



## Mary Tavy and Brentor Primary School, School Curriculum Framework Overview Class One 2023-2024

<u>YEAR A</u>	Autumn Term 1 <sup>st</sup> Half Tchs 4 <sup>th</sup> Sept Pupils' 6 <sup>th</sup> Sept – 20 <sup>th</sup> October 2023 (6 weeks, 3 days)	Autumn Term 2 <sup>nd</sup> Half Pupils 31 <sup>st</sup> October – 15 <sup>th</sup> December 2023 (6 weeks, 4 days)	Spring Term 1 <sup>st</sup> Half Tchs 2 <sup>nd</sup> January Pupils 3 <sup>rd</sup> January –9 <sup>th</sup> February 2024 (5 weeks, 4 days)	Spring Term 2 <sup>nd</sup> Half Pupils 19 <sup>th</sup> Feb – 28 <sup>th</sup> March 2024 (5 weeks, 4 days)	Summer Term 1 <sup>st</sup> half Pupils 15 <sup>th</sup> April – 24 <sup>th</sup> May 2024 (6 weeks)	Summer Term 2 <sup>nd</sup> Half Pupils 3 <sup>rd</sup> June – 24 <sup>th</sup> July 2024 (7 weeks, 3 days)
	International Day of Democracy Roald Dahl Day World Mental Health Day Black History Month October <a href="http://www.blackhistorymonth.org.uk/">http://www.blackhistorymonth.org.uk/</a> Macmillan Coffee Morning Harvest Festival – food Bank	Anti-bullying wk. 15 – 19 <sup>th</sup> Nov  Children in Need – 12 <sup>th</sup> Nov <a href="http://www.bbc.co.uk/corporate/2/childreninneed">http://www.bbc.co.uk/corporate/2/childreninneed</a>  Children's Hospice Southwest Sponsored Santa Run	National Handwriting day 23 <sup>rd</sup> Jan Preparing for 500 words <a href="https://www.bbc.co.uk/programmes/p00rfvk1">https://www.bbc.co.uk/programmes/p00rfvk1</a>	World Book day /Creative Week 1 <sup>st</sup> March <a href="https://www.worldbookday.com/">https://www.worldbookday.com/</a>  3 <sup>rd</sup> March World book day	<b>Christian Aid Week</b>  <a href="https://www.christianaid.org.uk/index.php/schools">https://www.christianaid.org.uk/index.php/schools</a>	Sports Day
Big Write Focus Celebrating writing across the school on a theme. Everybody writes Focus 3 Published pieces for display Not dependent on pen licence To be in last day of the half – term	<b>Handwriting Assessment</b> <b>Black History</b> 3 pieces of work to be given to HT by the 19 <sup>th</sup> October	<b>Bullying</b> 3 pieces of work to be given to HT by 21 <sup>st</sup> December	<b>Handwriting Assessment</b> <b>Handwriting (presentation)</b> 3 pieces of work to be given to HT by 15 <sup>th</sup> February	<b>Easter</b> 3 pieces of work to be given to HT by 5 <sup>th</sup> April	Persuasive writing to advertise show 3 pieces of work to be given to HT by 24 <sup>th</sup> May	<b>Handwriting Assessment</b>  End of year recount for reports
<b>Data Drop</b>	Reception Baseline Single word reading for in-year admissions	NFER – Reading / GPS Maths – White Rose end of unit assessments		NFER – Reading / GPS Maths – White Rose end of unit assessments	SATS KS2	Single word reading assessment. NFER – Reading / GPS Maths – White Rose end of unit assessments

<p><b>English</b> (Renewed Framework) (Headings and resources – POR of reading texts <a href="https://www.cipe.org.uk/">https://www.cipe.org.uk/</a>)</p>	<p><b>Text: The Magic Finger</b> <b>Writing Outcomes:</b> Letter writing Persuasive letter Diary entry Information poster Collaborative poster Narrative sequel to the story</p> <p><b>Class Readers:</b> <u>Author Focus: Roald Dahl</u></p>	<p><b>Text: Out and About</b> <b>Writing Outcomes:</b> Write about real experiences Organising ideas Writing poetic words and phrases Free verse poetry Poetry performances</p> <p><b>Class Readers:</b> <u>Author Focus: Shirley Hughes</u></p>	<p><b>Text: Jim and the Beanstalk</b> <b>Writing Outcomes:</b> Narrative Thought bubbles Sequel story</p> <p><b>Class Readers:</b> <u>Author Focus: Raymond Briggs</u></p>	<p><b>Text: Rosie Revere Engineer</b> <b>Writing Outcomes:</b> Short explanations Writing in role Reports Adverts Leaflet</p> <p><b>Class Readers:</b> <u>Author Focus: Andrea Beaty</u></p>	<p><b>Text: The Storm Whale</b> <b>Writing Outcomes:</b> Story mapping Response to illustration Writing in role</p> <p><b>Class Readers:</b> <u>Author Focus: Benji Davies</u></p>	<p><b>Text: The Great fire of London</b> <b>Writing Outcomes:</b> Persuasive posters Instructional Writing Speech bubbles Letter of advice Information booklet</p> <p><b>Class Readers:</b> <u>Author Focus: Emma Adams &amp; James Weston Lewis</u></p>
<p><b>Mathematics</b> (Inspire Maths scheme of work)</p> <p>(Some helpful problem-solving ideas <a href="https://nzmaths.co.nz/problem-solving">https://nzmaths.co.nz/problem-solving</a> <a href="https://nrich.maths.org/primary">https://nrich.maths.org/primary</a> Extra help to see which activity supports the curriculum. <a href="https://nrich.maths.org/content/id/13291/KS2CurriculumLinktoNRICH.pdf">https://nrich.maths.org/content/id/13291/KS2CurriculumLinktoNRICH.pdf</a></p>	<p><b>Y1 / Y2 -</b> <b>Number: Place value</b> Y1- Numbers to 20. Y2- Numbers to 200. (4 weeks)</p> <p><b>Number: Addition and subtraction.</b> Y1- Numbers within 10 Y2- Numbers within 100 (2 weeks)</p> <p><b>EYFS</b> <b>Number:</b> Counting and naming numerals Ordering numbers: sequencing One more / less up to 12 <b>Number:</b> Count how many; 1:1 correspondence Partitioning to create number bonds Recording number bonds</p>	<p><b>Y1 / Y2 -</b> <b>Number: Addition and subtraction.</b> Y1- Numbers within 10 Y2- Numbers within 100 (3 weeks)</p> <p><b>Number:</b> Y1- Place Value &amp; Multiplication Y2- Multiplication (3 weeks)</p> <p><b>EYFS</b> <b>Measurement:</b> Comparing lengths Comparing measures directly Introducing time <b>Patterns:</b> Exploring repetitive patterns Counting in 2s; odd / even numbers <b>Shapes:</b> Exploring and playing with symmetry Exploring 2D shapes</p>	<p><b>Y1 / Y2 -</b> <b>Number:</b> Y1- Division &amp; consolidation Y2- Division (2 weeks)</p> <p><b>Number:</b> Y1- Place value within 100 Y2- Statistics (2 weeks)</p> <p><b>Measurement:</b> Y1 &amp; Y2- Length and height (1 week)</p> <p><b>EYFS</b> <b>Number:</b> Counting and estimating Order and compare numbers Partition to create number bonds Addition and subtraction: One more and one less Count on to add Count back to subtract</p>	<p><b>Y1 / Y2 -</b> <b>Geometry:</b> Y1- Shape &amp; consolidation Y2- Properties of shape (3 weeks)</p> <p><b>Number:</b> Y1- Fractions &amp; consolidation Y2- Fractions (3 weeks)</p> <p><b>EYFS</b> <b>Measurement:</b> Comparing weights Measuring weights Time Money and coins: Coin recognition Money role play <b>Geometry:</b> Explore 3D shapes</p>	<p><b>Y1 / Y2 -</b> <b>Geometry:</b> Y1- Position and direction Y2- Position and direction (1 week)</p> <p><b>Measurement:</b> Y1- Time Y2- Time (2 weeks)</p> <p><b>Problem solving</b> Y1 / Y2 (2 weeks)</p> <p><b>EYFS</b> <b>Number:</b> Teen numbers Exploring to 100 Number games Addition and subtraction: Equivalence Bonds to 10 Counting on; one more / less Patterns: Clever counting Doubling and halving Fractions</p>	<p><b>Y1 / Y2 -</b> <b>Measurement:</b> Y1- Weight and volume Y2- Mass, capacity and temperature (3 weeks)</p> <p><b>Consolidation &amp; investigations</b> Y1 / Y2 (3 weeks)</p> <p><b>EYFS</b> <b>Measurement:</b> Measuring Telling the time <b>Geometry:</b> Discussing shapes Sorting shapes</p>
<b>Science</b>	<b>Seasonal Changes</b>	<b>Human Lifestyle</b>	<b>Identifying Plants</b>	<b>Scientific Skills</b>	<b>Habitats around the world</b>	<b>Exploring the Everyday Materials</b>
<b>Geography/ History</b>	Geography <b>Map work</b> <i>Where is Mary Tavy?</i>	History <b>War and Remembrance</b>	Geography <b>Locational knowledge of the United Kingdom</b>	History <b>Scientist and Engineers</b>	Geography <b>Seas and Coasts</b>	History <b>The Great Fire of London</b>
<b>Art/DT</b>	<b>Art- Drawing &amp; Sketchbooks</b> <i>Spirals</i>	<b>DT</b> Mechanisms- Vehicles	<b>Art- Surface and Colour</b> <i>Flora and Fauna</i>	<b>DT</b> <i>Food Technology- Smoothies</i>	<b>Art- Working in 3D</b> <i>Making birds</i>	<b>DT</b> <i>Structures- The Great Fire of London</i>

<b>Computing</b>	<b>Digital Literacy</b>	<b>Information Technology</b>		<b>Information Technology</b>	<b>Information Technology</b>	<b>Information Technology</b>
	<b>Online Safety</b>	<b>Questioning</b>		<b>Animated story books</b>	<b>Making music</b>	<b>Representing ideas</b>
	<b>Computer Science</b>					
	<b>Maze explorers</b>					
<b>Music</b>						
<b>Physical Education</b> Cross reference to units	Fundamental Movements  Dance	Gymnastics  Multiskills		Football  Tag Rugby	Dodgeball  Hockey	Cricket  Athletics  Tennis
<b>Religious Education</b>	Creation- Who made the world?  Harvest Festival	Why is Christmas special to Christians?		Who is Jewish and how do they live?	What do Christians believe God is like?	Which places are special and why?  How should we care for the world and others and why does it matter?
<b>PSHE / RSHE</b>	Relationships- <i>Body Language</i>	Keeping & Staying Safe- <i>Tying Shoelaces</i> <i>Brushing Teeth</i>		Computer Safety- <i>Image Sharing</i>	Hazard Watch- <i>Is it safe to play with?</i>  Keeping / staying safe- <i>Staying safe</i>	Feelings and emotions- <i>Worry</i> <i>Anger</i>  Our world- <i>Growing in our world</i> <i>Living in our world</i> <i>Working in our world</i>