



The

# Lloyd Williamson

Schools Foundation

Curriculum Topics  
and  
Programmes of Study

PEGASUS

2021-2022

## **English**

Teachers will build on the work of the Early Years.

The children will be encouraged and supported to read without overt sounding out after a few encounters with a word or group of words. The key-word is PRACTICE! The children will be supported to decode the text as well as comprehension.

The children will be encouraged and supported to become writers by encoding the sounds they hear into the words they are writing as well as the physical skills needed to write and the organisation of ideas and what they want to communicate. We will teach them basic grammar and punctuation as well as strong oral vocabulary and grammatical structures.

### **Texts (for study and comprehension)**

- Stories: with particular focus on recounting main incidents in sequence, locating parts of text, picking out incidents, characterisation, linking story to experience
- Poems: with particular focus on identification of main features
- Adverts: identification of content
- Rules and instructions
- Reading a labelled plan

### **Writing focus**

- Writing daily/weekly news
- Continuing stories
- Stories: with particular focus on experience
- Using diagrams to write a report
- Poems
- Writing rules and instructions

### **Use of Language and Grammar/sentence level work**

- Reading for sense
- Sequencing instructions
- Predicting word meanings in context
- Predicting missing words
- Re-ordering words in a simple sentence to make sense
- Capital letters and full stops
- Capital letters and question marks
- Suffixes with ing and ed
- Alphabetical order
- Abbreviations
- Apostrophes: contractions and for possession
- Nouns: common, proper and collective
- Simple homophones
- Plurals: adding s

- Simple connectives: but/and
- Use of written numbers in text: I am five years old, etc.

**Range of texts for reading:**

- The children follow a varied diet of reading books – primarily the New Way Reading Scheme in use in the school
- Supplementary reading materials are used at the discretion of the teacher

Supplementary materials will include (though not be restricted to):

- Stories about fantasy worlds
- Information text
- Poems with pattern and predictable structures
- Recount of a visit

## **Mathematics**

The children will be encouraged and supported to develop confidence and mental fluency with numbers. We will cover the following:

### **Number**

Counting to, and back from 50 – then up to 100

Place value up to hundred

Addition bonds to 10

Counting on and counting back

More than/less than

Number lines up to 100

Subtraction of numbers less than 20

Multiplication by 2,5 and 10

Division by 2,5 and 10

Odd and even numbers up to 100

Square additions

Horizon and vertical additions: Tens and unit columns

Additions of more than 9, carrying over the extra ten

Using a 100 square

### **Shape and Space**

Properties of 2D shapes: triangle, square, pentagon, hexagon and octagon.

3-D shapes: cube, cuboids, cylinder and cones.

### **Handling Data**

Reading graphs

Bar graphs

Pictograms

Venn diagrams

Estimation

Sorting and matching by colour, shape, visual and functional differences

Identifying and completing patterns

### **Measurement**

Ordinal numbers

Days and months

O'clock, half past, quarter to and quarter past

Digital and analogue times

Right angles

Length- measuring cm, mm, m and km.

Height and width

## **Science:**

All children will be taught to use the following practical scientific methods, processes and skills through the topics listed below:

### **General Science Skills**

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

The children will be taught to:

### **Plants (Biology)**

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Children will use the local environment (both on and off school premises) to explore and answer questions about plants growing in their habitats.

They will observe and tend to plants (flowers and vegetables) they have grown themselves.

They will draw, label and learn the terms: leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches and stem.

Children will observe using magnifying glasses and compare and contrast familiar plants, describing how they were able to identify and group them. They will make drawings of different plants showing the various parts (including trees) e.g. identifying different local trees) and keep records of how they change over time - this will include work across the curriculum on changing seasons.

### **Animals, including humans: (Biology)**

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

Children will explore animals in their habitats around the local environment (on and of the premises). They will learn to understand how to care for animals taken from their environment and the need to return them safely after study.

Children will learn common names a range of animals comparing those with ones they might keep as pets and these that would not be suitable.

Children will learn through a range of creative and scientific opportunities the names of the parts of the body.

Children will learn about animals and humans through first hand experience as well as through secondary sources (videos and photographs and written accounts).

They will learn to group animals according to what they eat, and use their senses to compare different textures, sounds and smells.

**Everyday materials: (Physics and Chemistry)**

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

**Seasonal changes: (Biology and Physics)**

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

## **History**

The children will be taught, with reference to current world and local events, to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use primary and secondary sources and understand the difference.

Topics will include:

- Changes within living memory - starting with today and working backwards etc
- Creating a simple family tree as far back as grandparents/great-grandparents
- Events beyond living memory
- Historical Figures and why we remember them e.g. Florence Nightingale, John Logie Baird, Alexander Graham Bell etc
- Significant historical events in the local area (in negotiation with Dragons)

## **Geography**

The children will be taught, with reference to current politics and local and world events, to:

### **Locational knowledge**

- name and locate the world's seven continents and five oceans

### **Place Knowledge**

- understand geographical similarities and differences through a study of the human and physical geography of a small area in the UK and a small area in a contrasting non-European country

### **Human and Physical Geography**

- identify seasonal and daily weather patterns in the UK and specifically the local area - weather charts and rain gauges
- Identify hot and cold areas of the world in relation to the equator and the North and South Poles

### **Geographical skills and fieldwork**

The children will:

- use simple world maps, atlases and globes to identify the UK and its countries as well as the rest of the world
- use simple compass directions and locational and directional language (North South East West nearby by etc)
- use simple fieldwork and observational skills to study the geography of the school and the main human and physical features of the surrounding environment i.e. traffic studies comparing Telford Road and Ladbroke Grove, the new houses being built on Portobello Road, the types of amenities nearby: types of shops, places of entertainment etc, and the increase or decrease in green spaces etc. (In conjunction with Dragons)



## **Religious Education**

Places of Worship and basic rituals (in negotiation with Sprites and Dragons)

Topics will include, but not be limited to:

- Places of worship and key celebrations

The children should learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

The specific religions covered are:

- Buddhism
- Christianity
- Hinduism

Children should develop an understanding of the importance of creating a community that works in harmony. This should include an exploration of:

- Forgiveness
- Fairness
- Love/friendship
- Empathy/compassion
- Respect/tolerance
- Awe and wonder
- Right and wrong
- Respect and value for the views and opinions of other faiths
- Respect for the right of others to hold their own religious views without ridicule or embarrassment
- Recognition that everybody is unique and has something to offer
- Appreciation for the impact that beliefs, values and traditions have on lifestyle

## **Art/Design**

Art, craft and design will be taught with the specific aim to encourage children in their creative skills - they will primarily explore ideas and record their results.

The children will be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of techniques using colour, pattern, texture, line, shape, form and space
- know about the work of a range of artists, craft makers and designers.

Specific topics will include but not be limited to:

- Self-portraits
- Investigating materials – modelling
- Sculpture
- Moving pictures
- Playgrounds
- Eat more fruit and vegetables
- Homes

*The children will study a **famous sculptor** and visit some **famous sculptures in London**.*

## **Design and Technology**

The children will be taught to:

### **Design**

- design purposeful, functional, appealing products for themselves and others based on design criteria (needs)
- generate, develop, model, and communicate ideas through talking, drawing, making templates and mockups

### **Make**

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components

### **Evaluate**

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

### **Technical knowledge**

- build structures and explore how they can be made stronger and more stable
- explore and use mechanisms (e.g. levers, sliders, wheels etc)

Topics will include, but not be limited to:

- Moving pictures
- Playgrounds
- Homes
- Drink designs (e.g. smoothies, juices etc)

### **Cooking and Nutrition**

The children will be taught to:

- use the basic principles of healthy and varied diet to prepare simple dishes
- understand where food comes from

## **Computing**

The children will be taught to appreciate technology and digital devices as part of daily routine and life.

This will include:

- an understanding of what algorithms are: how they are implemented on a range of simple devices and executed by following a sequence of precise and unambiguous instructions
- writing and testing simple programs
- using logical reasoning to predict the behaviour of simple programs
- using technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognising common uses of information technology beyond school
- using technology safely and respectfully - keeping personal information private, identifying where to go for help / support when they have concerns about content or contact on the internet or other online technologies

Lessons will include the use of beebots, computers and iPads available at the school.

**Specific topics** will include, but not be limited to:

- Revision of earlier work on programmable floor robots - beginning with blindfold navigation linked to development on instruction games
- Card games with playing cards: simple algorithm work based on sorting in different ways - small group work e.g. ordering the cards the fastest (black and red, four sets, 1 to king etc) - linking this to how a computer uses logic to work
- Making sandwiches - simple algorithms linked to what is common and what is different (e.g. common: bread, butter, method, instruments and instructions / vs: what is not common: specific ingredients) and linking this to how programmes work on the computer
- Choose 3 games and compare for ease of use, enjoyment, satisfaction, etc
- Taking, storing, printing photographs - making a specific class story in photographs and linking this with text and print
- Saving and retrieving information
- Sending emails to each other, parents, teachers etc - receiving answers - what is it appropriate to tell others?
- Identity: logins, etc
- Identity: what do the the children want others to know about them and link this to safety

## Logic and Reasoning

The children will be taught to develop and extend their memory as well as become good at solving logic problems and puzzles. We will encourage and support them to acquire the essential skills and strategies and understand how and when to use them.

When solving logic problems and puzzles, the following strategies will be taught:

- Identifying carefully what is known and what needs to be found and thinking about how they might relate
- Looking through the information that is given for any relationships or patterns that can be developed and used
- Developing a line of thinking that involves making inferences and deductions, for example 'if I know that then this could or must be true', and testing these out against the given information
- Taking one piece of the information and changing it, while keeping everything else fixed, to see what effect it has on the problem
- Choosing a way of recording and organising the given information that helps to see how the problem is structured
- Checking answers along the way to see if they satisfy the conditions or rules

## **Music**

The children will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high quality live and recorded music
- experiment with the creation of their own music and musical ideas

## **Languages**

The children will be taught French and offered the opportunity to learn another language. The children will be taught common words and greetings. They will be taught songs and encouraged and supported to develop confidence in speaking what they know in a range of contexts.

## **Physical Education**

The children will be taught to:

- master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and apply these in a range of activities
- participate in team games
- perform dances using simple and sequenced movements