

English

National Curriculum Links

Speaking and listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- maintain attention and participate actively in conversations.

Reading

Pupils should be taught to:

- **begin to use Set 2 sounds to decode green words (RtP)**
- **read red words from Red Word Walls 1-4 (RtP)**
- respond speedily to match graphemes for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read aloud accurately books that are consistent with their developing phonic knowledge.

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- discussing the significance of the title and events
- making inferences/predictions on the basis of what is being said and done
- participate in discussion about what is read to them, taking turns and listening to what others say.

Writing

Pupils should be taught to:

- **begin to use Set 2 sounds to write words in a way that matches the spoken sounds they hear (RtP)**
- **write a simple caption or sentence that can be read by others with growing independence (RtP)**
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- spell: words containing each of the 40+ phonemes already taught; common exception words
- name the letters of the alphabet in order
- form capital letters and digits
- use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un–
- use –ing, –ed, –er and –est where no change is needed in the spelling of root words.

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using spaces, capital letters and full stops.

Topic-based English – information texts about castles and Northumberland; stories about treehouses and woodland adventures; nature poetry.

Core books: The Castle the King Built by Rebecca Colby. The Secret Fort by Brianne Fairley, The 13-Storey Treehouse by Andy Griffiths, The Little Red Fort by Brenda Maier and The Very Last Castle by Travis Jonker. Nature Trail: A Joyful Rhyming Celebration of the Natural Wonders on our Doorstep by Benjamin Zephaniah.

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide English recovery curriculum.

Maths

National Curriculum Links

Measurement

Pupils should be taught to:

- compare, describe and solve practical problems for; and measure and begin to record:
 - lengths and heights
 - mass/weight
 - capacity and volume
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order and recognise and use language relating to dates
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Number: Place Value (within 100)

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards and backwards from any number (0 to 100)
- use a hundred square
- given a number, identify one more and one less
- identify and represent numbers using the language of tens and ones
- compare and order groups and numbers using the language of: equal to, more/greater than, less/fewer than.

Multiplication and division

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher by:
 - counting in multiples of twos, fives and tens
 - making and adding equal groups; make arrays; make doubles
 - making groups by sharing and grouping.

Fractions

Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Geometry: Position and direction

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and threequarter turns.

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide Maths recovery curriculum.



Awesome Alnwick!
Woodlands and Castles
Ash Class
Summer 1 and 2



RE

Northumberland Agreed Syllabus

Theme: the Covenant

Religion: Judaism

Key question: how special is the relationship Jews have with God?

Learning Outcomes

Children will:

- investigate promises and contracts; how do we seal agreements? How do we feel if they're broken? Find out about the story of Abraham and The Covenant
- find out about special Jews and ways Jews show their special relationship with God.

Physical Education

Cricket (Sum 1); Striking and Fielding (Sum 1);

Athletics and Fitness (Sum 2)

National Curriculum Links

Pupils should be taught to:

- master basic movements, including running, jumping, throwing and catching as well as developing balance, agility and coordination, and apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending.

Learning Outcomes

Children will:

- apply fundamental movement skills and knowledge of simple tactics to a range of team and individual games
- practise running, jumping and throwing to support development of their agility and speed
- compete against their peers in a competitive way displaying good sportsmanship
- practise throwing and catching accurately
- apply their striking and fielding skills in cricket based games
- learn to follow rules which can be applied to cricket based games.

Music

Charanga – Friendship Song / Reflect, Rewind and Replay

National Curriculum Links

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically
- listen with concentration and understanding to a range of music.

Learning Outcomes

Children will:

- listen to and appraise music, and learn about pulse, rhythm and pitch, focusing on keeping the 'beat'
- learn to sing and play instruments to songs and experiment with music.

Science

Animals, including Humans, and Seasonal Changes

National Curriculum Links

Animals, including humans: Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Seasonal changes: Pupils should be taught to:

- observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.

Learning Outcomes

Children will:

- become familiar with the common names of some animals, including those that are kept as pets
- recognise humans as animals
- use scientific observation to compare the structure of different animals
- learn the names of different body parts through songs, actions and games
- make tables and charts about the weather.

Computing

Computer skills

National Curriculum Links

Pupils should be taught to use technology:

- to create, organise, store, manipulate and retrieve digital content
- safely and respectfully, keeping personal information private.

Learning Outcomes

Children will:

- log on and off independently and practise basic computing skills
- learn about SID's Top Tips for staying safe online

Art and Design

Natural Sculpture

National Curriculum Links

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- observe the work of famous sculptors, eg Andy Goldsworthy, describing the differences and similarities between different practices and disciplines and making links to their own work.

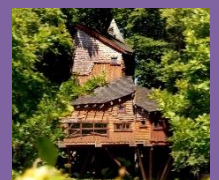
Learning Outcomes

Children will:

- observe patterns and shapes in our school outdoor environment
- use natural materials for different artistic purposes, e.g. sculptures, pictures, picture frames
- look at the work of sculptors, including Andy Goldsworthy, and recreate sculptures using similar techniques and patterns, and the artist Paul Klee's Castle and Sun.



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Geography

Let's Explore Alnwick

National Curriculum Links

Pupils should be taught to:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area
- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to:
 - key physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features – city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries
- use simple compass directions (North, South, East, West) and locational and directional language to describe the location and features and routes on a map
- use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning Outcomes

Children will:

- use atlases, maps and aerial photographs to locate and compare features of our area (forests/beaches/coasts, towns/villages, farms/ports), in particular woodland and the National Park locally and UK-wide
- create a map of woodlands around Alnwick using aerial photographs and consider the damage caused to woodland during Storm Arwen in November 2021
- use atlases and maps to locate Alnwick and surrounding landmarks including its castle and other castles in the area in which we live
- create a map of local castles
- use atlases and maps to relate Alnwick to the location of countries and cities of the UK.

History

Alnwick Castle and Harry Hotspur

National Curriculum Links

Pupils should be taught to:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where people and events fit within a chronological framework
- identify similarities and differences between life in Alnwick in the past and now
- learn about changes within living memory
- learn about significant historical figures in the locality, e.g. Harry Hotspur.

Learning Outcomes

Children will:

- use timelines to understand the chronology of time
- make a timeline of their own family events then extend this to show other historical happenings they know about, eg Grace Darling's rescue, Amelia Earhart's flight
- add to their timeline when Alnwick Castle and Alnwick Garden was built
- compare changes in castles by building models and drawing labelled pictures of old Motte and Bailey castles and Alnwick Castle of today
- list the similarities and differences between castles of different times
- find out about life in a castle from the past and compare to life today in their own homes
- consider: Villain or Hero? Research Harry Hotspur and find out why he is a significant figure in the area and consider the history of the Percy Family and the current Duke and Duchess of Northumberland.

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Describing different climate, landscape and landmarks (Geography)*
- *Explaining outcomes of investigations (Science)*

Mastering Maths

Opportunities for children to develop deep learning:

Geography

- using positional and directional language during map work.

Computing

- applying positional and directional knowledge and understanding when controlling on-screen sprites

Science

- making measurements of plants; recording and monitoring over time
- using thermometers in habitat investigations.

Design & Technology

- making careful measurements with an element of precision when cutting and shaping.

P.S.H.E. (Summer 1)

Relationships (Building positive, healthy relationships)

Pupils should be taught to:

- identify members of their family and appreciate there are lots of different types of family
- identify what being a good friend means to them
- recognise appropriate forms of physical contact
- identify people who can help in their school community
- recognise their qualities as a person and a friend
- express how they feel about someone special to them

Learning Outcomes

Children will:

- accept that everyone's family is different
- understand that most people value their family
- know which types of physical contact they like and don't like, and can talk about this
- be able to use the positive problem-solving technique to resolve conflicts with their friends
- know who to talk to if they are asked to keep a secret they don't want to keep
- understand how it feels to trust someone
- be comfortable accepting appreciation from others.

P.S.H.E. (Summer 2)

Changing Me (Coping positively with change)

Pupils should be taught to:

- recognise cycles of life in nature
- describe the natural process of growing from young to old
- recognise how their body has changed since they were a baby
- recognise the physical differences between boys and girls
- use the correct names for parts of the body and appreciate that some parts of the body are private
- identify what they are looking forward to when they move to their next class.

Learning Outcomes

Children will:

- understand there are some changes that are outside their control and recognise how they feel about this
- identify people they respect who are older than them
- feel proud about becoming more independent
- say what they like and don't like
- begin to consider changes they will make when in Year 2.

Design and Technology

Castles

National Curriculum Links

Pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria.

Technical Knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms in their products.

Learning Outcomes

Children will:

- investigate features of castles, including shape of the walls, functions of the rooms, drawbridges
- design their own castle incorporating some of these features
- make their own model based on their design by cutting, shaping, joining and finishing
- evaluate their product and make improvements based on these evaluations.

Opportunities for Outdoor Learning

Geography and Science

- make observations of Alnwick and compare land use in and around the town.

Maths

- make 2D and 3D shapes using natural materials.
- measure length/height of objects in the outdoor environment

Art

- create art and sculptures using natural materials.

English

- go on a nature trail to inspire our poetry.

Investigation Possibilities

Science

- How does suppressing one sense affect other senses: blindfolded taste test!?

Philosophy for Children (P4C)

History

- What makes someone a heroic figure?



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