

Blue Class Curriculum 2022 to 2023



	Term 1	Term 2	Term 3
Maths	Place value, addition and subtraction, multiplication & division, shape- properties of shapes, time, fractions.	Addition & subtraction, multiplication & division, measures, fractions and decimals, shape- position & direction, money.	Addition & subtraction, multiplication & division, fractions & decimals, time, data.
English	<p>Wherever possible using cross-curricular models and themes for writing, students will be exposed to a variety of vocabulary, grammatical structures and genres of writing in fiction, non-fiction and poetry. They will learn to have increasingly sophisticated opinions about what they have read and to justify them. Reading skills are developed through quiet reading sessions and class listening of novels presented by the teacher each day, as well as in English lessons.</p> <p>In their writing, they will learn to write down their ideas with increasing effectiveness and fluency. They will make progress in word reading and spelling using the Nessy phonics programme and in punctuation and grammar as per the National Curriculum for their current ability. There will be opportunities to develop their spoken language skills in a variety of situations and for a variety of audiences and purposes.</p>		
English Cross curricular links	Focus will be on overcoming negative attitudes to writing. Choice of writing tasks with scaffolding such as visual prompts, story dice, word banks, and questions will be provided to aid with content, as well as a variety of recording methods; e.g writing, scribing, typing voice recording.	Write their own version of the Beowulf story. Explore kennings, Anglo-Saxon poetry and riddles.	Write a biography of a British monarch.
History	<p>Ancient Greeks: a study of Greek life and achievements and their influence on the Western world. Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’.</p> <p>Chn should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Anglo-Saxons and Vikings: Contextualise the Anglo-Saxon period with a timeline of Britain. Through discussion, children understand the terms ‘invaders’ and ‘settlers’ and discuss motivations for emigration. Gain historical insight into the lives of Anglo-Saxon and British people.</p>	<p>Changing power of monarchs: explore the reigns of key monarchs since 1066, focussing on the steps from an autocratic to a constitutional monarchy and finishing with an overview of the reign of Elizabeth !!.</p>

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	Aspects covered will be selected in line with pupils' interests and prior knowledge from topics such as: Greek myths & legends (Trojan horse, Minotaur, Atlantis), home life, buildings, Parthenon marbles, education, trade and democracy.		
Geography	<p>Location knowledge: Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Greece as a growing settlement: Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Learn about the reign of Alexander the Great and the spread of the Ancient Greek Empire.</p>	<p>Location knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Changing face of Britain: compare where the main settlements were in Anglo-Saxon times, and how the country was divided up to Britain today.</p> <p>Where did the Vikings rule? Locations of Scandinavia and Northern Europe.</p>	<p>Map work & field work: Study and present the human and physical features in the local area using a range of methods. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Science	Throughout the year students will make progress in using a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.		
Science	<p>Earth and Space Learning will cover the planets and solar system; night and day; and the lunar month. Practical and clear explanations and demonstrations of the science behind each phenomenon will be included.</p>	<p>Light and electricity Learning will include investigating and finding out the science behind shadows, reflection & refraction, the colour of light and laser light.</p>	<p>The science of sport (mixed themed unit) This unit explores science behind sport. Students will Investigate and explore the grounds, the kit, the people, the physics and night time matches.</p>

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Art	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p>To learn about great artists, architects and designers in history.</p>		
Art	<p>Parthenon marbles: Learn about the great art of the Ancient Greeks through the details on the Parthenon Marbles, learn techniques to help draw figures of people and animals as realistically as possible, and use the marbles as inspiration for creating drawings, paintings, and sculpture.</p> <p>Troy: compare representations of the Trojan War by different artists and develop critical appraisal skills of their work.</p>	<p>Understand the historical and cultural development of art forms. Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Celtic art, needlework techniques, collage.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture.</p> <p>Focus on portraiture.</p>
DT (National Curriculum)	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Select from and use a wide range of materials. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others.</p>		
DT	<p>Use research to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Use research to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Use research to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>

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	<p>Design and make a clay pot linked to a specific period of Ancient Greece.</p> <p>Discover the significance of temples to the Ancient Greeks. Research the features and roles of key Greek buildings and attempt to build your own.</p>	<p>Building wattle & daub, Viking longboats.</p>	
<p>ICT (+ cross curricula usage of ICT to research and present work)</p>	<p>Online safety: Students will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios.</p> <p>Develop internet searching skills and presenting of information by making a short power point presentation about a famous Victorian.</p>	<p>Algorithms and programming: Students will be given opportunities to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>They will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Data presentation: learn to use a variety of software to collect, analyse, evaluate and present data and information.</p> <p>Make a model, shoot a short small world figure film and then host a movie premier for another class.</p>
<p>RE</p>	<p>Non- religious beliefs: We will consider other belief systems and the reasons people may have for believing, or not believing, in God.</p> <p>Ancient Greek beliefs, religion as practised in Greece today, why religious beliefs have changed.</p>	<p>Anglo- Saxon Christianity, Easter story Learn about Anglo-Saxon beliefs. Research pagan beliefs as well as the rise of Christianity during Anglo-Saxon times.</p>	<p>Explore the origins, history, beliefs & customs of a religion of the students' choosing.</p>
<p>Music:</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>Learn about the different types of instruments in an orchestra. Begin to use and understand</p>

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	<p>from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Develop an understanding of the history of music.</p>	<p>musical notation and have a go at playing keyboards and recorders.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</p>
PSHE	<p>As well as discrete PHSE lessons, as per the National Curriculum, there are also sessions addressing emotional self-regulation, and a growth mindset ethos in the class, including an affirmation statement for each day and time for positive reflection at the end of the day. In addition to these, themes will also be addressed in other lessons and class discussions as they occur naturally.</p> <p>Most of our students arrive at Belgrave with low self-esteem, and many have experienced bullying and social isolation. Some have special needs which affect their social communication and relationships; e.g. those on the Autistic Spectrum or with ADHD. It is therefore an important part of their learning not only to have specific teaching on social skills but to help them apply these principles 'in the moment', particularly during non-directed time; e.g. on the minibus, having lunch, in the playground. Time may be taken after situations have occurred to unpack what has happened, the reasons for it and how to resolve it and learn from it. Time given to do this is given a high priority as it is seen to be helping pupils learn important social and communication skills and this is another important way in which the PSHE curriculum is embedded in our school life.</p>		
PSHE	<p>Online safety. Students will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios.</p>	<p>Inspirational people from past and present; For children to be aware about the different groups that make up their community; what living in a community means. To value the different contributions that people and groups make to the community. To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity</p>	<p>Looking after the earth For children to be appropriately aware and educated about climate change including ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>

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	<p>Its ok to be yourself, including voicing an opinion & What is a protest. Modern slavery: (link with Ancient Greek topic) to recognise there are human rights, that are there to protect everyone as well as how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	<p>within communities. How stereotypes can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>	
<p>P.E</p>	<p>Although there are no sports facilities at Belgrave School itself students are taken to a variety of venues that are based locally. These at present vary depending on availability throughout the year; Hengrove Leisure Centre, Hareclive E-Act Academy, Bristol Indoor Bowling Centre, Studio 9 and Withywood Park.</p> <p>Various activities are hoped to be taught ranging from; Multi Skills Activities, Basketball, Gymnastics, Dance, Football, Badminton, Fitness, Rock Climbing, Tennis, Rounders.</p>		