



# The Curriculum Journey for Lady Bay Primary School

*Growing together: caring for ourselves; each other and the environment.*



Planning for Progression in History

Knowledge of Society (Language and cultural awareness)	Foundation	Year 1	Year 2	Year 3	Year 4
Understand the importance of the written word in our society and the role of the written word in our society.	Understand the importance of the written word in our society and the role of the written word in our society.	Understand the importance of the written word in our society and the role of the written word in our society.	Understand the importance of the written word in our society and the role of the written word in our society.	Understand the importance of the written word in our society and the role of the written word in our society.	Understand the importance of the written word in our society and the role of the written word in our society.

## Lady Bay Primary School



### Geography Policy

Reviewed By: Louise Williams (October 2020)  
 Date Written: September 2020  
 Approved By: Steve Baker  
 Date Approved: October 2020  
 Next Review Date: October 2022



Lady Bay Primary School Subject Overview for Science



Foundation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the natural world. The natural world. The natural world. The natural world. The natural world. The natural world. The natural world.	Understanding the natural world. The natural world. The natural world. The natural world. The natural world. The natural world.	Understanding the natural world. The natural world. The natural world. The natural world. The natural world. The natural world.	Understanding the natural world. The natural world. The natural world. The natural world. The natural world. The natural world.	Understanding the natural world. The natural world. The natural world. The natural world. The natural world. The natural world.	Understanding the natural world. The natural world. The natural world. The natural world. The natural world. The natural world.	Understanding the natural world. The natural world. The natural world. The natural world. The natural world. The natural world.

**Spanish**

Letters - What do you do in your weekends?  
Introduction of time  
Expressions  
Cultural  
Easter in Guatemala

**PE Monday and Wednesday**

Tennis Forehand groundstroke, backhand groundstroke, split step, volleying, scoring system  
Fitness Speed, Strength, Coordination, balance

**Important dates/Enrichment**

Netball Club for girls Monday 3.30-4.30pm with Mrs Dave  
World Book day 3rd March  
Parents Evenings 29th / 31st March

**Year 6 Spring 2 Heart Beaters**

Interpret and perform graphic scores  
Create music: texture/ timbre  
Play an arrpeggio

**Maths**

Algebra - Solving equations  
Measurement - Converting units, calculating metric and imperial measures  
Perimeter, Area and Volume

**Health**

Emotional well-being and stress triggers  
Uses of drugs and effects on the body  
Why children join gangs and what are the risks  
What you can do at home  
Talk to your child about the above topics and discuss key issues

**Coverage**

**Progression Documents**

Our progression documents and policies, ensure full coverage of the Early Years Foundation Stage Framework and the National Curriculum. Progression for Religious Education (RE) is planned from the Nottinghamshire Agreed Syllabus. Relationship and Health Education (RHE) including Relationship and Sex Education is covered through our RHE progression documents and follows the JIGSAW scheme. Aspects of our motto run through our curriculum, ensuring that we are aspirational for children's personal development as well as the contributions they can make as global citizens.

**Coverage**

**Curriculum Overview**

Each subject has been carefully sequenced to build on prior learning. There are progression ladders for every subject, which covers what children will be taught from Foundation to Year 6 and outlines their learning journey. From these 'Progression Ladders', lesson objectives have been separated into six half terms for each year group. This provides an overview of which strands, skills and knowledge will be taught when.

A 'Learning Overview' is provided for parents each half term so that they are able to support their child in their learning journey.

**Chronology**

**Long Term Plans**

Each year group have created a Long Term Plan (LTP), which interweaves learning through a theme. The LTP includes the subjects and topics that will be taught in each half term. In addition, 'hooks' to ignite children's interest, together with exciting and purposeful enrichment activities are included.

Our 'Reading Spine' books and the texts used in English have also been carefully selected to promote a love of reading and enhance the learning of a topic. These are documented on the Long Term Plan.

	Year 5	Summer 1	Summer 2
Topic		Enough for Everyone?	Into the Labyrinth- Ancient Greece
Hook / 'Wow Moment' (Topic Launch)		Trip to EcoHouse/visit from Good Weigh?	Partake Theatre Visit
Celebration / Showcase (Topic Culmination)		Linked to Eco Fair (or our own eco event)	Greek Day
English		Write to discuss Texts: First News/Newspapers/Journals relating to environmental issues. Non-fiction environmental/sustainability Writing outcomes: Journalistic writing (newspaper reports), discussions/ argument	Write to entertain Texts: Myths, legends and fables (stories from other cultures)- Narrative poetry/ Chorus and performance poems Writing outcomes: Write own myth, create own mythological creatures.
Reading Spine		Wolf Brother	Wolf Brother

Learning Sequence	Learning Objective (s)	Key Knowledge/Skills	Key Vocabulary	Learning Activities	Extending the more able	Link to G.C. Objectives
1	To compare and contrast the characteristics of the United Kingdom's four countries.	<b>Locational knowledge:</b> Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. <b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. <b>Human and physical:</b> Describe and understand key aspects of human geography including cities.	Great Britain, United Kingdom, British Isles, Counties, Capital cities, Human landmark, Physical landmark, Culture, Political system.	<b>The UK - Building a picture</b> <b>STARTER:</b> Using Building a picture PPT recap from last half term's mapping topic and clarify the differences between the UK, Great Britain and the British Isles and explain that these cannot be used interchangeably, as they refer to different country groupings. - The United Kingdom, includes England, Scotland, Wales & Northern Ireland - Great Britain, includes England, Scotland & Wales - British Isles: The UK plus Eire (the Republic of Ireland) In addition to reinforcing the geography of the UK, and its political systems, the PPT includes a summary of their political systems, cultures and key human and physical landscapes.	More able further extension Activity Using the scale on the UK Trail Map, calculate: 1. The distances for each stage of the journey 2. The total distance travelled to visit all 20 landmarks 3. Assuming an average speed of 50 kilometres per hour what would be the total travel time for	Develop understanding of digital interconnectedness and interdependence Address diversity and identify issues through the investigation of similarities and differences between people, places, environments and cultures. Provide engaging, real world issues and data to support core geographical skills.

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Medium Term Plans and Weekly Plans

For all subjects, a sequence of lessons for each half term is planned for on a Medium Term Plan. 'Knowledge Organisers' have been created for topics which support children in learning key knowledge.

For English and Maths, there are additional weekly plans. Maths follows the White Rose Scheme. English is planned over two and three week blocks so that children can be immersed in different text types and learn the skills needed to be proficient writers.

RHE lessons and assemblies provide opportunities to promote 'British Values', the school values and global citizenship. Where possible, we invite inspirational people and different experts into school to encourage our children to be aspirational.

Content

Teaching and Learning Approach

We use the Rosenshine Principles of Instruction to ensure a high success rate in all lessons. Prior learning is revisited and children's learning builds in every lesson. In Maths, we incorporate a 'mastery' approach. In English, we have a consistent approach to phonics with reading books provided for children, which closely match the phonemes they have learned. Children are supported in learning key reading skills through 1:1 teaching during EYFS and Year 1. When they are becoming more independent readers, they progress to sharing a high-quality text through a structured reading approach. Lesson objectives are made explicit for children in Maths and English. Lessons in other subjects have a 'Big Question' to promote enquiry-based learning.

Evaluating learning

Assessment and end projects.

Children receive feedback on their learning. Formative and summative assessment is used to inform teachers and subject leaders of any 'gaps' in learning so that they can address these in future lessons or through interventions. Working walls and displays are used to support learning in class.

To give children authentic outcomes, their work is celebrated in different ways at the end of a topic. This may be through publishing, displays, showcases for parents, sharing work on the school website or in assemblies.

