

# Year 2/3/4/5 Chillerton and Rookley Primary School Curriculum Grid

		Autumn	Spring	Summer
		<p>Osborne House - Home to a monarch or World War I convalescent home?</p> <p>Longstone - Stone Age mystery?</p> <p>The Steam railway - A bygone era of steam power</p> <p>Roman Villas - The perfect location</p>	<p>Cowes week</p> <p>The Isle of Wight Festival</p> <p>Tennyson and his friends</p> <p>The Ventnor Giant - Lifting the lid on Island culture</p>	
		<i>Freedom Conflict Belonging Adversity</i>	<i>Individuality Passion Creativity Dreams</i>	<i>Community, Sustainability, Trust, Change</i>
	Discover	<b>Belonging Adversity Change</b> Isle of Wight Our Heritage Isle Mottiston Manor House Can you move a long barrow? Stone age ancestry	<b>Individuality Passion Creativity</b> Isle of Wight Our Heritage Isle What is my culture? What does culture mean to you? Who am I? What part of the island ignites my passion, stimulates my creativity and allows me to ponder/think and explore a sense of being? Can my favourite place ignite passion creativity and individuality?	<b>Community, Sustainability, Trust, Change</b> Isle of Wight Our Heritage Isle  In 2019, the Isle of Wight is granted an UNESCO Biosphere. How is the island preserving its unique and diverse ecosystems, and celebrating the local endeavours to live harmoniously within them?
	Create		Create poetry, written responses, music, dance and art inspired by the beauty and history of the island.	Responsible Tourism: Understanding that 'responsible tourism' is one where it can continue indefinitely without damaging the natural environment or the local community.
	Explore	<b>Freedom Conflict</b> Isle of Wight Our Heritage Isle Mottiston Manor House How did galloping Jack face conflict? WW1	<b>Culture Creativity Individuality</b> Our Heritage Isle The Isle of Wight Festival Alfred Lord Tennyson Ventnor Fringe Festival	<b>Community, Sustainability, Trust, Change</b> UNESCO Biosphere Responsible Tourism What are our 'Sustainable Development Goals' ?
Subject	<b>OUR Heritage ISLE - Discover</b> 'The Isle of Wight' 1. The Stone Age ancestors 2. WW1 and The Battle of Britain	<b>OUR Creative ISLE – Create</b> 1. Exploring the beauty of our isle and finding creative inspiration. 2. Alfred Lord Tennyson, Julia Margaret Cameron, Isle of Wight Festival, Cowes Week, Marmotinto, Ventnor Fringe	<b>OUR Creative ISLE – Create</b> 1. Exploring the beautiful geography of our island. 2. What has made it an UNESCO Biosphere? 3. What part do we play in looking after the island environment? 4. Can we encourage responsible tourism?	
Phonics	Daily phonic intervention sessions and intervention to support spelling and decoding of words.	Daily phonic intervention sessions and intervention to support spelling and decoding of words.	Daily phonic intervention sessions and intervention to support spelling and decoding of words.	
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (as listed in Appendix 1 NC), both to read aloud and to understand meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound and where they occur in words.			
Comprehension	Develop positive attitudes to reading and understanding of what they read. Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve, record and present information from non-fiction books. Distinguishing between fact and opinion and providing reasoned justifications for their views.			
Transcription	Learn to spell accurately in general, including polysyllabic words that conform to regular patterns and common exceptions including less common prefixes and suffixes. Learn to spell the correct forms of homophones. Draw on phonological and morphological awareness to apply the common rules and patterns. Spell correctly a wide range of words (as set out in Appendix 1 NC). See English progression of skills			
Composition	Plan, draft, edit and evaluate their writing through narrative, non-narrative, real events, poetry and writing for different purposes. Proof read their writing for spelling and punctuation errors. Read aloud their own writing to a group or whole class using appropriate tone, intonation and volume so that meaning is clear. Develop their understanding of grammar concepts			

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	(Appendix 2 NC) and indicate grammatical and other features. Use and understand appropriate grammatical terminology when discussing their writing and reading.		
VGP	Develop understanding of the English language and the relationship between words. Recognise and use grammatical terminology through discussion and practice, gradually building on and extending vocabulary, grammar and punctuation knowledge. – See English progression of skills		
Speaking and Listening	Listen and respond appropriately to adults and their peers. Ask relevant questions that extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Speak audibly and fluently with increasing command of standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. - See National curriculum POS		
Maths	Mathematics should cover the following units: Place Value, Addition and Subtraction, Multiplication and Division, Geometry – Shape, Time, Graphs, Money, Fractions, Decimals and percentages, Ration and proportion, Length and Height, Weight and Volume, Capacity/Volume/Mass and Temperature and 2d,3-D Shapes, Angles, position and direction, Algebra and statistics. <b>Pupils are provided with opportunities to solve problems, communicate and reason mathematically.</b>		
Geography	<p><u>Human and physical geography</u> To use maps and google earth to locate places such as 'Stonehenge'. To know about physical features of places.</p>	<p><u>Human and physical geography</u> To use basic geographical vocabulary to refer to: <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather: <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p>	<p><u>Human/physical geography/Geographical skills</u> Pupils develop knowledge about the world, the United Kingdom and their locality. They begin to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Pupils name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Pupils begin to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
History	<p>To know about changes in Britain from the stone age to iron age. To know how stone age people hunted for food and what they ate. To know about the differences between the stone, bronze and iron age. To know what people learnt from stone age paintings. To be able to describe a typical day in the stone age.</p> <p>Develop a secure chronological awareness and understanding of British and world history. Devise historically valued questions and use appropriate historical terms. Understand how knowledge from the past is constructed from a range of sources.</p>	<p>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p> <p>To learn about changes within living memory and significant historical events, people and places in their own locality.</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p> <p>To learn about changes within living memory and significant historical events, people and places in their own locality and other localities. (To explore how times have changed through the various Jubilee Celebrations alongside the Platinum Jubilee celebration in June 2022)</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history. To regularly address and sometimes devise historically valid questions</p>

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			about change, cause, similarity and difference, and significance.				
PSHE	<b>Enjoy</b>		<b>Challenge</b>		<b>Respect</b>	<b>Achieve</b>	
	Health and wellbeing – lifestyles, keeping safe KS1/2	Growing and changing Relationships KS1/2	Health and Wellbeing >	Keeping Safe KS1/2	Living in the Wider World > Money	Living in the Wider World > Rules, Rights and Responsibilities	Living in the Wider World > Caring for the Environment
RE	<b>Autumn 1 Specialness (in relation to books)</b> Special Books <b>Buddhist Messages:</b> Stories with messages <b>Judaism Ritual:</b> Sukkot <b>Christianity Imagery:</b> Jesus through Art		<b>Spring 1 Judaism Remembering:(Passover)</b> <b>Hinduism Good-Evil:</b> Holi (Festival –paint) <b>Judaism Identity</b> Purim <b>Islam Umma (Community):</b> Introduction to Islam			Summer 1 <b>God:</b> (Ideas about God) – Focus On Hinduism <b>Christianity Creation:</b> Creation stories <b>Christianity Ritual:</b> Food ritual <b>World View or Meaning of Life</b> (Creation to present)	
	<b>Autumn 2 Christianity Journeys End:</b> Nativity journey <b>Christianity Holy:</b> Mary Mother of God <b>Christianity Faith:</b> The Annunciation (Angel Gabriel) <b>Christianity Prophecy:</b> (The Story of the Magi)		Spring 2 <b>Welcoming:</b> (Palm Sunday) <b>Belief:</b> Easter <b>Authority:</b> The Life of Jesus <b>Christianity Ritual:</b> Paschal Candle <b>Symbol:</b> The Cross <b>Suffering or Sacrifice:</b> Easter Story			Summer 2 <b>Creation:</b> Special Food <b>Hinduism Protection:</b> RakshaBandhan <b>Judaism Responsibility:</b> Bar Mitzvah Bat Mitzvah <b>Islam Rites of Passage:</b> The Journey of Life.	
PE	<b>Core skills:</b> Apply and develop broader range of skills, earning how to use them and linking them to actions and sequences of movement. Running, jumping, throwing, catching (in isolation and in combination). Charanger Music programme for KS1/2		<b>Ball skills:</b> Pupils compete with each other, learn to recognise their own success and how to improve physical activities and sports: Badminton, tennis, football, hockey, rounder’s, cricket. <b>Dance:</b> To sequence shapes, movement into a dance.  Ukulele music sessions. Exploring the ways in which music can be added to the expressive arts curriculum – accompanying poetry, dance and art.			<b>Gymnastics:</b> Use skills of flexibility, strength, balance, control and to link sequences of movement and techniques in gymnastics and dance. <b>Games:</b> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Develop simple tactics for attacking and defending in games such as, badminton, basketball, cricket, football, hockey, netball, rounders’ and tennis <b>Athletics:</b> Learn how to use skills and link them to actions.	
Music							
Art	<b>Pablo Picasso lined animal drawings and comparisons with cave painting.</b> Develop intricate patterns and marks with different media. -Show experience of using different grades of pencils and other implements to draw. -Explore techniques of drawing. -Use different grades of pencil to shade and show texture and tone. Use sketchbooks to record observations and to review and revisit ideas. Improve techniques of <b>drawing, painting and printing.</b> Use techniques of <b>colour/line/form/shape.</b>		<u><b>Explore and record ideas.</b></u> To Use sketchbooks to collect and record visual information from different sources, to record observations, to use sketch books to plan, try out ideas, plan colour themes, collect and source material for future work. To use sketchbooks to review and revisit ideas, express likes and dislikes through annotations, to adapt and improve original ideas, to keep notes to indicate intentions and or a purpose of a piece of art work. <u><b>Texture, pattern, colour, line and tone</b></u> To develop a range of techniques in using colour, pattern, texture, line, shape, form and space. To demonstrate experience in surface patterns/ textures and use them when appropriate to investigate textures and produce an expanding range of patterns. To use line and tone in different media to consider shape, shade, pattern and texture. To use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) and express links between colour and emotion.			<u><b>Explore and record ideas.</b></u> To Use sketchbooks to collect and record visual information from different sources, to record observations, to use sketch books to plan, try out ideas, plan colour themes, collect and source material for future work. To use sketchbooks to review and revisit ideas, express likes and dislikes through annotations, to adapt and improve original ideas, to keep notes to indicate intentions and or a purpose of a piece of art work. <u><b>Printing</b></u> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Create printed pieces by: drawing into a material or surface and printing from it. Create printed pieces by pressing rolling, rubbing and stamping. Use equipment and media correctly and be able to produce a clean printed image. Expand experience in 3/4 colour printing. Create repeated patterns.	
DT	Explore how Neolithic man ate, diet and cooking. Prepare and cook a Neolithic meal		<u><b>Design a bag/rucksack to explore a favourite part of the island: Sailing bag, picnic bag for walks, artist bag for materials/paints, etc.</b></u>			<u><b>DT - Cooking and nutrition</b></u> Pupils learn how to cook and apply the principles of nutrition and healthy eating. And the importance of varied diet. Pupils	

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	<p><b>using different cooking techniques.</b>  <a href="https://www.npr.org/sections/thesalt/stone-age-stew-soup-making-may-be-older-than-wed-thought? t=1630333287587">https://www.npr.org/sections/thesalt/stone-age-stew-soup-making-may-be-older-than-wed-thought? t=1630333287587</a>            Make a clay pot to boil food.            Make a Neolithic stew.  <b>Understand where food comes from.</b>  <b>Understand seasonality and know how ingredients are grown.</b>  <b>Describe how food ingredients come together.</b>  <b>To know how to be hygienic with food</b></p>	<p>Pupils discover how fabrics are made, the differences between natural and synthetic fabrics as well as the impact that textile waste and fast fashion is having on our planet. Pupils design and make their own bags learning how to effectively sew, join, attach and decorate.</p> <p>Through creative and practical activities, pupils discover the knowledge, understanding and skills needed to engage in an iterative process of designing and making. To work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p>	<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
ICT	<p><b>Digital literacy</b>            Recognise acceptable and unacceptable behaviour using technology.  <b>Information Technology</b>            Select and use software to accomplish given goals.            Collect and present data.            Produce and upload a podcast.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson 1 Digital recording</a></li> <li>• <a href="#">Lesson 2 Recording sounds</a></li> <li>• <a href="#">Lesson 3 Creating a podcast</a></li> <li>• <a href="#">Lesson 4 Editing digital recordings</a></li> <li>• <a href="#">Lesson 5 Combining audio</a></li> <li>• <a href="#">Lesson 6 Evaluating podcasts</a></li> </ul> <p><a href="#">Creating media – Audio editing</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson 2 Recording sounds</a></li> <li>• <a href="#">Lesson 3 Creating a podcast</a></li> <li>• <a href="#">Lesson 4 Editing digital recordings</a></li> <li>• <a href="#">Lesson 5 Combining audio</a></li> <li>• <a href="#">Lesson 6 Evaluating podcasts</a></li> </ul> <p><a href="#">Creating media – Audio editing</a></p>
Science	<p><b>Working scientifically</b>  <b>Autumn: Light, Sound, States of Matter</b>            To know that dark is the absence of light. That light is needed to see. It is reflected from a surface. To understand how shadows are formed. Explore shadow sizes and changes.            To know how sound is made. Associate sound with vibration. Understand that it travels and what happens as it leaves the source. To know about the correlation between pitch/object, volume/strength of vibration.            To group materials based on their state of matter. To know that some materials can change state. Explore how materials change state.</p>	<p><b>Working scientifically</b>  <b>Spring: Materials</b>            To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses            To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching            To compare and group materials together, according to whether they are solids, liquids or gases            To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)            To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  <b>Spring 2: Plants</b>            To observe and describe how seeds and bulbs grow into mature plants            To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy            To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers            To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant            To investigate the way in which water is transported within plants            To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal            To describe the life process of reproduction in some plants.</p>	<p><b>Working scientifically</b>  <b>Summer: Living things and their habitats</b>            Pupils identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.            Pupils identify and describe the basic structure of a variety of common flowering plants, including trees.            Pupils identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.            Pupils identify and name a variety of common animals that are carnivores, herbivores and omnivores.            Pupils know that animals can be classified by their physical characteristics into vertebrates and invertebrates.            Pupils know that living things are divided into kingdoms such as, animal/plant/fungi/bacteria/single cell organisms.            Pupils know that climate change, environmental factors and human activity endanger the existence of animals.            Pupils to know about the work of Carl Linnaeus who created the system for sorting living things into groups.</p>
	<b>Working scientifically</b>		
	<p><b>Investigate Shadows.</b>  <b>Investigate sound.</b></p>	<p><b>Investigate changes to materials.</b></p>	<p><b>Investigate what plants need to grow and stay healthy.</b></p>