

Summer Term Teaching and Learning Update



Next steps from Spring Term:

- Communication and language needs to be embedded across the school. *The curriculum extends pupils' language and vocabulary, both in spoken and written form, and increases their reading competency across all subjects.*

Progress Made:

- Words of the week has continued to grow across the school.
- Year group 'gem' winners announced during a whole school assembly each week.
- Oracy Progression of Skills document created which includes sentence stems for teachers to use to support communication and language in the classroom, along with Tier 1 and Tier 2 vocabulary lists for each year group.
- 'Oracy' CPD for TAs and Support Staff and a 'Vocabulary' CPD session delivered for class teachers during the Summer Term.

Skills Progression: Oracy

Year: 5

Tier 1 and 2 Vocabulary

adjacent, allocation, bias, bulk, candid, cease, coincidence, collaborate, consume, contest, continuity, contrary, conquer, correspond, corrode, credit, cue, culprit, diminish, distorted, distribute, diversity, domestic, drawback, drowsy, duration, eclipse, elite, emerge, empire, entrenched, escalate, estate, ethical, exhibit, expand, explicit, flustered, futile, gesture, grimace, heritage, hunch, hypothesise, incentive, index, institute, intelligence, internal, invalid, invasion, iridescent, manifest, mesmerise, mutual, odious, perspective, philosophy, precedent, prime, principle, protocol, recluse, regime, regulation, reign, reinforce, shackle, simulation, stark, status, strenuous, succession, subordinate, survey, tender, trepidation, trivial, turret, vacant, vandalise, verge, virtual, welfare

Speaking and listening vocabulary

appease, assert, conclusive, concur, confer, confirm, contend, convince, deduce, deny, implicate, imply, infer, initiate, interpret, irrefutable, negate, neutral, panel, precise, refutable, speculate

Language of conclusion

The author appears to be saying that/is stating that...
In this text the author is describing... to be...
Their basic argument can be summarised as...
In essence, what they're saying is...
Many of the points they're making are about...
Their principle concern is...
According to the author/speaker...
They mention how...

Next steps from Spring Term:

- Spelling and handwriting needs to be consistent and prioritised across the school (September 2025).

Progress Made:


- New Spelling Strategy ready to launch in September 2025:




Spelling at Stanburn Primary School – 2025-26

Possible schemes to adopt:


- Vocab Ninja spellings this includes word lists and work sheets for school based activities/home learning - £49.99 per year group
[Whole School Spelling System \(Y1 to Y6\) – Vocabulary Ninja](#)
- BDXL Spelling Strategy** includes 'clued spelling' resources, word lists and flash cards. For Year 3-6 – FREE included in BDXL subscription [BDXL Edmentum/Woq](#)
- Spelling Shed (Team of Phonics)** this includes lesson plans, work sheets, home learning sheets and online platform - £1.67 per pupil [Spelling Shed – The Science of Spelling](#)




Lesson Plans:




Etymology Link



Phonetic Knowledge Link




Synonym Knowledge



Morphology Matrix

How to incorporate it into whole school learning?

- Spellenber?**
- Monday VIPERS lesson dedicated to vocabulary? Spelling PPTs to be used and links made to morphology, etymology, phonetic knowledge and orthography.
- Spelling Shed** sessions – Mastery (AI powered) game centre



Spelling at Stanburn Primary School – 2025-26

CPD:

Find out more about what is in our training with and build your own bespoke package here.

Standard full day sessions (ENR + travel expenses + VAT)

- Introduction
- Developing Teachers' Subject Knowledge
- The Edmentum Interface
- Assessing Spelling Effectively
- Feedback in the classroom
- Application to writing
- Collaboration with the pupils
- Using Spelling Shed with your phonics scheme

Standard half day sessions (ENR + travel expenses + VAT)

- Introduction
- Developing Teachers' Subject Knowledge
- The Edmentum Interface


Standard twilight sessions (ENR + travel expenses + VAT)


- Introduction
- Developing Teachers' Subject Knowledge
- The Edmentum Interface
- Assessing Spelling Effectively

[Enquire Now](#)

Parental engagement:

- Run spelling workshops in school
- Provide pupils/parents with home learning sheets weekly linked to spelling scheme
- Online platform to mirror TTRS etc. so pupils can revise and practice regularly at home
- Weekly results slips to be sent home so parents can see progress







Great effort this week! Everyone in school continues to be proud of all your efforts!

Spelling in Writing:

- Grammar tasks can also be played using the online system linking Spelling to the Grammar and Punctuation elements of teaching.
- Independent writing tasks provided for each lesson.



Jamal's football



Can you write a description of this picture?
Words to include: trout, mouth, around

Next steps from Spring Term:

- SEND curriculum (e.g. those in alternative provision) is 'equally ambitious'. *Leaders take all reasonable steps to make sure that all pupils, including those attending alternative provision and those with SEND, can study an equally ambitious curriculum.*



Progress Made:

- Equals Curriculum has been bought and is being developed by CCR and ARMs team.

Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	National Curriculum
Complex SLD, SLD/Autism	SLD, SLD/Autism	SLD/MLD Autism	
Working consistently and over time at the most complex end of the SLD spectrum	Working consistently and over time at or below the earliest reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations
↔	↔	↔	←

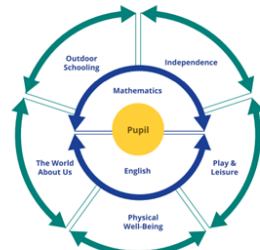
FORMAL PATHWAY



The Formal Pathway is specifically designed for pupils working consistently and over time below age related expectations. It is non-key stage specific, so that pupils work at levels appropriate to their developmental stage.

Learners on the Formal Pathway...

- may be able to access more elements of the National Curriculum, dependent on their needs, interests and abilities
- will need specific focus on English and Maths given that they are likely to find these areas particularly challenging
- will require over teaching of basic concepts and skills
- will learn in an individual way and as such will have a personalised pathway based around key elements
- will often be assessed using the Pre-Key Stage standards



Core Texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A	All About Me 	Celebrations 	Animals 	People Who Help Us 	Growth and Change 	Transport and Travel

INFORMAL PATHWAY



The Informal Pathway is specifically designed for pupils who are working consistently and over time below the level of the National Curriculum.

Learners on the Informal Pathway...

- will be unable to access the National Curriculum
- will learn in an individual way and as such will have a personalised pathway
- may need provision which is focused on one or two particular areas for some of their learning journey
- will be guided according to their individual abilities and interests over time
- will often be assessed using the Engagement Model



Core Texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A	All About Me 	Celebrations 	Animals 	People Who Help Us 	Growth and Change 	Transport and Travel

Next steps from Spring Term:

- Pupils knowledge in the curriculum should enable pupils' knowledge to be **'secure, deep and fluent'**. *The curriculum is expertly designed at each stage to enable pupils to develop secure, deep and fluent knowledge. This paves the way for future learning.*

Progress Made:

- CPD delivered (2 sessions) for Year Leaders on the importance of understanding pupils' start and end points across the curriculum (not just what they need to know in their year group).
- Transition workshops held for parents so they can experience what 'future learning' looks like for their child.
- On-going monitoring by curriculum lead and subject leaders to ensure G and E are being followed and next steps can be actioned.

Middle Leaders 2024 - 25

17a. Curriculum 2

To oversee, co-ordinate and evaluate teaching (curriculum) and learning in the year.
To be a strong advocate for change and champion school improvement.
To monitor the quality of teaching and learning in your team, in line with school policy.



To oversee, co-ordinate and evaluate teaching (curriculum) and learning in the year.

As Year Leaders, it is important for you to have an overview of all subjects taught in your year group whether you plan for this area or not/teach this subject regularly or not.

To be a strong advocate for change and champion school improvement.

Two of our school priorities this year are linked to curriculum:
Do you 'champion' the use of linked documents e.g. Curriculum G & E, MTPs and Progression of Skills documents?

AREA OF DEVELOPMENT	FOCUS FOR 2024-2025
1. Quality of Education	a. Planning, delivery and outcomes for all subjects will be consistent, KH b. Sequencing of units and progression of skills will be coherent from EYF5 to Year 6, KH

To monitor the quality of teaching and learning in your team, in line with school policy.

So today, we are going to look at each year group and cross reference curriculum coverage with our 'school policy' – our newly created progression of skills docs.

Next steps from Spring Term:

- The curriculum needs to be designed to ensure vocabulary is a focus across all subjects: *increasingly broad vocabulary across all subjects.*

Progress Made:

- Key subject specific vocabulary has been added to a number of progression of skills documents: Writing, Maths, Science, Geography and History.
- Year Leaders have completed 'review' exercise to RAG rate which vocabulary from the lists pupils have been exposed to and which language has been embedded.

<p>Knowledge: (National Curriculum Coverage – English Appendix 2)</p> <p>Vocabulary, Grammar and Punctuation terminology</p>	Year 2
	<p><i>to mark singular possession in nouns [for example, the girl's name]</i></p> <p>Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

Writing

<p>Science</p> <p>Progression of Vocabulary – Working Scientifically</p>	<p>KS1</p> <ul style="list-style-type: none"> observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test,
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<p>Specific vocabulary linked with Science units taught:</p> <p>Plants</p> <p>The vocabulary in blue is from other linked topics. The topic they come from is indicated.</p>	<p>Year 1 – Plants</p> <ul style="list-style-type: none"> leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, 	<p>Year 2 – Plants</p> <ul style="list-style-type: none"> light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling 	<p>Year 3 – Plants</p> <ul style="list-style-type: none"> photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, 	<p>Year 4 – Living Things and their Habitats</p> <ul style="list-style-type: none"> classification, classification keys 	<p>Year 5 – Living Things and their Habitats</p> <ul style="list-style-type: none"> life cycle, reproduce, sexual, fertilises, asexual, plants/ets, runners, tubers, cuttings 	<p>Year 6 – Living Things and their Habitats</p> <ul style="list-style-type: none"> flowering, non-flowering, mosses, ferns, conifers
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<p>Specific vocabulary linked with Historical units taught:</p> <p>Topic 1</p>	<p>History</p> <p>What was life like for our grandparents?</p> <ul style="list-style-type: none"> Past Present Future Timeline Decade Change Same/Different Memory Grandparents Childhood 	<p>How did London change after the Great Fire of London?</p> <ul style="list-style-type: none"> Cathedral Diary Evidence Pitch/Tar Plaque Squirts Thatch Warehouse
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Summer Term Round Up

*What does Teaching and Learning look like
in real life at Stanburn?*

Assumption is the nemesis of leaders... clarity is your best friend.

Reception

Yoga session in Reception have started this term.



Reception have been learning about animals and their babies and reading the book 'Animal Babies in Grasslands'. As part of their continuous provision, pupils chose to write riddles about their favourite animals and then shared these with the rest of the class.



In music, Mr Thuva has been teaching pupils about rhythm using different instruments including tambourines.



Stanburn Curriculum Coverage Medium Term Plan

Writing 2024-25



	Autumn 1 Writing stimuli and outcomes:	Autumn 2 Writing stimuli and outcomes:	Spring 1 Writing stimuli and outcomes:	Spring 2 Writing stimuli and outcomes:	Summer 1 Writing stimuli and outcomes:	Summer 2 Writing stimuli and outcomes:
	 <p>Handa's Surprise Eileen Browne</p>	 <p>Nativity flap book The Nativity Story Sam Taplin</p>	 <p>1, 2, 3, 4, 5 once I caught a fish...</p>	 <p>The Gingerbread Man</p>	 <p>Animal Babies in Grassland Jennifer Scholfield</p>	
	 <p>BE QUIET, MIKE!</p>	 <p>Aliens Love Santa Claus</p>	 <p>Old MacDonald's Farm</p>	 <p>HAMILTON'S HATS</p>	 <p>The TOOTH Book</p>	 <p>When We Grow Up Melanie Joyce</p>

Skills Progression: Music



EYFS – Reception

At Stanburn Primary School, Music education for Early Years Foundation Stage (EYFS) students is encompassed within the 'Expressive Arts and Design' area of the EYFS framework. This component focuses on developing pupils' artistic and cultural awareness whilst also supporting their imagination and creativity.

Children in Reception at Stanburn Primary School will be learning to listen attentively and talk about music, expressing their feelings and responses. They will be given an insight into new musical words and will be introduced to different kinds of music from across the world. Pupils will be encouraged to listen attentively to music and discuss patterns and changes as a piece of music develops. This may be as part of a music assembly or during music lessons. Pupils will also have opportunities to watch live performances such as plays and pantomimes or music and dance performances and will also be encouraged to create their own music.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Also, as part of pupils *Literacy* and *Numeracy* learning children will:

- Enjoy rhymes, poems and songs together and use songs to help them order and recite numbers.

Other links to the EYFS framework are outlined on our Music MTP which can be found [here](#).

Through EYFS continuous provision, activities to help children achieve the ELG 'Being Imaginative and Expressive' may include pupils:

- using their voice to speak, chant or sing,
- clapping along to and recalling short rhythmic patterns,
- experimenting using sounds with different instruments,
- making a range of different sounds with their voice,
- joining in with a range of musical games,
- listening to and expressing their opinions on a range of musical pieces,
- describing sounds/musical stimulus in terms of loud and quiet, long and short, high or low.

Year 1



Year 1 have been learning how to partition numbers up to 100 using 10s and 1s in Maths.



As part of their Science learning, Year 1 pupils went on a leaf hunt looking at the different trees in our school grounds.



In RE, the children have been learning about Hinduism so visited our local temple - Shree Swainarayan.



Stanburn Curriculum Coverage Medium Term Plan

Maths



Fact families – addition facts
 Number bonds within 10
 Number bonds to 10
 Addition – add together
 Addition – add more
 Addition – problem solving and reasoning
 Find a part
 Subtraction – find a part
 Fact families – the 'eight' facts
 Subtraction – take away/cross out/how many left?
 Subtraction on a number line
 Add or subtract 1 or 2

Geometry

- **Shape:**
 Recognise, name and sort 3D shapes
 Recognise, name and sort 2D shapes
 Patterns with 2D and 3D shapes

Consolidation

Related facts
 Missing number problems

- **Place Value (within 50):**
 Count from 20-50
 20, 30, 40 and 50
 Count by making groups of 10
 Groups of tens and ones
 Partition into tens and ones
 The number line to 50
 Estimate on a number line to 50
 1 more, 1 less

Measurement

- **Length and Height:**
 Compare lengths and heights
 Measure length using objects
 Measure length in centimetres

Geometry

- **Position and direction:**
 Describe turns
 Describe position – left and right
 Describe position – forwards and backwards
 Describe position – above and below
 Ordinal numbers

Number

- **Place Value (within 100):**
 Count from 50 to 100
 Tens to 100
 Partition into tens and ones
 The number line to 100
 1 more, 1 less
 Compare numbers with the same number of tens
 Compare any two numbers



Stanburn Curriculum Coverage Medium Term Plan

Science



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p align="center">Understanding the World ELG – The Natural World</p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
YR1	<p align="center">Everyday Materials</p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties <p><i>Key Learning:</i> All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g.</p>	<p align="center">Animals including Humans</p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p><i>Key Learning:</i> Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have</p>	<p align="center">Plants</p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. <p><i>Key Learning:</i> Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants. Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.</p>			

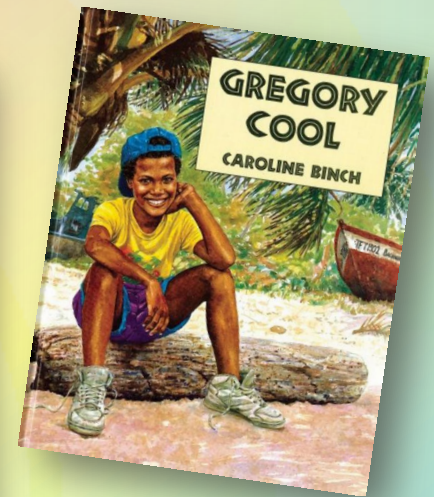
Year 2



In English, Year 2 have been reading the text, 'Gregory Cool' and to end the topic (and celebrate the end of their KS1 SATs) pupils visited Tobago for the day. Here the children are making tropical fruit kebabs for their celebration.



In Maths, the children have been learning to tell the time including, half past, quart past and quarter to the hour.



Year 2 also made a start on their new Art topic, 'Map it Out!'





Stanburn Primary School Art and Design Technology – Curriculum Coverage


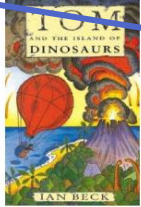

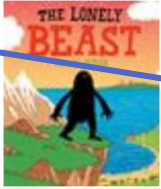
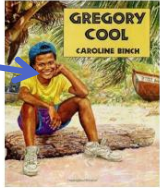


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	DT: Structures Junk Modelling	ART: Drawing Marvellous marks	DT: Textiles Bookmarks	ART: Painting & mixed media Paint my world Easter Hanging Decoration	DT: Cooking & Nutrition Rainbow salad	ART: Sculpture and 3D Creation Station
Year 1	ART: Drawing Make your mark	DT: Cooking & Nutrition Smoothies	ART: Painting & mixed media Colour Splash	DT: Structures Constructing a Windmill	Art: Craft and Design Woven Wonders	DT: Mechanisms Making a Moving Storybook
Year 2	DT: Mechanisms Fairground Wheel	ART: Drawing Tell a Story	DT: Cooking & Nutrition Balanced diet	ART: Sculpture and 3D Clay Houses	DT: Textiles Pouches	ART: Craft and Design Map it out!
Year 3	ART: Drawing Growing Artists	DT: Electrical Systems Electric Poster	ART: Painting and mixed media Bookmarks	DT: Cooking & Nutrition Eating Seasonally	ART: Sculpture and 3D Ancient Egyptian Scrolls	DT; Digital World Wearable Technology
	DT: Mechanical Systems	ART: Draw				



Stanburn Curriculum Coverage Medium Term Plan

Writing 2024-25



	Autumn 1 <i>Writing stimuli and outcomes:</i>	Autumn 2 <i>Writing stimuli and outcomes:</i>	Spring 1 <i>Writing stimuli and outcomes:</i>	Spring 2 <i>Writing stimuli and outcomes:</i>	Summer 1 <i>Writing stimuli and outcomes:</i>	Summer 2 <i>Writing stimuli and outcomes:</i>
YR2	 <p>The Three Little Wolves and The Big Bad Pig Eugene Triviaz</p>	 <p>Tom and the Island of the Dinosaurs Ian Beck</p>	 <p><i>Experience</i> Class Trip to Sainsbury's</p>	 <p>The Lonely Beast Chris Judge</p>	 <p>Gregory Cool Caroline Binch</p>	 <p>Up Extracts from the animated film</p>  <p><i>Experience</i> Class Trip to the 'Look Out Discover Centre'</p>

Year 3



Year 3 visited Kew Gardens this term linking with their Science topic, 'Plants'.

In Science, Year 3 have been learning about the topic 'Plants'. They have been identifying and naming the different parts of flowering plants.



Year 3 also visited the Stanburn 'Blast Shelter' to celebrate the 80th anniversary of VE Day in May.



Learning Enrichment at Stanburn

Trips Overview 2024-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<i>A sense of culture - 2</i>	<i>A sense of awe and wonder - 4/5</i>	<i>A sense of culture - 5</i>	<i>A sense of self - 2</i>	<i>A sense of awe and wonder - 1/2</i>	<i>A sense of culture - 4</i>
	Stone Age to Iron Age Workshop History	Natural History Museum Geography - Earthquakes and Volcanoes Science - Rocks	Trip to Sikh Brent Gurdwara RE	The Hive - Barnet FC PE - Football PSHE Healthy me	Kew Gardens Science - Plants Geography - Rainforests	Ancient Egypt Workshop History- Ancient Egypt
	£9 In school	£3 + Tfl	Free + Tfl	£4 + active travel	£18 £5 + coach	£9 In school

Science Team

2024-25

Skills Progression: Science

At Stanburn Primary School we follow the guidance as set out in the National Curriculum to plan weekly Science lessons for pupils. Alongside this, teachers use PLAN (Primary Science) resources to further enrich our curriculum offer. Below is an outline of the progression of skills for Science across the school:

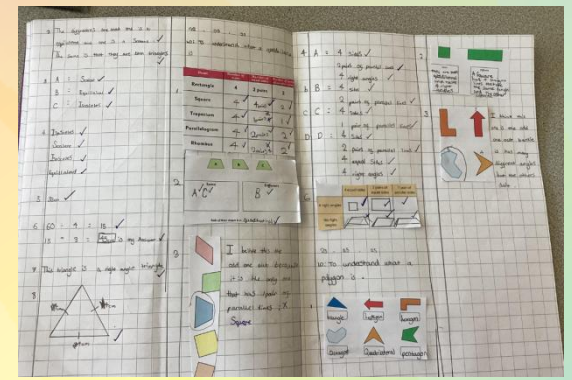


	Year 1 - Plants	Year 2 - Plants	Year 3 - Plants	Year 4 - Living Things and their Habitats	Year 5 - Living Things and their Habitats	Year 6 - Living Things and their Habitats
<p>Specific vocabulary linked with Science units taught:</p> <p>Plants</p> <p>The vocabulary in blue is from other linked topics. The topic they come from is indicated.</p>	<ul style="list-style-type: none"> - leaf, - flower, - blossom, - petal, - fruit, - berry, - root, - seed, - trunk, - branch, - stem, - bark, - stalk, - bud, 	<ul style="list-style-type: none"> - light, - shade, - Sun, - warm, - cool, - water, - space, - grow, - healthy, - bulb, - germinate, - shoot, - seedling 	<ul style="list-style-type: none"> - photosynthesis, - pollen, - insect/wind - pollination, - male, - female, - seed formation, - seed dispersal (wind dispersal, animal dispersal, water dispersal), - air, - nutrients, - minerals, 	<ul style="list-style-type: none"> - classification, - classification keys 	<ul style="list-style-type: none"> - life cycle, - reproduce, - sexual, fertilises, - asexual, - plantlets, - runners, - tubers, - cuttings 	<ul style="list-style-type: none"> - flowering, - non-flowering, - mosses, - ferns, - conifers

Year 4



In Maths, the children have been learning about regular and irregular polygons.



In PSHE, Year 4 have been learning all about appreciation making thank you posters for their classmates so they could let them know how they have helped them or made them feel 'good'. They then went around the room shaking hands and saying 'thank you'.



In Art, they have been learning about tints and shades.





<p>YR4</p>	<p>Being me in My World</p> <ul style="list-style-type: none"> I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play, how I fit in and how I can contribute I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to make a new plan and set new goals even if I have been disappointed I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group 	<p>Healthy Me</p> <ul style="list-style-type: none"> I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I understand the facts about alcohol and its effects on health, particularly 	<p>Relationships</p> <ul style="list-style-type: none"> I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me I can tell you about someone I know that I no longer see I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to show love and appreciation to the people and animals who are special to me. 	<p>Changing Me (RHE)</p> <p><i>Please see the guidance on our school website for further information about RHE across the school.</i></p> <p>RHE coverage</p> <p><i>NSPCC – PANTS lesson to be taught in Autumn</i></p>
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Stanburn Curriculum Coverage Medium Term Plan

Maths

Measurement

- Area:**
What is area?
Count squares
Make shapes
Compare areas

Number

- Multiplication and division (A):**
Multiples of 3
Multiply and divide by 6

*Understand fractions as a whole
Partition a mixed number
Place fractions and mixed numbers onto number lines
Compare and order mixed fractions
Understand improper fractions
Convert mixed numbers into improper fractions
Convert improper fractions to mixed numbers
Find equivalent fractions*

Convert to and from the 24 hour clock

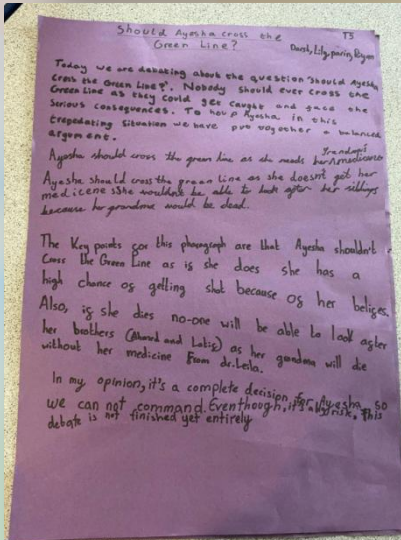
Consolidation

Geometry

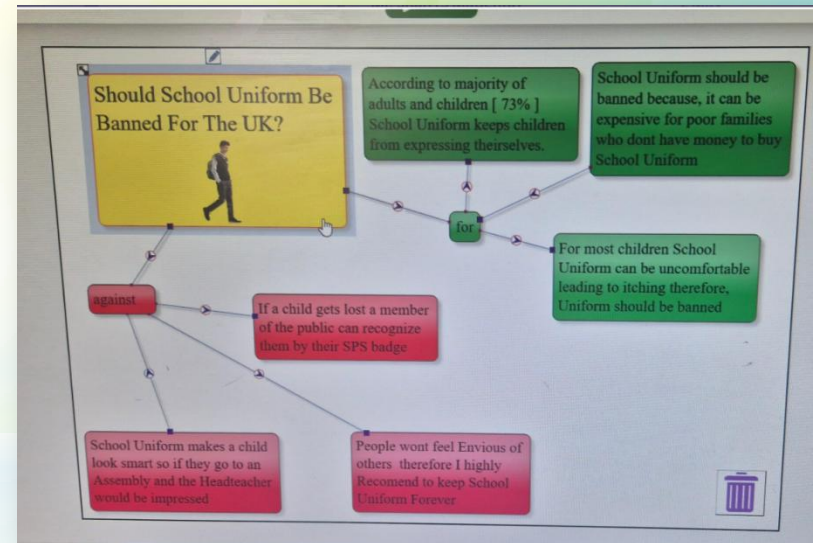
- Shape:**
Understand/recognise angles as turns
Identify angles
Compare and order angles
Compare and classify triangles, quadrilaterals and polygons
Draw and understand lines of symmetry
Complete symmetric figures

Year 5

In English, Year 5 read a book called, 'Oranges in no-man's land' and debated whether the main character - Aisha - should cross the line.



In Computing, Year 5 were creating concept maps using 2Connect in Purple Mash.



In Science, children have been learning about forces including water resistance.



Stanburn Curriculum Coverage Medium Term Plan

Computing



					2. Parts of a computer.	
YR5	<p>Internet Safety <u>Common Sense</u> <u>Education: My Media Choices.</u></p> <ol style="list-style-type: none"> 1. What makes a healthy media choice? <p>Unit 5.1 – Coding</p> <ol style="list-style-type: none"> 1. Coding Efficiently. 2. Simulating a Physical System. 3. Decomposition and Abstraction. 4. Friction and Functions. 5. Introducing Strings. 	<p>Internet Safety <u>Common Sense</u> <u>Education: Private and Personal Information</u></p> <ol style="list-style-type: none"> 1. What information about you is OK to share online? <p>Unit 5.3 – Spreadsheets</p> <ol style="list-style-type: none"> 1. Conversions of measurements 2. Using formulae. 3. Exploring probability. 4. Computational modelling. 5. Computational modelling (cont.) 	<p>Internet Safety <u>Common Sense</u> <u>Education: Our Online Tracks.</u></p> <ol style="list-style-type: none"> 1. How does our online activity affect the digital footprints of ourselves and others? <p>Unit 5.6 – 3D Modelling</p> <ol style="list-style-type: none"> 1. Introducing 2Design and make. 2. Moving points. 3. Designing for a purpose. 4. Printing and 	<p>Internet Safety <u>Common Sense</u> <u>Education: Keeping Games Fun and Friendly.</u></p> <ol style="list-style-type: none"> 1. How can I be positive and have fun while playing online games, and help others do the same? <p>Unit 5.5 – Game Maker</p> <ol style="list-style-type: none"> 1. Setting the scene. 2. Creating the game environment. 	<p>Internet Safety <u>Common Sense</u> <u>Education: Be a Super Digital Citizen.</u></p> <ol style="list-style-type: none"> 1. How can we be up-standers when we see cyberbullying? <p>Unit 5.7 – Concept Maps</p> <ol style="list-style-type: none"> 1. Introduction to concept mapping. 2. Using 2Connect 3. 2Connect story mode. 4. Collaborative concept maps. 	<p>Internet Safety <u>Common Sense</u> <u>Education: A Creator's Rights and Responsibilities.</u></p> <ol style="list-style-type: none"> 1. What rights and responsibilities do you have as a creator? <p>Unit 5.8 – Word processing (with MS Word)</p> <ol style="list-style-type: none"> 1. Making a document from a blank page. 2. Inserting images:



Stanburn Curriculum Coverage Medium Term Plan

Writing 2024-25



YR5	 The Story of the Windrush <i>K.N Chimbiri</i>	 The Iron Man <i>Ted Hughes</i>	 How to Live Forever <i>Colin Thompson</i>	 The Piano <i>Short Film – The Literacy Shed</i>	 Sonnet 18 <i>William Shakespeare</i>	
	 Windrush Child <i>Benjamin Zephaniah</i>	 The Barnabus Project <i>The Fan Brothers</i>	 The Dreadful Menace <i>Poem – The Literacy Shed</i>	 Oranges in No Man's Land <i>Elizabeth Laird</i>	 The Skull <i>Jon Klassen</i>	
	<p>- Non-chronological Report: Writing a non-chronological report on The Windrush using the text, 'The Story of the Windrush'.</p>	<p>- Narrative Writing: Writing a fantasy fiction story based on, 'The Iron Man.'</p> <p>- Journalistic Writing: Newspaper article on a significant event:</p>	<p>- Persuasive Leaflet: Encouraging people to come and visit the magical library.</p> <p>- Informal Letter: Writing a letter advising the main</p>	<p>- Narrative Writing: Flashback narrative based on 'The Piano'.</p> <p>- Recount: Diary entry from the point of view of the pianist.</p> <p>- Poetry: Performance</p>	<p>- Balanced Argument: Writing a discussion, 'Should Aisha cross the green line?'</p> <p>- Narrative Writing: Writing an alternative</p>	<p>- Poetry: Writing a sonnet based on nature linked to Shakespeare's 'Sonnet 18'.</p> <p>- Narrative Writing:</p>

Year 6



In Science, Year 6 learnt about light and investigated whether mixing colours of light worked the same as mixing colours of paint.



Year 6 have been 'Making Memories' using clay as part of their final Art topic at primary school...

...and in DT, the pupils have been designing their own Steady Hand games.



Stanburn Primary School
Science - Long Term Overview
2024/25

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the world	Understanding the world	Understanding the world	Understanding the world	Understanding the world	Understanding the world
Year 1	Seasonal Changes					
	Everyday Materials		Animals, including Humans (Five Senses)		Plants	
Year 2	Everyday Materials	Living things and their habitats	Animals, including Humans		Plants (link to microhabitats)	
Year 3	Rocks		Light	Forces and Magnets	Animals, including Humans	Plants
Year 4	Electricity		Living things and their habitats Animals, including Humans (Food Chains)	Sound	States of Matter	Animals, including Humans (Teeth and digestive system)
Year 5	Living things and their habitats	Properties and Changes of Materials		Earth and Space	Forces	Animals, including Humans
Year 6	Living things and their habitats	Animals, including Humans	Evolution and inheritance		Light	Electricity

Stanburn Curriculum Coverage Medium Term Plan

ART and Design



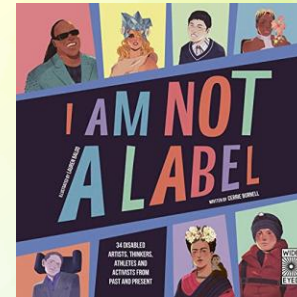
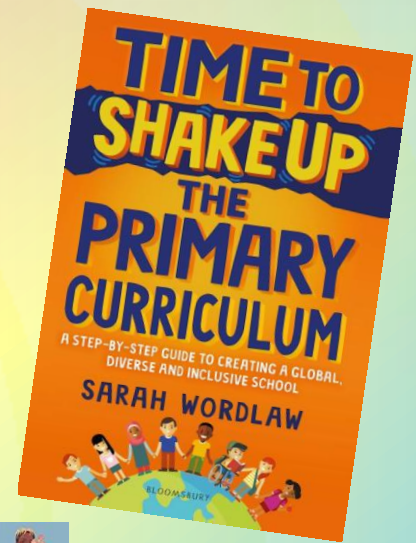
YR6		<p>Drawing: Making my voice heard</p> <ol style="list-style-type: none"> To explore expressive drawing techniques. To consider how symbolism in art can convey meaning. To apply understanding of the drawing technique 		<p>Painting and mixed media: Artist study</p> <ol style="list-style-type: none"> To understand how to analyse a famous painting. To understand how to find meaning in painting. To apply drama techniques to explore the meaning of a painting. 		<p>Sculpture and 3D: Making memories</p> <ol style="list-style-type: none"> To analyse how art can explore the concept of self. To explore sculptural techniques. To use creative experience to develop ideas and plan a sculpture. To apply an
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Teaching and Learning - Summer Term Update:

- CPD delivered on ‘creating a diverse and inclusive Primary Curriculum.’
- Writing MTPs edited ready for 2025-26 to ensure ‘all pupils can see themselves reflected in our curriculum’

e.g.

Year 3	Planet Omar- Chapter Book The Arrival - Picture Book	<ul style="list-style-type: none"> • high proportion of muslim children • appeals to boys • tackles important issues, bullying • Shared experiences of coming to a new place
Year 4	Book - The boy at the back of the class Book - The hundred dresses	High percentage of Muslim and Eastern European children.
Year 5	Books to add - I Am Not a Label - Tamarind & the Star of Ishta	It showcases diverse disabled and neurodivergent people - how they have been successful and overcome adversity.



- SIP visit by Simon Adams reviewing Foundation Subjects across the curriculum.
- Learning walks with subject leaders and SLT in Geography, Science, PE and Music.
- CPD’s delivered on the curriculum by subject leaders in Maths, Science and Geography.