

Coopers Lane Primary School



Our Curriculum

Author/ Checked:	Tali Bonner/Dawn Burton	Date: January 2024
Approved by:	Paul Hooper - Headteacher	Date: January 2024
Issue date:	January 2024	Next Review due by: January 2025

A Coopers Lane Learner...



Contents

1. Coopers Lane Learner	2
2. Our Curriculum	4
3. English (including Destination Reader Overview)	5 - 14
4. Phonics Overview	15
6. English Long Term Plan and Text Types Coverage	16 - 17
7. English Objectives Overviews by Year Groups	18 - 23
8. Maths	24 - 25
9. Maths Year Group Overviews	26 - 31
10. Wider Curriculum vision and subject maps	32 - 55
Appendix 1: English Progression of Alan Peat sentences, Punctuation and word/sentence/text	56 - 57
Appendix 2: English Full descriptions of Alan Peat sentences	58 - 65
Appendix 3: Year Group Writing Overviews	66 - 71
Appendix 4 : Love to Listen Maps - Nursery to Year 6	72 - 79
Appendix 5: English Punctuation: A consistent language approach	80- 83
Appendix 4: Full document list to aid Teaching and Learning	84

Our Curriculum

The 'Coopers Lane Learner' is at the core of our curriculum. Centred around our **values**, we have designed our curriculum to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. As a Rights Respecting School we truly believe **all children have a right to an education**.

Our aim is for all children to reach their potential academically and, through our inspiring curriculum, to develop a passion for learning that will last a lifetime.

Every Coopers Lane child is recognised as a **unique individual**. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that **childhood should be a happy, investigative and enquiring time in our lives**, where there **are no limits to curiosity** and there is a thirst for new experiences and knowledge. We encourage our children to have a growth mindset and to demonstrate our school values in all they do, promoting positive attitudes to learning and giving children the skills needed to take responsibility for their future success.

We are a **proud London school and celebrate our great city** through many aspects of our curriculum. Community involvement is an essential part of our curriculum and we work in partnership with all stakeholders in order to share real life experiences from our rich, diverse community.

Children leave Coopers Lane as **responsible global citizens with strong values and self-belief**. They are **life-long learners** who are enthusiastic about the next step in their education.

Our children know that they are:

'All Different, All Equal, All Smiling'



English

“If you just communicate, you can get by.

But if you communicate skillfully, you can create miracles.”

— Jim Rohn

At Coopers Lane, we begin our journey as readers and writers by first becoming confident speakers and responsive listeners. From the moment we start school, we are encouraged to share our ideas, listen to our friends and **grow our imaginations together, exploring the wonder and magic in our provision through child-initiated play**, including in our Water World, Story Time and the Builder's Yard. The **adults in our classrooms adventure with us through our play, planting vocabulary seeds amongst our chatter** and encouraging us to ask questions of each other and our world. We know that our ideas are valued and we are eager to share them; we see very quickly that the more we listen, and the more we speak, the more we learn. We are storytellers before we even put pencil to paper!

As we progress through the school, we take part in daily activities that help us to further develop and apply our speaking and listening skills. From Reception upwards, we have the opportunity to perform at least twice a year to an audience, through our **show-stopping Christmas performances and our wonderful class assemblies**, which are informative and celebrate all that we have learnt. Role-play and drama activities play an essential part in our learning journey, with some being teacher facilitated and some child led; we use these to explore lots of different topics and themes, both inside our classrooms and in the outside areas.

“The more that you read, the more things you will know.

The more that you learn, the more places you'll go.”

— Dr Seuss

Reading

Our **classrooms are treasure troves** filled with a selection of beautiful books and this is where our **love** of reading is nurtured as we move through school. As readers, you will find us **happily** diving into stories, new and familiar, and our adults are there to read with us, read to us and to help us find our favourite genres and characters. We also **visit our school library once a week and enjoy browsing the shelves that are brimming with books**; books that have been donated to our school, books that have been chosen by our teachers and, most recently, books that have been chosen by us and purchased by our wonderful families to keep us stocked with texts that really ignite our interests.

Our shared books have been carefully selected to **celebrate and embrace our differences**. Throughout our journey at Coopers Lane, **we will see ourselves in the stories that we read**. Our Love to Listen sessions at the end of every day are magical opportunities for immersing ourselves in the lives of different families, helping us to be **respectfully curious** about the world lived by people from different races and ethnicities, backgrounds and cultures, as well as understanding and celebrating neurodiversity and disability. We also learn about **the many beautiful forms that “family” can take for children of the world**, including our own school community: different families, same **love**.

READING



Our beautiful library is brimming with books and every child gets to visit it each week to browse and borrow. We also celebrate World Book Day as a whole school and use it as an opportunity to inspire writing.

WORLD
BOOK
DAY



Floppy's
Phonics



At Coopers Lane, we use Floppy's Phonics, which is a systematic synthetic phonics programme. Every day, children take part in a phonics session where they will learn or revise different phonemes following the Floppy's Phonics programme. Children are also given the opportunity to apply their phonic learning independently throughout the day.

Love to Listen sessions at the end of each day are magical opportunities for children to share a book as a class that we feel should not be missed. Each year group has a *Love to Listen Map* which shows you the range of books, authors and themes that they explore.

They help us to celebrate and embrace difference.

10/15 minutes
every day!



Daily
Love to Listen
sessions at the end
of each day ensure
all children access
a shared text.

The Destination Reader approach ensures equality of provision and opportunities for modelling, discussion and independent reading.



Destination Reader is a research-led approach for teaching reading, which aims to foster reading for pleasure and to instil a life-long love of reading. The approach explicitly teaches the skill of reading, including word reading, comprehension and breadth of reading.

Every child
accesses our school
library each week
and celebrates
World Book Day
each year.

In Early Years
and KS1, children
take part in a
phonics session
every day.

In Early Years
and KS1, children
read with an
adult 1:1 at least
once a week.

Studies show that children who read to an adult regularly make better progress in reading. We ensure that all children in KS1 have the opportunity to read with an adult once a week in school, and encourage our parents and carers to further support their children with daily reading at home.

In KS2,
children's reading
sessions follow the
Destination Reader
approach.

These are daily,
whole-class
interactive
sessions.

In Year 2,
reading sessions
begin to focus
more on other
key reading
skills.

As the children become more confident in their phonic knowledge, we begin to focus on other reading skills, such as comprehension, prediction and inference. The children are introduced to these skills in Early Years, but they become more of a focus in Year 2. When the children are ready, we start to teach reading using the Destination Reader approach.



Destination Reader Texts - Years 2, 3 & 4



Destination Reader Texts - Years 5 & 6



Phonics

At Coopers Lane, we know that the use of phonics is crucial in the teaching of early reading and writing. We use **'Floppy's Phonics'**, which is a **systematic synthetic phonics programme**.

The programme is delivered in two distinct sessions:

- Session 1 is a **teacher-led session** focusing on revision of past letter/s-sound correspondences and the introduction of sounds and graphemes, as well as modelling and practicing the skills of blending, segmenting and handwriting, using **a range of interactive resources**.
- Session 2 provides a **revise-and-apply routine** in which the children focus on their own learning at their own level, using the Say the Sounds Posters, Sounds Books, Activity Sheets or Activity Books and Cumulative Texts, with the teacher drawing the attention of the whole class together as needed.

The second session can take place later in the day or the next day, or as an immediate follow-on. Each sound is also linked to a Sounds reading book, which is used to support the new learning. Some words, which cannot be phonetically sounded out, are taught at each stage. These are 'helpful words' and are taught through sight recognition.

Writing

When you walk into a Writing lesson at Coopers Lane, **you will see enthusiastic authors and illustrators hard at work; love** for the creative process of writing oozes out of us and we show immense **respect** for each other and our projects. In Early Years, our provision encourages us to be mark makers, and to use our phonics to label our illustrations and write our first sentences. We **build and create stories orally through our Mighty Writer sessions, soaking up new and exciting vocabulary, and we learn that writing our ideas down helps us share them with others**. As we move into Year One, we become members of Drawing Club and we focus on using our power codes to support our writing; **we challenge ourselves to use the most powerful code, sometimes even our super blaster code!**

As we move through school, **our reading and writing journeys are inextricably intertwined, with our teachers carefully crafting wonderful writing units** based on high quality texts from a range of authors and genres. Before we are asked to write, **we are inspired**. We are immersed in our chosen text slowly; we **pore** over the pages and illustrations, **saturating** ourselves with shared thoughts about the characters, settings and storylines, and **absorbing** all of the rich vocabulary. **When we start to write, we are ready**; we have a toolkit of skills that we have been taught, and we feel confident to choose when to use them. You will see us showing **responsibility** as we become authors and illustrators ourselves, taking pride in our writing. As we become more accomplished writers, we also use **perseverance** as we draft and redraft our work to skillfully build our final pieces.

WRITING



a b c



In EYFS, we spark children's imaginations using their own interests, things happening in the world and stories too. Daily phonics sessions deliver the knowledge the children need, and our Mighty Writer sessions build rich language skills and inspire creativity. Creative writing opportunities in provision encourage children to practise using these skills for themselves. We teach children how to form their letters correctly and the language for this is consistent across school.

We have carefully selected a range of evidence-based strategies to support the way we teach writing.

In Early Years, children are encouraged to be mark makers from the moment they join us.

Each inspiring unit is planned using a similar structure, which was designed and agreed in collaboration with our teachers, after reflecting on what works best for our pupils.

Every unit of writing begins with IMMERSION. Before we ask children to write, we must first inspire them to want to write.



In Year 1, children become members of Drawing Club where story and children's own illustrations are used to inspire writing.

We know that children who are inspired to write make better writers. In Year 1, we share the magical world of tales and story to children through our whole class Drawing Club sessions, simultaneously enriching their language skills and developing their fine motor skills. These sessions are wonderful opportunities for children to explore their ideas using their own illustrations as a stimulus.



When designing our English curriculum, we wanted to simplify the language around the many different text types and help our children see how they are all connected. After researching, we adopted Michael Tidd's successful approach to Writing 4 a Purpose. When planning a unit of writing, teachers first decide what is the purpose and all of our plans build on skills previously used.

We follow a Mastery approach to writing, ensuring that our pupils are given the chance to return to text types and build on skills learnt.

In Years 2 to 6, staff continue to carefully craft wonderful and inspiring writing units.



Our writing overview shows the range of texts that we use to inspire writing from Years 1 to Year 6. We have carefully selected these books over time and in discussion with our teachers.



The 4 main purposes for writing are:
To entertain
To inform
To persuade
To discuss



We know that **children who are inspired to write make better writers**. We strive for children to feel that writing is a worthwhile pursuit; **lessons fuel children with the motivation to write** and the confidence to **apply taught skills**, with children feeling safe in the knowledge that **mistakes are welcomed, and opportunities to redraft and improve** are never far away. The yearly overview sets out the text types to be taught in each year group in each term (from Years 2 to 6). We follow a **mastery approach, which builds on prior knowledge and skills, ensuring children regularly return to text types and genres**, helping them to see how different types of writing are connected. We focus on the following four writing purposes: to inform; to entertain; to persuade; and to discuss.

The teaching of writing at Coopers Lane follows 5 key phases, **PIIP**, which can be seen on our Planning Writing document (page 13).

PREPARATION: Once an exciting stimulus for writing has been selected, teachers carefully craft a unit overview; these **units are adapted each year** based on the needs of the current cohort of children. To accompany this, a writing toolkit is also created, detailing the purpose of the unit and the specific objectives to be taught; children are given time to reflect on this at the end of their writing, evaluating how they feel they have met the aims, and time is given for them to edit and recraft their work as needed. Finally, a WAGOLL (what a good one looks like) is written by the team to agree an example of the desired outcome to be modelled to the children; this is to support the teachers in the shared writing process and is not to be shown in its entirety to the children as a final model.

IMMERSION: This is where **the magic begins**. Lessons are designed to engage children from the moment they are introduced to the stimulus; **creativity is ignited, joy and excitement for the text type and purpose build and the children are hooked in**. This is a crucial phase in the teaching of writing – if we want the children to write, we need to motivate them to write from the very beginning of the unit. A learning wall should be used to display magpie'd ideas, such as shared language around the genre, new vocabulary and children's initial thoughts and feelings. This is a working wall and is added to throughout the unit, **creating an invaluable point of reference for the authors in the classroom**. This phase may involve drama opportunities and short, free writing opportunities e.g. note taking, diaries, character profiles and so on. Children should be encouraged to actively make notes during lessons to refer back to later.

IMITATION: This is where the children learn **how to weave and craft their magic**. The **sprinkling and collecting of vocabulary** continues, alongside mini lessons that teach children key grammatical techniques and skills that are needed for the agreed genre, and children are given plenty of opportunity to rehearse these skills. **Like little word-wizards, they practice their spells**, unpicking and playing with different sentence types and composition, regularly discussing the impact of these features. At this stage, the teacher supports the children to agree toolkits for their writing, which are then displayed on the learning wall. This phase will offer a mixture of short writing outcomes and extended writing outcomes, all of which will be modelled by the teacher during shared and guided writing sessions (see page 12 for more).

INNOVATION: The final spell! This is the writing workshop phase. This is where the children create their own version of the text type, pulling together their ideas from previous lessons, referring to notes in their books and the working wall. Throughout this phase, the **writing journey is scaffolded by the teacher through shared writing**; a whole class text is created alongside children's own outcomes.

PRESENTATION: A showcase of magic! The children and their teacher will agree how to present their writing, depending on the purpose; for example, will it be best as a book, a filmed performance or a leaflet?

Shared writing lies at the heart of teaching writing at Coopers Lane, and can be used at every stage of the writing process. Pie Corbett tells us that shared writing “is **the key moment at which writing is taught. If you don’t do shared writing, you’re not teaching writing.**” Teachers skilfully use their assessment of children’s writing to decide on the key ‘progress points’ to focus on during shared writing. The stages of shared writing outlined by Pie Corbett are as follows:

- **Demonstration** - *I’ll show you how to do something*
- **Joint Composition** - *Now we’ll have a go together*
- **Guided Writing** - *I’ll support you in a small, focused group.*
 - **Mini-writing** *Children write, on a specific focus, using mini whiteboards for immediate feedback*
- **Independent writing** - *You have a go on your own*

Each stage of the Shared Writing process looks slightly different, with the aim being the move from dependence to independence. Pie Corbett explains it like this:

1. Demonstration

*“This is where you show children how to do something in writing that is new, or difficult, and will help pupils make progress. You write in front of the children, on a flip chart with paper so that the writing can be displayed and the physical action of writing with a pen is being modelled. You give a running commentary as you go, revealing the decisions you’re making. This way, **the children are witnessing a writer at work.** This shared writing stage must be well focused and fairly brisk so that it holds children’s attention. As you write, invite children to offer comments and suggestions so that they are fully engaged and not just passive observers.”*

2. Joint composition

*“This is similar, except **the children begin to take control**, with you scribing their ideas. If ‘demonstration writing’ is ‘I’ll show you and explain’, then ‘joint composition’ is ‘Now let’s have a go together and you explain’. There is a shift from the teacher as model towards the children doing more of the thinking, composing, explaining and working as writers. Your job is to write down what children say on a flip chart, taking over the transcription. You’ll also need to remind, prompt and challenge, so that children’s writing remains focused on your progress points. You need to constantly balance the focus between pushing children to ‘generate’ ideas and then ‘judge’ what works best. **What ends up on the board has to be the best work you can elicit from the children.** The pace needs to be brisk, but have pauses for ‘thinking time’.”*

3. Guided writing

*“This is a form of group teaching where you focus on children who have similar needs. This is based on your assessment of their writing. ‘Guide’ the group through the part of the writing process that everyone else is focused upon. Help children remind themselves of targets, progress points and writing processes. **Revisit the model and toolkit. Try writing on mini whiteboards.** This is because children are more likely to experiment. They can then copy the work into their journals. The main point about guided work is that the children should be doing most of the thinking and writing. Take time to reflect. Writers nearly always read their work aloud, and this is an important habit to develop with children. You read your work aloud primarily to ‘listen’ to it – to hear how it sounds, whether it flows and the effect it creates.”*

PLANNING WRITING

PREPARATION

Purpose + Stimulus
+ Objectives =
Write Unit Overview

01

IMMERSION

Building JOY and
EXCITEMENT
around the
stimulus, exploring
the genre

02

IMITATION

Mini-lessons - grammar,
skills in the context of
their writing genre
Sprinkling & collecting
vocabulary
Shared writing

03

INNOVATION

Generating ideas,
dabbling, collaborating,
planning, shared writing
drafting, revising,
editing

04

PRESENTATION

Publishing and/or
performing linked
to purpose

05

We place writing demands on children every day in school. It's a hugely complex and demanding skill: 'Children need to coordinate several different processes. For instance, children need to work out what they want to communicate and how, handwrite or type accurately, regulate their own thoughts and behaviour, and monitor their work.'
(EEF, Improving Literacy in KS2, p. 28)

Not only this but writing *places great demands* on our emotional resources alongside the cognitive demands. To do something so demanding, *we need to feel that writing is a worthwhile pursuit* – that we are motivated, volitional, autonomous and confident writers.

Please Note:
Each Unit Overview
must be updated
EVERY YEAR to match
the needs of the
current year group

Stimuli for Writing

- Children's wishes
- Text - picture book
- Film/animation
- Topic link
- Staged event
- Picture/image
- Poetry
- Object
- Trip/visitor
- Current issue

We must include children in the decision-making concerning their writing – making writing an enjoyable experience for them along with feeling a sense of satisfaction in their own high-quality creations.
(Young & Ferguson, 2021)

SPAG (Spelling, Punctuation and Grammar)

Grammar and punctuation play a significant part in the National Curriculum. At Coopers Lane, we teach specific grammar, punctuation and spelling skills during regular sessions. These are **mini lessons, which are carefully differentiated to meet the needs of every child** and focus on key skills and objectives lifted from the National Curriculum. Spelling is taught through the Rising Stars spelling scheme. SPAG is not just taught as a discrete subject, **it is also integrated into our English and wider curriculum lessons through writing opportunities, ensuring that the children are transferring skills across subjects.**

Assessment

- At the end of a longer piece of writing, teachers and children use the writing toolkits to assess if the objectives have been successfully met.
- Once a term all children are assessed in Reading, Writing and Spelling, Punctuation and Grammar. The children will sit designated tests in order to help inform teacher assessments and identify gaps in knowledge and understanding. This is then **used to inform future planning.**
- For Writing, **teachers use the Teacher Assessment Framework documents to support their judgements**, in conjunction with their knowledge of the expectations of the national curriculum. **Moderation sessions are held termly**, in which staff moderate as a team across the year group and also have the opportunity to discuss judgements with adjacent year groups. This knowledge then informs planning for teachers to revise and practice skills that children have already experienced, mastering the skills as they move through school.
- Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:
 - Below expectation
 - Just below expectation
 - Meeting expectation
 - Above expectation



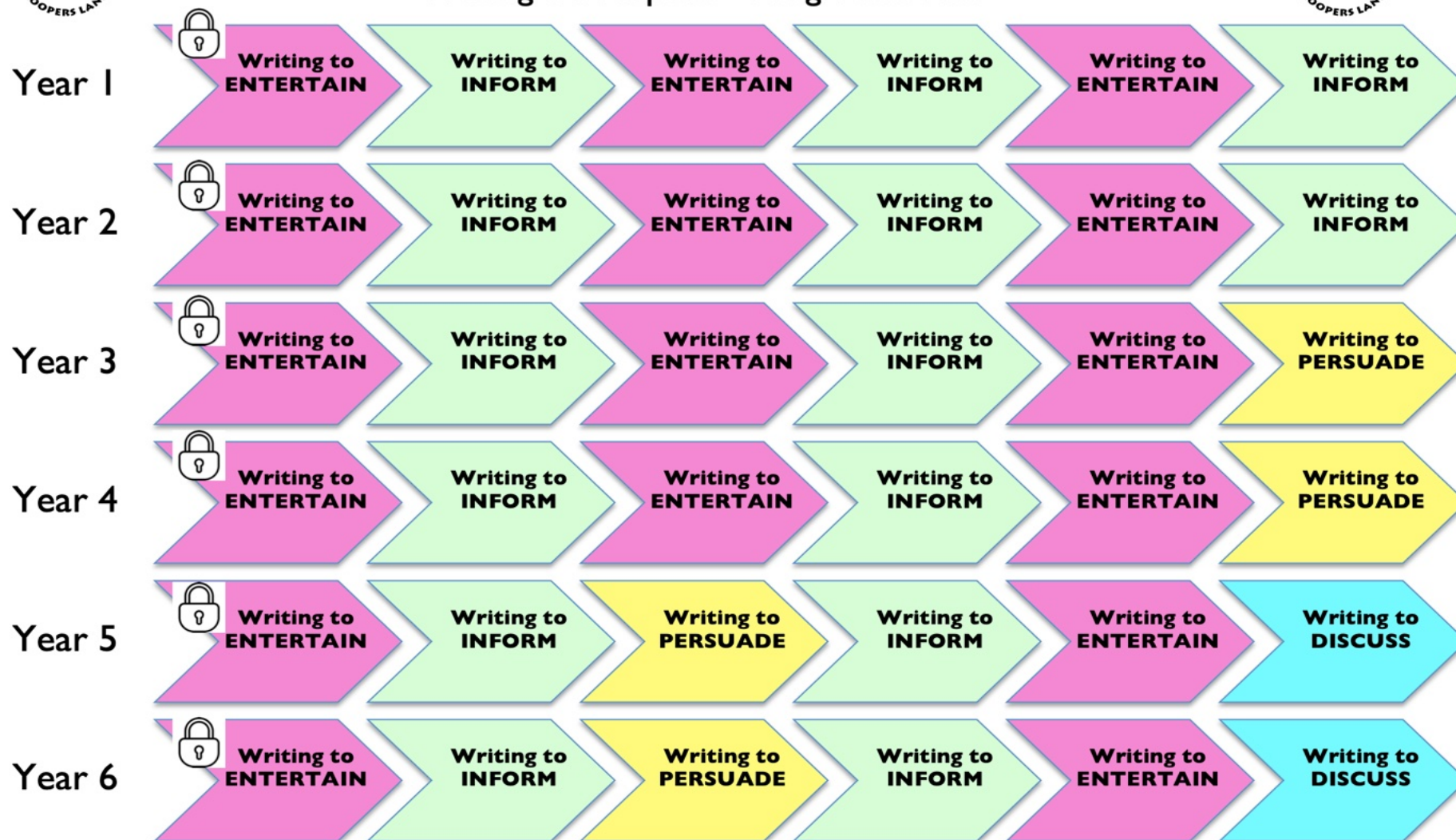
Phonics Curriculum Overview



Year Group	Autumn		Spring		Summer	
Reception	Floppy's Phonics Level 1+		Floppy's Phonics Level 2		Floppy's Phonics Level 2	
	Settling in (2 weeks) Books 1, 2 & 3	Books 4, 5, 6 Assessment	Books 7, 8, 9 Intervention to run alongside – <i>from assessment</i>	Books 10, 11, 12 Assessment	Books 13, 14, 15 Intervention to run alongside – <i>from assessment</i>	Books 16, 17, 18 Assessment
Year 1	Floppy's Phonics Level 4		Floppy's Phonics Level 5			
	Books 19, 20, 21 Intervention to run alongside – <i>from Reception assessment</i>	Books 22, 23, 24 Assessment	Books 25, 26, 27 Intervention to run alongside – <i>from assessment</i>	Books 28, 29, 30 Assessment	Books 31, 32, 33 Intervention to run alongside – <i>from assessment</i> Mock Screening Test	Books 34, 35, 36 Phonic Screening Test
Year 2	Revision of Levels 4 & 5 plus spelling rules Intervention to run – <i>from Year 1 & Phonics Screening Test</i> – Target Children Identified					Phonic Screening Test - Retake
Year 3	Intervention to run – <i>from Year 2</i> – Target Children Identified					



Coopers Lane Mastery Curriculum for English Writing 4 a Purpose – Long Term Plan



Years 1 and 2 only focus on the purposes of Entertain and Inform.
Years 3 and 4 look at Inform, Entertain and Persuade.
Years 5 and 6 look at all four purposes.





Staff are welcome to move the order of purposes around as long as the weightings remain the same (except Writing to Entertain in Autumn 1). They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing within a half term in order for the children to master the skills which are being taught.



Coopers Lane Mastery Curriculum for English

Text Types Overview



Writing 4 a Purpose	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Letter Instruction Recount		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Report/ Recount Newspaper Biography	Advert/Poster Letter	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Explanation Report/ Recount Newspaper Biography	Advertising/Campaign Speech	Argument Debate

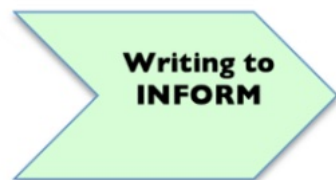
Progression of skills and objectives

Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



	Story/Narrative	Description	Poetry
Year 1	<ul style="list-style-type: none"> Ordering events in a story with a beginning, middle and an end Simple description of character and setting – using adjectives Use different sentence starters; once upon a time, later that day Use adventurous vocabulary appropriate to their age 	<ul style="list-style-type: none"> Start to use co-ordinating conjunctions; and, before, when, after (AP) 	<ul style="list-style-type: none"> Notice rhyming and repetition patterns Use 'like' and 'as' to compare (AP)
Year 2	<ul style="list-style-type: none"> Be aware of the tense they are writing in Show cohesion between the beginning, middle and end of the story Start to organise ideas into paragraphs Adverbs Use adventurous vocabulary appropriate to their age (AP) 	<ul style="list-style-type: none"> Start to use sub-ordinating conjunctions; because, during Expanded noun phrases - 2A (AP) 	<ul style="list-style-type: none"> Use onomatopoeia Start to use personification (AP) Carefully select verbs and adjectives for impact (AP)
Year 3	<ul style="list-style-type: none"> Create a setting for a narrative Recognising features of different narrative types Start to create a sense of atmosphere (AP) Use paragraphs to organise ideas Use adventurous vocabulary appropriate to their age (AP) Use inverted commas to punctate direct speech 	<ul style="list-style-type: none"> Selecting powerful adjectives, verbs and adverbs for a particular setting (AP) Use similes (AP) Expanded noun phrases – 2A and 4A (AP) Use a range of sentence starters for effect (AP) Start to use pronouns to avoid repetition 	<ul style="list-style-type: none"> Start to have an awareness of the reader and the impact of word choice Recognise a range of different poetry styles; rhyming, acrostic, haiku, free verse Continue using personification (AP) Introduce metaphors

Year 4	<ul style="list-style-type: none"> • Include a dilemma and resolution into a narrative • Begin to use character dialogue with increasingly accurate punctuation – ensure a good balance between dialogue and description • Use adventurous vocabulary appropriate to their age (AP) 	<ul style="list-style-type: none"> • Use short sentences for effect (AP) • Start to use embedded clauses and relative clauses to add detail; relative pronouns (AP) • Use pronouns to avoid repetition 	<ul style="list-style-type: none"> • Use personification and simple metaphors (AP) • Literary techniques analysed; stanza, patterns, rhythms and vocab • Start to become aware of the role of punctuation within poetry; it adds to the rhythm
Year 5	<ul style="list-style-type: none"> • Develop awareness of the reader through techniques; leaving clues; hooking the reader in; twisting a tale; cliff-hanger (AP) • Beginning to use dialogue for dramatic effect • Start stories in different ways; action, dialogue and description (AP) • Use adventurous vocabulary appropriate to their age (AP) 	<ul style="list-style-type: none"> • Use a range of sentence types for purpose and effect, hooking the reader and developing the writing (AP) 	<ul style="list-style-type: none"> • Understand the effect of repetition (AP) • Use literary techniques to tell a story through poetry
Year 6	<ul style="list-style-type: none"> • Develop awareness of the reader through techniques; start with the end of the story • Understanding the best way to start a narrative for the purpose • Use foreshadowing and pathetic fallacy to create tension • Use formal or informal language to represent a character or a location 	<ul style="list-style-type: none"> • Use a range of sentence types for purpose and effect, hooking the reader and developing the writing (AP) • Use irony for effect (AP) • Conscious control of levels of formality • Start to confidently manipulate grammar and vocab to achieve an effect 	<ul style="list-style-type: none"> • Create powerful images through conscious control of vocabulary, structure and technique (AP)



Progression of skills and objectives

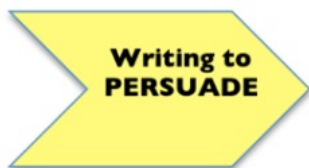
Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



	Letter	Instructions	Recount
Year 1	<ul style="list-style-type: none"> • Use 'all the Ws' (AP) • Use Dear and From • Be able to order events chronologically • Start to use time adverbials; first, then, next 	<ul style="list-style-type: none"> • Sequence events in the correct order; use numbers to label them • Use time adverbials; first, next, then • Begin to add precise language • Introduce imperative (bossy) verbs 	<ul style="list-style-type: none"> • Use 'all the Ws' (AP) • Start to write in the past tense consistently • Use real life experiences as a stimulus; describe using the 5 senses • Events ordered chronologically
Year 2	<ul style="list-style-type: none"> • Begin to look at formality; Sir, Madam • Consistently write in 1st person and past tense • Use expanded noun phrases – 2A sentences (AP) • Use adverbs of time and adverbs of manner 	<ul style="list-style-type: none"> • Use imperative (bossy) verbs • Introduce diagrams to support the instructions • Explain the instructions • Include facts and subject specific vocabulary 	<ul style="list-style-type: none"> • Use topic related vocabulary when appropriate • Start to use paragraphs for organising ideas • Write in the 1st person • Start to recognise the formality of the language used for different recounts

	Explanation	Report/Recount	Newspaper	Biography
Year 3	<ul style="list-style-type: none"> • Understand and use the style of the text • Understand the structure: paragraphs, sub-headings • Subject specific vocabulary used • Begin to understand the audience, tone and the impact • Sequence it appropriately 	<ul style="list-style-type: none"> • Use paragraphs and sub-headings and title • Logically group ideas/themes together in paragraphs • Subject specific vocabulary used for purpose • Range of sentence starters (AP) 	<ul style="list-style-type: none"> • Recognise and understand the features of a newspaper; headline, caption, 5 Ws • Start to understand the final paragraph being written in present tense • Start to use direct speech and its punctuation 	<ul style="list-style-type: none"> • Understand that a biography is organised in chronological order and focuses on key events • Use past tense verbs and third person • Include a conclusion about how they are/will be remembered

Year 4	<ul style="list-style-type: none"> • Begin to understand the audience, tone and the impact • Begin to talk about the cause and effect on the audience • Use appropriate vocabulary; which means that, as a result of, consequently 	<ul style="list-style-type: none"> • More concise and accurate vocabulary choices for purpose • Extended sentences used to add further detail and facts 	<ul style="list-style-type: none"> • Use direct and reported speech, with correct punctuation • Final paragraph written in the present tense • Use time adverbials 	<ul style="list-style-type: none"> • Use vocabulary appropriate to the time period • Use extended sentences that add explanation and include the feelings of the person at different points in their life (AP) • Start to use relative clauses beginning with a relative pronoun (AP) • Use pronouns to avoid repetition
Year 5	<ul style="list-style-type: none"> • Using subject specific vocabulary e.g. scientific language • Begin to use conjunctions; therefore, furthermore, in addition • Use Point Evidence Explanation to add detail 	<ul style="list-style-type: none"> • Use Point Evidence Explanation to add detail • More concise and accurate vocabulary choices for purpose 	<ul style="list-style-type: none"> • Ensure cohesion between paragraphs • Start to understand bias viewpoints and how that is represented in newspapers; eye witness accounts • Start to use appropriate language for the period that the newspaper is set in 	<ul style="list-style-type: none"> • Build cohesion between sentences and paragraphs using adverbials of time, place and number • Use relative clauses beginning with a relative pronoun (AP) • Use modal verbs to indicate degrees of possibility; surely, perhaps, should, might • Start to use brackets, dashes or commas to indicate parenthesis
Year 6	<ul style="list-style-type: none"> • Ensure cohesion across the text, linking paragraphs and ideas with cohesive devices • Use sophisticated conjunctions; despite, even though, moreover 	<ul style="list-style-type: none"> • Awareness of the audience which would influence choices of language, structure and the explanation of the facts 	<ul style="list-style-type: none"> • Write from different viewpoints/perspectives • Start to include balanced viewpoints; counter witness • Use appropriate language for the period that the newspaper is set in 	<ul style="list-style-type: none"> • Conscious control of levels of formality • Use passive voice • Use appropriate language/vocabulary for the period



Progression of skills and objectives

Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



	Advert/Poster	Letter
Year 3	<ul style="list-style-type: none">Start to convince the audience by understanding the reason for the advert; who is your audience?Short, sharp snappy phrases (AP)Alliteration for effect	<ul style="list-style-type: none">Have a consistent viewpoint that is supported by ideas/factsSimple structure for each argument
Year 4	<ul style="list-style-type: none">Emotive language used to persuadeStart to understand punsRange of conjunctions to support opinion; in my opinion, we should do this because	<ul style="list-style-type: none">Start to extend the explanation of each reason using conjunctionsClear understanding of the purpose of the letter and the intended response

	Advertising/Campaign	Speech
Year 5	<ul style="list-style-type: none">Support opinion with facts and start to mention the other side of the argument/competitionConcise language used to hook the audienceUse of imperative verbs to persuade	<ul style="list-style-type: none">Use power of 3 (AP)Begin to think about the formality of the speech and the audienceUse expression and be able to perform confidently
Year 6	<ul style="list-style-type: none">Levels of formality used that is specific to the productProduce a range of advertising material for a wider audience, all about the same product, who is your target market for each form?	<ul style="list-style-type: none">Understand how to engage your audience with expression, appropriate pauses, humour, gestures and eye contactUse appropriate formality to match the target audienceStart to change the formality within a speech for impact



Progression of skills and objectives

Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



	Argument	Debate
Year 5	<ul style="list-style-type: none">• Understand both sides of the argument and have points to support both• Use a range of conjunctions; on the other hand, however, on the contrary• Explain each point with evidence• Use emotive language to persuade• Start to maintain a balance and a respect between the two sides of the argument	<ul style="list-style-type: none">• Able to listen to the opposition argument and begin to respond to their points in a clear and constructive manner• Explain each point with evidence• Use emotive language to persuade• Show respect to the opposing viewpoint with language choices used as well as not talking over the top of others
Year 6	<ul style="list-style-type: none">• Use a range of conjunctions; alternatively, similarly, nevertheless, rather than, in comparison• Maintain a balance and a respect between the two sides of the argument	<ul style="list-style-type: none">• Start to debate an issue that isn't personal to them; find and research• Start to debate an opposing viewpoint to their own belief

MATHS

“Mathematics is not about numbers, equations, computation or algorithms: it is about UNDERSTANDING.”

— William Paul Thurston

At Coopers Lane, we begin our journey as mathematicians in Early Years. We use inside our classroom and the outside areas to explore what numbers mean using the counting principles. We listen to stories based around numbers and engage with the Numberblocks characters as we investigate numbers up to 5. We are encouraged to start reasoning and problem solving using mathematical talk.

As we progress through the school, we continue to gain a deeper understanding of number and how different operations link to each other. We use a Concrete (objects) – Pictorial (drawings) – Abstract (formal methods) approach to learning new concepts which allows everyone to succeed and boosts our confidence in explaining our methods. We are encouraged to use technical mathematical vocabulary from the start of our journey and love to share what we have learnt with others.

When you walk into a maths lesson at Coopers Lane, you will see Marvellous Mathematicians who show a growth mindset as they learn new concepts, and show our school value of perseverance as we reason and problem solve. We mostly all work on the same objectives, with support for those who need it, and extra challenges for those who grasp something more quickly. With our hands on and practical approach, we have a love of maths and become life-long learners.

At Coopers Lane, we view Maths as a building project. Each new thing that we learn builds upon something we have learnt before. As we learn more, our foundations become stronger and our building grows taller.

“A person who never made a mistake, never tried anything new.”

— Albert Einstein

Planning

All year groups from Reception upwards follow the White Rose scheme of work, which consists of:

- a yearly/termly overview outlining when each topic is taught
- weekly objectives
- teaching notes and examples
- small steps guidance
- suggested mental and independent activities

Each year group uses these resources to create an overview for each unit, mapping out the skills and teaching points that need to be covered, as well as the opportunities for applying knowledge through reasoning and problems solving tasks. They then produce a short-term weekly plan of lessons based on the needs of their class, identified by assessment.

Mental Maths

Our mental maths focus for each phase is:

- KS1: counting, number bonds and other number skills
- Lower KS2: times tables and linked division facts
- Upper KS2: fractions, decimals, percentages, square and prime numbers

Every Maths lesson has an element of arithmetic. Children in Years 1-6 take an arithmetic quiz every fortnight, with the number and difficulty of questions appropriate to the age and ability of the class.

Knowledge Organisers

We have created amazing knowledge organisers for each area of maths which summarise the key knowledge that children should know and the methods that they should be able to use independently by the end of each maths unit. Our calculation policy shows the strategies we use to teach the four operations of addition, subtraction, multiplication and division, and how the learning progresses as the children deepen their understanding.

Assessment

Assessment is continuous throughout the year and the children are assessed against each of the taught objectives. We also use formal tests at the end of each term to help inform planning for the next term and to identify children who may need additional support in an area of maths. Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:

- Working towards expectation
- Just below expectation
- Meeting expectation
- Exceeding expectation

Overview

Reception



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Number: Place Value within 10						Number: Addition and Subtraction within 10				Geometry: shape	Number: Place Value within 20		Consolidation
Spring	Number: Addition and Subtraction within 20					Number: Place Value 20-100 Multiplies of 2, 10 and 5						Measurement: Length and Height		
Summer	Measurement: Weight and Volume		Number: Multiplication and Division				Measurement: Money	Number: Fractions		Geometry: position and direction	Time		Consolidation	

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division			
Spring	Statistics		Measurement: Properties of Shape		Number: Fractions			Measurement: length and height	Position and Direction		Measurement: Time			
Summer	Measurement: Mass, Capacity and Temperature			Measurement: Properties of Shape		Position and Direction		Problem solving and efficient methods			Investigations		Consolidation	

Year 3 – Yearly Overview

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	x 10, 100, divide by 10, 100, x by 1 and 0, divide by 1 and itself Number- Multiplication and Division x and divide by 6, x and divide by 9, x and divide by 7			Consolidation
Spring	x 11 and x 12, factor pairs, written methods, efficient x, Number- Multiplication and Division multiply and divide 2-digit by 1-digit, correspondence probs			Measurement - Area	Fractions				Decimals		Consolidation	
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction	Consolidation	

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation

Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

Curriculum

Topics

Our curriculum is action packed and full of interactive and exciting learning opportunities throughout the key stages. It is stimulating, engaging and promotes independence. Children will be taught the foundation subjects; History, Geography, Music, Art, DT, PSHE, and PE through motivating half-termly topics. Children will become explorers and detectives to find out more about the world around them and significant historical periods. Trips and visits linked to the topic will bring their learning to life.

The children's learning begins with a topic launch day where they will take part in a range of activities that will immerse them in the exciting topics.

Curriculum Overviews

The half-termly overviews provide a child-friendly summary of what they will learn in each curriculum subject during each half-term (Maths and English overviews can be found on the relevant subject page of the website).

Planning

A medium-term plan is created for each year group to give the context for learning and a weekly breakdown of the subjects and objectives to be taught.

Weekly plans are made using the school proforma and are stored on the Google Drive, along with the accompanying resources.

Assessment

At the end of each unit of work, children should be assessed against the key objectives using the school proforma. The following categories are used:

- ⇒ *Working towards expectation*
- ⇒ *Meeting expectation*
- ⇒ *Exceeding expectation*

Science

At Coopers Lane, we begin our journey as scientists in Nursery. Our experiences at Forest School encourage us to develop a wonder of the world around us. Our curiosity inspires us to ask questions and explore why things happen. As we progress through the school, we continue to develop our investigative skills using the five types of scientific enquiry, which include observation over time, pattern seeking, identifying and grouping, fair testing and research. Using our investigative skills, we make conclusions from our findings and build on our prior knowledge. We are encouraged to use technical vocabulary and we are proud to share with others what we have learnt.

When you walk into a science lesson at Coopers Lane, you will see 'super scientists' who show awe and wonder as we continue to discover, explore and find answers to our burning questions. With our hands on and practical approach, we have a love of learning and become learners for life. We also have a love for the wider world and through our deeper understanding of the universe, we promote the values of our Green Team and help to care for our planet.

At Coopers Lane, we view science as an adventure. We work collaboratively in a safe and supportive environment, valuing each other's opinions, which supports our inquisitive minds as we develop into independent learners who have a thirst to want to know more about our extraordinary world.

"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."

- Marie Curie

Resources

- Switched on Science (Hard copy books + Rising Stars Online)
- Busy Things
- Virtual Experiments
- LGfL Learning Resources
- Knowledge Organisers

SCIENCE SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Animals inc. Humans		Everyday Materials		Plants	
	Seasonal Changes					
YEAR 2	Use of Everyday Materials		Animals inc. Humans	Living Things & their Habitats	Plants	
YEAR 3	Rocks	Forces & Magnets	Light	Plants	Animals inc. Humans	
YEAR 4	Sound	States of Matter	Animals inc. Humans	Electricity	Living Things & their Habitats	
YEAR 5	Properties & Changes of Materials		Earth & Space	Forces	Animals inc. Humans	Living Things & their Habitats
YEAR 6	Light	Electricity	Evolution & Inheritance	Living Things & their Habitats	Animals inc. Humans	

Art

“Creativity takes courage.”

– Henri Matisse

At Coopers Lane we begin our journey as artists in Nursery, exploring the world around us and expressing ourselves through creating in two and three dimensions on a small and large scale. As we progress through the school, we continue to develop our artistic skills through using new media such as pencils, chalk, pastels, paints, clay, fabric and ceramic mosaics; using them to try out new skills and techniques in drawing, painting, printing, textiles, collage, 3D and sculpture. We are encouraged to use artistic vocabulary and we are proud to share with others what we have learnt.

When you walk into an art lesson at Coopers Lane, you will see passionate artists who want to discover, explore and express themselves and are not afraid to try new things. We love learning about art from other cultures and periods of time, as well as having artists visit us and being able to go and explore art in our community and around London. We show responsibility by having our own sketch books that follow us through the school and allow us space to explore ideas and find out about lots of different artist including Van Gogh, Frida Kahlo and Monet. We then use our new skills to create wonderful end products.

We are really happy that we get to display and exhibit our amazing art in our classrooms, in our own permanent exhibition space, as well as in temporary exhibitions at school and in the community. With our hands on and practical approach, we have a love of being creative and become learners for life.

Resources

- PlanBee (Google drive)

ART & DESIGN SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Portraits & Self Portraits	African Art - Kente Cloth			Colour Creations	Waterlilies - Paintings
YEAR 2	Portraits & Self Portraits	Mixed Media Fish Pictures	African Animal Prints & 3D African Animals		Van Gogh - Paintings	
YEAR 3	Portraits & Self Portraits	Cave Art	Greek Moving Figurine Sketches	Clay Greek Vases	Indian Art	
YEAR 4	Portraits & Self Portraits	Pointillism			Cityscapes	
YEAR 5	Portraits & Self Portraits	Egyptian Clay Tiles		Talking Textiles	Monet & the Impressionists - Paintings	
YEAR 6	Portraits & Self Portraits	Propaganda Posters	Paintings - LS Lowry			Street Art

& Design Technology

At Coopers Lane, we begin our journey as designers in Early Years, where we are encouraged to show an interest in technological toys and explore different materials, tools and techniques for building things. The only thing that limits us is our imagination as we play in the woodwork, building, mud kitchen and construction areas. As we progress through the school, we continue to develop our creative skills designing and making things ranging from moving buggies to Indian inspired silk cushions, and from air raid shelters to cooking foods from around the world. Some of our food technology lessons are taught alongside science, especially when we are thinking about healthy eating and nutrition. When we have finished a project, we take the time to evaluate it so that we know what we need to do in our next project to make it even better.

When you walk into a DT lesson at Coopers Lane, you will see designers who aren't afraid to take risks as we think creatively about how to solve any problems that come up. We love to work independently or as part of a team showing our values of respect and responsibility. Importantly, you will also see that we use our growth mindset and value of perseverance to overcome any setbacks or frustrations we might have with our design projects. As a Rights Respecting school, we try to use recycled products as much as possible and limit our use of plastic. We understand that we need to create projects that help care for our planet.

“Design is not just what it looks and feels like. Design is how it works.”

— Steve Jobs

Resources

- PlanBee (Google drive)

DESIGN & TECHNOLOGY SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1		Eat More Fruit & Veg	3D Castles	Kings & Queens Puppets		Hot Day Snacks
YEAR 2			African Surprise Fruit Sticks & Yoghurt			3D Moving Vehicles British Food
YEAR 3		Bread Making		Edible Garden		Indian Cushions
YEAR 4			Mosaics Perfect Pizzas	Mosaics		Great British Dishes
YEAR 5			Talking Textiles Scandinavian Cuisine	Talking Textiles		Indian influenced British dishes
YEAR 6		Air Raid Shelters	Global Food	Plaster of Paris Village of Renewable Energy	Moving Buggies American Food	

Computing

At Coopers Lane, we begin our journey as computer scientists in Nursery. Our experiences before we begin school create a sense of intrigue of the digital world that surrounds us. Our curiosity inspires us to ask questions and explore how technology works. As we grow, our understanding of the range of purposes for which technology can be used grows too. We begin to develop our understanding of the three strands of computing: computer science, information technology and digital literacy.

Any time you enter a computing lesson at Coopers Lane, you can expect to see children learning about computer systems and how they work, designing and building programs and using technology to create a range of content. We are encouraged to use technical vocabulary and we are proud to share our memorable experiences beyond school with our families and friends.

At Coopers Lane our computing learning journey is vast. We learn about algorithms and how they are implemented through programmable robots. We also learn how to design, write and create programmes using coding. We use our information technology skills to retrieve, organise and store digital content. In doing this, we learn about presenting, analysing and evaluating data and information. We regularly ensure we build on our understanding of safe and responsible use of technology and how to identify and report any concerns about digital content as we develop into independent learners who are curious to find out more about our extraordinary world.

“The Web as I envisaged it, we have not seen it yet. The future is still so much bigger than the past.”

— Tim Berners Lee

Resources

- Switched on Computing (Hard copy books + Rising Stars Online)

COMPUTING SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Unit 1 We are treasure hunters	Unit 2 We are TV chefs	Unit 4 We are collectors	Unit 5 We are storytellers	Unit 3 We are painters	Unit 6 We are celebrating
YEAR 2	Unit 1 We are astronauts	Unit 2 We are games testers	Unit 6 We are zoologists	Unit 4 We are researchers	Unit 5 We are detectives	Unit 3 We are photographers
YEAR 3	Unit 1 We are programmers	Unit 2 We are bug fixers	Unit 3 We are presenters	Unit 4 We are vloggers	Unit 5 We are communicators	Unit 6 We are opinion pollsters
YEAR 4	Unit 1 We are software developers	Unit 2 We are toy designers	Unit 3 We are musicians	Unit 4 We are HTML editors	Unit 5 We are co-authors	Unit 6 We are meteorologists
YEAR 5	Unit 1 We are games developers	Unit 2 We are cryptographers	Unit 3 We are artists	Unit 4 We are web developers	Unit 5 We are bloggers	Unit 6 We are architects
YEAR 6	Unit 1 We are adventure gamers	Unit 2 We are computational thinkers	Unit 4 We are network technicians	Unit 6 We are publishers	Unit 5 We are travel writers	Unit 3 We are advertisers

Geography

Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.”

— Michael Palin

At Coopers Lane, we understand the importance of learning geography and are inspired to love and care for our extraordinary world from an early age. We engage in creative, purposeful and practical learning experiences that motivate us to become responsible global citizens and make positive changes for the future.

When you join a geography lesson at Coopers Lane, you will see us as inquisitive geographers who are encouraged to be independent and innovative thinkers by reflecting on our own experiences of the world. You will see a rich curriculum which develops our curiosity and wonder. We start our journey by exploring the whole world before we look in more detail at specific countries and continents. You will see that each year we build upon our map working skills, discovering links between different countries and places as well as our local environment. Through our time here, we also deepen our understanding of the Earth's key physical and human processes and of the formation and use of landscapes and environments.

As geographers, we are encouraged to use our analytical skills to find patterns and draw conclusions from map work, fieldwork and other data. The use of technology, such as interactive maps and analytical apps, are regularly used to engage and inspire us. We express our creativity, regularly make links with DT, art and computing, by completing meaningful and engaging projects. We use our communication skills, as well empathy, to work collaboratively with others and express our opinions respectfully.

Geography promotes and demonstrates our school values in many ways. Through a diverse curriculum we listen, respect and show kindness to different cultures and have empathy towards others. We enjoy celebrating the diverse community we live in and make sure that it is represented in our curriculum.

We understand that our actions and voices have power, and that **we** are the future.

Resources

- Core Knowledge books and website - <http://www.coreknowledge.org.uk/schoolsinfo.php>
- Oddizzi website - <http://www.oddizzi.com>
- Knowledge Organisers

GEOGRAPHY SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Spatial Sense Local Environment	The World	The UK			London
YEAR 2	Spatial Sense Islands and Europe		Africa		Regions of the UK (Small Area)	
YEAR 3		Spatial Sense Settlements & Populations	Spatial Sense Ancient Greece		India, China & Japan	
YEAR 4			Spatial Sense Distribution of the Empire		Spatial Sense The UK & Regions of the UK	
YEAR 5	Mountains, Water Cycles & Rivers		Northern Europe			
YEAR 6		Spatial Sense		Economic Activity inc, Distribution of Natural Resources	North America	

History

“History is a gallery of pictures in which there are few originals and many copies.”

– Alexis de Tocqueville

At Coopers Lane, we begin our journey as historians in Nursery. Through discussions about our own personal history and how we have grown up, we begin to raise questions about the past. Our curiosity inspires us to investigate the past through hands-on activities as we start to understand the lives of others who have lived before us. As we progress through the school, we continue to develop our historical enquiry skills by using a range of primary and secondary sources. From these we pose questions searching for historical accuracy. We strive to hold a chronological understanding of British and world history as well as recognising the lives of a diverse range of historical figures. We are encouraged to share our knowledge with all those around us and recognise how the past has shaped our lives today.

When you walk into a history lesson at Coopers Lane, you will see Heroic Historians who show a wealth of knowledge about the past as we continue to delve deeper into those “tricky” questions. With our enquiry-based approach, we have learners who show a natural curiosity for the past, which has been inspired by exciting lessons inside and outside the classroom. Through our diverse and inclusive curriculum, we question the choices made by people in the past and understand how we can learn from history to create a positive future for all.

At Coopers Lane, we view history as the window to the past. We work collaboratively in an inclusive and enriching environment, valuing the ideas of all those around us, which support our inquisitive minds as we develop into passionate historians who have a thirst to understand and question the past!

Resources

- Core Knowledge books and website - <http://www.coreknowledge.org.uk/schoolsinfo.php>
- Knowledge Organisers

HISTORY SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Personal History & Chronology			Kings & Queens	Prime Ministers & World Leaders	
YEAR 2		History of World Religions: Judaism, Christianity & Islam		Touch on Ancient Egypt		Great Fire of London vs. London Now
YEAR 3	Ice Age, Stone Age, to Bronze Age & iron Age		Ancient Greece	Rule of Law & Murder at the Cathedral		India, China & Japan
YEAR 4	The Stuarts & The Civil War	The Restoration	The Roman Empire	Impact on Britain		Christianity & Unity of England & Scotland
YEAR 5		Ancient Egypt inc. Mesopotamia		Saxons & Vikings	The Spread of Islam & The Holy Wars	Birth of the British Empire
YEAR 6	WWII		The Industrial Revolution & Economy			Social & Political Reform - linked to Lewisham

Modern Foreign Language

“Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.”

– Frank Smith

At Coopers Lane we believe that learning a foreign language is an important part of living in a multi-cultural society. We are given experiences of the French language and cultures through listening, speaking, writing, singing and role playing. Our curriculum encourages us to ask questions about other French-speaking countries and helps us to understand our place in the global community.

When you walk into a French lesson, you will see that we understand how valuable it is to communicate effectively with people in another language. You will also see our natural curiosity about different traditions, festivals and languages and the confidence we are given to try a new foreign language.

Across the school we celebrate a different language for each month of the year. We are taught basic greetings and phrases, and are encouraged to answer the register in that language for the month. We choose languages that represent our community.

Signing

“Signs are to eyes what words are to ears”

– Ken Glickman

At Coopers Lane we believe that being Deaf aware, and having an understanding of sign language, is an important part of living in a multi-cultural society. We are given the experience of learning about British Sign Language and Deaf culture through signing, gesture, listening and role play. Our curriculum encourages us to ask questions about how Deaf people communicate and helps us to enrich our place in the global community.

When you walk into a Deaf Awareness lesson, you will see that we understand how valuable it is to communicate effectively with people through good Deaf awareness, gesture and sign language. You will also see our natural curiosity about different cultures within our communities.

LANGUAGES SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	BSL - Deaf awareness, finger spelling and greetings	French - Phonetics and I'm Learning French	BSL - colours, shapes and animals, count to 12 and tell the time	French - Animals	BSL - manners and behaviour, school, lessons	French - I can...
YEAR 4	BSL - Deaf awareness, beginning to lip-read, signs for people, family and questions	French - Phonetics and Fruits	BSL - count to 100, signs for toys and games, weather, seasons and clothes	French - The Classroom	BSL - Animals (wild and domestic) and conversation practise	French - My House (part 1)
YEAR 5	BSL - communication and greetings, colour, shapes and animals	French - Phonetics and Presenting Myself	BSL - everyday behaviour, manners, school, lessons and school equipment	French - Family	BSL - conversation practise, create and present a story in BSL, games	French - Clothes
YEAR 6		French - Phonetics and Do You Have a Pet?		French - The Weather		French - My House part 2

Music

At Coopers Lane our love of music begins as soon as we join the school. Our Nursery and Reception classes all have a range of musical instruments where we start to learn about rhythm, pitch and volume. Learning through play, we use our imagination and creativity to express ourselves and how we are feeling. As we progress through the school, we continue learning the language of music, understanding that every culture makes music which speaks to us in different ways. During our time here, we are given the chance to learn how to play recorders, ukuleles and steel pans with specialist teachers.

When you walk into a music lesson, you will see us being creative, collaborative, celebrating the successes of others and challenging ourselves through story-telling, singing, improvising, composing and appreciating a wide range of musical genres. You will also see us using instruments to support and improve our compositions. We cannot help but show our value of happiness as we work in small groups or ensembles, demonstrating our new learning to the rest of the class.

Our love of music isn't just confined to the curriculum, we love to perform. Everyone gets the chance to take part in a class assembly during the year and a full-scale production at Christmas, which helps us to share our achievements with the wider community. We are lucky enough to be offered music lessons outside of the classroom in piano, violin, steel pans and drums. Our school choir is also very popular and we have performed at the Lewisham Voices concert for the last few years.

We celebrate all things music in our yearly Summer Soiree event. This is where children and adults from across the school come together and perform. We believe that music is all around us, the soundtrack to our lives, and by sharing this with our whole community we strengthen our bonds of support and trust, as well as our enjoyment of performing.

“Words make you think a thought. Music makes you feel a feeling. A song makes you feel a thought”

– E.Y. Harburg

Resources

- Music Express (Hard copy books + Collins Online)

MUSIC SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Ourselves & Our School	Animals, Our Bodies & Christmas	Number & Weather	Seasons & Storytime	Machines & Patterns	Travel & Water
YEAR 2	Ourselves & Our Land	Seasons, Weather & Christmas	Our Bodies & Animals	Storytime & Water	Number & Pattern	Toys & Travel
YEAR 3	In the Past & Communication	Environment, Poetry & Christmas	Ancient World & Building	Time & Singing French	Human Body & China	Food and Drink & Sounds
YEAR 4	Sounds & In the Past	Poetry, Singing Spanish & Christmas	Ancient Worlds & Around the World	Communication & Time	Environment & Recycling	Building & Food & Drink
YEAR 5	Our Community	Celebration & Christmas	Solar System	Keeping Healthy	Life Cycles	At the Movies
YEAR 6	World Unite	Journeys	Growth	Roots	Class Awards	Moving On

P.E.

“I’ve failed over and over again in my life. And that is why I succeed.”

– Michael Jordan

At Coopers Lane our physical development begins as soon as we join the school. Our Nursery and Reception classes have dedicated outdoor spaces in which we can learn through play; practising throwing and catching, climbing, balancing and riding bikes. As we progress through the school, we have the chance to work with our specialist sports coaches and be taught a range of new sports and skills.

When you walk into a P.E lesson, you will see a safe and supportive environment where we can all take risks and make mistakes as we develop. You will also see us demonstrating our value of responsibility by working in teams, cheering friends on and encouraging everyone to do the best that they can. Our PE curriculum encourages us to be physically active for sustained periods of time in order to help us lead healthy, active lives.

We are very lucky at Coopers Lane to have a great selection of indoor and outdoor spaces such as a basketball court, two gymnastics halls and a multi-use games area complete with AstroTurf. Outside of our weekly PE lessons, we have the opportunity to join a range of lunchtime or after-school sports clubs such as gymnastics, skateboarding, cricket, and we are very proud to have a boys’ and a girls’ football team.

Every year our Sports Days are a way for us to celebrate how we have developed physically and show our families what we have learnt. Throughout our time here we are taught how to be good sports people, showing modesty when winning and being gracious when losing. This helps us strengthen our growth mindset approach, bringing out the best in us all.

Resources

- Rising Stars Champions

PE SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Skip to the Beat	Groovy Gymnastics	Gym Fit Circuits	Story Time Dance	Fitness Frenzy	Sports Day Preparation
YEAR 2	Groovy Gymnastics	Boot Camp	Skip to the Beat	Ugly Bug Ball	Gym Fit Circuits	Fitness Frenzy
YEAR 3	Groovy Gymnastics	Fitness Frenzy	Gym Fit Circuits	Mighty Movers	Skip to the Beat	African Dancing
YEAR 4	Boot Camp	Dynamic Dance	Mighty Movers	Step to the Beat	Fitness Frenzy	Gym Sequences
YEAR 5	Gym Fit Circuits	Dynamic Dance	Fitness Frenzy	Step to the Beat	Mighty Movers	Gym Sequences
YEAR 6	Boot Camp	Step to the Beat	Dynamic Dance	Mighty Movers	Gym Sequences	Gym Fit

Football

Basketball

Hockey

Tag Rugby

Tennis

Athletics

PSHE

At Coopers Lane, we start our PSHE journey in Nursery where we learn about ourselves and the world around us. Learning through play allows us to take risks, make mistakes and teaches us how to socialise with others so that we can make lifelong friends. As we progress through the school, we learn about three main topics: relationships, health and wellbeing and living in the wider world. We are encouraged to question the world around us and are inspired to be the best version of ourselves.

When you walk into a PSHE lesson, you will see a safe environment where we can express our own views while respecting the views of others. The topics we cover ignite a passion within us to care for others and to learn how to keep ourselves and others safe. We are a Gold Rights Respecting school, which means that we know and learn about our rights and are encouraged to speak out when our rights and the rights of others are not met.

At Coopers Lane, we view PSHE as an essential part of our curriculum. Our school is a safe space where we can learn about key life skills such as saving money, the impact of social media, how to improve our mental health and basic first aid. Our PSHE learning journey means that when we leave Coopers Lane, we are well-rounded, passionate and caring young people. Most importantly, we learn that we can be whoever we want to be because we are all different, all equal, all smiling.

“If you’re lucky enough to be different, don’t ever change.”

– Taylor Swift

Resources

- PSHE association scheme – adapted with rights respecting links (Google Drive)
- <https://www.pshe-association.org.uk>

RHSE

Relationships, Health and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The curriculum involves a combination of sharing information, and exploring issues and values. We hope to prevent and remove prejudice, fostering gender equality and LGBT+ equality.

Pupils will be taught about the nature and importance of secure relationships for family life and bringing up children, understanding that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances.

RHSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We view the partnership of home and school as vital in providing a context.

RHSE is not about the promotion of sexual activity.

High quality Relationships, Health & Sex Education (RHSE) is every child's right, no matter what their level of need or ability. We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). Relationships Education should be a priority for pupils, especially those with social, emotional and mental health needs or learning disabilities. With RHSE at the heart of the school's PSHE curriculum it has the power to respond to these challenges, so it is essential that RHSE is a developmental programme of teaching for all, across all years. Introducing consistent vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space will benefit all pupils. There are clear links between RHSE and safeguarding, equality, anti-bullying and behaviour policies, and our school values.

Resources

- PSHE association scheme – adapted with rights respecting links (Google Drive)
- <https://www.pshe-association.org.uk>

PSHE (INC RSHE) SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1 SDG: 15	What is the same and different about us? RR: 2, 13, 14, 19 & 29 SDG: 5 & 10	Who is special to us? RR: 2, 13, 14, 18, 19 & 29	What helps us stay healthy? RR: 22 & 33 SDG: 3 & 6	What can we do with money? RR: 5 & 6 SDG: 1 & 8	Who helps us to keep safe? RR: 6, 16, 17, 18 & 19 SDG: 3	How can we look after each other and the world? RR: 12, 13, 14, 15 & 28 SDG: 5 & 10
YEAR 2 SDG: 6	What makes a good friend? RR: 15, 28 & 29 SDG: 5 & 10	What is bullying? RR: 2, 5, 6, 12, 14, 15, 18, 19, 28 & 29 SDG: 5 & 10	What jobs do people do? RR: 5, 6, 16 & 17 SDG: 1 & 8	What helps us to stay safe? RR: 6, 18 & 19	What helps us grow and stay healthy? RR: 5, 24, 29 & 31 SDG: 3 & 6	How do we recognise our feelings? RR: 6, 12, 13, 16, 17 & 29
YEAR 3 SDG: 2	How can we be a good friend? RR: 2, 12, 13 & 16	What keeps us safe? RR: 5, 6, 15, 19, 24, 27 & 28 SDG: 3 & 6	What are families like? RR: 16 & 19	What makes a community? RR: 2, 12, 13, 14, 15 & 29 SDG: 5 & 10	Why should we eat well and look after our teeth? RR: 5, 24, 28, 29 & 31 SDG: 3 & 6	Why should we keep active and sleep well? RR: 5, 24, 29 & 31S DG: 3 & 6
YEAR 4 SDG: 4	What strengths, skills and interests do we have? RR: 17, 33 & 36 SDG: 5	How do we treat each other with respect? RR: 2, 7, 12, 14, 22, 23 & 30 SDG: 5 & 10	How can we manage our feelings? RR: 13	How will we grow and change? RR: 5, 18, 23, 24, 26, 27 & 28 SDG: 3	How can our choices make a difference to others and the environment? RR: 5, 6, 12, 13, 14 & 15 SDG: 7, 11, 12, 13, 14 & 15	How can we manage risk in different places? RR: 6, 13, 17, 33 & 36 SDG: 3
YEAR 5 SDG: 1	What makes up a person's identity? RR: 2, 7, 8, 14, 15, 16, 23, 29 & 30 SDG: 5 & 10	What decisions can people make with money? RR: 5, 6 & 17 SDG: 1 & 8	How can we help in an accident or emergency? RR: 5, 13, 15, 16, 18, 19, 24, 27 & 28 SDG: 3	How can friends communicate safely? RR: 12, 13, 16, 17, 24 & 28	How can drugs common to everyday life affect health? RR: 19, 24, 27 & 33 SDG: 3	What jobs would we like? RR: 5, 6 & 17 SDG: 1 & 8
YEAR 6 SDG: 16	How can we keep healthy as we grow? RR: 2, 5, 6, 13, 16, 18, 19, 23, 24, 26, 27 & 33 SDG: 3 & 6		How can the media influence people? RR: 13, 16, 17, 24, 26, 27, 33 & 36 SDG: 1		What will change as we become more independent? How do friendships change as we grow? RR: 2, 4, 5, 12, 13, 15, 19, 33, 34, 35, 36, 41 & 42	

Religious Education

“We should respect all religions and just believe in peace, kindness and harmony.”

– Ananya Panday

Through our RE curriculum, we are given the opportunity to build our sense of identity and belonging, helping us to flourish within our religiously diverse community. We learn about different religions, belief systems, festivals and rituals, and where possible, visit places of worship. We are taught to be empathetic, generous and compassionate, thinking about our responsibilities to ourselves and others.

When you walk into an RE lesson at Coopers Lane, you will see citizens of the world, asking thoughtful questions as we look in depth at different religions. We discuss how we might contribute to our community and the wider world, alongside more challenging questions about the meaning and purpose of life. Through our RE lessons, we continue to develop respect for others, including people with different faiths and beliefs, and learn to challenge any kind of prejudice. We know that our voice is important and that we are ‘all different, all equal, all smiling’.

Resources

- Espresso – Faiths (LGFL free resource)
- The Lewisham Agreed Syllabus for Religious Education (Google drive)

RE SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	The Natural World	Christianity 1: The Bible & Christmas	Hinduism 1: God	Who am I? Belonging Unit	Christianity 2: A Local Church	Hinduism 2: Hindu Belief & Home
YEAR 2	Christianity 3: The Life & Teachings of Jesus	Islam 1: Prophet Muhammad (pbuh)	Right & Wrong	Christianity 4: Easter & Symbols	Sharing Food	Islam 2: Five Pillars of Islam
YEAR 3	Sikhism 1: Sikhism Beliefs	Peace Unit	Christianity 5: The Bible	Sikhism 2: Sikh Teaching & Life	Buddhism 1: The Buddha	Hinduism 3: Gods & Beliefs
YEAR 4	Judaism 1: Shabbat – a day of rest	Judaism 2: Festivals in Jewish Life	Christianity 6: Local Christian Places of Worship	Christianity 7: Christian Celebration	Sikhism 3: The Gurdwara & the Guru Granth Sahib	Buddhism 2: Living as a Buddhist
YEAR 5	Sikhism 4: Belonging to the Sikh Community	Christianity 8: Jesus Human & Divine	Hinduism 4: Pilgrimage	Christianity 9: Leading a Christian Life	Islam 3: Ramadan & Id ul Fitr	Islam 4: Hajj & Id ul Agha
YEAR 6	Buddhism 3: Following the Buddhist's Teaching	Buddhism 4: The Buddhist Community Worldwide	Judaism 3: Abraham	The Journey of Life & Death	Judaism 4: Prayer & Worship of G-d	Understanding Faiths & Beliefs in Lewisham