



Farington Primary School

Summary of National Curriculum Coverage

At Farington Primary School we use the National Curriculum as the basis for all that we teach. We provide a cross-curricular skills-based approach which incorporates many different subjects each half term under a theme in order that children can immerse themselves within topics whilst improving the enjoyment of the curriculum. We fully differentiate the work to ensure that all children are challenged at an appropriate level. We also add in additional units where appropriate to link with a range of local, national and international events, as well as broaden the curriculum to cover essential life skills (e.g. First Aid/ Financial Management).

Educational visits are arranged over the course of the year to introduce topics, experience new things and/or deepen understanding. We do ask parents for a contribution towards the cost of these visits, which enrich the learning experience. Year 4s & 6s also have the opportunity to take part in a residential.

To enable parents/carers to understand what is being taught each term, we hold a Parents' Information Evening at the start of each year, where teachers will detail the curriculum coverage for the term ahead and provide guidance to help parents support learning at home. We also send termly curriculum updates. We strongly encourage parents to get involved with their children's education as a proven way of boosting the academic and social progress of children.

At Farington Primary School we strongly believe in providing our children with experiences that will enhance their learning experience and deepen their understanding of the wider world. In addition to the core curriculum, we also ensure that the needs of our children are met through providing a range of activities and experiences, which we call our 'Core Entitlement'. Some of these are linked with the core curriculum (see below), but others are opportunities that we feel are important in the development of the children attending Farington Primary School, so that they have a breadth of experiences from which to draw upon in their learning. This has been developed in consultation with staff, parents, governors and children during 2019 and will continue to develop to meet the needs of our pupils..

Core Curriculum *(Please note that English and Maths, where appropriate, form part of each unit and are therefore not listed as the key subjects below)*

Year R	<p>Year R use the Early Years Foundation Stage Framework as a basis for learning. Whilst the topics below form the core offer, short term topics are also included to exploit children’s passions, as well as local, national and international events.</p>					
	<p>All about me</p> <p>Throughout this half term, the children will focus on recognising and writing their name. The children will also be learning to recognise numbers 1-10 and recognise basic 2D shapes. The children will be encouraged to form positive relationships with both their peers and adults in the classroom.</p> <p>In this topic we will learn all about ourselves and what makes us unique. We will learn how to stay healthy and what it means to be ‘healthy’. We will also learn about the people in our family and talk about how family traditions differ depending on their religion. Our key text will be ‘Funnybones.’</p>	<p>People who help us and superheroes</p> <p>Throughout this half term, the children will be encouraged to write their name without using their name card and begin to write CVC words. In maths children will be encouraged to use vocabulary such as add and subtract to work out number problems during a practical activity. Children will also begin to handle money and use appropriate language when handling the different coins. We will also begin to measure objects in different ways talking about size, weight and capacity.</p> <p>In this topic we will learn about the various different people who help us. We will have visitors from the fire service and police to talk to the children about their role and what they do. We will then make comparisons between real life superheroes and fantasy superheroes such as Spiderman. We will then think of our own superhero and what superpowers we would choose to have. Our key text will be ‘Superworm.’</p>	<p>Traditional tales</p> <p>Throughout this half term, the children will begin to write captions using words which are phonetically decodable. In Maths the children will recap numbers 1-10 and begin to recognise numbers to 20. Children will also begin to count in 2’s and 10’s. We will recap basic 2D shapes and begin to recognise some familiar 3D shapes.</p> <p>In this topic we will learn about several different traditional tales. Our role play area will be turned in to Goldilocks and the three bear’s house, for the children to re-create the story. We will think of different endings to the traditional tales and complete writing activities related to the stories. Within this topic we will also learn about Chinese New Year and why this is celebrated.</p> <p>Key Texts: Goldilocks and the Three Bears, The Three Little Pigs, Little Red Riding Hood, The Gingerbread Man and The Three Billy Goats Gruff.</p>	<p>Dinosaurs</p> <p>Throughout this half term, the children will begin to write short simple sentences. In Maths the children will begin to learn about time, focusing on o’clock. We will also begin to learn about doubling and halving.</p> <p>In this topic we will learn all about dinosaurs and the language associated to this. We will learn the differences between a carnivore, herbivore and omnivore and categorise the different dinosaurs accordingly. We will write fact files about our favourite dinosaur and have a debate to decide which dinosaur comes out top! During this topic we will also look at the different habitats that the dinosaurs lived in and recreate our own dinosaur habitat. Our key texts will be non-fiction books.</p>	<p>Amazing world</p> <p>Throughout this half term the children will continue to consolidate their writing. Writing simple sentences which are readable by themselves and others. In Maths the children will recap their knowledge of addition and subtraction and begin to use number lines to help them work out various different number sentences. We will re visit time and focus on half past the hour. We will have lots of fun learning about ordinal numbers, we will even have our own egg and spoon race to see who comes 1st, 2nd and 3rd! During this half term we will also learn about 2D and 3D shapes.</p> <p>In this topic we will learn about all things related to our world. We will start off learning about space. Our role play area will be turned into a space rocket. We will learn all about Neil Armstrong and then make comparisons between him and baby bear from our key text ‘Whatever Next.’ Throughout this topic we will also look at growth; we will observe how living things change over time and what they need to keep them alive.</p>	<p>Princesses and pirates</p> <p>Throughout this half term, children will become confident in their writing. In Maths the children will learn all about positional language. We will also look at doubling and halving numbers to ten. Children will also recap their knowledge of money.</p> <p>In this topic the children will decide what they would like to learn about princesses and pirates. Planning will then take place to ensure the children’s ideas are met. We will find out who pirates are? We will design our own castle or pirate ship and then use different resources to make what we have designed. Our role play area will be turned into a pirate ship.</p>

Year 1	<p>Penguins, Possums and Pigs</p> <p>The key focus for this topic is animals. In science, the children will learn to identify and name a variety of common animals, their diets and basic body structures. In geography, map skills are developed as they identify hot and cold places around the world, the seven continents and five oceans. They will then be able to make links and explore the adaptations animals have to survive in hot and cold places. Through art and design, they will develop their drawing, painting and modelling skills by using animals as inspiration.</p> <p>Key Subjects: Science, Geography, Art & Design</p>	<p>Fire, Fire!</p> <p>The key focus for this half term is The Great Fire of London. Within history, the children will use a range of historical sources to research and find the answer to some key questions about the fire, such as: Why did the fire spread so quickly? How did they try and put the fire out? What did the people of London do? How did they change London after the fire? They will listen to simplified versions of Samuel Pepys diary and instructions given by King Charles II; investigate maps showing how the fire spread and explore paintings of London in 1666 before and after the fire. They will also make comparisons between houses and firefighting equipment in the past and present. In design technology the children will be learning about simple mechanisms and make a moving picture to depict The Great Fire of London.</p> <p>Key subjects: History and Design Technology.</p>	<p>Growth & Green Fingers</p> <p>The key focus for this half term is family history. The children will begin by focusing on their own personal and family history. They will look at family celebrations, such as birthdays, before looking at the history of toys. Art and design will continue to develop the children’s sketching and painting skills, with a focus on self-portraits, using some new media and resources. In geography, we will be learning about the four countries and capital cities of the United Kingdom. We will build upon the map skills developed in Penguins, Pigs and Possums and look at features of maps and compass points.</p> <p>Key subjects: History, Geography & Art & Design</p>	<p>Family Album</p> <p><i>Details to follow soon...</i></p>	<p>The Great Outdoors</p> <p>The Great Outdoors topic focuses on science. The children will explore the school environment to find common materials. They will then describe, group and compare common materials. This will prepare the children to complete a series of science investigations, based on materials and their properties. The children will also complete some geography field work, will a focus on developing basic map skills. We will begin exploring the school grounds, becoming familiar with the position of geographical features we find. This will then lead on to the children creating a series of maps, ending with a map of the school grounds with map symbols.</p> <p>Key subjects: Science & Geography</p>	<p>Robots</p> <p>This terms topic uses robots as the central focus. In design technology, the children’s will design, plan and evaluate a 3D robot. They will adapt their product to meet the design criteria and evaluate it against this too. In music, they will listen to a range of music and discuss how it makes them feel. They will listen for and discuss the dynamics and tempo of each style. They will then draw a robot to match. In science, the children will learn about what makes a human and compare themselves to robots to develop this understanding. Finally, in computing, the children will be using bee bots and the iPad app Daisy the Dino. These computer programs will allow the children to develop an early understanding of algorithms, programming and debugging.</p> <p>Key subjects: D.T. Music & Computing</p>
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Year 2	<p>The Place Where I Live</p> <p>In this topic we will explore our school and its surrounding area, how school has changed since it was first built and investigating our area using a variety of different maps. We will undertake fieldwork in our local area to evaluate areas that we play in and eventually plan and design a new play area in our locality. We will develop our drawing skills, making observational drawings of our local area, and using these skills to create prints of local features.</p> <p>Key Subjects – History, Geography, Art and Design, Music</p>	<p>Fighting Fit</p> <p>In this topic we will learn about how we humans grow and stay healthy; observing how humans and animals have offspring that grow into adults, finding out about the basic needs of humans for survival. We will learn about the importance for humans to exercise, eat the right amounts of different types of food and the importance of hygiene and correct use of medicines. We will be responding to regular e-mails from a scientist asking us to investigate questions and to feedback our findings. There will be plenty of opportunities for us to work scientifically, finding out through observations, recording our findings and asking and answering our own questions.</p> <p>Key Subjects – Science, Music, Art and Design</p>	<p>Explorers</p> <p>In this topic we will be finding out about significant people and events from the past, mainly in the form of Neil Armstrong and Christopher Columbus; two famous explorers. We will decide what explorers need to take with them. We will also explore what it is like to live in a small area in a contrasting non-European country. Miss Mortimore will be teaching Design and Technology on Thursdays where the class will design and make vehicles including wheels and axels. Our Computing this half term will cover Programming. The children will learn to use programming language to instruct Scratch the Cat and how to debug any problems that may occur.</p> <p>Key Subjects – History, Geography, Design Technology</p>	<p>The Farm Shop</p> <p>In this topic we will be finding out about plants, observing and describing how seeds and bulbs grow into mature plants and exploring what plants need to grow and to stay healthy. Miss Mortimore will be teaching Design and Technology on Thursdays where the class will be building upon our science work before Christmas about the importance of eating a balanced diet. The children will design a simple meal, made without a heat source, that is tasty, colourful and appealing. Art and Design will link to the science topic and children will have the opportunity to draw, paint and print with a range of fruits and vegetables.</p> <p>Key Subjects – Science, Design Technology</p>	<p>Wind in the Willows</p> <p>The story ‘Wind in the Willows’ by Kenneth Graeme will be the main inspiration for the key subjects in this topic. We will learn about plants and animals and the habitats in which they live. We will explore food chains within these habitats. In Geography, we will name, locate and identify the four countries and capital cities of the United Kingdom and also explore the daily and seasonal weather changes here.</p> <p>For our Design work we will be learning how to join and decorate textiles using different stitches, buttons, beads and sequins. We will then use these skills to design and make a puppet to re-tell the story of Wind in the Willows.</p> <p>Key Subjects - Science, Geography, Design Technology, Music</p>	<p>Buckets & Spades</p> <p>In this topic we will identify and compare the suitability of everyday materials for particular uses. We will explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force). Within History the children will develop an understanding of the past by comparing seaside holidays past and present. We will compare the lives of people and events; such as the use of trains to transport people to the seaside. The children will be given opportunities to handle artefacts and examine picture or written sources.</p> <p>For Art we will explore the use of collage to create seascapes. We will examine the work of many contemporary artists who use the seaside for inspiration.</p> <p>Key Subjects – Science, History, Art and Design</p>
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<p style="text-align: center;">Year 3</p>	<p>There's No Place Like Home</p> <p>Topic work for this term, will teach the children all about the history and geography of the local area in which they live. In Geography, children will go on a fieldtrip around Leyland and Farington to understand land use and the physical/human features of a town, whilst developing an understanding as to why the land in their local area is being used as it is. History work will closely link with Geography as the children learn about Farington and Leyland's past.</p> <p>Key Subjects: History, Geography</p>	<p>Healthy Humans</p> <p>By sorting, grouping, comparing and classifying foods, during Science, the children will learn and understand what is meant by a 'balanced diet' and will use this knowledge to prepare a balanced meal for a children's Christmas party. This topic work will link with the work in design Technology as the children will be evaluating children's party food, analysing and understanding how different foods are made then, after researching the needs of the consumer, design and develop their own product (party food!). In Art, children will be developing skills in drawing and painting then will be introduced to the world of textiles. During Music, children will sing songs and rhymes in unison and two parts and learn to play tuned and untuned instruments so that they can perform for their peers.</p> <p>Key Subjects: Science, Design Technology, Art & Design, Music</p>	<p>Rock & Roll</p> <p>Our Science topic this term focuses on classifying different rocks according to their properties and learning how these rocks are formed and utilised in everyday life. Children will also use observation and investigation skills to find and name the different layers under the grass, making a 'dirt pudding' that consists of sweets, biscuits and ice-cream, to help them. The Stone Age will be the focus in History as the children learn a range of methods of historical inquiry and learn how to interpret evidence to make historical claims. 'Volcano watch' will keep the children motivated as we learn about how volcanos happen and use maps and Google Earth to see where in the world they occur, describing the locations using the terms: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. In Art & Design, children will be widening their experience of drawing, through studying different forms, and will be encouraged to take risks by trying new ways of working. Class 3 will also be learning how to print fossils, selecting the correct tools to use and learning how to use these tools safely.</p> <p>Key Subjects: Science, History, Geography, Art & Design</p>	<p>The Iron Man</p> <p>Through this topic, children will be working scientifically by comparing how different things move, with a focus on Magnetic Force. Children will be raising questions and carrying out tests, gathering and recording data to find answers to their questions, and explore the strengths of different magnets, finding a fair way to compare them. This topic links closely with our English work and our class novel, 'The Iron Man'. Carrying on the theme of movement, in D.T., the children will be developing skills in mechanics, using the systems of linkage and levers to create their own Iron Man! During Music lessons, children will learn about the different musical elements of: pitch, duration, dynamics, tempo, timbre, texture and structure, and organise these, within a musical structure, to communicate different moods and effects.</p> <p>Key Subjects: Science, Design Technology, Music</p>	<p>What the Romans did for Us</p> <p>This topic begins with a geographical and historical enquiry into the periods before and during the Roman occupation of Britain and encourages the children to use evidence to answer questions such as: Why did the Romans come to Britain? What evidence is there that the Romans were here? Who was Boudicca? The children will be researching the location of the different settlements and, to enhance their understanding, will be going on a fieldtrip to Ribchester to visit Roman ruins and the Roman Museum. After visiting the Roman Museum and looking at the mosaics within, children will use this knowledge to create their own mosaic, including in digital form.</p> <p>Key Subjects: History, Geography, Art & Design</p>	<p>How does your Garden Grow?</p> <p>In English, the children will be learning the features and grammatical elements of an Information text, independently producing one that is linked to our Science topic about plants. During Science, whilst investigating the questions, 'What is a plant? Why are plants important?' children will be developing their scientific skills of: sorting, grouping and classifying by exploring, observing and having first-hand experience of growing and dissecting plants, root systems and water transportation. Investigating, designing, making and evaluating a product will be the processes the children will study as they make wooden plant containers to grow their plants in. Children will be encouraged to select the correct tools for the given task and recognise the importance of working safely as they are introduced to a variety of equipment, including a glue gun and hand saw.</p> <p>Key Subjects: Science, Design Technology</p>
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Year 4	<p>Sparks Might Fly This topic is Science based, with electricity as the focus. The children will focus upon a scientist and learn about different types of electricity and how it flows. They will also have the opportunity to design and construct an electrical item in D.T. bringing both Science and D&T together.</p> <p>Key Subjects: Science, D&T, Music</p>	<p>The Great Plague Through this topic the children will learn about The Great Plague and the fire of London. This will learn various history skills such as looking at different periods and seeing how they fit into a chronological framework by noting connections, trends and contrasts over time. The children will also learn about human Geography and increase their knowledge of mapwork skills. Art work will focus on an artist's skills and the will explore how they can use ideas as different starting points for their work.</p> <p>Key Subjects: History, Geography, Art and Design</p>	<p>The Art of Food During this topic the children will learn about animals – teeth and digestion. They will learn about; the different teeth and how they are cared for, the digestive system and food chains in Science. 3D models will be the focus of the children's work in Art when using clay. Whilst duration and texture through songs, chants and rhymes will lead the way with Music.</p> <p>Key Subjects: Science, Art and Design, Music</p>	<p>Passport to Europe The children will learn about European countries during this topic. They will focus on one country looking at both physical and human Geography. The children will begin to understand the terms latitude, longitude, the equator and the Northern Hemisphere. Using textiles, the children will design and create passport holders selecting fabrics, stitches and fastenings that are suitable for their products.</p> <p>Key Subjects: Geography, D&T, Music</p>	<p>Water Water The topic will look at solids, liquids and gases and encourages the children to understand that states can be changeable. The children will use experiments to explore this. Rivers and the water cycles will be the focus of Geography lessons linking to the class theme. A study of Ancient Egypt will enable children to begin to compare ancient civilisations.</p> <p>Key Subjects: Science, Geography, History, Art & Design</p>	<p>Hunted Living things and their habitats will be the focus for the children's learning through Science, they will learn to explore and use classification keys to help to group, identify and name living things. In D&T the children will learn about healthy living and with a specific person in mind the children will create a healthy meal using the 'eatwell' plate as their guide. They will have to think about selecting the right amount of protein, sugar, vegetables etc for their individual.</p> <p>Key Subjects: Science and D&T</p>
Year 5	<p>A Kingdom United In this unit, children develop their Geography skills by researching UK cities and counties. They demonstrate their knowledge by writing postcards from destinations in the U.K. and by presenting to the class about a landmark. Both atlases and digital maps are used to support learning. Within History, children explore Britain's settlement by Anglo-Saxons and Scots (including place names.) In I.T. they use data handling skills to produce graphs and spreadsheets about data related to population, temperature and rainfall.</p> <p>Key Subjects: Geography, History and I.T.</p>	<p>Food, Glorious Food! Children learn about where their food comes from, including the issues surrounding Fair Trade. Geography skills are extended to learning about countries and continents in the world, understanding co-ordinates, world biomes and time zones. In Design Technology, foods from other cultures are studied, and children develop their understanding of a range of cooking techniques. This results in them designing and making a meal for a celebration. Our Science lessons involve experimenting with reversible and irreversible changes and in Computer Science children learn about computer networks and also the concept of their own digital footprint.</p> <p>Key Subjects: Geography, Design Technology, Science and Computer Science.</p>	<p>Earthlings During this topic, Year 5 pupils are challenged by a project set by the Police Force, based on the themes of E-Safety/Anti-social behaviour. Following a visit from our PCSO, the children research the topic area and design posters, make questionnaires, handle data, produce PowerPoint presentations and write poems and raps. This results in a class assembly for parents, the whole school and visitors from the Police. In Design Technology, we learn about cams, pulleys and gears and in Science, about forces and falling objects. Our Computer Science lessons involve programming skills and children create their own electronic game.</p> <p>Key Subjects: Design Technology, Science and Computer Science.</p>	<p>Inventors & Inventions <i>Our pupils investigate Earth and Space, increasing their knowledge of the different planets and developing their understanding of day and night, a lunar month and seasons. The unit offers many cross-curricular writing opportunities, including a newspaper article about an alien invasion. In Music, appraise various movie soundtracks by a famous composer, considering the impact on the listener. In Art, drawing and painting skills are developed into abstract textured paintings of the Solar System.</i></p> <p>Key Subjects: Science, Music and Art.</p>	<p>Amazon Adventure <i>The Amazon Rainforest forms the basis of our work in this unit. We look at the contrasting region of the Amazon Basin and study the animals living there. This incorporates learning about lifecycles and the adaptations of animals and plants. We also study the famous naturalist, Sir David Attenborough. This knowledge is demonstrated through multimedia work in I.T. including producing animal fact-files and lifecycles. Within D.T, children explore 3D textiles and use joining techniques to create a useful pouch for an explorer. Art and Design involves collage techniques to produce an animal-inspired piece.</i></p> <p>Key Subjects: Geography, Science, D.T. and Art.</p>	<p>Faster, Higher, Stronger <i>Children learn about their bodies across a range of subjects, in this unit. In History, they study Ancient Greece, including sport. Our Science lessons look at the importance of exercise for the human body and children learn about growth and the circulatory system. In Art and Design, children sketch human figures and develop these into 3D sculptures. Music also forms a key part of this unit, with the children creating, improvising, developing and performing their own rhythmic compositions. We continue to develop programming skills in Computer Science, using Purple Mash and apps on the iPads.</i></p> <p>Key Subjects: History, Science, Music, Art and Design and Computer Science.</p>

Year 6	<p>Survival <i>Children use Bear Grylls as an inspiration for their work within this topic, including allowing the children to design and write their own survival themed stories. Within Science, children explore how animals survive in their environments, as well as evolution and inheritance. Geography work is based on locational knowledge of countries and rivers and their physical/human features. Art and Design focuses on drawing and painting techniques, for example, by drawing landscapes and animals.</i></p> <p>Key Subjects: Science, Geography, Art & Design</p>	<p>Britten's Got Talent <i>The life works of Benjamin Britten is the theme for children's learning. Within Science, they will be exploring all things 'light', looking at how it travels and how we as humans see. Within our art and design, the children will be exploring the work of artists, craftspeople and designers from different times and cultures. They will be using Wassily Kandinsky as a focus and designing their own artwork using him and his work as an inspiration. Within our Music topic the children will focus firstly upon composer Benjamin Britten (1913-1976), the children will travel through time to discover how musical fluences have changed over the years whilst still retaining the same elements that put the 'pop' into popular music. This will then lead pupils to compare music from the 'X Factor' phenomenon alongside their original versions. Opportunities to research, listen to and perform songs from an eclectic range of styles and genres will be presented.</i></p> <p>Key Subjects: Science, Music, Art & Design</p>	<p>Heroes & Villains <i>Within Science, they will be exploring the human body and the effects of healthy eating and regular exercise. The children will be looking at how to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will also focus on describing the ways in which nutrients and water are transported within animals, including humans. Within our Design and Technology topic, the children will be researching and evaluating existing products on the market. They will look at the effectiveness of these through branding and how these are given to the general public. This will include book and web-based research opportunities. This will allow the children to consider how people are influenced by design and branding and then use this when considering the design of their own products. The children will be using Jamie Oliver as focus when looking at healthy eating. They will look at his healthy eating campaign and how he has campaigned for many years to transform the diets of many people across the world.</i></p> <p>Key Subjects: Science and Design Technology</p>	<p>Super Sleuth Children will be focussing on the classification of different animals and the groups to which they belong. They will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Other areas that we will be exploring are;</p> <ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics. • Living things can be grouped into micro-organisms, plants and animals. • Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals. • Invertebrates can be grouped as snails and slugs, worms, spiders and insects. • Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses). <p>The children will also be looking at where these animals originate from, their surroundings and their habitats. For our London residential we will be focussing our attentions on parliament and exploring how this runs in the United Kingdom. We will be looking at the key figures throughout and where parliament came from right through to modern day. This will then end with our children visiting parliament in London and taking a guided tour of The House of Commons and The House of Lords.</p> <p>Key Subjects: Science, History.</p>	<p>Oh I do like to be beside the Seaside Within this topic the children will be looking at Victorian holidays and comparing and contrasting them to modern day getaways. They will be focussing on areas such as sequencing events and periods through the use of appropriate terms relating to the passing of time, e.g. Victorian era; turn of the century; pre-war; inter-war; post war; the sixties. They will be looking at placing these times and events in historical perspective and growing their knowledge into different contexts by studying aspects of cultural, economic, political and social history e.g. how the development of the railways enabled Victorians to travel to the coast from inland towns. They will begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes, e.g. by understanding how different people worked, travelled, and funded coastal visits.</p> <p>In design and technology the children will be designing and making their own seascapes. They will make their own felt and then use different sewing and stitching techniques to create their finished pieces.</p> <p>Key subjects: Design and Technology, History, English</p>
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In order to respond to topical events, we will also complete additional units of work to complement the core curriculum. Examples may include:

Fairtrade (KS2 only)

Careers Project (Year 6 only)

Summer Olympics/Paralympics

Democracy & Elections (KS2)

Winter Olympics/Paralympics Famous Scientist Study

The Victorians & Lancashire's History

Core Entitlement at Farington Primary School (Adopted April 2019)

(* indicates a direct link to the themes above)

From time to time, these core entitlements will be modified to take advantage of opportunities that arise and significant other events.

<u>Year Group</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Performing Arts</u>	<u>Physical Education</u>	<u>Religious Education</u>
<u>Foundation stage</u>	Farm visit*	Gardening /planting*	Emergency services visit*	Local / Park visit	Nativity	A Sporting Experience	A visit to a local church
<u>Year 1</u>	Wildlife experience*	Road safety	Lego Robotics	Create an Art gallery*	Nativity	Chill Factore	A visit to a Buddhist Temple / A visit to a Hindu Temple <i>(Alternate Years)</i>
<u>Year 2</u>	Transport experience- Local history*	Seaside visit*	Farm to Fork - Tesco visit*	Family cooking*	Nativity		
<u>Year 3</u>	Local History _ Historical Walk*	Restaurant Experience* <i>(Pizza Express/Chiquitos)</i>	Roman Experience*	Library Visits	Year 3/4 Production	Outdoor Elements <i>(Outdoor & Adventurous Activities)</i>	Hindu Temple / Sikh Gurdwara <i>(Alternate Years)</i>
<u>Year 4</u>	Wider Opportunities* <i>(Full Year of Brass Lessons)</i>	Plague Theme Day*	Bright Sparks Electrical Show* & Visit to the Science Museum*	Environmental Education* <i>(Recycling Centre Visit)</i>		Residential - Castle Head <i>(Geog/Sci/P.E.)</i>	Jewish Synagogue / Buddhist Temple <i>(Alternate Years)</i>
<u>Year 5</u>	Money management <i>(Budgeting & Needs/Wants)</i>	A Space Experience*	First Aid	Harry Potter World* / Edinburgh visit* <i>(Alternate Years)</i> **Under Review)	Year 5 Production <i>(Safety based - in association with Lancashire Constabulary)</i>	Outdoor Elements <i>(Outdoor & Adventurous Activities)</i>	Sikh Gurdwara / Hindu Temple <i>(Alternate Years)</i>
<u>Year 6</u>	Residential - Parliament Tour* Public Speaking & Debating	Link with an Overseas school	Money management- <i>(Understanding cost of living/wages, Savings & Loans)</i>	First Aid	Year 6 Production West End Show*	Residential - Patterdale Hall* <i>(Outdoor & Adventurous Activities)</i> Olympic Stadium Tour *	Jewish Synagogue / Buddhist Temple <i>(Alternate Years)</i>

Other Curriculum Areas

A number of areas of the curriculum do not always fit closely within the cross-curricular units above. These are often taught discreetly where links cannot be made with the theme. Examples include:

English

Many of the texts we use within English are related to the themed topics above. However, as part of our core entitlement, we have regular whole class reads which enable children to read books cover to cover, develop comprehension, building stamina and increasing enjoyment of reading.

The English curriculum embraces speaking and listening skills, drama, reading and all forms of writing, from hand writing skills to creative writing and poetry. These aspects are taught through the English lessons and applied across the curriculum.

We enable our children to:

- Read with confidence, fluency and understanding.
- Be able to use a full range of reading strategies (phonic, syntactic, graphic and contextual) to develop their reading and correct their own mistakes
- Understand sound and spelling systems and use them to read and spell accurately.
- Have an interest in words and their meanings and develop a growing, varied vocabulary.
- Know, understand and be able to write in a range of text types, understanding the way narratives are structured through setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing. Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Be interested in books, read with enjoyment and be able to evaluate and justify their preferences.
- Through reading and writing, develop their imagination, inventiveness and critical awareness.

The aim of our reading scheme at Farington Primary School is to produce competent, fluent readers armed with skills to read for enjoyment and to learn and understand about the world in which they live. We are fortunate enough at Farington to have a wide range of different reading schemes, enabling the children to have a rich and varied reading journey. We use phonetically decodable books such as Floppy's Phonics and Dandelion Readers and Launchers. We also have a selection of books for the different genres; fiction, non-fiction and poetry. As children become more confident they move onto 'free readers', where the children are able to choose books from the school and class libraries, or a book from home, to read for sustained periods both in school and at home.

Our range of reading schemes:

- Collins Big Cats
- Oxford Reading Tree - Biff, Chip and Kipper Books, Snapdragons, Fireflies, Read at Home, Traditional Tales, Alien Adventures, Wolf Hill
- Dandelion - Readers, Launchers and Extended Phonic Code

- Literacy Links
- Young Hippo
- Zapper Books

We really value reading for pleasure. As well as taking home books for the children to read to their grown-ups, from Reception year children choose books from the key stage libraries for their grown ups to read to them.

In school, children read to adults regularly, either individually, shared reading, guided reading, independent reading and reading a class novel.

Parents are expected to hear their children read regularly at home and also to read to their children. Reading regularly to a child will not only enhance a child's love for reading but also their skills for writing too.

Phonics & the Development of Reading

Farington Primary School use the Letters & Sounds scheme for teaching phonics daily within the EYFS and Key Stage 1. Occasional Phonics Workshops are held by EYFS/KS1 staff, to enable parents to support their children at home. For a more detailed outline of what Letters & Sounds is, as well as find usual resources to help at home, [this site](#) is recommended.

It is very important that pupils understand their phonics early in order to get them reading quickly. We teach children the letter's name but more importantly we teach them the sound it makes when spoken. We also teach them the sound that letters make when they are next to each other in a word.

Mathematics

Mathematics is taught daily and seeks to build up strong mental mathematics skills, including quick recall of number facts and mathematical reasoning. Efficient written methods are increasingly developed as your child moves through the school, alongside problem solving, shape and space work, developing resilience so that mathematics can be used and applied effectively in a range of situations. Further information is available within our Maths Policy and Written Calculations Policy, a copy of which is on our [website](#).

The Mathematical curriculum at Farington Primary School includes the areas of:

- Number/Calculations
- Geometry & Measures
- Algebra
- Data Handling
- Fractions, decimals and percentages.

We aim that our children should:

- Have a sense of the size of a number and know where it fits in the number system
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves.
- Use the number facts they know by heart to calculate out answers mentally
- Calculate accurately and efficiently, mentally and with pencil and paper, drawing on a range of calculation strategies.
- Recognise when it is appropriate to use a calculator and be able to do so effectively.
- Make sense of number problems, and recognise the operations needed to solve them.
- Explain their methods and reasoning using correct mathematical terms.
- Judge whether their answers are reasonable and have strategies for checking them where necessary.
- Suggest suitable units for measuring and make sensible estimates of measurements.
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.
- Confidently use and apply their mathematical knowledge to problems, including breaking down more complex problems into a series of simpler steps

ICT & Computing

Whilst many practical skills for Computing can be taught through the above units, key skills are also taught discreetly at an age appropriate level:

EYFS/KS1 – Typing Skills, Use of iPads & Computers, Using basic presentation/word processing packages, E-Safety (Reporting inappropriate content, Knowing online risks), Personal Account Management (e.g. Folders on network, Saving work etc.), Internet Searching Skills & Basic Coding

Lower KS2 - Using basic presentation/word processing packages, E-Safety (Dangers of the Internet / Your digital profile / Appropriate Communication online) Typing skills, Word Processing Packages in depth, Effective & Efficient Web Browsing & Coding

Upper KS2 - E-Safety (Dangers of Social Media / Privacy / Phishing & Web Adverts / Your digital profile), Spreadsheets and databases introduction, Presentation Packages in depth & Coding

Modern Foreign Languages

French is taught throughout Key Stage 2. Whilst not a formal part of the curriculum, children in KS1 will experiment with other languages, including French & Spanish. The outline of coverage is based loosely on the QCA units of work, which can be found [here](#).

Personal, Social, Health & Citizenship Education (PSHCE)

Through regular reflection and teaching, children learn more about the world they live in, their place within it, staying healthy (both physically and mentally), as well as being a good citizen. Children also focus upon 'Growth Mindset', which aims to build personal confidence, assertiveness and resilience. Financial Management and British Values are also covered under the umbrella of PSHCE.

Daily whole school/key stage and class assemblies also reflect upon PSHCE & Growth Mindset themes and major local, national and international events.

Teachers also ensure that PSHCE lessons react to the specific needs of the class on a day-by-day basis. (e.g. conflict resolution, anti-bullying, sharing)

School currently uses the 1Decision Scheme of work across the school to ensure coverage of the updated National Curriculum requirements in this area.

Outside of direct class teaching, the school promotes and supports children in their development through the use of a full-time Learning Mentor. Nurture groups, Lego clubs, mental health support and in-class support are also made available to children as their needs require, recognising that children will frequently need high quality support to enable them to grow in confidence and be in a position to learn.

Religious Education (R.E.)

Farington Primary School use the Lancashire Agreed Syllabus for the teaching of R.E. We also link with Building Bridges to ensure that children have experiences (both visitors to school and educational visits) related to the RE curriculum.