

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Curriculum of Books and Genres

Year 1 / 2 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toy Story	The Great Fire of London	<i>Pets at Home</i>	<i>People who help us</i>	Treasure	Amazing Australia
Possible Books	Lost in the Toy Museum (copy in reading room)	Toby and the Great Fire (copy in reading room) The Gingerbread Man (big book)	Oi Frog! (check) The Little Red Hen (check)	Hoorah for Mary Seacole (check) Burglar Bill (check)	Pirate Mums (Lba personal copy) Where the Wild Things Are (Lba personal copy)	Diary of a Wombat (check)
Non-Fiction	Labels, lists and captions Instructions (link to computing – programming a toy)	Diary Letter writing	Information Text Explanation Text	Non-Chronological reports	Instructions Recount	Non-Chronological reports Recount (postcards)
Poetry	Action rhymes Nursery rhymes Counting rhymes	Performing poetry - songs and rhymes - London's burning (Y2) Write a poem based on personal experiences - fireworks	Write a poem based on close observation (animals) (Y2) Rhyming Stories (Oi Frog!)	Poems about senses - sensory writing (Y1) Acrostics	Write simple rhyming strings and couplets (Y2)	Poems with descriptive language (Y2)

Year 3 /4 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Bonjour! (France)	Remarkable Romans	La La La! Sounds	Food Glorious Food	Life after the Romans Anglo-Saxons and Scots	What's beneath my feet? Rocks and Fossils
	Hunchback of Notre-Dame Disney version	Romulus and Remus (The Orchard book of Roman Myths) The Fatal Fire T.Deary	The Story Orchestra: Four Season in one day (used in music) A mouse called wolf D.K.Smith	Charlotte's Webb	I was there... Viking Invasion S. Hill	Stone Girl, Bone Girl
2021-22	The Iron Man (link with Science)	The Goose Guards – T Deary	Once Upon a Tune	James and the Giant Peach	I was there... Viking Invasion S. Hill	Stone Girl, Bone Girl
Non-Fiction	Non-Chronological reports	Recount	Explanation Text	Persuasion	Newspaper report	Biography
Poetry	(Y3) Poems about people - AF Harold A poem for my mum – making connections.	(Y3) Poems from/about other cultures A Forest – Grace Nichols	(Y3) Acrostics - instruments	(Y4) Concrete poems	(Y4) Older poetry Walter de La Mare, Edward Lear	(Y4) Poems based on a place - sea

Year 5/6 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Riotous Royalty		Around the world in 80 days	Victorious Vikings Viking and Anglo Saxons	Shaking and exploding Earthquake, zones and volcanoes	How we are linked / Connections Local study - Gillingham/Sp
Story	Oliver Twist - Dickens Street child-Berlie Docherty (Main text?) People of the Abyss – Jack London Tom's Midnight Garden - Phillipa Pearce (Great Expectations – Miss Havisham)		Around the world in 80 days J. Verne Kensuke's Kingdom M Morpurgo?	Odd and the Frost Giants N. Gaiman Beowulf M.Morphurgo	The Firemaker's daughter P. Pullman Escape from Pompeii book Secrets of Vesuvius	Narrative poems If all the world were a village D. J. Smith <i>Study the text which the end of year play is based on?</i>
Non-Fiction	Biography — Recount	Non-Chronological reports	Instructions/ Explanation Text Recount Biography	Newspapers/Letter writing	Persuasion	Newspaper report
Poetry	Slam poetry —You wait till I'm older than you Classic poems —The Walrus and the Carpenter L.Carroll Cautionary Tals H.Belloc Link with Dorchester trip: Sept 2021	(Y6) Poems in a wider range of forms (sonnet; epitaph...)		Sensational! R.McGough The Convergence of the Twain	(Y6) Poems that address issues - environment/ecology	(Y5) Narrative poems/ballads - The Highway man -The Ballad of Charlotte Dymond C.Causley Lochinvar Sir W.Scott

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	William Barnes – The Humstrum					
	Thomas Hardy – The Darkling Thrush					
	George Eliot – In a London Drawing Room					
	Compose – Extended metaphor poem/ autumn					



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	Phonic Sounds: Phase 1 and 2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: Phase 2 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Phonic Sounds: Phase 2 and 3 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds: Phase 3 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	Phonic Sounds: Phase 4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Phonic Sounds: Phase 4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff



RECEPTION LONG TERM PLAN 21-22

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GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
<p>WRITING</p> <p>TFW USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus: Nursery Rhymes Label characters</p> <p>Giraffes cant Dance (Wishing tale) – Create an I wish picture / make marks</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: The Little Red Hen (Journey story) Sequence the story Speech bubbles</p> <p>The Three Billy Goats Gruff (Defeat Monster) Create a wanted poster to catch the troll</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story Write a sentence</p>	<p>Texts as a Stimulus: Mr Gumpy's Outing (Cumulative) Report about the animals falling into the water</p> <p>Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words</p> <p>The Sleepy Bumblebee (Cumulative) Labels and simple captions</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus: Big Blue Whale (Information Text) Write facts about whales</p> <p>Write a postcard / diary writing</p> <p>My Holiday – recount</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish</p> <p>Write three sentences – B, M & E.</p>



RECEPTION LONG TERM PLAN 21-22

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GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
DAILY STORY TIME						

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ghastly Events (English a little separate from the History/Geography theme)	Extreme Weather	Royal Party Time!	How does your garden grow?	Sailing across the sea	Amazing Africa!
Books	<p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>The Three Little Pigs</p> <p>See the Big Books</p>	<p>The Emperor's Egg?</p> <p>The Great Explorer?</p> <p>(Chris Judge)</p> <p>The Rainbow Bear?</p> <p>A little bit of winter</p> <p>Big Book Seasons</p> <p>See the Big Books</p>	<p>The Emperor's New Clothes</p> <p>The Queen's Hat</p> <p>need to check school to see if we have copies. If not, we need to order.</p>	<p>Jack and the beanstalk (See Big Books)</p> <p>Supertatoe Check library/book corner</p> <p>How to grow a beanstalk. (See Big Books)</p> <p>Oliver's vegetables RG has a copy</p> <p>The very Hungry Caterpillar</p> <p>Check library/book corner</p>	<p>The Snail and the Whale</p> <p>Book corner/library</p> <p>Hello, Sailor – Ingrid Godon (need to order)</p>	<p>Meerkat Mail Book corner/library – used by RO?</p> <p>Giraffes Can't Dance</p> <p>Book corner/library</p> <p>We went on a Safari (Recount written by teacher) ?</p> <p>Grace and Family (copy in Beech class)</p> <p>African Animals ?(Little Explorers)</p> <p>The Enormous Crocodile Book corner/library</p>
Non-Fiction	<p>Labels, lists and captions</p> <p>Non-Chronological reports</p> <p>Diary</p>	<p>Instructions</p>	<p>Letter writing</p> <p>Instructions</p> <p>Diary</p>	<p>Information Text</p> <p>Explanation Text (Yr2)</p>	<p>Persuasion</p>	<p>Recount</p> <p>Persuasive writing</p>

Poetry	<p>Autumn Poetry</p> <p>Action rhymes</p> <p>Nursery rhymes</p> <p>Counting rhymes</p>	<p>(Y2) Reading poems -</p> <p>Poems based on close observation of the natural world</p> <p>(Y2) Performing poems - add own sound effects (Sound Collector R. McGough)</p>	<p>(Y1) List poems</p> <p>Performing poems - Cats sleep anywhere...</p>	<p>(Y2) Nonsense poems (Ning, Nang, Nong)</p> <p>(YR) Silly/funny sentences</p> <p>(Y2) Invent alliterative tongue twisters</p> <p>(YR) Alliteration strings</p>	<p>(Y1) Commotion in the ocean (performance poetry)</p>	<p>(Y1) Animal Riddles</p> <p>Simile poems (as tall as a giraffe...)</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age -Iron age	Extreme Survival!	Journey to Ancient Egypt		Eastern Europe	United Kingdom
Story	Stig of the Dump (6-8)	Ice-Trap (7-10) By Merridith Hooper	The Egyptian Cinderella S.Climo		Babushkas Dolls P.Polocca	Animal based text –/ Akimbo and the Lions (7-9) Link with SDG – life on land
Possibilities for 2022-23	Stone Age Boy Woolly mammoth M.Manning The dog who could dig K.Paul Cave Boy J. Donaldson	The Last Polar Bears – H Horse	Diary of Egyptian Scribe (8-11)			Hodgeheg Link with SDG – life on land
Non-Fiction	Instructions (fit with electricity)	Non-Chronological reports Diary	Explanation Text (fit with Light unit)	Newspaper report	Biography	Persuasion
Poetry	(Y3) Animal personification	(Y4) Poems that address environmental issues	(Y4) Older poetry Lewis Carol	(Y4) Haikus	(Y3) Poems from/about other cultures	(Y3) Limericks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Topic	To infinity and beyond - Science heavy	Aspect or theme beyond 1066 - significant turning point in British History - WWI / WWII Battle of Britain	<i>Vanishing Rainforests</i>	<i>Mayans</i>	<i>Ancient Greeks</i>	A local history study -Shaftesbury - Gold Hill/St Peter's Church/The Abbey
Story	Dr Maggie's tour of the solar system Star Wars - Land of Hope Literacyshed – Avatar UFOs and Aliens UFO diary	Diary of a BOB pilot Goodnight Mr Tom Carrie's War	Jungle Book Journey to the River Sea	Popol Vuh translated Hero Twins story The Jaguar Stones Heart of Darkness History text (CGP) The Corn Grows High (Maya child)	Percy Jackson and the Lightning Thief Who Let the Gods Out? History text (CGP) History play (drama production?) Theseus and the Minotaur Greek Myths book (From Hamilton recommendation)	Study the text which the end of year play is based on?
Non- Fiction	Recount	Non-Chronological reports	Newspaper report	Explanation Text	Persuasion	Biography
Poetry	(Y5) Kennings		(Y5) Poems from/about other cultures		(Y5) Poems about feelings/friendships...	(Y6) Older, classic poems - The Pied Piper; The Way through the Woods