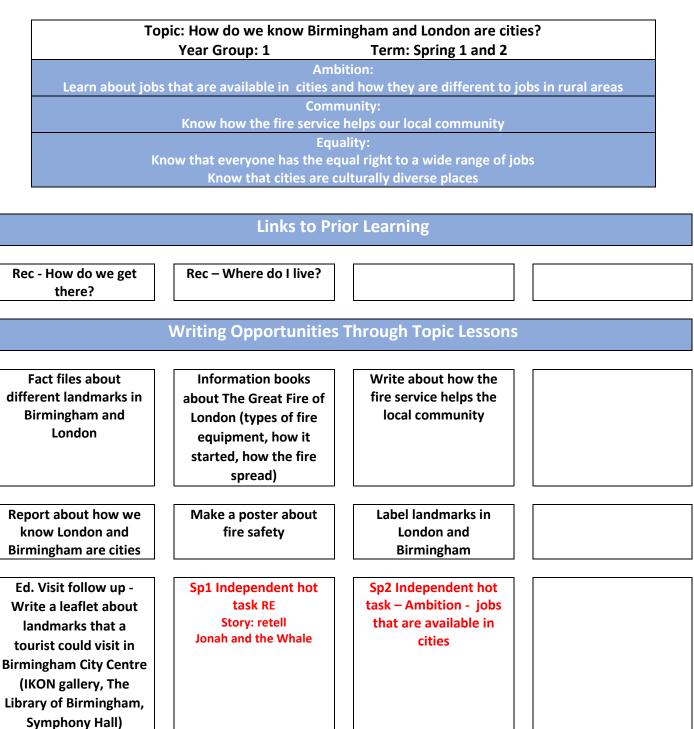
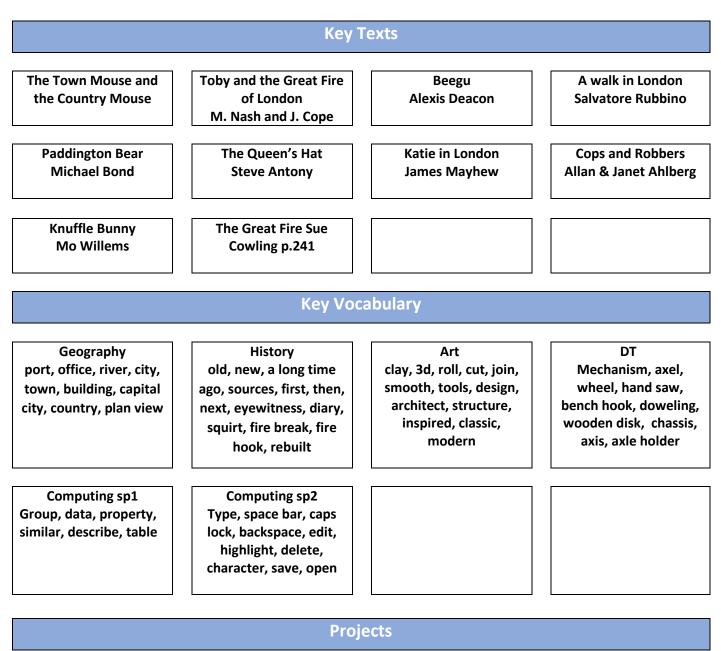


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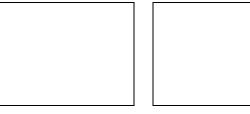


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Art project: Drawing a sculpture

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)

D&T

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

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



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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)

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

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)

Computing Sp 2 Word processing using J2e5 write

Final project: <u>Geography</u> 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.



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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

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

DT Make:

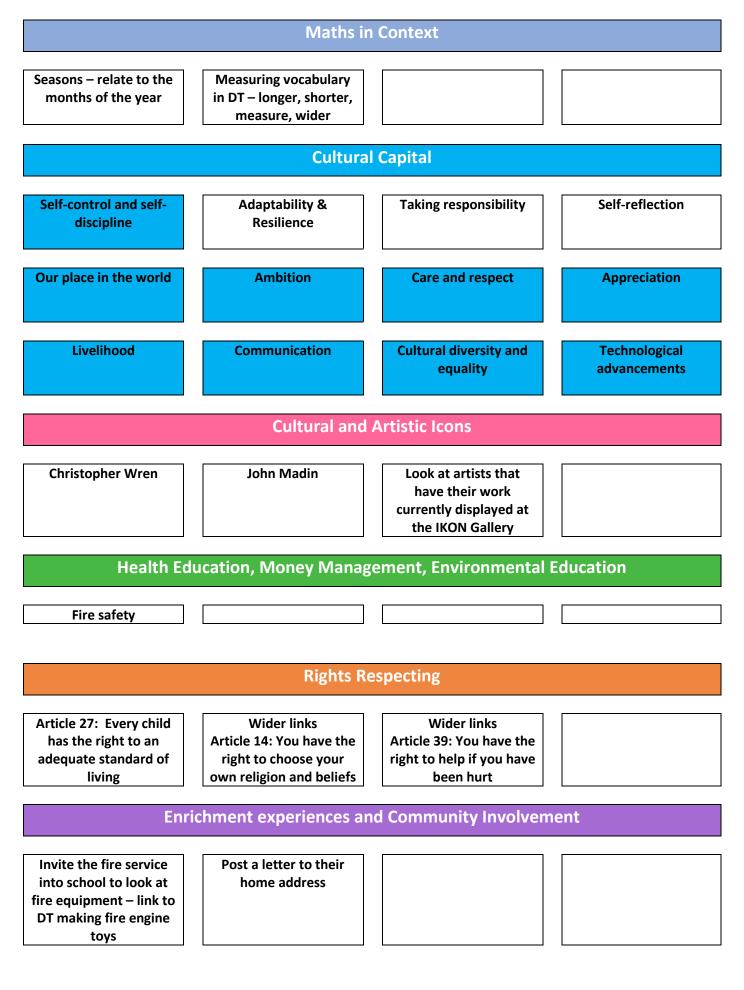
- I can plan by suggesting what to do next
- I am beginning to select from a range of tools and equipment, explaining my choices with support (hand saw and bench hook)
- I can assemble, join and combine materials and components (doweling and wooden disks)
- I can measure, mark out and cut materials and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

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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