We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. We have committed to the Lancashire 'We are Reading' initiative and promote reading wherever possible in school.
All children participate in a daily lesson where skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use them effectively to extend learning across the curriculum.
Phonics and Spelling - Our school reading scheme is very well resourced and uses high quality texts. The 'Letters and Sounds' phonics scheme is used throughout EYFS/KS1 and we progress onto 'No Nonsense' spelling scheme once pupils are competent at phase six.
Reading Scheme - Our recently updated reading scheme comprises a range of Oxford Reading Tree and Rigby Star texts, supplemented with a free reading books to further extend and engage pupils, helping to instil a love for reading.
Our pupils are encouraged to read as widely as possible. We hand out 'Caught Reading' tickets if pupils are found reading outside of lessons and these are entered in a prize draw in our weekly celebration assembly. We set challenging reading targets every term and pupils are rewarded for reaching these by achieving bronze, silver and gold (Pupils who achieve their gold award have an extra special treat at the end of the year). We also engage in and actively promote local community reading projects such as the Euxton Library Reading Challenge.

	Autumn		**Spring**		**Summer**	
	Explorers	**Africa**	**Roald Dahl**	**Transport in the Past**	**Living Things**	**The World and Local History**
	Books					
	Lion in the Meadow Monsters Shopping Trip In the Giant's Rucksack I'm not Scared of the Monster Space	Let's Go – Safari Websites advertising Safari Holidays The Day the Crayons Left Coming Home	The Twits Charlie and the Chocolate Factory The Enormous Crocodile Fantastic Mr Fox	George's Marvellous Medicine Instructional Texts Monster's – An owners Guide Life Cycle	Lost and Found The Way back Home The Quest	The three little Wolves and the Big Bad Pig The true story of the three Little Pigs Prince Cinders Variety of Riddles including Edward Lear and My Mystery Guest.
	Unit A					
	Narrative (Stories with familiar settings)	**Persuasive Text**	**Stories by the Same Author – Roald Dahl**	**Instructions**	**Quest / Animal Adventure Stories**	**Traditional Tales with a Twist**
ENGLISH	Grammar: Secure the use of full stops and capital letters. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Select, generate and effectively use adjectives. Use past tense for narrative.	Grammar: Use present tense for non-chronological reports and persuasive adverts. Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). Select, generate and effectively use verbs. Select, generate and effectively use adjectives.	Grammar: Use subordination for time, e.g. building on when, extend to: while, before, after. Use apostrophes for contracted forms e.g. don't can't, wouldn't, you're, I'll Use past tense for narrative. Select, generate and effectively use adverbs Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.	Grammar: Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Use commas to separate items in a list. Select, generate and effectively use verbs. Select, generate and effectively use adjectives. Select, generate and effectively use adverbs.	Grammar: Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Use subordination for time, e.g. building on when, extend to: while, before, after. Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.	Grammar: Say, write and punctuate simple and compound sentences using and, but Select, generate and effectively use verbs Use past tense for narrative Use apostrophes for singular possession in nouns, e.g. the girl's name.

.	**Unit B**					
E N G L I S H	**Poetry** **Non – Chronological Report**	**Letters/Recounts** **Poetry**	**Stories by the Same Author – Roald Dahl**	**Explanations**	**Information Texts**	**Poetry Riddles**
	Grammar: Use present tense for non-chronological reports and persuasive adverts. Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Secure the use of full stops, capital letters, exclamation marks and question marks. Use sentences with different forms: statement, question, command, exclamation.	Grammar: Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Create compound words using nouns, e.g. whiteboard and football. Use commas to separate items in a list. Select, generate and effectively use verbs. Select, generate and effectively use adjectives. Select, generate and effectively use adverbs.	Grammar: Use subordination for time, e.g. building on when, extend to: while, before, after. Use apostrophes for contracted forms e.g. don't can't, wouldn't, you're, I'll Use past tense for narrative. Select, generate and effectively use adverbs Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.	Grammar: Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. Select, generate and effectively use nouns.	Grammar: Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Secure the use of full stops, capital letters, exclamation marks and question marks. Use sentences with different forms: statement, question, command, exclamation.	Grammar: Use subordination for time, e.g. building on when, extend to: while, before, after. Select, generate and effectively use verbs. Select, generate and effectively use adjectives. Select, generate and effectively use adverbs.
	Writing Opps					
	<u>Scaffolded</u> Character description - Lion Short story - African child as main character Poem - Monster Poetry	<u>Scaffolded</u> Information poster / persuasion - African Safari advert/Booklet. Recount - Space Dome Recount Letter - Thank you letter to Temple Poem - Winter poetry and descriptions linked to Coming Home	<u>Scaffolded</u> Short story - Twit character description and Trick Story. Character Descriptions – Variety of Characters from Class Roald Dahl Books. Setting Descriptions - Variety of Settings from Roald Dahl Book.	<u>Scaffolded</u> Instructions - How to make a marvellous medicine. Instructions - How to make an Ice Lolly etc (Link to DT). Explanation - Life cyle of a frog. Recount Newspaper Report in History (Rainhill trials).	<u>Scaffolded</u> Quest / Animal Adventure Stories - own short story about a Quest. Information leaflet - Pond life.	<u>Scaffolded</u> Character conversation - Goldilocks apologises to Baby Bear. Traditional tale in chapters - The Three Little..... Persuasive - Were the Ugly sisters in Cinderella / Wolf in Little Red Riding Hood really evil? For and against. Poem - Scaffolded Riddles on Different topics.
	<u>Independent Outcomes</u> Story – The animal in the Woodland. Character Description – Describing the Monster. Poem - Giant's Rucksack Poem.	<u>Independent Outcomes</u> Information poster/persuasion - African Safari advert/Booklet. Recount - Hindu Temple Recount. Letter – Letter from Neil Armstrong or Christopher Columbus. Poem - Winter poetry.	<u>Independent Outcomes</u> Short story - Twit Trick Story. Character Descriptions – Variety of Characters from Class Roald Dahl Books. Setting Descriptions - Variety of Settings from Roald Dahl Book	<u>Independent Outcomes</u> Instructions - How to make own witch's smoothie. Instructions - How to make a jelly etc (Link to DT). Explanation - Life cycle of a frog. Recount Diary Entry – First Person (Rainhill trials).	<u>Independent Outcomes</u> Quest/Animal Adventure Stories – own short story about a Quest. Information Report - Under the sea, Astley Park.	<u>Independent Outcomes</u> Story – Story as to prove the innocent of Goldilocks/Wolf etc. Poem - Riddles about a Mystery Guest.
	Enrichment					
	Hindu Temple Visit Space Dome Experience		Rocket Experience Visit to Bury Transport Museum		Visit to Astley Park	
	Cross Curricular Links					
	Non-chronological reports linked to British festivals (Guy Fawkes).	Geography – Contrasting Locality RE – Major World Faiths Non-chronological Reports linked to History (Christopher Columbus and Neil Armstrong) and Science History – Explorers	History-Transport from the past History Visit	Science- Life Cycles DT – Food	Local History and Geographical Locality.	Geography- Oceans Science- Habitats

M

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S

We see Mathematics as an essential life skill and a practical tool with which children can make sense of the world around them. We offer children a comprehensive foundation in all areas of Mathematics through a varied experience of the subject.
All children participate in a daily hour and skills are consolidated and extended through our curriculum areas.
Emphasis is placed on the understanding of number. Mental arithmetic is used effectively to develop children's mathematical abilities and independent thinking and to create a positive attitude to Maths.

Autumn	Spring	Summer
Number: Place Value (to one hundred) Read and write numbers in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones). Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. **Number: Addition and Subtraction** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a two-digit number and tens; two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Measurement: Money** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. **Number: Multiplication and Division** Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	**Number: Multiplication and Division** Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. **Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. **Geometry: Properties of Shape** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects. **Number: Fractions** Recognise, find, name and write fractions ⅓, ¼, ²⁄₄ and ¾ of a length, shape, set of objects or quantity. Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of ²⁄₄ and ½. **Measurement - Length and Height** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	**Geometry: Position and direction** Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences. **Problem Solving and efficient methods** **Measurement: Time** Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. **Measurement: Mass, Capacity and Temperature** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =. **Investigations**

SCIENCE

The world of Science is a magical one for children. In following the National Curriculum, we provide a broad based experience of Science and, in particular, encouraging enquiring minds. Emphasis is placed on scientific investigation with hands on activities to consolidate knowledge and develop understanding of the world around them, to enable every child to experience success in this area of the curriculum.

Autumn	Spring	Summer
Materials Describing physical properties. Sorting, grouping according to properties. Knowing how to change and use materials in different situations. Scientific vocabulary.	**Animals including humans - lifecycles** Health – how we grow and be healthy humans have offspring that grow into adults. Basic needs of humans. Importance of exercise. Types of food and hygiene. Medicines. PSHE/Science links - Hygiene and Heath **Plants - Life Cycles** Describe basic needs of plants and animals and their lifecycles. Sorting according to features. Knowing how they are alive. **British Values** Responsibility for keeping self healthy.	**Living things in their habitats** Identifying different habitats in the local area. Identifying common plants and animals. Knowing different plants and animals live in different places. Recording the relationship between humans, plants and animals in a simple food chain. Changing the environment can affect the plants and animals living there. **British Values** Respect for living things and their environment.

ART & DESIGN

Children are encouraged to become visually perceptive and are given a wide range of experiences and materials to develop their artistic skills. An interest and understanding of art, craft and design from other times and places is also developed.

Autumn	Spring	Summer
Drawing Lines & Marks **Textiles / Sculpture** Africa **British Values** Respect cultural difference	**Drawing** Form and Shape **Painting** Trees (links to Plants) **Claire Letton**	**Drawing** Tone **Sculpture** Buildings **Hundertwasser**

COMPUTING

In addition to discrete subject teaching including programming and networking, computers are an essential curriculum tool and all children are given opportunities to develop their skills. Skill based work focuses around areas such as word processing, data handling and graphic design. Children are actively encouraged to apply their skills to other curriculum areas to support their learning.

Autumn	Spring	Summer
Coding Use 2 Code **Online Safety** Identify personal information that should be kept private. Remember and use Sid's Top Tips. (PSHE) **Presenting Ideas** Publisher - create a poster about keeping information private **Creating Pictures** Use 2 paint a picture	**Online Safety** Identify obviously false information in a variety of contexts Consider other people's feelings on the Internet (PSHE) **Coding** Scratch **Databases** Make a simple Y/N tree diagram to sort information (Science) 2 Question and 2 investigate	**Spreadsheets** Use 2 calculate **Online Safety** Recognise that a variety of devices (Xbox, PSP etc as well as computers and phones) connect users with other people. (Geography - The World) **British Values** Responsibility for keeping self safe online. **Music** Sound Recording (Garageband and 2 sequence)

D & T	**DESIGN & TECHNOLOGY** **Technology is a subject that requires children to apply knowledge and skills to solve practical problems. Children begin by exploring with practical materials, gradually developing their ability to plan, design, criticise and refine their own work.**		
	Autumn	**Spring**	**Summer**
	Food with materials Changing state - heating, melting, baking, weighing & measuring Make jellies, ice lollies, etc **Textiles** sewing	**Moving vehicles** **Food** from different countries and cultures **British values** Respect other cultures	**Food** Healthy snacks for a picnic - Seaside Holidays / Local History **Winding Mechanisms** **Nursery Rhyme (link to other year group in school)**
LANGUAGES	**Autumn**	**Spring**	**Summer**
	Greetings Alphabet Numbers 1 - 31 Colours Classroom objects Cultural: Halloween/Nativity	Age Days of the week Months of the year Birthdays Cultural: Easter Cards	Snacks Weather Animals Family Sports Cultural: La Fete des Meres **British Values** Respect other cultures
GEOGRAPHY	**Children learn about different places, the human and physical processes that shape them and the people who live with them. This helps children to make sense of their surroundings and the wider world. Geographical skills are developed throughout the school and environmental issues explored.**		
	Autumn	**Spring**	**Summer**
	Human and physical Geography Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Euxton) and of a small area in a contrasting non-European country (Kenya village). Recap four countries of UK and surrounding seas. Location of Euxton and Kenya. **Geographical skills and fieldwork** Collect data in the area and then compare and contrast to NON-EU Country. Africa Features on a map. Aerial photos. Devise a simple map with basic simple symbols in a key. **Geography Additional Vocabulary** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **British Values** Respect cultural differences Africa		**Locational Knowledge** **Human and physical Geography** Name the seven continents, five oceans Identify Equator, South Pole, North Pole, Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Geographical skills and fieldwork** Use world atlas, maps and globes to identify areas in the UK/world and the continents and Oceans Use simple compass directions (North, South, East and west) and loactional Describe the location of the features and routes on a map Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Link to Astley Hall and local History). **Geography Additional Vocabulary** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Link to local History.

HISTOR	**We aim to arouse an interest in the past and develop an understanding of other times. We encourage children to develop the ability to acquire evidence from historical sources and understand interpretations of history.**		
	Autumn	**Spring**	**Summer**
	Famous people Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods - e.g. Then/Now Christopher Columbus Neil Armstrong Tim Peake	**Transport - Beyond Living Memory** VISIT - Bury transport museum Train ride **Link materials and DT** Moving vehicles	**LOCAL HISTORY** Significant historical events, people and place in their own locality. Try to include changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Holidays in Blackpool/Mill workers VISIT - Astley Hall
MUSIC	**Children are given opportunities to perform and compose music, from simple sound making to reading from simple notation. They are encouraged to develop concentrated listening skills and to appraise the music of others. We enjoy close links with Lancashire Music Service, Broughton Music Service and Chorley Silver Band where many of our children take up on the opportunity of learning a musical instrument.**		
	Autumn	**Spring**	**Summer**
	Developing Music Skills Rhythm **Christmas Production** **British Values** Individual Liberty Respect for different religions	**Hands, Feet, Heart** Music from South Africa **British Values** Respect other cultures. **Singing Sherlock** Singing Skills 2	**I Wanna Play in a Band** Singing and playing together **Sounds Interesting** Exploring Sounds
PE & SPORT	**PHYSICAL EDUCATION & SPORT** **Children enjoy indoor and outdoor facilities and the emphasis is on dance, games and gymnastics.** **Pupils in Key Stage One and Two attend the local swimming pool for lessons and presently Year 5 and 6 children have the opportunity to experience outdoor pursuits during two activity holidays.** **Through the year groups, children are also able to take part in a wide range of extra-curricular sporting activities and to compete throughout the year in district Football, High Fives, Golf, Rugby, Rounders, Cricket, Athletics, Cross-Country Running and Swimming.**		
	Autumn	**Spring**	**Summer**
	Games Piggy in the Middle **Dance** The weather **Gymnastics**	**Moving along** **Dance** The seashore **Gymnastics** **Net / Wall task**	**Athletic activities** **Striking and fielding**
PSHE	**PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION** **At Primrose Hill, personal and social development is seen as central to the education of our children, and permeates the whole curriculum.** **Personal and social development is concerned with acquiring attitudes and values, knowledge and understanding, abilities and skills necessary for the development of the self, the self in relation to others, social responsibility and morality.** **“We will encourage self-reliance, self-confidence and self-discipline in our children so that they may become responsible and responsive members of society.”** **The cross-curricular elements contribute to personal and social development as do pastoral care, the organisation of the school and the quality of relationships between all members of the school community.** **Our philosophy of emphasising the talents and positive achievements of children does much to develop self-confidence and a positive self-image essential to learning and to personal growth.** **“We will emphasise the positive achievements of children in school, and in their outside activities.**		
	Autumn	**Spring**	**Summer**
	Enjoy and achieve **Staying safe** **Prevent** Responsibility for own safety.	**Emotional health** **Relationships** **Prevent** Kindness and honesty in relationships.	**Being healthy** **Positive contribution** **Prevent** Responsibility for a healthy lifestyle. **British Values** Individual Liberty Democracy

R E	**RELIGIOUS EDUCATION** **In R.E. the Lancashire Syllabus is followed. The focus of this is exploring:- Shared human experiences, Religious traditions, Beliefs and values, Personal meaning.** *Parents may withdraw children from these lessons if they wish.*		
	Autumn	**Spring**	**Summer**
	HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER? **Hindu Dharma** Can worship help people remember what is important? VISIT - Hindu Temple **Christianity - God** What do special stories teach worshippers and others? **British Values** Show kindness and respect for other religions.	**HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?** **Judaism** Does worship help people? **Christianity - Jesus** What do some people have religious rituals? **British Values** Show kindness and respect for differing religious beliefs.	**HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?** **Christianity - The Church** How and why is celebrating important in religion and worship? **Islam** Does worship have to happen in a special place / at a certain time? **British Values** Show kindness and respect for differing religious beliefs.