



# Whole School Curriculum Guide Cycle A

	MacArthur (Y1, Y2)			Nightingale (Y3, Y4)			Arkwright (Y5, Y6)		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>ENGLISH</b>	In line with the National Curriculum Framework document (DfE Sept. 2013) Egginton Primary School will 'promote high standards of language and literacy'. At its core will be Spoken Language ensuring all children are effective speakers and listeners. Through the use of: Phonics bug (KS1) and Collins Grammar and Punctuation (KS2) Word Level Work (phonics, spelling and vocabulary) will be taught. Sentence Level work (Grammar & punctuation), Handwriting, Reading/Text Level Work (comprehension & composition) will be taught discretely. These skills will be developed in cross curricular literacy. A lifelong love of reading will also be encouraged and developed.								
<b>MATHS</b>	As stated in the National Curriculum Framework document (DfE Sept. 2013) 'maths is a creative and highly inter-connected discipline' with this in mind the teaching of mathematics at Egginton Primary will develop children's fluency, reasoning and problem solving. Class teachers adapting their planning and teaching to the needs of pupils but they will use resources from schemes of work including White Rose, Hamilton Trust, Nrich, Classroom Secrets, NCETM and Big Maths to help secure pupil progress in mathematics.								

	IN THEIR SHOES	OUT OF THIS WORLD	ON OUR DOORSTEP	IN THEIR SHOES	OUT OF THIS WORLD	ON OUR DOORSTEP	IN THEIR SHOES	OUT OF THIS WORLD	ON OUR DOORSTEP
<b>Key Focus:</b>	<b>Geography</b> Explorers and their travels (continents)	<b>Geography</b> 'Magical Mapping' Weather Patterns	<b>Geography</b> Local area	<b>History/ Geography</b>  Romans	<b>History/ Geography</b>  Rainforests	<b>History</b> From Stone Age to Iron Age  <b>Geography</b> Study of local area.	<b>History/ Geography</b> Ancient Egypt.	<b>History/ Geography</b> Enough for everyone (sustainability) Trade and economics.	<b>History/ Geography</b>  Rivers  Maps
<b>SCIENCE GEOGRAPHY HISTORY</b>	<b>History</b> Great Fire of London	<b>History</b> Nurses	<b>History</b> Timelines	<b>Science</b>  Plants  States of matter	<b>Science</b>  Light and Sound	<b>Science</b>  Animals including humans	<b>Science</b> Animals including humans (Y6) Healthy Lifestyles Exercise investigation	<b>Science</b> Earth and space (Y5)  Light (Y6)	<b>Science</b> Properties and changes of materials (Y5) Animals including humans (Y5)
<b>Creative:</b>	<b>Art</b> Artist focus/ Portraits	<b>Art</b> Sketching/drawing	<b>Art</b> Landscapes	<b>Art</b> Painting Focus – Still Life/ Fruit and Vegetables	<b>Art</b> Artist focus- Seurat and pointillism	<b>Art</b> Sculpture Clay and modelling skills	<b>Art</b> Drawing and modelling faces. – 'Egyptian masks'	<b>Art</b> Illusions/space art.	<b>Art</b> Drawing people in action.
<b>ART &amp; DESIGN</b>	<b>DT</b> Card making-moving parts	<b>DT</b> Design and build playground equipment	<b>DT</b> Food	<b>DT</b> Mechanical systems – Levers and linkages	<b>DT</b> Kites	<b>DT</b> Making bread	<b>DT</b> Textiles	<b>DT</b> Torches	<b>DT</b> Food – Pizza making
<b>D &amp; T</b>	<b>Music</b> TIME TO PLAY – EXPLORING PULSE AND RHYTHMIC PATTERNS	<b>MUSICAL MOODS AND PICTURES</b>	<b>PATTERNS WITH PITCH – EXPLORING PITCH AND MELODY</b>	<b>PLAYING WITH RHYTHM – PLAYING TOGETHER AND RHYTHMIC STRUCTURES</b>	<b>MUSICAL CONTRASTS</b>	<b>MELODY BUILDERS – EXPLORING MELODIES AND SONG STRUCTURES</b>	<b>WE'VE GOT RHYTHM – RHYTHMIC DEVICES AND STRUCTURE</b>	<b>MUSICAL EFFECTS AND MOODS</b>	<b>CELEBRATING SONGS</b>
<b>Computing</b>	Unit 1.1 Online Safety & Exploring Purple Mash	Unit 1.9 Technology outside school	Unit 1.8 Spreadsheets	Coding	Unit 3.4 Touch Typing	Unit 3.7 Simulations	Coding	Unit 5.4 Databases	Unit 5.7 Concept Maps
	Unit 2.5 Effective Searching	Unit 1.2 Grouping and Sorting	Unit 1.7 Coding	Unit 3.2 Online Safety	Unit 3.5 Email & Email Safety	Unit 3.8 Graphing	Unit 5.2 Online Safety	Unit 5.5 Game Creator	Creating Media (Stop Motion Animation)
	Unit 1.4 Lego Builders	Unit 2.6 Creating pictures	Unit 2.1 Coding	Unit 3.3 Spreadsheets	Data Logging	Unit 3.6 Branching Databases	Unit 5.3 Spreadsheets	Unit 5.6 3D Modelling	Programming (Microbits)
<b>MFL – FRENCH</b>	Not applicable in Reception/ KS1			All About Me Y3 All Aboard Y4	Celebrations Y3 Tell me a Story Y4	Growing Things Y3 The Animals' Carnival Y4	Healthy Eating Y5 Our School Y6	On the Way to School Y5 Then and Now Y6	The Planets Y5 Setting Up a Café Y6
<b>RE</b>	<p>At Egginton School we follow the Derbyshire Agreed Syllabus for RE 2020-2025.</p> <p>The syllabus is based around units with a <b>key question</b> aiming to increase children's <b>knowledge, understanding and skills</b>.</p> <p><b>"Systematic"</b> units of study deal with specific religions and <b>"Thematic"</b> units <b>build on</b> prior learning. 3 strands run through the units:</p> <p><b>Believing</b> – religious beliefs and teachings, sources of wisdom, <b>Expressing</b> – how people identify with their religion, <b>Living</b> –practices, ways of living, values and commitments</p> <p>RE is explicitly taught and timetabled. Assemblies can have religious themes but these are additional to our RE lessons. We have collective act of worship daily.</p>								
	1.3 Who is Jewish and what do they believe? 1.6 How and why do we celebrate special and sacred times? (Part 2)	1.2. Who is a Muslim and what do they believe? (Part 2) 1.1 Who is a Christian and what do they believe? (Part 2)	1.4 How can we learn from sacred books? 1.8 How should we care for others and the world and why does it matter?	L2.8 What does it mean to be a Hindu in Britain today (Part 2) L2.7 What does it mean to be a Christian in Britain today? (Part 2)	2.5 Why are festivals important to religious communities? L2.3 Why is Jesus inspiring to some communities?	L2.9 What can we learn from religions about deciding what is right and wrong? L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	U2.6 What does it mean to be a Muslim in Britain today (Part 2) U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity?	U2.3 What do religions say to us when life gets hard?
<b>PE</b>	Invasion Games and ball skills development	Gymnastics	Athletics (Running)	Invasion Games including Hockey, Football	Gymnastics Boccia	Striking and Fielding (Cricket) Athletics	Invasion Games including Hockey, Football	Gymnastics Boccia	Striking and Fielding (Cricket) Athletics
	Multi-skills (Land of Fairy Tales)	Multi-skills (Space Explorers)	Dance	Dance OAA	Swimming	Swimming	Dance OAA	Swimming	Swimming
<b>PSHE</b>	<p>At Egginton, we follow the Derbyshire curriculum for Primary schools PSHE Matters.</p> <p>PSHE is explicitly taught and timetabled.</p>								
	<b>Being me</b> Including identity and community  <b>Relationships</b> Including what is a healthy relationship (Leaflet to parents)	<b>Exploring emotions</b> Including how to recognise & manage feelings and emotions (Leaflet to parents)  <b>Money matters</b> Including enterprise	<b>Being safe</b> Particularly featuring cyber, gaming and child sexual exploitation  <b>Changes</b> Including loss (Leaflet to parents)	<b>Being me</b> Including identity and community  <b>Relationships</b> Including what is a healthy relationship (Leaflet to parents)	<b>Exploring emotions</b> Including how to recognise & manage feelings and emotions (Leaflet to parents)  <b>Money matters</b> Including enterprise	<b>Being safe</b> Particularly featuring cyber, gaming and child sexual exploitation  <b>Changes</b> Including loss (Leaflet to parents)	<b>Being me</b> Including identity and community  <b>Relationships</b> Including what is a healthy relationship (Leaflet to parents)	<b>Exploring emotions</b> Including how to recognise & manage feelings and emotions (Leaflet to parents)  <b>Money matters</b> Including enterprise	<b>Being safe</b> Particularly featuring cyber, gaming and child sexual exploitation  <b>Changes</b> Including loss (Leaflet to parents)
<b>Whole School Enrichment Visit Ideas</b>			Heights of Abraham  Trentham Monkey Forest			Heights of Abraham  Trentham Monkey Forest			Heights of Abraham  Trentham Monkey Forest