

Grindleford Primary School

Curriculum and Whole School Planning Policy

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of the national Curriculum. This policy should be read alongside our Curriculum Policy.

The school aims to

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

We aim that all children should

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way

- Develop non-sexist and non-racist attitudes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety
- To apply a variety of skills gained across the curriculum in team and independent activities in an Outdoor Learning Environment.
- To develop their intercultural understanding and develop their language learning strategies to include speaking, listening, reading and writing.

These aims will be reviewed every year.

Class 1 – A

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Art/DT	Line Drawings	Santa's Sleigh	Perspective	Spaceships (Junk Models)	Sculpture	Painting Skills
Geog/Hist	UK & Europe	Living Memory Shopping	Antarctica	Up, Up and Away, First Flights	Australia	Castles and Fairytales
IT	Moving Sprites	Christmas Activity	Taking Pictures	Superhero Design	Collecting Data	Making Sounds
Music	Sounds Interesting	Exploring Duration	Feel the Pulse	Taking Off (Pitch)	What's the Score (Instruments)	Timbre + Tempo
PE	Throwing/Catching Games	Running, Balance, Co-ordination	Dance/Gymnastics	Games Scoutball	Games	Team Games
PHSE/ Citizenship	Are all changes bad?	Why do I sometimes feel angry?	Does money make you happy?	I don't like vegetables so why should I eat them?	Which drugs are the most dangerous?	What does 'proud' mean?
RE	What does it mean to belong?	How and why do we celebrate special times?	Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe	In what ways is a church/mosque/synagogue important to believers
Science	Forest School	Materials	Animals (Humans+Pets)	Forest School	Light	Seasons
Spanish	Simple Greetings/ Numbers 1-10/days	Parts of Body/ Colours/ Christmas in Spain	Espana – Maps/ Flags/ Languages we Speak	Fruit/ Vegetables/ Plants	Stories	Animals

Class 1 – B

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Art/DT	Watercolour Oils	Cooking	Silhouettes Graffiti	Puppets	Landscape Portraits	Cooking
Geog/Hist	Barnaby visits Asia	Fire of London	Victorians	America	Mary Seacole	Africa
IT	BeeBots	Christmas Activity	Cyber Safety	Digital Artists	Finding Pictures	Story Tellers
Music	Sounds Interesting	Duration	Feel the Pulse	Pitch	Reading Music	Timbre + Tempo
PE	Throwing/Catching Games	Dance	Gymnastics	Games	Gymnastics	Games
PHSE/ Citizenship	What makes a Good friend?	I find it hard to concentrate, what can I do?	What does a bully look like?	Should boys cry?	Where do babies come from?	Why do we have rules?
RE	What does it mean to belong?	How and why do we celebrate special times?	How do we show that we care for others?	What can we learn from creation stories?	What do stories of Jesus tell Christians about how to live?	Who is an inspiring person and why?
Science	Forest School	Animals (Wild)	Materials	Forest school	Sound	Habitats
Spanish	Simple Greetings/ Numbers 1-10	Shapes/ Christmas in Spain	Espana – Maps/ Flags/ Languages we Speak	Numbers 11-15/ In My Pencil Case	Stories	Seaside

Class 2 – A

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Art/DT	Leonardo Di Vinci/ Claude Monet	Santa's Sleigh	Design a Coin	Van Gogh/ Henri Matisse	Indus Crafts – Modelling and Clay	Pablo Picasso/Salvador Dali
Geog/Hist	Prehistoric Britain	Mapping	Egypt	Coasts	Indus Valley	Spain
IT	Using Drive/Apps	Web Wizards	Intro to Scratch	Video Editors	Developing Scratch	Simulations and Collaboration
Music	Hand bells	Salt, Pepper, Vinegar, Mustard	The Class Orchestra	The Class Orchestra	Animal Magic 2 – Exploring Descriptive Sounds	Animal Magic 1
PE	Invasion Games	Dance	Gymnastics	Net/Wall Games	Athletics	Striking/ Fielding
PHSE/ Citizenship	Are all changes bad?	Why do I sometimes feel angry?	Does money make you happy?	I don't like vegetables so why should I eat them?	Which drugs are the most dangerous?	What does 'proud' mean?
RE	Why is prayer important for religious believers?	What are the deeper meanings of festivals?	Why is Easter so important for Christians?	Why is the Quran so important for Muslims?	How can we make our village/town/country a more respectful place?	Can religions help to build fair world?
Science	Rocks	Forest School/ All Living Things	States of Matter	Animals incl. Humans	Forest School/ Evolution & Inheritance	Sound
Spanish	Yo! – Greetings/ Name/ Age/ Numbers/Days/Questions	Hobbies	iVamos a celebrarlo! Months/ 1-31/ Birthdays/ Contact with Spanish School	Responding to a story/ Description of Animals/ Performance	Cltivandounascosas – Expressing Likes/ Dislikes/ Buying Things	La vidadeportiva – Healthy Food & Drinks/ Physical Activities

Class 2 – B

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Art/DT	Albrecht Durer/ Paul Klee	Houses and Homes	Roy Lichenstein/ David Hockney Tudor Food	Roy Lichenstein/ David Hockney	Edward Hopper/ Andy Warhol	Anthony Gormley Metal Sculptures
Geog/Hist	Roman Empire & Impact on Britain	Environments & their Settlements	Henry VIII	Geographical Skills & Fieldwork	Eyam	Sheffield
IT	Using Drive/Apps	Weather Presenters	Digital Artists II	Questionnaires	Patterns and Music	Cyber Safety
Music	Painting with Sound – Exploring Sound Colours	Painting with Sound – Exploring Sound Colours	Dragon Scales – Exploring Pentatonic Scales	Dragon Scales – Exploring Pentatonic Scales	Salt, Pepper, Mustard Vinegar – Exploring Singing Games	Hand Bells

PE	Net/Wall Games	Invasion games	Gym & Dance	Outdoor & Adventurous	Athletics	Striking & Fielding
PHSE/ Citizenship	What makes a Good friend?	I find it hard to concentrate, what can i do?	What does a bully look like?	Should boys cry?	Where do babies come from?	Why do we have rules?
RE	Why is pilgrimage important to some religious believers?	What are the deeper meanings of festivals?	How and why do Christians follow Jesus?	Why is the Bible so important for Christians today?	What do religions teach about the natural world and why should we care about it?	How do people express their faith through the arts?
Science	Forces/Magnets	Forest School/ Plants	Light	Animals incl. Humans	Forest School	Electricity
Spanish	Hola! (Hello)	Canciones y juegos (Songs and Games)	A burdo! (All aboard)	Ricitos de oro y Istresosos (Song/Play)	La paga (Pocket Money)	Quetiempohace? (What Weather is it?)

Class 3 – A

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Art/DT	Cave Painting/renaissance	Santa's Sleigh (Cams & axels)	Textiles	Water Wheels	Controllable Devices	Photography
Geog/Hist	Ancient Greece	Cities	WWII	Sustainable Tourism	Rivers	Viking and Saxon Struggles
Computing	Variables in coding	Geometric Art	Making web pages	Garage Band	Coding and Control	
Music	Wider Opportunities Programme – Djembe and Samba					
PE	Invasion games	Invasion Games	Dance	Cricket	Cricket	Athletics
PHSE/ Citizenship	What makes a good friend?	I find it hard to concentrate, what can I do?	What does a bully look like?	Should boys cry?	Where do babies come from?	Why do we have rules?
RE	What can be learned from the Muslim way of life?	What are the deeper meanings of festivals?	What do different people believe about God?	How do people express their faith through the arts?	How and why do believers show their commitment during the journey of life?	What can we learn from religions about deciding what is right and wrong?
Science	The body	Changing Materials		Forces	Lifecycles of plants	
Spanish	Questions	Christmas/Hobbies	Celebrations/Contact with Spain	Stories/Plays	Expressing likes and dislikes/Buying things	Healthy food and drinks/Physical activities

Class 3 – B

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Art/DT	Cartoons/Abstract Art	Printing	Natural Sculpture (Modern)	Mayan Clay Discs	Collage/Oil & Water painting	
Geog/Hist	Maya	Sustainability	Mountains and the Americas	Challenging World	Vikings and Scots	Local Study
Computing	Cyber safety	Digital Imaging	Spreadsheets and Graphs	Game Coding I	Graphic Novels	Game Coding II
Music	Wider Opportunities Programme - Ukulele					
PE	Invasion Games	Invasion Games	Dance	Gym	Rounders	Athletics
PHSE/ Citizenship	Are all changes bad?	Why do I sometimes feel angry?	Does money make you happy?	I don't like vegetables so why should I eat them?	Which drugs are the most dangerous?	What does 'proud' mean?
RE	What makes a leader worth following?	What are the deeper meanings of festivals?	What do religions say to us when life gets hard?	Why is the Guru Granth Sahib so important for Sikhs today?	What is the purpose and value of a sacred place?	How and why do believers show their commitments during the journey of life? (Famous People)
Science	Classification	Earth, Moon and Sun	Evolution and Inheritance		Light and Electricity	
Spanish	Hola! (Hello)	Canciones y juegos (Songs and Games)	A bordo! (All Aboard)	Stories/Plays	La paga (Pocket Money)	Quetiempohace? (What weather is it?)

Reviewed and approved – 28/11/17

Due for review Aut 1 2018