



Hebburn Lakes Primary
7 Red
Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Sounds Write	Unit 1 a i m s t Unit 2 n o p is, a Unit 3 b c g h The I	Unit 4 d e f v for, of Unit 5 k l r u are	Unit 6 j w z was Unit 7 x y ff ll ss zz all Unit 8 vcc cvcc Come, some	Unit 8 continued Unit 9 ccvc to Unit 10 ccvcc cVccc cccvc	Unit 11 sh ch th ck wh ng q u There, their these, (after th) What, where, who (after wh) Then revise all units	Revise all units

Maths	WK1	WK 2	WK3	WK 4	WK5	WK 6	WK 7	WK8	WK9	WK10	WK11	WK12
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Autumn	Getting to know you! Baseline Number: Place Value (within 10)	Just like me! Match and sort Compare amounts Compare size Capacity Explore pattern	It's me 123 Represent, compare and composition	Light and dark Representing numbers to 5 + positional language using shape
Additional/	Number:		Number: Addition and Subtraction	



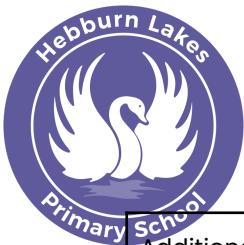
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extended	Place Value (within 10)	(within 10)
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Spring	Alive in 5 Introducing zero	Alive in 5 4 + 5 Representing, comparing and composition Growing 6 7 + 8 6 7 8 Representing comparing and composition	Making pairs Comparing Mass Length and height	Building 9 + 10 Combining groups Comparing numbers to 10 Number bonds to 10	3D shape pattern and time
Additional/ extended	Number: Place value (within 20)		Comparing Mass Length and height	Number: Addition and Subtraction (within 20)	3D shape pattern and time

Summer	To 20 and beyond Building numbers beyond 10 Finding patterns beyond 10	First, then and now Adding more, number stories Taking away, number stories	Find my pattern Doubling Sharing and grouping Even and Odd	On the move Deepening understanding Patterns and relationships	Consolidation
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Additional/ extended	Number: Place value (within 20)	Number: Addition and Subtraction (within 20)	Geometry: Position and direction	Consolidation

	 Happy to be Me All about Me	 Come Fly with me Asia Asia	 Ticket to Ride Travel and Transport	 Help is at Hand Who Helps Us	 Food Glorious Food Crunch, sweet and savoury food	 What on Earth...? Showing Respect for our World	 Teachers Choice Transition Theme
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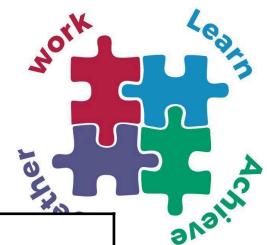


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Communication and Language	<p>Listens attentively and responds to what they hear and relevant comments.</p> <p>Holds conversations when engaged in back and forth exchanges with their peers.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p> <p>Listens to ideas expressed by others in conversation or discussion</p>	<p>Gives attention to what others say and responds appropriately, while engaged in another activity.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Extends vocabulary by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p>Participate in small groups, class and one to one discussions, offering their own ideas, using recently produced vocabulary.</p> <p>Express their ideas and feelings about their experience using full sentences,</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Follows instructions involving several actions or ideas.</p> <p>Answers 'how' and 'why' questions about their experiences and in response to stories and events.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Listens attentively to a range of situations.</p> <p>Uses talk to organise, sequence and clarify thinking, feelings and events.</p> <p>Extends vocabulary linked with the theme.</p>	<p>Listens attentively and responds to what they hear and relevant comments.</p> <p>Extends vocabulary by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Listens attentively to a range of situations</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	
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	<p>Extends vocabulary by grouping and naming, exploring the meaning and sounds of new words.</p>		<p>including use of past, present and future tenses.</p> <p>Listens attentively to what they hear with relevant questions, comments and actions when being read to during whole class discussion and small group interactions.</p>	<p>Listens attentively in a range of situations.</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Maintains attention and concentrates and sits quietly during appropriate activity.</p> <p>Uses talk to organise, sequence and clarify thinking,</p>	<p>Can listen and so for a short span- two channelled attention.</p>	<p>Listens to ideas expressed by others in conversation or discussion</p> <p>Follows instructions involving several ideas and actions.</p> <p>Extends vocabulary by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Responds to instructions involving two-part sequence.</p>	
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				<p>ideas and feeling and events.</p> <p>Listens to stories, accurately anticipating key events and responding with relevant comments, questions and answers.</p>		<p>Uses talk to organise, sequence and clarify thinking, ideas and feeling and events.</p> <p>Answers 'how' and 'why' questions about their experiences and in response to stories and events.</p>	
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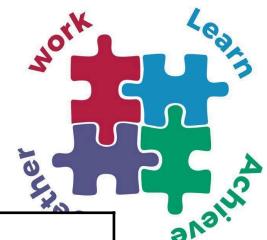
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Physical Development	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Use a range of small tools</p> <p>Talks about ways to keep healthy and safe.</p>	<p>Experiments with different ways of moving.</p> <p>Moves confidently in a variety of ways safely negotiating space.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrates strength, balance and coordination.</p> <p>Begins to show accuracy and care when drawing.</p> <p>Holds a pencil effectively in preparation for fluent writing.</p> <p>Moves energetically,</p>	<p>Experiments with different ways of moving.</p> <p>Moves confidently in a variety of ways safely negotiating space.</p> <p>Manages own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Experiments with different ways of</p>	<p>Shows good control and coordination in large and small movements.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Talks about ways to keep healthy and safe.</p> <p>Uses simple tools to effect changes to materials.</p>	<p>Experiments with different ways of moving</p> <p>.Moves confidently in a variety of ways safely negotiating space.</p> <p>Practises some appropriate safety measures without direct supervision.</p> <p>Shows good control and coordination in large and small movements.</p>	
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	Manages own personal hygiene and personal		such as running, jumping, dancing,	moving. Practises some appropriate	Experiments with different ways of moving.	Talks about ways to keep healthy and safe.	
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	needs successfully, including dressing and going to the toilet.		hopping, skipping and climbing. Uses a range of small tools, including scissors, paint brushes and cutlery.	safety measures without direct supervision. Talks about ways to be healthy and safe.	Moves confidently in a variety of ways safely negotiating space. Practises some appropriate safety measures without direct supervision. Negotiates space successfully when playing racing or chasing games with other children, adjusting speed or	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Talks about ways to keep healthy and safe. Manages own personal hygiene and personal needs successfully, including dressing and going to the	
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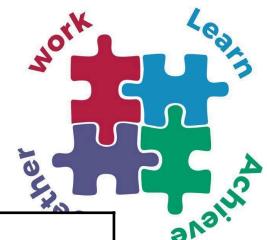


					changing direction to avoid obstacles.	toilet.	
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Understanding the World	<ul style="list-style-type: none">Talks about features of their own immediate environment and how environments might vary from one to another.Look closely at similarities, differences, patterns and change.Talks about features of their own environment.	<ul style="list-style-type: none">Describe their immediate environment using knowledge for observations, discussion, stories, non-fiction texts and maps.Knows what causes everyday things to happen.Understand some important processes and	<ul style="list-style-type: none">Talks about features of their own environment.Talks about the past and present events in their lives and lives of their family members.Recognises a range of technology is used in places such as homes and schools.Selects and uses technology for	<ul style="list-style-type: none">Explains why some things occur.Talks about changes.Selects and uses technology for a particular purpose.Talks about changes.	<ul style="list-style-type: none">Makes observations of animals and plants.Talks about features of their own immediate environment and how environments might vary from one to another.Uses ICT hardware to interact with age-appropriate computer software,	
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			changes in the natural world around them.	particular purposes.		Makes observations of plants and animals .	
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		Talks about the past and present events in their lives and lives of their family members. Talks about features of their own immediate environment and how environments might vary from one to another.	Know that some simple generic vocabulary is linked to science, Know when in everyday activities science is useful.	Explains why some things occur.	Talks about past and present events in their own lives and lives of others. Recognises that a range of technology is used in places such as homes and schools. Completes a simple program on a computer	Completes a simple program on a computer. Look closely at similarities, differences, patterns and change. Makes observations of animals and plants. Recognises that a range of technology is used in places such as homes	
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		Recognises that a range of technology is used in places such as homes and schools.				and schools. Talks about features of their own environment. Talks about the past and present events in their lives and lives of their family members.	
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Literacy	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read simple sentences aloud.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences. Uses some clearly identifiable letters to communicate meaning.	Read aloud simple sentences and books that are consistent with their phonic knowledge. Anticipate -where appropriate -key events in stories. Spelled words by identifying	Can segment the sounds in simple words. Can read some common irregular words. Attempts to write short sentences. Uses phonic knowledge to	Continues a rhyming string. Uses phonic knowledge to decode regular words and read them aloud accurately. Uses some clearly identifiable letters to communicate	Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Talks with others about what they have read in order to	
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			<p>sounds in them and representing them with a letter or letters.</p> <p>Writes recognisable letters, most of which are correctly formed.</p>	<p>write words in ways that match their spoken sounds.</p> <p>Can segment the sounds in simple words and blend them together.</p>	<p>meaning.</p> <p>Attempts to write short sentences</p> <p>Can segment the sounds in simple words and blend them together.</p>	<p>demonstrate.</p> <p>Uses some clearly identifiable letters to communicate meaning.</p>	
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				<p>Writes their own name and other things such as labels and captions.</p> <p>Uses clearly identifiable letters to communicate meaning.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Writes their own name and other things such as labels and captions.</p> <p>Talks about what they have read in order to demonstrate understanding.</p> <p>Writes simple</p>	<p>Uses phonic knowledge to decode regular words and read them aloud accurately</p> <p>Talks about what they have read in order to demonstrate understanding.</p>	
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				Writes simple sentences which can be read by themselves and others.	sentences which can be read by themselves and others. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.	Attempts to write short sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.	
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EAD	Experiment with different materials and textures Make use of props and materials when role playing characters.	Manipulates materials to create a planned effect. Chooses particular colours for a purpose.	Safely and use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Know the key	Begins to build a repertoire of songs and dances. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas	Chooses particular colours for a purpose. Represents their own ideas, feelings, thoughts through design and technology, art, music,	Manipulates materials to achieve a planned effect. Selects tools and techniques needed to shape, assemble and join materials they are using.	
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			<p>features that define a product..</p> <p>Know what they are designing and making and say what it's purpose is.</p>	<p>and experience.</p> <p>Chooses a particular colour for purpose.</p> <p>Constructs with purpose.</p> <p>Constructs with a purpose in mind using a variety of resources.</p>	<p>dance, role-play and stories.</p> <p>Experiments to create different textures.</p> <p>Creates simple representations of events, ;people and objects.</p>	<p>Experiments to create different textures</p>	
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				<p>Introduces a storyline or narrative into their play.</p> <p>Explores the different sounds of instruments</p> <p>Represents their own ideas, feelings, thoughts</p>	<p>Constructs with a purpose in mind.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Selects appropriate</p>	<p>Safely uses and explores a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p>	
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				<p>through design and technology, art, music, dance, role-play and stories. Experiments to create different textures.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Manipulate materials to achieve a planned effect.</p>	<p>resources and adapts work where necessary.</p>	<p>Explores what happens when they mix colours.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	
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PSED	Work and play cooperatively and take turns with others.		Work and play cooperatively and take turns with others.	Plays cooperatively as part of a group to develop and act out a narrative.	Play alongside others.	Plays cooperatively as part of a group to develop and act out a narrative.	
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			cooperatively.	Plays alongside other children who are engaged in the same theme. Work and play cooperatively and take turns with others.		Plays alongside other children who are engaged in the same theme. Work and play cooperatively and take turns with others.	
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Maths	Place value within 5.	Uses the language of 'more' and 'fewer' to compare 2 sets of objects.	Subitise to 5 Verbally count beyond 20. Recognising the pattern of	Finds one more or one less from a group to 5 objects, then 10 objects.	Selects correct numerals to represent 1 to 5, then 1 to 10 objects.	Counts irregular arrangements up to 10 objects.	
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			<p>the counting system.</p> <p>Compares quantities up to 10 in different contexts.</p>	<p>Orders and sequences of familiar events.</p> <p>Count objects to 10 and begin to count beyond.</p> <p>Counts an irregular arrangement of up to 10 objects.</p> <p>Orders 2 or 3 items by length and height.</p>	<p>Counts objects to 10 and then beyond 10.</p> <p>Begin to use everyday language related to money,</p> <p>Counts an irregular arrangement of 1 to 10 objects.</p> <p>Measures short periods of time in simple ways.</p>	<p>Finds a total number of 2 groups by counting all of them.</p> <p>Begin to use everyday language related to money.</p> <p>Records using marks that they can interpret and explain.</p>	
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				Counts reliably with numbers	Solves problems,	Begins to use mathematical	
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				<p>from one to 20.</p> <p>Recognises numerals 1-5.</p> <p>Begins to use everyday language related to money.</p> <p>Counts out up to six objects from a larger group.</p> <p>Solves problems, including doubling, halving and sharing.</p> <p>Measures short periods of time in simple ways.</p>	<p>including doubling, halving and sharing</p> <p>Finds the total number of items in 2 groups by counting all of them.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Recognises and creates and describes patterns.</p> <p>Uses everyday language to talk about size, weight</p>	<p>names for solid 3 D and flat 2D shapes and mathematical terms to describe shapes.</p> <p>Selects correct numerals to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts objects which cannot be moved.</p> <p>Counts reliably with numbers from one to 20.</p> <p>Uses everyday language to talk about size,</p>	
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				<p>capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>weight capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Says a number that is one more or less than a given number.</p> <p>Begins to use language involved in addition and subtraction in practical activities and discussion.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build</p>	
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PSHE/RSE - Jigsaw	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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RE

	Autumn Term 1	Autumn Term 2 How and why is Christmas celebrated by Christians?	Spring Term 1	Spring Term 2 How and why is Easter celebrated by Christians?	Summer Term 1	Summer Term 2
7 Red 	<p>Let's find out about Harvest in a church.</p> <p>Let's find out about Shabbat.</p>	<p>Let's find out about the Christmas story.</p> <p>Let's find out about Christmas celebrations in churches.</p>	<p>Let's find out about holy books (e.g the Qur'an, the Torah, the Guru Granth Sahib).</p> <p>Let's hear some stories Jesus told (Lost Sheep, Lost Coin).</p>	<p>Let's find out about Easter celebrations in churches.</p>	<p>Let's find out about special buildings and worship there (e.g Mandir, Church, Synagogue, Buddhist Rupas).</p>	<p>Let's find out about special buildings and worship there (e.g Mandir, Church, Synagogue, Buddhist Rupas).</p>

Key:

Other core religions



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Whole school approach to Easter/Christmas
Christianity
Diversity Unit
Thematic Unit