



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM



Key Texts

The Town Mouse and the Country Mouse	Toby and the Great Fire of London M. Nash and J. Cope	Beegu Alexis Deacon	A walk in London Salvatore Rubbino
Paddington Bear Michael Bond	The Queen's Hat Steve Antony	Katie in London James Mayhew	Cops and Robbers Allan & Janet Ahlberg
Knuffle Bunny Mo Willems	The Great Fire Sue Cowling p.241		

Key Vocabulary

Geography port, office, river, city, town, building, capital city, country, plan view	History old, new, a long time ago, sources, first, then, next, eyewitness, diary, squirt, fire break, fire hook, rebuilt	Art clay, 3d, roll, cut, join, smooth, tools, design, architect, structure, inspired, classic, modern	DT Mechanism, axel, wheel, hand saw, bench hook, doweling, wooden disk, chassis, axis, axle holder
Computing sp1 Group, data, property, similar, describe, table	Computing sp2 Type, space bar, caps lock, backspace, edit, highlight, delete, character, save, open		

Projects

Art project: Drawing a sculpture Design and make a London landmark from clay	DT project: Using wheels and axels design and make a fire engine		
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Concrete Knowledge

Geography

- Know the names of the four countries of the UK, their capital cities and the surrounding seas
- Know: shop, house, office, city, town, village, port and river (identify in real life or make models)
- Know the difference between a city and a village
- Know their address, including postcode and know that they live in England
- Know the names of some landmarks in London and Birmingham

History

- Know about an event that happened a long time ago, even before the birth of their grandparents (The Great Fire of London)
- Know how technology has changed lives (fire equipment, the ability to phone the fire service)
- Know who Samuel Pepys is and explain why he is famous
- Know about famous people from Birmingham in the past (Look at the statue of Boulton, Watt and Murdoch in during ed. visit Centenary Square and study one of these people)

Art

- Know how to cut, roll and join materials (using clay)
- Know how to join two pieces of clay together using water
- Know how to use pencils to create lines of different thickness in drawings

D&T

- Know about the movement of simple mechanisms such wheels and axles



Skill Progression

Geography

- I can use an atlas to identify the countries of the UK, their capital cities and the 3 surrounding seas and label these on a map
- I can sort key features into city and village
- I can identify famous landmarks in photographs and aerial images of Birmingham and London
- (including the River Thames, port of London
- I can identify house, office, city, town, village, port and river in aerial photographs and on plan view maps)
- I can name the seasons in the UK (all year objective)

History

- I can sequence some events in order (timeline of The Great Fire of London)
- I can answer questions using sources of information (e.g. How do we know about The Great Fire of London?
- (paintings and Samuel Pepys's diary, How did they put the fire out? – photos of firefighting
- equipment)
- *I can put 2 objects in chronological order - firefighting equipment (now and then)*

Art

- I can draw my design before I make it
- I can describe the differences and similarities between two architects (Wren and Madin)
- I can join two pieces of clay together securely and smoothly
- I can cut, roll and join clay with basic tools

Computing Sp1: Teach computing Data and information – Grouping data

- I can describe the properties of objects and group them using labels
- I can match objects to groups
- I can find objects with similar properties
- I can count how many objects share a property
- I can group similar objects in more than one way
- I can describe groups of objects and compare them
- I can decide how to group objects to answer a question

Computing Sp 2

Word processing using J2e5 write

Final project: Geography

Create a word processed document about Birmingham/London

- **I have completed 'Beginner' Lessons 1-8 on typing.com.**
- I can type on a keyboard.
- I can use the space bar to separate words.
- I can use the 'cap locks' key to make a capital letter.
- I can edit text (use backspace to remove a character).
- I can highlight text that I want to edit.
- I can open and continue with a previously saved piece of work.



DT

Design:

- I can describe who and what my product is for
- I can say how I will make my product suitable for the user (with support)
- I am beginning to use my knowledge of existing products to help come up with my own ideas and develop these through talking and drawing
- I can use given design criteria to develop my ideas
- I can model ideas by exploring materials and components

DT

Make:

- I can plan by suggesting what to do next
- I am beginning to select from a range of tools and equipment, explaining my choices with support (hand saw and bench hook)
- I can assemble, join and combine materials and components (doweling and wooden disks)
- I can measure, mark out and cut materials and components (using a template that is the correct size)

DT

Evaluate:

- I can evaluate existing products by saying what I like and dislike about them and who and what the product is for
- I can identify what materials products are made from
- I can make simple judgements about my product and ideas against design criteria and suggest how it could be improved
- I can make simple judgements about their products and ideas against design criteria

Science, Music, R.E., PSHE and P.E. units

Sp 1 Science
Scientists and inventors

Sp 2 Science
Everyday materials

Sp 1 Music
All about me

Sp 2 Music
Timbre and rhythmic patterns
Fairy Tales

Sp 1 R.E.
Being fair and just
Being merciful and forgiving

Sp 2 R.E.
Being courageous and confident
Being loyal and steadfast

Sp 1 PSHE
Valuing difference

Sp 2 PSHE
Me and my relationships

Sp 1 P.E.
Coach: Gymnastics
CT: Fundamental movement skills

Sp 2 P.E.
Coach: Invasion games (coordination, sending and receiving)
CT: Target Games

E-safety
Sp1 Online Bullying, Managing Online Information and Health,

E-safety
Sp2 Wellbeing and Lifestyle



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Maths in Context

Seasons – relate to the months of the year	Measuring vocabulary in DT – longer, shorter, measure, wider		
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Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

Cultural and Artistic Icons

Christopher Wren	John Madin	Look at artists that have their work currently displayed at the IKON Gallery	
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Health Education, Money Management, Environmental Education

Fire safety			
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Rights Respecting

Article 27: Every child has the right to an adequate standard of living	Wider links Article 14: You have the right to choose your own religion and beliefs	Wider links Article 39: You have the right to help if you have been hurt	
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Enrichment experiences and Community Involvement

Invite the fire service into school to look at fire equipment – link to DT making fire engine toys	Post a letter to their home address		
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