Greenholm Primary School Curriculum

We are a school community where everyone is safe, respected and valued so that we can all achieve our best.

'Together, we believe to achieve'

Vision Statement

At Greenholm we want all learners to be happy, confident, articulate and secure so that they achieve high standards, make good progress and thrive.

Curriculum Intent

Our curriculum provides the knowledge, skills and learning experiences to prepare all our children to become aspirational, positive global citizens.

Greenholm Guarantee

We guarantee that, while at Greenholm, each child will have the following learning experiences:

- A social, moral, spiritual and cultural education which broadens children's awareness and understanding of the world and their place within it

- The chance to explore and appreciate the arts (discovering and experiencing the work of significant artists) and are given opportunities for creative expression

- Have an enquiry based approached to learning

- Opportunities to perform with confidence in a range of contexts. (Class assemblies/ performances)

- Acquire a deep knowledge and appreciation of significant geographical and historical facts

- Be equipped for their futures in a rapidly changing world recognising the importance of technology and science

- Value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, including visits which promote an understanding and appreciation of local, national and international arts, culture and history

- Understand their rights and responsibilities in relation to the UN Convention on the Rights of the Child

- To learn the benefits of physically and emotionally healthy lifestyles by participating in high quality personal, social and health education including relationships and sex education.

- To be entrepreneurial, show initiative and understand how they can contribute positively locally, globally and internationally

- Know and understand the fundamental shared values of democracy, the rule of law, individual liberty and mutual respect and appreciation of those with different faiths and beliefs

- To understand equality and respect diversity

- Have outside learning experiences

- To learn about different cultures and communicate in a different language

ACHIEVERS

At Greenholm the 'Achievers' learning tools are at the heart of the curriculum. We believe they are the tools needed to help children learn.

A Aspirations

C Communications

H Having Resilience

I Investigating

E Evaluation

V Value and Respect

E Emotional Wellbeing

R Resourcefulness

S Social Skills

Communication

By the end of Foundation Stage…	By the end of Key Stage 1…	By the end of Lower KS2…	By the end of Upper KS2…

*I can talk about things that I have done. *I can ask for things that I need. *I speak clearly so others understand me. *I know how to talk to new people I meet. *I show others my ideas through actions, pictures and words. *I show I have listened carefully to what others say by asking, answering questions or through my actions * I can listen to and follow instructions	*I am confident when I express my thoughts and feelings to others. *I know that communication is about listening as well as talking. * I know that ICT is another way of communicating my ideas. * I can discuss my learning with a partner, group and whole class. * I can speak clearly and take the listeners needs into account. *I can respond and comment on what others have said. *I can ask relevant questions.	*I know that I need to communicate differently in different situations. *I can participate effectively in group discussion. * I know how non-verbal communication is an effective way of communicating. *I can learn collaboratively – for example, when problem solving *I can explain my thinking to others. *I can follow up on what others say by saying whether I agree or disagree.	* I know how different forms of digital media can be used to views and feelings of other people. *I can adapt how I communicate to suit different audiences and different situations. *I can use vocabulary appropriately and for effect when speaking to an audience. *I use language in different ways; to question, clarify, describe and debate *I take into account other people's perspectives, intentions and wider context *I can actively listen for sustained periods of time.

Evaluation

By the end of Foundation Stage…	By the end of Key Stage 1…	By the end of Lower KS2…	By the end of Upper KS2…
*I can explain what I have done. *I can say what I like and I don't like. *I can say why I chose to do something. *I can say what went well and what didn't go well. *I can say what I am going to do next.	*I can say what I have found out. *I can learn from things that do and don't go well. *I can say what I'd do differently next time. *I can say why something has/hasn't gone well. *I talk about how I feel about my own and others' work.	*I know what I need to do to be successful. *I evaluate others' work to develop my own ideas. *I can tell you how I am going to apply what I have learned. *I support my views and judgements with evidence.	*I set my own criteria to show how I have been successful. *I see evaluation as a positive process. *I am a critical friend. *I evaluate and consider others' opinions to help inform my own. *I review and refine my ideas as I work through a task.

Value and Respect

By the end of Foundation Stage…	By the end of Key Stage 1…	By the end of Lower KS2…	By the end of Upper KS2…
* I know that people like and dislike different things. *I can say how I am similar and different to others. *I can say what I am good at. *I can give a compliment. * I can receive a compliment. *I have kind hands. *I can share. *I know how to look after the resources and equipment in school.	*I can identify role models. *I know what makes a good role model. *I have good manners when talking to and working with others. *I ask questions to find out about others. *I take care of my own and others possessions. * I listen to other peoples' ideas and opinions. *I know what is meant by 'fair'.	*I can accept others' mistakes. *I can offer others advice. *I know when I have done something well. *I can empathise with others. *I know the difference between fairness and equality. *I respect others' beliefs even if they are not my own.	*I can talk about my strengths. *I recognise and accept my mistakes. *I can make amends with others. *I can suggest ways in which conflict can be resolved.

Emotional Wellbeing

By the end of Foundation Stage…	By the end of Key Stage 1…	By the end of Lower KS2…	By the end of Upper KS2…
*I know the words I need to use to describe how I feel. *I am proud of myself when I do something well. *I stay calm when there are changes. *I know its okay to have uncomfortable feelings. *I can tell someone what I need.	*I know choices I make affect how I feel. *I know how I feel affects others. *I can tell you some things that make me anxious and things that calm me down. *I know a wider range of words to describe how I'm feeling. *I know what to do if I have uncomfortable feelings.	*I can say how I feel in new and different situations. *I can say one special thing about me. *I know I am responsible for own behaviour. *I have different strategies to manage my feelings. * I know how I treat others affects my own feelings.	*I know I have the power to change how I am feeling. *I know I am valued by others. *I can use a range of strategies to manage my feelings affectively. *I know changes in my body affect how I feel at different times. *I know we are all unique and special in our own ways.

Approaching Problems/Investigating/Resourcefulness

By the end of Foundation Stage…	By the end of Key Stage 1…	By the end of Lower KS2…	By the end of Upper KS2…
• I try new things and don't give up if I can't do it. • I can use different ways to solve a problem • I use my senses to find out about new things. • I make models to help me solve problems. • I recognise when I have not chosen the right tools or ideas • I recognise my behaviour can cause or solve problems • I come up with different ideas to solve problems • I work with others to solve problems	• I can choose the tools, ideas or strategies to solve problems. • I ask for help when solving a problem when I need it. • I check to see if I have chosen the right tools or strategies to solve a problem • I know there are different ways to solve a problem • I can plan the steps to solving a problem • I know my choices help or hinder the solution	• I choose specific equipment and strategies to solve problems. • I work with others to choose the best way of solving a problem • I experiment with different approaches to solve a problem • I plan my approach to solving a problem in a systematic way. • I have different ways of solving problems. • I make the right choices to support problem solving	• I plan and choose technical equipment to solve a problem • I solve a problem in different ways. • I break a problem down into smaller logical steps. • I check solutions using alternative methods • I change my problem solving strategies to suit different problems. • I continue to search for a solution even when different strategies have failed • I use a range of ICT resources to solve problems

Having Resilience/Aspire

By the end of Foundation Stage…	By the end of Key Stage 1…	By the end of Lower KS2…	By the end of Upper KS2…
I can focus on and complete an activity I have been asked to do. I don't let others distract me. I am proud of myself when I have done something well I persevere with something even when I find it difficult. I take risks and try new things. I know how to deal with changes. I know when I need to ask for help.	I know things that I find easy and difficult to do. I know some things that stop me from doing my learning. I have an 'I can do' attitude. I can set myself a goal to achieve. I am proud of myself when I have achieved a goal.	I know ways in which I can overcome obstacles and barriers to my learning. I can resist distractions. I am motivated to achieve my best. I learn from my mistakes. I make the most of opportunities I am given. I celebrate my successes. I seek support and advice when needed.	I can set a challenge or goal, think ahead and consider the consequences for others. I can choose when and where to direct my attention and concentration. I know when to persevere and when to try something different. I can bounce back after a disappointment or when I have made a mistake or been unsuccessful. I can show flexibility when priorities change. I am committed to achieving my goals.

Social Skills

By the end of Foundation Stage…	By the end of Key Stage 1…	By the end of Lower KS2…	By the end of Upper KS2…
I can share with others. I can take turns. I can join in with other children when playing a game. I know how to be kind to others. I understand why we have rules and can follow them. I look at the person who is talking. I listen to others.	I can help others. I work well with others event when they have different ideas to me. I give people time to talk and explain their ideas. I recognise my own and other people's feelings and needs. I can empathise with other people.	I know what my role is and what other peoples are when working with collaboratively. I know how we can all work together to be successful. I try to understand why other people might have different views and opinions to me. I value everybody's ideas.	I know how to challenge and question people appropriately. I use questions to probe other's thinking and understanding. I know how to compromise with others to complete a task. I know how to communicate effectively to different audiences in different situations.

Core Subjects

English

Our English curriculum provides pupils with the necessary knowledge, skills, vocabulary and understanding needed to be confident, articulate and creative in their written and oral communication.

Numeracy

Our maths curriculum gives pupils a deep, conceptual understanding of a topic, developing fluency, reasoning and problem solving through exploration, clarification, practise and application.

Science

Our science curriculum encourages children's inquisitive nature and fosters a healthy curiosity in children about the universe around them by teaching the knowledge, concepts, skills outlined in the national curriculum.

Non-Core Subjects

ICT/Computing

Our ICT curriculum ensures pupils are competent and confident in their independent use of ICT so they can communicate, be safe and apply their skills to current and emerging technologies.

Geography

Our geography curriculum provides pupils with the opportunity to discover, organize, interpret and be inquisitive about our present and the natural world so they become confident and articulate learners who are positive local and global citizens.

History

Our history curriculum provides pupils with the opportunity to explore, sequence, link and analyse the past so that they may understand and appreciate British and global history, engage with the present and help shape the future.

P.E.

Our Physical Education curriculum is designed to be enjoyable and provide children with opportunities to develop physical confidence in a way that promotes healthy, active lifestyles through equal opportunity learning experiences which encourage respect and fairness.

R.E.

Our Religious Education curriculum provides the knowledge and learning experiences of major religions and cultures, to encourage our children to embrace differences and similarities and become positive and respectful global citizens.

Music

Our music curriculum is designed to engage, inspire and progressively develop children's skills, self-confidence and creativity in the areas of musical appreciation (listening and discussing), performance, composition and recording and evaluating.

MFL

Our languages curriculum introduces children to another language in a way that is enjoyable and interactive while encouraging their confidence and creative skills to stimulate their curiosity about further language learning as part of their path to becoming positive global citizens.

Art

Our art curriculum inspires creativity, engages and challenges pupils by equipping them with the knowledge and skills to experiment and create their own works of art and understand the impact art has had on different times and cultures.

DT

Our design and technology curriculum inspires children to be creative and use flair and imagination to design and make products which solve real and relevant problems, considering their own and others' needs, wants and values.

PSHRE

At Greenholm Primary School, personal, social and health education (PSHE) supports our children to become independent, self-assured and responsible members of our community who are equipped to contribute as positive global citizens.

Whole School Curriculum Overview

Year Group	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Curriculum Intent - Our curriculum provides the knowledge, skills and learning experiences to prepare all children to become positive global citizens.					
	ASPIRATIONS EMOTIONAL WELLBEING SOCIAL SKILLS		VALUE AND RESPECT HAVING RESILIENCE COMMUNICATION		INVESTIGAION RESOURCEFULNESS EVALUATION	
PSHRE	Relationships		Health and Wellbeing		Living In The Wider World	
Reception	All About Me PSED/ C&L/ People and communities focus	Festivals People and communities focus Seasons – Understanding of the world/Autumn	The Environment The World Around us Hot and Countries Materials Local Environment Health and Hygiene	Dinosaurs Being imaginative/ Media and materials focus	Animals	Superheroes Media and materials/ Being imaginative focus
Year 1	Mysteries History – Queen Victoria and schools in the past and present Geography – Greenholm Farm and the local area – maps and routes Science – Seasons/Plants Art – Collage with natural materials (Andy Goldsworthy)		Hot and Cold Places History – Roald Amundsen/Robert Scott and the race to the South Pole Geography – Comparing hot and cold places Science- Animals including Humans Art – Printing (Henri Rousseau) Digital art/ painting using 2simple (Claude Monet)		Fire History – The Great Fire of London Geography – London/ Greenholm Primary School –maps and routes Science – Everyday materials Art – Painting – colour mixing (Lieve Verschuier) Junk Modelling – London landmarks	

	Sketching – Suing line to represent shape (LS Lowry) DT – Food (Making an Autumn soup) Music – Composer – Vivaldi (Four seasons) To recognise and identify pitch, duration, tempo. To use sequence musical sounds using a simple structure e.g. A B A To recognise and explore a variety of sound sources (e.g. using body) and instruments. To listen to and discuss musical effects. To compose a piece of music To choose sounds for effect. To learn and perform songs, chants, raps. To identify feelings/emotions created by music RE – Religious symbols/books/Birthing Rites Computing - Computing systems and networks - Technology around us Creating Media - Digital painting	DT – Construction (Moving pictures) Music – Unit outcome - Linked to animals and their habitat To be able to recognise the difference between beat and rhythm. To be able to identify a beat within a tune. To be able to recall and perform rhythmic patterns to a steady beat.To be able to identify high and low notes on a pitched instrument.To be able to compose and perform. To be able to change pitch in singing for an intended effect RE – Religious Stories/ What is special about you? Computing - Programming A - Moving a robot Data and Information - Grouping Data.	DT - Construction (Model fire engine) Music – Unit outcome - Linked to The Great fire of London To be able to create rhythmic patterns within a steady beat. To be able to identify dynamics within music. To be able to explain the effect of dynamics. To be able to identify the duration of sounds To sequence long and short sounds (duration). To be able to compose and perform to another audience. To be able to follow a conductor/band leader. RE – Being Thankful/ 5 Pillars of Islam/ What makes you happy? Computing - Creating media - Digital Writing Programming B - Programming animations
Year 2	Heroes History – Significant historical figures such as Neil Armstrong and Florence Nightingale Geography – The continents of the world Science – Animals including Humans Art – Digital Art/ Manipulating images (Picasso) Printing/ Graphic Art – Fabric designs	Our World History – Mahatma Ghandi and Mother Theresa Geography – Comparing the Isle of Coll to New Delhi Science – Plants/ Use of Every Day Materials Art – Collage – Combing materials (Van Gough)	The Seaside History – Victorian Seaside holidays Geography – The United Kingdom, its four countries and the surrounding seas Science – Living Things and their Habitats Art – Sketching – Shape and Texture (Leonardo de Vinci)

	DT - Food (Healthy eating/Pizza) Music - Unit outcome: A Journey) Example – Florence Nightingale's journey from England to Crimea To recognise the steady beat in a tune. To identify changes in timbre, dynamics and pitch in music Create long and short sounds (duration). To create visual symbols to represent sounds and structure (beginning, middle and end) of Indian Journey. Perform from pictures using tempo, dynamics, timbre and texture (focus on tempo and duration) to create effect. To listen to a range of high quality live and recorded music. To develop an understanding of melody/lyrics and their importance. To improvise simple rhythms. RE – The 10 Commandments/ What influence behavior?/Why do people give and receive presents? Computing - Computing systems and networks - ICT around us Creating Media - Digital Photography	Modelling using clay - *Traditional Indian art - Madhubani* DT – Construction (Design and make a model of a home) Music - Unit Outcome: A day in the life of Mother Theresa/Ghandi **or** a day on the Isle of Coll or a day in New Deli. Composer: Jyotsna Srikanth: Music - Annapoorn To be able to perform simple patterns and accompaniments keeping to a steady pulse To use a variety of tuned and untuned instruments and voice to create texture. To use different musical elements to create mood and effects, especially timbre. To be able to compose and perform own music To use non-standard symbols to record compositions and use to To sing with expression. To sing in 2 To describe texture and describe the layers within the music RE – How faiths respond to suffering/ Places of Worship/Hindu Worship Computing - Programming A - Robot Algorithms Data and Information - Pictograms	Painting – Creating tones (*Jacqueline Marval*) DT – Textiles – design and make a picnic blanket for a seaside picnic Music - Unit outcome: The sounds of the seaside To be able to recognise and perform simple rhythmic patterns. To be able to identify high and low sounds. To be able to respond to signals. To control changes in pitch and use them expressively. To describe music using key vocabulary. To compose and perform. RE – What Muslims believe about God/What is good about taking part?/Why is the Torah important to Jews? Computing - Creating Media - digital music Programming B - Programming quizzes
Year 3	The Land Before Time History – The Stone Age, the Bronze Age and the Iron Age	Invasions History – The Roman invasion and conquest of Britain	Settlements and Kingdoms History – Anglo-Saxons and Viking settlements and kingdoms

	Geography – Stone age settlements, their location and features Science – Rocks/Forces and Magnets Art – Using line to represent shape using charcoal (Stone Age wall paintings) Sculpture – Combing shape to make modrock sculptures (Neolithic/Stone Age sculptures) DT – Mechanisms (pneumatics) Design and make a caveman toy Music - Recognise and use pitch to create intended effect. Recognise and play pentatonic scales. Use crotchets and rests. Create simple accompaniments to their tunes. Compose and perform with a group. Evaluate and improve their work. Sing songs with multiple parts RE - What do religions teach us about the environment?/ Identify the importance of sharing/ Why are pilgrimages important? Computing - Computing systems and networks - Connecting Computers Creating Media - Stop frame animation	Geography – Countries of Europe and the countries of the U.K. Science – Animals including Humans Art – Collage – Roman Mosaics Printing – Creating printing blocks to make Roman patterns DT – Food – Design and make a healthy sandwich Music - Describe the quality of sounds created through layers (to listen to and describe musical effects). Use a variety of sound sources. Repeat a rhythmic pattern. Join several layers of sounds. Listen, with direction, to a range of high quality music. Confidently recognise a range of instruments. Find a beat within music. RE – What do religions teach us about honesty? /What is prejudice? /What makes a good friend? /Why are special events celebrated? Computing Programming A - Sequencing Sound Data and Information - Branching Databases	Geography – Identifying and comparing the counties of the U.K. Science – Light/ Plants Art - Painting – Exploring different painting techniques/ colour mixing Digital Art – Manipulating photographs for effect (Georgia O'Keefe) DT – Construction – Design and make a photograph frame Music - Composer study: Wilhelm Richard Wagner-Ride of the Valkyries Improvise rhythmic patterns. Recognise how tempo can affect the mood of music. Use tempo to create different moods. Record their music using symbols. Perform their compositions. Know what improvisation means. RE –What is courage? /What is stereotype? What is a visionary? Computing - Creating Media -Desktop publishing Programming B - Events and actions in programs

Year 4	Power and Places	Chocolate	Kings and Queens
	History – Ancient Sumerians and their key achievements	History – The life and culture of the Ancient Mayans	History – The monarchy during the Tudor era
	Geography – Fieldwork Project "Is Greenholm situated in the right location?" Local study	Geography – The Amercias/Central America - Deforestation, farming and how land use has changed over time	Geography – Fieldwork Project – The water cycle and rivers
	Science - Living things and their Habitats/ Electricity	Science – States of Matter	Science – Animals and Humans/ Sound
	Art – Collage – Arranging a mixture of materials for effect (Eric Joyner)	Painting – Using Paint to create mood (John Dyer)	Art – Sketching/ Self Portraits (Marcus Gheeraerts)
	DT – Construction – Make a decorative light box.	Sculpture – clay (Angela Schwer)	DT – Textiles – Design and make a Tudor money pouch.
	RE – To know asking questions in important/ How do different faiths celebrate Harvest? /Know why prayers are important.	DT – Food – Design and make their own chocolate bar.	RE – Know why rules are important / Know what influences people/ Understand what different religions teach about the creation
		RE – Know what Sikhs believe about God/ How do we belong? / Know why forgiveness is important	
	Computing - Computing systems and networks -The internet	Computing -	Computing
	Creating Media - Audio production	Programming A - Repetition in shapes	Creating Media - Photo editing
		Data and Information -Data logging	Programming B - Repetition in games
Year 5	To Infinity and Beyond	Out of Africa	Travelers
	History – The Ancient Greeks and Alexander the Great	History – Ancient Egypt and Tutankhamun	History – Early Islamic civilization – Baghdad
	Geography – Greece and its historical landmarks	Geography – Climate zones, biomes and trade links within Africa/Egypt	Geography – Countries of the world/ time zones/ trade routes old and new
	Science – Forces/ Earth and Space	Science – Living things and their habitats	Science – Properties and changes of Materials
	Art – Sculpture/ Cycladic Sculptures using clay (Amedeo Modigliani and Henry Moore)	Art – Painting - Create a colour palette based upon colours observed in the natural or built world. Using watercolours and acrylic paints (Peju Alatise)	Art – Printing – creating their own blocks/ building up layers to produc geometric patterns and designs
	Collage – Selecting materials, colours and techniques for effect (Henri Matisse)	Sketching – Portraits - *Use a variety of techniques to add interesting effects (e.g.*	DT – Food – Design and make their own bread.
	DT – Mechanisms – Design and make a crane that will lift objects.		

	Music - Composer: Gustav Holst Use identify and respond to rhythmic and melodic patterns. Understand how sounds fit together to create an overall effect. Use symbols to represent different parts. Compose and perform using symbols to represent sounds. RE – Know what Buddhists believe about the world/ Know about the importance of sharing/ Understand the importance of being committed to something Computing - Computing systems and networks -Systems and searching Creating Media - Video production	*reflections, shadows, direction of sunlight).* **(***Arinze Stanley Egbengwu) DT – Textiles - Design and make a t-shirt/hat/headband that has an African pattern. Music-Combine layers of sound and rhythmic patterns. Use dynamics to create a particular effect. Write song lyrics and the accompaniment. Perform and evaluate compositions. Improve compositions RE – Understand the link between and behaviour/ Understand qualities of a leader Computing - Programming A -Selection in physical computing Data and Information - Flat file Databases	Music - Improvise melodic and rhythmic patterns. Use a range of sounds to create mood Vary pitch. Sequence metre into a structure. Recognise and use time signatures. Improve their compositions. Perform their compositions. RE –Understand and compare ceremonies of birth and death/ Know how religions use creativity to worship/ Know how to react to an unfair situation Computing Creating Media - Introduction to vector graphics Programming B - Selection in quizzes
Year 6	Birmingham History – World War 1 and 2/ The Battle of Britain Geography – Science – Science –Animals including Humans Art – Sketching/Drawing perspective (Photographer – Todd Walker)	World at War History – Evolution and development of Birmingham as a city over time/ locating and knowing where places are within Birmingham/ Historical enquiry – Exploring the history of different areas of Birmingham, and how they have developed over time.	Legacies History – chronology – legacies of eras and significant individuals studied over KS1 and 2. Historical enquiry – Find out about another era or other significant individuals that have left a legacy.

DT – Food – Design and make a meal for an afternoon War Time tea dance. DT – Structures/Mechanisms/Electronics Music - Composer: by Walter Kent and Nat Burton There'll Be Bluebirds Over the White Cliffs of Dover (Vera Lynn) Recognise music from a historical era/cultural context Identify and use rhythmic patterns to accompany a steady pulse. Identify and explore relationships between sounds (including use of ICT). Identify and explain how pitch and tempo create mood. Compose, perform and evaluate. RE – Understand that there is prejudice and discrimination based on religion/ know why a civil society needs rules/ Know why pilgrimages are significant Computing - Computing systems and networks - Communication and collaboration Creating Media - web page creation	Geography – Comparing maps and rehearsing map skills previously taught. Science – Light/ Electricity Art - Mixed Media – Painting and Collage (J.M.W. Turner) DT – Food – Design and make a meal for an afternoon War Time tea dance. Build a model of the Birmingham library with wooden support structures, lights and motors Music - NO MUSIC RE –NO RE Computing Programming A - Variables in games Data and Information - Spreadsheets	Geography – Map work - what is the world's legacy? Drawing together all map work skills from Ks1 and 2. What world/legacy do we want to leave for the future? How should we treat our world/planet? Use of resources/environmental impact. Science - Evolution and Inheritance Art – Sculpture – Using frames and wire for stability DT – Structures/Mechanisms/Electronics Music - Improvise melodic and rhythmic patterns. Recognise how different musical elements can be combined to create an effect (especially timbre and dynamics.) Record their compositions in a way that can be understood and read by others. Create and record simple compositions using formal notation. Improve compositions. Perform compositions. RE – Understand the sacrifice of Ramadam/ Know how religions celebrate the transisiton from childhood to adulthood/ Know why

| | | | names are important/ Understand the concept of right and wrong

Computing -

Creating Media - 3D modeling
Programming B - Sensing movement |