUE AND CHURCH??? PRESENTATION OF NATIVITY</p> <p>British Values Tolerance of other faiths and cultures. Encouraging respect.</p> <p>Julia Donaldson</p>	<p>Discipline (Working on improving and trying to reach goals)</p> <p>Resilience (Effort and trying)</p>	<p>Report on Antarctica animal. Story - Julia Donaldson. Stick Man. What else could he be used for? Alternative part of the story. Poem - Winter/Festive poem.</p> <p>Grammar Rainbow Grammar - Whole sentences with a subject, predicate and full stop. Rainbow Grammar and order of sentences Use of verbs Better adjectives</p> <p>Spellings</p>	<p>2D Shape with problem solving</p> <p>3D Shape with problem solving</p> <p>Measuring - length</p>	<p>RE Find out about the religions followed by our class members. Look at the basic concepts of each religion. Compare and contrast Eid to Christmas. Discuss and find out similarities and differences.</p> <p>Science Look at and explore the four seasons in a different location and how this has an effect on living creatures/animals. Investigate animals that live in Antarctica.</p> <p>Music Learn how to play percussion instruments. Christmas/season picture - each group to focus on one aspect of the picture. Create a short piece of music.</p>

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	<p>The smartest giant in town Spinderella Stick Man</p> <p>PSHE Valuing difference Fair and unfair? Same or different? Good friends.</p>		<p>Phonics sounds Days of the week Adding ing and ed to root words</p>		<p>Learn songs for Nativity.</p> <p>PE Skating</p> <p>Spanish Counting 1-20 Basic colours Parts of body</p>
Spring 1	<p>Super Sea Survival (What do I need to survive?)</p> <p>VISIT SEA LIFE CENTRE PRESENTATION - PHONICS/LITERACY SESSION</p> <p>British Values Respect for democracy/team members/compromise Build self esteem and confidence</p> <p>Julia Donaldson Snail and the whale Tiddler</p> <p>PSHE Keeping safe Who can help?</p>	<p>Collaboration (Working in teams)</p> <p>Resilience (Trying different ideas)</p>	<p>Story - Commotion in the ocean - Gil Andreae Tiddler - Julia Donaldson Flotsam - David Weisner The seashore book - Charlotte Zolotow</p> <p>Grammar Rainbow Grammar - Whole sentences with a subject, predicate and full stop. Making simple notes and turning them into full sentences, verbally and written form.</p> <p>Spellings Phonics sounds Days of the week wr, wh, gh, mb, kn</p>	<p>Measures with adding and subtraction and problem solving</p> <p>Weight and mass</p> <p>Capacity and volume</p> <p>Telling the time</p>	<p>Geography Examine the world/globe as a whole. Re cap the continents and where our home countries are. Find out about the main oceans. Discuss what might be in them. Create own island with cloth/fabric/wool - examine new vocab (island/land/sea/ocean/river/lake/shore/beach, etc)</p> <p>Science Visit the Sea Life Centre and find out about sea creatures. Complete own research on sea life plants and animals. Examine what we need in life to keep us healthy. Compare and contrast to animals.</p> <p>PSHE/Science/Survival Challenges</p> <ul style="list-style-type: none"> • Make shelters out of wood/straws/lego/bricks. • Material to hold water. • Bridge over island made out of newspaper. • Food - Island fruit?? <p>PE Problem solving physical games</p> <p>Spanish Well known animals</p>
Spring 2	<p>How does your garden grow? (Why do we need plants?)</p> <p>VISIT ARBORETUM GARDENER/GARDEN CENTRE?</p>	<p>Curiosity (Asking and writing questions)</p> <p>Discipline (Caring for plants)</p>	<p>Information - Instructions on how to plant a seed. Story - Alternative Jack and the beanstalk. What do the beans turn into?</p>	<p>Place Value - Tens and Units</p> <p>Adding with problem solving</p>	<p>Science Examining and comparing different plants. Discussing and finding out how the weather and seasons affect plants and garden animals. Find out about the function of main parts of the plant. Grow and care for own plants.</p>

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	<p>ALLOTMENT?</p> <p>Julia Donaldson The Gruffalo Superworm</p> <p>PSHE Caring for the environment How can we care for our own school environment? How can we take care of the wider environment?</p>		<p>Grammar Rainbow Grammar - Whole sentences with a subject, predicate and full stop. Rainbow grammar - CL and FS Time adverbials Adverbs</p> <p>Spellings Phonics sounds Days of the week Adverbs - suffix ly</p>	<p>Subtraction with problem solving</p> <p>Shape re cap</p>	<p>Compare what we need to survive to what plants need to grow.</p> <p>ART Explore Andy Goldsworthy and nature art.</p> <p>PE Gymnastics Focus on balancing and travelling.</p> <p>Spanish Well known animals</p>
<p>Summer 1</p>	<p>Fantastic beasts and where to find them (What makes a good story?)</p> <p>Julia Donaldson Room on the broom The princess and the wizard</p> <p>PSHE Healthy Relationships Surprises and secrets Good and bad touches Unkind, tease or bully?</p>	<p>Imagination (Creating own fairy stories and characters)</p> <p>Collaboration (Working in teams and being able to compromise)</p>	<p>Story - Description of a fairy story setting/character.</p> <p>Fairy stories and traditional tales.</p> <p>Grammar Rainbow Grammar - Whole sentences with a subject, predicate and full stop. Rainbow grammar - CL and FS Use of more than one adjective with a comma</p> <p>Spellings Phonics sounds Prefix un Suffix s and es</p>	<p>Multiplication with problem solving (times, groups of, arrays)</p> <p>Division with problem solving (Sharing)</p> <p>Fractions with problem solving (whole, halves, quarters, thirds, fifths and tenths)</p>	<p>Art Drawing/painting settings and characters from fairy tales.</p> <p>DT Make a split pin moving model/puppet of a character of their choice.</p> <p>Music Using percussion and some tuned instruments, create a piece based on a well know hero or villain from a fairy tale.</p> <p>PE Throwing and catching Swimming</p> <p>Spanish Food</p>
<p>Summer 2</p>	<p>Spellbound! (How and why did that happen?)</p> <p>VISIT PRESENTATION - MAGIC TRICKS/CREATING SOMETHING FOR PARENTS DEAN GRIMSHAW</p> <p>British values Developing self knowledge, analysis and evaluation skills.</p>	<p>Curiosity (Asking questions)</p> <p>Collaboration (Working together)</p> <p>Discipline (Explaining how things happen and work)</p> <p>Imagination (Creating)</p>	<p>Information - Report and analysis of how to perform a trick.</p> <p>The Magic Finger - Roald Dahl George's Marvellous Medicine - Roald Dahl Extracts from Harry Potter Worst Witch</p> <p>Magic Hat - Mem Fox Gorky Rises - William Steig</p> <p>Spellings</p>	<p>Adding with problem solving</p> <p>Subtraction with problem solving</p> <p>Measures - Money with problem solving</p> <p>Times tables re cap (2x, 5x and 10x)</p>	<p>Science Using science as a tool to create magic spells. https://www.buzzfeed.com/mallorymcinnis/we-ve-got-magic-to-do-just-for-you?utm_term=.ieKqnZROX#.aaA5Nye8G</p> <p>History History of magic - research famous magicians. Harry Houdinni David Copperfield Dynamo Paul Daniels Izzy Simpson</p>

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	<p>Julia Donaldson Freddie and the fairy The troll The magic paintbrush</p> <p>PSHE Changes and transition Then and now Inside my wonderful body</p> <p>Feelings and emotions Thinking about feelings Who are our special people? Feelings and bodies</p>	<p>Resilience (Trying again if things don't work)</p>	<p>Prefix un Suffix s and es Adverbs - ly</p>		<p>Darcey Oake Jamie Raven</p> <p>PE Tennis Swimming</p> <p>Spanish Basic sentences My name is ... I am ... old I like ... I don't like ... Please Thank you</p>
<p>Ongoing grammar focuses</p>	<p>Rainbow grammar - subject, predicate and full stop Correct ordering of words Correct number of words Capital letters for starts of sentences and proper nouns Full stops Finger spaces Use of question marks and exclamation marks Commas in a list Capitalisation Verbs as a doing word</p>				
<p>Assessment</p>	<p>PIRA/PUMA Tests Ladder Assessment tasks at the end of Literacy and Numeracy blocks Questioning Half termly phonics checks</p>				

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Year 2



Term	Theme	Habits of learning	Literacy focus	Numeracy focus	Other subjects and breadth of study
Autumn 1	<p>The day the crayons quit, Oliver Jeffers (2 weeks)</p> <p>Goose Fair (4 weeks)</p> <p>Visit the fairground</p> <p>Gunpowder plot and Bonfire night (1 week) * Remember, remember, the 5th Nov poem (learn off by heart - reading ladder)</p>	Collaboration	<p>Story (independent write) what would happen in school if all the crayons quit, what collaboration could solve the problem</p> <p>Instructions (NF independent write) - how to create your own Goose Fair</p> <p>Rainbow Grammar- subject, predicate, punctuation and time connectives</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Money skills</p> <p>X2 timetable Batman challenge</p>	<p>DT & Science - Food recipes and building rides. Materials and their properties. Movement (push/pull)</p> <p>History - compare past and present Goose Fair</p> <p>Geography - the local area</p> <p>Computing - advertisement, make posters for Goose Fair rides</p> <p>PE -Gymnastics</p>

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<p>Autumn 2</p>	<p>Great Fire of London (3 weeks)</p> <p>Winter (3 weeks)</p> <p>Nativity play</p> <p>Additional week to finish any independent writing and Christmas party</p> <p>Visit: Ice skating</p> <p>Fire Engine is coming in</p>	<p>Curiosity</p>	<p>Report (NF independent write) recount main events of GFL</p> <p>Story (independent write) based on Bear and Hare story, an adventure to a new place</p> <p>Adam Pepper is coming in to launch our topic/literacy</p>		<p>History- compare past and present- recognise changes, e.g. understand why we have fire engines</p> <p>SEAL-thinking of others, understand that some people do and don't celebrate Christmas</p> <p>RE- importance of nativity play for Christians.</p> <p>Drama- act out GFL</p> <p>Art- create scenery for filming.</p> <p>Music - impact of Bear and Hare soundtrack on feelings</p> <p>PE- Dance</p> <p>Computing- Espresso Coding</p>
<p>Spring 1</p>	<p>Animals in Africa (3 weeks)</p> <p>Visit to Yorkshire Wildlife Park</p> <p>James and the Giant Peach (2 weeks)</p> <p>Poetry (1 week)</p>	<p>Curiosity</p>	<p>Non-chronological report (NF independent write) on favourite animal</p> <p>Story (independent write), how does James escape his aunts</p> <p>Animal poems</p>		<p>Geography - continents and countries</p> <p>Spanish and music - animal names and countries, nursery rhyme from South America</p> <p>SEAL- culture and differences</p> <p>Computing - use the internet to research</p> <p>PE- Indoor team game- Basketball</p> <p>Science- Animals including humans. Living things and their habitats. Investigation/experiments</p>

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<p>Spring 2</p>	<p>Lego - building (3 weeks) Visit Discovery Centre (Birmingham or Manchester)</p> <p>Lego - letter (2 weeks)</p>	<p>Discipline</p>	<p>Story writing based on Lego character. (Batman)</p> <p>Persuasive letter to Lego (independent write)</p>		<p>History - story of Lego</p> <p>DT - create own Lego model with partner</p> <p>Art - observational drawing</p> <p>Maths - multiplication and arrays using Lego pieces</p> <p>PE- Football/Tennis</p> <p>Computing- Espresso Coding</p>
<p>Summer 1:</p>	<p>Artists (3 weeks)</p> <p>Week 1: painting, sculpture and drawing</p> <p>Week 2: music, poetry and dance</p> <p>Week 3: film and drama</p> <p>SATS (2 weeks)</p> <p>Revision and tests.</p> <p>Possibly do SATs in week 4 and practise James and Giants Peach (or other Roald Dahl story) performance in week 5. Children perform to parents.</p>	<p>Resilience</p>	<p>Weekly diary account (independent write), reflecting on what they have learnt and evaluating their thoughts/feelings about that form of art</p> <p>Make invitation to send home to parents</p>		<p>Music and PE- creating a performance piece based on a musical icon.</p> <p>Art - Piece of art using different styles (mosaic, cubism, abstract, figurative)</p> <p>History - how music/art has changed</p> <p>PE- Cricket</p> <p>Computing- BBC KS1 Bitesize games</p>

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<p>Summer 2</p>	<p>Heroes (2 weeks)</p> <p>Superheroes (3 weeks)</p> <p>Trip to Broadway Cinema and work with Adam Pepper</p> <p>Presentation of comic and work to parents and children.</p> <p>Poetry (1-2 weeks)</p>	<p>Imagination</p>	<p>Biography of a hero (independent write)</p> <p>Superhero story (independent write)</p>		<p>SEAL - people who have given to others (Malala, Ellie Symonds, Audrey Hepburn, Valentina Tershcekova, Mandela, Elvis, JK Rowling)</p> <p>History - Human rights changes in 21st and 20th Century</p> <p>Art- Comic based on their superhero story</p> <p>Computing - use the internet to research</p> <p>PE- Athletics</p> <p>RE - Visit to the local church.</p> <p>Science- Plants</p> <p>Planting seeds and monitoring change.</p> <p>Visit the allotment- camera? For seasonal change.</p>
<p>Ongoing grammar focuses</p>		<p>Use !?></p> <p>Use apostrophe for contraction and possession</p> <p>Use comma in a list and before fronted adverbial</p> <p>Use different sentence forms (statement, question, exclamation, command)</p> <p>Use expanded noun phrases</p> <p>Use present and past tense correctly</p> <p>Use coordination joining words (and or but)</p> <p>Use subordination joining words (when if that because)</p>			

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Assessment		2 independent writes per half-term, PUMA and PIRA tests, practice SATs tests, SATs
Parental Engagement		1 literacy session 1 math session 1 nativity show 1 drama performance? Superhero exhibition Weekly parent-child reading sessions
		Science- Habitats and living things to be done over the year- revisited.

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Long Term Plans
Year 3



Term	Theme	Habit of learning	Literacy	Other subjects and breadth of study
Aut 1	<p>Spain</p> <p>Language and culture</p> <p>Light and shadows</p> <p>Author</p>	<p>Curiosity</p> <p>Discipline</p>	<p>Stories from another culture</p> <p>Instructions in Spanish cooking</p> <p>Science investigation framework</p>	<p>Wk 1 – Plant a tree (metaphorically) Goal setting</p> <p>Spanish flamenco dancing</p> <p>Spanish paella cooking</p> <p>Real Madrid V's Barcelona weekly team games league.</p> <p>Points given on teamwork, outcome, support.</p> <p>Electricity collaborative project with Year 4.</p> <p>Year 3 Author Intro week.</p> <p>P.E. Badminton</p>
Aut 2	<p>Mountains above and below sea level</p> <p>Poetry</p>	<p>Resilience</p>	<p>Biographies of famous climbers –</p> <p>Diary entry - Edmund Hillary</p> <p>Diary entry 'On top of the world'</p> <p>Information text of mountains and animals from around the world, sealife.</p>	<p>Art - Make/create an animal drawing, painting, collage</p> <p>Extinct animals from mountainous regions.</p> <p>Climbing trip</p> <p>Film project - Adam Pepper. Kendal film festival</p> <p>Launch Year 3 Dance school</p> <p>P.E. Team building fitness.</p>
Spring 1	<p>Author</p> <p>Science week - Magnets</p>	<p>Imagination</p>	<p>Imaginary worlds</p> <p>Write the next chapter...</p>	<p>Artwork Dan project</p> <p>Stop frame animation - Plasticine</p> <p>Science</p> <p>P.E. Dance school</p> <p>Trip – Dance show</p>

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Spring 2	<p>Apprentice</p> <p>Science week - Plants</p>	Collaboration	<p>Explanation text - Homelessness.</p> <p>What does it mean to be homeless?</p> <p>Wormeries/Bees. What can a worm do for you?</p> <p>Newspaper reports on the Apprentice results.</p>	<p>Artwork, music, cooking, clothes sale – upcycling.</p> <p>All based on the Apprentice project in collaboration with Year 4.</p>
Sum 1	<p>Jamaica</p> <p>Carnival time!</p> <p>History of, music, stories</p> <p>Science week</p>	<p>Curiosity</p> <p>Imagination</p> <p>Discipline</p>	<p>Explore our roots.</p> <p>Stories and poetry from Jamaica and the West Indies</p> <p>Performance poetry filming and on stage</p>	<p>Music artist – (Vee) Rapping, poetry.</p> <p>Septamus Severus, George Africanus</p> <p>Poet/story teller, drumming workshop</p> <p>Kemet FM partnership – Vee</p> <p>Plan and manage our own Jamaican Carnival.</p>
Sum 2	<p>Castles</p> <p>through time.</p> <p>Poetry -</p> <p>Celebrations around the world through</p>	Imagination	<p>Myths and Legends</p> <p>Playscripts</p> <p>Who did it? Story writing with an historical theme and setting.</p>	<p>Visit to a Castle – location tbc.</p> <p>DT - Build a Castle from basic building bricks and materials.</p>

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Year 4



Autumn	Visits	Humanities	Science	Other	Literacy
Term 1 Habits of Learning Resilience Curiosity	Skytrail Brewhouse Yard/ Castle Goose Fair	Local History	Light Electricity	PHSE/collaboration DT: Designing lights for fairgrounds	Newspaper Article Based on WGP Diaries
Term 2 Habits of Learning Discipline Curiosity	Gurdwara	Vikings Sikhism/Diwali	Solids Liquids and gases	Music- ukulele Garage Band PSHE	Myths and Legends Poetry
Spring					
Term 1 Habits of Learning Discipline Imagination	Broadway Cinema	Geography of Barcelona Kenya- Adam Pepper Film/art/lit	Sound Conducting sound	Art- Picasso Spanish Language Dance- Salsa???	Instructions- Potions Stories from other cultures
Term 2 Habits of Learning Discipline Imagination	Allotment John Lewis Partners	Environment Topic Global Warming Apprentice Topic- local concerns Homelessness	Animals incl humans (Focus on animals)	PSHE Spanish Music	Play Information text Letter

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Summer					
Term 1	Hot Air balloon		Animals incl humans Focus on Human biology	PE/ Healthy Eating/ Exercise PSHE Changing Bodies	Recount Explanation writing
Term 2	Nottingham City Chatsworth House			Gaudi- Architecture Art Project Focussing on Gaudi	Reading week: David Walliams



Term	Theme	Habits of learning	Literacy focus	Other subjects and breadth of study
Autumn 1	<p>America: slavery, segregation, civil rights movement, protest poetry</p> <p>Visitor: Cappo (or other local rapper)</p> <p>Presentation: poetry / music performance assembly</p>	<p>Resilience</p> <p>Collaboration</p>	<p>Poetry: slavery, civil rights, protest</p> <p>Diary: a slave's escape</p> <p>Drama: the Rosa Parks incident</p> <p>Biography: Rosa Parks</p> <p>Grammar: adverbs of degree, subject/predicate/NFVP</p>	<p>Geography / history: N America</p> <p>PSHE: morality of ownership, 'gangster' culture</p> <p>Music: slave songs, hip hop music (visit from Cappo the rapper or other local rapper)</p> <p>Composition: repetition (using iPad drum machine app)</p> <p>Science ongoing study: living things and their habitats 1 (at the allotment)</p>



<p>Autumn 2</p>	<p>South and Central America</p> <p>Visits to the allotment (or possibly Attenborough Nature Reserve): first hand research of local ecosystem / habitats to compare with second hand research of rainforest</p>	<p>Discipline Curiosity</p>	<p>Information: deforestation in the Amazon rainforest</p> <p>Fiction: discovering the City of Gold</p> <p>Grammar: parenthesis - brackets, dashes, relative clauses</p>	<p>Geography / history: South and Central America, European conquests of the Americas</p> <p>Spanish</p> <p>P4C: ethics of conquest</p> <p>RE: sacrifice</p> <p>Science: forces</p>
<p>Spring 1</p>	<p>Space</p> <p>Inventions of the Future Visit: Think Tank</p>	<p>Curiosity</p> <p>Imagination</p>	<p>Persuasive writing: space holiday brochure</p> <p>Information / instructions: an invention of the future (based on Heath Robinson illustrations)</p> <p>Grammar: modal verbs, abstract nouns, adjectives</p> <p>Class book: The Iron Man, Ted Hughes</p>	<p>Science: the solar system</p> <p>P4c: discuss the morality / importance / usefulness of space exploration</p> <p>Art: shading, animation</p>



<p>Spring 2</p>	<p>Rights and wrongs</p> <p>EXHIBITION: independent work on the theme of right and wrong, split by subject</p>	<p>Curiosity Discipline</p>	<p>Reading based on Lamb to the Slaughter (Roald Dahl)</p> <p>Newspaper report: classroom crime scene</p> <p>Grammar: parenthesis, short sentences for impact</p> <p>Class book: The Highwayman, Alfred Noyes</p>	<p>Science: magnets</p> <p>Maths: questions with right answers, questions with open answers (reasoning)</p> <p>PSHE: debating issues of right and wrong</p> <p>Science ongoing study: living things and their habitats 2</p>
<p>Summer 1</p>	<p>Entertainment</p> <p>Visit to the National Videogame Arcade, Nottingham</p> <p>EXHIBITION: graphic novel projects</p>	<p>Imagination Resilience</p>	<p>Fiction: graphic novels (focusing on story structure and planning)</p> <p>Persuasion: an advert for a computer game based on the graphic novel</p> <p>Grammar: dialogue, abstract nouns, technical vocabulary</p>	<p>Art: pixel art, figure drawing, drawing for impact (graphic novels)</p> <p>Computing: Scratch games</p>



<p>Summer 2</p>	<p>The Romans</p> <p>Literacy workshop with Adam Pepper: Spartacus / Ben Hur</p> <p>Changes (revisit Attenborough Nature Reserve / the allotment to document seasonal changes in the environment)</p>	<p>Discipline</p> <p>Collaboration</p>	<p>Information text: the Romans</p> <p>Grammar: changing language</p>	<p>History - the Romans influence on Britain</p> <p>Geography: modern migration and its impact on Britain</p> <p>Science: properties and reversible changes of materials</p> <p>Science ongoing study: living things and their habitats 3</p>
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Ongoing grammar focuses	<p>Continuing from previous year:</p> <p>Relative clauses</p> <p>Non-finite verb clauses</p> <p>Fronted adverbials (time / place / manner)</p> <p>Conjunctions (causal, explaining, contrasting, reinforcing)</p> <p>New learning:</p> <p>Avoiding repetition: pronouns, expanding vocabulary, combining sentences into more complex forms</p> <p>More targeted / subject specific description</p> <p>Modal verbs</p> <p>Adverbs of degree</p> <p>Consistency of tenses</p> <p>Verb-subject agreement</p> <p>Linking devices: sentence and text level</p>
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Assessment	Independent writing with each topic Maths / reading tests every half term (first half term: informal / collaborative, second half of term: formal) Ongoing learning ladder assessment of learning Ongoing assessment tasks as and when appropriate Weekly reading comprehension tasks (including reading speed)
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 Year 6



Term	Theme	Habits of learning	Literacy focus	Other subjects and breadth of study
Autumn 1	War and Peace	Discipline	Macbeth	Geography
	VISIT: Sherwood Pines Trenches	Resilience	World War 1	History
Autumn 2	Is War Right?	Imagination	Britain At War	History
		Resilience	Cluedo	Spanish
Spring 1	Rightful Kings	Collaboration	Richard III	History
	VISIT: Richard III Museum, Leicester	Curiosity	Big Cats/Earth Hour	Geography
Spring 2	Responsibility For Others	Curiosity	Refugee/Immigration	Geography
	VISIT: Secrets of Nottingham	Resilience	Biographies	History
Summer 1:	Breaking Rules: Consequences	Imagination	Back To The Future	Art/Music
	VISIT: New Art Exchange - Film Day	Discipline		RE
Summer 2	With Great Power Comes Great Responsibility	Imagination	Election	History
		Collaboration	Bridges/Water Wheels	DT Geography



<p>Ongoing grammar focuses</p>	<p>Using colons, semi-colons and dashes to join clauses</p>
<p>Into University</p>	<p>Las Tortugas (Mr Newton) - WB TBC Los Loros (Mr Hall) - WB 9th October (Graduation Friday 13th October @ The University of Nottingham)</p>
<p>Assessment</p>	<p>SATs Practice each half term</p> <ol style="list-style-type: none"> 1. WB 25th September 2017; 2. WB 4th December 2017; 3. WB 29th January 2018; 4. WB 12th March 2018; 5. WB 23rd April 2018; 6. <u>FINAL SATs ASSESSMENTS WB 14th May 2018</u> <p>PIRA and PUMA Progress tests each term</p>