



# **Latimer Primary School**

## **Curriculum**

### **2023-24**

**This document forms the Latimer Primary School Curriculum Policy**

**Developing Responsibility; Caring About Achievement**

## Our Curriculum Aims

At Latimer Primary School, our curriculum aims to shape the learning and experiences of our children throughout each year, through their primary experience and into the next stage of their education as well as outside in their local community.

Our ethos of **'Developing Responsibility; Caring about Achievement'** and our **'Simple Truths'**, guides all of our day to day work and the decisions that we make. Careful analysis of our local area and many years of experience have helped us to build a deep understanding of the lives that our pupils lead and the needs of our community. This analysis intertwined with our ethos and values has helped us to shape the aims for our curriculum.

We share the vision for our children and the ambitious aims of our curriculum:

- **To ensure children take responsibility for their own learning and wellbeing; live positively and contribute effectively within the school and local community.**
- **To ensure no child leaves without achieving the minimum expectation for primary pupils or being supported on the best path for their future.**
- **To ensure our curriculum provides the opportunities for all pupils to broaden their aspirations and understand how to achieve them.**

## The Simple Truths

**I take responsibility**



**I will cross the road for you**

**We are all equal but different**

**I take pride in doing my best**

**I treat others how I want to be treated**



## Curriculum Intentions

Our curriculum is carefully considered, and coherently sequenced, to outline the knowledge, cultural experiences, understanding and skills that our children need to achieve their full potential and for them to live as successful, responsible and proactive members of society.

As a Leicestershire Local Authority Maintained School, we follow the **National Curriculum 2014** content which we have shaped to meet the needs of all our children using our knowledge of their backgrounds and daily experiences.

Our analysis of our pupils' needs, have identified the following priorities for our curriculum which will help to support our development. Our curriculum has been shaped to:

- Place a **love of reading** at the heart of every subject.
- Build a **rich vocabulary** of subject-specific and everyday language to enable our children to communicate effectively with the range of people they will experience throughout their lives;
- Build children's **knowledge and understanding of the diversity** of the local community which is outside of their daily experiences;
- Understand the **protective factors** that they will need to maintain good mental health and to live proactively in a responsible, safe and healthy way within their community.
- Develop children's understanding of how to **maintain healthy relationships** built on trust and mutual respect



## Developing Responsibility; Caring About Achievement

# Building the Curriculum

Our curriculum has not been shaped quickly nor is it completed. It will be continually evolved and reshaped as education moves on.

Its design has been driven by hearing from excellent thinkers in curriculum design and best practice research from sources such as the Education Endowment Fund, Ofsted Research Reviews and subject associations. We regularly keep abreast of local and national developments.

We outline what children learn through the following documents/statements:

- **Curriculum aims and intentions** (provided in this document).
- **Curriculum maps-** (provided in this document) –
- an overview of key areas that are taught in each subject and year group. This is published on our website.
- Individual subject **curriculums** which are designed by the subject leaders as the expert and informed by best practice in that subject. These include:
  - subject intents and vision
  - outline of the essential knowledge
  - skills and vocabulary children should learn
  - sequences of learning, skills and knowledge
  - progression trackers.


Where commercial schemes of work are in use there may be schemes of work or medium term plans available to support teaching. Children should learn the essential knowledge and skills outlined in the **Latimer Curriculum** documents. If that subject is currently under review support from the subject leader should be sought.

Year 4: Science



## States of Matter

Follow Switched on Science Scheme of work. Refer to this for further details of what should be taught. Further vocabulary is identified through individual lesson plans.

Key Knowledge		Key Knowledge		Key Knowledge	
<b>Materials:</b> Materials can be grouped into 4 main categories. In primary school we learn about 3 groups. Solids Liquids Gases Plasma (not studied at KS2)		When a material changes from one type to another, we say it has 'changed state'		<b>Water Cycle</b> Water on the earth is constantly moving. It is recycled over and over again in a process called the water cycle.	
<b>Solids</b> Stay in one place and can be held -most keep their shape and do not flow like a liquid. Some solids like sand and salt can be poured. Solids always take up the same amount of space and do not spread out.	<b>What</b> Solid to Liquid Solid to Gas Liquid to Gas Gas to Liquid Liquid to Solid Solid to Solid	<b>Explanation</b> When a solid melts it changes into a liquid. A liquid evaporates into a gas when it is heated. When a gas is cooled it condenses into a liquid. When a liquid freezes it turns into a solid. When a solid melts it turns into a liquid.	<b>Examples</b> Melting When an ice cube melts. Evaporation When water on a hot surface turns into steam. Condensation When steam from the shower cools on the mirror it turns to water. Freezing When the water in a pond freezes, it turns to ice.	 <ol style="list-style-type: none"> <li>The sun heats up water on land, rivers and seas and turns it into water vapour.</li> <li>Water vapour in the air cools down and condenses forming clouds.</li> <li>The clouds become heavy and water falls back to earth as rain.</li> <li>Water returns to the sea from rivers and lakes and the cycle starts again.</li> </ol>	
<b>Liquids</b> Liquids can flow or be poured easily. They are not easy to hold. Liquids change shape depending on the container they are in.	<b>Water boils</b> at exactly 100 degrees Celsius. Different solids melt at different temperatures: ice melts at 0° whilst chocolate melts at around 35°. Water <b>freezes</b> at 0°.		<b>Cross curricular links</b> Use graphs to predict the state of a solid when the temperature changes. Calculate temperature differences in different places (link to maths). Explore the impact of drought on the environment. Use Severn.		
<b>Gases</b> Are often invisible. Do not keep their shape. They will spread to fill whatever container they are in.	<b>Reversible</b> Can be changed back to how it was before. <b>Irreversible</b> Cannot be changed back to how it was before.				
<b>Key Vocabulary</b> <b>Condensing</b> The process when a gas turns into a liquid. <b>Evaporation</b> When a liquid turns into a gas.	<b>Vapour</b> Small drops of liquid that occur as a result of heating a gas or a liquid. <b>Celsius</b> The common scale in the UK for measuring temperature.				

Version 3.0 June 2021. Latimer Primary School Year 4 Curriculum. Not for use outside of Latimer Primary School unless with prior agreement.



Latimer Primary School

Music

Curriculum

Developing Responsibility; Caring About Achievement

## Choosing What We Learn and When We Learn it

We take an essentialist approach to our learning- studying less but better. Each subject is taught discretely focusing on the specific skills and knowledge for that subject. The content of each subject has been carefully sequenced to build on children's prior knowledge and support them to build connections within and between areas of their learning.

### Essential Knowledge and Skills

The National Curriculum outlines what children should learn however, we are conscious that the areas of study are very broad in some subjects; there are also increasing demands on learning time through changes in society and demands on education and what children need to know.

Our subject leaders develop their expertise in individual subjects and work collaboratively to make considered choices about the essential concepts, knowledge and skills that our children need to. These are outlined in our curriculum maps and are constantly being refined and adjusted.

As we move forwards our subject leaders are working to review the curriculum to ensure that there is a careful balance of **substantive knowledge** (the established facts of the subject) and the **disciplinary knowledge** (how the we know or have established the facts).

### Children's Outcomes and Assessment

Children's work is valued highly and we have high expectations for their outcomes which are celebrated widely. We believe that our children deserve excellent real-life resources to enable them to apply their knowledge and learn from the best there is.

Children know more and remember more through regular opportunities to revisit different topics throughout the curriculum. **Assessment** is built into our curriculum through regular **low-stakes quizzes**, recaps as well as more formal 'tests' at key points. These assessments inform our judgements about children's progress at key points in the year.

Children track their own learning through their **successful learning grids**. These grids outline the key knowledge, skills and vocabulary that children will encounter during their learning and help them to secure it in their long-term memory.

Y5 History – The Victorians		
What was life like under the reign of Queen Victoria? Were the Suffragettes rule makers or rule breakers?		
Key Vocabulary	Definition	
Workhouse	A building where the poor could get help and accommodation from the government.	
Labour	Physical work.	
Rural	A town or city area.	
Urban	Countryside area.	
Democracy	Power of the people.	
Government	The group of people with the authority to govern (rule) a country.	
Suffrage	The right to vote in an election.	
Industry	Turning materials into a product.	
Industrialisation	The development of industry.	
Culture	The beliefs, arts and customs of a group of people at a particular time.	
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.	
Y5 Expectations	After	Teacher
To know how Queen Victoria became Queen and understand some of her greatest achievements as Queen (half term project homework)		✓
To sequence key events and periods in History I have learnt about before at Latimer.		✓
To make comparisons between the Victorian era and other periods in history.		
To know what life was like for children during the Victorian era.		✓
To know the achievements of Dr Thomas Barnardo.		
To compare urban and rural areas in Victorian Britain.		
To know what industrialisation is and how it impacted the Victorian period		
To know what the suffragette movement was.		



## SUPPORTING OUR CHILDREN WITH SEND

We aim to ensure that all of our pupils leave us achieving the **minimum expectations for primary pupils** and we provide a wide range of support for children who require additional help to achieve these. Our curriculum is designed to ensure that all children are challenged in their learning and make good or better progress each year.

We recognise however, that not all pupils achieve in the same way and are extremely proud of the support that we provide families to find the right path for their child's future. We work closely with families, specialist teaching services and other professional services to ensure that any child who has additional needs is able to access the best support to enable them to meet their full potential.

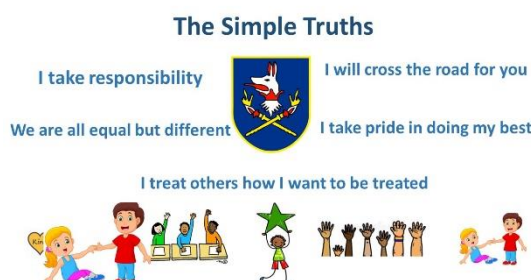
At Latimer, children may be identified with special educational needs when their learning difficulty or disability is such that they need different or additional provision to other children of the same age. For some children, SEN can be identified at an early age. For other pupils, difficulties become evident over time. We work as a team to ensure that any concerns are flagged when they arise and children's needs can be identified at the earliest possible point so that effective provision can start as soon as possible. Pupil progress meetings are held regularly to review the provision for each individual child and ensure that we are providing everything possible to support them.

All of our classrooms are inclusive and friendly. We aim to teach in ways that will support children with varying tendencies such as ASD and dyslexia. This is good practice, which supports all children, but is vital for those who particularly need it. All of our children have access to the full curriculum and we recognise their achievements in all areas. If children need it, we will tailor the curriculum to their individual needs and provide additional intervention to support them.

If a child has an EHCP (Education Health and Care Plan), we put provision in place as outlined in their plan but also in response to the pupil's ongoing needs and from guidance given by other agencies such as those from the educational psychologist, autism outreach services and SALT. We also have a specialist Speech and language teacher in school who offers in school interventions.

Our SEN support is revised through a four-part process; assess, plan, do, review. This ensures provision is revised in light of the pupil's response to support, interventions and strategies implemented and progress and attainment; taking into account the views of all parties. Where additional adult support is required it is tailored to meet the individual needs of pupils; this may be on a 1:1 basis or in small groups depending on the child's requirements. The exact nature of any additional support depends on the pupil's specific needs. Teachers discuss additional provision with parents and pupils. Our aim is to enable pupils to develop the skills required to become active and independent learners.

## Developing Responsibility; Caring About Achievement



Bespoke and Same day intervention	Catch Up maths and Catch Up Maths	FFT	Early reading and early number	Talk Boost And NELI	Speech and Language	SEMH
Teaching assistants and teachers work with children who require intervention to address any points in the lesson that they have not understood so that they can access the next lesson. Bespoke interventions are designed to fill any gaps that have occurred over time.	Skilled teaching assistants deliver a programme of interventions twice per week to children year 2 and above to support number, counting and calculation skills. Catch up Literacy supports fluency, word reading skills and spelling.	Our FFT programme has been highly successful in supporting children in year 1 and 2 to achieve the expected standard in reading and writing. Focused on word reading, comprehension and writing skills.	In year 1 children who are finding learning phonics and counting skills a challenge are invited to attend phonics and counting clubs lead by our skilled teaching assistants as a result nearly all of our pupils pass the phonics screening test in year 1.	In EYFS and Y1 children who have delayed language skills take part in our 'Talk Boost' programme which helps to develop speech and language and reading skills. In EYFS the NELI programme targets children to develop their early language skills	Skilled teaching assistants deliver a programme specific to the needs of the pupils which supplements the work of SALT.  Supporting in this area often leads to improved levels in other areas particularly reading and writing.	Skilled teaching assistants support the specific needs of pupils with regard to their social, emotional and mental health. Programmes vary on context and regularity dependent on the needs of the pupil.

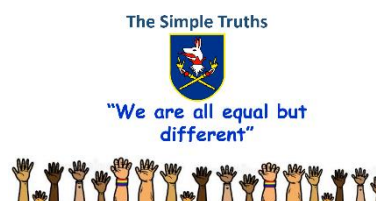
## Developing Responsibility; Caring about Achievement: SMSC in our Curriculum:

SMSC is defined as the spiritual, moral, social and cultural aspects of education. At Latimer SMSC is integral to our curriculum and is reflected by our school ethos of **Developing Responsibility; Caring about Achievement** and the curriculum aims: that *children take responsibility for their own learning and wellbeing; Live positively and contribute effectively within the school and local community.*

Our document 'Developing Safeguarding, SMSC and British Values at Latimer' outlines the specific provision for these areas across our curriculum and is summarised below.

### Spiritual:

Our children's spiritual education is developed through recognition of their own and others beliefs and how this has shaped the world. Children are encouraged to ask questions of theirs and others feelings in subjects such as English and PSHE. In our Mental Health curriculum, Children learn about their emotions and strategies for managing these, they learn to articulate their own beliefs with confidence and discuss and learn from mistakes.



Throughout the school we celebrate differences and learn to agree to disagree- reflecting our Simple Truth of 'We are all Equal but different'.

### Moral:

Moral education is the opportunity to learn what is right and wrong- it is about understanding consequences, respecting the law and rules, being able to investigate moral and ethical issues and offering their own views. We develop moral education in a number of ways including discussing immigration and the plight of refugees in Year 6 and understanding the impact of the plastic crisis in year 4. Moral education at Latimer is the heart of our ethos and is reflected in our Simple Truth of 'We take Responsibility'.



**Social:** Social education is about the opportunity to use and apply our social skills in the community to participate in the local community and beyond; appreciate different viewpoints, volunteer and resolve conflict. Social education is developed continually at Latimer in our day to day interactions. It is also developed through our curriculum focus on Anti-Bullying and conflict resolution in PSHE, in PE through team games and also through different group activities and teaching approaches. Social education reflects our Simple Truth of 'We will Cross the Road for You' which helps our children to remember to go out of the way to support others.



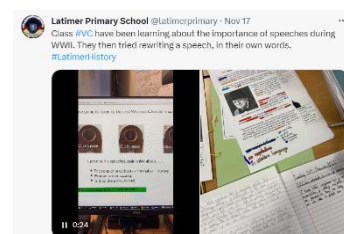
**Cultural:** Throughout our curriculum children have the opportunity to encounter influences beyond that they know as part of their day to day. They explore the importance of traditions such as Remembrance, understand the importance of the monarchy in British society and explore how Leicester's culture has changed over time through immigration. This is reflected in our curriculum intention to 'Build children's **knowledge and understanding of the diversity** of the local community which is outside of their daily experiences' reflects the approach to cultural education at Latimer.

## Developing Responsibility; Caring about Achievement: British Values in our Curriculum

At Latimer we do not consider the British Values to just belong to Britain alone, they form the basis of a civilised society and community. Our Simple Truths are central to our school ethos and mirror the British Values.

Our document 'Developing Safeguarding, SMSC and British Values at Latimer' outlines the specific provision for these areas across our curriculum and is summarised below.

**Democracy:** Throughout school our children develop their understanding of how they can influence decision making in school through democratic processes. We have an active School Council and Eco-Committee who regularly seek opinions and feedback on developments to the school. Our History Curriculum explores the concept of rulers throughout History; Our Year 5 Children visit the Houses of Parliament and take part in workshops about democracy delivered by the Parliament Education Service whilst our Year 6 Children learn about the importance of Speeches to influence others. Identify, society and democracy is an explicit thread in our PSHE learning.



**Rule of Law:** The rule of law is taught every day throughout our social interactions and our behaviour policy. It is reflected in the emotional coaching conversations that adults have with children or in reminding pupil's about school rules and boundaries. The importance of the Rule of Law is taught explicitly through the PSHE curriculum where children learn about how laws are made, the local council and the UN Convention on the Rights of a Child. Rule of Law is reflected in our Simple Truth of 'I take Responsibility'.

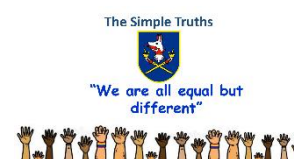


### Individual Liberty:

Individual liberty is about the rights to believe, act and express oneself freely. At Latimer we are proud to be a founding member of the Global Equalities Collective to support the development of diversity and inclusion in the classroom. We promote individual liberty throughout our assemblies, making use of the 'No Outsiders' assembly resources and explicitly teach about the rights to express yourself freely through our PSHE thread of 'Identify' which focuses on belonging and similarities and differences. Individual liberty is promoted through our Simple Truth of 'We are all equal but different'.



**Mutual Respect and Tolerance:** The value of mutual respect and tolerance is woven throughout the curriculum and is explicitly taught within our e-safety, religious education and PSHE curriculums. Throughout our RE curriculum children encounter different beliefs, and visit different places of worship. In PSHE and E-Safety curriculums they are taught to be respectful of each other, to behave safely online and how to work and play co-operatively. Mutual Respect and Tolerance reflects our Simple Truth of 'We are all different but equal'.





# **Latimer Primary School**

## **Curriculum Maps**

### **2023-24**

**This document forms the Latimer Primary School Curriculum Policy**

**Developing Responsibility; Caring About Achievement**

Latimer's curriculum is bespoke and designed to meet the needs of our pupils using high quality schemes of work, developed either with subject experts or using commercial schemes.

	Subject/Area	Curriculum Scheme of Work	Comments
Health and Wellbeing	PSHE	<ul style="list-style-type: none"><li>- <b>You- Me- PSHE:</b> Islington Scheme of Work</li><li>- <b>Substance Abuse-</b> Christopher Winter Project</li></ul>	Supplemented with Units from Dove on Body Image – Y6
	RSE	<ul style="list-style-type: none"><li>- Christopher Winter Project</li></ul>	
	British Values & Protected Characteristics	<ul style="list-style-type: none"><li>- Bespoke Latimer Plan of assemblies and in class reflections</li></ul>	Discretely taught via Assemblies on a Monday and reflected upon in class over the week.
	E-Safety	<ul style="list-style-type: none"><li>- Project Evolve</li></ul>	
	Mental Health	<ul style="list-style-type: none"><li>- Bespoke Latimer Curriculum</li></ul>	
English	Phonics Spelling	<ul style="list-style-type: none"><li>- ELS Scheme: EYFS- Y2</li><li>- No Nonsense Spelling Y2- Y6</li></ul>	Phonics is continued throughout the school for those pupils who would benefit from additional support.
	Reading	<ul style="list-style-type: none"><li>- Bespoke Latimer Curriculum</li></ul>	
	Writing	<ul style="list-style-type: none"><li>- Bespoke Latimer Curriculum</li></ul>	
	Handwriting	<ul style="list-style-type: none"><li>- Bespoke Latimer Curriculum built from the National Handwriting Association Guidance</li></ul>	
Maths	EYFS	<ul style="list-style-type: none"><li>- White Rose Maths</li></ul>	Schemes are all adapted to meet the needs of our pupils.
	KS1	<ul style="list-style-type: none"><li>- White Rose Maths</li></ul>	
	KS2	<ul style="list-style-type: none"><li>- Power Maths</li><li>- White Rose Maths</li></ul>	
History		Latimer Bespoke Curriculum developed with local collaborative group.	
Geography		<ul style="list-style-type: none"><li>- Latimer Bespoke Curriculum</li></ul>	
RE		<ul style="list-style-type: none"><li>- Leicestershire SACRE</li></ul>	
Science		<ul style="list-style-type: none"><li>- Switched on Science</li></ul>	
D.T		<ul style="list-style-type: none"><li>- Projects on a Page- D &amp; T Association</li></ul>	
Art		<ul style="list-style-type: none"><li>- Access Art</li></ul>	
Computing		<ul style="list-style-type: none"><li>- Teach Computing</li></ul>	
MFL		<ul style="list-style-type: none"><li>- Latimer Bespoke Curriculum</li></ul>	
PE		<ul style="list-style-type: none"><li>- Get Set for PE</li></ul>	
Music		<ul style="list-style-type: none"><li>- Leicestershire Music</li></ul>	



	Healthy Minds	SRE	Substance	Physical Health	Keeping Safe	Careers	Anti-Bullying	Identity, society and democracy
<b>EYFS</b>		<ul style="list-style-type: none"> <li>- Typical Daily Routines</li> <li>- Importance of hygiene</li> <li>- Different families</li> </ul>		<ul style="list-style-type: none"> <li>- Manage own basic hygiene</li> <li>- Show understanding of others needs</li> </ul>	<ul style="list-style-type: none"> <li>- Safe use of tools and materials</li> <li>- Negotiate space positively</li> <li>- Positive attachment to adults</li> </ul>	Lives of people around them and their jobs in society	<ul style="list-style-type: none"> <li>- Knowing right from wrong.</li> </ul>	<ul style="list-style-type: none"> <li>- Work and play cooperatively</li> <li>- form positive attachments</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>- We all have feelings.</li> <li>- Positive and negative feelings.</li> <li>- Big feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic Hygiene</li> <li>- Growing and Changing</li> <li>- Family types and help</li> </ul>	<ul style="list-style-type: none"> <li>- How to stay healthy</li> <li>- Taking medicines safely</li> <li>- Who should give us medicine</li> </ul>	<ul style="list-style-type: none"> <li>- Food from different cultures</li> <li>- Active playground games</li> <li>- Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>- Familiar situations</li> <li>- Personal safety</li> <li>- People who keep us safe (including fire safety)</li> </ul>	<ul style="list-style-type: none"> <li>- Different jobs</li> <li>- Where money comes from</li> <li>- Making choices</li> </ul>	<ul style="list-style-type: none"> <li>- What is bullying?</li> <li>- What to do if we feel bullied?</li> <li>- Three safe people</li> </ul>	<ul style="list-style-type: none"> <li>- What makes them special</li> <li>- Roles and Responsibilities</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>- We all have feelings.</li> <li>- Positive and negative feelings.</li> <li>- Big feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Male and female differences</li> <li>- Gender stereotypes</li> <li>- Naming body parts</li> </ul>	<ul style="list-style-type: none"> <li>- Safe/unsafe situations</li> <li>- Hazardous substances</li> <li>- Safety rules</li> </ul>	<ul style="list-style-type: none"> <li>- Eating well</li> <li>- Importance of physical activity and rest</li> <li>- Basic hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping safe at home</li> <li>- Keeping safe outside</li> <li>- Road safety</li> </ul>	<ul style="list-style-type: none"> <li>- Saving money</li> <li>- What influences people to save or spend?</li> </ul>	<ul style="list-style-type: none"> <li>- What to do if I'm being bullied or I see bullying.</li> </ul>	<ul style="list-style-type: none"> <li>- being co-operative with others</li> <li>- valuing the similarities and differences between themselves and others.</li> </ul>

# Health and Wellbeing



	Healthy Minds	SRE	Substance	Physical Health	Keeping Safe	Careers	Anti-Bullying	Identify, Society and Democracy
<b>Y3</b>	<ul style="list-style-type: none"> <li>-Everyday feelings.</li> <li>-Expressing our feelings.</li> <li>- Managing feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Male and female body parts</li> <li>- Touch</li> <li>- Different Types of Families &amp; Help and Support'</li> </ul>	<ul style="list-style-type: none"> <li>- Effects of smoking</li> <li>- Passive smoking</li> <li>- Strategies to prevent starting smoking</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy food choices</li> <li>- How labels can make us buy certain food</li> <li>- Keeping active</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising bullying</li> <li>- Different types of bullying</li> <li>- What to do if you witness bullying</li> </ul>	<ul style="list-style-type: none"> <li>- How to keep track of your money</li> <li>- The world of work</li> </ul>	<ul style="list-style-type: none"> <li>- Ways to resolve conflict.</li> <li>- Online bullying</li> </ul>	<ul style="list-style-type: none"> <li>-What is meant by community</li> <li>- Belonging to groups</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>- Everyday feelings.</li> <li>-Expressing our feelings.</li> <li>- Managing feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Human lifecycle</li> <li>- Basic puberty facts</li> <li>- How puberty is linked to reproduction</li> </ul>	<ul style="list-style-type: none"> <li>- Effects of alcohol</li> <li>- Risks related to alcohol</li> <li>- How society limits drinking alcohol</li> </ul>	<ul style="list-style-type: none"> <li>- Why people may not eat certain foods</li> <li>- Ethical farming</li> <li>- Importance of sleep</li> </ul>	<ul style="list-style-type: none"> <li>- Safe gaming habits</li> <li>- Safety near outside hazards</li> <li>- Basic emergency first aid</li> </ul>	<ul style="list-style-type: none"> <li>- Risks associated with borrowing money</li> <li>- Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>- To know that bullying can happen in different ways.</li> <li>- How to Resolve conflict positively</li> </ul>	<ul style="list-style-type: none"> <li>-Britain as a democratic society</li> <li>-How laws are made</li> <li>The local council</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>- Keeping mentally well.</li> <li>- Managing challenges, feelings and anxieties during change</li> </ul>	<ul style="list-style-type: none"> <li>- Emotional and physical changes in puberty</li> <li>- Male and female puberty changes</li> <li>- Hygiene in puberty</li> </ul>	<ul style="list-style-type: none"> <li>- Legal and illegal drugs</li> <li>- Attitudes and beliefs about drug users</li> <li>- Strategies to resist drug use</li> </ul>	<ul style="list-style-type: none"> <li>- Misleading food adverts</li> <li>- Role models</li> <li>- Manipulative media images</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping safe online</li> <li>- Violence in relationships is not acceptable</li> <li>- When people go missing from home</li> </ul>	<ul style="list-style-type: none"> <li>- Influences on people's career choices</li> <li>- Money from around the world</li> </ul>	<ul style="list-style-type: none"> <li>- To know the damage that bullying can do.</li> <li>-To know my behaviour is my responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>-Stereotyping,</li> <li>-Diversity role models</li> <li>- Prejudice and discrimination</li> <li><a href="#">Visit to Houses of Parliament</a></li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>- Keeping mentally well.</li> <li>- Managing challenges, feelings and anxieties during transition.</li> </ul>	<ul style="list-style-type: none"> <li>- Puberty and reproduction</li> <li>- Behaviour in relationships</li> <li>- Conception</li> <li>- Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Effects, risks and law relating to cannabis</li> <li>- Volatile substance abuse</li> <li>- Options for getting help</li> </ul>	<ul style="list-style-type: none"> <li>-Body image</li> </ul>	<ul style="list-style-type: none"> <li>- Independence when out in the local area</li> <li>- Peer pressure</li> <li>- Anti-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Risk situations</li> <li>- Risk involving gambling</li> </ul>	<ul style="list-style-type: none"> <li>-Being a bystander</li> <li>-How to handle difficult situations</li> <li>-bullying in different situations</li> </ul>	<ul style="list-style-type: none"> <li>People who have moved from other places</li> <li>-Rights of the child</li> <li>-Homelessness</li> </ul>

## PE and Sport

Latimer believes passionately in the value of high quality physical education, physical activity and participation in school sport. Through a broad and balanced physical education and school sport offer Latimer aims to empower children to develop a wide range of cognitive, social and emotional skills alongside the physical.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	Introduce To PE	Fundamental Movements	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
	Introduce To PE	Fundamental Movements	SAQ	SAQ	SAQ	SAQ	SAQ
Aut 2	Fundamental Movements	Dance	Dance	Dance	Dance	Dance	Dance
	Fundamental Movements	Ball Skills	Ball Skills	Tennis	Tennis	Tennis	Tennis
Spr 1	Gymnastics	Gymnastics	Gymnastics	SAQ	SAQ	SAQ	SAQ
	Gymnastics	SAQ	SAQ	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Spr 2	Dance	Dance	Dance	Dance	Dance	Dance	Dance
	Dance	Football	Football	Hockey	Hockey	Hockey	Hockey
Sum 1							
	Ball Skills	SAQ	SAQ	Basketball/Netball	Basketball/Netball	Orienteering	Orienteering
	Ball Skills	Tennis	Tennis	Orienteering	Orienteering	Swimming Yr5	Cricket/Rounders
Sum 2							
	Tennis	Cricket/Rounders	Cricket/Rounders	Cricket/Rounders	Cricket/Rounders	Cricket/Rounders	Swimming Yr6
	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

## ENGLISH OVERVIEW

Year 1				
	<b>Traditional Tales</b>  <b>Developing story language through traditional tales</b>	<b>Author Collection-</b> Rhythm and Rhyme stories of Julia Donaldson		<b>Author Study</b>
	The Gingerbread Man The Three Billy Goats Gruff Jack and The Beanstalk			<b>Michael Bond-Paddington Collection</b>
<b>Poetry</b>	Rhyming Poetry to be explored through all units of work		<b>Guided Reading</b>	A range of texts directly linked to the children's phonics stages
<b>Phonics</b>	ELS Phonics		<b>Handwriting</b>	Capital Letters and Numbers Revision of letter families

Year 2						
English Texts	Little Red	The Day the Crayons Quit	Brambly Hedge	Non-Fiction Animals and Living Things	Diary of a Killer Cat	
Poetry	Acrostic Poems			Performance Poetry-**		
Whole Class Reading	Window- Jeanie Baker	Our Blue Planet	City and Country- National Geographic	The Enormous Crocodile- Roald Dahl	The Tunnel- Anthony Browne	Amelia Earhart
Phonics	ELS Phonics		Handwriting	Horizontal and Diagonal Joins Break Letters		

## ENGLISH OVERVIEW

Year 3			
English Texts	Aesop's Fables	The Boy at The Back of the Class- Onjali Q. Raúf	How to Train Your Dragon Cressida Cowell
Poetry	Shape Poems and calligrams: Poems by Liz Brownlee		Performance Poetry- The Sound Collector Roger McGough
Whole Class Reading	Bill's New Frock- Anne Fine	Tom's Sausage Lion- Michael Morpurgo	Twits- Roald Dahl

Year 4			
English Texts	Charlotte's Web- E.B. White	Shakespeare Study- Tempest and other Shakespeare Plays	Operation Gadget Man-Malorie Blackman
Poetry	Narrative Poetry with rhyme- The Listeners- Walter De La Mare		Performance Poetry- The Treasure- Clare Bevan
Whole Class Reading	The Matilda Effect- Ellie Irving	Firework Makers Daughter- Philip Pullman	Running Wild- Michael Morpurgo

## ENGLISH OVERVIEW

Year 5			
English Texts	Hidden Figures- Margot Lee Shetterly	Street Child- Berlie Doherty	The Explorer- Katherine Rundell
	Jabberwocky- Lewis Carroll (Poetry)		
Whole Class Reading	Cogheart- Peter Bunzel	Rumblestar-Abi Alphinstone	Wonder- RJ Palacio

Year 6			
English Texts	Rose Blanche	Letters from the Lighthouse	Origin of the Species – Sabina Radeva
Poetry	The Highway Man		
Whole Class Reading	Good Night Mr Tom	Holes	Monster Calls

## PROGRESSION IN TEXT TYPES

Year Group	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to discuss
Year 1	Retelling a familiar Story Short Narrative Description (ie poster for character etc.)	Informal Letter Retelling an event (recount) Instructions		
Year 2	Narrative Description of characters/setting	<b>Non-chronological Report</b> Recount (diary entry) Informal Letter <b>Book Review</b>		
Year 3	Narrative Description of a character/setting	<b>Explanation Text</b> <b>Newspaper Report</b> Non-chronological Report <b>Instructions</b>	<b>Persuasive poster/adverts</b>	
Year 4	Extended Narrative Short Stories	Explanation Text Procedural Writing (recipes, experiments, directions, rules etc.) Recount (diary, journal, blog) <b>Explanation Text</b>	<b>Formal Persuasive Letters</b>	
Year 5	Narrative (missing chapters, time slips) Short Stories (story starters, endings) <b>Integrated description</b>	<b>Biography</b> <b>Formal Letters</b>	<b>Formal Persuasive speech</b>	<b>Discussion Text</b>
Year 6 CONSOLIDATION OF TEXT TYPES	Extended Narratives Short stories Description (integrated, character, setting)	Information Text Explanation Text Formal Letters Biography Recount (newspaper, journal, account/witness statement) Non-Chronological Report	Formal persuasion (speech ,letters)	Discussion Text

## HANDWRITING

<b>EYFS</b>	Introduction of patterning Development of correct letter formation- lower case letters and letter families
<b>Year 1</b>	Revision of letter families Capital letters and numbers Consistency in size, position
<b>Year 2</b>	Introduction to joining- horizontal joins and diagonal joins Understanding which letters are break letters and do not join at this stage.
<b>Year 3</b>	Developing confidence in joining Joining r, e, f Developing a slant for speed
<b>Year 4</b>	Increasing legibility, consistency and quality Building confidence and independence in joining
<b>Year 5</b>	Choosing whether to join break letters Choosing whether to slant Looping to develop fluency
<b>Year 6</b>	Styles of handwriting for speed and task

# MATHS

## EYFS Maths

Baseline assessment / settling in  ‘Match, sort and compare’	Teach numerals 0, 1, 2 , <u>3</u>		Teach numerals 4, <u>5</u> Number bonds to 5	Teach 6,7, <u>8</u> Combining 2 amounts		Teach 9 10 Bonds to 10
Calculation – addition Part whole	Subtraction (take away)	Consolidation	Numbers to 20 and beyond Counting patterns beyond 10	Recap on addition (counting on) And subtraction		Recap 2D 3D shapes Spatial reasoning 1, 2
Doubling Sharing and grouping Odds and evens	Positional language Spatial reasoning 3		Capacity Patterns and relationship Length and height	Time Before Later Soon Yesterday Today Tomorrow After	Mass	Transition to Y1 Counting to and from 10 by rote Count on / back from different starting numbers to 20 1:1 correspondence counting Representing objects on a 10s frame One more, one fewer to 10, numbers to 20. Number formation

## Year 1 Maths

Place Value within 10			Addition and Subtraction within 10	
3D & 2D Shapes	Place Value within 20	Addition and Subtraction within 20		Consolidation
Place Value within 50 (& multiples of 2, 5)			Length and Height	
Weight and Volume		Multiplication and Division (& multiples of 2, 5, and 10)		Position & Direction
Fractions		Place Value to 100		
Money	Time		Consolidate any areas that are weakest	

# MATHS

## Year 2 Maths

Place Value		Addition and Subtraction	
Money	Multiplication and Division		Statistics
Properties of Shape		Fractions	
Length and Height	Position and Direction		Problem Solving and Efficient methods (SATs Revision)
Consolidation		Time	
Mass, Capacity, Temperature			Consolidate any areas that are weakest/Investigations

## Year 3 Maths

Place Value		Addition and Subtraction	
Multiplication and Division			Money
Statistics		Length and Perimeter	
Fractions			Consolidation
Time		Angles and Properties of Shape	
Mass and Capacity		Consolidation	

# MATHS

## Year 4 Maths

Place Value	Addition and Subtraction	Length and Perimeter
Multiplication and Division	Area	Consolidation
Fractions	Time	
Decimals	Consolidation	
Money	Statistics	
Angles and Properties of Shapes	Position and Direction	Consolidation

## Year 5 Maths

Place Value	Addition and Subtraction	Statistics
Multiplication and Division	Perimeter and Area	Consolidation
Fractions		
Decimals and Percentages	Consolidation	
Properties of Shape	Position and Direction	
Converting Units	Volume and Capacity	Consolidation

## Year 6 Maths

Place Value	Four Operations	Converting Measures
Fractions	Decimals	Consolidation
Percentages	Algebra	Perimeter, Area, Volume
Ratio	Position and Direction	Statistics
Problem Solving/Consolidation	KS2 SATS	Properties of Shapes
Problem Solving		
Transition Project		



## SCIENCE

Science at Latimer aims to develop children's curiosity and a sense of excitement about the world around us. Through their learning in Science, our children are equipped with the scientific concepts, knowledge and vocabulary required to understand the impact of Science, today and for their future. At Latimer, every Science lesson should be an opportunity for children to develop their knowledge and skills through engaging child-led learning which is applied across a variety of subjects.

Year Group					
EYFS	Plants	Animals	Changing States of Matter	Introduction to Seasons	Materials and forces
Y1	Plants	Animals including humans	Everyday materials	Seasonal Changes	
Y2	Plants	Animals including humans	Uses of everyday materials	Living things and their habitats	
Y3	Plants	Animals, including humans	Rocks	Light	Forces and Magnets
Y4	Living things and their habitats	Animals including humans	States of matter-	Sound	Electricity
Y5	Living things and their habitats	Animals including humans	Properties and changes of materials	Earth and space	Forces
Y6	Living things and their habitats	Animals, including humans	Evolution and inheritance	Light	Electricity



# COMPUTING

Year Group	Networks & Technology	Creating Media	Algorithms	Data and Information	Using Tools	Programming	Online Safety
EYFS	Using search engines as a class		Introduction to Beebots				Project Evolve**
Y1	Technology around us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations	Project Evolve**
Y2	IT all around us	Digital photography	Robot Algorithms	Pictograms	Making Music	Programming Quizzes	Project Evolve**
Y3	Connecting Computers	Stop-frame animation	Sequencing sounds	Branching Databases	Desktop Publishing	Events and Actions	Project Evolve**
Y4	The internet	Audio Production	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games	Project Evolve**
Y5	Systems and Searching	Video Production	Selection in Physical Computing	Flat File Databases	Vector Graphs	Selection in Quizzes	Project Evolve**
Y6	Communication and Collaboration	Web Page Creation	Variables in Games	Introduction to Spreadsheets	3D Modelling	Sensing Movement	Project Evolve**

Latimer follows the Teach Computing Curriculum for computer science and Project Evolve Units for Online Safety.

**Online Safety Lessons include content on:** Self Image and Identify ; Online Relationships; Online Reputation; Online Bullying; Managing online information. These are intertwined into computing, PSHE lessons and our E-Safety Week which is celebrated in February .

# Design and Technology



Year Group	Products and Structures	Movement	Cooking
<b>EYFS</b>	Modelling- Creating Houses Creating Instruments		Healthy Food Choices- Cooking Pizzas as a class
<b>1</b>	Mechanisms- Sliders	Mechanisms- Wheels and Axles	Fruit Salad and Gingerbread Men
<b>2</b>	Mechanisms- Levers	Textiles- templates and joining	Vegetable Spring Rolls Cheese Scones
<b>3</b>	Mechanisms- Levers and linkage	Textiles-2D to 3D products	Stuffed Jacket Potatoes Pizzas
<b>4</b>	Electrical systems- Simple Circuits and Switches	Structures- Shell Structures	Bread Rolls Fruit Crumble
<b>5</b>	Mechanical systems- Pulleys and Gears	Structures- Frame Structures	Fishcakes Vegetable Curry
<b>6</b>	Electrical systems- More complex Switches	Textiles- Combining different fabric shapes	Spaghetti Bolognese Quiche



# HISTORY

Disciplinary Knowledge		Substantive Knowledge		
Year Group	Key Skills	Autumn	Spring	Summer
EYFS	recognise sequence observe identify	Who is in my family and where do I live?	Who helps us and how have they changed over time?	How are things different in the past to how they are now?
Y1	recognise identify describe observe select	Local History Study How has our school and village changed over time?	How are our toys different from those in the past?	Who was more significant in the Gunpowder plot Guy Fawkes or King James I?
Y2	categorise classify sequence compare and contrast recall reason/speculate	What is conflict and why should we remember Walter Tull?	Monarchs What is a monarch? How are Queen Elizabeth II and Lady Jane Grey similar and different?	Transport / Local History Study Why was Thomas Cook significant to Leicester?
Y3	Apply all of the above plus: summarise synthesise explain demonstrate understanding	Stone Age to Iron Age Would you rather live in the Stone Age or the Iron Age and why?	Ancient Maya Who had the Power in Mayan society?	Ancient Egyptians Who/what did the Egyptians worship as gods?
Y4		Romans How did the Romans impact Leicestershire?	Anglo-Saxons What effect did the Anglo-Saxon invasion and settlement have on the culture and history of Britain and Leicestershire?	Richard III Why was Richard III famous in Leicestershire?
Y5	Apply all of the above plus: empathise reach informed conclusions make reasoned judgements justify apply evaluate critique hypothesise	Victorians What was lifelike under the reign of Queen Victoria? Were the Suffragettes rule makers or rule breakers?	Viking Raids and Invasion	Ancient Greece How were the Ancient Greeks governed and are there any similarities with how we are governed today?
Y6		WWII How did Britain influence the world? How did WWII impact the people of Britain?	Who was Winston Churchill and was he significant?	Why is Leicester so multicultural?

# Geography



Year Group			
EYFS	Local Area of Anstey	Contrasting Countries	Using Maps and Google Earth
Y1	Anstey and the United Kingdom		Weather patterns
Y2	Oceans and Continents and Climate Change	Geographical skills	Contracting locality: A day in the life of a Zambia child with child at Latimer.
Y3	Geographical skills	European country – France	Volcanoes, earthquakes, and biomes
Y4	Locational concept knowledge (hills and mountains)	The plastic crisis	The Amazon River
Y5	Locational concept knowledge – longitude and latitude	South America (The Rainforest)	Climate change
Y6	Locational concept knowledge (coast and rivers in the UK)		Movement of people

# Religious Education



Year Group	Learning about religion				Making connections and understanding the impact	
<b>EYFS</b>	Why is Christmas special for Christians?		Why is Easter special for Christians?		Where do we belong? Similarities and differences between different religions and communities.	Which stories are special to different communities?
<b>Y1</b>	What is the good news that Jesus brings?	Why does Christmas matter for Christians? <b>Anstey Church Visit</b>	What do Christians believe God is like?	Why does Easter matter for Christians?	How should we care for others and the world?	Sacred Books
<b>Y2</b>	Who is Jewish and how do they live? <b>Synagogue Visit</b>		Who is Muslim and how do they live?		What does it mean to belong to a faith community?	What makes some places sacred to some believers?
<b>Y3</b>	What does it mean to be Hindu in Britain today?	What do Hindus believe God is like? <b>Mandir Visit</b>	What is it like for someone to follow God?	What do Christians learn from the creation story?	How and why do people try to make the world a better place?	
<b>Y4</b>	What kind of world does Jesus want?	Why do Hindus try to be good?	How do festivals and worship show what matters to a Muslim? <b>Mosque visit</b>	Why do Christians call the day Jesus died Good Friday?	How and why do we mark significant events in life?	
<b>Y5</b>	How can following God bring freedom and Justice?	Was Jesus the Messiah?	What does it mean to be a Muslim in Britain today?	Creation and Science- Conflicting or Complimentary	Why do some people not believe in God and some do not?	
<b>Y6</b>	How do festivals and family life show what matters to Jews?	Race and Diversity	What matters most to humanists and Christians?		How does faith help when life gets hard?	



# Modern Foreign Languages

Learning of a foreign language enables our children to develop their curiosity and deepen their understanding of the world. At Latimer, we teach French to prepare children for their transition to secondary school and to provide them with an understanding of another European culture. By learning French at Latimer, our children are able to gain a basic understanding of language used for food and drink, describe themselves, their families and items in their world around them.

Year Group	Counting	Describing themselves and others	The World Around Us
3	Numbers 1-12	Meeting and Greeting Names Age	Days of the week Colours
4	Numbers 1-31	Greeting others Our family	Classroom objects Classroom Instructions
5	Numbers 1- 51	Animals including gender	Food and drink Countries where French is spoken Weather
6	Numbers 1- 100	Parts of the Body Clothes Months and birthdays	Time Rooms Alphabet



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enrichment Opportunities
EYFS	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Nativity production
Year 1	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Nativity Production <b>Pantomime</b>
Year 2	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Carol Concert <b>Curve Theatre</b>
Year 3	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	
Year 4	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	
Year 5	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Young Voices Opportunity
Year 6	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Young Voices Opportunity End of year production.



Year Group	Drawing in Sketchbooks	Surface and Colour	Working in 3 Dimensions
EYFS	Finding Circles – How can we use shape to make pictures?	Simple Printmaking – How can we make prints using the things we find around us? Method 1: Plasticine Print	Painting the Savannah – How can we use a range of materials to create a collage?
Year 1	Spirals – How can we use our whole bodies to make drawings?	Inspired by Flora & Fauna – How can we use shape, line and colour to make collages inspired by flora and fauna around us?	Making Birds – How can we transform materials into sculpture?
Year 2	Explore & Draw How can we become open, curious, explorers of the world and use what we find to inspire us to make art? Project 1: Wax Resistant Autumn Leaves	Expressive Painting – How can we explore colour using a variety of mark-making tools?	Stick Transformation Project – How can we transform an object and turn it into sculpture, using our imagination? Project 1: Stick people version 2 & Project 2: Tree House
Year 3	Gestural Drawing with Charcoal – How can we use gestural drawing with charcoal to make drawings full of energy and drama? Option 1: Charcoal and Drama: Drawing by Torchlight	Cloth, Thread, Paint – How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?	Telling Stories Through Drawing & Making Option 2: Plasticine Models and Decorated Plinths inspired by 'Dirty Beasts'.
Year 4	Storytelling Through Drawing – How can we create visual narrative inspired by poetry or prose? Option 2: Explore Manga – Poetry through drawings	Exploring Still Life – How can we use drawing, painting and collage skills to create still life images? Option 3: Clay Fruit Tiles - Clay, texture, paint	The Art of Display – How does the way my work is presented, change how I and others view it? Option 3: Build Sculptures: Plinth People
Year 5	Typography & Maps – How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	Making Monotypes – How can we use mono type to make a creative response to poetry or prose?	Architecture: Dream Big or Small? – What is our responsibility as an architect? How can we make a better world?
Year 6	<u>2D Drawing to 3D Making</u> – How can we transform 2D drawings into 3D objects?  Option 1: Flat but Sculptural	<u>Activism</u> – How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?  Option 1: Make a poster.	<u>Brave Colour</u> – How can we create imaginative, immersive environment which enable viewers to engage with colour in a physical way?  Sculpture challenge 2: Colourful walls



Year Group	2023-24				
EYFS	Visitors- People that Help Us		National Forest Adventure Farm		
Year 1	Botanical Gardens		Anstey Church Visit	Pantomime- Loughborough Town Hall	
Year 2	White Post Farm	Anstey War Memorial and local places	Synagogue Visit	Pantomime- Loughborough Town Hall	
Year 3	Mandir Visit	New Walk Museum -Egyptians		Beaumanor -Residential **	Curve Theatre*
Year 4	Sea Life Centre	Hinduism Visitor	Mosque Visit	Bosworth Battlefield	Curve Theatre *
Year 5	Houses of Parliament **	Beaumanor Hall Victorian Day		Space Centre	Harry Potter World
Year 6	Hill Top Residential	Warning Zone		End of Year Enrichment/Reward	Curve Theatre*
					<b>Young Voices Choir Birmingham</b>

\*\*To be confirmed.

*Theatre: Latimer Primary School Aims to ensure that all of our children have access to a wide range of quality theatre experiences- from Pantomimes to West End Shows. We will always aim to see a quality show at the Curve Theatre where possible. However, may not be able to do depending on the Theatres Schedules each year.					
Religious Buildings	The Arts	Science	Enrichment	PSHE/SMSC/British Values	History



# **Latimer Primary School**

## **Curriculum Maps by Year**

**Developing Responsibility; Caring About Achievement**

## YEAR 1

Year 1 English Units ** to be confirmed			
	<b>Traditional Tales</b> : Developing story language through traditional tales The Gingerbread Man The Three Billy Goats Gruff Jack and The Beanstalk	<b>Author Collection-</b> Rhythm and Rhyme stories of Julia Donaldson	<b>Author Study</b> <b>Michael Bond-Paddington Collection</b>
<b>Poetry</b>	Rhyming Poetry to be explored through all units of work		
<b>Guided Reading</b>	A range of texts directly linked to the children's phonics ability		
<b>Phonics</b>	XXX Scheme Phase	<b>Handwriting</b>	Capital Letters and Numbers Revision of letter families

YEAR 1 Maths	Place Value within 10		Addition and Subtraction within 10	
	3D & 2D Shapes	Place Value within 20	Addition and Subtraction within 20	Consolidation
	Place Value within 50 (& multiples of 2, 5)		Length and Height	
	Weight and Volume		Multiplication and Division (& multiples of 2, 5, and 10)	Position & Direction
	Fractions		Place Value to 100	
	Money	Time		Consolidate any areas that are weakest

## YEAR 1

Y1 Overview						
<b>Science</b>	Plants <b>Botanical Gardens</b>		Animals including humans		Everyday materials	
<b>Computing</b>	Technology around us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations
<b>Geography</b>	Anstey and the United Kingdom			Weather patterns		
<b>History</b>	Local History Study How has our school and village changed over time?		How are our toys different from those in the past?		Who was more significant in the Gunpowder plot Guy Fawkes or King James I?	
<b>RE</b>	What is the good news that Jesus brings?	Why does Christmas matter for Christians? <b>Anstey Church Visit</b>	What do Christians believe God is like?	Why does Easter matter for Christians?	How should we care for others and the world?	Sacred Books
<b>ART</b>	Finding Circles – How can we use shape to make pictures?		Simple Printmaking – How can we make prints using the things we find around us? Method 1: Plasticine Print		Painting the Savannah – How can use a range of materials to create a collage?	
<b>D &amp; T</b>	Mechanisms- Sliders		Mechanisms- Wheels and Axles		Fruit Salad and Gingerbread Men	
<b>Music</b>	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music
<b>Visits and Enrichment</b>	<b>Botanical Gardens</b>		<b>Anstey Church Visit</b>		<b>Pantomime</b>	<b>Walk Around Anstey</b>

## YEAR 1

Year 1 Health and Wellbeing Overview									
Anti-Bullying	What is bullying?			- What do we do if we feel we are being bullied?		Three Safe People			
Careers	The different jobs people do			Where money comes from		making choices when spending money			
identity, society and democracy	What makes themselves and others special				Roles and responsibilities at home and school				
keeping safe and managing risk	Safety in familiar situations			Personal safety		People who help to keep them safe outside the home, including fire safety (include fire service visit)			
physical health and wellbeing	Food from different cultures that is associated with special times Food sampling			Active playground games from around the world		Sun safety			
Relationships and sex education	Understanding basic hygiene principles			The concept of growing and changing		Different types of families Who to ask for help			
Online Safety	Self Image and Identify		Online Relationships		Online Bullying		Health and Wellbeing		Privacy and security
Substance Education	How to stay healthy			Exploring when and how to take medicines safely		Who should be able to give us medicine			
Mental Health	We all have feelings			Positive and negative feelings		BIG feelings			
PE	Fundamental Movement	SAQ	Dance	Ball Skills	Gymnastics	Athletics	Rounders/Cricket		
				Football					

## YEAR 2

Year 2					
<b>English Texts</b>	Little Red	The Day the Crayons Quit	Brambly Hedge	Non-Fiction Animals and Living Things	Diary of a Killer Cat
<b>Poetry</b>	Acrostic Poems			Performance Poetry-**	
<b>Whole Class Reading</b>	<b>Window-</b> Jeanie Baker	<b>Our Blue Planet</b>	<b>City and Country-</b> National Geographic	<b>The Enormous Crocodile-</b> Roald Dahl	<b>The Tunnel-</b> Anthony Browne <b>Window-</b> Jeanie Baker
<b>Phonics</b>	<b>ELS Phonics</b>		<b>Handwriting</b>	Horizontal and Diagonal Joins Break Letters	

Year 2 Maths	Place Value		Addition and Subtraction	
	Money	Multiplication and Division		Statistics
	Properties of Shape		Fractions	
	Length and Height	Position and Direction		Problem Solving and Efficient methods (SATs Revision)
	Consolidation		Time	
	Mass, Capacity, Temperature			Consolidate any areas that are weakest/Investigations

Year 2 Overview									
Science	Plants		Animals including humans		Uses of everyday materials		Living things and their habitats		
Computing	IT all around us	Digital photography		Robot Algorithms	Pictograms	Making Music		Programming Quizzes	
Geography	Oceans and Continents and Climate Change			Geographical skills			Contracting locality: A day in the life of a Zambia child with child at Latimer.		
History	What is conflict and why should we remember Walter Tull?			Monarchs What is a monarch? How are Queen Elizabeth II and Lady Jane Grey similar and different?			Transport / Local History Study Why was Thomas Cook significant to Leicester?		
RE	Who is Jewish and how do they live? Synagogue Visit			Who is Muslim and how do they live?			What does it mean to belong to a faith community?		What makes some places sacred to some believers?
ART	Explore & Draw How can we become open, curious, explorers of the world and use what we find to inspire us to make art? Project 1: Wax Resistant Autumn Leaves			Expressive Painting – How can we explore colour using a variety of mark-making tools?			Stick Transformation Project – How can we transform an object and turn it into sculpture, using our imagination? Project 1: Stick people version 2 & Project 2: Tree House		
D & T	Mechanisms- Levers			Textiles- templates and joining			Vegetable Spring Rolls Cheese Scones		
Music	Pulse	Voice	Rhythm		Pitch	Form and structure.		20 <sup>th</sup> Century music	Nativity Production  Pantomime
Enrichment and Visits	White Post Farm			Pantomime			Synagogue Visit		

## YEAR 2

	Year 2 Health and Wellbeing Overview						
<b>Anti-Bullying</b>	- What does bullying look like? -			What do we do if we see someone being bullied?			
<b>Careers</b>	Saving money and how to keep it safe			What influences people's choices when spending and saving money			
<b>identity, society and democracy</b>	Being co-operative with others			Valuing the similarities and differences between themselves and others			
<b>Keeping safe and managing risk</b>	Keeping safe in the home		Keeping safe outside			Road safety	
<b>physical health and wellbeing</b>	Eating well		The importance of physical activity, sleep and rest			Basic hygiene and people who help us to stay healthy	
<b>Relationships and sex education</b>	Differences between males and females and male and female gender stereotypes		Differences between males and females and how this is part of the lifecycle			Sexual difference and the name of body parts	
<b>Online Safety</b>	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Information online	Privacy and Security	
<b>Substance Education</b>	Exploring substances and situations that are safe or unsafe		Identifying some hazardous substances			Considering safety rules for at home and at school	
<b>Mental Health</b>	We all have feelings (continued)		Positive and negative feelings (continued)			BIG feelings (continued)	
<b>PE</b>	SAQ	Gymnastics Dance	Ball Skills	Cricket/Rounders	Tennis	Football	Athletics

## YEAR 3

Year 3			
English Texts	Aesop's Fables and other moral stories	The Boy at The Back of the Class- Onjali Q. Raúf	How to train your dragon Cressida Cowell
Poetry	Shape Poems and calligrams: Poems by Liz Brownlee		Performance Poetry- The Sound Collector Roger McGough
Whole Class Reading	Bill's New Frock- Anne Fine	Tom's Sausage Lion- Michael Morpurgo	Twits- Roald Dahl
GPS	XXX	Handwriting	Developing Confidence in Joining Joining r, e, f Developing Slant for Speed

Year 3 Maths	Place Value	Addition and Subtraction		
	Multiplication and Division			Money
	Consolidation			
	Statistics	Length and Perimeter		
	Fractions			Consolidation
	Time			Angles and Properties of Shape
	Mass and Capacity			Consolidation

## YEAR 3

Year 3 Overview						
<b>Science</b>	Plants		Animals, including humans		Rocks	
<b>Computing</b>	Connecting Computers	Stop-frame animation	Sequencing sounds	Branching Databases	Desktop Publishing	Events and Actions
<b>Geography</b>	Geographical skills		European country – France		Volcanoes, earthquakes, and biome	
<b>History</b>	Stone Age to Iron Age Would you rather live in the Stone Age or the Iron Age and why?		Ancient Maya Who had the Power in Mayan society?		Ancient Egyptians Who/what did the Egyptians worship as gods? <b>New Walk Museum -Egyptians</b>	
<b>RE</b>	What does it mean to be Hindu in Britain today?	What do Hindus believe God is like? <b>Mandir Visit</b>	What is it like for someone to follow God?	What do Christians learn from the creation story?	How and why do people try to make the world a better place?	
<b>ART</b>	Gestural Drawing with Charcoal – How can we use gestural drawing with charcoal to make drawings full of energy and drama? Option 1: Charcoal and Drama: Drawing by Torchlight		Cloth, Thread, Paint – How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?		Telling Stories Through Drawing & Making Option 2: Plasticine Models and Decorated Plinths inspired by ‘Dirty Beasts’.	
<b>D &amp; T</b>	Mechanisms- Levers and linkage		Textiles-2D to 3D products		Jacket Potatoes Pizzas	
<b>Music</b>	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music
<b>MFL</b>	Numbers 1-12 Meeting and Greeting		Names Age		Days of the week Colours	
<b>Enrichment and Visits</b>	<b>Mandir Visit</b>		<b>New Walk Museum - Egyptians</b>		<b>Beaumanor Overnight</b>	<b>The Curve Theatre *</b>

## YEAR 3

Year 3 Health and Wellbeing Overview						
<b>Anti-Bullying</b>	- Ways to resolve conflict.			- Online bullying		
<b>Careers</b>	How people can keep track of their money			The world of work		
<b>identity, society and democracy</b>	What is meant by community			Belonging to groups		
<b>Keeping safe and managing risk</b>	To recognise bullying and how it can make people feel		Different types of bullying and how to respond to incidents of bullying		What to do if they witness bullying	
<b>physical health and wellbeing</b>	Healthy food and drink choices		How branding can affect what food people choose to buy		Keeping active and some of the challenges of this	
<b>Relationships and sex education</b>	Differences between males and females and naming the body parts		Touch and to know that a person has the right to say what they like and dislike		Different types of families and who to go to for help and support	
<b>Online Safety</b>	Self Image and Identify	Online Relationships 1	Online Relationships 2	Online Bullying	Health and Wellbeing	
<b>Substance Education</b>	Considering smoking and its effects		The impact of smoking and passive smoking		Strategies to prevent starting smoking	
<b>Mental Health</b>	Everyday feelings		Expressing feelings		Managing feelings	
<b>PE</b>	SAQ	Gymnastics	Football	Tennis	Cricket/Rounders	Orienteering
		Dance	Basketball/netball			Athletics

## YEAR 4

Year 4			
<b>English Texts</b>	<b>Charlotte's Web-</b> E.B. White	<b>Shakespeare Study-</b> Tempest and other Shakespeare Plays	<b>Operation Gadget Man-</b> Malorie Blackman
<b>Poetry</b>	Narrative Poetry with rhyme- <b>The Listeners-</b> Walter De La Mare		<b>Performance Poetry-</b> <b>The Treasure-</b> Clare Bevan
<b>Whole Class Reading</b>	<b>The Matilda Effect-</b> Ellie Irving	<b>Firework Makers Daughter-</b> Philip Pullman	<b>Running Wild-</b> Michael Morpurgo
<b>GPS</b>		<b>Handwriting</b>	Increasing legibility, consistency and quality Confidence and independence in joins

Year 4 Maths	Place Value	Addition and Subtraction		Length and Perimeter	
	Multiplication and Division			Area	Consolidation
	Fractions		Time		
	Decimals			Consolidation	
	Money		Statistics		
	Angles and Properties of Shapes		Position and Direction	Consolidation	

## YEAR 4

Year 4 Overview						
<b>Science</b>	Living things and their habitats <b>Sealife Centre</b>	Animals including humans	States of matter-	Sound	Electricity	
<b>Computing</b>	The internet	Audio Production	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games
<b>Geography</b>	Locational concept knowledge (hills and mountains)		The plastic crisis		The Amazon River	
<b>History</b>	Romans How did the Romans impact Leicestershire?		Anglo-Saxons What effect did the Anglo-Saxon invasion and settlement have on the culture and history of Britain and Leicestershire?		Richard III Why was Richard III famous in Leicestershire?	
<b>RE</b>	Why do Christians call the day Jesus died Good Friday?	What kind of world does Jesus want?	How do festivals and worship show what matters to a Muslim? <b>Mosque Visit</b>	Why do Hindus try to be good?	How and why do we mark significant events in life?	
<b>ART</b>	Storytelling Through Drawing – How can we create visual narrative inspired by poetry or prose? Option 2: Explore Manga – Poetry through drawings		Exploring Still Life – How can we use drawing, painting and collage skills to create still life images? Option 3: Clay Fruit Tiles - Clay, texture, paint		The Art of Display – How does the way my work is presented, change how I and others view it? Option 3: Build Sculptures: Plinth People	
<b>D &amp; T</b>	Electrical systems- Simple Circuits and Switches		Structures- Shell Structures		Bread Rolls Fruit Crumble	
<b>Music</b>	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music
<b>MFL</b>	Numbers 1-31		Greeting others Our family		Classroom objects Classroom Instructions	
<b>Enrichment and Visits</b>	<b>Sealife Centre</b>		<b>Mosque Visit</b>		<b>Bosworth Battlefield</b>	
					<b>The Curve*</b>	

## YEAR 4

Year 4 Health and Wellbeing Overview						
<b>Anti-Bullying</b>	- How bullying can happen in lots of different places - How to help others			- Resolving conflicts in a positive way		
<b>Careers</b>	Money can be borrowed but there are risks associated with this			Enterprise		
<b>identity, society and democracy</b>	Britain as a democratic society		How laws are made		The local council	
<b>keeping safe and managing risk</b>	How to be safe in their computer gaming habits		Keeping safe near roads, rail, water, building sites and around fireworks		What to do in an emergency and basic emergency first aid procedures	
<b>physical health and wellbeing</b>	Why people may eat or avoid certain foods (religious/health reasons etc)		Other factors that contribute to people's food choices (ethical farming/fair trade etc)		The importance of getting enough sleep	
<b>relationships and sex education</b>	The human lifecycle		Basic facts about puberty		How puberty is linked to reproduction	
<b>Online Safety</b>	Self Image and Identify	Online Relationships	Online Reputation	Online Bullying	Health and Wellbeing	Privacy and Security
<b>Substance Education</b>	The effect alcohol has on the body		The risks related to drinking alcohol		How society limits drinking alcohol	
<b>Mental Health</b>	Everyday feelings (continued)		Expressing feelings (continued)		Managing feelings (continued)	
<b>PE</b>	SAQ	Gymnastics	Basketball/Netball	Hockey	Tennis	Orienteering
		Dance			Cricket/Rounders	Athletics

## YEAR 5

Year 5			
<b>English Texts</b>	<b>Hidden Figures-</b> Margot Lee Shetterly	<b>Street Child-</b> Berlie Doherty	<b>The Explorer-</b> Katherine Rundell
<b>Poetry</b>	<b>Jabberwocky-</b> Lewis Carroll (Poetry)		
<b>Whole Class Reading</b>	<b>Cogheart-</b> Peter Bunzel	<b>Rumblestar-</b> Abi Alphinstone	<b>Wonder-</b> RJ Palacio
<b>GPS</b>		<b>Handwriting</b>	Choosing whether to join break letters Choosing whether to slant Looping to develop fluency

YEAR 5 MATHS	Place Value	Addition and Subtraction	Statistics	
	Multiplication and Division		Perimeter and Area	Consolidation
	Fractions			
	Decimals and Percentages		Consolidation	
	Properties of Shape		Position and Direction	
	Converting Units		Volume and Capacity	Consolidation

## YEAR 5

Year 5 Overview									
Science	Living things and their habitats		Animals including humans		Properties and changes of materials		Earth and space Space Centre		Forces
Computing	The internet		Audio Production	Repetition in Shapes	Data Logging		Photo Editing		Repetition in Games
Geography	Areas of importance for Biodiversity			Geographic Coordinate System			The impact of climate change		
History	Victorians What was lifelike under the reign of Queen Victoria? Were the Suffragettes rule makers or rule breakers?			Viking Raids and Invasion Where the Vikings Raiders or Traiders?			Ancient Greece How were the Ancient Greeks governed and are there any similarities with how we are governed today?		
RE	How can following God bring freedom and Justice?	What does it mean to be a Muslim in Britain today?			Was Jesus the Messiah?		Creation and Science: Conflicting or complementary?		Why do some people not believe?
ART	Typography & Maps – How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?			Making Monotypes – How can we use mono type to make a creative response to poetry or prose?			Architecture: Dream Big or Small? – What is our responsibility as an architect? How can we make a better world?		
D & T	Electrical systems- Simple Circuits and Switches			Structures- Shell Structures			Bread Rolls Fruit Crumble		
Music	Pulse	Voice	Rhythm	Pitch	Form and structure.		20 <sup>th</sup> Century music	Young Voices Opportunity	
MFL	Numbers 1- 51			Animals including gender			Food and drink Countries where French is spoken Weather		
Enrichment and Visits	Beaumanor Hall Victorian Day		Space Centre			Harry Potter World		**Houses of Parliament	

## YEAR 5

Year 5 Health and Wellbeing Overview						
Anti-Bullying	Damaging effect of bullying		Our behaviour is our own responsibility		What to do if we are ‘dared’	
Careers	What influences people’s decision about careers?			Money from around the world		
identity, society and democracy	Stereotyping, including gender stereotyping		Diversity role models		Prejudice and discrimination and how this can make people feel	
keeping safe and managing risk	Keeping safe online		Violence in relationships is not acceptable		Problems that can occur when someone goes missing from home	
physical health and wellbeing	How the messages given on food adverts can be misleading		Role models		How the media can manipulate images and that these images may not reflect reality	
relationships and sex education	The emotional and physical changes occurring in puberty		Male and female puberty changes		The impact of puberty on the body, including basic hygiene and ways to get support during puberty	
Online Safety	Self Image and Identify	Online Bullying	Managing Online Information	Health and Wellbeing	Privacy and Security	Copyright and Ownership
Substance Education	Exploring a range of legal and illegal drugs and their risks and effects		Children’s attitudes and belief about drug use and drug users		Strategies to resist drug use	
Mental Health	Mental health and keeping well		Managing challenges and change		Techniques to support a calm mind	
PE	SAQ	Gymnastics	Cricket/Rounders	Dance	Hockey	Orienteering
				Swimming	Tennis	Athletics

Year 6			
English Texts	Rose Blanche	Letters from the Lighthouse	Origin of the Species – Sabina Radeva
Poetry	The Highway Man		
Whole Class Reading	Good Night Mr Tom	Holes	Monster Calls
GPS	Support For Spelling		Styles of Handwriting for Speed and Task

YEAR 6 Maths	Place Value	Four Operations		Converting Measures
	Fractions		Decimals	Consolidation
	Percentages	Algebra		Perimeter, Area, Volume
	Ratio	Position and Direction	Statistics	Properties of Shapes
	Problem Solving/Consolidation		KS2 SATS	Problem Solving
	Transition Project			

## Year 6 Overview

Science	Living things and their habitats		Animals, including humans		Evolution and inheritance		Light		Electricity					
Computing	Communication and Collaboration		Web Page Creation		Variables in Games		Introduction to Spreadsheets		3D Modelling		Sensing Movement			
Geography	Locational concept knowledge (coast and rivers in the UK)						Movement of people							
History	WWII How did Britain influence the world? How did WWII impact the people of Britain?				Who was Winston Churchill and was he significant?				Why is Leicester so multicultural?					
RE	How do festivals and family life show what matters to Jews?		Race and Diversity		What matters most to humanists and Christians?				How does faith help when life gets hard?					
ART	<u>2D Drawing to 3D Making</u> – How can we transform 2D drawings into 3D objects?  Option 1: Flat but Sculptural				<u>Activism</u> – How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better? Option 1: Make a poster.				<u>Brave Colour</u> – How can we create imaginative, immersive environment which enable viewers to engage with colour in a physical way? Sculpture challenge 2: Colourful walls					
D & T	Electrical systems- More complex Switches				Textiles- Combining different fabric shapes				Spaghetti Bolognaise Quiche					
Music	Pulse		Voice		Rhythm		Pitch		Form and structure.		20 <sup>th</sup> Century music		Young Voices Opportunity	
MFL	Numbers 1- 100				Parts of the Body Clothes Months and birthdays				Time Rooms Alphabet					
Enrichment and Visits	Hilltop Residential		The Curve*			Warning Zone			Enrichment/Reward			End of Year Performance		

## Year 6 Health and Wellbeing Overview

Anti-Bullying	Being a bystander		How to handle difficult situations		bullying in different situations	
Careers and Finance	Risky situations			Risk involving gambling		
Identity, society and democracy	People who have moved from other places (including the experience of refugees)		Human rights and the UN Convention on the Rights of the Child		Homelessness	
keeping safe and managing risk	Feelings of being out and about in the local area with increasing independence		Recognising and responding to peer pressure		Consequences of anti-social behaviour (including gangs and gang related behaviour)	
physical health and wellbeing	Body image					
relationships and sex education	To consider puberty and reproduction		Physical and emotional behaviour in relationships		The process of conception and pregnancy	To explore positive and negative ways of communicating in a relationship
Online Safety	Self-Image and Identify	Online Relationships	Online Bullying	Health and Wellbeing	Privacy and Security 1	Privacy and Security 2
Substance Education	The effects, risks and law relating to cannabis		The risk of volatile substance abuse (VSA)		To be aware of the options for getting help, advice and support	
Mental Health	Mental health and keeping well (continued)		Managing challenges and change (continued)		Feelings and common anxieties when transitioning to secondary school	
PE	SAQ	Gymnastics	Tennis	Dance	Cricket/Rounders	Swimming
				Orienteering		Athletics