

Curriculum Offer 2022-2023 – Vere 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 <b>Jeans for Genes</b> <b>London Marathon</b> <b>Recycle Week</b>	<b>Diwali</b> 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 <b>Epiphany</b> 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 <b>Random Acts of Kindness</b>	Fair trade fortnight Shrove Tuesday Leap year St David's Day World Book Day British Science Week Purim Holi Friendship St Patric's day <b>St George's Day</b> World poetry day Mother's day Good to be me Palm Sunday – Good Friday – Easter World Autism Day	<b>Autism Awareness Day</b> <b>World Space Day</b> <b>Women's history month</b> VE Day *The Queen's Birthday *Earth Day *Shakespears Birthday The Titanic National Vegetarian Week *National Children's Day *Florence Nightingales Birthday *Shavuot Discrimination – Embracing differences *Pentecost	<b>Maths Week</b> 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 <b>*Anniversary of the Moon landing</b> Discrimination – Embracing differences *World Chocolate Day Year Six Leavers

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

English EYFS	<p><b>Myself:</b> Marvellous me What I like about me What makes me a me We are all different Something else</p> <p><b>Family:</b> So Much Grace and Family All in one Piece Kinds of families Part of the Party Only one you</p> <p><b>Friends:</b> All are Welcome The Lonely Beast All about me PP Mr Big Sharing a Shell Rainbow Fish</p> <p><b>Emotions:</b> Ruby's Worry Orion and the dark Colour Monster Bedtime for monsters The huge bag of worries All about feelings</p> <p><b>Where I live:</b> Katie in London The Queens Hat London for children Yoga ogre PP Different places people live What the Ladybird Heard of Holiday</p> <p><b>Autumn:</b> Leaf Man Acorn Seasons Don't hog the hedgehog PP</p>	<p><b>Guy Fawkes:</b> Sparks in the Sky Firework guessing PP Watch London display Fireworks safety</p> <p><b>Remembrance Day PP Weather:</b> Feel the wind We're going on a bear hunt Once upon a raindrop All about weather Out and about</p> <p><b>Clothes:</b> I want my hat back Clothes line clues to jobs people do What we wear Ghanaian Goldilocks I have a favourite dress</p> <p><b>Electricity and Materials:</b> The Three little pigs Let's build a house The pencil Where does electricity come from? Materials and their properties PP</p> <p><b>Toys:</b> Traction man Everywhere Bear Knuffle Bunny Avocado Baby The Real Boat Toys in space Kippers toy box Toys from the past Toys from around the world Ost toy museum</p> <p><b>Christmas / Hanukkah:</b> Winter Sleep Rabbit and Bear</p>	<p><b>Week 1:</b></p> <p><b>Prehistoric:</b> Harry and the bucket full of dinosaurs Stomp, chomp, big roars</p> <p><b>Animals around the world:</b> <b>Europe/Asia/Africa</b> Fox and the star Blue Penguin The Emperor's Egg One day on the Savannah One day on the Arctic</p> <p><b>Invertebrates:</b> The hungry Caterpillar Aaagggghh Spider Yucky worm</p> <p><b>Pets / Chinese New Year:</b> Our Very own Dog Lulu gets a cat Oh no George</p> <p><b>Farm / Valentines:</b> What the Lady Bird Heard The three Bill Goats Gruff</p>	<p><b>Fruit:</b> Handa's Surprise I will never eat a tomato A house for mouse</p> <p><b>Eggs and Dairy:</b> The runaway pancake Humpty dumpty Ugly Duckling Brenda's Boarding egg</p> <p><b>Grains:</b> Tasty Poems The Gingerbread man The little red hen</p> <p><b>Vegetables / Holi:</b> The Gigantic Turnip Oliver's Vegetables Supertato</p> <p><b>Meat and Fish / mother's day:</b></p> <p><b>Easter:</b></p>	<p><b>Woodland:</b> The Gruffalo Little Red Riding Hood (a rash of red riding hoods)</p> <p><b>Rainforest:</b> How to find a fruit bat The great kapok tree The Leopard drum</p> <p><b>Desert/Eid:</b></p> <p><b>Arctic:</b></p> <p><b>Seaside / Under the sea:</b> Hooray For fish! Tiddler Suprising shark</p> <p><b>Space:</b> The way back home Toys in space Man on the moon Astro girl Moon man Look up</p>	<p><b>Health and hygiene:</b> I don't want to wash my hands Bubble head, it's time for bed Cutie sue fights germs What are germs? Why should I brush my teeth We're going to the dentist</p> <p><b>Social skills, manners and kindness:</b> Have you filled a bucket today? Can you say please What to do when you feel like hitting Hands are not for hitting The squirrels who squabbled</p> <p><b>Travel on land:</b> Naughty Bus The train ride You cant take an elephant on the bus Oi get off out train Mr Gumpys motor car</p> <p><b>Travel in the sky</b> PP In the sky On sudden hill Everywhere bear <b>Travel on water</b> Ships in history Mr Gumpy's outing PP Sea boats transport/ dragon boat festival The whale who wanted more <b>Summer/Transition:</b> PP: Signs of Summer PP: All about Summer PP: Summer. What can you see? <b>Eid</b></p>
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	Autumn PP <b>Diwali / Black History / Halloween:</b> Rama and Sita story Diwali PP and clips	Oh Chrisman tree Dear Santa Hannuka PP Nativity PP				
<b>Phonics</b>						
Year R (A1 start)	Phase 2 graphemes: s a t p i n m d g o c k 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 zz qu ch sh th ng nk • words with –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: put* pull* full* as and has his her go no to into she push* he of we me be	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: said so have like some come love do were here little says there when what one out today	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
<b>White Rose Maths Version 2.0 (Transitional EYFS to Y1)</b>						
Year 1	Number: place Value (4 Weeks) Number: Addition and subtraction within 10 (5 weeks) Geometry: Shape (1 week) Number: place value within 20 (2 weeks)	Consolidation (1 week) Number: Addition and subtraction within 20 (3 weeks) Number: Place value within 50 (3 weeks) Measurement: Length and height (2 weeks) Measurement: Weight and volume (2 weeks) Consolidation (1 week)	Consolidation (1 week) Number: Multiplication and division Number: Fractions (2 weeks) Geometry: Position and direction (1 week) Number: Place value within 100 (2 weeks) Measurement: Money (1 week) Measurement: time (2 weeks)			
<b>Understanding the world (EYFS)</b>						
	Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. Much of this learning is initiated through stories, songs, rhymes and poems, and then immersive learning experiences are provided for pupils to empathise with and develop a secure understanding of our diverse world.					
<b>Speech and Language Therapy (SALT - Whole Class Focus)</b>						
	Baselines and assessments	<b>Guy Fawkes:</b> Guy Fawkes 5 pic sequencing. (narrative & sequencing) Firework pictures – thinking of adjectives with word mat (vocabulary)  <b>Remembrance Day PP Weather:</b> What’s the weather inference game (inference & verbal reasoning) Seasons sorting activity (vocab & categorisation)  <b>Clothes:</b> Dress up barrier game (understanding & following instructions, vocab) What am I? Guessing game (inference & verbal reasoning)  <b>Electricity and Materials:</b> Three little pigs – Blanks level 3 questions (inference & verbal reasoning) Vocab teaching & sorting – hard/soft/flexible/ transparent, sorting hard vs soft (vocab/concepts)  <b>Toys:</b> Toy shop game (listening & memory strategies)	Information will be added termly	Information will be added termly	Information will be added termly	Information will be added termly

		Name favourite toy & choose 3 adjectives with word mat (vocab)  Christmas / Hanukkah: Santa's sack memory game (memory strategies) Christmas what am I? (inference) Name 5 Christmas game (vocab)				
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Religious Education						
KS1 2022 - 2023	<b>Hinduism – Knowledge Organiser A</b> What do Hindu's believe God is like? <b>Hinduism – Knowledge Organiser C</b> What is the festival of Diwali about?	<b>Hinduism</b> What do most Hindus believe? <b>Hinduism</b> What does it mean to be a Hindu in Britain today?	<b>Judaism</b> Who is a Jewish person and how do they live?	<b>Judaism</b> How do festivals and family life show what matters to Jewish people?	<b>Humanism</b> What matters most to Humanists?	<b>Humanism</b> What are the three basic beliefs of Humanism?

PSHE Association						
PSHE Year 1	<b>Me and My Relationships:</b> Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	<b>Valuing Differences:</b> Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	<b>Keeping Myself Safe:</b> Healthy me Super sleep Who can help? (1) Harold Loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures	<b>Rights and Responsibilities:</b> Harold's wash and brush up Around and about the school Taking care of something Harold's money Ho should we look after our money? Basic first aid	<b>Being My Best:</b> I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	<b>Growing and Changing:</b> Inside my wonderful body (optional) Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private  <b>Optional Project:</b> Growing healthy foods (BTA)

Purple Mash Computing						
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Year 1	<b>A1 – Using the devices to access Dynamo maths</b>  <b>A2 – BTAM computer skills Licence</b> <b>Power up!</b> <ul style="list-style-type: none"> <li>I can spot the power symbol</li> <li>I can turn the computer on</li> <li>I can log in using my login card</li> </ul> <b>Naming computer parts</b> <ul style="list-style-type: none"> <li>I can name the tower and monitor</li> <li>I can name the keyboard and mouse</li> <li>I can spot the power light</li> </ul> <b>Mouse skills</b> <ul style="list-style-type: none"> <li>I can single click the mouse</li> <li>I can double click the mouse</li> <li>I can drag and drop using the mouse</li> </ul> <b>Programmes</b> <ul style="list-style-type: none"> <li>I can spot some familiar icons</li> <li>I can identify the minimise and close icons</li> <li>I can launch and quit programmes</li> </ul> <b>Using the keyboard - part 1 can use the space bar</b> <ul style="list-style-type: none"> <li>I can use the caps lock button</li> <li>I can use the backspace button</li> <li>I can use the arrow keys</li> </ul> <b>Using the keyboard - part 2</b> <ul style="list-style-type: none"> <li>I can type my name with a capital letter</li> <li>I can use the number keys</li> <li>I can type a sentence with a full stop</li> </ul>	<b>1.1 Online safety and exploring PM (4 lessons)</b> <ul style="list-style-type: none"> <li>Safe logins</li> <li>My work area</li> <li>Purple Mash topics</li> <li>Purple Mash tools</li> </ul> <b>1.2 Grouping and Sorting (2 lessons)</b> <ul style="list-style-type: none"> <li>Sorting away from the computer</li> <li>Sorting on the computer</li> </ul> <b>1.3 Pictograms (3 lessons)</b> <ul style="list-style-type: none"> <li>Data in pictures</li> <li>Class pictogram</li> <li>Recording results</li> </ul> <b>1.4 Lego Builders (3 lessons)</b> <ul style="list-style-type: none"> <li>Following instructions</li> <li>Following and creating simple instructions on the computer</li> </ul> To consider how the order of instructions affects the result	<b>1.5 Maze Explorers (4 lessons)</b> <ul style="list-style-type: none"> <li>Challenges 1 and 2</li> <li>Challenges 3 and 4</li> <li>Challenges 5 and 6</li> <li>Sorting more challenges</li> </ul> <b>1.6 Animated story books (5 lessons)</b> <ul style="list-style-type: none"> <li>Drawing and creating</li> <li>Animation</li> <li>Sounds and more!</li> <li>Making a story</li> <li>Copy and paste</li> </ul> <b>Units to start 23/24</b> <b>1.7 Coding (6 lessons)</b> <ul style="list-style-type: none"> <li>Instructions</li> <li>Objects and actions</li> <li>Events</li> <li>When code executes</li> <li>Setting the scene</li> <li>Using a plan</li> </ul> <b>1.8 Spreadsheets (3 lessons)</b> <ul style="list-style-type: none"> <li>Introduction to spreadsheets</li> <li>Adding images to a spreadsheet and using the image toolbox</li> <li>Using the 'speak' and 'count' tools in 2Calculate to count items</li> </ul> <b>1.9 Technology outside school (2 weeks)</b> <ul style="list-style-type: none"> <li>What is technology?</li> <li>Technology outside school</li> </ul>
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Physical Education						
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PE Lower	Gymnastics	Netball	Hockey	Tennis	Multi-skills Tri-Golf	Athletics
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	<ul style="list-style-type: none"> <li>Learn how to create and perform sequences of movement.</li> <li>To develop body awareness with appropriate variations of direction, pathways, levels, shapes and balances.</li> <li>Teamwork in order to achieve group led activities.</li> <li>Being able to lead a warm up.</li> <li>Jumping off from one or two feet and landing on one or two feet.</li> <li>Holding individual balances using a variety of body parts.</li> <li>To develop postural control when performing actions.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to pass and catch the ball using a range of different techniques.</li> <li>To be able to know the difference in an attacking and defending position.</li> <li>Learn how to get away from a defender using skills such as dodge, faint dodge and pivoting.</li> <li>How to shoot using different techniques and from different distances from the hoop.</li> <li>Being able to evaluate their own and others performances.</li> <li>Learning good sportsmanship in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to pass, receive and travel with the ball using a variety of techniques.</li> <li>Working on agility, strength and control when tackling and shooting.</li> <li>Being able to start and stop quickly keeping the ball under control.</li> <li>To learn how to pass the ball accurately.</li> <li>Show control and accuracy to keep possession.</li> <li>To be able to change speed and direction while keeping the ball under control.</li> <li>Working in groups developing their team work skills.</li> </ul>	<ul style="list-style-type: none"> <li>To develop hand-eye co-ordination control through various tennis drills.</li> <li>Learn how to hit a forehand and backhand shot.</li> <li>Learn how to move forwards, backwards and sideways effectively in paired activities.</li> <li>Use specific footwork to position themselves for return shots during a match.</li> <li>Using different activities to work on accuracy.</li> <li>Working on agility to be able to change speed and direction quickly.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to hold the golf club correctly.</li> <li>To be able to identify the difference in a putter and a chipper.</li> <li>Using a tick tock swing to control the roll of the ball.</li> <li>Learning how to putt the ball accurately to the hole.</li> <li>To be able to chip the ball up in the air.</li> </ul> <p><b>Archery</b></p> <ul style="list-style-type: none"> <li>Learning basic motor skills.</li> <li>Learning accuracy when hitting the target.</li> <li>To be able to hold the bow correctly and pull back with enough strength to be able to hit the target.</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Learning how to hit the ball accurately with the correct technique.</li> <li>Learn the different positions when fielding, bowling and batting.</li> <li>To be able to catch the ball using the correct stance.</li> <li>Learning how to bowl underarm and overarm accurately and powerfully.</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to pace correctly for short and long distances.</li> <li>Start to combine sprinting with low level hurdles.</li> <li>To be able to throw a Javelin and shot putt accurately.</li> <li>Learn how to jump from 1 foot onto two.</li> <li>Working on co-ordination in long jump when running, jumping off one foot and landing on two feet.</li> <li>Learn basic relay rules and change overs.</li> </ul>
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	<p><b>Families and relationships</b></p> <ul style="list-style-type: none"> <li>Who? – understanding that families can be different and who is in their family.</li> <li>Respecting family members/siblings.</li> <li>Acceptable language – polite – how to ask for what you want?</li> <li>Understanding appropriate behaviour towards everyone, family, friends and strangers.</li> <li>Personal space</li> <li>How to listen and how to have a conversation</li> <li>Taking turns</li> </ul> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>Valuing ourselves, respecting yourself. Being kind to yourself</li> <li>Learn how to recognise our feelings</li> <li>Self control in our reactions</li> <li>Using the zones of regulation</li> <li>Learning how to relax</li> </ul>	<p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>Looking after our environment – recycling</li> <li>Treating resources/plants and animals with care.</li> <li>Gardening and growing things</li> <li>Understanding the value of our environment</li> <li>Improving our school/local area e.g. litter picking</li> <li>Understanding the value of money &amp; earning it</li> <li>Going to the shop</li> </ul>	<p><b>Physical health and mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Cooking - Sandwich making, toast &amp; spreading, basic recipes and baking</li> <li>Cutting safely</li> <li>Using microwaves safely</li> <li>Using the oven &amp; hob safely</li> <li>Using kitchen utensils safely</li> <li>Using the kitchen safely – cleanliness and hand washing</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Importance of exercise &amp; how it can help our mood</li> <li>Becoming more independent -</li> <li>Getting dressed - Zipping coats and getting shoes on</li> <li>Putting clothes on/off</li> </ul> <p><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>Hand washing</li> <li>Nose wiping</li> <li>Using the toilet properly</li> <li>Teeth brushing</li> <li>Links with appropriate behaviour around others/strangers</li> </ul>
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### Cooking

Vere	<p>Pupils in Vere class take part in a cooking activity once per week – the focus here links in with the topic being explored in literacy and the skills being taught are linked in and across the EYFS curriculum for example, during the theme of 'Autumn' we made apple pie. We talked about 'Harvest', linking in Knowledge of the World', thought carefully about how to peel an apple and taught the physical skill involved in this, counting played a key part in this lesson for 'how many pieces of apple have you got? Count them', linking in with maths, Turn taking, and anticipation was the speech and language focus and this played a key part in the activity.</p>
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### Forest School

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