

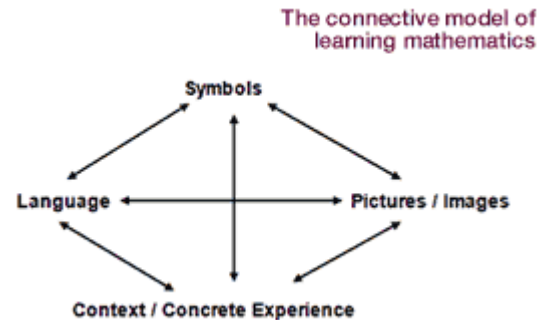
<u>WDP's Curriculum</u>	Autumn	Spring	Summer
EYFS	All about me Celebrations Performance Weather	Our Community Growth Spring Easter	Mini-beasts Traditional Tales & Rhymes Wild /Farm Animals
Year 1	Who shares our world? Labels & captions I am Poetry Recount Writing Animals Inc. Humans Seasonal changes Working animals The weather of our world Handling Data Creating pictures Music Express & Singing Belonging to Sikhism Christians & presents at Christmas? Health and Wellbeing Mondrian /Colours/ Landscapes DT: Construction Lego homes	What is our world made of? Lists Colour Poetry Family Fiction Everyday Materials Toys Our School World Giving Instructions Modelling- Animal screens Music Express & Singing Living with family and friends Being a Muslim Relationships Sculptures/Portraits DT: Textiles Soft Toys	What is in our World? Instructions Tongue-twisters & Silly Poetry Descriptive Writing Plants Light Transport Barnaby Bear Word Processing Music Express & Singing Cards, candles, actions Being a Christian Living in the wider world Miro/ Drawing
Year 2	Is fire good or bad? RWI Acrostic poetry Diary Writing Uses of everyday materials Sound The Great Fire of London GFOL –Map work Creating pictures Giving Instructions Music Express & Singing Why did Jesus tell stories? Why are different books special? Being me in my world Tapestry/ Chalks/ Architecture	What is 'being healthy'? Fairy Story fiction Number & Senses poetry Instructions Animals, including humans Mary Seacole Handling data Music Express & Singing How do we know Easter is coming? What is fasting and why do people do it? Health & Wellbeing Still life/ Archimboldo/ Degas DT:Healthy Snack Where I live	What makes a home? Information Writing 'Add a verse' Poetry Adventure Fiction All living things and their habitats Plants Christopher Columbus An Arctic Home Word processing Music Express & Singing Special foods Where the world came from Relationships Stay Safe 3D/ Pollock/ Nash DT: Construction Make a Room

WDPs Curriculum	Autumn	Spring	Summer
Year 3	<p>How did we begin?</p> <p>Traditional Stories Shape Poetry Information Writing</p> <p>Rocks Stone Age Beginnings</p> <p>Word Processing Programming Music Express & Singing</p> <p>Diwali</p> <p>Lights in religion Relationships</p> <p>Cave Paintings/ flints DT: Puppets</p>	<p>How do we stay alive?</p> <p>Book Review Haiku Poetry Explanation Writing</p> <p>Plants</p> <p>Animals, inc. humans The Local Area – a geog. study</p> <p>Internet</p> <p>Handling Data Music Express & Singing</p> <p>Jesus and Buddha</p> <p>How do Jews celebrate? Health and Wellbeing</p> <p>Observational drawing DT: Sandwiches</p>	<p>Did the Romans really leave?</p> <p>Playscripts Riddles & Limericks Letter Writing</p> <p>Light</p> <p>Forces and magnets Romans in Britain & Legacy</p> <p>Creating Pictures Control lego wedo Music Express & Singing</p> <p>Art, science & symbols & Christian beliefs</p> <p>Special Symbols Living in the wider world</p> <p>Mosaics</p>
Year 4	<p>Do we need robots?</p> <p>Fantasy Fiction Nonsense Poetry Non-Chronological Report</p> <p>Electricity Sound</p> <p>Programming Giving instructions</p> <p>Music Express & Singing</p> <p>Getting married What makes me the person I am?</p> <p>Health and Wellbeing Sculpture</p> <p>DT: Construction Instruments</p>	<p>Was the River Nile important in Ancient Egypt?</p> <p>Recount Writing Diamante Poetry Mystery Fiction</p> <p>States of matter Ancient Egypt</p> <p>Creating Pictures Databases Music Express & Singing</p> <p>What religions are in our neighbourhood?</p> <p>Why is Easter important to Christians? Living in the wider world</p> <p>Canopic jars DT: Textiles Storybooks</p>	<p>What is the most important living thing?</p> <p>Information Writing Ballade Poetry Adventure Fiction</p> <p>All living things Animals, including humans Angle-Saxon and Scots</p> <p>Place knowledge Word processing Handling Data</p> <p>Music Express & Singing</p> <p>Hindu worship at home and in the Mandir? Why is the Bible special for Christians?</p> <p>Relationships Printing/ Jewellery Design</p>

WDPs Curriculum	Autumn	Spring	Summer
Year 5	<p>Have the Ancient Greeks affected our lives?</p> <p>Myths Narrative Poetry Letter Writing Forces Earth and space Ancient Greece Earth Geography Programming Spreadsheets ECaM & Singing Religions believe about God Christmas Living in the wider world Greek pots DT: Food Portable Soldier's Lunch French</p>	<p>What is change? (Lights, camera, action)</p> <p>Playscripts Cinquin poetry Explanation Writing Properties and changes of materials Human and physical geography Internet Control ECaM & Singing Jesus, Mohammed Health and Wellbeing Pop art - Warhol DT: Construction Harry Potter props French</p>	<p>Were the Vikings a threat?</p> <p>Suspense Fiction Kennings Poetry Instructions All living things Animals, including humans The Vikings Human and physical geography Graphic Modelling ECaM & Singing Animals or Humans Inner Forces Relationships Art: Carvings French</p>
Year 6	<p>What does it mean to be alive?</p> <p>Non-Chronological Report Classic & Slam Poetry Fantasy Fiction All living things Evolution and inheritance Animals including humans Programming Spreadsheets ECaM & Singing What similarities and differences do religions share? Julian Opie Picasso portraits French</p>	<p>What if electricity stopped?</p> <p>Journalistic Writing Mystery Fiction Debate Writing Electricity World War 2 Countries of the world Multimedia Presentations Control ECaM & Singing Easter Health and Wellbeing Blitz art French DT: Cooking WW2 rations</p>	<p>Is everything Art? How significant was Baghdad c900CE?</p> <p>Persuasive writing Classic & Choral Poetry Biography & Autobiography Early Islamic Civilization Light Multimedia Presentations Online Safety ECaM & Singing Qualities of leadership Expressing faith through art Relationships Living in the wider world Islamic Art/ Artist self-study DT: Construction Electrical Appliance French</p>

The CONNECTIONS CURRICULUM for MATHEMATICS

William Davies Primary School



The fundamental aim of the Connections Curriculum is for learners to be taught how to make connections between mathematical concepts.

The focus of the teaching should be building up conceptual understanding of mathematical ideas and on drawing out links between them.

Ensuring context based mathematics will support children in building connections in a meaningful way.

Abstract mathematical concepts will be given concrete meaning through the use of models, images and practical equipment.

Teachers ensure precise use of mathematical language themselves and children.

The focus should be the process of the thinking and learning of mathematical concepts. The child and teacher talk and feedback should focus on development of ideas and understanding.

Mathematics Overview

Week of school year						
Year	1	2	3	4	5	6
39	Chapter 20		Chap ter 11	E2	F2	S A T S Ensure skills and knowledge across units are maintained through practice and problem solving. Focus on mastery elements (deepening of national curriculum objectives) Ensure ALL children have basic skills and understanding
38	Chapter 19	Chapter 15	Chap ter 14	E2	F2	
37	Chapter 18	Chapter 14	Chap ter 13	E2	E2	
36	Chapter 17	Chapter 13	Chap ter 12	TESTS	E2	
35	Chapter 16	Chapter 12	Chap ter 11	D2	D2	
34	Chapter 15	Chapter 11	Chap ter 10	D2	D2	
33	Chapter 14	Chapter 10	Chap ter 9	D2	D2	
32	Chapter 13	Chapter 9	Chap ter 8	C2	C2	
31	Chapter 12	Chapter 8	Chap ter 7	C2	C2	
30	Chapter 11	Chapter 7	Chap ter 6	C2	C2	
29	Chapter 10	Chapter 6	Chap ter 5	C2	C2	
28	Chapter 9	Chapter 5	Chap ter 4	C2	C2	
27	Chapter 8	Chapter 4	Chap ter 3	C2	C2	
26	Chapter 7	Chapter 3	Chap ter 2	C2	C2	
25	Chapter 6	Chapter 2	Chap ter 1	C2	C2	
24	Chapter 5	Chapter 1	Chap ter 1	C2	C2	
23	Chapter 4	Initial Assessment	Initial Assessment	C2	C2	
22	Chapter 3			C2	C2	
21	Chapter 2			C2	C2	
20	Chapter 1			C2	C2	
19	Initial Assessment			C2	C2	
18				C2	C2	
17				C2	C2	
16				C2	C2	
15				C2	C2	
14				C2	C2	
13				C2	C2	
12				C2	C2	
11				C2	C2	
10				C2	C2	
9				C2	C2	
8				C2	C2	
7				C2	C2	
6				C2	C2	
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4				C2	C2	
3				C2	C2	
2				C2	C2	
1				C2	C2	

The English Curriculum



and

Speaking, listening, reading and writing are an essential foundation for successful learning in every subject.

Pupils are taught to speak clearly and convey ideas confidently using Standard English for effective communication.

Our English curriculum is based upon text types, each class studies nine text types per year comprising Fiction, Non-fiction poetry.

Each text type is learned by following a teaching sequence, in which texts are read, discussed, analysed, then modelled, planned, drafted, edited and re-drafted before being presented.

Pupils are taught to read using synthetic phonics and progress through 'Read Write Inc.' stages.

Teachers plan 'small group' reading activities to support the development of reading proficiency and text understanding. This is focused on the children's specific needs to accelerate their progress.

Pupils are required to read age-appropriate books regularly, at home, in order to develop the habit of reading often for pleasure and information.

Grammar, spelling, punctuation and handwriting are taught discreetly and through quality marking of writing.

	Autumn (Emerging *)	Spring (Within *)	Summer (Met *)
Year 1	<i>RWI</i> Labels & captions I am Poetry Recount Writing	<i>RWI</i> Lists Colour Poetry Family Fiction	<i>RWI</i> Instructions Tongue-twisters & Silly Poetry Descriptive Writing
Year 2	<i>RWI</i> Acrostic poetry Diary Writing	Fairy Story fiction Number & Senses poetry Instruction Writing	Information Writing 'Add a verse' Poetry Adventure Fiction
Year 3	Traditional Stories Shape Poetry Information Writing	Book Review Haiku Explanation Writing	Playscripts Riddles & Limericks Letter Writing
Year 4	Fantasy Fiction Nonsense Poetry Non-Chronological Report	Recount Writing Diamante Poetry Mystery Fiction	Information Writing Ballade Poetry Adventure Fiction
Year 5	Myths Narrative Poetry Letter Writing	Playscripts Cinquin poetry Explanation Writing	Suspense Fiction Kennings Poetry Instructions
Year 6	Non-Chronological Report Classic & Slam Poetry Fantasy Fiction	Journalistic Writing Mystery Fiction Debate Writing	Persuasive writing Classic & Choral Poetry Biography & Autobiography

