

# Westfield Primary's Overview of the Primary Curriculum 2014



This document contains 6 A3 sheets, each of which presents an outline of the content of the new Curriculum from 2014 at Westfield Primary School.

Core subjects (English, Maths & Science) are presented in a year-by-year format, based on the outlines given in the National Curriculum. R.E. is based on the Surrey Agreed Syllabus 2012 - 2017 document. P.E. and Music are covered by the schemes of work bought in by the school. PSHE follows the SEAL documents.



# Curriculum Overview for Year 1

## English

### Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common Suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

### Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

### Grammar

- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes

### Speaking & Listening

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

## Art & Design

- Use a range of materials
- Use drawing, painting and sculpture
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about range of artists, craftsmen and designers

These skills have been linked the creative curriculum under the following topics – Ourselves, Countries and Cultures, Changes, Who's Afraid of the Big Bad Wolf, Seaside, Kings and Queens.

## Computing

- Understand use of algorithms – Bee bots (Ourselves, Who's Afraid of the Big Bad Wolf)
  - Create & debug simple programs (Ourselves)
  - Use logical reasoning to make predictions (Changes)
  - Organise, store, retrieve & manipulate data - typing skills, (Ourselves, Arabian Nights, Countries and Cultures, Changes, High in the sky, Who's afraid of the Big Bad Wolf, Dinosaurs, Seaside, Kings and Queens)
  - Use technology safely and respectfully – E-safety (Ourselves, Who's Afraid of the Big Bad Wolf)
  - Recognise uses of IT outside of school (High in the sky)
- These skills will be linked to the creative curriculum.

## Mathematics

### Number/Calculation

- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays

### Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2-d and 3-d shapes
- Order & arrange objects

• Describe position & movement, including half and quarter turns

### Fractions

- Recognise & use  $\frac{1}{2}$  &  $\frac{1}{4}$

## Design & Technology

- Design purposeful, functional & appealing products
- Generate, develop, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Select from & use a range of materials and components according to their properties
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms

• Understand where food comes from  
• Use basic principles of healthy and varied diet.  
These skills have been linked the creative curriculum under the following topics – Arabian Nights, High in the Sky, Who's Afraid of the Big Bad Wolf, Dinosaurs, Kings and Queens.

## History

- Events beyond living memory that are significant nationally – Guy Fawkes (Arabian Nights), Transport Inventions (High in the Sky), Remembrance Sunday (Who's Afraid of the Big Bad Wolf)
- Lives of individuals that are significant internationally (Countries and Cultures, Kings and Queens)
- Changes within living memory (source- grandparents)
- Significant historical events, people and places in their own locality (Changes), National Life (Seaside)
- Compare aspects of life in different periods (Kings and Queens)

## Modern

## Languages

NOT REQUIRED AT KS1

## Music

- Sing songs and speak chants and rhymes
- Play tuned & untuned instruments musically
- Listen with concentration & understand live and recorded music
- Experiment with, create, select and combine sounds musically

Covered by Music Express Scheme of work and singing assemblies

## Science

- Working Scientifically
- Animals, including Humans (Ourselves, Dinosaurs)
- Pupil led investigation linked to Topic (Arabian Nights, Kings and Queens)
- Seasonal Changes (Countries and Cultures, Seaside and Kings and Queens)
- Plants - 2 simple science simulation (Changes)
- Everyday materials and pupil led investigation (High in the Sky)

## Geography

- Geographical similarities and differences - Celebrating Diversity (Ourselves, Who's Afraid of the Big Bad Wolf)
- Compass directions and locational and directional language (Arabian Nights)
- Continents, oceans, seasonal and daily weather patterns, world maps, atlases and globes (Countries and Cultures, Dinosaurs)
- Fieldwork and observational skills (Changes)
- Features and routes on a map (Who's afraid of the Big Bad Wolf)
- The four countries and capital cities of the United Kingdom and its surrounding seas (Kings and Queens)
- Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (Seaside)
- Use basic geographical vocabulary.

## Physical

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- Participate in team games developing simple tactics
- Perform dances using simple movement

Covered by the Val Saben Scheme of work and PPA cover

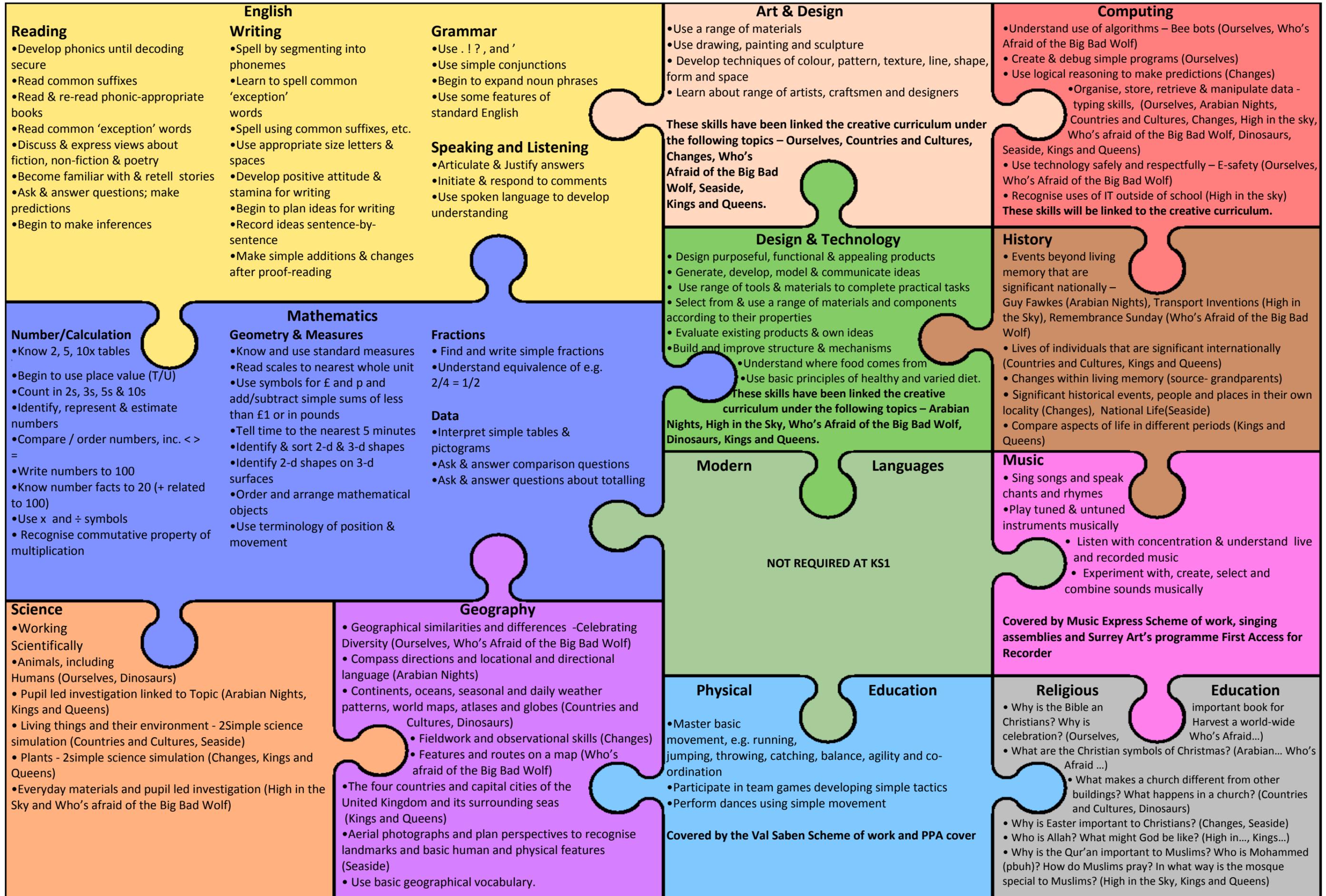
## Education

## Religious

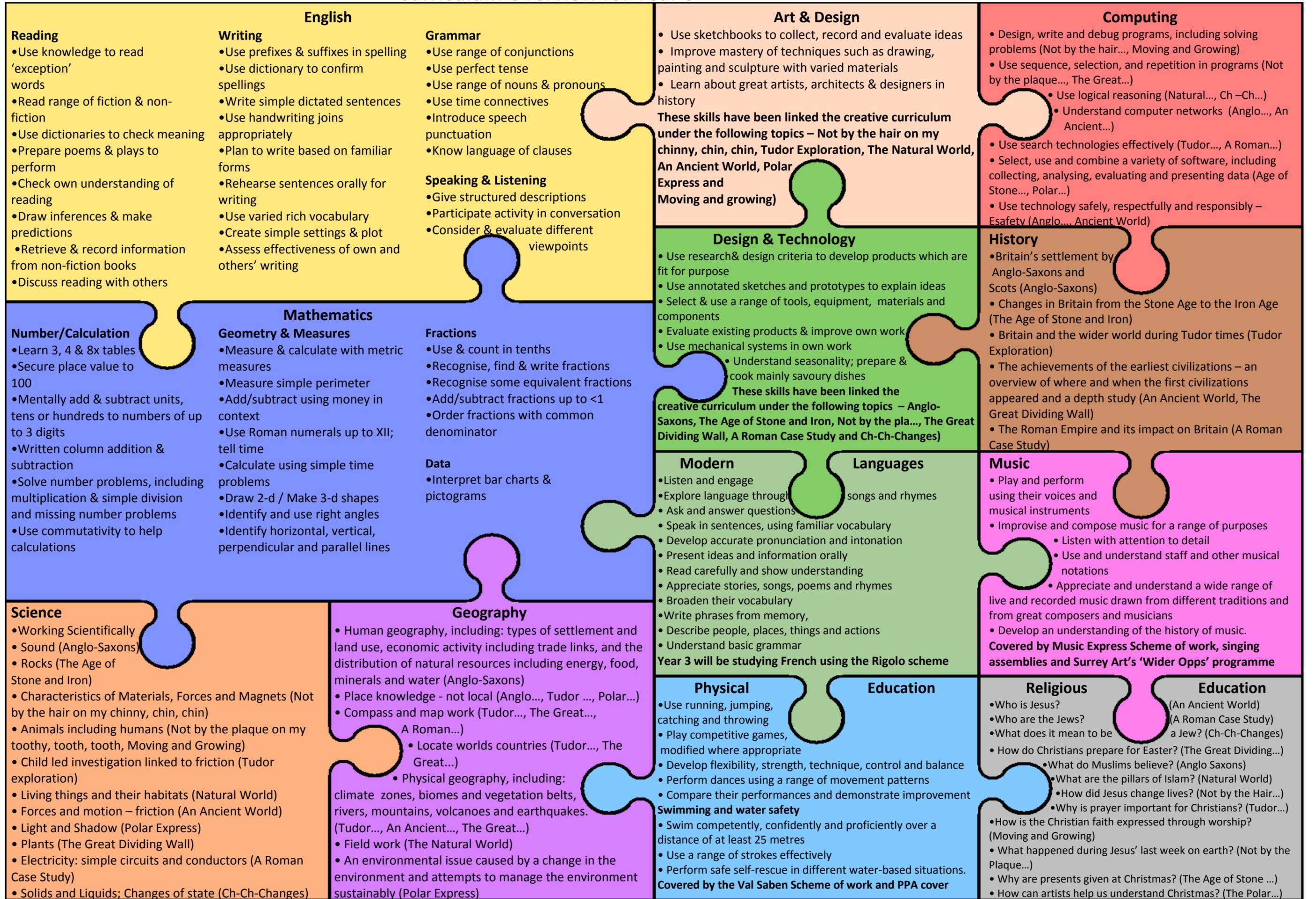
- Who were Jesus' friends? Why is Harvest a world-wide celebration? (Ourselves, Who's Afraid of the Big Bad Wolf)
- Why is Christmas important to Christians? (Arabian Nights, Who's Afraid of the Big Bad Wolf)
- Why did Jesus tell parables? How do Christians follow Jesus? (Countries and Cultures, Dinosaurs)
- What do eggs have to do with Easter? (Changes, Seaside)
- Why do Jewish families celebrate Shabbat? What is the Torah and why is it important to Jews? (High in the Sky, Kings and Queens)
- Why do Jewish families celebrate Hannukah? What is prayer? (High in the Sky, Kings and Queens)

## Education

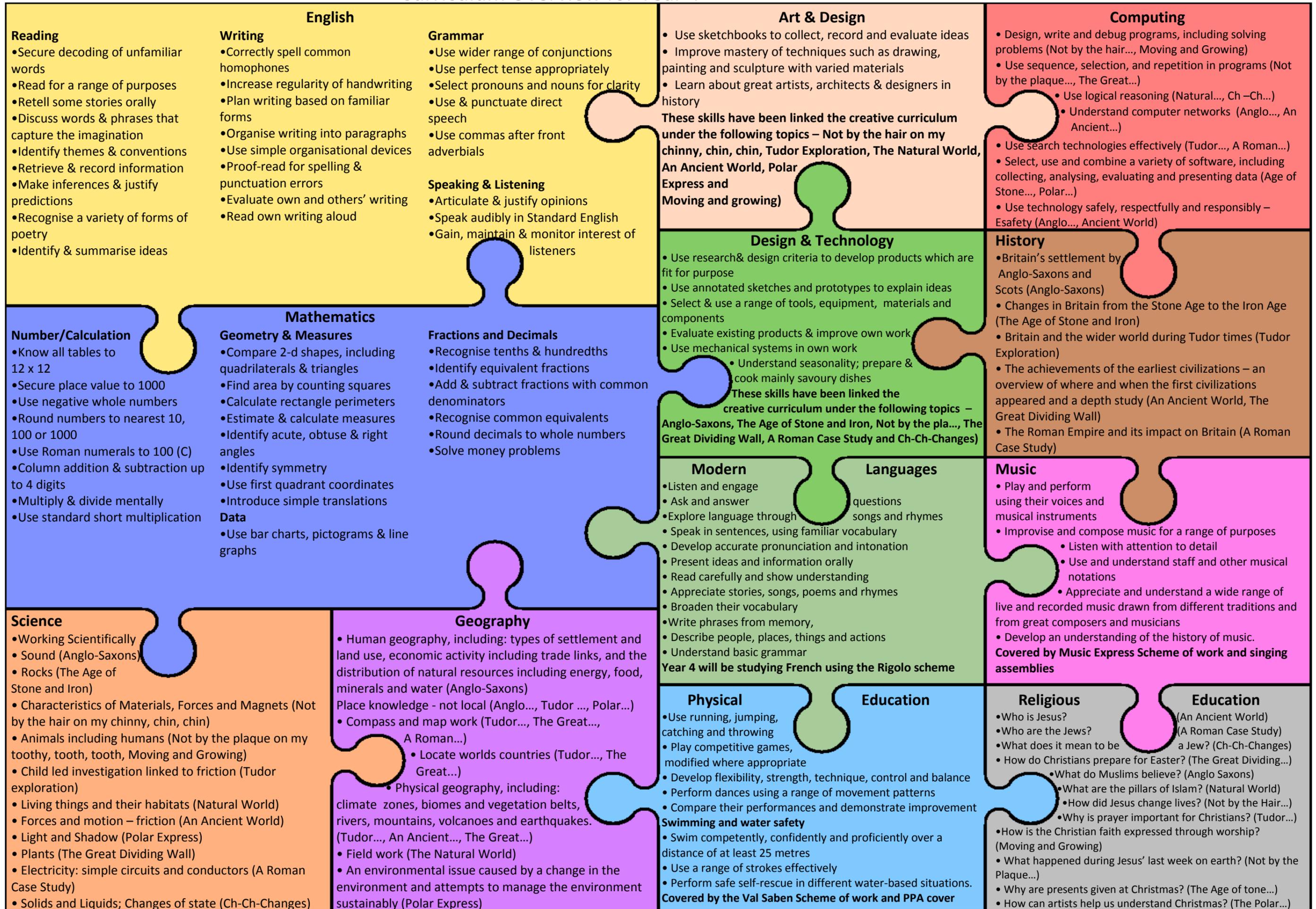
# Curriculum Overview for Year 2



# Curriculum Overview for Year 3



# Curriculum Overview for Year 4



### English

**Reading**

- Secure decoding of unfamiliar words
- Read for a range of purposes
- Retell some stories orally
- Discuss words & phrases that capture the imagination
- Identify themes & conventions
- Retrieve & record information
- Make inferences & justify predictions
- Recognise a variety of forms of poetry
- Identify & summarise ideas

**Writing**

- Correctly spell common homophones
- Increase regularity of handwriting
- Plan writing based on familiar forms
- Organise writing into paragraphs
- Use simple organisational devices
- Proof-read for spelling & punctuation errors
- Evaluate own and others' writing
- Read own writing aloud

**Grammar**

- Use wider range of conjunctions
- Use perfect tense appropriately
- Select pronouns and nouns for clarity
- Use & punctuate direct speech
- Use commas after front adverbials

**Speaking & Listening**

- Articulate & justify opinions
- Speak audibly in Standard English
- Gain, maintain & monitor interest of listeners

### Art & Design

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers in history

**These skills have been linked the creative curriculum under the following topics – Not by the hair on my chinny, chin, chin, Tudor Exploration, The Natural World, An Ancient World, Polar Express and Moving and growing)**

### Computing

- Design, write and debug programs, including solving problems (Not by the hair..., Moving and Growing)
- Use sequence, selection, and repetition in programs (Not by the plaque..., The Great...)
- Use logical reasoning (Natural..., Ch –Ch...)
- Understand computer networks (Anglo..., An Ancient...)
- Use search technologies effectively (Tudor..., A Roman...)
- Select, use and combine a variety of software, including collecting, analysing, evaluating and presenting data (Age of Stone..., Polar...)
- Use technology safely, respectfully and responsibly – Esafety (Anglo..., Ancient World)

### Mathematics

**Number/Calculation**

- Know all tables to 12 x 12
- Secure place value to 1000
- Use negative whole numbers
- Round numbers to nearest 10, 100 or 1000
- Use Roman numerals to 100 (C)
- Column addition & subtraction up to 4 digits
- Multiply & divide mentally
- Use standard short multiplication

**Geometry & Measures**

- Compare 2-d shapes, including quadrilaterals & triangles
- Find area by counting squares
- Calculate rectangle perimeters
- Estimate & calculate measures
- Identify acute, obtuse & right angles
- Identify symmetry
- Use first quadrant coordinates
- Introduce simple translations

**Fractions and Decimals**

- Recognise tenths & hundredths
- Identify equivalent fractions
- Add & subtract fractions with common denominators
- Recognise common equivalents
- Round decimals to whole numbers
- Solve money problems

**Data**

- Use bar charts, pictograms & line graphs

### Design & Technology

- Use research & design criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Select & use a range of tools, equipment, materials and components
- Evaluate existing products & improve own work
- Use mechanical systems in own work
- Understand seasonality; prepare & cook mainly savoury dishes

**These skills have been linked the creative curriculum under the following topics – Anglo-Saxons, The Age of Stone and Iron, Not by the pla..., The Great Dividing Wall, A Roman Case Study and Ch-Ch-Changes)**

### History

- Britain's settlement by Anglo-Saxons and Scots (Anglo-Saxons)
- Changes in Britain from the Stone Age to the Iron Age (The Age of Stone and Iron)
- Britain and the wider world during Tudor times (Tudor Exploration)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study (An Ancient World, The Great Dividing Wall)
- The Roman Empire and its impact on Britain (A Roman Case Study)

### Science

- Working Scientifically
- Sound (Anglo-Saxons)
- Rocks (The Age of Stone and Iron)
- Characteristics of Materials, Forces and Magnets (Not by the hair on my chinny, chin, chin)
- Animals including humans (Not by the plaque on my toothy, tooth, tooth, Moving and Growing)
- Child led investigation linked to friction (Tudor exploration)
- Living things and their habitats (Natural World)
- Forces and motion – friction (An Ancient World)
- Light and Shadow (Polar Express)
- Plants (The Great Dividing Wall)
- Electricity: simple circuits and conductors (A Roman Case Study)
- Solids and Liquids; Changes of state (Ch-Ch-Changes)

### Geography

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Anglo-Saxons)
- Place knowledge - not local (Anglo..., Tudor ..., Polar...)
- Compass and map work (Tudor..., The Great..., A Roman...)
- Locate world countries (Tudor..., The Great...)
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. (Tudor..., An Ancient..., The Great...)
- Field work (The Natural World)
- An environmental issue caused by a change in the environment and attempts to manage the environment sustainably (Polar Express)

### Modern Languages

**Modern**

- Listen and engage
- Ask and answer questions
- Explore language through songs and rhymes
- Speak in sentences, using familiar vocabulary
- Develop accurate pronunciation and intonation
- Present ideas and information orally
- Read carefully and show understanding
- Appreciate stories, songs, poems and rhymes
- Broaden their vocabulary
- Write phrases from memory,
- Describe people, places, things and actions
- Understand basic grammar

**Year 4 will be studying French using the Rigolo scheme**

### Music

- Play and perform using their voices and musical instruments
- Improvise and compose music for a range of purposes
- Listen with attention to detail
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

**Covered by Music Express Scheme of work and singing assemblies**

### Physical Education

**Physical**

- Use running, jumping, catching and throwing
- Play competitive games, modified where appropriate
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances and demonstrate improvement

**Swimming and water safety**

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

**Covered by the Val Saben Scheme of work and PPA cover**

### Religious Education

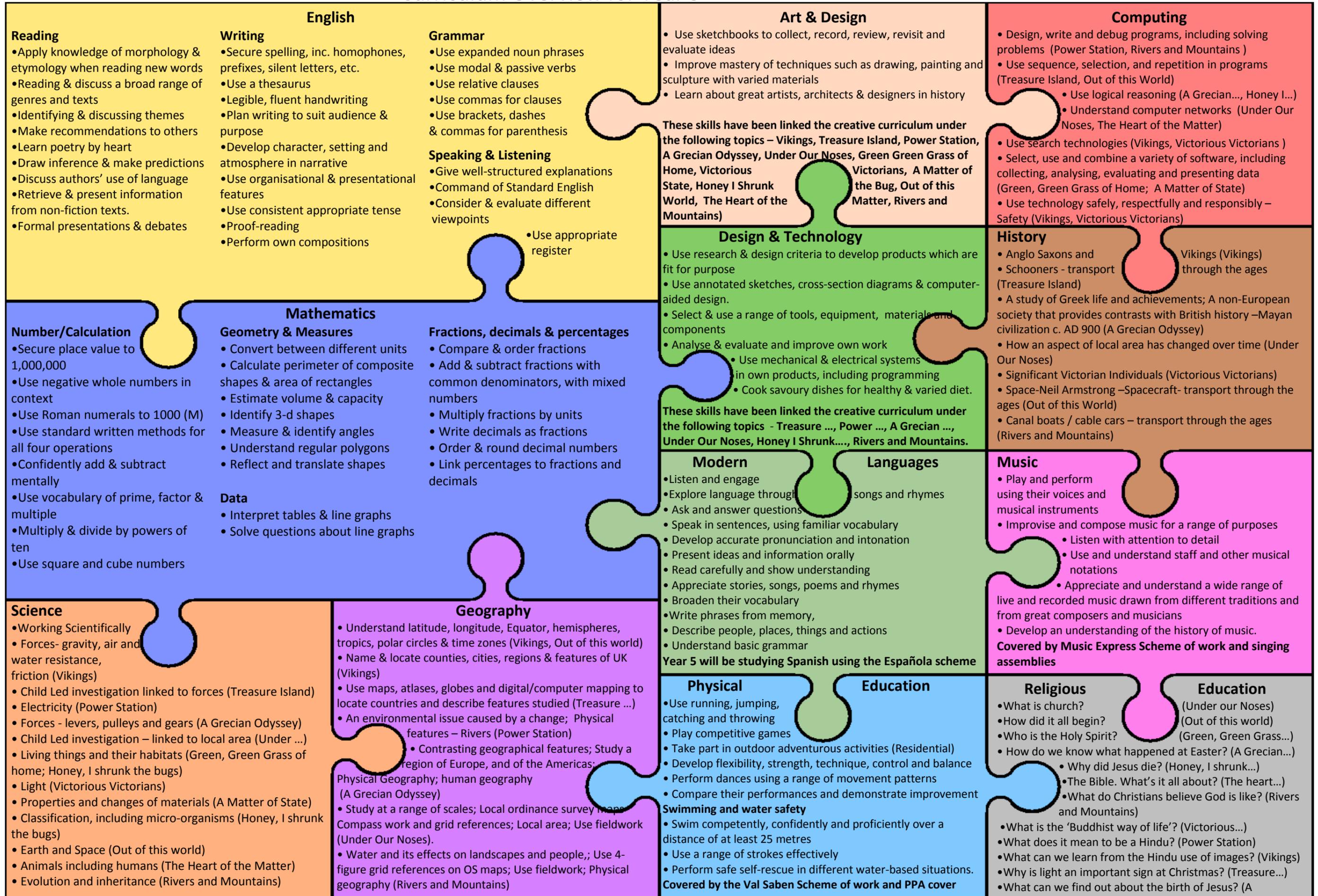
**Religious**

- Who is Jesus? (An Ancient World)
- Who are the Jews? (A Roman Case Study)
- What does it mean to be a Jew? (Ch-Ch-Changes)
- How do Christians prepare for Easter? (The Great Dividing...)
- What do Muslims believe? (Anglo Saxons)
- What are the pillars of Islam? (Natural World)
- How did Jesus change lives? (Not by the Hair...)
- Why is prayer important for Christians? (Tudor...)

**Education**

- How is the Christian faith expressed through worship? (Moving and Growing)
- What happened during Jesus' last week on earth? (Not by the Plaque...)
- Why are presents given at Christmas? (The Age of tone...)
- How can artists help us understand Christmas? (The Polar...)

# Curriculum Overview for Year 5



# Curriculum Overview for Year 6

