

## LTP Template Year A

Our vision is for all children to be...

**confident individuals, successful learners and responsible citizens**

... who are well equipped for future life, whatever that may hold.

### Curriculum Aims

- promote high aspirations in every child encouraging determination and perseverance
- inspire and enthuse children through rich and varied learning experiences with a purposeful connection to real life
- promote active participation in learning
- develop independence through well-resourced and accessible learning environments
- recognise, share and celebrate successes and achievements of all members of the school community
- develop positive attitudes which encourage possibilities, overcome challenges
- provide opportunities to develop new skills and talents
- set and reinforce boundaries through promotion of mutual respect and self-awareness
- enable effective relationships so children feel able to make choices in learning and behaviour, within a safe and supportive environment
- work closely and in partnership with parents
- be reflective and responsive to the needs of our school community
- have fun and be happy!

Consider the aims for your curriculum throughout the year so you can focus deeply on achieving these through the content and subjects you explore.

Curriculum Drivers			
<b>Knowledge of Community in the World</b> Year A 2021-22	<b>Ambition and challenge</b> Year B 2022-23	<b>Cultural Diversity and Arts</b> Year A 2023-24	<b>Outdoor Learning and Environment</b> Year B 2024-25

Whole school / Phase Events			
<b>Events</b> Passport to The World London visit?	<b>Events</b> Residential Y5/6 Grow £1 enterprise	<b>Events</b> London visit? Culture day Art exhibition	<b>Events</b> Eco focus Science and recycling

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### Values throughout the Year

CONFIDENT	SUCCESSFUL	RESPONSIBLE
<p><b>Aut 2 Trust</b> - Trusting in ourselves and others to make sure we can all complete the best in our learning. Have a go, don't be afraid to fail; taking small steps and celebrating achievements; stepping out of comfort zone, challenge yourself, peer to peer support, learning from others</p> <p><b>Sum1 Friendship</b> - Thinking about our relationships with other people and the importance of listening to others and using their ideas to support us. Practicing skills, using positive words and actions; sharing emotions openly and sensitively, leading activities for others, overcoming difficulties</p>	<p><b>Spr 1 Courage</b> - Be brave to try out new things to support our learning even when challenging. Not giving in when challenged in learning, speak clearly in assembly and in front of others about learning, take on new challenges</p>	<p><b>Aut 1 Thankfulness</b>- be grateful for the skills we have and using them to the full without being boastful. Reflect on learning of self and others, know why they got a brain sticker, use your skills to good effect, know strengths and next steps, positive approaches,</p> <p><b>Spr 2 Forgiveness</b> - Reflect on self and others offering suggested ways we can improve together to overcome mistakes. Understanding class rules and making change to our behaviour if we break them, accountable for own actions</p> <p><b>Sum2 Respect</b> - Accepting and giving respect through our words, choices and actions. Listen to and follow instructions, high standards of behaviour, active in their learning, responsible for own / others things in class, discussing and solving problems together, following school rules and expectations, online safety and responsible behaviour</p>

**Learning Behaviours to be explicitly taught, explored and reinforced each half term.**

Enjoy Learning	Tuning in	Work Hard	Push Yourself	Don't Give Up	Improve
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Year A						
	Autumn 1 Thankfulness (S)	Autumn 2 Trust (c)	Spring 1 Courage (S)	Spring 2 Forgiveness (R)	Summer 1 Friendship (c)	Summer 2 Respect (R)
Key texts – reading	Shackleton's Journey (Y5)	Secrets of a Sun King and If (Y5)	Midsummer Night's Dream I'm Not a Label (Y5)	Boy in the Tower (Y5)	The Explorer (Y5)	Five Children and IT and Daffodils (Y5)
Writing Units	Strong start sentences Third person stories set in another culture A (Y5) Balanced Argument A – interleaved with Science (Y5)	Formal letters of application A (Y5) Biography A – interleaved with Earth + Space (Y5) Poems that explore form A (Y5)	Playscripts A – links to Shakespeare (Y5) News reports A – interleaved with Geog (Y6) Poems that use word play A (Y5)	Third person stories set in another culture B (Y5) Balanced Argument B (Y5)	Playscripts B – links to Shakespeare (Y5) News reports B – interleaved with History (Y6) Poems that use word play B (Y5)	Formal letters of application B – interleaved with DT (Y5) Biography B (Y5) Poems that explore form B (Y5)
PSHE whole school focus	Rights, Rules and Responsibilities (Cit)	My Emotions (MMR) Anti-bullying (MMR)	Diversity and Communities (Cit)	Healthy Lifestyles (HSL)	Personal Safety (HSL) Sex & Relationships Education (Y6)	Managing Change (MMR)
Science	Biology-Living things & classification Working scientifically: categorising, classifying	Physics-Earth and Space * Working scientifically: rotation	Biology-Living things & their Habitats(lifecycles) Working scientifically: tubers, lifecycles	Biology-Evolution / inheritance Working scientifically: timelines, DNA ( <b>Interleaved with Living things &amp; Classification</b> )	Revisit & Remember Chemistry-Changes of Materials Physics-Electricity and Forces Biology-Circulatory system, diet	Physics-Light Working scientifically: colour, reflection
History	Unit 1 The Viking & Anglo-Saxon Struggle			Unit 2 Beyond 1066 – Monarchs Through Time	Unit 3 Battle of Britain-WW11	
Geography		Unit 1-A comparison study of the UK, Europe, South America	Unit 2-Physical processes, earthquakes, mountains & volcanoes			Unit 3-A comparison study of the UK & North America ( <b>Interleaved with Unit 2 physical processes</b> )
Design Tech		Mechanisms How can you lift a car onto a roof? (5) How do pulleys and gears let you see the world? (6)		Food + Nutrition 6 Does food affect the way you feel? <b>(Set in the context of healthy life styles)</b>		Textiles 5 Which fabric is ideal for creating a functional and hardwearing bag?
Art	Drawing and Painting 5 Subtractive drawing and organic lines Key artists- Auerback, German, Hundertwasser, Austrian		Drawing 6 Abstract images, surrealism and portraiture Frieda Kahlo, Mexican		Printmaking 5 Reduction printing techniques Key artists-John Brunson, English, Andy Warhole, American	(Sky Arts Week College visit)
Computing/IT	Programming: Y6 <a href="#">Variables in Games</a> AUA rules	<a href="#">Creating media Y5 Vector drawing</a> <a href="#">Project Evolve</a> Online Bullying	<a href="#">Data &amp; Information: Y6 databases / spreadsheets</a>		Creating media: 2/3 units <a href="#">Y5 video editing</a> + <a href="#">Y6 3D modelling</a> Project Evolve self image + identity	
MFL	Places in the locality		Foxes revising days/months/numbers/likes /dislikes	Adders - Celebrations	Weather and Seasons	Consolidation of skills (Circus Poster)

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<b>Music</b>	Local composers/artists	Singing	Composing		History of music	
<b>RE</b>	Christianity - <i>Why is the gospel such good news for Christians?</i>	Islam - <i>What does the Qur'an reveal about Allah and his guidance?</i>	Hinduism – <i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i> (Hindu temple)	Judaism - <i>What is holiness for Jewish people: a place, a time, an object or something else?</i>	Christianity - <i>What is the great significance of the Eucharist for Christians?</i>	Buddhism - <i>How did Buddha teach his followers to find enlightenment?</i>
<b>PE</b>	Tag Rugby OAA	Dance/gym Hockey	Dance/gym Basketball	Netball Cross Country	Cricket Tennis	Athletics/Volleyball (Sailing)

Year B: [Prog A Y5](#) crumble + [Y6](#) variables in games Scratch + online safety unit Spr: [Y5 Computing Systems](#) & Networks + [Yr 6](#) online safety unit sum: Creating Media: 3D Modelling/vector