

## 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

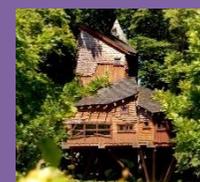
Pupils should be taught to:

- 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.



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



## 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?



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

