



# MANLEY PARK

## PRIMARY SCHOOL

G R O W I N G T O G E T H E R

### VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

### CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

## Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>EYFS Theme</b>	<b>All About Us (Diversity)</b>	<b>Celebrations and Festivals (Values and Perception)</b>	<b>Friendship and Fairness (Social Justice)</b>	<b>Caring for our Environment (Sustainable development)</b>	<b>People who Help Us (Interdependence)</b>	<b>Changes (Aspirations)</b>
<b>Nursery LQ</b>	<b>What Makes Me Special?</b>	<b>What Are Special Times for Me and My Family?</b>	<b>What Makes a Good Friend?</b>	<b>What is the Environment?</b>	<b>Who Helps Us?</b>	<b>How Have I Changed?</b>
<b>Comm and Lang</b>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Sing a large repertoire of songs.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use a wider range of vocabulary.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>
<b>Literacy</b>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book</p>	<p>Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing</p>	<p>Write some or all of their name</p> <p>:Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>Understand the five key concepts about print: -print has meaning -print can have different purposes</p>	<p>Write some letters accurately.</p> <p>Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom</p>

	-page sequencing	Engage in extended conversations about stories, learning new vocabulary.  Develop their phonological awareness, so that they can: -spot and suggest rhymes  -recognise words with the same initial sound, such as money and mother.	Engage in extended conversations about stories, learning new vocabulary.	-we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing  Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	bottom -the names of the different parts of a book -page sequencing  Engage in extended conversations about stories, learning new vocabulary.
<b>Reception LQ</b>	<b>How Are We All Different?</b>	<b>Why Do We Celebrate?</b>	<b>How Can I Be Fair?</b>	<b>How do I Look After the Environment?</b>	<b>How Do People Help Us?</b>	<b>Do I Notice How Things Have Changed?</b>
<b>Comm and Lang</b>	Understand how to listen carefully and why listening is important.	Ask questions to find out more & to check they understand what has been said to them.  Learn Rhymes, Poems and Songs.	Use talk to help work out problems and organise thinking & activities, and to explain how things work and why they might happen.  Connect one idea or action to another using a range of connectives.	Use talk to help work out problems and organise thinking & activities, and to explain how things work and why they might happen.  Connect one idea or action to another using a range of connectives.	Ask questions to find out more & to check they understand what has been said to them	Describe events in some detail.
<b>Literacy</b>	Form lower-case and capital letters correctly.  Read a few common exception words matched to the school's phonic programme.  Blend sounds into words, so that they can read short words made up of known letter- sound correspondence.  Read individual letters by saying the sounds for them.  <a href="https://www.littlewandlelettersounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-1.pdf">https://www.littlewandlelettersounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-1.pdf</a>	Read some letter groups that each represent one sound and say sounds for them.  Spell words by identifying the sounds and then writing the sound with letter/s.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Whole School Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
<b>KS1 KQ</b>	<b>Can I recognise the beauty of different people and places?</b>	<b>Can I understand that people have different values?</b>	<b>Do I understand and value fairness?</b>	<b>Do I understand the origins of what I have?</b>	<b>Who do I depend on and who depends on me?</b>	<b>Who should we admire?</b>
<b>Year 1 Genre</b>	Comic Instruction	Poetry week Story Basics Short Newspaper Article	Fable Information Poster	Story with a familiar setting Non Chronological Report	Developing Stories Leaflet	Stories with a Big Idea Recount
<b>Year 1 Reading</b>	Retrieval Text Organisation Inference / Prediction Vocabulary	Retrieval Inference / Prediction Text Organisation	Retrieval Vocabulary Inference / Prediction Summarising	Inference / Prediction Vocabulary Retrieval Text Organisation	Inference / Prediction Vocabulary Retrieval Text Organisation	Retrieval Inference / Prediction Vocabulary Text Organisation Summarising
<b>Year 1 Writing</b>	Oral Composition Finger Spaces	Sequencing Sentences Punctuation (Capital Letters and Full Stops)	Join words with 'and' Question Marks	Join ideas using 'and' Exclamations and Exclamation Marks	Noun-Phrases Join ideas using 'or'	Applying a range of punctuation Join ideas using 'but'
<b>Year 1 Spelling</b>	Ll after a short vowel sound /v/ at the end of a word (usually 've')	Polysyllabic words +ing to a verb (no change to root word)	'ck' after a short vowel sound +s to make a noun plural	+ed to a verb (no change to root word) 'Tch' usually after a short vowel sound	+er to a verb (no change to root word) +er to an adjective (no change to root word)	+es to make a noun plural +est to an adjective (no change to root word)
<b>Year 2 Genre</b>	Adapting Stories Description (Early Biographies)	Poetry Week Stories from Different Cultures Non-Chronological Reports	Stories - Fairytales with a Twist Instructions	Letters Fantasy Stories	Stories - Quests Diary Entries	Recounts Story - Setting Development
<b>Year 2 Reading</b>	Retrieval Inference Text Organisation Vocabulary	Retrieval Inference Text Organisation	Inference Vocabulary Summarising	Retrieval Inference Text Organisation Vocabulary	Retrieval Inference Vocabulary Text Organisation	Prediction Inference Vocabulary
<b>Year 2 Writing</b>	Essential Writing Skills Punctuation	Adjectives Conjunctions	Verbs Adverbs	Tense Varied Punctuation	Subordinating Conjunctions Word Classes	Precise Verbs Adverbs to Sequence
<b>Year 2 Spelling</b>	'le' endings 'll' endings Contractions with 'have'	Apostrophes for possession 'dge' vs 'j' Silent letters	Switching 'y' for 'ie' Adding 'es' for certain plurals The prefix 'dis'	The prefix 're' 'a' making the /ar/ sound Tricky words	Homophones Near Homophones Suffixes 'ness' and 'less'	Switching 'y' for 'i' Words with more syllables Doubling consonants before 'ing'
<b>LKS2 KQ</b>	<b>Can I find out what draws groups of people to certain places?</b>	<b>Can I understand how our values affect the way we live?</b>	<b>Do I recognise that actions have intended and unintended consequences?</b>	<b>Do I appreciate the value that sustainable resource use has on us and future generations?</b>	<b>Do I understand how action and choices made in the UK impact on the rest of the world?</b>	<b>Who do I want to be and what do I want to achieve?</b>

<b>Year 3 Genre</b>	First Person Narratives Scientific Explanation Texts	Poetry Week  Holiday Brochures Adventure stories	Newspaper Reports Traditional Tales	First Person Narratives Narrative Poetry	Portal Story Instruction Texts	Biographies Persuasive speech
<b>Year 3 Reading</b>	Retrieval Inference Vocabulary	Retrieval Inference Prediction Text Organisation	Retrieval Inference - Justifying using evidence Summarising - Identify key points	Meaning of words in context Retrieval Comparison Inference	Retrieval Inference Prediction Text Organisation	Retrieval Summarising main themes
<b>Year 3 Writing</b>	Extended Phrases Conjunctions	Prepositions of time and place Inverted commas	Determiners Nouns and Pronouns Present Perfect	Fronted adverbs of time and place Apostrophes for possession	Prepositions Adverbs of cause Conjunctions	Present perfect Determiners
<b>Year 3 Spelling</b>	Suffix: -ly/ -ily/ ally -tion/ -sion Apostrophes for contraction Year 3 spellings	Apostrophes for contraction ei/eigh/ ey graphemes Ch phoneme Year 3 spellings	Plural endings -s/ -es/ -ies Plural endings (words ending in f or fe Un-/ dis- prefixes Year 3 spellings	Re- prefix Irregular verbs Adding suffixes to short vowel words Year 3 spellings	Compound words Tricky words Exploring letter strings in words (ear, ight, on, au, ice, an) Year 3 spellings	Exploring letter strings in words (on) Adding suffixes: -ful Multisyllabic words Year 3 spellings
<b>Year 4 Genre</b>	Myth 3rd person narrative Historical persuasive piece	Poetry Week  Scientific explanation  In Media Res	Poetry- narrative Traditional tales retell	Wildlife documentary  Persuasive letter	Geographical non-chronological report  Adventure: Missing chapter- narrative	Discussion text  The BFG- multiple genres recap
<b>Year 4 Reading</b>	Retrieval Inference Vocabulary	Retrieval Inference Prediction Text Organisation	Retrieval Inference - Justifying using evidence Summarising - Identify key points	Meaning of words in context Retrieval Comparison Inference	Retrieval Inference Prediction Text Organisation	Retrieval Summarising main themes
<b>Year 4 Writing</b>	Noun phrases Conjunctions	Nouns and pronouns Paragraphs Adverbs for time and cause Commas after fronted adverbial phrases	Prepositions and determiners 5 rules of speech Fronted adverbs for time and space Paragraphs	Present perfect tense Conjunctions for time and cause Adverbs for cause Organise ideas around a theme	Plural apostrophes Prepositions for time and place 5 rules of speech Expanded noun phrases	Expanded noun phrases Commas after adverbial phrases Conjunctions for time, cause and place Commas after subordinating clauses

<b>Year 4 Spelling</b>	- 'shun' ending words - words ending in 'gue' and 'que' - apostrophes for possession	- adding 'y' to a word ending in 'e' - soft or hard 'c' - pluralising words that end in 'f'	- the prefixes 'sub-', 'super-' and 'inter-' - the prefixes 're-', 'anti-' and 'auto-'	- how the 'aw' and 'or' sounds and how they are spelt - irregular plural forms - high frequency compound words - homonyms	- can words end in the letter 'v'? - can words ever end in the two letters 'wa' or 'wo'?	- are the trickiest words to spell - three syllable words? - are all double consonant words animals?
<b>UKS2 KQ.</b>	<b>Can I appreciate different perspectives on Global issues?</b>	<b>Can I understand the power of the media?</b>	<b>Am I motivated to assist equality?</b>	<b>Can one person make a difference?</b>	<b>Do I understand that the world is a global community and what it means to be a global citizen?</b>	<b>How do I become the person I want to be?</b>
<b>Year 5 Genre</b>	Fiction – 1 <sup>st</sup> person Narrative (Dilemma text)  Fiction – Legend	Poetry Week Non-fiction Newspaper report  Fiction - Classic literature	Fiction - Poetry  Non-fiction - Comparative text	Non-fiction - Biography  Fiction - Portal story	Non-fiction - Persuasive letter  Fiction - Spy Fiction	Fiction - Adventure Narrative  Non-fiction – Scientific Instructions
<b>Year 5 Reading</b>	Retrieval Inference/Prediction Vocabulary	Retrieval Inference/Prediction Text organisation	Retrieval Inference/Prediction Vocabulary Summarising	Retrieval Inference/Prediction Vocabulary Comparison	Retrieval Inference/Prediction Vocabulary Summarising	Retrieval Inference/Prediction Vocabulary Text organisation
<b>Year 5 Writing</b>	Clauses Sentence structures Punctuation (-)	Parenthesis Modal verbs Cohesion	Relative clauses Parenthesis Cohesion Noun phrases	Subordinate clauses Punctuation (Semi colons) Passive verbs Phrases structures	Perfect verbs Punctuation (dashes) Noun phrases Cohesion	Punctuation (Brackets) Clauses Passive verbs Cohesion
<b>Year 5 Spelling</b>	Adding -ant Suffixes -able/-ible It's and its	Hyphenation Silent letters Exploring 'ough'	Singular and plural words Irregular plurals Prefixes mini- / micro-	Hyphenated words Suffixes -ate/-en/-ify/-ise Vowel suffixes	Homophones - their/there/they're Compound words Commonality of meaning	Exploring the rule 'i before e except after c' Syllables
<b>Year 6 Genre</b>	Narrative - The Island Speech - Gender Equality	Poetry Week Diary - Wonder Newspaper report - false advertising	Biography - Malala Narrative - The last tree	Persuasive writing on single use plastics Historical explanation text	Scientific Explanation Text Graduation speech	Poem - natural world Transition Text
<b>Year 6 Reading</b>	Meaning of words in context Retrieval Inference	Retrieval Inference Text organisation	Retrieval Inference Summarise main ideas from more than one paragraph.	Meaning of words in context Retrieval Inference Comparison	Prediction Summarising Inference	Meaning of words in context Retrieval Inference
<b>Year 6 Writing</b>	Sentence and phrase structures Cohesion Tense	Cohesion Punctuation Sentence structure Tense	Clauses Punctuation Tense Cohesion	Clause Punctuation Tense Sentence structures Word classes Grammar	Clauses Punctuation Sentence structures	Clauses Punctuation Sentence structures



<b>Year 6 Spelling</b>	Suffixes Punctuation within Spelling	Punctuation within Spelling Organising Sounds Plurals	Plurals Prefixes Exception words	Prefixes Exception words Homophones	Homophones Syllables	Year group spellings review
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