

The Halifax Academy



Heart



Creativity

Creativity is mistakes
- Grayson Perry



Self Worth

You are your best thing
- Toni Morrison



Kindness

If you find it in your heart to care
for somebody else, you will have
succeeded - Maya Angelou



Mind



Effort

Quality is never an accident. It is
always the result of intelligent
effort - John Ruskin



Understanding

Nothing in life is to be feared it is
only to be understood. Now is the
time to understand more so that
we may fear less - Marie Curie



Wisdom

Never mistake knowledge for
wisdom. One helps you make a
living, the other helps you make a
life - Eleanor Roosevelt



Connect



Courage

You must never be fearful about
what you are doing when it is
right - Rosa Parks



Changing the World

No one is too small to make a
difference - Greta Thunberg



Advocacy

I raise my voice - not so I can
shout, but so that those without
a voice can be heard - Malala
Yousafzai

Primary Curriculum

'Hearts and Minds'

2020 - 2021



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Section 1 - Introduction and Intent

Introductory note: This is the planned curriculum for 2020-2021 – due to the COVID 19 outbreak and the restrictions within education then the initial term plans for each year group may differ. Individual year group medium term plans will reflect these changes. Medium terms plans will alter throughout the year as a response to the conditions and impact of the COVID 19 outbreak.

Our primary curriculum is designed to meet the needs of our pupils, to be broad and balanced and to ensure the academy vision of ‘where hearts and minds connect’ is developed at every opportunity. We aim to give all pupils equal opportunity and access to all that is on offer in our school, meeting the requirements of ‘The Equality Act 2010’. Our curriculum is built around a wide range of enrichment opportunities through which we aim to broaden the experiences of our pupils through visits, visitors to school, performances and competitions. *Through the specific teaching of knowledge, skills and understanding combined with a wide range of enrichment and challenge opportunities we intend to enable the children to not just be the ‘builders’ of tomorrow but to become the ‘architects’ of their future.*

Throughout their time in the Primary Phase of The Halifax Academy children will experience many changes in their lives and learning. The intention of the Hearts and Minds Curriculum is to support the children throughout this period by providing clear guidance on key life concepts such as right/wrong, respect, tolerance and an increasing awareness of the diversity of 21st Century life; whilst helping them to recognise their own importance and value, the rights and responsibilities they have towards others, an increased understanding of how they learn and to improve their resilience when faced with adversity. Many of these life skills will be unfamiliar to the children and as such will need to be implicitly taught, learned and revisited throughout their time at the Academy. Opportunities will be provided on at least an annual basis to reflect on these skills and set targets for their own personal development



The curriculum for the Reception classes follows statutory and non-statutory guidance for the Early Years Foundation Stage. In Key Stages 1 and 2 we use the National Curriculum, 2014 as a basis for study to help form the wider Primary Phase curriculum, along with the Calderdale Locally Agreed Syllabus for Religious Education to determine the elements our curriculum will cover and we set out curriculum maps for each year group. This document will continue to be developed over the coming years, to enable the school to evaluate the effectiveness of its curriculum and to map out the provision for each year group as the school continues to grow. Our primary curriculum is flexible, to enable teachers to respond to unplanned events and to follow the interests of pupils. Through this approach we aim to have a curriculum that is exciting, promotes good attitudes to learning, challenges pupils both academically and in terms of personal resilience and above all enables our pupils to make the best possible progress in their learning across all subjects and all year groups, being well-prepared for the next stage of their education.

Where hearts and minds connect... a 'Hearts and Minds Curriculum'

In a nutshell 'Heart' is about developing a strong moral compass, 'Mind' is about developing our capacity to think and 'Connect' is about making sure we connect with people and culture outside of our immediate experience.

The Heart

The individual will be at the heart of all that we do and our aim is for everyone to feel valued and respected for themselves and feel that they belong. Everyone will be supported and encouraged to build the emotional resilience needed to bounce back quickly from the 'knocks' that life will inevitably deal us.

- We will create a culture where children feel safe to speak up for what they believe and know their voice will be heard.
- We will develop children's understanding of what is right and wrong and help children to develop tolerance of different views.
- We will encourage children to take responsibility for their own learning and will inspire, encourage and motivate them to realise their full potential and focus on achieving their aspirations.
- Our pupils will learn about the work of different charities and will organise support for at least one a year.



Mind

This is about developing our capacity to think in different ways and improve our understanding of the wider world. It's about having the ability to adapt to and work with a variety of situations, individuals and groups; being able to think on our feet and not being disconcerted or stopped by the unexpected.

- Our curriculum will provide opportunities and experiences in which children will develop problem solving skills and resourcefulness.
- We will encourage all children to take on different and challenging roles within our school, such as Playground Buddies, Door Monitors, School Councillors and Lunchtime Helpers.
- We will develop children's self-reflection and responsibility for their own learning through supporting them to select their level of challenge and through self and peer marking and feedback.
- Children will develop critical thinking, resilience, concentration and the skills.

Connect

How we connect with each other, the community, diverse cultures, our learning and the wider world is the foundation of everything we do.

- Speaking and listening (oracy) will be at the core of our curriculum, with opportunities for children to develop their social use of language, rehearse orally what they want to write and to take part in public performance throughout the year. The rationale is 'Speak well, write well.'
- Our children will work collaboratively with pupils from schools in contrasting contexts to support them to develop respect for people from a diverse range of cultures and backgrounds.
- The curriculum will include opportunities for children to work independently, in pairs, small and large groups.
- Children will learn how to communicate with people safely using different technologies.



Section 2 - Spiritual, Moral, Social and Cultural (SMSC) Development including Fundamental British Values

At The Halifax Academy, we understand that we live in a diverse society and therefore our curriculum, life within school and the wide range of experiences and opportunities we offer children out of school reflect this. Underpinning this are a set of values which include the academy vision and values of hearts, communication and minds together with those described by the Department for Education (DfE) as 'fundamental British values'. The DfE defines these as: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Democracy: Children have a number of opportunities to explore aspects of democracy, for example they learn about democratic elections through news items such as political elections. They learn about a majority decision and accept that although their personal preference may not be chosen, the decision is fair. Children are chosen for positions of additional responsibility, such as class monitors and school council, and as a result have further opportunities to develop an understanding of how individuals can influence decision making through a democratic process. The Primary Head holds events to ensure that all pupils have the opportunity to discuss their views about school. The school house system continues to grow and will allow for further opportunities to develop children's understanding of the democratic process over the coming years.

The Rule of Law: The importance of laws is consistently reinforced at The Halifax Academy. There are four simple rules that are in place for primary aged pupils and which relate to those in place for secondary phase students. These are positively reinforced by all adults in school and referred to as positive reminders to pupils when necessary. Each class has a reward system in place using a combination of Class Dojo, house points and 'golden time', alongside agreed consequences for not following the rules, linked to a clear and consistent behaviour policy. The children learn to recognise the difference between right and wrong in all aspects of school life and these messages are reinforced through assemblies, visits and visitors to school, including different faith leaders, Police and the Fire Service. Restorative justice is used to ensure that children understand the impact of their behaviour on others and also have an opportunity to put things right. Pupils are taught the reasons and values behind rules and laws and that they exist to govern and protect us. Our curriculum supports pupils to understand, through age appropriate activities, the difference between the law of the land and religious law.

Individual Liberty: Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Children learn about their rights and personal freedoms through our Personal, Social, Health and Citizenship Education curriculum, which is underpinned by the SEAL (Social and Emotional Aspects of Learning) programme. Pupils are encouraged to express their own views and to understand that other people are at liberty to hold different views.

Mutual Respect: Mutual respect is at the heart of our school values. Our 'corridor manners' include the youngest of pupils learning how they can demonstrate their respect for other people for example by saying good morning or afternoon to people they meet and by holding doors open to allow others to pass. School council members and monitors understand they have responsibilities to model mutual respect and to help other pupils to develop their own. At times staff will eat with the



children at lunchtime and use this time to develop respect for each other, a greater understanding and awareness of the pupils lives and interests and to support the development of social skills.

Tolerance of Those of Different Faiths and Beliefs: We actively promote diversity and tolerance through our curriculum and all aspects of school life. For example, all pupils at some stage will visit a church and a mosque and different faith leaders are regular visitors to school. Children are encouraged to explain to others about their culture and beliefs, for example at Eid and Christmas. The Primary Head teacher invites parents to meet soon after their child joins the school and the meeting is an important element of establishing positive relationships between home and school. It is also an opportunity to discuss the school's approach to teaching about different faiths and beliefs and to secure parental support and understanding.

Spiritual, moral, social and cultural development permeates all aspects of our curriculum and of school life. We also have focussed Enrichment Weeks, where the whole school takes part in a wide range of activities to enhance the on-going development of SMSC. The SEAL programme provides a framework which is developed through assemblies, in lessons and through social times such as lunchtime and playtime. Pupils also use BBC Newsround to develop awareness of SMSC and to promote discussion along with opportunities for pupils to develop their own views whilst understanding that other people may hold different views. Spiritual and cultural development is at the heart of our many visits and visitors to school. All pupils have opportunities each year to visit a theatre, to work with professional artists including poets and musicians and to take part in sporting opportunities.



Section 3 - Informal Curriculum

To ensure that the children receive a broad and balanced curriculum formal subject based lessons will run alongside an overarching informal curriculum.

Programme of study

The programme will be divided into 6 themed areas which will run each year across the whole Primary Phase. Each area will have an overarching theme within which key concepts and skills will be delivered. Objectives for each area will be used to ensure that teaching and learning is age appropriate and that there is progression in the use of each area.

Rationale

Throughout their time in the Primary Phase of The Halifax Academy children will experience many changes in their lives and learning. The intention of 'Visible Values' is to support the children throughout this period by providing clear guidance on key life concepts such as right/wrong, respect, tolerance and an increasing awareness of the diversity of 21st Century life; whilst helping them to recognise their own importance and value, the rights and responsibilities they have towards others, an increased understanding of how they learn and to improve their resilience when faced with adversity.

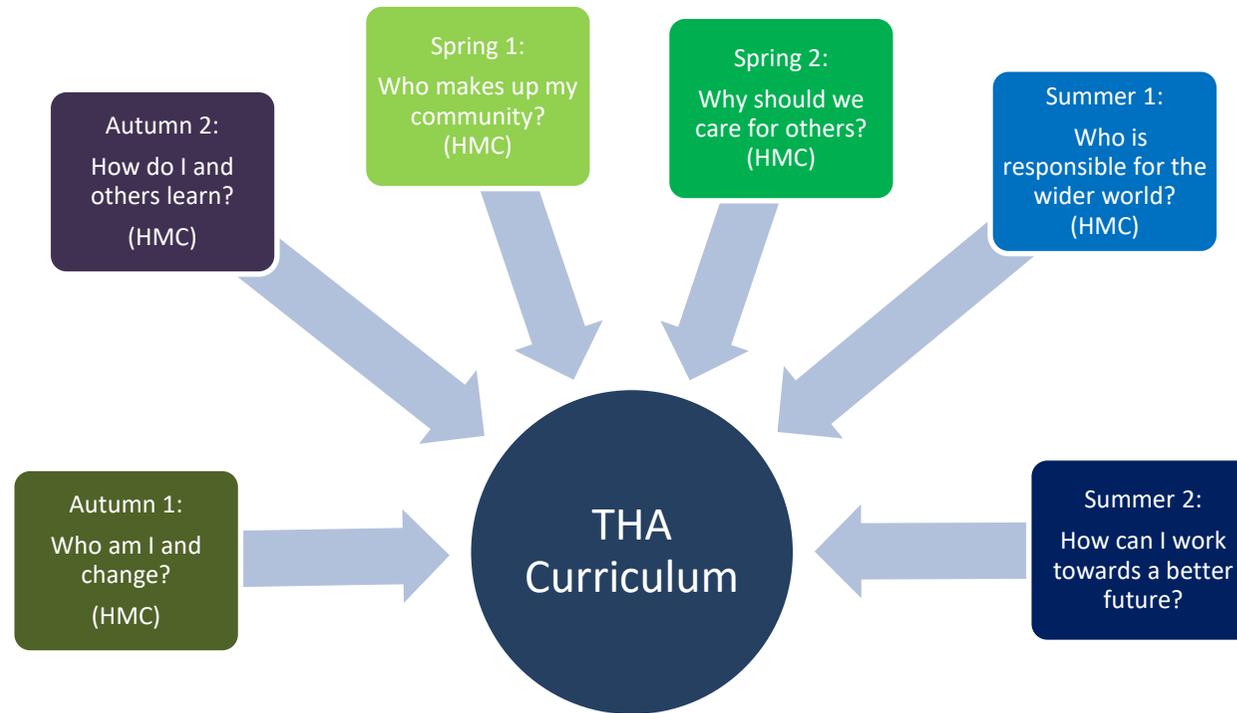
Many of these life skills will be unfamiliar to the children and as such will need to be implicitly taught, learned and revisited throughout their time at the Academy. Opportunities will be provided on at least an annual basis to reflect on these skills and set targets for their own personal development.

Thematic approach:

The academic year is divided into 6 half-termly units which aim to develop the children's understanding of themselves as individuals; their learning processes and that of others; their local community; an empathetic approach to other people; an increased awareness of the wider world and an understanding of the life skills required to be a 21st century citizen. In each year group the children will be exposed to the core values of Heart, Mind, Connect via the elements of creativity, self-worth, kindness, effort, understanding, wisdom, courage, changing the world, advocacy.



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The specific content of each area will be as follows

- ⦿ Who am I and change? – Self-identity, physical health, mental health, success/defeat, respect, rights and responsibilities, where do I fit in? How do I maintain all this but cope with all the changes that have taken place?
- ⦿ How do I and others learn? – working of the mind (memory); resilience; resourcefulness; aspirations; conflict resolution, effort.
- ⦿ Who makes up my community? – tolerance and empathy; advocacy for others; partnership and teamwork; diversity and difference; rule of law
- ⦿ Why should we care for others? – charity, kindness, individual rights vs group responsibilities, understanding others
- ⦿ Who is responsible for the wider world? – global learning; tolerance (global), the environment, democracy, individual liberty, being brave
- ⦿ How can I work for a better future? – changing the world, avoiding stereotypes, why do people move (transition), better technology, better world?



- Exemplar themes: Autumn 1 – Who am I and Change?

Who am I?	Monday (Heart)	Tuesday (Mind)	Wednesday (Reflection slides – mind/connect)	Thursday (Connect)	Friday (Celebration)
Wk 1 What makes me who I am?	SHW – link to unique person (self-esteem and changes)	None due to COVID 19	Slides link to individuality		Whole school assembly – celebration linked to 5R's and achievement
SCHOOL EVENTS/LINKS	Target setting for the half term – linked to HMC and values (all school community)				
Themed week					
Wk 2 Creating self-esteem	SHW – link to being kind to self – coping with change	None due to COVID 19	Slides link to self-worth	None due to COVID 19	Whole school assembly – celebration linked to 5R's and achievement
SCHOOL EVENTS/LINKS					
Themed week					
Wk 3 Good mental health	SHW – link to achieving good mental health and change	None due to COVID 19	Slides link to creativity and the mind	None due to COVID 19	Whole school assembly – celebration linked to 5R's and achievement
SCHOOL EVENTS/LINKS					
Themed week					



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Wk 4 Good physical health	SHW using creativity in physical health to deal with change	None due to COVID 19	Slides link to exercise and effort	None due to COVID 19	Whole school assembly – celebration linked to 5R's and achievement
SCHOOL EVENTS/LINKS					
Themed week					
Wk 5 Rights and responsibilities	SHW understanding own value in a changing world	None due to COVID 19	Slides link to balance of rights/responsibilities	None due to COVID 19	Whole school assembly – celebration linked to 5R's and achievement
SCHOOL EVENTS/LINKS					
Themed week					
Wk 6 Success/defeat	SHW – why is defeat important? (humility) change attitude	None due to COVID 19	Slides link to emotions of success/defeat	None due to COVID 19	Whole school assembly – celebration linked to 5R's and achievement
SCHOOL EVENTS/LINKS					
Themed week					
Wk 7 Respect	SHW – respect for yourself – change you, change the world	None due to COVID 19	Slides link to respecting others	None due to COVID 19	Whole school assembly – celebration linked to 5R's and achievement
SCHOOL EVENTS/LINKS	Target review at end of half term – linked to HMC and values (all school community)				
Themed week	End of half term class 'change' celebrations – video, assembly, broadcast etc.				



Section 4 - Early Years Foundation Stage

Throughout 2020-2021 we will be an early adopter for the New EYFS Framework and will be adapting the teaching and learning to meet the objectives of this once it becomes a live document – as such our long term plan will develop throughout the year as it responds to the New Framework and the needs of the children post COVID 19. Our Early Years curriculum involves activities and experiences to ignite children’s curiosity and enthusiasm for learning. It aims to build their capacity to learn, form relationships and thrive. It is shaped by the seven areas of learning and development from the statutory framework, as follows:

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. The use of Mathematics Mastery via Maths Meetings is used to develop both mathematical understanding and spoken language.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



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In planning our curriculum, we consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. This information also enables us to ensure that we achieve the right balance between activities led by children and those led or guided by adults, enabling all pupils to make good progress.



		AUTUMN 1	AUTUMN 2
Collective focus Theme		Heart	
Driving Theme		Guess how much I love you?	Day and Night
Trips / Visitors		Autumn Walk Cinema Trip (covid restrictions) Hindu Temple	Visit from Fire Fighter/Police/Paramedic Walk to Post Office and post a letter Visit to Christ Church/Minister in Halifax Invite Mr Jenner (Parent) to talk to the children about working in a Methodist Church (Christmas)
Literacy	Reading	Goldilocks and the Three Bears The Gingerbread Man Phase 1 Phonics Begin to understand to five concepts of print Print in the environment	Owls Babies Non Fiction: People who help us/Space/Night and Day/Nocturnal animals Phase 1/2 phonics Begin to engage in extended conversations about stories Begin to read vc and cvc words Begin to read simple captions
	Communication and Language	Understanding a simple story Understand simple questions about 'who', 'what' and 'where' Begin to learn nursery rhymes and songs Phase One Phonics	Talk about stories Re-tell a longer story Understand 'why' questions Express a point of view Phase 1 Phonics Phase 2 Phonics
	Guided reading	Favourite Five stories read daily to the children. Engaging in extending talk France , Guess How much I love you, Lubna and Pebble, Little Rabbit Foo Foo, The Gingerbread Man	Five Favourite stories read daily to the children Engaging in extending talk France , Owl Babies, Rhyme Crime, The Proudest Blue, The Gigantic Turnip, Can I join your club?



Writing	<p>Egypt: The Colour Monster, Guess How much I love you, Goldilocks and the Three Bears, Don't put your finger in the Jelly Nelly, Handa's Surprise</p>	<p>Egypt Funny Bones, Oi Frog, Owl Babies, Chapatti Moon, Tango makes three</p>
	<p>Mark making – giving meaning to marks, writing names Large/Fine motor skills</p>	<p>Name Writing Emergent writing Writes letters accurately Begins to write cvc words</p>
	<p>Letters and Sounds: Phase One Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Aspect 6 Voice Sounds</p>	<p>Letters and Sounds: Phase One Begin Phase 2 Week 1 Recap rhyme, alliteration and syllables Week 2 Oral blending Week 3 Begin phase 2 letters and sounds s,a,t,i Week 4 p,i,m,n, Week 5 d,g,o, c Week 6 k, ck, e, u Week 7 r, h, b, f Week 8 ff,l, ll, ss</p>
Maths	<p>Unit 2 Recognise, describe and copy colour and size patterns Count one, two and three objects reliably Recognise the numerals one, two and three</p> <p>Finger Rhymes A range of counting within the range of 1-5</p>	<p>Unit 3 Count up to four, five and six objects reliably To develop understanding about the number four five and six To explore conservation of numbers within six To explore one more within six To explore one fewer within six To place numbers 1-6 in order To explore conservation of numbers within six (2)</p> <p>Unit 3 Number within six</p> <p>To explore the concept of zero To combine two groups To combine two groups including zero To explore subtraction by partitioning To practise addition and subtraction</p>



<p>Understanding the World</p>	<p>Seasonal Change AUTUMN Children’s owl life story Connections between their own family and the families of others My School and schools from the past (google maps) My home and homes in the past (google maps) Map of Autumn walk</p>	<p>Seasonal Change AUTUMN Hibernating Animals Guy Fawkes Remembrance Day Tim Peake/Neil Armstrong People who help us Road Safety Map of walk to post office Diwali Hanukah Christmas Toys from the past linked to Christmas</p>
<p>Expressive arts and design</p>	<p>Using voice and self to make sounds – Pitch/tone/Rhythmical and repetitive sounds Experiment with sound makers and musical instruments Nursery Rhymes (see core songs document) Looking at different textures to make marks</p> <p>Manipulation of play equipment Colour mixing with hands – exploration Vincent Van Gough – Autumn trees Sculpture Andy Goldsworthy – Autumn Self Portraits – begin to look at closed shapes and complexity of detail. Basic shape for a person</p> <p>Role play basic home corner</p>	<p>MUSIC Baroque Period: 1600 – 1750 (Guy Fawkes) Expression to music Nursery Rhymes (see core songs document) Begin to play instruments with increasing control</p> <p>Colour mixing – more refined autumn colours Colour mixing using powder paints outdoors Draw lines to movement and sound Rangoli artwork Develop complexity of detail on pictures</p> <p>Role Play home corner, fire/police station, bonfire night, Christmas</p>
<p>Physical Development</p>	<p>Use the toilet with support if needed Development of Gross Motor skills Develop independence Support eating with a knife and fork Brushing teeth Support the children in beginning to try healthy new foods at lunchtime</p>	<p>Developing good control of pencil Development of fine motor skills Support the children in trying healthy foods at lunchtime Begin REAL PE</p>



Personal and Social Development	Settling into school life Explore emotions Toilet Training Developing routes Similarities and differences between ourselves and others Develop friendships Ownership of classroom SEAL New Beginnings	Taking on responsibilities in the classroom Select own resources to reach a goal To increasingly follow rules and understand why they are important Begin to manage their own needs – getting changed to PE SEAL Say no to bullying
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Section 5 - Key Stages 1 and 2

In Key Stages 1 & 2, some foundation subjects are taught in blocks to enable learning to continue over consecutive days and therefore provide extended opportunities to deepen understanding. This will continue in 2020 - 2021 and be allocated by the class teacher subject to availability. The delivery of English and Maths lessons will be sequential to build upon prior learning and allow for opportunities to revisit and apply skills that have been previously taught in both core and non-core subject lessons.



Year 1 Long Term Planning 2020-2021

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Collective focus Theme		Heart		Mind		Connect	
Driving question		What changes happen in my life?	Who might be awake at night?	Why are some parts of our planet frozen?	Which parts of our world are hot?	How can I be an ocean explorer?	What might be beyond Earth?
Trips / Visitors		Local area walk	Owl visitor A night time walk (after school) followed by a sleepover at school	Xscape at Castleford – snow play	Yorkshire Wildlife	Seaside	Space museum
Outcome		A family day in school – parents invited in for lunch? An assembly presentation?	Documentary/news presentation	A presentation performance for families/school A non-chronological cross curricular report.	Link with a school in Africa and write letters to our new penpals.	A themed Pirate Day looking at the history	A looking after our planet campaign
Oracy Unit		Science – senses/my body	Geography – The UK	Science - materials	Geography – Africa	History - blackbeard	Geography – our planet
English	Reading (1:1/Provision/whole class session)	<ul style="list-style-type: none"> Key text - From head to toe Funnybones – Allen Alhberg Only one you – Linda Kranz 	<ul style="list-style-type: none"> Key text - Owl babies The Fox in the dark Little Owls Night 	<ul style="list-style-type: none"> Penguin Small The Rainbow Bear The Penguin who wanted to find out A dot in the snow 	<ul style="list-style-type: none"> We're going on a lion hunt The ugly five Masaai and I Meerkat Mail One day on our blue planet 	<ul style="list-style-type: none"> Tiddler The treasures of Pirate Frank Somebody swallowed Stanley The big book of blue Dougals deep sea diary 	<ul style="list-style-type: none"> Man on the moon Field Trip to the moon The skies above my eyes
	Favourite 5	<ul style="list-style-type: none"> Repeated refrain – From head to toe Wellbeing – The colour monster 	<ul style="list-style-type: none"> Repeated refrain – The very busy spider Wellbeing – Lucy's blue day Traditional tale – Hansel and Gretel 	<ul style="list-style-type: none"> Repeated refrain – Wellbeing - Traditional tale – The Snow Queen Diversity – 	<ul style="list-style-type: none"> Repeated refrain – Were going on a lion hunt Wellbeing – Traditional tale – The 	<ul style="list-style-type: none"> Repeated refrain – Farmer Duck Wellbeing Traditional tale – The little mermaid Diversity – 	<ul style="list-style-type: none"> Repeated refrain – Farmer Duck Wellbeing Traditional tale – Jack and the beanstalk



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		<ul style="list-style-type: none"> • Traditional tale – Little Red Hen • Diversity – boys like pink 	<ul style="list-style-type: none"> • Diversity – Ravis Roar 		<ul style="list-style-type: none"> • Princess and the pea • Diversity – Handas surprise 		<ul style="list-style-type: none"> • Diversity –
	Writing	<ul style="list-style-type: none"> • Using basic features Full stops, finger spaces, spellings • Instructions Looking after our bodies • Story with repetition Captions, describing, sequencing, re-telling 	<ul style="list-style-type: none"> • Fictional stories - Owl babies - beginning, middle and end • Diary writing • Traditional tale • Non-fiction linked to owls/ nocturnal animals • Poetry - linked to winter Shape/acoustic • Questions 	<ul style="list-style-type: none"> • Contemporary fiction Julia Donaldson : Gruffalos child • Conjunctions • adding 'ed' 'ing' • Plurals • Creating their own penguin story • Non-Chronological reports - Antarctica 	<ul style="list-style-type: none"> • Recount • Poetry - Riddles • Re-telling stories • Descriptions using adjectives • Making comparisons • Non-chron report: Africa • er/est • Tense work 	<ul style="list-style-type: none"> • Re-tell traditional tale with alternative ending • Poetry Shape / acrostic • Instructions • Sequencing • Descriptions using adjectives • ? and ! • Conjunctions • Prefixes 'un' 	<ul style="list-style-type: none"> • Fantasy stories - Alien visiting school • Non Chronological report • Recount • Report of significant individual • Consolidate all grammar: Plurals, suffixes, punctuation, prefixes, tense
	Spelling	<ul style="list-style-type: none"> • Phase 3 diagraphs • 20 Common Exception words 	<ul style="list-style-type: none"> • Phase 3 diagraphs • 20 common Exception words 	<ul style="list-style-type: none"> • Phase 4 blends • All common exceptions words to have been taught 	<ul style="list-style-type: none"> • Phase 5 diagraphs • Suffixs - er/ est/ ing/ ed • Multi-syllabic words 	<ul style="list-style-type: none"> • Phase 5 diagraphs • Common Exception words • Plurals - s/es 	<ul style="list-style-type: none"> • Phase 5 / Spelling alternative spellings • Prefixs - un and suffix recap
	Maths	<ul style="list-style-type: none"> • Numbers to 10 • Addition/ subtraction to 10 • Shape 	<ul style="list-style-type: none"> • Position and direction • Numbers within 20 • Addition and subtraction to 20 	<ul style="list-style-type: none"> • Time • Calculation Strategies • Numbers to 50 	<ul style="list-style-type: none"> • Addition and subtraction to 20 • Fractions • Measure: Length and Mass 	<ul style="list-style-type: none"> • Number 50-100 and beyond • Addition and subtraction • Money 	<ul style="list-style-type: none"> • Multiplication and division • Measures: • Capacity/ volume
	Science	<p>My body / senses</p> <ul style="list-style-type: none"> • To know that our bodies have 5 senses – sight, hearing, 	<p>Senses - linked with animals</p> <ul style="list-style-type: none"> • To know how owls use their senses • To know and understand the 	<p>Everyday materials</p> <ul style="list-style-type: none"> • Distinguish between materials • Identify and name different materials 	<p>Animals</p> <ul style="list-style-type: none"> • To know some animals are carnivores, omnivores and herbivores 	<p>Plants and trees</p> <ul style="list-style-type: none"> • To know what plants need in order to grow • Identify and describe parts of a flowering plants and their purpose 	<p>Trees</p> <ul style="list-style-type: none"> • Understand the terms 'evergreen' and 'deciduous' • To know how this links to



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<p>Autumn seasonal change</p>	<p>touch, smell and taste.</p> <ul style="list-style-type: none"> To know that body part that links to the sense To name and label parts of the body Identify and classify 	<p>terms 'nocturnal' and 'diurnal'</p> <ul style="list-style-type: none"> Classify nocturnal birds, amphibians and mammals Identify and classify Ask simple questions and recognize that they can be answered in different ways. 	<ul style="list-style-type: none"> Describe the properties of a variety of materials Compare and group materials Perform simple tests Identify and classify Observe closely using simple equipment Use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> Classify animals – mammals, amphibians, reptiles, fish and birds Compare the structure of different animal classifications Identify and classify 	<ul style="list-style-type: none"> Identify and name plants Grow a plant from a seed Pollination – life cycle Perform simple tests Ask simple questions and recognize that they can be answered in different ways. 	<p>seasonal change</p> <ul style="list-style-type: none"> Common wild and garden plants Leaf identification Identify and classify Observe closely using simple equipment <p>Seasons: Summer</p>
<p>Computing / E-Safety</p>	<p>Typing and teaching 'teams'</p> <p>Mouse control</p>	<p>Mouse control / E Safety</p> <p>Coding</p>	<p>Digital technology -</p> <p>Photos</p> <p>E-safety</p>	<p>IT: Designing</p> <p>Uses of technology beyond school</p>	<p>Coding / programming</p> <p>1 lessons - e- safety</p>	<p>Coding/ Programming</p> <p>1 lessons - e- safety</p>
<p>History</p>	<p>Geography focus for Autumn 1 – no history</p>	<p>Significant events/individuals</p> <ul style="list-style-type: none"> To know why we remember the 5th November? Introduce WW1/2 To know why we remember Guy Fawkes <p>My own history</p> <ul style="list-style-type: none"> To understand the terms 'past' 'present' and 'future' To know how we find out about the past. 	<p>Significant events/individuals</p> <ul style="list-style-type: none"> Scot of the Antarctic 	<p>Significant events/individuals</p> <ul style="list-style-type: none"> Malala / Rosa Parks 	<p>Significant events/individuals</p> <ul style="list-style-type: none"> Blackbeard/Columbus Grace Darling 	<p>Significant events/individual</p> <ul style="list-style-type: none"> Neil Armstrong Valentina <p>Changes within living memory</p> <ul style="list-style-type: none"> History of space travel



		<p>Changes within living memory</p> <ul style="list-style-type: none"> School days comparison to 1950s 				
<p>Geography</p>	<p>Where do I live?</p> <ul style="list-style-type: none"> To know my school, town and country To identify key landmarks in my town To use google maps To understand aerial view maps To create my own map with a key Human and physical features introduction Identify and find countries on UK map To know that the UK is made up of 4 countries To name the capital cities of the 4 countries in the UK To name and locate key UK 		<p>Antarctica</p> <ul style="list-style-type: none"> Use maps to locate Arctic and Antarctica Life on this continent How animals are adapted Compare climate to the UK Locate the equator Directional language 	<p>Africa</p> <ul style="list-style-type: none"> Use maps, globes and atlases to locate Africa To name continents Compare climate to the UK and Antarctica Life in a rural village compared to cities/slums Look at human and physical features 	<p>Oceans and Seas</p> <ul style="list-style-type: none"> To name the 5 oceans To name the seas surrounding the UK To locate the 5 oceans on a map Daily weather patterns 	<p>Looking after our planet</p> <ul style="list-style-type: none"> Ocean pollution Animal conservation Simple fieldwork and observations



	<p>landmarks on google map</p> <ul style="list-style-type: none"> To compare London and Halifax Simple compass directions Directional language 					
ART / DT	<p>Colour mixing – key artist Kandinsky</p> <ul style="list-style-type: none"> To know primary and secondary colours To be able to mix primary colours to make secondary colours Key artist - To recognise the work of Kandinsky <p>DT: Split pins / joining techniques</p>	<p>Shades – key artist Georgia O Keefe</p> <ul style="list-style-type: none"> To mix shades of colours making them lighter and darker Key artist - To recognise the work of Georgia O Keefe - poppies Observational drawing <p>DT: Designing and making a bird cake.</p>	<p>Pointillism / silhouettes – key artist John Kelly</p> <p>DT: Food Healthy eating Design and make</p>	<p>Drawing Art and design techniques - patterns etc African art / silhouettes Weaving</p> <p>DT: Designing and making a puppet</p>	<p>Pirate portrait Drawing ships using shapes Design and Craft a flag Drawing and designing skills focus - Sea creatures</p> <p>DT: food - Picnic Make a sandwich and snack Make a boat</p>	<p>Andy Goldsworthy Texture hunt - creative Van Gogh (science links) Minibeast - symmetry</p> <p>DT : Make and create a shelter Make and design sunglasses</p>
RE	Special books <i>Harvest</i>	Special books cont <i>Christmas / Divali</i>	Celebrations <i>Ramada / Eid</i>		Special Places	
PSHCE	All about me, my family and emotions	Learning to learn	My community	Caring for others	The wider world	21st Century people
MUSIC	Body percussion Basic percussion Autumn songs	Link to History - Changes within Living memory How has music changed? Explore and review decades. (Hamilton trust)	Learning to play an instrument Glockenspiel	Key music vocab African music Carnival of the animals	Water themed Pirate song Compose	Making music outdoors Famous composers



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PE	Footwork Balance	Social skills	Cognitive skills	Gymnastics	Balls Skills	Athletics
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Year 2 Long Term Plan 2020-2021



		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Collective focus Theme		Heart		Mind		Connect	
Driving question / Topic		Marvellous Magical Do all potions Pop or Bang?	Heroes and Heroines! Who was a more influential person within history?	Fantastic Adventures How has travelling changed over time?	Fire Fire! Was the Great Fire of London a good or a bad thing? Why?	Go Wild! Which is the best habitat to live in?	Watch Do plants keep growing or do they stop?
Purpose		To understanding that changes are made by adding water to other ingredients. To develop investigative and observational skills.	To gain a knowledge of significant people within history and able to make direct comparisons with how things have changed.	Learning about adventures and letting your mind go on a journey of adventure within our local area and comparing to	To investigate about a significant event in the past and be able to make comparisons and place events in chronological order.	Connecting with nature and understanding why animals and plants live where they do. Why do we live where we do? Would we want to live anywhere else?	What plants need to grow and make comparisons?
Trips / Visitors		SECONDARY SCIENCE DEPT Chemical changes (explosion) EUREKA – Currently not visiting schools	Thackray Medical Museum visitor – Currently not visiting schools ** Make and deliver xmas cards to Summerfield care home. Linked to PSHCE/RE	Manchester airport ** When COVID-19 ALLOWS ** Visitor?	Fire Engine coming into school ** VISIT A CARE HOME - Linked to PSHCE – OUTSIDE SIGNING MAKATON London's burning! BURN THE HOUSES AND RECREATE PUDDING LANE!	SATS Looking after chicks and watch them hatch? Use school environment Zoolab (outreach) IF COVID-19 ALLOWS	Local area visit Visit a playground * Manor Health/Shibden or People's Park to link with designing own playground. IF COVID-19 ALLOWS
Oracy Unit		Hot seating – as different characters from GMM How did George feel? I wonder why grandma treated George so badly?	Hot seating – People from History Mary Seacole/ Florence Nightingale/ Marie Curie /Charles Darwin	Hot seating – Amelia Earhart/ Mary Ellen Weber	Drama around recreating pudding lane and the impact/feelings and emotions of the events of 2 nd September	I wonder why elephants don't live in Halifax	How could we change our environment?
English	Reading	Whole Class Text: George's Marvellous Medicine Professor Puffendorf <u>6 half termly books to be chosen by the children</u>	Whole Class Text: My Name is not Refugee Darwin – Story of the Galapagos The Colour of Home Mary Hoffman	Whole Class Text: 'UP' Video Stimulus Adventure stories – TBC The Way back Home Oliver Jeffers My name is Amelia Earhart	Whole Class Text: VLAD Toby and the GFOL Samuel Pepys You wouldn't want to be in the GFOL	Monkey Puzzle - habitats Whole Class Text Non-fiction texts – Structure and organisation How to help a hedgehog and protect a polar bear – Jess French and Angela Keoghan	Whole Class Text: The boy who grew dragons Andy Shepherd Jack and the Beanstalk/ Jack and the Meanstalk Planting a Rainbow Lois Ehlert



		(comparative text) We are Sailing to Galapagos – Laurie Krebs <u>6 half termly books to be chosen by the children</u>	<u>6 half termly books to be chosen by the children</u>	<u>6 half termly books to be chosen by the children</u>	<u>Books to discuss with the children</u> Disappearing acts – search and find book of endangered animals – Isabella Bunnell Animals of Farthingwood – Colin Dann Percy the Park keeper - Butterworth The Rainbow Bear Michael Morpurgo	The Green Ship Quentin Blake The Tree Lady H Joseph Hopkins <u>6 half termly books to be chosen by the children</u>
Writing	Explanations Characters/settings	Whole School Assessment Diaries/recounts/labelling Letters	Fictional Story Writing Poetry linked to feelings/emotions Posters – Amelia EARHART (LOST) also (WOW) come and watch!	Whole School Assessment Letters/Diaries Descriptive writing using expanded noun phrases and similes	Riddles linked to habitats building on expanded noun phrases and similes Non Chronological Reports	Whole School Assessment Fictional Stories based around habitats and animals Instructions
Spelling	Year 1 and 2 CEW Homophones (sea/see and be/bee) Phase 5 GPCs Homophones (blue/blew) common exception words and Phase 5 GPCs Phase 5 GPCs including polysyllabic words <i>spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)</i>	Year 2 CEW Homophones – to/two-too Phase 5 GPS sound spelt as 'ge' and 'dge' 'c' before 'e', 'i' and 'y' Contractions <i>(can't, didn't, hasn't, it's, couldn't, I'll, they're)</i> Homophones <i>(here/hear, one/ won, sun/son)</i> sound spelt 'kn' and 'gn'	No nonsense common exception words and high-frequency words (could, should, would) sound spelt '-le' at the end of words and following a consonant Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' Near homophones <i>(quite/quiet)</i> sound spelt 'wr' and common exception words	No nonsense Words spelt 'a' after 'w' and 'qu' Homophones <i>(new/knew)</i> Homophones <i>(there, their, they're)</i> Adding '-es' to nouns and verbs ending in 'y' The possessive apostrophe (singular nouns) Adding suffixes '-ful', '-less' and '-ly'	No nonsense sound spelt '-el' at the end of words Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' spelt 'a' before 'l' and 'll' Suffixes '-ment' and '-ness' The possessive apostrophe (singular nouns) REVISION sound spelt '-al' at the end of words	No nonsense Revise Spellings and concepts that pupils need to secure Revise Homophones sounds spelt 'il' at the end of words



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					Contractions REVISION <i>(can't, didn't, hasn't, it's, couldn't, I'll, they're)</i>		
	SPAG	Capital letters, finger spaces, full stops Homophones Adjectives Time sequence words Conjunctions	Adjectives Conjunctions Commas + CL, FS, FS Homophones Words in contracted form and not Expanded Noun Phrases Question Marks and Exclamation Marks	No nonsense Nouns, Verbs and Adjectives Homophones Suffixes and PREFIXES Commas + CL, FS, FS Silent 'w' Words with double consonant when adding 'ed and ing' Expanded Noun Phrases Question Marks and Exclamation Marks	No nonsense Nouns, Verbs and Adjectives Possessive apostrophe Suffixes and PREFIXES Words in contracted form and not	No nonsense Suffixes and PREFIXES Possessive apostrophe Expanded Noun Phrases Words with double consonant when adding 'ed and ing' Commas + CL, FS, FS Question Marks and Exclamation Marks	No nonsense – <u>Revise all</u> Suffixes and PREFIXES Possessive apostrophe Expanded Noun Phrases Words with double consonant when adding 'ed and ing' Commas + CL, FS, FS Question Marks and Exclamation Marks Expanded Noun Phrases Words in contracted form and not
	Maths	MATHS MASTERY Numbers within 100 Addition and subtraction of 2 digit numbers.	Maths Mastery Length Data handling Multiplication and division using 2/5/and 10 facts	MATHS MASTERY Time Fractions Addition and subtraction	Maths Mastery Money Problems Shape and turns Numbers up to 1000	MATHS MASTERY Measuring Volume and Mass Exploring Calculation Problem solving and application	Maths Mastery Multiplication and division Problem solving and application.
	Science	Working scientifically/ looking at changes/ Investigations KEY QUESTION WHAT HAPPENS WHEN I ADD WATER TO A MIXTURE?	Animals including humans and Charles Darwin KEY QUESTIONS? DO ALL ANIMALS HATCH FROM EGGS? DO ALL CREATURES BREATHE AIR? WHAT DO ALL LIVING THINGS NEED? DO ALL ANIMALS HAVE 4 LEGS? What do we need to stay healthy? Is it important to exercise?	Working Scientifically - Identifying and classifying - Observations - Asking questions - Predicting Using knowledge of Autumn 1 and 2 to classify/sort/ asking and answering questions. Building up on the previous 2 half terms.	'THE TIN FOREST' (HELEN WARD) KEY QUESTIONS ARE ALL MATERIALS SUITABLE FOR BUILDING HOUSES? Additional use of every day materials linked to GFOL. Why do we now use different materials? Which materials are appropriate? Looking at objects found after the fire)	Habitats of different animals including in the wild. KEY QUESTIONS? WHAT MAKES A HABITAT A GOOD HOME? Desert/ grassland/park land/ ocean/woods/garden etc... All linked to DT and making our own habitat boxes. Where in the playground would be the best place to build a bug hotel?	Plants – seasonal plants. KEY QUESTIONS CAN WE GROW A RAINBOW? DO ALL PLANTS NEED THE SAME THINGS TO GROW? DO ALL SUNFLOWERS GROW TO THE SAME HEIGHT? Sunflowers – linked to art If we wanted to plant a rainbow, which plants would be grow?



				Link to the history focus		Look at different flowers and their names. Flower hunt around the local area. Which colours are the most popular?
Computing / E-Safety	<p>Internet safety Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children learn how to use a computer mouse or a I-pad and how to switch on and shut down a computer. They will apply their skills by launching applications, manipulating windows & opening and saving files and folders. They will then practise their clicking skills and learn how to drag objects</p>	<p>Internet Safety Teams Programming Children use the basic commands in Logo to move and draw using the turtle on screen, and further develop algorithms using the “repeat” command. children to create algorithms in Scratch using a selection of blocks.</p> <p>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 logical reasoning to predict the behaviour of simple programs.</p>	<p>Internet Safety Teams</p> <p>Programming Children to create, test and debug algorithms, and preparing children to use the language of Turtle Logo. Algorithms – Beebots plotting instructions and directions to different places/ journeys plus positional language. Scratch Junior – algorithms</p> <p>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 logical reasoning to predict the behaviour of simple programs.</p>	<p>Internet Safety Teams Stop motion Children create a stop motion animation. They will research images of the great fire of London and use these to create a stop motion animation that they can add sound to.</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Internet Safety Teams</p> <p>Computer Art Children learn about reproducing the painting styles of great artists using computer programs</p> <p>Recognise common uses of information technology beyond school</p>	<p>Internet Safety Teams</p> <p>E-safety Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe to understand that they should never give out private information</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online techs</p>



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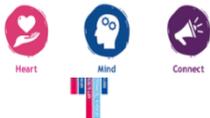
History		<p>Gunpowder Plot ** EXTRA for relevance and understanding of our history.</p> <p>Charles Darwin – Famous person in History Significant people from history – Comparing Mary Seacole and Florence Nightingale. Who was more significant in your opinion? Why? Comparing artefacts using vocabulary then and now. To put events on a time line.</p> <p>Remembrance Day ** EXTRA for significance and relevance</p>	<p>TEXT: My name is Amy Earhart Significant people in History</p> <p>Amelia Earhart Changes in how people treat women and how perceptions change over time</p> <p>To make comparison. To use texts to find out about the past</p>	<p>Great Fire of London – was the fire a good or a bad thing? Link to the plague the year before Remind the children of the Gunpowder Plot and Houses of Parliament/London.</p>		
Geography	<p>World geography – Looking at the continents</p> <p>I can label and name the continents of the world.</p> <p>I can name some of the countries within a continent and talk about some key features, e.g. animals and landmarks</p>	<p>MAP WOK AND GEOGRAPHICAL LANGUAGE</p> <p>I can label the Oceans around the world. I can label the geographical features of an island. I can show a journey using mapping skills. Significant people from history – Charles Darwin) Galapagos</p>	<p>MAP WORK</p> <p>Oceans continued building up from last half term Atlantic/Pacific Ocean Can we show Amelia Earhart’s journey on a map? FIELD WORK</p> <p>Local area comparing AE journey and ours to school/</p>	<p>London and other Capital cities in the UK</p> <p>Landmarks Reminder of the seas that surround the UK</p>	<p>Map Work – where different places are linked to climate and equator with habitats Location – Where would we put a bug hotel in our playground/ local area? Justify reasoning too.</p>	<p>7 weeks – 7 Wonders of the world and where they are. Map work Building up of all location skills/climate that we have learned all year.</p> <p>Comparing environments Look at aerial photographs look at physical and man-made features</p>
ART / DT	<p>Joan Miro Paul Klee Aboriginal art Shape and mark making</p>	<p>Portraits – Florence/Mary/ ourselves Observational drawing of animals 3-D art</p>	<p>Painting contrast mixing and brush techniques Piet Mondrian and Jackson Pollock</p>	<p>Design/ Plan/Build/Evaluate our own houses linked to GFOL 3D and collage work</p>	<p>Design/ Plan/Build/Evaluate our HABITAT BOXES 3D work</p>	<p>Design our own playground Van Gogh Sunflowers Georgia O’ Keefe</p>
RE	<p>Comparing Islam/Christian/Jewish places of worship</p>	<p>How can we make good choices’; Christmas/ Diwali -14th Nov</p>	<p>How is new life welcomed?</p>	<p>How and why do we pray?</p>	<p>Our wonderful world How can we look after the planet?</p>	<p>Jesus’s stories What did Jesus teach and how did he live?</p>



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PSHCE	<p>Personal Skills Being my best and me and my family Makaton and communication skills</p>	<p>Social Skills Make cards for the residents of SF nursing home. Makaton and communication skills Growing and changing</p>	<p>Rules rights and responsibilities Makaton and communication skills</p>	<p>Why should we care for others? Valuing differences ** VISIT A CARE HOME Using Makaton signing sign a couple of poems outside the windows if we cannot gain access Makaton and communication skills</p>	<p>Who is responsible for the wider world? A Planet full of Plastic Neal Layton Recycling linked to looking after our environment. Makaton and communication skills</p>	<p>Who makes up my community? Makaton and communication skills</p>
MUSIC	<p>Music from different continents African drum music</p>	<p>Rhythm – copy me rhythm and pitch Carnival of the Animals (Saint-Saens) Peter and the Wolf (Prokofiev)</p>	<p>Glockenspiel To use symbols to represent sound. To follow pictorial symbols to make sound using Their body, voices and unpitched instruments (Voices only if COVID-19 allows)</p>	<p>Listen with concentration and understanding to live and pre-recorded music To perform simple songs in parts (rounds) (Voices only if COVID-19 allows)</p>	<p>Understand different dimensions of music using percussion instruments Create minibeast raps (Voices only if COVID-19 allows) If not performances outside 3m apart</p>	<p>Glockenspiel and creating own music</p>
PE	<p>Real PE - ABC's</p>	<p>Real PE – Dance & Gymnastics Levels Unison Balance Mirroring Copying Travelling</p>	<p>Real PE - Object Control</p>	<p>Real PE – Inclusion Sports Boccia New Age Kurling</p>	<p>Real PE –Invasion Games Football Netball</p>	<p>Real PE – Sports Day Activities 60 – 100m sprint Baton relay Javelin Hurdle race Shuttle relay Shotput Multisport race Long distance</p>



YEAR 3 Long Term Planning 20 - 21



		AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
Collective focus Theme		Heart				Mind				Connect			
Driving question / Topic		Stepping stones Where does my pebble come from?				What did the Romans and other soldiers do for us?				How do plants adapt to their surrounding environments?			
Purpose		For children to use historical and geographical enquiries, to build on and broaden their understanding of (i) daily living (ii) the changing landscapes. The child can confidently explain the components of a volcano and what is happening during an eruption.				Children to see how change has happened overtime through an idea developing, evolving and adapting to the period of history. Children to study a significant individual from their local town and identify the impact which he has had. End product: Roman reveal of Roman replicas (shields, vases, mosaics)				Children build up their knowledge and understanding of the world. End product: Art gallery and exhibition the various pieces of art work, where children can explain their chosen medium .			
Trips / Visitors				Magna Explore how volcanoes lay down rock layers and learn to identify some common types of rock. In our Volcanoes Workshops, pupils use modelling clay to track the classic vinegar and baking soda 'eruption', take a core sample through their model volcano and then test some real rock samples.		Roman workshop For children to have experience of life as a Roman		Bankfield museum For children to visit a local museum to see in person artefacts of the Duke and his regiment.		Roundhay and Butterfly house Children to see various plants and trees in physical form, and contract to those in their local environment.		Piece Hall art For children to experience a new type of art, out of the classroom.	
Oracy Unit		Stone age		Volcanoes		Romans		Light		Plants		Continents	
English	Reading	Whole Class Text: Stig	Ug Stone age boy poems	Whole Class Text: The Railway Children	Pebble in my pocket Street beneath my feet poems	Whole Class Text:	Romulus and Remus Boudica	Whole Class Text: The girl of ink and stars		Whole Class Text: The lion witch and the wardrobe	Tin Forest	Whole Class Text: The lion the witch and the wardrobe	
	Writing	Diary Haiku Newspapers		Whole School Assessment Non chronological report Creative writing		Myths and legends Recount Character description		Whole School Assessment Letters		Setting Instruction Poetry		Whole School Assessment Explanation text Fables	



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Spelling	Suffix endings Ei Pre fix dis Homophones Y3/4 statutory words	Pre fix mis- re- l spelt y Y3/4 statutory words	Suffix –ness –ful –less –y Pre fix sub- tele- S ‘ch’ Ss ‘ion/ure’ Y3/4 statutory words	Persuasion Settings Character description	Y3/4 statutory words		
	SPAG	‘ for contraction Draft and write non narrar=tive Paragraphs Preposition	Present perfect tense Paragraphs Draft and write narratives Clauses Fronted adverbials Commas after fronted adverbials	Present perfect Clauses Conjunctions- time and cause Prepositions- time and cause Suffixes and prefixes	Direct speech Paragraphs Adverbs- time and place Fronted adverbials Pronouns	Suffixes and prefixes Pronouns imperative verbs Draft write and organise paragraphs around a theme	Clauses Conjunctions- time and cause Prepositions- time and cause Suffixes and prefixes Direct speech
		Maths	Number sense Place value Graphs	Addition and subtraction Length and perimeter Multiplication and division	Time Fractions Multiplication and division facts	Angles and shape Measures Multiplication and division Addition and subtraction Graphs	Length and perimeter Time Fractions
Science	Animals, including Humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter	Forces and magnets compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	Lights recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from	Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life		



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			<p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows changes.</p>	<p>cycle of flowering plants, including pollination, seed formation and seed dispersal..</p>	
Computing / E-Safety Junior Jam	iMedia iProgram	iMedia iJam	iMedia iOffice	iMedia iCreate	iMedia iCommunicate	iMedia iTech
History	Stone Age – using evidence to describe the past and how it compares and changed.		<p>Impact of the Romans on Britain</p> <p>Significant person – Boudicea</p>	Duke of Wellington – historic local link to school location. (short unit linked to local history)		
Geography		<p>Volcanoes</p> <ul style="list-style-type: none"> - Continents and plates - Geographical features inc land uses - Settlements 			<p>Calder Valley and The Alps</p> <p>Contrasting locality of South America (touching on rainforests)</p> <ul style="list-style-type: none"> -climates - physical geography -human geography (settlements and land use) -adaptation to the environment 	
ART / DT	(secondary) Stone age cave art Stone age jewellery Collage	Volcano construction Painting techniques	Shield design Mosaics Vases	Observational drawings Maps	Van Gogh: sunflowers and observational drawing (still life) Collage Landscapes	Bread making Newspaper collage
RE	How do Jews remember God’s covenant with Abraham and Moses?	What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us?	Who can inspire us?	
PSHCE	Friendships	Our happy school	Say NO to bullying	Good to be me and healthy lifestyles	Relationships	Going for goals
Music Junior Jam	Samba Drumming	Boom whackers	Song Writing	African Drumming	Music Theory	Singing



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Languages Spanish Junior Jam	Level 1 Unit 1 – Greetings and Numbers	Level 1 Unit 2 – Colours and Animals	Level 1 Unit 3 – Days of the week, months, seasons, fruit	Level 1 Unit 4 – Food, drink and giving preferences	Level 1 Unit 5 – Family, Stories and conversations	Level 1 unit 6 – Cultural diversity and revision
PE	Ball skills	Gymnastics	Net and wall	Invasion games	Striking and fielding	Athletics



Year 4 Long Term Planning 2020-2021

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Collective focus Theme		Heart		Mind		Connect	
Driving question / Topic		How is our world changing?	Why did the Vikings choose to invade England?	Why do people live in Alaska?	What's so great about the Last Great Race?	What is a gibbet and why do we have one in Halifax?	How did the ancient Greeks change the world?
Purpose		Create a short explanation video for how the hydroponics tower works		Create a David Attenborough style documentary on an Alaskan animal.		Host own Olympic games.	
Trips / Visitors		N/A	Linking schools remote linking NB. Remembrance Day Diwali Christmas	Local area visits – classification in park? New Years	Money Sense from Natwest Yorkshire Water visit Mother's Day	Walk to Gibbet Tour de Yorkshire route in minibus? Tour de Yorkshire???	Sound Workshop (in school) Olympics???
Oracy Unit		Debate – sustainability	Dramatic retelling of Beowulf story (oral storytelling tradition)	Documentary-style presentation of information about an Alaskan animal	Explaining the water cycle	News report – gibbet execution	Dramatic retelling of Perseus and Medusa (oral storytelling traditions)
English	Reading	Whole Class Text: Harry Potter and the Philosopher's Stone by J K Rowling The Lorax	Whole Class Text: Odd and the Frost Giants by Neil Gaiman Viking Information texts, legends and stories – Beowulf Remembrance Day poetry and songs	Whole Class Text: Charlotte's Web by E. B. White The Salmon Princess, information texts around Alaskan animals	Whole Class Text: Race to the Frozen North: The Matthew Henson Story by Catherine Johnson (Short) The Demon Headmaster by Gillian Cross Akiak, The Great Serum Race, information texts about the Iditarod	Whole Class Text: Percy Jackson and the Lightning Thief by Rick Riordan Information texts around the gibbet, Halifax and the T de Y	Whole Class Text: The Twelve Labours of Heracles from Tales of the Greek Heroes by Roger Lancelyn Green and Rick Riordan A variety of Greek myths, legends, information texts
	Writing	Harris Burdick (Fiction) – 1 week Persuasive writing – letter – 3 weeks Explanation text (Hydroponics) – 3 weeks	Whole School Assessment Fiction - Beowulf (4 weeks)	Fiction – retelling of Cinderella in Halifax (based on Salmon Princess) – playscripts? (3 weeks)	Whole School Assessment Newspaper Report – Great Serum Race (3 weeks)	News report – Gibbet execution (3 weeks) Fiction – Percy Jackson adventure story (2 weeks)	Whole School Assessment Fiction – the 13 th Labour of Heracles (3 weeks)



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		Information Text - Teeth (3 weeks)	NC Report – Alaskan Animals (3 weeks)	Fiction – Story/diary based on Akiak/Iditarod (3 weeks)	Poetry – 1 week	Diary – Perseus (2 weeks) Poetry – 1 week (the Iliad/ narrative poetry)
Spelling	<p>Words ending /zə/ From Year 2: possessive apostrophe with singular proper nouns Homophones (peace/piece, main/mane, fair/fare) Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’ Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) Strategies for learning words: words from statutory and personal spelling lists</p>	<p>The /g/ sound spelt ‘gu’ Words with endings sounding like /tʃə/ spelt ‘-ture’ Words with endings sounding like /tʃə/ spelt ‘-ture’: dictation Possessive apostrophe with plurals Homophones (scene/seen, mail/male, bawl/ball) Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Prefixes ‘anti-’ and ‘inter-’ Endings that sound like /jən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Words with the /s/ sound spelt ‘sc’ (Latin in origin) Endings that sound like /zən/ spelt ‘sion’ Apostrophes for possession, including singular and plural Homophones Strategies for learning words: words from statutory list that need further learning</p>	<p>Suffix ‘-ous’ Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ Strategies for learning words: words from statutory and personal spelling lists</p>
SPAG	<p>Adverbials inc. Fronted adverbials Conjunctions + sentence types Basic Sentence Structure</p>	<p>Direct Speech punctuation + reporting clauses Apostrophes recap and for plural possession Fronted adverbials followed by commas Prepositions Nouns and pronouns</p>	<p>Direct speech punctuation recap Playscript SPaG Paragraph structuring inc. topic sentences</p>	<p>Recap of conjunctions and sentence types Present Perfect tense Determiners</p>	<p>Recap apostrophes Recap present perfect tense Recap direct speech punctuation Standard English</p>	<p>Assessment and recap of any areas of SPaG the class are still struggling with.</p>
Maths	<p>Wk 1-2: Reasoning w/ large numbers Wk 3-5: Addition and subtraction Wk 6-8: Multiplication and Division Wk 9-10: Discrete and Continuous data</p>		<p>Wk 1: Multiplication Facts Wk 2-5: Fractions Wk 6: Time Wk 7-9: Decimals Wk 10-11: Area and Perimeter</p>		<p>Wk 1-3: Measures and Money Problems Wk 4-6: Shape and Symmetry Wk 7: Position and Direction Wk 8-9 Reasoning with patterns / sequences Wk 10: 3D Shape</p>	
Science	<p>Environmental Change Hydroponics</p>	<p>Teeth and Digestion</p>	<p>Classification, Food Chains</p>	<p>States of Matter / Water cycle</p>	<p>Electricity and Circuits</p>	<p>Sound</p>
Computing / E-Safety Junior Jam	<p>iMedia iProgram</p>	<p>iMedia iJam</p>	<p>iMedia iOffice</p>	<p>iMedia iCreate</p>	<p>iMedia iCommunicate</p>	<p>iMedia iTech</p>



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History		Vikings		The Great Serum Race	Crime and Punishment in Halifax	Ancient Greece
Geography	Sustainability / Environmental Change	European Geography	Contrast Study – Yorkshire and Alaska	The water cycle / lakes and rivers	Local Area Study	European Geography
ART / DT						
RE	What faiths are there in our community?		What words of wisdom guide us?		How are important events remembered?	
PSHCE	Mindfulness Conflict Resolution	Healthy eating and hygiene,	Empathy, kindness, compassion, advocacy (RSPCA visit?).	Money Sense	Crime and Punishment in the UK today, rule of law, justice	Competition, sport, teamwork, how to win/lose
Music Junior Jam	Samba Drumming	Boom whackers	Song Writing	African Drumming	Music Theory	Singing
Languages Spanish Junior Jam	Level 1 Unit 1 – Greetings and Numbers	Level 1 Unit 2 – Colours and Animals	Level 1 Unit 3 – Days of the week, months, seasons, fruit	Level 1 Unit 4 – Food, drink and giving preferences	Level 1 Unit 5 – Family, Stories and conversations	Level 1 unit 6 – Cultural diversity and revision
PE	Socially distanced games and skills	Inclusion sports	Outdoor & Adventure	Net and Wall	Striking and fielding	Athletics



Year 5 Long Term Planning 2020 - 2021

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Collective focus Theme		Heart		Mind		Connect	
Driving question		How did life change during Victorian times?		How did different societies and cultures deal with pandemics like the Black Death?		What impact has man had on the environment and our world?	
Topics		Victorians	Settlements	Black Death	South America	Rivers	Earth and space
Outcomes		Live a day in the life of a Victorian school child	Presentation on aspects of local area and why should people should visit it	Understand the causes, consequences and impact of the Black death around the world.	To understand and compare the physical and human differences between an area in SA and a region in the UK.	To understand the reliance and significance of the Amazon river for both its local inhabitants and the wider world.	To understand the development of space travel and how this could continue to change in the future.
Trips / Visitors		Victorian Day	Visit to Piece Hall Local area walk	Thackray medical museum	Travel to a South American country role play		Trip to Media Museum
Oracy Unit		Topic- Discussion: Advantages/disadvantages of life in Victorian workhouses.	Topic: Presentation on aspects of local area and why should people should visit it.	Topic: Perspective on Black death from different points of view (Dr, patient, religious leaders)	Writing - Can you convince someone to visit South America role-play as a travel agent.	Writing -Balanced argument on deforestation. Class debate.	Writing: Debate. Should Philip Petite have walked between the twin towers on a tight rope?
English	Reading	WC Text: Street Child Vipers texts <ul style="list-style-type: none"> Victorian poetry Biographical extracts from significant Victorians (queen Victoria, Victorian inventors) 	WC Text: Boy in the tower Vipers texts <ul style="list-style-type: none"> Mystery story extracts Extracts from chronicles of Harris Burdick. 	Whole Class Text: There's a boy in the girl's bathroom. Vipers texts	Whole Class Text: The butterfly lion Vipers texts	Whole Class Text: Beetle Boy Vipers texts	WC Text: The man who walked between two towers Vipers Texts



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	<ul style="list-style-type: none"> NF reports on Industrial revolution. 	<ul style="list-style-type: none"> Non-verbal texts of mystery story settings. Remembrance day poetry 				
Writing	Fiction – From our literary heritage Non-Fiction - Biographies	Mysteries of Harris Burdick Non Fiction – Leaflet/report on a place of local interest	Fiction – The Highway man Non Fiction- Explanatory articles/texts	Fiction: Myths & Legends - What is a Myth/legend <u>Non-Fiction – Persuasive Writing</u>	<u>Fiction – Adventure Story Writing</u> creating own <u>Non-Fiction – Discussion Text</u>	Fiction: Creative Writing: Philip Petite: <u>Poetry</u> Cinquain Poetry: Compare to Haiku and Tanka.
SPAG	Fronted Adverbials Expanded Noun phrases Recovery curriculum. Sentence punctuation.	Adverbials Modal Verbs Speech Punctuation	Writing in paragraphs. Cohesion in paragraphs –			
Spelling	No nonsense spelling <ul style="list-style-type: none"> Words with the letter string ‘ough Words with ‘silent’ letters Use of spelling journals for etymology Words ending in ‘-able’ and ‘-ible’ 	No nonsense spelling <ul style="list-style-type: none"> Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Strategies for learning words: words from statutory and personal spelling lists plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Use of the hyphen 	No nonsense spelling <ul style="list-style-type: none"> apostrophe for possession Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Words ending in ‘-ably’ and ‘-ibly’ Homophones (led/lead, steel/steal, alter/altar) Words from statutory and personal spelling lists 	No nonsense spelling <ul style="list-style-type: none"> Proof reading Words from statutory and personal lists Building words from root words Words with the /i:/ sound spelt ‘ei’le and ei words Revise Homophones 	No nonsense spelling <ul style="list-style-type: none"> Proof reading Words from statutory and personal lists Etymology of words Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose) 	No nonsense spelling <ul style="list-style-type: none"> Use of dictionaries Problem suffixes Strategies for personal spelling lists Homophones Spelling aspects from Year 5 that are not secure
Maths	Place value Addition and subtraction Multiplication and division Area and perimeter		Fractions Decimals Percentages		Decimals Properties of shape Position and direction Converting units	



	Statistics				Volume	
Science	<p>Properties and changes of materials</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>		<p>Animals, including Humans</p> <p>Describe the changes as humans develop to old age.</p>	<p>ALL Living things and their habitats (including plants)</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>FORCES</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Earth and Space</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement</p>
Computing / E-Safety Junior Jam	iMedia iProgram	iMedia iJam	iMedia iOffice	iMedia iCreate	iMedia iCommunicate	iMedia iTech
History	<p>Similarities & Differences- (Victorian Britain)</p> <p>Identify social, cultural, religious and population diversity in Britain – within a given period. Contrasting lives of the rich and poor.</p>		<p>Continuity & Change- (Black Death – historical turning point)</p> <p>Identify why events happened and what changed as a result.</p>			



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Geography		Settlements – why do people choose to live in certain places? Geographical impact on this.		Comparative study – Amazon Basin and Sherwood Forest - link to environmental impact.	Earth and space – linked to UK and South American location geography including geographical features.	
ART / DT	William Morris	Frieda Khalo Talking Textiles Henri Rousseau			Hundertwasser	Designing rockets
RE	What values are shown in codes of living?		Why are some places and journeys special?		Should we forgive others? What do Christians believe about the old and new covenant?	
PSHCE	New Beginnings Changes	Getting on and falling out British values	. Say no to bullying Going for Goals	Good to be me	Relationships	Going for Goals
Music Junior Jam	Samba Drumming	Boom whackers	Song Writing	African Drumming	Music Theory	Singing
Languages Spanish Junior Jam	Level 1 Unit 1 – Greetings and Numbers	Level 1 Unit 2 – Colours and Animals	Level 1 Unit 3 – Days of the week, months, seasons, fruit	Level 1 Unit 4 – Food, drink and giving preferences	Level 1 Unit 5 – Family, Stories and conversations	Level 1 unit 6 – Cultural diversity and revision
PE	Invasion Games	Outdoor & Adventure	Inclusion Sports	Net and Wall	Striking and Fielding	Athletics



Year 6 Long Term Planning 2020 -2021							
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Collective focus Theme		Heart		Mind		Connect	
Driving question / Topic		Charles Darwin: Is he important enough to remember? Why are birds different?		Is all landscape the same? Why are places different?		Who was here before us? Early Islamic Civilisation: What is the significance of the Indus Valley? Why do we care about people who lived thousands of years ago?	
Outcome							
Trips / Visitors		Documentary – Endangered animals Documentary – Discovering a skeleton/fossil		Trip to the moors to look at landscapes. North American launch – food, clothes etc. Mural Map		Mural Map – added detail from civilisations. News Report on the mural as a whole.	
Oracy Unit		Recovery Curriculum.	Science – evolution	Geography – North America	Geography - Mountains	PSHCE – The wider world	History – Ancient civilisations
English	Reading	Whole Class Text: Northern Lights by Phillip Pulman Galapagos What Mr. Darwin Saw Island The origin of species	Whole Class Text: Northern Lights by Phillip Pulman What Mr Darwin saw	Whole Class Text: Around the world in 80 days by Jules Verne Notes from a big island	Whole Class Text: Around the world in 80 days by Jules Verne Notes from a big island	Whole Class Text: TBC	Whole Class Text: TBC
	Writing	Story writing Play scripts	Whole School Assessment Fictional Narrative & Letters	Letter, Diary & Newspaper Reports	Whole School Assessment Fictional Settings & Recounts	Explanation Texts – Fictional Writing needing to compete for SATS coverage	Whole School Assessment Argument/Debate & Poetry



Spelling	<ul style="list-style-type: none"> Words ending '-able'/'-ably' and '-ible'/'-ibly' Adding suffixes beginning with vowels to words ending in '-fer' Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious' Words ending '-cial' and '-tial' Generating words from prefixes 	<ul style="list-style-type: none"> Homophones Generating words from prefixes and roots Rare GPCs from statutory word list Words ending in 'ant', '-ance' and '-ancy' Root words and meaning Words ending '-ent', '-ence' and '-ency' 	<ul style="list-style-type: none"> Words ending '-ent', '-ence' and '-ency' Homophones Words ending '-able'/'-ably' and '-ible'/'-ibly' Adding suffixes beginning with vowels to words ending in '-fer' Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious' Words ending '-cial' and '-tial' 	<ul style="list-style-type: none"> Generating words from prefixes Homophones Generating words from prefixes and roots Rare GPCs from statutory word list Words ending in 'ant', '-ance' and '-ancy' Root words and meaning 	<ul style="list-style-type: none"> Words ending '-ent', '-ence' and '-ency' Homophones Words ending '-able'/'-ably' and '-ible'/'-ibly' Adding suffixes beginning with vowels to words ending in '-fer' Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious' 	<ul style="list-style-type: none"> Words ending '-ent', '-ence' and '-ency' Homophones Words ending '-able'/'-ably' and '-ible'/'-ibly' Adding suffixes beginning with vowels to words ending in '-fer' Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious' 	<p>Personal spelling lists</p>
	SPAG	<ul style="list-style-type: none"> Expanded noun phrases Co-ordinating conjunctions Sub-coordinating conjunctions Direct speech Indirect speech 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. 	<ul style="list-style-type: none"> using semicolons, colons or dashes to mark boundaries between independent clauses Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause Using modal verbs or adverbs to indicate 	<ul style="list-style-type: none"> Expanded noun phrases Co-ordinating conjunctions Sub-coordinating conjunctions Direct speech Indirect speech 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.



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		<ul style="list-style-type: none"> using a colon to introduce a list 	<ul style="list-style-type: none"> degrees of possibility. <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. 		<ul style="list-style-type: none"> using a colon to introduce a list 	<ul style="list-style-type: none"> degrees of possibility. <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
Maths	<p>Number: Place Value Number: Addition, Subtraction, Multiplication & Division Number: Fractions Geometry: Position & Direction</p>	<p>Number: Decimals Number: percentages Number: Algebra Measurement: Perimeter, Area and Volume Number: Ratio Statistics</p>	<p>Geometry: Properties of shape Consolidation and investigation.</p>			
Science	<p>Evolution and inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation</p>	<p>Living things and their habitats (including plants)</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Animals, including Humans</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Electricity</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Light</p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	



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Computing / E-Safety Junior Jam	iMedia iProgram	iMedia iJam	iMedia iOffice	iMedia iCreate	iMedia iCommunicate	iMedia iTech
History	Who was Charles Darwin? A study of Darwin, his work and his impact as an individual	Who is Mary Anning? (Through science) Link to Science – living things and evolution; significance as prominent female scientist.				Ancient civilisations Ancient Egypt / Mayans Early Islamic Civilisation Baghdad case study / Indus Valley Significance – (Early Islamic) Identify the significance and impact of a civilisation within a given time period
Geography		Our changing world – link to Science	South America - Comparative study - Argentina and England – link to trade, resources etc.			World Location Geography including geographical features.
ART / DT	Secondary Art project – led by GCSE staff Skills based unit to develop key art skills, work collaboratively to create a whole year group project – children split into 3 groups over the course of the year.		Secondary Art project – led by GCSE staff Skills based unit to develop key art skills, work collaboratively to create a whole year group project – children split into 3 groups over the course of the year.		Secondary Art project – led by GCSE staff Skills based unit to develop key art skills, work collaboratively to create a whole year group project – children split into 3 groups over the course of the year.	
RE	What does it mean to be a Sikh?	What is important to Christians?		What is compassion?		Can charity change the world?
PSHCE	Who am I?	Learning to learn?	Our Community	Caring for other	The Wider World	21 st Century
Music Junior Jam	Samba Drumming	Boom whackers	Song Writing	African Drumming	Music Theory	Singing
Languages Spanish Junior Jam	Level 1 Unit 1 – Greetings and Numbers	Level 1 Unit 2 – Colours and Animals	Level 1 Unit 3 – Days of the week, months, seasons, fruit	Level 1 Unit 4 – Food, drink and giving preferences	Level 1 Unit 5 – Family, Stories and conversations	Level 1 unit 6 – Cultural diversity and revision



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PE	Invasion Games	Outdoor & Adventure	Inclusion Sports	Net and Wall	Striking and Fielding	Athletics
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