

Hollinsclough CE Academy

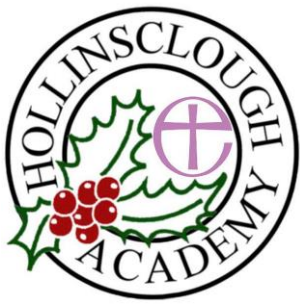
Whole School Curriculum Overview: 2020

Mission Statement

*To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community.
We guarantee accessibility and availability to all.'*

Developing potential

Term	Autumn Term		Spring Term		Summer Term	
School Theme	Who we are!		Where we came from!		Where we are going!	
Core Life Skills	Self-awareness Effective communication. Interpersonal relationships		Empathy Critical thinking		Problem Solving Creative thinking Decision making	
Foxes Theme	The Harper-Crewe's (Local Study)		To infinity and Beyond! (Ancient Egyptians)		The Great Amazon (Journey to the River Sea)	
Badgers Theme	We are Hollinsclough	James and the Giant Peach	Stone Age Boy	The Iron Man	Amazing Adventures	Sun, Sea and Sand
Events	Harvest Faith Trail	Anti-bullying week Remembrance Day Christmas	Stonewall Day Lego Engineers Tournament	NSPCC Workshop Pilgrimage Easter	VE Day Water Safety Sports Competitions	Outdoor Week Chrome Hill Walk
Significant Person	Josiah Wedgewood		Charles Darwin		Amelia Earhart	
Class Poem	F: Jabberwocky B: Now we are six		F: Daffodils B: A worm in my Pocket (Jodee Samano)		F: Tyger Tyger B: The Owl and The Pussycat	
Music	Four Seasons - Vivaldi		Carnival of the Animals – Saint-Saens		Water Music - Handel	
Artist	Jackson Pollack artist		Augustus Pugin architect		Dame Barbara Hepworth sculptor	
Inspirational Speaker	Carl Ashmore - Author		Matt Goodfellow - Poet		Artist - tbc	



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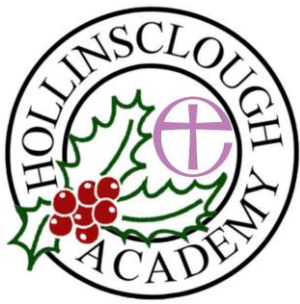
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SUBJECTS						
Both classes/ <i>Foxes</i> / <i>Badgers</i>						
	Place Value Addition Subtraction	Multiplication Division Money	Number Measurement F: Decimals Percentages	Geometry Fractions F: Statistics Ratio	Measurement Geometry/Time Problem Solving	Problem solving and investigations
Literacy (includes SPAG)	F: Story Settings/a story with a theme <i>Persuasion</i> Explore poem 'Jabberwocky' B: Traditional Tales <i>Information Texts</i> Explore poem 'Now we ae six'	F: Suspense and Mystery <i>Biography and auto biography</i> Poetic structure - cinquain B: Stories in familiar settings <i>Letters</i> Explore Rhyming couplets	F: Myths and Legends <i>Instructional Texts</i> Explore poem 'Daffodils' B: Stories by the same author Explore poem 'A worm in my pocket'	F: Play scripts <i>Discussion/Debate</i> Calligrams (shape [poetry]) B: Stories set in Imaginary Worlds <i>Information Texts</i> Poetry – creating images	F: Significant authors <i>Newspaper reports</i> Explore poem 'Tyger Tyger' B: Traditional Tales from Other Cultures Persuasive texts Explore poem 'The Owl and the Pussycat'	F: Fiction Genres <i>Recounts</i> Composing and Performing poetry B: Stories that raise issues <i>Recounts</i> Composing Poetry
Drama	Theatre Visit		Drama Workshops		School Performance	
Science	F: Light B: Animals including Humans	F: Light B: Living things and their habitats	F: Living things and their habitats B: Everyday materials	F: Living things and their habitats B: Plants	F: Sound B: Animals including Humans	F: Sound B: Living things and their habitats
History	F: Local Study – the Harper-Crewe's B: History in Pictures	F: Local Study – the Harper-Crewe's B: Anglo-Saxons and Scots	F: The Ancient Egyptians B: Significant individuals	F: The Ancient Egyptians B: Vikings	F: The Ancient Mayans B: Significant individuals	F: The Ancient Mayans B: Significant individuals
Geography	F: Natural resources and their evolution and distribution B: Features of different Countries	F: Natural resources and their evolution and distribution B: Physical Features	F: Geographical skills – compass and grid references/ longitude and latitude/equator/ time zones B: Human Features	F: Geographical skills – compass and grid references/ longitude and latitude/equator/ time zones B: Settlements	F: Contrasting American Region/ Locate countries on maps, major cities of Europe and N. and S. America. B: Compass points and map-reading	F: Contrasting American Region/ Locate countries on maps, major cities of Europe and N. and S. America. B: Skills and Field work



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PHSE/RSE British Values	New Beginnings Relationships	Say no to bullying Needs and Wishes	Going for Goals Diversity and Equality	Good to be Me British Values	Rights and Responsibilities Changes	Managing Risk Careers
D&T	F: Develop clear ideas. Select appropriate tools and techniques B: Models in card and paper	F: Join and combine materials, including fabric B: Using fabric	F: Use results of investigation and brainstorming to develop ideas B: Design, assemble and join. Evaluate	F: Develop and review Evaluate against original design specification B: using a variety of simple tools	Great Hollinsclough Bake Off! Inc.: healthy food choices (cooking and nutrition)	F: Evaluate products using appropriate tests Use simple graphical communication techniques B: Use finishing techniques to strengthen and improve
Art & Design	F: developing technique and control B: Drawing and painting skills	F: using sketch books to record, review, revisit B: Design and make using a range of materials	F: using materials with creativity and experimentation B: colour, pattern, line	F: sharing and developing ideas B: sharing and developing ideas	F: texture, shape, sculpture, form and space B: texture, shape, form and space sculpture	F: Architects, artists and designers B: Artists and designers
Music	Using voices <i>Perform/Listen</i>	Drumming <i>Compose/perform</i>	Music and Drama <i>Perform</i>	Choir/aural memory Inter-related dimensions of music	F: History of Music B: Recorder	Musical composition <i>Compose/perform</i>
PE	Forest School	Gymnastics	Dance	Ball games	Team Games	Athletics
Computing	F: Design, write and debug programs B: create, organise, store, manipulate and retrieve digital content	F: Use sequence, selection and repetition in programs B: Create and debug simple programs	F: Algorithms B: Algorithms	F: Computer networks On-line safety (NSPCC Workshop) B: On-line safety (NSPCC Workshop)	F: Select, use and combine a variety of software B: predicting behaviour of simple programs	F: Use technology safely, respectfully, and responsibly B: Recognise common uses for technology beyond school