

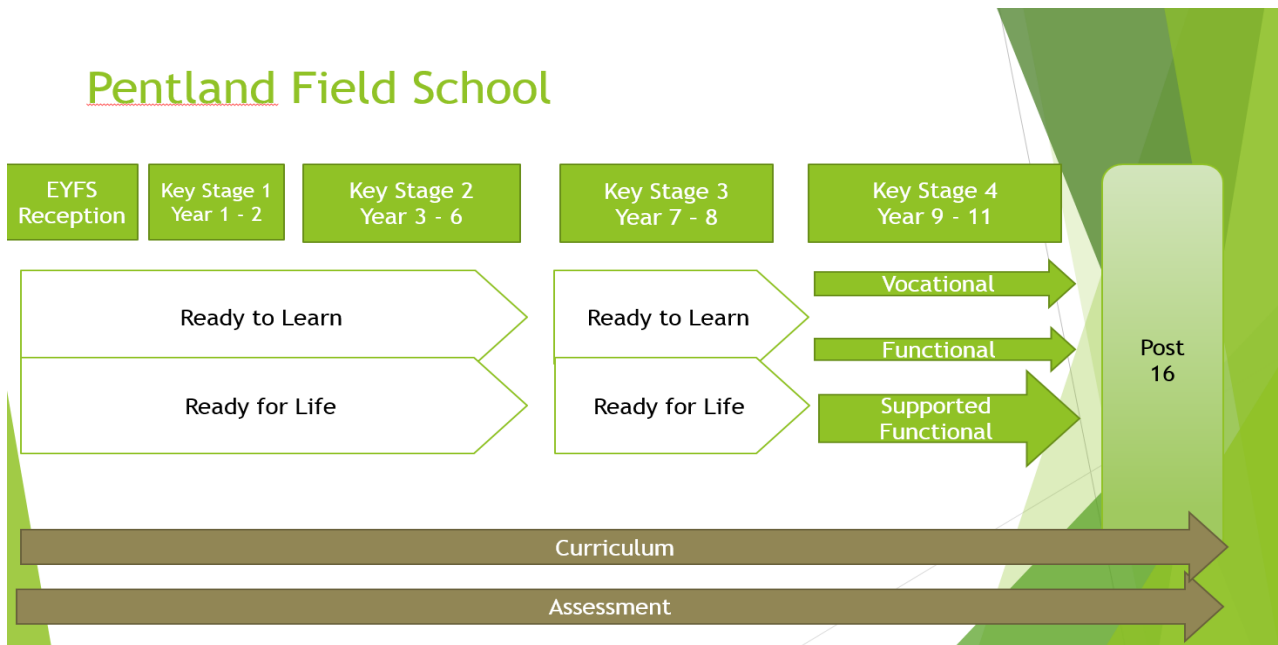
The Curriculum Design

Rational

- ▶ To design a curriculum for all the learners at Pentland Field School which ensures a fluid journey through Key Stage 1 to Key Stage 4,
- ▶ Allows all pupils to be inspired to explore their learning potential with increased engagement through a creative and thematic curriculum.

Overview

Pentland Field School



Curriculum Design

Mastery Subjects – Maths, English – inc phonics, PE

Thematic Approach – including the following subjects:

Humanities

Art and DT

ICT

Thinking and Philosophy

Science

Music

PSHE

English Curriculum

Overview

Key Stage 1			
	Year A	Year B	Year C
Autumn	Nursery Rhymes Cards and invites	Stories from other cultures Writing Instructions	Fairy Tales Recounts
Spring	Silly Poems Info Text	Rhymes Information Texts	Colours Stories from the same author
Summer	Stories from a familiar setting Senses	Fables Riddles	Acrostic Poems Dictionaries, Encyclopaedia's and libraries
Key Stage 2			
	Year A	Year B	Year C
Autumn	Fairy Tales Cards and invites	Stories from other cultures Writing Instructions	Stories from around the world Recounts
Spring	Silly Poems Info Text	Rhymes Information Texts	Colours Stories from the same author
Summer	Stories from a familiar setting Senses	Fables Riddles	Acrostic Poems Encyclopaedia's
Key Stage 3			
	Year A	Year B	Year C
Autumn	Adventure and Mystery Cards and invites	Stories from other cultures Information Texts	Real Life Heroes In the News
Spring	Renga Journeys	Haikus Writing formal	Sonnets Chapter Books
Summer	Comics Kennings	Myths and Legends Shape Poems	Animal Poems An Author
Key Stage 4			
	Year A	Year B	Year C
Autumn	Short Stories Cards and invites	Super Natural fiction Information Texts	Modern Novels Formal Writing
Spring	Renga Journeys	Haikus Formal Writing	Concrete Poem Being an author
Summer	Comics Kennings	Modern Novels Dimantes	Free Verse Writing Instructions

Fictional

Non-Fiction

Poetry

Maths Curriculum

Overview

Key Stage 1			
Autumn	Number: Place Value To 10	Geometry: Shape	Number: Place Value To 10
Spring	Measure: Length and Height	Number: Addition and Subtraction	Geometry: Direction and position
Summer	Number: Place Value To 50	Measure: Time	Measure: Weight & Volume
Key Stage 2			
Autumn	Number: Place Value To 20 (50)	Number: Addition and Subtraction	Measure: Length and Mass
Spring	Number: 4 operations	Geometry: Shape	Number: Data Handling
Summer	Measure: Time & Money	Number: Fractions	Measure: Capacity/Volume/Temperature
Key Stage 3			
Autumn	Number: Place Value	Number: 4 operations	Measure: Area and Perimeter
Spring	Number: Fractions and percentages	Measure: Time	Measure: Money
Summer	Geometry: Shape and Symmetry	Number: Data Handling using a calculator	Measure: Capacity and volume
Key Stage 4			
Autumn	Number: 4 operations	Measure: Money	Geometry: Shapes and matching tessellations
Spring	Number: Fractions and percentages	Measure: Time	Number: Data Handling
Summer	Number: 4 operations	Number: Data Handling using a calculator	Measure: consolidation

Theme Approach

Whole School Concepts

Breakdown of each year group and the themes:

Whole School Concept	Year Groups	Theme	Areas of focus / types of activities / content	Long term aim
Celebrations	Yrs 1-2	Parties and Birthdays	This topic should focus on behaviour and social expectations in these situations. As much as possible should be celebrated and each party used as a teaching opportunity	To have experienced a range of cultural events and to appreciate that each of us have different events in our lives To know how to behave appropriately in different celebrations etc..
	Yrs 3 – 6	Special Events	All celebrations can be focused on by teachers should look at fireworks and the celebrations that the pupils in their class may attend e.g. Diwali, Christmas etc..	
	Yrs 7 -8	Religious Festivals	Class teachers should extend the range of festivals addressed to include those from faiths not represented in the class group.	
	Yrs 9 -11	Beliefs and Expectations	The Beliefs and Values Short Course contains six modules: Values, Beliefs and Decision-making Environment Crime and Punishment Peace and Conflict Creed Inspiration	
Me	Yrs 1-2	All about me	My body including facial features	To ensure they can look after their body as independently as possible
	Yrs 3 – 6	Celebrating me	What I can do and how I use my senses	
	Yrs 7 -8	Looking after me	How to look after my body – washing etc. include SRE here Health food and exercise too	
	Yrs 9 -11	Sex and Relationships	Body Knowledge Relationships Sexual Activity and Behaviour Contraception and Sexual Health Personal Skills Culture and Society	
Stories	Yrs 1-2	Fairy Tales	Teachers should focus on a fairy tale for 2 weeks and are therefore likely to need 3 or more tales	
	Yrs 3 – 6	Stories from around the world	Similarly teachers should focus on a story for 2 weeks and are therefore likely to need 3 or more stories	

	Yrs 7 -8	In the News	Focus on current affairs in the news and sport	
	Yrs 9 -11	Employability Skills	The Employability Skills Development course takes an activity-based approach to raising learners' awareness about employer expectations and the working environment	
Material and their properties (1)	Yrs 1-2	Materials	Sorting and grouping materials – focus on everyday objects	To ensure pupils understand the difference between recycling and rubbish when using bins in the community and at home
	Yrs 3 – 6	What are things made of	Focus on paper, wood, plastic, metal and glass	
	Yrs 7 -8	Recycle and Reuse	What can we recycle and reuse – focus on items they will come across	
	Yrs 9 -11	Environmental	My Environment – Review and Awareness Raising The Atmospheric Environment The Built Environment The Natural Environment The Wider Environment My Environment – Managing and Monitoring	
Material and their properties (2)	Yrs 1-2	Mixing & separating	A messy play based project looking at what happens when you mix different items together – an opportunity for pupils to be creative	To understand that materials behave in different ways
	Yrs 3 – 6	Heating and cooling	What happens when we heat and cool items e.g. ice cubes, chocolate, water, jelly cubes etc..	
	Yrs 7 -8	Combinations	This builds on previous learning and how combining different ingredients make different items, experimenting should be a clear focus of this theme	
	Yrs 9 -11	Computing	Infrastructure, Digital Media and Content, Web Development, Programming, Health and Safety, and Careers.	
Exploration	Yrs 1-2	Discover and do	The focus on this is about exploring properties of individual items and comparing them to others. Key words will be same and different. Experiments should include wet & dry and hot & cold	To develop connections about things that go together and to develop early concepts such as wet and dry, hot and cold etc.
	Yrs 3 – 6	Opposites	This extends on the discover and do project and should also include the concepts dirty & clean, broken & okay,	
	Yrs 7 -8	Explorers	The focus on this project is about pupils as explorers who are continuing to discovering properties of everyday items	

	Yrs 9 -11	Living Independently	focuses on helping looked-after children make a successful transition from school education to adulthood	
Travel and journeys	Yrs 1-2	Vehicles	Focus on playing with different toys and how and where they move e.g. road, tracks, sky etc	To be able to understand the safety aspect of roads and railways and to behave appropriately, using a payment method or travel card as needed
	Yrs 3 – 6	Roads and railways	Work in this topic should extend pupils awareness of the safety aspects of travel including practical activities	
	Yrs 7 -8	Making journeys	This topic should focus on pupils travelling in different ways and managing their belongings etc	
	Yrs 9 -11	Road Wise	Activities relating to the consequences of dangerous driving, dangers on the road, the law, transport and the environment, vehicle maintenance and vulnerable road users. The course provides a focus for work with young people around issues of road use.	
My local community	Yrs 1-2	Ickenham	The focus of this topic is to develop an understanding of the different buildings found in Ickenham e.g. various shops, library, church etc	To be able to participate confidently and appropriately in a range of public settings and what to buy in different shops
	Yrs 3 – 6	Using my own community	The pupils should have the opportunity to travel back to their home area and see what community facilities they have nearby e.g. gym, mosque, temple, etc	
	Yrs 7 -8	Large shops and shopping centres	It is important that pupils are aware where to buy different items and so pupils should be enabled to find items to buy in these large environments	
	Yrs 9 -11	Living Independently		
Buildings	Yrs 1-2	Construction	Pupils should be given the opportunity to build with many different items including junk	To be aware of the different buildings and environments they may encounter, what they might expect to happen in each place and how to behave
	Yrs 3 – 6	Houses and Homes	This project is to focus on the different rooms in the house and what is expected in this afternoon	
	Yrs 7 -8	Inside and Out	This topic can now be extended to external environments e.g. gardens	
	Yrs 9 -11	Construction	General Construction Operations; Bricklaying; Carpentry and Joinery; Painting and Decorative Finishing; Health and Safety in the Construction Sector; and Careers in the Construction Sector.	
Weather	Yrs 1-2	Weather	Focus on sunny, cloudy, rainy, snowing and fog	To ensure pupils can dress themselves appropriately for the
	Yrs 3 – 6	Seasons	Link seasons to weather and activities	

	Yrs 7 -8	Consequences of Weather	Focus on what clothes to wear in which weather	different weather conditions
	Yrs 9 -11	Environmental		
Other People	Yrs 1-2	People who help us in school	Office, premise, kitchen, therapist	To understand who can help and who it is safe to ask for help
	Yrs 3 – 6	People who help us in the community	Police, ambulance, fire, shop keeper	To understand that helping others can be a pleasurable & rewarding activity
	Yrs 7 -8	Helping others	Activities should focus on helping others e.g. jobs in school and the younger pupils when possible	
	Yrs 9 -11	Uniformed Services	Contains modules in: Military – Army, Navy, Air Force; Policing and Public Order; Fire and Rescue Service; Prison Service and Security Work; Health and Safety in Uniformed Service; Careers in Uniformed Services.	
Colour	Yrs 1-2	Colour	Focus on 3 primary colours – red, yellow, blue & the colours they become when mixed green, orange, purple	To understand how important colours are when getting dressed and buying clothes – will also help when washing clothes
	Yrs 3 – 6	The rainbow	Add in the other colours of the rainbow plus black brown and white	
	Yrs 7 -8	Kaleidoscope	Talk about light and dark shades and colours that ‘go together’	
	Yrs 9 -11	Expressive Arts	Expressive and creative arts activities, including music, theatre, circus skills, writing, DJ-ing, dance, photography, art, advertising and puppeteering.	
Creative	Yrs 1-2	Made by me	Make any and everything!	To experience a range of leisure activities they may be able to use to self-occupy themselves post school
	Yrs 3 – 6	Bags and boxes	Make items along themes – lots of bags and boxes out of different materials	
	Yrs 7 -8	Lights, camera, action	Make a video or videos	
	Yrs 9 -11	Expressive Arts		
Performance	Yrs 1-2	Circus	Explore the range of things that may be experienced in a circus	To experience the process of performing as an leisure option for later in life
	Yrs 3 – 6	Making Sounds & Music	Explore how to make a variety of sounds – this could end up with a performance or recording	
	Yrs 7 -8	The Theatre	Experience the different parts of a production – costume, props, set and put on or visit a performance	
	Yrs 9 -11	Sports and Fitness	Involvement in various sporting activities.	
Making things work	Yrs 1-2	Making things work	Explore how things work e.g. a variety of toys, lights, ‘radios’ etc.. also make some simple toys e.g. pop up puppet etc.	To operate machines and other equipment found in the home and other settings safely

	Yrs 3 – 6	How things work	Extend to include cog based toys and make a cog toy, also bridges etc..	
	Yrs 7 -8	Machines in the home	Focus on everyday items e.g. toaster, kettle, hairdryer, cooker etc. and the safety around them.	
	Yrs 9 -11	Computing		
The Garden Environment	Yrs 1-2	Water, Sand & More	Focus on playing with different materials including sand, water etc.	To be able to grow seeds, bulbs or plants and understand how to look after them To know that some food is grown on plants and that it can be made into other products e.g. jam
	Yrs 3 – 6	Growing Gardens	Planting seeds, bulbs etc. to see how they grow – focus on flowers	
	Yrs 7 -8	Growing to Sell	Grow fruits and other plants that can be cropped to sell within school	
	Yrs 9 -11	Environmental		
Plants and food	Yrs 1-2	In the garden	Explore the different parts of the garden. Focus on the fact that some things can be eaten and others cannot but all should be touched carefully	
	Yrs 3 – 6	Harvest time	Grow in order to share – use allotment	
	Yrs 7 -8	Buy or make	Compare items that can be made at home and bought in a shop e.g. make bread, pizza, cake etc. and compare with shop bought	
	Yrs 9 -11	Food Wise	The FoodWise Short Course gives candidates the opportunity to develop and accredit their practical cooking skills, as well as building knowledge of a variety of food-related issues	
Animals –	Yrs 1-2	Pets and Farm	Explore and experience a range of pet and farm animals	To experience the range of animals that they may come across and learn how to look after them.
	Yrs 3 – 6	Wild and Zoo	Explore and experience a range of wild and zoo animals	
	Yrs 7 -8	Birds and Fishes	Explore and experience a range of birds and fished	
	Yrs 9 -11	Animal Care	Activities and involvement in caring for all types of animals. This could range from looking after domestic pets at home, to working with farm animals and wildlife in the community, to finding out about more exotic species at zoos and wildlife centres	