

Communication & Language

- Listening to a range of stories and re-telling them Answer 'how' and 'why' questions in response to stories
- Active questioning during storytelling – encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories
- Encouraging discussions in role-play and using complete sentences and ambitious vocabulary

Personal, Social, Emotional Development

- Taste testing new, healthy fruits and vegetables
- Go Givers website for class assemblies.
- Expressing their own feelings and comparing these to the feelings held by characters in the stories
- Discuss how to look after one another carefully and maintain friendships through sharing and being considerate.
- Turn-taking through playing board games together
- RSE Curriculum (Educator Solutions)

Physical Development

- Finding out how exercise can keep us healthy
- Knowing that a varied diet can help to keep our bodies healthy
- Having an EYFS Sports Day
- Creating a gym in the role-play area
- Running games in the outdoor area
- Creating tracks and obstacle courses outside
- Making a road system outside for the bikes to travel around safely
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements
- World Record Run
- Cosmic Yoga
- Cutting skills

Reception Planet Protectors Content Summer 2023

Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about healthy lifestyles, people who help us
- Yucky Worms - minibeasts
- The Cook and the King – celebrating King's coronation
- NF books – Police, Fire, Minibeasts, Dinosaurs.
- Writing about the police visit, trip to the Dinosaur Park, how firefighters keep us safe.
- Writing for our assembly – "I have enjoyed learning about..."
- Sentence writing focus each week – uplevelling sentences using wow words
- Revising RWI Set 2 sounds

Maths

- Adding with number bonds to 5 and 10
- Problem Solving – Jasper's beanstalk – measuring
- 3d shapes
- Sharing
- Problem solving – addition and subtraction
- Counting to 50
- Counting back from 10
- Time – sequencing, o'clock and half past
- Positional language
- Money

Expressive Arts and Design

- Junk models – Fire engines
- Paper plate dinosaurs
- Make crowns for coronation picnic
- Father's day cards
- Dragon painting
- Charanga – Big Bear Funk
- Musical instruments – used for listening and setting the scenes in stories.
- Collage – England flag
- Finger prints - police
- Large construction parts – make fire engine, police station
- Clay – make dino fossils

Understanding the World

- Worms – how they are important to our eco system
- Create wormery
- Visits – Rackheath vets, police, fire, dentist, road awareness and seatbelt safety
- Plant potatoes
- Karate workshop
- Minibeasts
- Dinosaurs
- King Charles – coronation
- St George's Day
- Summer season
- Bible Stories

Communication & Language

- *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- *Express their ideas and feelings about their experiences using full sentences.
- *Listen attentively and respond to what they hear with relevant questions, comments and actions
 - Make comments about what they have heard and ask questions to clarify their understanding.
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Personal, Social, Emotional Development

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
 - Explain the reasons for rules, know right from wrong and try to behave accordingly.
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- *Work and play cooperatively and take turns with others.
 - Form positive attachments to adults and friendships with peers.
 - Show sensitivity to their own and to others' needs.

Physical Development

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
 - Use a range of small tools, including scissors, paintbrushes and cutlery.
 - Begin to show accuracy and care when drawing.
- *Negotiate space and obstacles safely, with consideration for themselves and others.
 - Demonstrate strength, balance and coordination when playing.
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Reception Planet Protectors Objectives Summer 2023

Literacy

- *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- *Anticipate (where appropriate) key events in stories.
 - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
 - * Say a sound for each letter in the alphabet and at least 10 digraphs.
 - Read words consistent with their phonic knowledge by sound-blending.
 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 - Write simple phrases and sentences that can be read by others

Maths

- *Have a deep understanding of number to 10, including the composition of each number.
 - Subitise (recognise quantities without counting) up to 5.
 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
 - Verbally count beyond 20, recognising the pattern of the counting system.
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - Share their creations, explaining the process they have used.
 - Make use of props and materials when role playing characters in narratives and stories.
- *Invent, adapt and recount narratives and stories with peers and their teacher.
 - Sing a range of well-known nursery rhymes and songs.
 - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding the World

- *Talk about the lives of the people around them and their roles in society.
 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
 - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Summer 2023 – Planet Protectors Curriculum Plan Year 1 and 2

Note – This document should be used alongside the progression maps documents

<p>History objectives - Look at Changes within living memory</p> <p>Overview of History Content Studied transport and toys through history. Transport – looked at developments in transport which gave us the ability to explore the world. Looked at advantages of different types of transport. Sorted old and new. Looked at toys and photographs of toys provided by parents and grandparents. Created toy timelines. Watched Magic Grandad.</p>	<p>Science Objectives</p> <p>Plants – Observe and describe how seeds and bulbs grow into mature plants Find and describe how plants need water, light and suitable temperature to stay healthy Identify and name a variety of common wild and garden plants including evergreen and deciduous trees Identify and describe the basic structure of a variety of common flowering plants including trees</p> <p>Overview of Science Content Identified what a plant needs to grow. Created a collage picture of a flower and labelled it. Germinating seeds experiment – light/dark, water/no water. Identified local trees and flowers. Grew flowers and vegetables.</p>	<p>DT Objectives Design purposeful, appealing products. Generate ideas through drawing. Select from and use a wide range of materials according to characteristics. Explore and use mechanisms.</p> <p>Overview of DT Content Designed and made string puppets.</p>
<p>Geography Objectives – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map and use symbols Geographical similarities and differences between UK and non-EU country</p> <p>Overview of Geography Content Created own maps of Rackheath and then went on a walk (Y1), looked at Google Earth (Y2) to find out what is actually in Rackheath. Y2 – looked at standard (OS) Map symbols. Learnt about human and physical features.</p>	<p>Art objectives To use drawing and painting to develop and share ideas. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers.</p> <p>Overview of art content Learnt about the work of David Hockney Y1/Van Gogh Y2. Created own landscapes drawings and paintings. Colour theory, primary and secondary colours,</p>	<p>PE master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Overview of PE content Sport’s Day and Fun Sport’s Day. Athletic skills including running, jumping and throwing.</p>

<p>Learnt about coastal beaches and compare 2 very different beaches.</p>	<p>tints and shades. Learnt about Navajo tribe/blanket weaving and natural materials. Used card looms to make simple weaving with paper and natural materials. Weaving with textiles/ribbon.</p>	
<p>RE Explain some ways in which Christianity and Humanism respond to difficult times, giving reasons for some of the differences and similarities in their approaches. • Talk about how religious and non-religious beliefs and practices can help people to get through difficult times. Overview of RE content The children have talked about difficult situations and how these make them feel. They also looked at how Christian and Humanist beliefs help children deal with difficult situations. Bible Stories – Old and New Testament</p>	<p>Music</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically; experiment with, create, select and combine sounds using the interrelated dimensions of music <p>Overview of Music content</p> <p>Charanga – Y1 In the Groove – using recorders and glockenspiels; composition Y2 Friendship Song Singing assemblies.</p>	<p>PSHE We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study</p> <p>We follow the PSHE Association Programme of Study for PSHE Education. https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</p> <p>Year 1 – Road awareness and seatbelt safety; oral health nurse visit Year 2 – pedestrian awareness.</p>
<p>Computing Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use technology safely and respectfully, keeping personal information private; identify where & how to go for help & support when they have concerns about content or contact. Overview of Computing content Purple Mash Coding Unit</p>	<p>Languages</p>	

Summer 2023 – Planet Protectors Curriculum Plan Year 3 and 4

Note – This document should be used alongside the progression maps documents

History objectives

Study the Mayan Civilisation c.AD900.

Overview of History Content

Year 3 and 4 looked at a variety of historical sources to ask questions, investigate and learn about the ancient Mayan civilization.

We looked at why the Mayan empire grew and what made them so successful.

We studied their religion and beliefs; what they ate; the types of homes they lived in; roles in society; why food was so important to them and their daily lives.

We finished the topic by looking at the decline of the Mayan empire and the possible reasons why it happened.

Science Objectives

Overview of Science Content

DT

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches
- select from and use a wider range of tools and equipment to perform practical tasks
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Overview of DT Content

Year 3 – design and made their own Mayan masks using clay. They also learnt about Mayan weaving and created their own woven designs.

		<p>They also looked at Mayan food and made our own Mayan hot chocolate and tortillas.</p> <p>Year 4</p> <p>We studied the achievements of Homan Walsh, the 16 year who was instrumental in the design of the Niagara Falls Bridge.</p> <p>We studied and evaluated Kites and created basic first prototypes and considered why they were effective.</p> <p>We looked at real kites and sketched their designs, labelling and learning the names of each part.</p> <p>We considered material types, the impact of weight and flexibility and how we can make flimsy material stronger.</p> <p>We designed and then created final products which we tested and evaluated.</p>
<p>Geography Objectives</p> <ul style="list-style-type: none"> -locate the world's countries, using maps to focus on Europe (including location of Russia and North and South America, concentrating on their environments, regions, key physical and human characteristics, countries and major cities. -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics and Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night). -Describe and understand climate zones, biomes and vegetation belts, rivers and mountains. <p>Overview of Geography Content</p> <ul style="list-style-type: none"> - We looked at the world map and studied their key areas of an atlas. - The children located the northern, southern hemispheres, the equator, north and south poles. - We looked at time zones and consider why they exist. 	<p>Art</p> <ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history. <p>Overview of art content</p> <p>Year 3 – explored artwork (statues, monument, drawing and sketches) from ancient Mayan times. Studied Mayan masks. Created their own masks using clay. Explored Mayan weaving techniques and created their own woven design.</p> <p>Year 4 – Year 4 explored water colours. They used observational art to consider shading and also looked at colour mixing.</p>	<p>PE</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate <p>Overview of PE content</p> <p>Both Year 3 and Year 4 competed in various athletics activities. We considered sprinting, catching, hurdles, relays, shot put and javelins. Both classes also studied rounders. They learnt about batting, fielding.</p>

<ul style="list-style-type: none"> - We looked at biomes and climate and the impact these have on habitants of these areas. - Year 4 finished the unit by creating power points about a country of their choice where they had to complete a slide for each area of geographical knowledge. - Year 3 researched a country of their choice and then created a post card from this country. 		
<p>RE</p> <ul style="list-style-type: none"> -explain what the objects on a puja tray represent - explain simply what certain actions & rituals in Hindu worship mean - Say for many people why it's important to have a shrine at home or at their business <p>Overview of RE content</p> <p>Reflect on things which are important to you. Learn about Hindu worship in the home. Learn about items in a home shrine and on a puja tray. Learn about how Hindu's worship in their business or shop.</p>	<p>Music</p> <ul style="list-style-type: none"> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations <p>Overview of Music content</p> <p>Both classes took part in 40-minute ukulele lessons with Rebecca Jones from the NMH. Both classes have been learning how to play the C, F, A minor and G chord. Both classes also take part in 15-minute singing assemblies.</p>	<p>PSHE</p> <p>We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</p>
<p>Computing</p> <ul style="list-style-type: none"> -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<p>Languages</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading 	

<p>Overview of Computing content Year 4 created power points based on their learning in geography. They considered typing and editing text types. Year 3 – researched countries during our Geography topic and found out key fact facts, such as their population, flag and famous landmarks etc. Researched Mayan artwork and artefacts during History and created a word document with images and facts relating to the objects.</p>	<p>aloud or using familiar words and phrases*</p> <p>Overview of Languages content</p> <p>Year 4 – we studied Mandarin. Year 3 – during French the children learnt about classroom objects, colours, how to ask for someone’s name and reply with their name and age.</p>	
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Summer 2023 – Planet Protectors Curriculum Plan Year 5 and 6

Note – This document should be used alongside the progression maps documents

History objectives

Non-European Study

- A study about a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900;

Overview of History Content

Aztec timeline

Location of the Aztecs

A study of Aztec society:

Looking at daily life, food, customs, roles in society, religion and sacrifice

We looked at Aztec artefacts and map. Studied the capital city Tenochtitlan and looked at the end of the Aztecs – The coming of the Spanish

Science Objectives

- Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Overview of Science Content

Looking at certain animals and how they have adapted to their environment

Year 5 Class assembly

Comparing fossils to dinosaurs

Charles Darwin Case study

Created own living animals based on adaptations

DT

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- apply their understanding of computing to program, monitor and control their products.

Overview of DT Content

Making chariots for the sferos to be fast and pull and a weight.

Creating a lego maze for sferos

<p>Geography Objectives</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Mexico (links to History) <p>Overview of Geography Content</p> <p>Study of Mexico comparing it to the UK</p> <ul style="list-style-type: none"> - Weather - Relief of land - Comparing cities <p>MEXICO DAY</p> <p>Postcards for a holiday somewhere in Mexico</p> <p>Looking at Mexican food</p> <p>(HISTORY LINKS)</p>	<p>Art</p> <ul style="list-style-type: none"> - create sketch books to record their observations and use them to review and revisit ideas - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, paint, clay] - learn about great artists, architects and designers in history. <p>Overview of art content</p> <p>Judith Scott materials sculptures (y5)</p> <p>Clay Sun Stones</p> <p>Clay Fossil prints</p> <p>Coronation Collage (y6)</p> <p>Kieron Williamson water colours (y5)</p> <p>David Hockney – digital art & pastels (y5)</p>	<p>PE</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [cricket, football, Athletics], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [through athletics] <p>Swimming</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. <p>Overview of PE content</p> <p>Swimming, Cricket, Football, Athletics</p>
<p>RE</p> <p>Overview of RE content</p>	<p>Music</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music. - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - develop an understanding of the history of music. 	<p>PSHE</p> <p>We are following the PSHE Association's programme of study for RSHE:</p> <p>https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</p> <p>We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education.</p>

	<p>Overview of Music content</p> <ul style="list-style-type: none"> - Ukulele lessons every Wednesday morning (Year 5) focusing on chords, tablature, reading music, musical notation, rhythm, tempo, reggae music 	
<p>Computing</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Overview of Computing content</p> <ul style="list-style-type: none"> Purple mash coding Spheros programs Debugging code Digital postcards using image editing (y5) 	<p>Languages</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - read carefully and show understanding of words, phrases and simple writing - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>Overview of Languages content</p> <p>Colours, days of the week, months of the year, weather, family, pets, the body, writing basic sentences linked to these areas.</p>	