

Brook Community Primary School – Curriculum Overview – Long Term Plans 2022-23



Subject Area	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Marvellous Me!	Real-life superheroes	Traditional Tales from around the world	Journeys and Transport	Growing and Changing	Magnificent Mini-beasts
Key Question	What makes me marvellous?	Who is your real-life superhero and why?	What is your favourite Traditional Tale?	Where will you go on your journey and how will you get there?	How do humans, plants and animals grow?	What amazing facts do you know about minibeasts?
Key Texts	<p>"I am too absolutely small for school", "Marvellous me", "The Great Pet Sale", "My Senses" non-fiction, Anthony Browne books: "My Dad", "My Mum" "My Brother", "Leaf Man", "I will not ever NEVER eat a tomato"</p>	<p>People who help us non-fiction texts, "The Jolly Postman", "A little bit of winter", "A letter to Santa" We're going on a bear hunt - Maths</p>	<p>Ginger bread Man, Jack and the Beanstalk, Little Red Hen, Little Red Riding Hood, The Three Billy Goats Gruff, Chinese New Year Zodiac Story, The Dragon Painter</p>	<p>Naughty Bus The Train Ride Who sank the boat?</p>	<p>"Once there were giants", "The Teeny Weeny Tadpole", "Error's Garden", "How to grow a sunflower", From a Tiny Seed to a Mighty Tree", "Jasper's Beanstalk"</p>	<p>"Yucky Worms", "The very busy bee", "The crunching, munching caterpillar", "The grouchy ladybird", "Aaaarrghhh Spider!", "The very clumsy click beetle".</p>
Future Links in Learning	<p>Art: Portraits – Year 2 Art portraits and self portraits Mixing colours – Year 1 colour Kadinsky – Year 2 elements of art – shape, Year 3/4 - line, symmetry form Science – Parts of the body, Healthy living & Senses - Year 1 Animals including humans Year 5/6 The human body: circulation and respiration; reproduction, evolution and inheritance DT – healthy eating - Year 1 Cooking and eating a healthy diet Split pin Puppets – year 1 mechanical systems Year 5/6 Cooking and nutrition; levers, cams and pulleys History – family history</p>	<p>Science – Icebergs, Christmas shapes – changing states of matter Year 5/6 Chemistry: matter and change History: Figures from the past – Guy Fawkes – Year 3/4 Stuarts Computing: Introduction to MiniMash – Year 1 PurpleMash R.E: Christmas – Year 2 How and why do we celebrate special and sacred times?</p>	<p>Art: Chinese architecture, book the Dragon Painter – Year 5/6 The art of the East, Geography – Asia – Year 3/4 Traditional tale from each country (Chinese new year) Little Red Hen – Year 1 Local history study Chinese new year DT: Make bridges for 3 Billy Goat Gruff – Year 2 – select and use materials to build structures, year 3/4 - reinforce structures</p>	<p>Art: Paintings in the same style – narrative paintings year 1 Landscapes – Year 3/4 - Landscape and still life Geography: maps – spatial sense year 1 and 2 London – Year 3/4 - London and South East Geography Transport from around the world - Year 1 – the Seven continents Year 5/6 Spatial Sense - use maps, atlases, globes and images, eight points on a compass and 4/6 figure grid references. Science: Floating and sinking – Materials – Year 2 History: transport from the past, old and new Year 5/6 The Industrial Revolution (local history study) DT: Transport out of junk modelling R.E: Easter – Year 2 How and why do we celebrate special and sacred times?</p>	<p>Science: Lifecycle of an Oak tree, Parts of plants - Year 1 Plants Growing and changing in humans, lifecycles of butterflies and frogs - Year 1 Animals including humans Year 5/6 Reproduction, evolution and inheritance; Lifecycles and reproduction in plants.</p>	<p>Art: Matisse, the Snail Butterfly symmetry Science: Minibeasts, lifecycles, habitats – Year 1 science animals including humans Year 5/6 Reproduction, evolution and inheritance; Living things and their habitats - classifying living things</p>

Brook Community Primary School – Curriculum Overview – Long Term Plans 2022-23



Role Play	Home Corner	Doctors Surgery/Hospital Christmas Post Office	Gingerbread House Chinese Restaurant	Bus/Train Station Travel Agents	Garden Centre	Minibeast investigation centre
Events	01/09: Home Visits 03/09: Teddy Bears Picnic	31/10: Halloween 5/11: Bonfire Night 11/11: Remembrance Day	1/2: Chinese New Year	1/3: Pancake Day 18/03: Red Nose Day 27/3: Mother's Day 15/4: Good Friday 17/4: Easter Sunday	18/04: Easter Monday 02/05: May Day	19/6: Father's Day

Subject Area	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Brook School Values	Creative, Courageous, Caring					
Personal, Social and Emotional Development	Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Self-Regulation Identify and moderate their own feelings socially and emotionally.	Self-Regulation Talk with others to solve conflicts.	Self-Regulation Show resilience and perseverance in the face of challenge.	Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day.	Managing Self Increasingly follow rules, without adult reminders, understanding why they are important. Able to dress/undress independently.	Managing Self See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed)	Managing Self Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	Building Relationships Play with one or more other children, extending and elaborating play ideas.	Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others.	Building Relationships Help to find solutions to conflicts and rivalries.	Building Relationships Build constructive and respectful relationships.	Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	
Physical Development	Fine Motor Skills Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.	Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Fine Motor Skills Use a comfortable grip with good control when holding pens and pencils.	Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient.	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	

Brook Community Primary School – Curriculum Overview – Long Term Plans 2022-23



	<p>Gross Motor Skills Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene. Begin to understand the importance of healthy eating and dental hygiene</p>	<p>Gross Motor Skills Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.</p>	<p>Gross Motor Skills Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing</p>	<p>Gross Motor Skills Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Communication and Language	<p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Engage in story time. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Listening, Attention and Understanding Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary and story language.</p>	<p>Listening, Attention and Understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
	<p>Speaking Develop social phrases and be able to start a conversation and express a point of view. Learn new vocabulary and use it throughout the day in different contexts.</p>	<p>Speaking Connect one idea to another using a range of connectives Articulate ideas and thoughts in well-formed sentences</p>	<p>Speaking Describe events in some detail. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Speaking Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>	<p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Literacy	<p>Word Reading Bug Club Phase 1 Bug Club Phase 2, Units 1-5</p> <p>Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.</p>	<p>Word Reading Revision on Bug Club Phase 2, Units 1-5 Bug Club Phase 3, Units 6-7</p> <p>Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.</p>	<p>Word Reading Revision on Bug Club Phase 2/3, Units 1-7 Bug Club Phase 3, Units 8-9</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Word Reading Revision on Bug Club, Phase 3, Units 8-9 Bug Club Phase 3, Units 10-11</p> <p>Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment</p>	<p>Word Reading Revision on Bug Club Phase 3, Units 8-11 Bug Club Phase 4, Unit 12</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Brook Community Primary School – Curriculum Overview – Long Term Plans 2022-23



	<p>Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p>	<p>Comprehension Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>	<p>Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	
	<p>Writing Write some or all of their name. Write some letters accurately.</p>	<p>Writing Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.</p>	<p>Writing Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	
	<p>Handwriting Learning to correct hold a pencil (using the tripod grip).</p>	<p>Handwriting Continuing to learn to write from left to right, top to bottom.</p>	<p>Handwriting Curly Caterpillar Letters – c, a, o, q, g, d, e, s, f.</p>	<p>Handwriting Ladder Letters – l, i, j, t, u, y.</p>	<p>Handwriting One Armed Robot Letters – r, m, n, h, b, k, p</p>	<p>Handwriting Zigzag Monster Letters – v, w, x, z.</p>
Mathematics	<p>White Rose Baseline Assessments Just like me! It's me 1, 2, 3 Light and Dark Alive in 5!</p>		<p>White Rose Growing 6, 7, 8 Building 9 and 10 Consolidation</p>		<p>White Rose To 20 and beyond First, Then, Now Find my pattern On the move</p>	
	<p>Number Develop fast recognition of up to 5 objects, without having to count them (subitising) and represent the numbers 1-5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count up to 5 objects, actions and sounds, reciting the numbers in order and matching one number name for each item.</p>		<p>Number Develop fast recognition of up to 10 objects, without having to count them (subitising) and represent the numbers 1-10. Count up to 10 objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Begin to recall number bonds to 10.</p>		<p>Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	
	<p>Numerical Patterns Compare quantities of up to 5 objects using language: 'more than', 'fewer than'. Compare objects: size, weight and capacity. Talk about and explore 2D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next. Talk about patterns in environment and continue, copy and create simple patterns. Positional language: describe a familiar route, using words such as 'in front of' and 'behind'</p>		<p>Numerical Patterns Verbally count beyond 10. Compare quantities of up to 10 objects using language: 'more than', 'fewer than' Understand the 'one more/one less than' relationship between consecutive numbers to 10. Begin to identify even numbers such as 'pairs'. Begin to share quantities between 2 and 3 people to 10. Talk about and explore 3D shapes using information language such as: sides, corners, straight, flat, round. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes. Use appropriate vocabulary to describe time, e.g. days of the week. Identify, continue and create more complex repeating patterns. Compare length, height, weight and capacity.</p>		<p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	

Brook Community Primary School – Curriculum Overview – Long Term Plans 2022-23



Understanding the World	<p>Past and Present Begin to make sense of their own life story and family's history.</p>	<p>Past and Present Comment on images of familiar situations in the past, e.g. Guy Fawkes Night</p>	<p>Past and Present Compare and contrast farming in the past to present day</p>	<p>Past and Present Compare and contrast transport from the past to present day</p>	<p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	<p>People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways, e.g. Christmas. Show interest in different occupations</p>	<p>People, Culture and Communities Continue developing positive attitudes about the differences between people. Recognise some similarities and differences between life in this country and life in other countries, e.g. China</p>	<p>People, Culture and Communities Understand that some places are special to members of their community. Draw information from a simple map.</p>	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
	<p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Use all their senses in hands on exploration of natural materials</p>	<p>The Natural World Understand the effects of the changing seasons on the natural world around them. Understand changing states of matter such as melting and solidifying.</p>	<p>The Natural World Recognise some environments that are different to the one in which they live. Understand important processes, such as planting seeds, looking after plants and grinding wheat into flour when making bread.</p>	<p>The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces, including floating and sinking.</p>	<p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	<p>Creating with Materials. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings. Explore colour and colour mixing. Make imaginative and complex 'small worlds' with blocks and construction kits.</p>	<p>Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.</p>	<p>Creating with Materials Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Creating with Materials Create collaboratively sharing ideas, resources and skills.. Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>
	<p>Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p>	<p>Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'.</p>	<p>Being Imaginative and Expressive Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Brook Community Primary School – Curriculum Overview – Long Term Plans 2022-23



<u>Specific progression subjects for school curriculum continuation</u>						
R.E.	Which people are special and why? Harvest Festival	Which times are special and why? The Traditional Nativity Story	Which stories are special and why?	Which places are special and why? Easter and Lent	Where do we belong?	What is special about our world?
PSHE	New beginnings, we are special, Class rules	Getting on and falling out, Link friendship discussions to “A little bit of winter” story with Rabbit and Hedgehog, special times	Going for goals, stranger danger (linked to Little Red Riding Hood & Hansel and Gretel))	Good to be me	Relationships	Changes, moving on, Transition to Year 1
LotC	<ul style="list-style-type: none"> • Go on a sensory walk around the field • Autumn Walk to Forest School • Invite LA parents and siblings in for an open afternoon • Invite parents/staff from across the school to bring in pets • Invite staff from Brook to be measured on height chart • Sensory obstacle course on field (blindfolded) • Sorting and matching natural resources in Maths • Looking for patterns in the environment • Finding Circles and Triangles outside • Open Afternoon 	<ul style="list-style-type: none"> • Christmas Pantomime at Village Hall • Role Play emergency services outside in the field/forest school • Forest School – fire safety • Visits from emergency services • Bear hunt in forest school to link with positional language in Maths • Finding Squares and Rectangles outside • Open Afternoon 	<ul style="list-style-type: none"> • Invite parents, staff and governors in to read their favourite Traditional Tale • Re-enact Traditional Tales outside in the field or at Forest School • Visit a Chinese restaurant • Visit the Brook Agricultural Museum to learn about how they used to make bread. • Open Afternoon 	<ul style="list-style-type: none"> • Make up a new Naughty Bus adventure and take photos on iPads • Drawing maps of local environment • Use large wooden blocks and crates outside to make a city like the one in the Naughty Bus story • Make a train/bus/boat using cardboard boxes, crates and tyres outside. • Train/Bus station role-play area • Explore floating and sinking outdoors • Go on an Easter egg Hunt outside • Open Afternoon 	<ul style="list-style-type: none"> • Sketching trees and plants in the garden • Planting in the garden • Look for patterns, including symmetrical patterns, in the environment. • Use a camera/phone/iPad to take photos of different stages of a plant • Open Afternoon 	<ul style="list-style-type: none"> • Make a bug hotel in the garden • Look for minibeasts in the field and explore their habitats • Go for a walk in the forest to find minibeasts. • Observational drawings of minibeasts • Look for spider webs outside and take photos on ipads • Open Afternoon