St Peter's Church of England (Aided) Primary School

Curriculum Statement. Appendix 2 – Curriculum Structure

September 2019

TIER A is our over-arching topic cycle which is based around are mixed year group structure. For Reception, Year 1 and Year 2 there is a 3 year rolling cycle. As we have two classes for Years 3 to 5 we have a 3-year cycle for those 2 classes. Year 6 are on their own in a class so they have an annual cycle.

A. TOPIC CYCLE OVERVIEW

Year	A			B			C		
	AUTUMN 19	SPRING 2020	SUMMER 2020	AUTUMN 2020	SPRING 2021	SUMMER 2021	AUTUMN 2021	SPRING 2022	SUMMER 2022
SUBJECT / FOCUS	HISTORY	GEOGRAPHY	TEXT FOCUSED	HISTORY	GEOGRAPHY	TEXT FOCUSED	HISTORY	GEOGRAPHY	TEXT FOCUSED
3, 4, 5	Tomb Raiders Ancient Egypt	Off we go to Mexico! Region in South America Minor History Project The Aztecs		Swords and Sandals The Romans	Cool Cowfold, Sussex Lively London Local Area, Contrasting UK Location Minor History Project Local History Project		Golden Greeks Ancient Greece	Vive La France Region in European Location Minor History Project Invaders! 1066 and all that.	

The next Tier (TIER B) is where coverage is mapped out to ensure all of The 2014 National Curriculum is met in a systematic way over the years.

B. THE LONG TERM WHOLE CURRICULUM OVERVIEW

LONG TERM PLAN – AUTUMN TERM 2019

TOPIC TITLE & CLASS	ENGLISH KEY PURPOSES	KEY TEXTS / HOOK EVENTS	HISTORY	GEOGRAPHY	SCIENCE	PE / GAMES	MUSIC	PSHCE	RE	MFL	COMPUTING	ART
CLASS 1 YR & 1												
CLASS 2 Y1 & 2												
CLASS 3 Y3 & 4												
CLASS 4 Y4 & 5												
CLASS 5 Y6												

N.B. One per term for 9 terms – to go on website too.

In the next tier (TIER C) we have mapped out the actual National Curriculum objectives across the years within each subject to ensure progression. Then a teacher can easily see exactly what they should be covering and when.

C. SUBJECT PROGRESSION / COVERAGE SHEETS

SCIENCE – y3,4 & 5	CYCLE A			CYCLE B			CYCLE C		
✓	AUT 19	SPR 20	SUM 20	AUT 20	SPR 21	SUM 21	AUT 21	SPR 22	SUM 22
All Living Things & Habitats									
Sc4/2.1a recognise that living things can be grouped in a variety of ways			✓						
Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			✓						
Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.			✓						
Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird			✓						
Sc5/2.1b describe the life process of reproduction in some plants and animals.			✓						
Plants									
Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers			✓						✓
Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant			✓						✓
Sc3/2.1c investigate the way in which water is transported within plants			✓						✓
Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			✓						✓

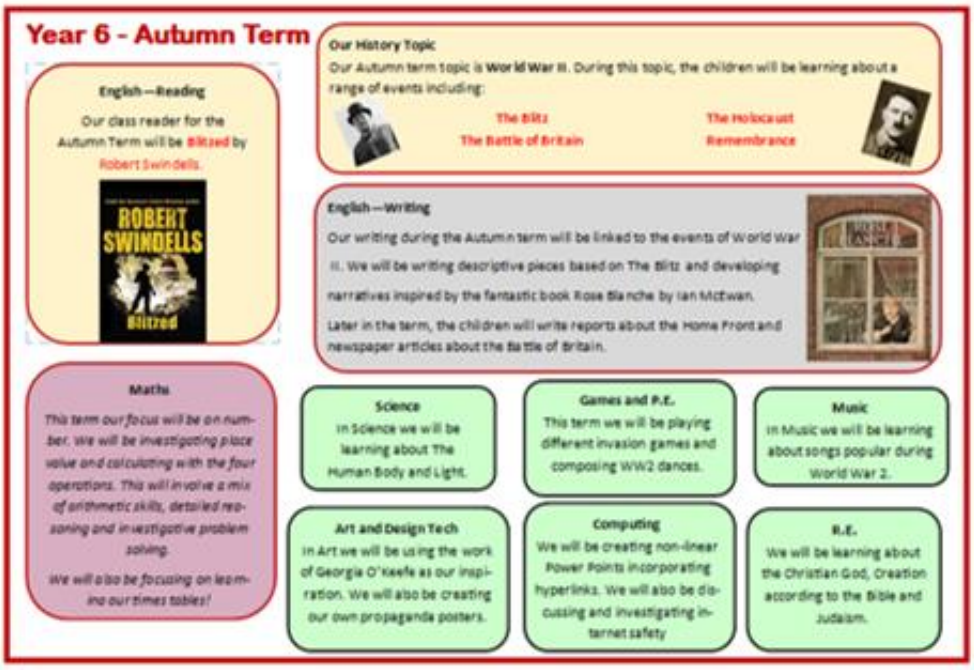
The objectives that go into these grids are drawn directly from the National Curriculum for Maths, English and Computing.

For RE we use Understanding Christianity and The Emmanuel Project to give us the progression in objectives taught.

For PSHCE we use The Govt. Statutory R.S.E Guidance 2020+
For ART, DT, PE, MFL, MUSIC, GEOGRAPHY, HISTORY we draw our objectives from Chris Quigley's Essentials Curriculum (2014) which is nationally recognised for its breadth and effective progression in coverage. The Essentials Curriculum covers and exceeds the requirements of the Primary National Curriculum for England (2014), leaving schools free to adapt the content. At St Peter's we find using the Essentials Curriculum's descriptors for these subjects breaks teaching and learning down into the more detailed skills and knowledge that pupils are expected to have at 3 Milestone points (Yr2, Yr4 & Yr6). That then enables teachers to teach in a carefully thought out progression that leads to greater pupil progress.

Then in TIER D it can be broken down into what should be covered in a term.

D. TOPIC WEB / OVERVIEW



Finally, in TIER E we get down to planning the actual learning experiences and lesson that the children will be undertaking.

E. SUBJECT TERMLY PLANS

Vive La France

SCIENCE TERM PLAN

- Fair Testing
- Pattern Seeking
- Observation over time
- Research
- Identifying and classifying

OBJECTIVES	TEACHING & LEARNING / ACTIVITIES
Plants • identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers **YR3**	Observation over time Plant and germinate in plastic bags a variety of seeds to observe and identify the different parts of the plant. Close observation and labelled drawings of the root system. Are roots all the same? Dissect a seed and record using labelled diagrams. Observe a model seed. Pattern seeking How fast does a root grow? Identifying and classifying Close observation of leaves, identifying similarities and differences. Children to group the leaves for others to guess how they have grouped them. Children to use Venn and Carrol diagrams. Fair testing What will happen if the plant lost its leaves? Research Why some flowers are brightly coloured?
• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant **YR3**	