

Curriculum Offer 2022-2023 –Donaldson Class

Subject / Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	School rules and expectations 'Wear your shoes out' Esafety Helping others – MacMillan Coffee morning Mental Health Awareness Day Black History Month Space week Wear it pink Jeans for Genes London Marathon Recycle Week	Diwali Guy Fawkes – History and Firework safety Anti-bullying week Remembrance Road Safety British Value – St Andrew's day Advent Human rights – Citizenship (Emmeline Pankhurst and the Suffroettes) Children in Need (Charity) Christmas Jumper Day (Charity) Christmas (Hanukkah)	New year's resolutions E-safety Epiphany Martin Luther King day Chinese new year Holocaust memorial day Rule of law Rosa Parks day / Charles Dickens day Discovery – Charles Darwin Safer internet day Valentines day Random Acts of Kindness	Fair trade fortnight Shrove Tuesday Leap year St David's Day World Book Day British Science Week Purim Holi Friendship St Patrick's day St George's Day World poetry day Mother's day Good to be me Palm Sunday – Good Friday – Easter World Autism Day	Autism Awareness Day World Space Day Women's history month VE Day *The Queen's Birthday *Earth Day *Shakespeare's Birthday The Titanic National Vegetarian Week *National Children's Day *Florence Nightingales Birthday *Shavuot Discrimination – Embracing differences *Pentecost	Maths Week Let's look after our planet World Environment Day *D-Day *World Oceans Day Healthy Eating Week *Anne Frank's Birthday E-Safety *World Refuge Day *Father's Day *World Music Day Look for the Helpers *Armed Forces Day *Anniversary of the Moon landing Discrimination – Embracing differences *World Chocolate Day Year Six Leavers

English – Power of Reading (Blue: poetry, Black: fiction, Green: non-fiction)

English Year 1 & 2 writing (Year 1 of rolling programme) Donaldson 2022 - 2023	<p>Poetry – The Best Part of Me (link Science) Not a Stick/Stanley's Stick What might the title and front cover mean? Make predictions of what the story might be about. Sequence the story and retell it to a friend/adult. Not a Box/On Sudden Hill Predict what the character might imagine the box to be. Create their own simple story. Man on the Moon x 2 Roll on the wall Sequence the story Diary entry Draw and describe their own alien Look Inside Space Research life as an astronaut Explain why they would or wouldn't like to be an astronaut. Where would they like to visit in our solar system? Find out facts about the planet. Imagine they are on a visit and write a postcard home.</p> <p>Little People – Big Dreams – Martin Luther King Jr Describe how they would feel in similar situations. What would be their dream for the world?</p>	<p>Shape Poems & Onomatopoeia (Fireworks) Watch clips of fireworks. Describe the sight and sound, introduce onomatopoeia. Create firework shape poems using onomatopoeic words. Orion and the Dark (science link) Write about their own experiences Difference between light and dark Good things about light and dark</p> <p>Ossiri and the Bala Mengro Roll on the wall Make predictions from illustrations Write what a character might say in a speech bubble Write about the importance of recycling. Create and describe their own Bala mengro Write their own ending. Seasons Naughty Bus Punctuation practice linked to story Create a story map to retell story Write a sequence of sentences to retell story. Plan and write their own version of Naughty Bus with a toy of their choice The Snowman</p>	<p>Tanka Tanka Skunk – rhythmic poem Recite the poem using clapping or instruments to beat rhythm Tap syllables in words Break words into syllables One day on our blue planet – Antarctica x 2</p> <p>The Snail and the Whale x 2 Questions and predictions from the front cover Reasons for and against snail's journey. Give advice to snail. Infer the reason's for a character's feeling – why did snail say he felt 'small'? Write about how snail's feelings changed from start to end? What has snail learnt from the adventure?</p> <p>Lost and Found Create Lost poster for penguin</p>	<p>List Poems – e.g. Ten things found in a ward's pocket Shared write a list poem on a topic of their interest Create their own list poems Lila and the Secret of Rain x2 Roll on the wall Predictions about the secret Comparing Kenya to their local area Explain their favourite part of the story Billy's Bucket x2 Roll on the wall Predictions about the bucket Surprising Sharks</p>	<p>Minibeast Bop – rhyming poem Rhyming activities – pairs, slug in a jug, rhyming houses The Bug Collector x 2 Roll on the wall Looking at minibeasts Food chains Bug sanctuary Jack and the Beanstalk Features of fairy tales Retelling fairy tales Jasper's Beanstalk Days of the week Planting seeds Traction Man Making predictions from the first illustration Roll in the wall Sequencing the story.</p>	<p>Alliterative poems/tongue twisters Understand alliteration Match words to make alliterative pairs Create alliterative phrases around their name Create tongue twisters Sharing a Shell What do we know about hermit crabs and where they live? Find out about them. Predictions about the story from the title and cover. Role play the problem and how the characters could change it by what they say to each other. What is the message of the story? Oil Get off our train! X 2 Act out the story. Sequence the story. What is the message from the story?. Research endangered animals. Create posters about protecting wildlife Write to WWF Augustus and his Smile Role on the wall Make predictions about the story Improving sentences Tigers – information texts Recognise fiction and non fiction Retrieve information from a text Create a factfile</p>
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Phonics

Year R	Phase 2 graphemes: s a t p i n m d o c k e u r h b f l Tricky words: is l the	Phase 2 graphemes: ff ll ss j v w x y z z qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky words:	Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words: was you they my by all are sure pure	Phase 3 graphemes: Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Review already taught tricky words	Phase 4: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky words:	Phase 4 graphemes: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Review already taught tricky words
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VIPERS						
	The Way back home	Dangle/A cloudy lesson	The Way Back Home/After the fall, how humpty dumpty got back up again	Zahra/The ugly sharkiling/Something Else	Jim and the Beanstalk/Fairytales pets	The Frankenstein Teacher/The swing of change
Spelling						
Y1 List	ai and oi vowel digraph ay and oy vowel digraph ee vowel digraphs ea and ie vowel digraphs with /i:/ sound Exception words list ie digraph and i-e split digraph	ea vowel digraphs /ɛ/ sound er and ir digraph /ɜ:/ sound er digraph /ə/ The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck Exception words list The /ŋ/ sound spelt n before k and using K for the /k/sound	Compound words ur digraph oo vowel digraph with /u:/ sound oo vowel digraph with /ʊ/ sound Days of the week and times of the day Division of words into syllables	oa, oe and ow vowel digraph ou and ow vowel digraphs with /aʊ/ sound ue and ew vowel digraphs ear and igh trigraph Exception words list or digraph and ore trigraph	aw and au digraph ear, air, and are trigraphs with /ɛə/ sound New consonant spellings ph and wh Words ending – y and the e-e split digraph making /i:/ sound Exception words list Adding the prefix -un	o-e and u-e split digraphs with /əʊ/ and /oo/ sound -tch The /v/ sound at the end of words Adding s and es to words Adding the endings -ing, ed, and er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word.
Grammar						
	Week 1-2 Ready to write (finger spaces, capital letters and date) Week 4-7 Punctuating sentences (Capital letters, full stops, alphabet and lower-case letter formation) Week 8-9 sentences (Writing sentences) Week 10-11 Capital letters, proper nouns, handwriting numbers Week 12 Assessment and consolidation	Week 1-4 Conjunctions Week 5-6 Exclamations Week 7-11 Capital letters 2 (proper nouns and personal pronoun I) Week 12 Assessment and consolidation	Week 1 -2 Questions Week 3-5 Singular and Plural (-s/-es) Week 6-7 Prefixes (un- changing the meaning of verbs and adjectives) Week 8-9 Suffixes (adding suffixes to verbs, no change of spelling in root words) Week 10-11 Sequencing sentences (forming short narratives) Week 12 Assessment and consolidation			
White Rose Maths Version 2.0						
Mixed Years 1 and 2	Number: Place value within 10 (week 1-5) Number: Addition and subtraction within 10 (Week 6-10) Geometry: Shape (Week 11) Consolidation (Week 12)	Number (2 weeks) Year 1: Division and consolidation Year 2: Division Number(2 weeks) Year 1: Place value to 100 Year 2: statistics Measurement (1 week) Year 1 and 2: Length and height Geometry (3 weeks) Year 1: Shape and Consolidation Year 2: Properties of shape Number (3 weeks) Year 1: Fractions and consolidation Year 2: Fractions Consolidation (1 week)	Geometry (1 week) Year 1 and 2: Position and direction Measurement: Time (2 weeks) Problem solving and efficient methods (2 weeks) Measurement (3 weeks) Year 1: Weight and volume Year 2: Mass, capacity and temperature Consolidation and investigations (4weeks)			
Switched on Science: First Edition						
Science Year 1 Standards	Who am I? NC strand: Animals including humans <u>Subject knowledge:</u> <ul style="list-style-type: none"> To identify, name, draw and label the basic parts of the human body. To say which part of the body is associated with each sense. <u>Working scientifically:</u> <ul style="list-style-type: none"> To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions. 	Celebrations NC strand: Materials <u>Subject knowledge:</u> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers. <u>Working scientifically:</u> <ul style="list-style-type: none"> To observe things using simple equipment. To identify and classify. 	Polar Adventures NC strand: Materials <u>Subject knowledge:</u> <ul style="list-style-type: none"> To name animals that are birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores. To describe and compare different common animals. To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, and flexible. To compare and group materials that are transparent, translucent, opaque, waterproof, and flexible. <u>Working scientifically:</u>	Treasure Island NC strand: Materials Animals including humans Plants <u>Subject knowledge:</u> <ul style="list-style-type: none"> To identify and name a variety of plants. To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. To describe and compare the structure of a fish with humans and some other animals. To describe the simple physical properties of a variety of everyday materials. <u>Working scientifically:</u> <ul style="list-style-type: none"> To ask simple questions and recognise that they can be answered in different ways. 	On Safari NC strand: Animals including humans <u>Subject knowledge:</u> <ul style="list-style-type: none"> To identify and name a variety of common invertebrates. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common invertebrates. <u>Working scientifically:</u> <ul style="list-style-type: none"> To ask simple questions and recognise that they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify. To gather and record data to help in answering questions. 	Holiday NC strand: Animals including humans <u>Subject knowledge:</u> <ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

	<ul style="list-style-type: none"> To perform simple tests. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. 	<ul style="list-style-type: none"> To ask questions and recognise that they can be answered in different ways observing closely e.g. ice activities. To perform simple tests. To identify and classify different materials and animals. To use their observations and ideas to suggest answers to questions e.g. ice activities. 	<ul style="list-style-type: none"> To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. 	<ul style="list-style-type: none"> To describe the simple physical properties of a variety of everyday materials. 	<ul style="list-style-type: none"> To describe the simple physical properties of a variety of everyday materials. To describe and compare the structure of a fish with humans and some other animals. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.
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PSHE Association

PSHE Year 2	Me and My Relationships: Our ideal classroom (1) Our ideal classroom (2) (optional) How are you feeling today? Bullying or teasing? (optional) Don't do that! Types of bullying Being a good friend Let's all be happy	Valuing Differences: What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Keeping Myself Safe: Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Rights and Responsibilities: Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping (optional) Playing games	Being My Best: You can do it My day Harold's postcard – helping us to keep clean and healthy Harold's bathroom My body needs... (optional) What does my body do?	Growing and Changing: A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic First Aid
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Religious Education

KS1 2022 - 2023	Hinduism – Knowledge Organiser A What do Hindu's believe God is like? Hinduism – Knowledge Organiser C What is the festival of Diwali about?	Hinduism What do most Hindus believe? Hinduism What does it mean to be a Hindu in Britain today?	Judaism Who is a Jewish person and how do they live?	Judaism How do festivals and family life show what matters to Jewish people?	Humanism What matters most to Humanists?	Humanism What are the three basic beliefs of Humanism?
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Purple Mash Computing

Year 1	1.1 Online safety and exploring PM (4 lessons) <ul style="list-style-type: none"> Safe logins My work area Purple Mash topics Purple Mash tools 1.2 Grouping and Sorting (2 lessons) <ul style="list-style-type: none"> Sorting away from the computer Sorting on the computer 1.3 Pictograms (3 lessons) <ul style="list-style-type: none"> Data in pictures Class pictogram Recording results 1.4 Lego Builders (3 lessons) <ul style="list-style-type: none"> Following instructions Following and creating simple instructions on the computer To consider how the order of instructions affects the result 	1.5 Maze Explorers (4 lessons) <ul style="list-style-type: none"> Challenges 1 and 2 Challenges 3 and 4 Challenges 5 and 6 Sorting more challenges 1.6 Animated story books (5 lessons) <ul style="list-style-type: none"> Drawing and creating Animation Sounds and more! Making a story Copy and paste 	1.7 Coding (6 lessons) <ul style="list-style-type: none"> Instructions Objects and actions Events When code executes Setting the scene Using a plan 1.8 Spreadsheets (3 lessons) <ul style="list-style-type: none"> Introduction to spreadsheets Adding images to a spreadsheet and using the image toolbox Using the 'speak' and 'count' tools in 2Calculate to count items 1.9 Technology outside school (2 weeks) <ul style="list-style-type: none"> What is technology? Technology outside school
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Physical Education

PE Lower	Gymnastics <ul style="list-style-type: none"> Learn how to create and perform sequences of movement. To develop body awareness with appropriate variations of direction, pathways, levels, shapes and balances. Teamwork in order to achieve group led activities. Being able to lead a warm up. 	Netball <ul style="list-style-type: none"> Learn how to pass and catch the ball using a range of different techniques. To be able to know the difference in an attacking and defending position. Learn how to get away from a defender using skills such as dodge, faint dodge and pivoting. 	Hockey <ul style="list-style-type: none"> Learn how to pass, receive and travel with the ball using a variety of techniques. To be able to know the difference in an attacking and defending position. Being able to start and stop quickly keeping the ball under control. To learn how to pass the ball accurately. Show control and accuracy to keep possession. 	Tennis <ul style="list-style-type: none"> To develop hand-eye co-ordination control through various tennis drills. Learn how to hit a forehand and backhand shot. Learn how to move forwards, backwards and sideways effectively in paired activities. 	Multi-skills Tri-Golf <ul style="list-style-type: none"> To be able to hold the golf club correctly. To be able to identify the difference in a putter and a chipper. Using a tick tock swing to control the roll of the ball. Learning how to putt the ball accurately to the hole. 	Athletics <ul style="list-style-type: none"> Learning how to pace correctly for short and long distances. Start to combine sprinting with low level hurdles. To be able to throw a Javelin and shot putt accurately. Learn how to jump from 1 foot onto two.
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	<ul style="list-style-type: none"> Jumping off from one or two feet and landing on one or two feet. Holding individual balances using a variety of body parts. To develop postural control when performing actions. 	<ul style="list-style-type: none"> How to shoot using different techniques and from different distances from the hoop. Being able to evaluate their own and others performances. Learning good sportsmanship in a game situation. 	<ul style="list-style-type: none"> To be able to change speed and direction while keeping the ball under control. Working in groups developing their team work skills. 	<ul style="list-style-type: none"> Use specific footwork to position themselves for return shots during a match. Using different activities to work on accuracy. Working on agility to be able to change speed and direction quickly. 	<ul style="list-style-type: none"> To be able to chip the ball up in the air. Archery <ul style="list-style-type: none"> Learning basic motor skills. Learning accuracy when hitting the target. To be able to hold the bow correctly and pull back with enough strength to be able to hit the target. Cricket <ul style="list-style-type: none"> Learning how to hit the ball accurately with the correct technique. Learn the different positions when fielding, bowling and batting. To be able to catch the ball using the correct stance. Learning how to bowl underarm and overarm accurately and powerfully. 	<ul style="list-style-type: none"> Working on co-ordination in long jump when running, jumping off one foot and landing on two feet. Learn basic relay rules and change overs.
Key sporting events	Primary Pentathlon (Year 1-6) London South East Special League	London South East Special League	New Age Kurling (Year 3-4) London South East Special League	Tri Golf (Year 3-4) Easter Bunny Run (Year 1 -2) London South East Special League	Football School's Summer Festival	Norman Park Athletics

Community and Life Skills (these activities are examples but classes will adapt the learning to meet the needs of the pupils)

KS1	Families and relationships <ul style="list-style-type: none"> Who? – understanding that families can be different and who is in their family. Respecting family members/siblings. Acceptable language – polite – how to ask for what you want? Understanding appropriate behaviour towards everyone, family, friends and strangers. Personal space How to listen and how to have a conversation Taking turns Safe relationships <ul style="list-style-type: none"> Valuing ourselves, respecting yourself. Being kind to yourself Learn how to recognise our feelings Self control in our reactions Using the zones of regulation Learning how to relax 	Belonging to a Community <ul style="list-style-type: none"> Looking after our environment – recycling Treating resources/plants and animals with care. Gardening and growing things Understanding the value of our environment Improving our school/local area e.g. litter picking Understanding the value of money & earning it Going to the shop 	Physical health and mental wellbeing <ul style="list-style-type: none"> Cooking - Sandwich making, toast & spreading, basic recipes and baking Cutting safely Using microwaves safely Using the oven & hob safely Using kitchen utensils safely Using the kitchen safely – cleanliness and hand washing Growing and changing <ul style="list-style-type: none"> Importance of exercise & how it can help our mood Becoming more independent - Getting dressed - Zipping coats and getting shoes on Putting clothes on/off Personal Hygiene <ul style="list-style-type: none"> Hand washing Nose wiping Using the toilet properly Teeth brushing Links with appropriate behaviour around others/strangers
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Cooking

Donaldson	Community and life skills	Kitchen safety and skills	Community and life skills	Diet and Nutrition	Community and life skills	Meal planning project
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Forest School

The Hive Forest School approach	<ul style="list-style-type: none"> Rules and understanding Forest School(Woodland Walk) Teamwork/creativity and Boundaries (Den building) Senses (Follow the rope) Trying natural foods safely (berry hunt) Safe tool use (Medallion making) Teamwork / physical (Save the camp flag) Fire safety / cooking (Bread making / fire) 	<ul style="list-style-type: none"> Respecting the environment (Litter picking and path clearing) Using tools safely (mallet making) Manipulating wood (Fence weaving) Consistency / ration (Potion making) Fire safety / cooking with whittled sticks (marshmallows and fire) Making their own fires (Fairy fires) 	<ul style="list-style-type: none"> Native plants and terrain change (Egg picking and path clearing) Senses (Mirror activity) Patience / fine motor skills (shadow drawing) Safe tool use / whittling / predicting (Spud gun with old elder) Paint a target for use with spud gun (Natural paint making) Caring for wild animals (Making bird feeders) 	<ul style="list-style-type: none"> Worms and their habitat (worm hunt / stick bashing) Parts of a bug (Bug hunt) Find natural items on the list (scavenger hunt) How to build stably (building fairy houses) Create leaf art with chlorophyll (plant bashing) 	<ul style="list-style-type: none"> Follow a map (treasure hunt) Giving detailed instructions (create your own map) Follow verbal direction (Game) Common plants at forest school (Plant ID) Creativity (Woodland crowns) Shapes and the importance of leaves (Leaf rubbing) 	<ul style="list-style-type: none"> Make and float a twig boat (boat making) Number patterns in nature (Nature walk / number hunt) Knot tying and shelter (camp building with tarp) Creativity (leaf art edged with sticks) Counting in 5s (role play game) Improve memory (duplication game)
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STEAM (Science, Technology, Engineering, Art and Mathematics)

Whole school STEM focus	Combat - Catapults (ejector seat)	Structure - Bridge building	Programmable – Robots and programming	Vehicles - Go cart (Soapbox)	Power sources - Boats in a pool	Protection - Crash test dummies / falling egg
Additional STEM activities why may be	Rockets (Link with texts: Man on the Moon and Look Inside Space, also with Space week)	Junk modelling instruments (Link text: Ossiri and the Bala Mengro)	Movie of their version of Naughty Bus	Performing and recording poetry (Link – List poems – 10 things found in a wizard's pocket)	Make their own bug hotels (Link text – The Bug Collector)	Transition art work/performance/movie representing them (Link to circle time texts about coping with change and moving on)

used to supplement						
Therapy Team Curriculum Enrichment		Diversity Day		Diversity Day	Brit School Community outreach	Diversity Day Brit School Community outreach
Possible visits / guests / community activities and Impact day learning	Library visits Year 6 swimming Reward trip (venues vary) Planetarium	Bromley Churchill Theatre – Christmas Pantomime Library visits Year 6 swimming Reward trip (venues vary) Wisley Botanic gardens	Library visits Year 6 swimming Reward trip (venues vary) Impact day – emergency services and first aid, aware of dangers and what do so Ben Kinsella – Consequences and Choices Workshop (Year 5/6)	Library visits Year 6 swimming Silly Science Workshop (BTAM) Planetarium Visit Reward trip (venues vary) Aquarium	Library visits Year 6 swimming Reward trip (venues vary) Bug Man or pond dipping	Library visits Year 6 swimming Beach reward trip Zoo trip