

MARLBOROUGH ROAD ACADEMY

CURRICULUM MAP 2016/2017

AUTUMN TERM

SEND

We adapt the curriculum for SEND children by ensuring we use visual resources for all areas of the curriculum. We ensure that we include opportunities for Active Learning to meet all learning needs. BLANK level questioning is used to develop understanding across the curriculum, which is linked to ELKLAN sessions. We provide pupils with regular opportunities to develop their speaking and listening skills. Additional adult support is provided where necessary to help children to access the curriculum. We use a range of teaching styles to suit different learning styles and work is matched to the needs of individual learners.

NURSERY

AREA OF LEARNING	WE WILL BE LEARNING ...
PSED	School Values- Friendship, Responsibility
Communication and Language	ELKLAN/ Vocabulary/ Listening and attention
Physical	Developing health and self care/ funky fingers.
Literacy	Nursery rhymes, Owl babies, Pets, Whatever Next! - book handling, predictions, retells, giving meaning to marks they make.
Maths	Number- Categorising/reciting number names/selecting small numbers of objects/quantities/comparisons. SSM- Filling and emptying/ daily routines/ creating simple structures/ jigsaws/ categorising/ looking at properties-shape or size/ language of size/ shapes in the environment/ using positional language/ making arrangements with shapes.
Understanding of the World	Autumn/Pets /Space/ Bonfire Night/ Dwali/ Remembrance day/ Christmas
Expressive Arts & Design	Skills- using glue/ using scissors/ selecting paint/ naming colours/ using tools for a purpose.
Key Person- British Values	Bonfire Night, Remembrance Day, Dwali, Christmas, We are all different, Voice of the Child, Key Person Pet.
Trips and visits	Visit from Owl person, Vet

RECEPTION

AREA OF LEARNING	WE WILL BE LEARNING ...
PSED	School Values- Making Good Choices, Aspirations, Pride. Sharing with our friends, what to do when we fall out with our friends. Including friends in our play.
Communication and Language	ELKLAN/ Vocabulary/ Listening and attention
Physical	Developing health and self care/ funky fingers/ formation
Literacy	Class RCB - Whatever Next! Space and Rocket stories Class RKR - Dinosaur Stories – Fiction and Non-Fiction
Maths	Class RCB - Number- Counting, Number Recognition, 1-1 counting SSM- 2D shapes, positional language Class RKR - Number- Counting to 20, Number Recognition, 1-1 counting to 20, SSM- 2d and 3D Shapes
Understanding of the World	Class RCB - Families, Bonfire Night, Birthdays Class RKR - Families, Bonfire Night, Dinosaurs
Expressive Arts & Design	Class RCB - Skills- using paint, collage, upcycling Class RKR - Skills- self selecting paint, independence skills
Key Person- British Values	Harvest
Trips and visits	TBA

YEAR 1

AREA OF LEARNING	WE WILL BE LEARNING ...
English	Spelling Year 1 words correctly. Form letters correctly (including capitals). Correct pencil grip. Fine/Gross motor skills. Beginning to use capital letters, full stops and finger spaces in sentences. Using 'and' to make sentences longer. Enjoying a range of stories.
Maths	Numbers to 10, 2D and 3D shapes, counting, ordering, pattern, sequencing, greater than/less than, number bonds to 20, positional language.

Science	Animals including humans, Light and Dark
History	Family history (history within living memory)
Geography	Contrasting locations, where are we from?
Physical Education	Gymnastics. Dance.
Computing	E-Safety
Personal Health Social Education	Good to be me
Religious Education	Celebrations, Belonging
Art	Using different media and techniques to create images.
Design Technology	
Music	Body percussion
Our creative curriculum topic	Our big question is... What makes me me? What is it like to live on the moon? We are covering the following school values.... Friendship, Responsibility, Aspirations, Pride, Knowing Yourself, Trying Your Best, Making Good Choices, Caring and Thankfulness
Trips and visits	Planetarium visior
How we are covering British Values	Discussing different feelings and emotions and looking at how to accept other's point of view. Making good choices about your behaviour. Learning about Bonfire night, Harvest festival, Christmas.

YEAR 2

AREA OF LEARNING	WE WILL BE LEARNING ...
English	Traditional Tales – reading traditional tales and learning how to answer inference and information retrieval questions. Writing character descriptions. Writing own versions of a traditional tale. Using different conjunctions . Identifying nouns, verbs, adjectives and

	adverbs. Using noun phrases. Identifying different sentence types – commands, statements, questions and exclamations. Learning Year 2 spelling rules. Continue to develop phonic knowledge. Developing information retrieval and inference skills in reading.
Maths	Place value and partitioning numbers to 100. Number bonds to 10, 20 and 100. Addition and subtraction methods – bridging 10 and adding / subtracting multiples of 10 to and from a 2 digit number .Naming and describing 2D and 3D shapes. Measuring length, height, weight and capacity. Developing reasoning skills and problem solving. Counting in 2's 3's 5's and 10's. Naming coins and making amounts using different coins.
Science	Healthy Me – understanding the importance of keeping fit and eating healthy food. Material Monster – naming different materials and discussing why a particular material is suitable for a given job. Changing materials. Autumn – features of this season.
History	The Great Fire of London – learning about the events of the Great Fire, why it happened and what happened as a result. Significant local people – Lowry and his work
Geography	The features of the local environment. Field work – maps of the school and local environment. Naming the countries of the UK and their capital cities.
Physical Education	Gymnastics
Computing	Internet safety
Personal Health Social Education	School rules and routines. Resilience. New Beginnings – working together, treating each other kindly and solving problems.
Religious Education	How do we celebrate special and sacred times – How Christians celebrate Christmas, Harvest, Easter. How do Muslims celebrate Eid. What are the similarities between the celebrations.
Art	Looking at the work of LS Lowry. Using his work as a basis for our own. Looking at shape, space, colour in our work.
Design Technology	Planning, creating and evaluating a fire bucket with moving parts. Using different tools and materials.
Music	Singing. Use un-tuned musical instruments and different sounds to put the Great Fire to music, thinking about mood, pitch and tempo.

	Learning the Christmas songs.
Our creative curriculum topic	Our big questions are... How did the Great Fire change London? Where do I live and how can I find my way around We are covering the following school values.... Friendship, Responsibility, Aspirations, Pride, Knowing Yourself, Trying Your Best, Making Good Choices, Caring and Thankfulness
Trips and visits	NSPCC visit. Trip to the Lowry Gallery
How we are covering British Values	Elect a School Councillor for each class works to represent the children's views and opinions. Discussions about different faith and beliefs. Establish a set of rules to be followed in class. Eid and Harvest assemblies. Respecting different faiths and beliefs – Eid, Harvest Christmas

YEAR 3

AREA OF LEARNING	WE WILL BE LEARNING ...
English	3RMS' group Reading 'The Rabbit Problem' by Emily Gravett 3NM's group Reading 'The Tunnel' by Anthony Browne 3VM's group Reading 'Mr Underbed' by Chris Riddell Grammar and punctuation (including revision of capital letters, full stops, question marks, exclamation marks and commas in a list), spellings from Year 2 and Year 3 word lists
Maths	Number and place value, addition and subtraction, multiplication and division, measures
Science	Animals including humans Eating a balanced diet Skeletons and muscles Rocks
History	Stone Age
Geography	Volcanoes, earthquakes and tsunamis

Physical Education	Gymnastics, Dance
Computing	Word processing skills
Personal Health Social Education	School value – ‘knowing yourself’ Resilience
Religious Education	Festivals – Eid, Rosh Hashanna, Harvest, Diwali, Christmas There will be an RE week
Art	Stone Age art – cave drawings, using chalk and pastels
Design Technology	Making a model of a Stone Age home Making a model of a volcano which will erupt
Music	Appreciation – ‘Carnival of the Animals’ by Saint-Saens (link with Science topic) Singing songs related to school values
Our creative curriculum topic	Our big question is: Who first lived in Britain? What makes the Earth angry?
Trips and visits	‘Be safe, be seen’ road safety session (visitors in school)
How we are covering British Values?	Respect for others, across the curriculum; democracy when talking about the School Council and Sports Council, including voting.

YEAR 4

AREA OF LEARNING	WE WILL BE LEARNING ...
English	<p>4ZW Fantastic Mr Fox – Roald Dahl (Autumn 1) Billionaire Boy – David Walliams (Autumn 2) Character description. Newspaper article. Instructions. Diary entry. Sentence structure. Word classes. A range of punctuation and grammar. Comprehension skills. Prefixes. Focus on handwriting. Past tense/first person. Chronological order. Imperative verbs.</p> <p>4NMC A Midsummer night’s dream (Autumn 1) How to train your dragon (Autumn 2) Descriptive writing (Settings). Diary Entry. Prefixes including dis, mis, re, pre, super, anti and auto, Root words. The present perfect form of verbs. Suffixes. Homophones. Exploring character’s feelings from their</p>

	<p>actions. Predicting what might happen from what we read. Organising paragraphs and identifying main themes. Reading a wide range of texts. Reading aloud poetry and performing playscripts. To use speech marks accurately. To plan writing using various formats. To re-read and draft my writing independently. To proof read my work making improvements to vocabulary choice and grammar to make it more interesting.</p> <p>4SW Flat Stanley (Autumn 1) The day the crayons quit (Autumn 2) Narrative (with conversational element). Letter writing. Comprehension skills: finding information, inferring characters feelings based upon their actions, summarising, re-telling and prediction. Common suffixes and prefixes. Extend use of punctuation: question marks, exclamation marks, apostrophes and commas. Extending sentences using conjunctions. Continue to use accurate past and present tense verbs. To start to use speech marks to punctuate direct speech To plan my work by noting down ideas before I begin to write To draft and re-draft work as independently as possible</p>
Maths	<p>4ZW Place value. addition, subtraction, multiplication, division, measurement –area and time, fractions, time, decimals</p> <p>4NMC Place value, Known number facts, Addition, Subtraction, Multiplication, Division, Time, 2d and 3d Shape, Measure including weight and length,</p> <p>4SW Place value (including negative numbers, rounding and estimation), addition, subtraction, multiplication, division, the relationship between inverse operations, fractions and decimals, measurement (including area, time, weight, length and capacity)</p>
Science	<p>Animals, including humans – Teeth, Digestive system Electricity – Safety, Circuits, Insulators and conductors</p>
History	The Romans , History of Manchester
Geography	Local area, Manchester/Salford location Roman Empire
Physical Education	Football skills and swimming
Computing	Stop go animation
Personal Health Social	New Beginnings

Education	
Religious Education	What does it mean to be a Hindu in Britain today?
Art	Roman mosaics
Design Technology	Design a roman weapon/shield
Music	Songs related to the school values Christmas songs (Autumn 2)
Our creative curriculum topic	Our big question is... Why were the Romans so powerful and what did we learn from them? Why is Manchester such a cool place to live? We are covering the following school values....
Trips and visits	Roman workshop, Manchester museum of science and industry
How we are covering British Values	Respect for other cultures (linked to Christmas around the world) Treating others equally (friendship) We understand the consequences of our actions (linked with behaviour)

YEAR 5

AREA OF LEARNING	WE WILL BE LEARNING ...
English	The Diary of a Killer Cat/Room 13
Maths	Number, place value, rounding, Roman numerals, 4 operations, fractions, decimals, percentages
Science	Earth and Space/Properties and changes of materials
History	Why should Gunpowder, Treason and Plot never be forgotten? – The English Civil War/Great Fire of London
Geography	Why is Brazil in the news again? – Trade
Physical Education	Hockey/Dance

Computing	Website design/web research
Personal Health Social Education	Resilience. SEAL – Getting on and falling out
Religious Education	Why do some people think God exists? If God is everywhere, why go to a place of worship?
Art	Clay tiles – linking with History unit – Great Fire of London
Design Technology	Solar system models
Music	Exploring listening – Music express unit: ‘Solar System’
Our creative curriculum topic	Our big question is: Autumn 1: Why should gunpowder, treason and plot never be forgotten? Autumn 2: Why is Brazil in the news again?
Trips and visits	Visit to Church and the Mandir Jodrell Bank or Spaceport TBC
How we are covering British Values	Teaching democracy, the rule of law and individual liberty through History -The English Civil War Teaching diversity during PHSE and RE mutual respect for and tolerance of those with different opinions, faiths and beliefs, values and cultures and for those without faith

YEAR 6

AREA OF LEARNING	WE WILL BE LEARNING ...
English	Spiderwick Chronicles/Wonder
Maths	Number – 4 operations, fractions, decimals and percentages, algebra, ratio and proportion.
Science	Evolution
History	Vikings

Geography	Map Skills
Physical Education	Rugby, Gymnastics
Computing	Spreadsheets
Personal Health Social Education	Resilience
Religious Education	Christianity
Art	Illusions
Design Technology	Viking models
Music	Singing
Our creative curriculum topic	Our big question is: Were the Vikings Vicious or Victorious
Trips and visits	Delamere Forest – Orienteering Tatton Park – Vikings
How we are covering British Values	Diversity – treating everybody equally, respect other people’s opinions, beliefs, values and culture.

SPRING TERM

SEND

We adapt the curriculum for SEND children by ensuring we use visual resources for all areas of the curriculum. We ensure that we include opportunities for Active Learning to meet all learning needs. BLANK level questioning is used to develop understanding across the curriculum, which is linked to ELKLAN sessions. We provide pupils with regular opportunities to develop their speaking and listening skills. Additional adult support is provided where necessary to help children to access the curriculum. We use a range of teaching styles to suit different learning styles and work is matched to the needs of individual learners.

NURSERY

AREA OF LEARNING	WE WILL BE LEARNING ...
PSED	School Values- Knowing Yourself, Friendship. Sharing with our friends, what to do when we fall out with our friends. How we are all

	different. Including friends in our play.
Communication and Language	ELKLAN/ Vocabulary/ Listening and attention
Physical	Developing health and self care/ funky fingers.
Literacy	All About Me- Elmer, Elmer's Friends Traditional Tales- Jack and the Beanstalk, Goldilocks and the Three Bears, Three Little Pigs
Maths	Number- Reciting number names/ selecting small nos of objects/ quantities/ comparisons/ Matching numerals to an amount/ beginning to represent numbers. SSM- Looking at properties-shape or size/ language of size/ shapes in the environment/ using positional language/ making arrangements with shapes/ talking about shapes of everyday objects/ using positional language- next to, behind, under, on, over.
Understanding of the World	Birthdays, Winter/ Spring season, talking about how things work and why things happen, discussing differences between our friends and their families.
Expressive Arts & Design	Skills- adding texture, talking about textures, mixing colours, matching rhythm to music, exploring musical instruments, acting out traditional tales by becoming the characters.
Key Person- British Values	Pancake Tuesday, St. George's day, Easter, Chinese New Year, Mothers day, Birthdays, We are all different, Voice of the Child, Key Person Pet, Looking at what we have learnt this week- looking at our learning stories.
Trips and visits	School Nurse- hand washing Dentist- Teeth.

RECEPTION

AREA OF LEARNING	WE WILL BE LEARNING ...
PSED	School Values- Making Good Choices, Aspirations, Pride. Sharing with our friends, what to do when we fall out with our friends. Including friends in our play.
Communication and Language	ELKLAN/ Vocabulary/ Listening and attention

Physical	Developing health and self care/ funky fingers/ formation
Literacy	RCB People Who Help Us/My Body/Non-Fiction/Traditional Tales RKR Fairy Tales, Medieval Times Non-Fiction, Sentence Writing, Castles
Maths	RCB Number -Counting, Number Recognition, Comparing Sets, Solving Number Problems SSM - 2D shapes, 3D shapes, positional language, weight RKR Number - Counting to 20, Number Recognition, 1-1 counting to 20, addition, SSM - 2D and 3D Shapes, money, capacity, length, weight
Understanding of the World	RCB Occupations, People Who Help Us, Experiments, Keeping Healthy RKR I pads, seasons
Expressive Arts & Design	RCB Skills- self portraits, using various techniques to change media RKR Fastenings, using different media, junk modelling, mixing colours
Key Person- British Values	Easter
Trips and visits	TBA

YEAR 1

AREA OF LEARNING	WE WILL BE LEARNING ...
English	Reading Traditional Tales. Understanding the features of them and writing our own versions of them. Spelling Year 1 words correctly. Form letters correctly (including capitals). Use the correct pencil grip. Use question marks, capital letters, full stops and finger spaces in sentences. Using 'and' and 'because' to make sentences longer.
Maths	Telling the time, o'clock and half past, understanding that there are 7 days a week, 24 hours a day and 50 minutes in an hour. We will be sequencing events and learning the days of the week and months of the year in order. We will be introducing simple multiplication, using

	arrays. Practising number bonds to 10 and learning number bonds to 20.
Science	Polar Adventure - Animal Habitats, Insulating Materials and how Ice is formed Treasure Island – Basic human needs, floating and sinking, sorting and classifying plants and animals
History	The lives of significant people in Britain's past who have contributed to our nation's achievements
Geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Physical Education	Throwing and catching skills, Gymnastics
Computing	Data retrieving and organising
Personal Health Social Education	Going for Goals
Religious Education	Who is a Christian and what do they believe?
Art	Hot and cold colours. Creating hot and cold paintings using colour
Design Technology	Design and make a raft that will float
Music	Composing use sounds to create a sea journey
Our creative curriculum topic	Our big question is: Spring 1 "Why can't a meerkat live at the North Pole?" Spring 2 "Why were Sir Tim Peake and Sir Walter Raleigh brave people?"
Trips and visits	Chester Zoo
How we are covering British Values	"mutual respect for and tolerance of those with different faiths and beliefs and for those without faith" covered through the RE topic and through the topic covering expedition and exploration

YEAR 2

AREA OF LEARNING	WE WILL BE LEARNING ...
English	<p>Reading: Continue to use RWINC skills to read words and to read fluently. To answer information retrieval and inference questions using the text. To make predictions based on what has already been read.</p> <p>Writing: To spell Common Exception Words and to spell words with suffixes correctly. To use different sentence types in their writing and to use the correct punctuation in sentences. To use different connectives and past and present tense correctly. To write narrative and nonfiction. Develop a neat handwriting style.</p>
Maths	<p>To understand the value of each digit in a number. To count in 2's, 3's, 5's and in 10's from any number. To add and subtract by bridging 10. To add and subtract tens and two 2 digit numbers. To multiply and divide by 2,3,5 and 10. To describe 2D and 3D shapes using the correct language. To collect information, present it in tables and graphs and talk about it.</p>
Science	<p>Mini Worlds: To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats and micro-habitats to which they are suited. To describe how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p>To describe how animals obtain their food from plants and other animals. To use the idea of a simple food chain. To identify and name different sources of food.</p> <p>Move It: To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working scientifically skills: To observe closely. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>
History	<p>What was life like when the Queen came to the throne in 1953? Learn about a person of national significance. Comparing life within living memory. Sequence events and use the language related to the passing of time. Ask and answer questions using historical sources.</p>
Geography	<p>Would you rather live in Salford or Australia? Compare and contrast the local area with a different country using the correct vocabulary. Name the continents and the main oceans and seas. Identify seasonal weather patterns in the UK and the location of hot areas in relation to the equator.</p>

Physical Education	Dance and gymnastics.
Computing	Internet safety, coding and creating a word document.
Personal Health Social Education	Caring for others. Friendship and anti bullying.
Religious Education	RE week
Art	Aboriginal art work – use the work of others to create their own. Evaluate their work. Use different materials.
Design Technology	Design, make and evaluate a crown. Choose suitable materials and join in appropriate ways.
Music	Singing using Charanga. Develop understanding of pitch and tempo.
Our creative curriculum topic	Our big questions are... What was life like when the Queen came to the throne in 1953? Would you rather live in Salford or Australia? We are covering the following school values.... Friendship, Responsibility, Aspirations, Pride, Knowing Yourself, Trying Your Best, Making Good Choices, Caring and Thankfulness
Trips and visits	Guide Dogs for the Blind visit. Museum of Science and Industry.
How we are covering British Values	Learning how to respect other religions and people's beliefs in RE. Learning about the Queen and how the Royal family contribute to National Life. Mutual respect through visit from Guide Dogs for the Blind.

YEAR 3

AREA OF LEARNING	WE WILL BE LEARNING ...
English	<p>3RMS' group will be reading poems by Grace Nichols and 'Fortunately, the Milk Book' by Neil Gaiman.</p> <p>3NM's group will be reading poems by Kathy Henderson and 'The Lost Happy Endings' by Carol Ann Duffy</p> <p>3VM's group will be reading poems by Grace Nichols and 'School for Bandits' by Hannah Shaw</p>

	Grammar, punctuation, vocabulary and spelling – including Year 2 and Year 3/4 word lists and spelling patterns; capital letters, full stops, question marks, exclamation marks and inverted commas; past, present and present perfect verb tenses; writing in paragraphs; using conjunctions, adverbs and prepositions
Maths	Number and place value, addition and subtraction (including written methods), multiplication and division, geometry, statistics, measures
Science	Opposites attract: Magnets How does your garden grow?: Plants
History	Ancient Greece – Greek life and achievements and their influence on the Western world
Geography	Human and physical geography of Greece, including climate
Physical Education	Games, gymnastics
Computing	Using the internet: how to search using the words 'for kids'; identify search results which give some useful information; know where to find the address of a link; how to follow a weblink; recognise common websites to which search results are linked; how to locate a blog; understand how to blog safely and responsibly; log in and post a blog or comments; upload photos to a blog
Personal Health Social Education	New Year's Resolutions; School Values
Religious Education	What do different people believe about God? Why are festivals important to religious communities?
Art	Making clay pots Famous European artists
Design Technology	Food technology – designing and making a Mediterranean food dish
Music	Singing – listening and appraising/ pulse, rhythm and pitch Famous European musicians
Our creative curriculum topics:	Spring 1: Ancient Greece Our big question is: Why has Greece always been in the news? Our big question is: Why do so many people go to the Mediterranean for their holidays?

	Spring 2: The Mediterranean
Trips and visits	Ancient Greeks Workshop (27/01/17) Visit to St James' Church
How we are covering British Values	Democracy – with reference to Ancient Greece topic Tolerance through RE week (finding out about different religions) Link to school values – making good choices, responsibility, friendship, caring, aspiration, knowing yourself, pride, thankfulness, trying your best

YEAR 4

AREA OF LEARNING	WE WILL BE LEARNING ...
English	<p>4ZW Bill's New Frock – Anne Fine Character description. Sentence structure. Vocabulary. Spelling. Diary entry. Persuasive writing.</p> <p>4NMc The Giant's necklace Poetry Use present perfect form of verbs in contrast to the past tense. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials with commas after them. Indicate possession by using the possessive apostrophe with plural nouns. Give / explain the meaning of words in context. Retrieve and record information/identify key details from fiction and non-fiction Make inferences from the text/explain and justify inferences with evidence from the text Make inferences from the text / explain and justify inferences with evidence from the text Make comparisons within the text</p>
Maths	<p>4ZW – fractions, time, decimals, measurement</p> <p>4NMc I can answer questions involving multiplication and division using arrays and repeated addition I can answer questions involving multiplication and division mentally and with objects I can find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ I can write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$ I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock. I can tell you how many minutes are in an hour and how many hours are in a day.</p>

	I can read the time on a clock to the nearest quarter of an hour. I can read and write numbers to 1000 in numerals and words.
Science	Electricity – Safety, Circuits, Insulators and conductors States of matter - Solids, liquids and gases
History	Crime and Punishment – How were the early lawmakers? Why do we need laws and who thought of them in the first place? What is the Magna Carta and why is it so important even today? What is a Parliament and what is its connection to laws? Who created the first British Parliament and how did it work? Anglo Saxons Who makes our laws today and who upholds them? What were punishments like 750 years ago?
Geography	Rivers – Why is the River Irwell so important to Salford?
Physical Education	Swimming
Computing	Internet research and internet safety
Personal Health Social Education	Friendship/ knowing yourself
Religious Education	What can we learn from religions about deciding what is right and wrong? Why is Jesus inspiring to some people? Why is Jesus inspiring to some people?
Art	Patterns (4ZW)
Design Technology	Building circuits
Music	
Our creative curriculum topic	Our big question is... Crime and Punishment – How were the early lawmakers? Why is the River Irwell so important to Salford?
Trips and visits	Manchester museum of science and industry
How we are covering British Values	Respect for other cultures (linked to Christmas around the world) Treating others equally (friendship)

	We understand the consequences of our actions (linked with behaviour)
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YEAR 5

AREA OF LEARNING	WE WILL BE LEARNING ...
English	The Day of the Dinosaurs / How Dinosaurs Really Work
Maths	Division, Fractions, percentages, decimals. Shapes, angles and measurement.
Science	Circle of life and properties of materials
History	How can we re-discover the wonders of Ancient Egypt?
Geography	Why should the rainforest be important to us all?
Physical Education	Gymnastics and fitness
Computing	E-safety, learning how the 'web' works and how its content is made.
Personal Health Social Education	Friendship and conflict resolution.
Religious Education	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
Art	Sketching and using watercolours to create rainforest themed artwork.
Design Technology	Designing rainforest animals with special features/designing and building a rainforest
Music	Classroom Jazz
Our creative curriculum topic	Our big question is: Spring 1: Why should the rainforest be important to us all? Spring 2: How can we re-discover the wonders of Ancient Egypt?
Trips and visits	Dinosaur workshop Thursday 2 nd February.

How we are covering British Values	Teaching diversity during PHSE and RE mutual respect for and tolerance of those with different opinions, faiths and beliefs, values and cultures and for those without faith Comparison of democracy and individual liberty with Ancient Egypt and Britain today
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YEAR 6

AREA OF LEARNING	WE WILL BE LEARNING ...
English	6EW – Skellig 6JD – Secrets of the dead Writing - Instructional, persuasive and descriptive Reading – Inference skills Information retrieval from non-fiction
Maths	Time Statistics Calculation
Science	Light and Shadow
History	James I and the response to the Oath of Allegiance (linked to MAEI project on Macbeth)
Geography	Water
Physical Education	Games Gymnastics
Computing	Research
Personal Health Social Education	Real Love Rocks – Dr Banardo’s project on internet safety
Religious Education	Aspects of christianity (link to Macbeth)
Art	Establishing sketchbooks and techniques for customizing
Design Technology	Shadow puppets
Music	Singing

Our creative curriculum topic	Our big question is: Why did William Shakespeare write Macbeth?
Trips and visits	Visit by wildlife expert
How we are covering British Values	Tolerance of religious and other differences

SUMMER TERM

SEND

We adapt the curriculum for SEND children by ensuring we use visual resources for all areas of the curriculum. We ensure that we include opportunities for Active Learning to meet all learning needs. BLANK level questioning is used to develop understanding across the curriculum, which is linked to ELKLAN sessions. We provide pupils with regular opportunities to develop their speaking and listening skills. Additional adult support is provided where necessary to help children to access the curriculum. We use a range of teaching styles to suit different learning styles and work is matched to the needs of individual learners.

NURSERY

AREA OF LEARNING	WE WILL BE LEARNING ...
PSED	School Values- Aspirations, Responsibility, Pride, Trying your Best. How to look after our friends when needed and helping them solve problems. Showing care and concern for living things.
Communication and Language	ELKLAN – categorising, sequencing stories, exploring the meaning of new words, Spidergrams around new interests/ Vocabulary/ Listening and attention.
Physical	Developing health and self care/ funky fingers. Developing an awareness of healthy and unhealthy foods. Sequencing of movements (obstacle courses).
Literacy	Mini beasts – The Very Hungry Caterpillar, Mad about Mini beasts, Lifecycle information books. How to retrieve information from books/computers. Transport.
Maths	Number- Reciting number names/ selecting small nos of objects/ quantities/ comparisons/ Matching numerals to an amount/ beginning to represent numbers/ Seperating groups of objects in two or three ways, counting objects beyond 10, Estimating. SSM- Looking at properties-shape or size/ language of size/ shapes in the environment/ using positional language/ making arrangements with

	shapes/ talking about shapes of everyday objects/ using positional language- next to, behind, under, on, over, naming 2d/3d shapes and talking about their properties, patterning.
Understanding of the World	Birthdays, Summer season, talking about how things work and why things happen, life cycles, differences between living things, showing care and concern for living things, showing care and concern for living things.
Expressive Arts & Design	Skills- adding texture, talking about textures, mixing colours, matching rhythm to music, exploring musical instruments through changing sounds.
Key Person- British Values	Easter, Birthdays, St George's Day, Fathers Day, Voice of the Child, Key Person Pet, Looking at what we have learnt this week- looking at our learning stories, Responsibility.
Trips and visits	School Nurse- hand washing. Nando's visit (healthy eating), Chick/Butterfly topic talk.

RECEPTION

AREA OF LEARNING	WE WILL BE LEARNING ...
PSED	School Values- Making Good Choices, Aspirations, Pride. Sharing with our friends, what to do when we fall out with our friends. Including friends in our play.
Communication and Language	ELKLAN/ Vocabulary/ Listening and attention
Physical	Developing health and self care/ funky fingers/ formation/healthy lifestyle
Literacy	RCB - Transport/Travel/Traditional Tales/Minibeast RKR - Keeping Healthy, Sentence Writing, Story Writing, Seaside
Maths	RCB - Number -Counting, Adding, Subtracting, Estimating, One More, One Less, Numbers within 20 SSM - 2D shapes, 3D shapes, Weight, Capacity, Time, Measuring RKR - Number - Counting to 20, Counting in 2's,5s, 10s, Problem Solving, Addition, Subtraction, Ordering Numbers to 20, Doubling, Halving, SSM - 3D Shapes, Problem Solving
Understanding of the	RCB - Growth, How Things Work, Experiments, Keeping Healthy

World	RKR - Minibeast, Seaside
Expressive Arts & Design	RCB - Adapting and Changing our models to make improvements. Mixing colours exploring textures RKR - Adapting and changing models. Acting out narratives
Key Person- British Values	St Georges Day
Trips and visits	TBA

YEAR 1

AREA OF LEARNING	WE WILL BE LEARNING ...
English	To develop our English skills we will be: Changing a familiar story to create our own version. Reading longer stories, writing predictions of what we think will happen next to complete the story. Developing our speaking skills to act out a story. Continuing to add prefixes and suffixes to words. Spelling Year 1 words correctly. Form letters correctly (including capitals). Use the correct pencil grip. Use question marks, capital letters, full stops and finger spaces in sentences. Using 'and' and 'because' to make sentences longer. Read words with contractions and re-reading sentences to check that it makes sense.
Maths	Continuing to practice counting up in 2s, 5s and 10s. Solving division problems. Exploring measures involving weight, capacity and length. Using our knowledge on measures to solve problems. Telling the time to o'clock and half past, using this knowledge to solve time problems. Continuing to practice our number stories to 10 and 20. Using our knowledge of doubling and halving to solve number and word problems. Answering a range of mathematical word problems, including addition, subtraction, multiplication and division problems.
Science	Summer 1: Treasure Island – Basic human needs, floating and sinking, sorting and classifying plants and animals Summer 2: On Safari - Mini beasts, bugs and invertebrates, food chains, comparing ourselves and invertebrates and creating habitats using everyday materials on the basis of their simple physical properties.
History	Summer 1: To appreciate that some significant people have helped our lives be better today. To understand the similarities and differences between significant figures from history and living memory.

	<u>Summer 2:</u>
Geography	<u>Summer 1:</u> To name and locate the world's seven continents and five oceans. <u>Summer 2:</u>
Physical Education	Dance and developing our running, jumping and throwing skills in Athletics. Developing our partner skills through playing different games.
Computing	Looking at photographs and deciding what makes a successful /unsuccessful photo. Looking at how we can use iPads and cameras to take a successful photograph. Exploring how to edit a photograph on the iPads and computers. Learning about internet safety. Using paint software to draw story characters. Using Microsoft word to insert a picture and add text.
Personal Health Social Education	Citizenship and global issues
Religious Education	What makes some places sacred?
Art	Space paintings. Making our own piece of art work using the same techniques. Using different tools and techniques to make different patterns and shapes.
Design Technology	Space rocket
Music	Extending our composition skills to create a piece of music to represent space.
Our creative curriculum topic	<u>Summer 1:</u> "Why were Tim Peake and Sir Francis Drake brave people?" <u>Summer 2:</u> "
Trips and visits	Martin Mere
How we are covering British Values	"mutual respect for and tolerance of those with different faiths and beliefs and for those without faith" covered through the RE topic and through the topic covering expedition and exploration

YEAR 2

AREA OF LEARNING	WE WILL BE LEARNING ...
English	<p>Reading: To read fluently, decoding unfamiliar words quickly. To use inference and information skills to answer questions about books and poems. To read poems with expression. To talk about favourite words and phrases and to explain the meaning of new words.</p> <p>Writing: To spell most words correctly. To use different sentence types in their writing – commands, statements, exclamations and questions. To use the correct punctuation in sentences – full stops, commas in a list, some question marks and exclamation marks, apostrophes in shortened words – don't and apostrophes for possession. To use different connectives and past and present tense correctly. To write narrative, poetry and nonfiction. To join letters together.</p>
Maths	<p>To partition numbers in different ways. To use place value to solve problems. To add and subtract two 2 digit numbers. To estimate the answer to addition and subtraction calculations. To check answers by using the inverse operation. To know the 2, 5, and 10 times tables and related division facts. To solve problems using addition, subtraction, multiplication and division. To tell the time to 5 minutes. To use the correct unit of measurement and to read scales. To ask and answer questions and represent it in graphs and tables. To answer questions about the data they have collected. To explain their reasoning in Maths.</p>
Science	<p>Young Gardeners: To identify and name a variety of plants. To observe and describe how seeds grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Little Masterchefs: To find out about and describe the basic needs of humans, for survival (water, food and air). To describe the importance for humans of eating the right amounts of different types of food, and hygiene. To observe and describe how seeds and bulbs grow into mature plants. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Working scientifically skills: To observe closely. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>
History	Who were Nelson Mandela and Rosa Parks and why were they

	<p>important?</p> <p>To understand about important people within living memory. To understand what they did and why it was important. To use different sources to find information. To use vocabulary related to the passage of time.</p> <p>To compare seaside holidays today with those in the past.</p>
Geography	<p>Why do we love to be beside the seaside?</p> <p>To use geographical terms to name and describe human and physical features. To use maps and atlases. 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.</p>
Physical Education	Athletics and gymnastics.
Computing	Coding, using Word to create a document. Internet safety.
Personal Health Social Education	Discrimination and racism. Looking after the environment. RSE.
Religious Education	RE week. What is special about sacred books?
Art	Looking at the art work of Andy Goldsworthy and using it as a basis for their own.
Design Technology	Design, make and evaluate a bathing hut. Choose suitable materials and join in appropriate ways.
Music	Singing using Charanga. Learning the schools Values Songs. Learning traditional seaside songs.
Our creative curriculum topic	<p>Our big questions are...</p> <p>Who were Nelson Mandela and Rosa Parks?</p> <p>Why do we love to be beside the seaside?</p> <p>We are covering the following school values....</p> <p>Friendship, Responsibility, Aspirations, Pride, Knowing Yourself, Trying Your Best, Making Good Choices, Caring and Thankfulness</p>
Trips and visits	Formby Point
How we are covering British Values	<p>Learning how to respect other religions and people's beliefs in RE.</p> <p>Discussing discrimination – mutual respect, rule of law and individual liberty. St Georges Day assembly.</p>

YEAR 3

AREA OF LEARNING	WE WILL BE LEARNING ...
English	<p>3RMS' group will be reading poems by Grace Nichols and 'Fortunately, the Milk Book' by Neil Gaiman.</p> <p>3NM's group will be doing stories, non-fiction and drama about wolves and reading 'The Twits' by Roald Dahl.</p> <p>3VM's group will be reading poems by Grace Nichols and 'The Highway Rat' by Julia Donaldson.</p> <p>Grammar, punctuation, vocabulary and spelling – including Year 2 and Year 3/4 word lists and spelling patterns; capital letters, full stops, question marks, exclamation marks and inverted commas; past, present and present perfect verb tenses; writing in paragraphs; recognising and using different word classes; word families; structure of non-fiction writing, including headings and sub-headings.</p>
Maths	<p>Number and place value, addition and subtraction (including written methods), multiplication and division, geometry, statistics, measures, solving problems related to all topics. There will be daily practise of counting skills and mental methods to increase speed and accuracy</p>
Science	<p>Mirror, Mirror: Light How does your garden grow?: Plants</p>
History	<p>he Victorians The history of Marlborough Road Academy</p>
Geography	<p>The local area – focusing on similarities and differences from Victorian times to the present day</p>
Physical Education	<p>Games, athletics</p>
Computing	<p>Programming using 'Scratch':</p> <ul style="list-style-type: none"> • Move blocks into the Scripts Area. • Snap blocks together to combine commands • Create simple algorithms using a number of different blocks. • Use the repeat and green flag blocks to control algorithms. . • Use the repeat command. • Use more than one sprite and combine algorithms.
Personal Health Social Education	<p>Relationships, School Values</p>
Religious Education	<p>Why do people pray?</p>

	Why is the bible so important for Christians today?
Art	Appreciation of Victorian art – portraits and pictures of an event. Photography – comparing photographs of the local area to investigate changes through time. Creating silhouettes
Design Technology	Making toys/ board games from Victorian times
Music	Music from Victorian times Singing – listening and appraising/ pulse, rhythm and pitch
Our creative curriculum topic	The Victorians Our big question is: How did the Victorian period help to shape the Salford we know today?
Trips and visits	Salford Museum and Art Gallery: 01/05/17 – 3NM 02/05/17 – 3RMS 04/05/17 – 3VM Tatton Park – 03/07/17 (‘Green Fingers’ and ‘Life in the Undergrowth’)
How we are covering British Values	Local community – how we expect people to behave so that everyone can live safely and care for each other (link to Victorians topic – What was life like for poor people and what changes were made in Victorian times, eg, Dr Barnardo?) Tolerance through RE week (finding out about different religions) Link to school values – making good choices, responsibility, friendship, caring, aspiration, knowing yourself, pride, thankfulness, trying your best

YEAR 4

AREA OF LEARNING	WE WILL BE LEARNING ...
English	<p>4ZW – Poetry - Michael Rosen (Chocolate Cake) & Kit Wright (The Magic Box) Book - Mr Majeika - Humphrey Carpenter Persuasive advert; Short story; Alliteration, similes, personification; metaphors; punctuation; conjunctions; word classes; expanded noun phrases; determiners Spelling - Prefixes and suffixes</p> <p>4SW- ‘My Dad’s got an Alligator’ by Jeremy Strong Reading:</p> <ul style="list-style-type: none"> • Continue to build fluency and increase reading speed • Read most common exception words

	<ul style="list-style-type: none"> • Continue to develop positive attitudes towards reading • Draw inferences such as character's feelings • Understand main ideas and summarise these • (Non-chronological report writing & Newspaper report writing) • Plan writing by recording ideas within a given structure • Begin to use paragraphs to group related material • Express time and place using co-ordinating and subordinating conjunctions • Begin to use subordinate clauses • Use headings and subheadings to aid presentation <p>4NMC- Poetry by Micheal Rosen and Stig of the dump by Clive King Reading:</p> <ul style="list-style-type: none"> • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • Understand what he/she reads independently by predicting what might happen from details stated and implied. • Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these. • Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets. • <p>Writing: (Character description, Description of a setting, Survival guide, Poetry)</p> <ul style="list-style-type: none"> • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. • Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
<p>Maths</p>	<p>4ZW – area, perimeter, statistics, shape, measure, fractions 4SW-</p> <ul style="list-style-type: none"> • Estimate and use inverse calculations to check answers • -Solve addition, subtraction, multiplication and division one- step and two-step problems • Recall all multiplication and division facts up to 12 x 12 • Use know facts to multiply and divide mentally • Recognise and use factor pairs commutatively • Round decimals to the nearest whole number • Calculate the area and the perimeter of rectilinear shapes • Compare and classify geometric shapes • Begin exploring 2 lines of symmetry

	<ul style="list-style-type: none"> Describe positions of movement as translations <p>4NMC-</p> <ul style="list-style-type: none"> Number: number and place value, addition and subtraction, multiplication and division, fractions Measurement: length, money, time, Statistics: interpret and present data, solve problems Geometry: properties of shape, angles, horizontal and vertical lines and pairs of perpendicular and parallel lines.
Science	<p>States of matter- Solids, liquids and gases</p> <p>Living things</p>
History	Castles
Geography	Rivers and cities
Physical Education	Swimming
Computing	Logo and Scratch, Presentation skills
Personal Health Social Education	Caring
Religious Education	<p>Why are festivals important to religious communities?</p> <p>Why do some people think that life is like a journey and what significant experiences mark this?</p>
Art	City landscapes using watercolours
Design Technology	Design and build a castle
Music	Charanga
Our creative curriculum topic	<p>Our big question is...</p> <p>Where would you build a city?</p>
Trips and visits	Visit to a local castle
How we are covering	Respect for other cultures (RE/ celebrating different festivals)

British Values	Treating others equally (friendship) We understand the consequences of our actions (linked with behaviour and value of caring)
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YEAR 5

AREA OF LEARNING	WE WILL BE LEARNING ...
English	Ottoline and the Yellow Cat / Charlotte's Web
Maths	Statistics/measures (time)/number/calculations/problem solving
Science	Materials
History	How can we re-discover the wonders of Ancient Egypt?/How could Hitler have convinced a nation like Germany to follow him?
Geography	Egypt/Germany/Europe
Physical Education	Contemporary dance linking to Ancient Egypt/Netball/Athletics
Computing	E-safety, learning how the 'web' works and how its content is made.
Personal Health Social Education	Changes/Relationships
Religious Education	What does it mean to be a Muslim in Britain today?
Art	Art project with artist about Ancient Egypt/European WW2 artists
Design Technology	Pyramid project
Music	Benjamin Britten – a tragic story. Pulse, rhythm and pitch games with vocal warm up.
Our creative curriculum topic	Our big question is: Summer 1: How can we re-discover the wonders of Ancient Egypt? Summer 2: How could Hitler have convinced a nation like Germany to follow him?

Trips and visits	Manchester Museum Ancient Egypt workshop Artist – in school art project Music project – Harmonise leading to performance in school Dance project – leading to performance in school
How we are covering British Values	Tolerance of those with different opinions, faiths and beliefs, values and cultures – addressed within WW2 creative topic and RE Comparison of democracy and individual liberty with Britain today and life during WW2.

YEAR 6

AREA OF LEARNING	WE WILL BE LEARNING ...
English	Ms Wileman – Macbeth Mr Dickinson – Macbeth Writing – Narrative and newspaper reports Reading – Authorial intent
Maths	Algebra Ratio and proportion Long division Reasoning
Science	Electricity
History	James I and the response to the Oath of Allegiance (linked to MAEI project on Macbeth) – continued
Geography	Not taught this term
Physical Education	Dance and athletics
Computing	Digital architects
Personal Health Social Education	Transition and growing up
Religious Education	What do religions say to us when life gets hard?
Art	Establishing sketchbooks and techniques for customizing

Design Technology	Shadow puppets
Music	Singing and percussion
Our creative curriculum topic	Our big question is: Why did William Shakespeare write Macbeth?
Trips and visits	Visit to Victoria Baths and final performance
How we are covering British Values	Tolerance of religious and other differences